

Agenda

Integration Committee Meeting #2 November 13, 2012

- I. Integration Meeting #1 Minutes
- II. LCME Limited (Focused) Survey
 - ED-33 There must be integrated institutional responsibility in a medical education program for the overall design, management, and evaluation of a coherent and coordinated curriculum.**
 - 1. Describe the steps taken by the medical school leadership and the curriculum committee to support horizontal and vertical integration of the curriculum, including ensuring the content is coordinated within and across academic periods.
 - 2. Provide copies of documents or curriculum committee minutes illustrating the attention given to content coordination and integration.
 - 3. Describe the methods used to monitor curriculum content and to identify gaps and unplanned redundancies. Provide examples, if available, of gaps or redundancies that were identified and describe how these were addressed.
- III. Progress Updates and Discussion
- IV. Curriculum Database Working Group
 - a. Matt Crutchfield, Brian Dzwonek, Elaine Hardman, Mike McCarthy, Brian Patton
- V. Next Steps: Diagnosis, Themes, Instructional Methods, Assessment, Resources, Diversity (See Handout)
- VI. Assignments for November 27, 2012 Integration Committee Meeting

JCESOM Integration Committee Meeting

October 30, 2012

Present: Charles Meadows, Laura Richardson, Tigran Garabekyan, Richard Egleton, Sean Loudin, Will McCumbee, Hisham Keblawi, Nancy Norton, Gary Rankin, Don Primerano, April Kilgore, Dilip Nair,

Absent: Elaine Hardman, Kelly Melvin, Larry Grover, Carl Gruetter, Joseph Shapiro, Tracy LeGrow, Adrian Mayes, Sydney McElroy,

Meeting was called to order at 4:03pm

AGENDA ITEM	DISCUSSION	PLAN/ACTION
Discuss LCME ED-33 -Brian Dzwonek, EdD	Dr. Dzwonek presented an overview of the LCME-33 standard, the finding of the LCME, and the ED-33 action plan. Dr. Dzwonek indicated the scope of the committee's work is to review the curriculum using the reports generated for the October 17, 2012 Curriculum Committee retreat.	No action required
Committee Charge -Bob Miller, MD	Dr. Miller reviewed the charge of the Integration Committee clarifying that the committee will review the entire curriculum based on the documents compiled by course, block, clerkship directors, the Step 1 and Step 2 content outlines and competencies.	
Resources -Brian Dzwonek, EdD	Dr. Dzwonek indicated that the subcommittees are organized based on the combined categories of the Step 1 and Step 2 content outlines. Dr. Dzwonek reviewed curricular gaps identified by course directors, faculty, block directors, and clerkship directors. Dr. Dzwonek indicated that this report is the result of a review of course outlines for MS1 and MS2. Dr. Dzwonek provided the committee members with detailed outlines of gaps in MSI and MSII courses. Dr. Dzwonek referenced the MedBiquitous Curriculum Vocabulary and referenced the JCESOM Core Competencies with Milestones (Medical Knowledge) and a course outline for Pharmacology as an example of the material that was reviewed to create the Step 1 and Step 2 curricular gaps table. There was a request to distribute course outlines to the members of the Integration Committee. Dr. Dzwonek indicated the Step 1 and Step 2 outline does not quantify the level of coverage for any category, it simply indicates if a topic is addressed or not addressed.	Dr. Dzwonek will post the course outlines for MSI and MSII to the Curriculum Committee website. All members of the Integration Committee will review the Step 1 and Step 2 outline to reinforce vertical integration.

	<p>There was a request that the Step 1 and Step 2 outline be reviewed by all committees.</p>	
<p>Assignments for November 27, 2012 Integration Committee Meeting -Bob Miller, MD</p>	<p>Dr. Miller reviewed the upcoming meeting schedule and indicated that by November 27, 2012 Dr. Shapiro would like to have a report to share with the LCME Secretariats. This report will show when and where the Step 1 and Step 2 content is covered in the curriculum and which competencies relate to each of these content areas. Dr. Dzwonek offered to compile data and reports for the committee. Following discussion the Integration committee's charge was further clarified.</p> <p>All groups are to review the Step 1 and Step 2 content outline, if a content area is covered by the group, that group will determine a competency for each content area and determine when and where each of these topics will be covered in the MSI-MSIV curriculum.</p> <p>There was a request that a medical student be included in each group</p>	<p>Dr. Dzwonek will send an electronic copy of the Step 1 and Step 2 outline, MSI and MSII course outlines, and a template to the members of the committee.</p>

MUJCESOM CURRICULUM INTEGRATION MAP

YEAR ONE		Molecular Basis of Medicine, Microanatomy, Introduction to Hematology	Musculoskeletal, Head and Neck, Radiology	Nervous System and Behavior	Cardiovascular, Respiratory and Renal	Gastrointestinal, Endocrine and Reproductive	Introduction to Clinical Skills
	USMLE Step 1 Step 2 Core Competencies						

YEAR TWO		Core concepts, Infectious Disease, Antimicrobials, Neoplasia, Hematology	Nervous system, Psychopathology	Cardiovascular, Renal, Hematology and Respiratory	Gastrointestinal, Endocrine, Reproductive	Musculoskeletal, Toxicology	Advanced Clinical Skills
	USMLE Step 1 Step 2 Core Competencies						

YEAR THREE		Family Medicine	Internal Medicine	Obstetrics and Gynecology	Pediatrics	Psychiatry and Neurology	Surgery
	USMLE Step 1 Step 2 Core Competencies						

YEAR FOUR		Intensive Care	Subinternship	Emergency Medicine
	USMLE Step 1 Step 2 Core Competencies			

DIAGNOSES

<p>Abdominal Pain Abnormal Uterine Bleeding Acute Abdomen/Appendicitis Acute Renal Failure ADHD Altered Mental Status Amenorrhea Anemia Annual Exam - No Disease Antepartum Bleeding (not First Trimester) including Placenta Previa & Placental Abruption Anxiety Disorder Asthma Atopic Dermatitis Back Pain Biliary Tract Disease Bipolar Disorder Bowel Obstruction Breast Cancer Cerebrovascular Accident Cervical Dysplasia and/or Neoplasia Chest Pain Chronic Obstructive Pulmonary Disease Chronic Pain Management Chronic Pelvic Pain Colon Cancer Common Cancers Common Skin Rashes Conduct Disorder Congestive Heart Failure Conjunctivitis Constipation Contraception Sterilization Cough Cystic Fibrosis Delirium Dementia Diabetes Mellitus</p>	<p>Diabetic Ketoacidosis Domestic Violence Down Syndrome Dyslipidemia Dysrhythmia Dysuria Eating Disorder End of Life Fatigue First Trimester Bleeding including Spontaneous Abortion & Ectopic Pregnancy Gastroesophageal Reflux Disease Gastroenteritis Headache Health Promotion Hemorrhoids Hernia Hip Fracture/Falls HIV Infection Hyperkalemia Hyponatremia Hypertension Hypertensive Disorders in Pregnancy Hyperthyroidism Hypokalemia Hyponatremia Hypothyroidism Intrapartum with Delivery Jaundice Joint Pain Lower Gastrointestinal Bleeding Major Depressive Disorder Meningitis Menopause Mental Retardation/Developmental Delay Myocardial Infarction Normal Antepartum</p>	<p>Obesity Obsessive Compulsive Disorder Oppositional Defiance Disorder Osteoarthritis Osteoporosis Otitis Media Pancreatic Disease Panic Disorder Peripheral Vascular Disease Personality Disorder Pneumonia Pneumothorax Prostate Cancer Schizoaffective Disorder Schizophrenia Seizures Seizures Sexually Transmitted Disease Shock Shock Sinusitis Sleep Disorders Streptococcal Pharyngitis Substance Abuse/Dependence Thromboembolic Disease Tobacco Abuse/Smoking Cessation Tourette's syndrome Trauma Upper Gastrointestinal Bleeding Upper Respiratory Infection Urinary Disorders Urinary Tract Infection Vulvovaginitis Well Adolescent Visit Well Adult Visit Well Child Visit Well Newborn Visit</p>
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THEMES

<p>Biostatistics & Epidemiology Bioterrorism Communication Cultural, Racial, Ethnic, Gender, Religious, Sexual Awareness, Competence & Sensitivity Dermatology Emergency Medicine / Emergent Conditions End of Life Care (Palliative care) Ethics Genetics / Pharmacogenetics Geriatrics Health Care Systems & Management, Medical Economics Hematology Humanities, History of Medicine Immunology Infectious Disease Integrative Medicine (Complementary / alternative) Laboratory Medicine Law & Medicine Life Long Learning, Critical Thinking & Problem Solving Skills Medical Informatics</p>	<p>Musculoskeletal / orthopedics Neonatology Neurology Nutrition / Breastfeeding Obstetrics & Gynecology Occupational Medicine Oncology Pain Management Pediatrics Physical Exam Population Health, health disparities, determinants Practice based learning and improvement Preventative medicine / Immunizations Professionalism Radiology Rehabilitative medicine (PT/OT/ST) Research / Evidence Based Medicine / Translational Substance abuse Surgery Systems-based practice Urology Violence and abuse (Family, domestic, geriatric, pediatric)</p>
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MedBiquitous INSTRUCTIONAL METHODS

<p>Case-Based Instruction/ Learning Clinical Experience – Ambulatory Clinical Experience – Inpatient Concept Mapping Conference Demonstration Discussion Large Group >12 Discussion Small Group <12 Games</p>	<p>Independent Learning Journal Club Laboratory Lecture Mentorship Patient Presentation Faculty Patient Presentation Learner Peer Teaching Preceptorship Problem Based Learning</p>	<p>Reflection Research Role Play/Dramatization Self- Directed Learning Service Learning Activity Simulation Team Based Learning Team Building Tutorial Ward Rounds Workshop</p>
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MedBiquitous ASSESSMENT METHODS

Clinical Documentation Review Clinical Performance Rating/Checklist Exam - Institutionally Developed, Clinical Performance Exam - Institutionally Developed, Written/ Computer-based Exam - Institutionally Developed, Oral Exam - Licensure, Clinical Performance Exam - Licensure, Written/Computer-based Exam - Nationally Normed/Standardized, Subject Multisource Assessment	Narrative Assessment Oral Patient Presentation Participation Peer Assessment Portfolio-Based Assessment Practical (Lab) Research or Project Assessment Self-Assessment Stimulated Recall
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MedBiquitous RESOURCE TYPES

Audience Response System Audio Cadaver Clinical Correlation Distance Learning - Asynchronous Distance Learning - Synchronous Educational Technology Electronic Health/Medical Record (EHR/EMR) Film/Video Key Feature	Mannequin Plastinated Specimens Printed Materials (or Digital Equivalent) Real Patient Searchable Electronic Database Standardized/Simulated Patient (SP) Task Trainer Virtual Patient Virtual/Computerized Laboratory Wet Laboratory
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FACULTY DEVELOPMENT

Title	Topic	Type
Simpson D , Fenzel J, Rehm J, Marcdante K, Enriching Educators' Repertoire of Appropriate Instructional Methods Available from: www.mededportal.org ID 7968	Instructional Methods Assessment Methods Competencies Objective Writing	Workshop
Dzwonek B, Team Based Learning in Medical Education: Leveraging Best Practices for Student-Centered Active Learning in Large Class Settings http://www.marshall.edu/catl/facultydevelopment/ProgramsAndEvents/iPED2012Abstracts.pdf	Instructional Methods (TBL) Assessment Methods Competencies Objective Writing	Workshop