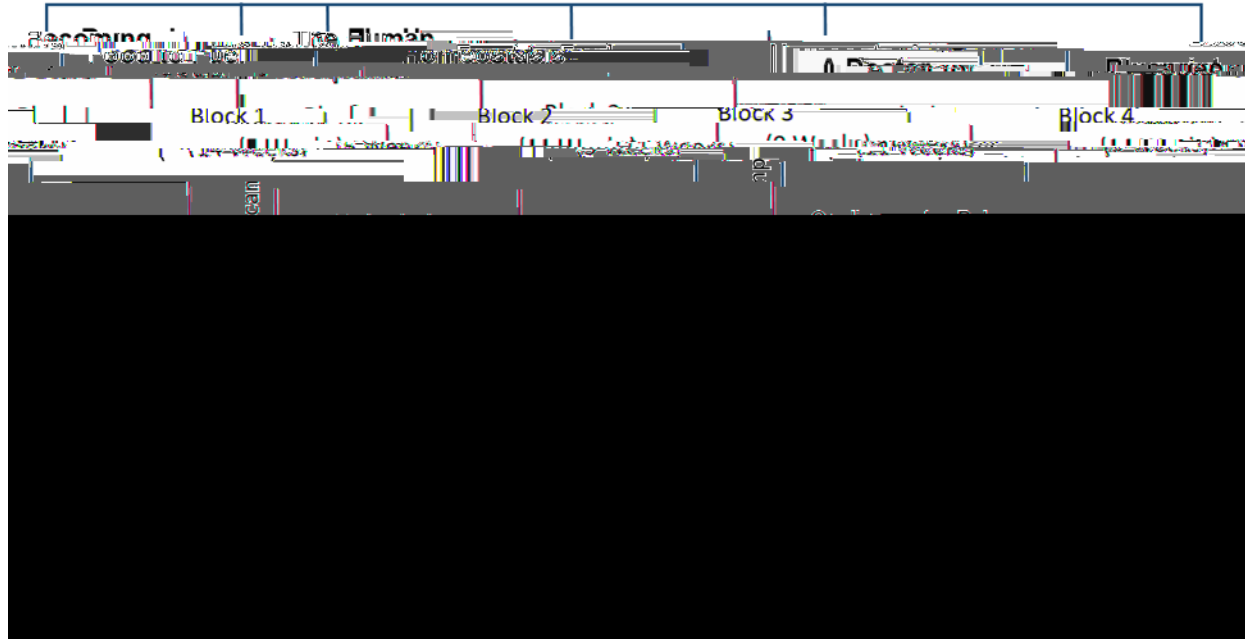


Year 1 (July – May) 2020-2021



Teamwork and Interprofessional Collaboration, Patient Care, Knowledge for Practice, Professionalism, Interpersonal & Communication Skills, Personal and Professional Development and Systems-Based Practice. During Block 1 students are also introduced to content from longitudinal Blocks 7 (Structure) and 8 (Foundations of Clinical Medicine). These sessions are addressed in separate block action reports.

Block Co-Leader: Vanessa Maier, MD, MPH
Block Co-Leader: Karen B. Mulloy, DO, MSCH
Course Manager: Deidre Gruning
Field Experience Manager: Kurtis Hoffman

3.

Epidemiology and Biostatistics Section Lead: L e a d e 4 . 8 7

_____ Please fill in the table below for your Block Goals.

Knowledge for Practice			

Knowledge for Practice

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Knowledge for Practice

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5.

Based on last year's report, we did not anticipate making significant changes to the curriculum. However, in response to the global pandemic and specific suggestions and feedback provided since the last report, the curriculum has undergone significant changes

Lecturers responded to participant chat questions at the time of the lecture and some in written format after the lecture which were then posted to Canvas in the discussion tab.

Lecture on environmental health was transitioned to include more real world examples. Dr. Darcy Freedman of the CWRU Swetland Center shared the lecture time with Dr. Will Bush.

but decreased from the previous year of 60%.

Exceptions were Epidemiology and Biostatistics and Dr. Rose's lectures on health care systems lectures which reliably receive positive feedback from students.

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on Environmental Health was the moderator to discuss the role of the physician in environmental justice.

In addition, in response to student suggestion and request of Student National Medical Association and the Latino Medical Student Association leadership at CWRU, we included a second book discussion this year. Students read Dr. Jennifer Eberhardt "Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do" Students met in-person in small groups to discuss the physician role in environmental and racial justice. Discussions were supported by student facilitators.

Field Experiences: All field experiences went completely virtual.

Kurtis Hoffman worked tirelessly with community partners to ensure fidelity to the experience with a virtual platform. Drs. Lubbers, Mulloy and Maier significantly updated the learning objectives and resources to more effectively align with stated course goals.

Dr. Maier re-recorded the Field Experience introductory video to reflect the change to a virtual experience.

feedback was that the conversations were appropriate and meaningful.

Had wanted to arrange training for the student facilitators for the book BIAs, but were unable to make those arrangements in the short amount of time.

Only 49% of students rated the effectiveness of field experiences as "very good" or "excellent" However, an overwhelming number of students sited field experiences as the highlight of the block. The virtual platform posed significant challenges and we were exceedingly grateful to our

Depending on the choice of book(s) this year we will see is we are able to have book facilitator training.

	partners including the MetroHealth School Health Program, Better Health Partnership, New Voices, American Lung Association, Preterm, Lead Safe Cleveland Coalition among others.
Population Health (Pandemic) Tabletop Exercise	Dr. Maier will continue to work with the Pandemic Tabletop design team including Dr. Scott Frank, Director of Public Health Initiatives, Dr. Erin Lamb, Humanities Pathway Lead, Dr. James Kazura, Professor Global Health and Vaccinology, Tony Peebles, Director of Diversity Advancement, Julian Rogers, Executive Director Local Government Relations and Bill Lubinger Vice President of Media Relations to optimize the experience for students.
Epidemiology and Biostatistics	Dr. Maier and Dr. Mulloy will continue to work with Dr. Einstadter and Dr. Croniger to identify innovative ways of incorporating Epidemiology and Biostatistics concepts into the IQ cases, TBLs, TTE, Panel Discussion and Field Experiences
Population Health	Dr. Maier is working with Dr. Kaminski, Program Director of the Population Health curriculum at Thomas Jefferson University's College of Population Health on specific programmatic initiatives to incorporate into the Population Health curriculum.
Health Determinants	Dr. Mulloy will collaborate with Dr. Aparna Bole to evaluate and improve upon the environmental health sciences lectures.
Health Systems Science:	Drs. Mulloy, Maier and Rose will be evaluating the HHS curriculum and recruiting a new section co-leader. Work with the new HHS Assistant Dean.

none	none

Content-specific Block 1 evaluations are reviewed by the Block 1 Design Team annually. Individual faculty evaluations are reviewed by the Block 1 Leaders who directly address specific concerns with individual faculty when necessary. We provide annual Team Based Learning training to Block 1 faculty and facilitators. Individual IQ facilitator training and feedback is handled separately by the IQ evaluation team. All Block 1 faculty are encouraged to participate in the Center for Advancement of Medical Learning professional development workshops. Block 1 design team members receive annual training on writing learning objectives and assessments based on Bloom's taxonomy.

Drs. Mulloy, Wilson-Delfosse and Gullett received a 2020 Scholarship in Teaching Award for the project “Development of Innovative Curriculum on Climate Change for 1st Year Medical Students” based on the development of the Climate Change TBL.

Dr. Mulloy submitted a manuscript “Mapping Climate Change Using TBL for Active Learning” to Medical Education. However, the manuscript was not accepted. A longer manuscript is being prepared based on results of two years of evaluations.

The global SARS-Cov2 pandemic posed significant challenges to the delivery of the Block 1 curriculum. Transitioning to a virtual platform presented many technological, social and emotional challenges for students, faculty and staff. Many students commented that they appreciated the opportunities integrated into the curriculum to meet safely face-to-face. However, there was also ambivalence regarding these meetings with several students questioning their legitimacy and safety during a global pandemic.

Block 1 core disciplines of Bioethics, Population Health, Health Determinants and Health Systems Science encompass continually evolving and developing fields of study, and we are tremendously grateful to the tireless commitment of our Block 1 design team and core faculty for continually updating and adjusting both content and delivery. Doug Einstadter deserves special recognition. Although there may not be significant change year-to-year in the basic content of his lectures, the countless hours of his commitment to overseeing the entirety of our Epidemiology and Biostatistics curriculum J0.005 Tc -0.005 Tw 6.0Tw (b)1

partners with the utmost of professionalism and sensitivity, the field experiences, a critical component of Block 1, simply would not have been possible.

We also thank Celinda Miller for her tremendous work in coordinating the IQ experiences and extend huge thanks and congratulations to the entire Utech team including Paul Salzgeber and Megan Slabach for rising to the challenge and adeptly managing the complexity of the virtual platforms. We would also like to thank Klara Papp, Yifei Zhu, and Michelle Mumaw and the entire assessments team for added assistance in helping to frame new specific evaluation questions. We remain so grateful for the tremendous teamwork that is necessary for the students to have an optimized learning experience in Block 1.

