Course name: Brain Track 1 _____

People completing worksheet _____Sue Gagliardi _____

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.

We have focused on Benchmarks reflecting pedagogy, content and sessions that we anticipate will likely be part of the NSB block in the new curriculum.

Note regarding ALL Independent Learning: Increasing independent learning requires giving students tools that enable them to direct their own learning. Therefore in addition to what is listed below we are reviewing and revising internally developed interactive CNS atlases (sections | imaging | pathology), as well as terminology glossaries and curriculum on stroke. All these materials are available in Track 1 2020-21 Course Resources (BBL). Independent Learning is served by each of these educational formats.

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)	One-line description of change
A. Increase engaged learning (small group, flipped classroom, problem-based learning, simulation, etc.) Decrease traditional lectures	Convert 1 lecture per week to an interactive session using an instructional method such as small group, team-based, case-based, etc. Transform 1 lecture per week into an interactive independent learning module *****	Week 1 (8/6 and 8/7) virtual lab module added. Responsible faculty: Gagliardi, Giannaris, Smith	New virtual lab module designed to encourage peer-to-peer learning replaces wet lab this year, and provides additional high-quality content (interactive images and quizzes for future)
		Week 2 (8/10-8/14) Two large group discussions on 8/11 and 8/14) will be revised (both format and content) to increase student interactions in groups of 4 Responsible faculty: Gagliardi and Giannaris	Add more small group discussion in the form of virtual breakout rooms to two sessions early in the track that help students begin learning about the spinal cord using images and mini-cases.

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	Convert 1 lecture per week to an interactive session using an instructional method such as small group, team-based, case-based, etc.	Week 3 (8/17-8/21) Extensively revised Independent Learning Exercise on Auditory/Vestibular System (new materials and approaches) Responsible faculty: Gagliardi _____ Add new Case Discussion: NeuroLOGIC (SC localization) (8/18): Responsible faculty: Daniello with Gagliardi	New independent learning exercise with videos, handout and case replaces a previous unsuccessful version _____ New game-like interactive format for discussing SC localization
	Transform 1 lecture per week into an interactive independent learning module *	Week 4 (8/24-8/27 Added team-based Virtual Brainstem Workshop with Case (8/27) Responsible faculty: Gagliardi, Giannaris, Smith	New virtual team-based brainstem workshop with interactive features designed to support localization, that includes a graded case.
		Week 5 (8/31-9/4) Case-based learning session, interactive review and Mid-Track Exam are only sessions scheduled	*No change appropriate*
	Convert 1 lecture per week to an interactive session using an instructional method such as small group, team-based, case-based, etc.	Week 6 (9/7-9/11) interactive discussion, and Independent Learning Exercise on Sleep Basics already scheduled. Add video providing 3-D views of major forebrain structures and their relationships (9/8). Responsible faculty: Gagliardi	New video utilizing 3-D computer reconstructions of major forebrain structures.
	Convert 1 lecture per week to an interactive session using an	Week 7 (9/14-9/18) Interactive drawing exercise and clinical	Review this year's scheduled sessions for opportunities to add additional interactive components

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)	One-line description of change
	instructional method such as small group, team-based, case-based, etc.	discussion of movement disorders with video already scheduled	
	Convert 1 lecture per week to an interactive session using an instructional method such as small group, team-based, case-based, etc. -- Transform 1 lecture per week into an interactive independent learning module *	Week 8 (9/21-9/25 Discussion of limbic system revised to encourage interaction through drawing and case discussion (9/22). Responsible Faculty: Gagliardi. -- New Independent learning Module on Blood Brain Barrier and Brain Edema. Responsible faculty: T. Smith	Add more interactive components to discussion of limbic system Convert blood brain barrier/brain edema lecture to an ILM
	Transform 1 lecture per week into an interactive independent learning module *	Week 9 (9/28-10/2) Independent learning exercise on diffuse modulatory systems already scheduled. In future, consider converting the lecture on forebrain vascular territories to independent format	Review this year's session on forebrain vascular territories to determine how it might be converted to an independent learning exercise in future.
		Week 10 (10/5-10/9) Medium-size group case discussion, Large group interactive case discussion, content reviews and End-Track Exam are only sessions scheduled	*No change appropriate*
B. Identify and remove **unintended redundancy**	Provide a roadmap to help faculty link their sessions to what comes before and after.	Explain to each T1 faculty member how their particular session/content fits into the Brain course and overall current curriculum in advance of their	Assure that T1 faculty have received an explanation of how their session(s) content and expectations are aligned with

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)	One-line description of change
		teaching session(s). Suggest possible changes in content and presentation, and if appropriate review session materials with them. Underway in late summer/fall 2020 for 8/6-10/6 sessions. Responsible faculty: Gagliardi, other Brain leaders and faculty	previous and upcoming sessions in Brain and other relevant courses, and if appropriate they have discussed their session content with one or more course directors in advance.

C. Incorporate <u>at least 1 new aspect of EACH of these 3</u> **priority content areas** into the course (or block for larger courses) using the Instructional Method of your choice

Increasing material on diversity, bias, social determinants of health in T1 is clearly important. But in order to create meaningful deliverables we need to first complete the DRIVE workshop and then discuss/modify specific proposals with the help of expert consultants. The topics and deliverables below represent "best guesses" and are simply initial efforts.

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*	Cognitive bias and stereotyping – and how it can affect analysis of clinical cases	After a brief introduction (perhaps in collaboration with DCS) specific content is included in *various case discussions and graded assignments.* Responsible Faculty: Gagliardi and other Brain course leaders	*Add content on diversity and bias primarily to 21-22 T1.*
2. **Social Determinants of Health**: economic and social conditions that influence individual and group differences in health status (CDC) **	Update and expand content relevant to individuals, communities, and populations at particular risk for stroke	Update StrokeSTOP content using 2020 American Stroke Association statistical summary of epidemiological data (Modules in Course Resources BBL 20-21). Add questions to the appropriate case assignments and cases in end of Track exam.. Sue Gagliardi	*Increase* content and questions to StrokeSTOP and to case assignments/exams that emphasizes social and economic factors influencing health status in their analyses of individual cases.

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3. **Health Systems Science**: the principles, methods and practice of health care to patients and populations***	ASSISTANCE NEEDED … Overlap with population health.		*Changes would be made in 21-22*
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.			

Course name: Brain: Track 2 (Neuropathology/Neurology)

People completing worksheet _Tom Smith, Kate Daniello_____

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)	One-line description of change
A. Increase engaged learning (small group, flipped classroom, problem-based learning, simulation, etc.) Decrease traditional lectures	Create a new small group	November 4, Wednesday 11-12 New Small Group session for Seizures review/cases-> FACULTY KATE DANIELLO	With a new lecturer giving the first seizure talk, we feel that the review/cases update lecture would work better as a small group model reviewing cases, will convert to small group learning (within limitations of COVID) so that students learn within small groups and come back to a large group as discussion

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)	One-line description of change
B. Identify and remove **unintended redundancy**	Provide a roadmap to help faculty link their sessions to what comes before and after	Our curriculum design is clear and well outlined, however in past we have never provided this roadmap to the faculty so Tom Smith and Kate Daniello will give to all faculty in Track 2. We will do this last week in October 2020 to all faculty in Track 2	In track 2 we will give each faculty lecturing the schedule of Track 1 and Track 3 along with Track 2 to explain where their information fits into the bigger picture. Of note this will be helpful as when we transition to year 1 course we will need to help educate our faculty that this is NOT the same as prior years in regards to student knowledge. We will ALSO include what parts of OSD students have completed

C. Incorporate <u>at least 1 new aspect of EACH of these 3</u> **priority content areas** into the course (or block for larger courses) using the Instructional Method of your choice

*** WE FEEL STRONGLY THAT THIS WILL BE BETTER ANSWERED AFTER WE HAVE TAKEN THE DRIVE WORKSHOP AS WELL HOWEVER TO BEGIN WITH THESE ARE TOPIC AREAS WE CAN DISCUSS IN MORE DETAIL

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***		November 12th, Thursday 11:30-12:30, Demyelinlating disease clinical-Dr Chris Hemond	Our MS lab here has a focus on understanding research limitations in latinx patients and have done different studies that discuss psychiatry issues in MS patients who identify as latinx as well as barriers to

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)	One-line description of change
			research and therefore the limited studies done in MS patients of nonwhite backgrounds, We will incorporate this information into the lecture this year
2. **Social Determinants of Health**: economic and social conditions that influence individual and group differences in health status (CDC) **		November 17th Tuesday 2:45-3:45 Dementia-Kate Daniello	Dementia is a topic ripe for discussions more around culture than we usually do, there are limitations to neuropsychological testing based on language for example that we do not discuss but will now as well as family roles that vary between different cultures and we intend to emphasize this more as impacts patient care
3. **Health Systems Science**: the principles, methods and practice of health care to patients and populations***		November 4, Wednesday, Headache, Kate Daniello	The new medications in the headache world this past year have evolved and are issues with insurance approval, will discuss this in more detail this year as the medications are new but also discuss the practice of working with insurance companies but also pharmaceutical companies

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)	One-line description of change
			to get correct care for patients

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.

Course name: Brain Track 3_____

People completing worksheet ____Mai-Lan Rogoff_____

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)	One-line description of change
A. Increase engaged learning (small group, flipped classroom, problem-based learning, simulation, etc.) Decrease traditional lectures	Convert 1 lecture per week to an interactive session using an instructional method such as small group, team-based, case-based, etc. Transform 1 lecture per week into an interactive independent learning module Create a new small group	Week 1 - two small groups, an independent learning assignment, and practice questions are already included. Sessions are 1/4, 1/5 and 1/8. Plan add case-based discussion to lecture on 1/6 (grief) Responsible faculty: Rogoff	Review existing videos and small groups. Add interactive discussion to grief lecture.
		Week 2 - increase case-based discussions in sleep lecture 1/15 responsible faculty: Felicia Chu	Add case-based discussion to sleep lecture

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)	One-line description of change
		Week 3 - Convert lecture to ILM eating disorders 1/20. Responsible faculty: Rogoff	Convert eating disorders lecture to ILM
		Week 4 - Add case-based discussion to violence in mental illness lecture 1/27 faculty: Ashley Maclean	Add case based discussion to lecture
		Weeks 5 already has an interactive patient interview plus 2 independent learning exercises and 2 discussion groups. There is only one traditional lecture in the entire week.	Review existing videos and discussion groups for opportunities to increase interaction
		Week 6 - already has 2 student-led interactive cumulative case exercises and only 2 traditional lectures	Review lectures for opportunities to increase interaction
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) Provide a roadmap to help faculty link their sessions to what comes before and after	Plan OASIS search for redundancies Faculty: Jalnaparkur Start roadmap for faculty to link sessions Faculty: Rogoff and Jalnaparkur	Review Course materials for redundancies and initiate roadmap
C. Incorporate <u>at least 1 new aspect of EACH of these 3</u> **priority content areas** into the course (or block for larger courses) using the Instructional Method of your choice			

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)	One-line description of change
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	1/4 Introduction to track Faculty Rogoff. Will also review all sessions for opportunities to increase material on diversity and bias. Faculty Rogoff and Padilla	Increase material on diversity and bias
2. **Social Determinants of Health**: economic and social conditions that influence individual and group differences in health status (CDC) **	2. economic and social conditions that influence individual and group differences in health status	Introduce discussion questions to focus on this issue in discussion groups on 1/5 (schizophrenia) and 1/8 (mood disorders) Faculty: Rogoff	Add discussion questions to case-based discussion groups
3. **Health Systems Science**: the principles, methods and practice of health care to patients and populations***		Introduce discussion questions to focus on this issue in discussion groups on 1/5 (schizophrenia) and 1/8 (mood	Add discussion questions to case-based discussion groups

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)	One-line description of change
		disorders) Faculty: Rogoff	

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.

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.