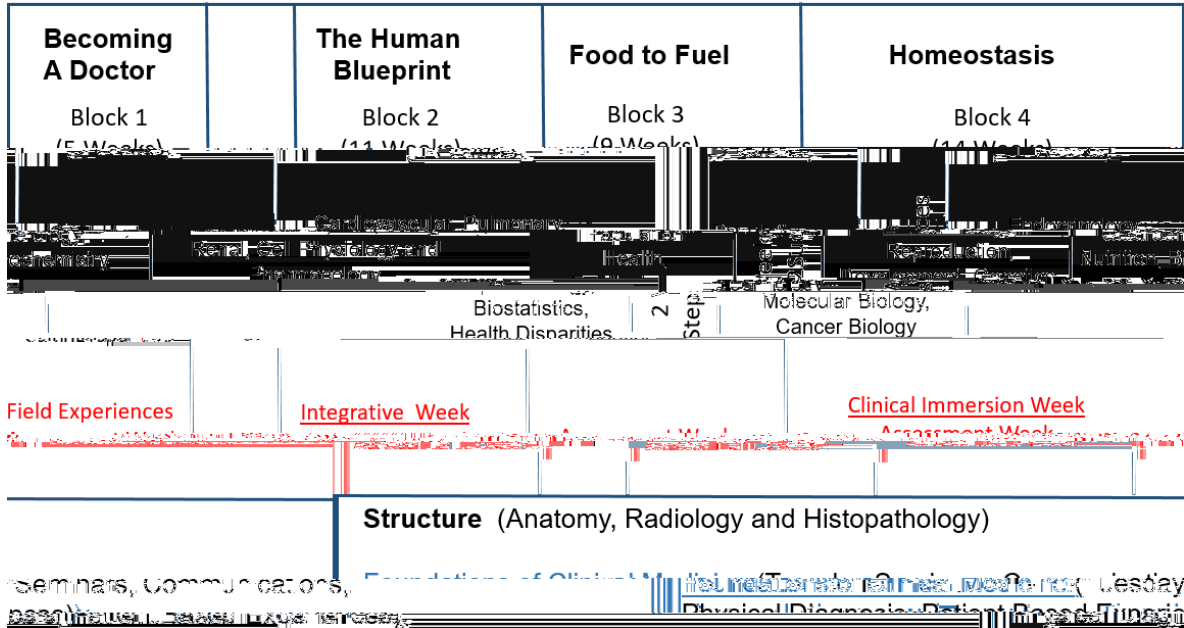


Case Western Reserve University – University Program Medical School

Block 3: Action Plan 2020- 2021

Year 1 (July – May) 2020-2021



1. Course Description:

There are three topics in our block: nutrition, the gastrointestinal system, and biochemistry.

These three topics are related and we emphasize the connections between the topics. At the same time, they are independent subjects with their own principles and challenges; it is important

(carbohydrates, proteins and lipids) required for human health. The vitamins and minerals are cofactors for many of the biochemical processes that are discussed in the biochemistry section. We discuss the digestion and absorption of micronutrients. Students also learn how the overall energy balance of macronutrients is necessary for growth and the maintenance of weight. We discuss the diseases and the metabolic consequences of malnutrition and obesity. Note that the important themes of the nutrition section appear throughout the block, not just in the core sessions.

The biochemistry component has two major threads. The first of these is protein structure and function. Students learn about proteins, both as structural components of cells and tissues and as enzymes. This information is important for understanding proteins as the targets of most drugs. The second thread is metabolism--the transformations of small molecules. We discuss both catabolism (the breakdown of fuels for energy) and anabolism (the synthesis of the body's building blocks). Key features of our discussion of metabolism are: i) the roles of individual

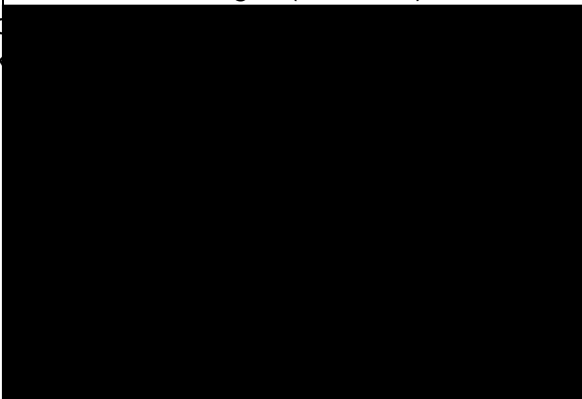
Competency and Definition	Educational Program Objective (EPO)	Block Goals Block 3	Recommended Changes
<p>Knowledge for Practice Demonstrates knowledge of established and evolving biomedical, clinical, epidemiological and socialbehavioral sciences as well as the application of this knowledge to patient care</p>	<p>Demonstrates ability to apply knowledge base to clinical and research questions</p> <p>Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting</p>		

Competency and Definition	Educational Program Objective (EPO)	Block Goals Block 3	Recommended Changes
<p>Interpersonal & Communication Skills</p> <p>Demonstrates effective listening, written and oral communication skills with patients, peers, faculty and other health care professionals in the classroom, research and patient care settings</p>	<p>Uses effective written and oral communication in clinical, research, and classroom settings</p> <p>Demonstrates effective communication with patients using a patient-centered approach</p> <p>Effectively communicates knowledge as well as uncertainties</p>	<p>Understand and demonstrate effective communication skills for learning and clinical practice environments.</p>	<p>NC</p>

Research &

We have changed some of our didactic lectures into large interactive sessions with student response (pair and share). We have encouraged our faculty to use the resources available in the HEC for interactive sessions once we are back in person.

8. What specific changes (lectures, TBL, IQ cases, other) do you plan to make to the course next year?

Changes anticipated for next year	Reason for changes (evidence)
Students requested to not have Clinical Correlation with required attendance in the last week of Block	

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preparation for the move to the HEC that cannot accommodate MSGs. Many other smaller changes were also made. These are detailed in our responses to individual points in the PEAC report (vide infra).

2. What PEAC recommendations were unable to be addressed? Explain the reasons.

We believe that the major recommendations in the report have been addressed.

faculty development that is offered to train IQ facilitators, IQ+ facilitators and workshops for faculty to improve their lectures.

WR2 curriculum has some weaknesses. It is dependent on many facilitators for IQ, FCM sessions and IQ+. Fortunately, we have been able to have enough faculty to accomplish quality sessions. Another weakness is that for Block 3 immunology is not taught until Block 5 yet many of the GI cases have some concepts of immunology in them. We have addressed this by providing basic immunology framing lectures and videos as resources for IQ learning.

We have not been to other medical schools but when I discuss our EBIQ and our professionalism curriculum to others at national meetings, Case Western Reserve University is definitely ahead of many schools.

14. Acknowledgements:

We would like to thank Eva Orzag, Celinda Miller, Michele Mumaw, Yifei Zhu, Minoo Darvish and the entire Curricular Affairs staff for their excellent work. As usual, they were more organized than the faculty and did a better job of staying calm when things went wrong.