

Course name ____ FOM211 OSD Female reproduction ____ 11/1/2020 _____

People completing worksheet ____ Susan Zweizig _____

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)	1 line description of change
A. Increase engaged learning (small group, flipped classroom, problem-based learning, simulation, etc.)	Best Zoom Practices <ol style="list-style-type: none"> 1. Add Top Hat to at least 1 lecture per week 2. Convert 1 lecture per week to an interactive session 3. Transform 1 lecture per week into an interactive independent learning module or	Week 1 – 2/2/2021 Dina Kandil, Lela Giannaris, Susan Zweizig :We will build a new session demonstrating anatomy and gross pathology of the female reproductive system with members of the department of pathology and anatomy – we may use tophat for interactive data Week 2- 2/8/2021 Amenorrhea, Menopause Dhivya Kannabirran, Susan Zweizig, Laura Ferraro: We have converted two lectures to Independent learning modules 2/10/2020 Disease of the Ovary and Adnexa Susan Zweizig- We have added Top hat to one lecture Week 3-	New interactive session on anatomy and pathology, two ILMs Added tophat to one lecture a week

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)	1 line description of change
		2/16/2020 Sharmilee Korets - Disease of the cervix- added top hat	
B. Identify and remove unintended redundancy	<p>Within Your Course</p> <ul style="list-style-type: none"> • Review lecture materials to align slide number with length and topic • Provide a roadmap to help faculty link their sessions to what comes before and after <p>Within the Entire Curriculum</p> <p>Identify where materials are taught in other courses and review whether to maintain in your course (OASIS search or other method)</p>	Susan Zweizig will review each presentation as it comes in for redundancy - OASIS search was not successful! I need more help with finding where materials are taught in other courses	Need help on this for female repro
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	1. Antiracism, diversity, bias*	Weeks 1,2 and 3: Content will be woven into lectures including Infection and reproduction, STDs, Complications of pregnancy Cervix disease, uterine disease, Contraception, ovarian and adnexal disease, infertility	
Highlight or insert the aspect of choice	2. Social Determinants of Health: economic and social conditions that influence individual and group differences in health status (CDC) **	Weeks 1, 2 and 3: Content will be woven into lectures including Infection and reproduction, STDs, Complications of pregnancy	

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)	1 line description of change
		Cervix disease, uterine disease, Contraception, ovarian and adnexal disease, infertility	
	3. Health Systems Science: the principles, methods and practice of health care to patients and populations***	New cervix cancer screening guidelines are an excellent example of how HSS influences practice and how to get best value for patients in health care Similarly – breast disease and mammography	
<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>			

DRIVE: Diversity, Representation and Inclusion for Value in Education: <https://www.umassmed.edu/dio/initiatives/drive/>

- A brief introduction to the DRIVE Initiative, [click here](#).
- The Curriculum Appraisal Tool, [click here](#)
- Interactive Library Guide with expanded appraisal tools and linked resources, [click here](#)
- Download sample disclosure slide for inclusion and presentations, [click here](#)
- Zoom recording of the faculty development workshop, [click here](#)
- Extensive self-education resource collection curated by Yale medical library, [click here](#)

* 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 particular 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.