

## **TRANSITIONAL ITEM: ED-21**

**Finding: The curriculum offers limited opportunities for medical students to participate in learning activities that allow them to acquire and demonstrate an understanding of the manner in which people of diverse cultures and belief systems perceive health and illness. In the 2010 AAMC Medical School Questionnaire, more than one-third of respondents reported that their instruction related to providing culturally appropriate care for diverse population was inadequate.**

In response to the LCME citation, an assessment was completed to determine areas in which diversity education could be intensified.

An online module was created to provide an introductory session on diversity. All first year medical students will complete this module within their Introduction to Clinical Skills course. Upon successful completion of the module, an email is directed to the Office of Medical Education providing notification with the student's information.

In coordination with the fourth year elective, Academic Medicine, six diverse cases were created and will be placed into the standardized patient encounters throughout the first and second year clinical skills courses. Each case has specific teaching points related to the diverse population highlighted in the differential diagnosis. Faculty in the first and second year curriculums discussed integrating more diversity elements into the small group and team based learning activities, promoting discussion and problem solving opportunities in a small group setting. Dr. Tracy LeGrow, Course Director for Psychopathology has integrated organized small group discussions regarding culturally bound syndromes in which students must utilize life-long learning skills to complete independent assignments based upon discussions.

The Curriculum Committee will discuss at the summer 2012 retreat the options and abilities to create and implement a mandatory 2 week course at an inner city hospital that will provide the medical student with opportunities to provide care to diverse and underprivileged patients.

The goal is to provide various educational opportunities for the JCESOM medical students in which they can gain knowledge and experiences of providing medical care to individuals from different backgrounds. Having these experiences will enhance the knowledge skills and awareness for students upon graduation. These experiences and knowledge will be assessed through the GQ at the end of their fourth year.

**ACTION GRID**

STANDARD: Transitional Item: ED-21

TASKS (Steps to be taken that will lead to the desired outcome)	INDIVIDUALS/ GROUPS RESPONSIBLE	INDICATORS THAT THE TASK HAS BEEN ACCOMPLISHED	EXPECTED DATE OF ACCOMPLISHMENT OF THE TASK	DESIRED OUTCOME THAT ILLUSTRATES COMPLIANCE WITH THE STANDARD
Include an element of cultural diversity in all standardized patient encounters within MS-1 and MS-2 curriculum.	Course Director- Introduction to Clinical Skills and Advanced Clinical Skills	Syllabus will note appropriate assignments	Academic year 2012-2013	Students will encounter a diverse experience in the clinical skills lab at approximately 1 per block
Hire diverse population of standardized patients	Amy Smith, RN, BSN Kelly Fuller	Standardized patient roster will be noted with diverse employees	Academic year 2012-2013	With the hiring of diverse standardized patients, students will be exposed and have experiences related to diverse situations
Small group clinical cases will contain elements of cultural diversity within MS-1 and MS-2 Curriculums	Course Directors	Small group clinical cases will be noted to contain diverse elements within the course objectives	Academic year 2012-2013	Students will experience diverse situations within small group cases
Partner with our residency programs with Foreign Medical Graduates to serve as panel discussants for an annual event for MS-1 and MS-2 students	Course Directors Clerkship Directors	Curriculum Map will identify annual event with noted session objectives and themes	Academic year 2012-2013	100% of the medical students will participate in an annual panel discussion regarding cultural perspective of health care and patient perspectives

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Complete an online module Introduction to Diversity for all MS-1 students	Amy Smith, RN, BSN	Email notifications and certificate of completions are automatically sent via email upon completion by the medical students to Amy Smith, RN, BSN	Spring, 2012	100% of the MS-1 students will complete the online module with the objective to provide introductory overview of diversity and evaluations from residency panel
Implement a MS-4 mandatory two week elective in an inner city hospital with known diverse patient populations	Curriculum Committee MS-4 Subcommittee	Curriculum Committee minutes will reflect discussion and decisions	March, 2012	With participation in this elective, students will be exposed to inner city medical settings and experiences
Students will be more knowledgeable and have more awareness of diversity so that responses to the GQ "My knowledge or opinion was influenced or changed by becoming more aware of the perspectives of individuals from different backgrounds" will be more familiar	Office for Student Affairs	Responses to GQ	July 2013	Increased "Agree" to "Strongly Agree" to >80%

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Psychopathology (PSI721) will add a discussion regarding culturally bound syndromes with an active learning exercise	Dr. Tracy LeGrow, Course Director	Syllabus will reflect discussion and active learning assignment	Academic year 2012	100% of the MS-2 students will complete and submit active learning assignments and obtaining >75% on examination questions