

Course name: Principles of Human Genetics (PoHG)**People completing worksheet** Neena Gupta and Lisa Hall

Please use the following document to identify how your course will meet the following 4 benchmarks for AY 20-21. Please note that options below relate to courses that do not include a 'block' structure. For those that do include a block structure the benchmarks apply to each block.

Benchmark Category	Deliverables (pick at least one from those listed, delete those not selected)	Session date/title and responsible person for each (create new cell for each session) Responsible person: Lisa Hall and Neena Gupta for all	One-line description of change
A. Increase engaged learning (small group, flipped classroom, problem-based learning, simulation, etc.) Decrease traditional lectures	Flipped Classroom	8/11/2020 Mitosis, Meiosis and non-disjunction, chromosome abnormalities (Lisa Hall and Neena Gupta)	Converted 2 traditional lectures in to Flipped classroom this year
	Case based Patient presentation	Clinical & Ethical correlation 8/12/20 Patient#1 8/19/20 Patient#2 8/24/20 Patient#3 9/2/20 Patient#4 9/8/20 Patient#5 9/16/20 Patient#6	Streamline the content

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	Independent Learning Module	8/21/20 Population Genetics Problem set 8/14/20 Mendelian and Chromosomal problem sets	Redo the population Genetics problem set this year as it was initially created from traditional lecture
		9/9/2020 Small group case study: Newborn Screening 9/15/20 Small Group case study: The Guardian	New addition this year, as this is important in students' Genetics curriculum

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B. Identify and remove unintended redundancy	Identify where materials are taught in other courses and review whether to maintain in your course (OASIS search or other method)	8/19/20 Clinical & Ethical correlation 9/8/20: Clinical uses of NextGen sequencing and Genetic testing	Sickle cell has been discussed in BWCT, so plan is to restrict session to patient case instead of elaboration on SCD via slide presentation Combined 2 lectures in our course to one lecture this year due to overlap in sessions

	Provide a roadmap to help faculty link their sessions to what comes before and after	All sessions in the course	Course directors are taking responsibility in making a link before the sessions to make sure students understand the continuity and importance
<p>C. Incorporate <u>at least 1 new aspect of EACH of these 3 priority content areas</u> into the course (or block for larger courses) using the Instructional Method of your choice</p>			

See * below for details regarding these priority areas	Deliverables: What aspect(s) of this priority area will you incorporate? (list here)	Session date/title and responsible person for each	One-line description of change
1. Antiracism, diversity, bias*	Diversity, Bias	8/19/20: Population Genetics by Lisa hall	Use genetic mapping to understand race ancestry and evolution

<p>2. Social Determinants of Health: economic and social conditions that influence individual and group differences in health status (CDC) **</p>	<p>Independent learning module</p>	<p>8/21/20 Population Genetics problem set By Lisa Hall</p>	<p>Modified this year for better understanding of effect of social and cultural traditions on inherited disorders</p>
<p>3. Health Systems Science: the principles, methods and practice of health care to patients and populations***</p>	<p>Small group session</p>	<p>9/9/20 Small group case study: Newborn screening Neena Gupta & Lisa Hall</p>	<p>New addition to include health care of patients/population</p>

<p>4. Climate Change</p>	<p>Lecture</p>	<p>8/31/20 Imprinting & Epigenetics By Lisa Hall</p>	<p>New introduction of effect of climate change on Epigenetics</p>
<p>D. All course leaders, and specific small group faculty will participate in a DRIVE (Diversity, Representation and Inclusion for Value in Education) workshop activity. This will be tracked and reported centrally. Schedules are forthcoming and these should be completed early as possible. We welcome your inviting course faculty to join.</p>			