

Course name _____DCS2_____

People completing worksheet _____Christine MacGinnis_, Dave Hatem_____

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.	Small groups session 1 problem solving/Week 2 oral presentation 8/26, 9/3/2020 Christine MacGinnis Interpreter sessions 9/30/2020 Dave Hatem Problem solving PE sessions-chris	Rewrite cases to include antiracism, diversity, social determinants of health. Introduce health system science and EBM Utilization of top hat to assess students understanding of PE maneuvers and problem-solving skills

	Build and implement a simulation experience (including debrief)	Using Harvey to learn heart and lung exam skills—Dave Hatem and Teaching Elective leaders	Introduction of new content bias, health care inequities, social determinants of health
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B. Identify and remove unintended redundancy	<p>Review lecture materials to align slide number with length and topic</p> <p>Identify where materials are taught in other courses and review whether to maintain in your course (OASIS search or other method)</p> <p>Provide a roadmap to help faculty link their sessions to what come before and after</p>	<p>Specialty lectures aligned physical exam</p> <p>Chris MacGinnis</p>	<p>Gyn/GU specialty lectures followed within 2 weeks by student practice sessions with SP</p>
<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>			
<p>See * below for details regarding these priority areas</p>	<p>Deliverables: What aspect(s) of this priority area will you incorporate? (list here)</p>	<p>Session date/title and responsible person for each</p>	<p>One-line description of change</p>
<p>1. Antiracism, diversity, bias*</p>		<p>Specialty lectures</p>	<p>Specialty lectures will address how bias, racism impacts care gyn, GU, peds</p>
<p>2. Social Determinants of Health: economic and social conditions that influence individual and</p>			<p>Social determinants of health will be referenced in specialty lectures Small group focus</p>

		Session date/ 8/26/2020 Responsible person Christine MacGinnis	One-line description
Benchmark Category	Deliverables Social determinants of health	Small group session 1/Problem solving	Rewrite cases to address, bias, social determinants of health
group differences in health status (CDC) **			
3. Health Systems Science: the principles, methods and practice of health care to patients and populations***		Small group session 1 8/2021	Create a module introducing health system science
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.			

* Diversity: <https://www.umassmed.edu/dio/> (UMMS Diversity and Inclusion Office); Antiracism: "defined as some form of focused and sustained action, which includes [inter-cultural](#), inter-faith, [multi-lingual](#) and inter-abled (i.e. differently-abled) communities with the intent to change a system or an institutional policy, practice, or procedure which has racist effects" Anti-racism Digital Library; Bias as defined by the DRIVE initiative: Disproportionate weight in favor or against one thing, person, or group compared with another in a way usually considered to be unfair; A preference or inclination, favorable or unfavorable, which inhibits impartial judgment. A tendency to think, act or feel in a way.

** and the Healthy people 2020 list: economic stability, education, health and health care, neighborhood and built environment, social and community context

*** Health (HC) delivery structures and processes; HC policy and economics; patient and family-centered care; health system improvement; value-based care and evidence-based medicine; systems thinking; population and public health; HC ethics and law; interprofessional care and teaming; clinical informatics.