

Medicine - MD

2017 - 2018 Assessment Plan

Currently status is: Report Accepted

I. ANNUAL REPORT FOR 2016 - 2017

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 75% 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

USMLE Step 1 Exam: 96% (N=92) of the class of 2018 passed the Step 1 exam on their first attempt with a national pass rate of 95%. Upon retake 97% of the class passed the Step 1 exam.

USMLE Step 2 Clinical Knowledge Exam: 92% (N=85) of the Class of 2017 passed the Step 2 Clinical Knowledge exam on their first attempt with a national pass rate of 95%. Upon retake, 100% of the class passed the Step 2 Clinical Knowledge exam.

On both exams, the averages for the content areas were all within one standard deviation of the mean.

AAMC Graduation Questionnaire: 84.6% (N=80) of the Class of 2016 agreed or strongly agreed to the statement, "Overall I am satisfied with the quality of my medical education," as compared to 90.1% nationwide.

(NOTE: this information will not be available until July 2017) In post graduate surveys during their residency, graduates of the Class of 2016 (N=) when asked to rate their overall competence in medicine on average rated their competence as _____ where 4.0 is above average and 5.0 is outstanding.

Specialty Board Certification Rate: 96% of our graduates are ABMS board certified in their speciality. The national average is just under 90%.

Use of Results

All data is reviewed by the Office of Medical Education and the SOM Curriculum Committee. Based on this year's results the SOM met or exceeded established benchmarks and in some cases were above the national average. The SOM continues to put emphasis on increasing both the first time pass rate and overall mean score on the USMLE Step 1 exam in order to approach the national averages. To that end, students are now required to take and pass the NBME Comprehensive Basic Science Exam prior to being allowed to sit for the USMLE Step 1 exam. This change went into effect for the Class of 2018 in May 2016. Students who are not able to pass the exam are allowed additional time for remediation and study.

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

USMLE Step 2 Clinical Skills exam: 100% (N=80) of the Class of 2017 passed the Communication & Interpersonal Skills component of the USMLE Step 2 Clinical Skills exam on the first attempt with a national pass rate of 99%.

AAMC Graduation Questionnaire: 98.7% (N=78) of the Class of 2016 agreed or strongly agreed to the statement "I have the communication skills necessary to interact with patients and health professionals," as compared to 98.2% nationwide.

Use of Results

All data is reviewed by the Office of Medical Education and the SOM Curriculum Committee. Based on this year's results, the SOM exceeded benchmarks and in some cases, were above the national averages. We continue to use our summative clinical gate exam as an internal measure of our students' ability to demonstrate the necessary communication skills prior to taking the USMLE Step 2 Clinical Skills exam. Students who do not pass the exam are required to repeat it.

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

AAMC Graduation Questionnaire: 93.4% (N=78) of the Class of 2016 agreed or strongly agreed to the statement "I have the basic skills in clinical decision making and application of evidence based information to medical practice," as compared to 94% nationwide.

Surveys sent to residency training directors (N=54) for the Class of 2016 one year after graduation, rated our graduates as 3.64/5.0 on their therapeutic and patient management skills.

IHI Basic Certificate in Quality and Safety: 100% of the graduating class obtained this certification.

Use of Results

Results fell slightly below the national average on the AAMC Graduation Questionnaire concerning preparation to practice medicine. The SOM will conduct a survey of all current students (N=390) to further explore the reasons for declining satisfaction with preparation to practice medicine in 2018.

Goal 4.

Students will demonstrate personal and professional development.

Curriculum

The four-semester Introduction to Clinical Medicine course includes sections are 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 75% 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

AAMC Graduation Questionnaire: 96.1% (N=78) of our students indicate an understanding of the area outlined in Learning Outcome 1.

PGY-1 Survey: Post graduate surveys of their supervisors show that 67% (N = 54) of their supervisors rated our graduates performance in this area (ethical and professional competence) to be above average or outstanding, with an average rating of 3.96 /5.0.

Personal and Professional Conduct Evaluation: 100% (N=94) students were rated as "effective" on their personal and professional conduct evaluations conducted as part of their third year clerkships.

Use of Results

Based on this year's results, students met or exceeded the SOM established benchmarks. All of these outcome measures are reviewed at least annually by the Curriculum Committee

II. FUTURE ASSESSMENT PLAN FOR 2017 - 2018

Mission Statement

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