

**Group 1: Cycle 1 - Fall 2017 - Summer 2019****ASSESSMENT REPORT FOR Group 1: Cycle 1 - Fall 2017 - Summer 2019****Mission Statement**

The mission of the School of Medicine MD program is to provide education in a highly personal atmosphere which emphasizes a balance between scientific disciplines and humanistic concerns and societal needs and results in highly competitive, competent and caring graduates.

**Goal 1.**

Students will be able to demonstrate a mastery of both scientific and clinical knowledge; including the basic competencies of a general medical education.

**Curriculum**

In the first two years, referred to as the "basic science" years, students learn the basic scientific and clinical knowledge in the context of the biopsychosocial model through the following courses: Medical Embryology and Gross Anatomy, Medical Microscopic Anatomy, Medical Biochemistry, Medical Neuroscience, Medical Pathology, Medical Physiology, Introduction to Clinical Medicine, and Medical Pharmacology. The first two years are also designed for students to acquire clinical, communication and problem-solving skills and an appreciation of the team approach to providing evidence-based medicine to the total patient.

The third year is made up of clinical clerkships in the core specialties of Family Medicine, Internal Medicine, Neurology, Obstetrics and Gynecology, Pediatrics, Psychiatry, and Surgery. The fourth year consists of 4 ½ required months that strengthen core skills and knowledge and include the areas of Internal Medicine and Surgery, along with an Acting Internship. The other four months consist of electives that allow students to explore specialty career choices as well as to better prepare them for the practice of medicine.

In addition the SOM has a number of vertical curricula that are integrated across courses and years, these include: Ethics and Professionalism, Genetics, Geriatrics, Nutrition, Patient Safety and Quality, Substance Use, and Ultrasound Education.

This goal/learning objective is met through the successful completion of the entire required four-year curriculum. Attached is a schematic of the curriculum which outlines the specific classes, course numbers, and the sequencing of the curriculum .

**Learning Outcome 1.**

Students will apply evidence-based principles of biomedical, clinical, epidemiological, and social-behavioral sciences to guide diagnosis, treatment, and patient care decisions.

**Measures and Criteria**

1. USMLE Exams: The School of Medicine expects 90% of each class to pass the USMLE Step 1 Basic Science and Step 2 Clinical Knowledge exams on the first attempt and averages for all content areas to be within one standard deviation of the national mean.
2. AAMC Graduation Questionnaire: Data from the AAMC Graduation Questionnaire should indicate that 85% of the class is satisfied with their medical education.
3. PGY-I survey: Data from post graduate surveys should indicate that 85% of our graduates rate their overall competence in medicine as at least a 4.0/5.0.
4. Specialty board certification rates should be at 90% or higher.

**Methods**

The USMLE Step 1 Basic Science exam is administered at the end of the second year of study and the USMLE Step 2 Clinical Knowledge exam during the fourth year of study.

The AAMC Graduation Questionnaire is administered during the spring of the fourth year of study by the Association of American Medical Colleges.

PGY-I (Post graduate) surveys are sent to graduates and their supervisors one year after completing their course of study by the Office of Curricular Affairs.

Specialty board certification rates are checked annually through the American Board of Medical Specialties database.

All of these outcome measures are reviewed at least annually by the Curriculum Committee usually at their August retreat and as data becomes available. Based on the data, the Curriculum Committee may choose to have one of its subcommittee's review the data in further detail and make recommendations to the full committee concerning changes in the overall course of study.

### **Results**

For Academic Year 2017-2018:

1. USMLE Exams: There were 87 Step 1 first-time test takers with a 95% pass rate. The mean score for the school was 230 (SD 19) and nationally it was also 230 (SD 19).

There were 89 Step 2 CK first-time test takers with a 98% pass rate. The mean score for the school was 238 (SD 16) while the national mean was 243 (SD 17).

2. AAMC Graduation Questionnaire: 85% of our graduates (n=66) indicated satisfaction with their medical education while 89% nationally (n=16,000) indicated satisfaction.

3. PGY-I Survey: Data from the post-graduate survey indicated that 94% (n=43) of our graduates rated their overall competence in medicine as at least a 4.0/5.0.

4. Specialty board certification rates were averaging 89.3% (n=97).

### **Use of Results**

For the first time in recent history, our the mean score of our students was equal to that of the national average. We will continue to require passing the Comprehensive Basic Science Exam prior to taking the Step 1 Exam and increase resources available for exam preparation.

Student satisfaction with their medical education continues to meet the benchmark. Revisions to the current curriculum are underway and will be monitored for impact on student satisfaction.

Post graduate survey competence ratings have risen dramatically but the response rate is low. We will increase reminders to respondents to complete the survey and extend the time the survey is available to respondents.

### **Goal 2.**

Students will demonstrate the acquisition of the necessary communication skills needed in a clinical setting.

#### **Curriculum**

The four-semester Introduction to Clinical Medicine course, which takes place in the first two years, is designed for students to acquire the communication skills they will use in their third and fourth year clinical rotations.

The third year is made up of clinical clerkships in the core specialties of Family Medicine, Internal Medicine, Neurology, Obstetrics and Gynecology, Pediatrics, Psychiatry, and Surgery. The fourth year consists of 4 ½ required months that strengthen core skills and knowledge and include the areas of Internal Medicine and Surgery, along with an Acting Internship. The other four months consist of electives that allow students to explore specialty career choices as well as to better prepare them for the practice of medicine.

Please see the attachments for the mapping of this goal/objective in the curriculum.

### **Learning Outcome 1.**

Students will communicate clearly with patients, families, peers, faculty, and other members of the health

care team: establishing rapport; fostering, forming, and maintaining therapeutic relationships with patients; effectively gathering information during interactions with others and participating in collaborative decision making that is patient-focused.

### **Measures and Criteria**

1. USMLE Step 2 Clinical Skills Exam: The School of Medicine expects 90% of each class to pass the communication and interpersonal skills component of the USMLE Step 2 Clinical Skills exam on their first attempt.
2. AAMC Graduation Questionnaire: Data from the AAMC Graduation Questionnaire should show that 85% of our students indicate the amount of education in this area was appropriate.

### **Methods**

The USMLE Step 2 Clinical Skills exam is administered during the fourth year of study.

The AAMC Graduation Questionnaire is administered during the spring of the fourth year of study by the Association of American Medical Colleges.

All of these outcome measures are reviewed at least annually by the Curriculum Committee usually at their August retreat and as data becomes available. Based on the data, the Curriculum Committee may choose to have one of its subcommittee's review the data in further detail and make recommendations to the full committee concerning changes in the overall course of study.

### **Results**

The USMLE Clinical Skills Exam for 2017-2018 percentage of students passing for first-time test takers is 75% out of a total of 88 students who took the exam. Students scored lower in the ICE (Integrated Clinical Encounter) and CIS (Communication and Interpersonal Skills) subsections of the exam in 2017-2018 than in previous years.

The AAMC questionnaire showed that 97.5% (n=66) of respondents said they agreed/strongly agreed that the amount of education in this area was appropriate.

### **Use of Results**

The increased failure rate of first-time test takers is under review by the Curriculum Committee and Clerkship Directors, the assistant dean for clinical years and assessment, and the associate dean of academic affairs. One suggestion has been to increase the level of faculty involvement in the pre-clinical OSCEs in order to provide more feedback in the areas of communication and interpersonal skills.

The AAMC graduation questionnaire results exceed the goal that was set. However, the respondents reflect the opinions of students in residency programs and do not address the recent decline in the passing rate.

### **Goal 3.**

Students will demonstrate an understanding of the practice of cost-effective, evidence-based medicine.

### **Curriculum**

The third year is made up of clinical clerkships in the core specialties of Family Medicine, Internal Medicine, Neurology, Obstetrics and Gynecology, Pediatrics, Psychiatry, and Surgery. The fourth year consists of 4 ½ required months that strengthen core skills and knowledge and include the areas of Internal Medicine and Surgery, along with an Acting Internship. The other four months consist of electives that allow students to explore specialty career choices as well as to better prepare them for the practice of medicine. Each of these clinical rotations emphasizes cost-effective, evidence-based medicine.

### **Learning Outcome 1.**

Students will demonstrate an awareness of, and responsiveness to, the larger context and system of health care, utilizing other resources in the system to provide care for patients. Students will acknowledge the relationship between the patient, the community, and the health care system and the impact on health culture, economics, the environment, health literacy, health policy, and advocacy.

## **Measures and Criteria**

1. AAMC Graduation Questionnaire: Data from the AAMC Graduation Questionnaire should show 85% of our students indicate an understanding of this area.
2. PGY-I Survey: Post graduate surveys of their supervisors should show that 60% of their supervisors rated our graduates performance in this area (therapeutic and patient management skills) to be at least above average 4.0/5.0.
3. IHI Basic Certificate in Quality and Safety: At least 95% of the graduating class will have obtained this certification.

## **Methods**

The AAMC Graduation Questionnaire is administered in the spring of the fourth year of study by the Association of American Medical Colleges.

PGY-I (Post graduate) surveys are sent to graduates and their supervisors one year after completing their course of study by the Office of Curricular Affairs.

The Institute for Healthcare Improvement provides a 13 module online course with post test assessments. The modules cover improvement capability, patient safety, triple aim for populations, person- and family-centered care, and leadership. Completion of the modules and passage of the assessments allows the obtainment of the IHI Basic Certificate in Quality and Safety.

All of these outcome measures are reviewed at least annually by the Curriculum Committee usually at their August retreat and as data becomes available. Based on the data, the Curriculum Committee may choose to have one of its subcommittee's review the data in further detail and make recommendations to the full committee concerning changes in the overall course of study.

## **Results**

Data from the AAMC Graduation Questionnaire show that 91% (n=67) of our students agree/or strongly agree that they have an understanding of this area. The national average is 94%.

PGY-I Survey of resident supervisors (n=36) show that 94% rated our graduates as 4.1/5.0 on therapeutic and management skills.

100% (n=97) of the graduating class obtained this certificate.

## **Use of Results**

Results in this area on the AAMC Graduation Questionnaire remain below the national average which may be attributed, at least in part, to the low response rate to the questionnaire. We will attempt to increase participation by leaving the questionnaire open several weeks longer in the future.

Again, the response rate of supervisors of our graduates in residency programs is very low. Given the workload of residency program directors, we will try to increase the response rate by leaving the questionnaire open for an additional period of time.

Attainment of the IHI Basic Certificate in Quality and Safety has now become a requirement for graduation and will be removed as a criteria in the future.

## **Goal 4.**

Students will demonstrate personal and professional development.

## **Curriculum**

The four-semester Introduction to Clinical Medicine course includes sections on personal and professional development as well as the clinical clerkships listed below. One semester of this course includes an interprofessional segment with the Schools of Nursing, Pharmacy, Social Work and Public Health that is a mixture of on-line discussions and small groups that focuses on interprofessional roles and relationships which is a core of professional development.

The third year is made up of clinical clerkships in the core specialties of Family Medicine, Internal Medicine,

Neurology, Obstetrics and Gynecology, Pediatrics, Psychiatry, and Surgery. The fourth year consists of 4 ½ required months that strengthen core skills and knowledge and include the areas of Internal Medicine and Surgery, along with an Acting Internship. The other four months consist of electives that allow students to explore specialty career choices as well as to better prepare them for the practice of medicine.

### **Learning Outcome 1.**

Students will carry out professional responsibilities with the highest standards of excellence and integrity, consistent with the Honor Code and adherence to ethical principles. Students will demonstrate accountability to both patient and society by placing the patient first and advocating for improved access and equitable distribution of resources.

#### **Measures and Criteria**

1. AAMC Graduation Questionnaire: The School of Medicine expects data from the AAMC Graduation Questionnaire should show that 85% of our students indicate an understanding of this area.
2. PGY-I Survey: Post graduate surveys of their supervisors should show that 70% of their supervisors rated our graduates performance in this area (ethical and professional competence) to be at least above average 4.0/5.0.
3. Personal and Professional Conduct Evaluation: Students will be rated as "effective" on at least 95% of their personal and professional conduct evaluations conducted on their required third year clerkships.

#### **Methods**

The AAMC Graduation Questionnaire is administered in the spring of the fourth year of study by the Association of American Medical Colleges.

PGY-I (Post graduate) surveys are sent to graduates and their supervisors one year after completing their course of study by the Office of Curricular Affairs.

On each required third year clerkship students are assessed on their Personal and Professional Conduct in the 6 areas of: concern for welfare of patients, concern for the rights of others, responsibility to duty, trustworthiness, maintaining a professional demeanor, and demonstrating the individual characteristics required for the practice of medicine. Students are assessed in each area as "exemplary," "effective," or "unsatisfactory."

All of these outcome measures are reviewed at least annually by the Curriculum Committee usually at their August retreat and as data becomes available. Based on the data, the Curriculum Committee may choose to have one of its subcommittee's review the data in further detail and make recommendations to the full committee concerning changes in the overall course of study.

#### **Results**

The results of the 2018 AAMC Graduation Questionnaire show that 91% (n=66) of our students agree/strongly agree that they have an understanding of ethics and professionalism.

PGY-I surveys of residency program directors (n=36) of our graduates indicate that 88% of their supervisors rated their performance in ethical and professional competence above average (4.5/5.0).

97% (n=97) of our students were rated as "effective" in their personal and professional conduct evaluations as part of their third year clerkships for the 2017-2018 academic year by their clerkship directors (n=7).

#### **Use of Results**

The ICM I and II courses have been completely restructured to include more real world experiences in the areas of patient and society and acting as a patient advocate for the distribution of resources. The expectation is that the percentages of students achieving average/above average in these areas during their clerkship years will increase.