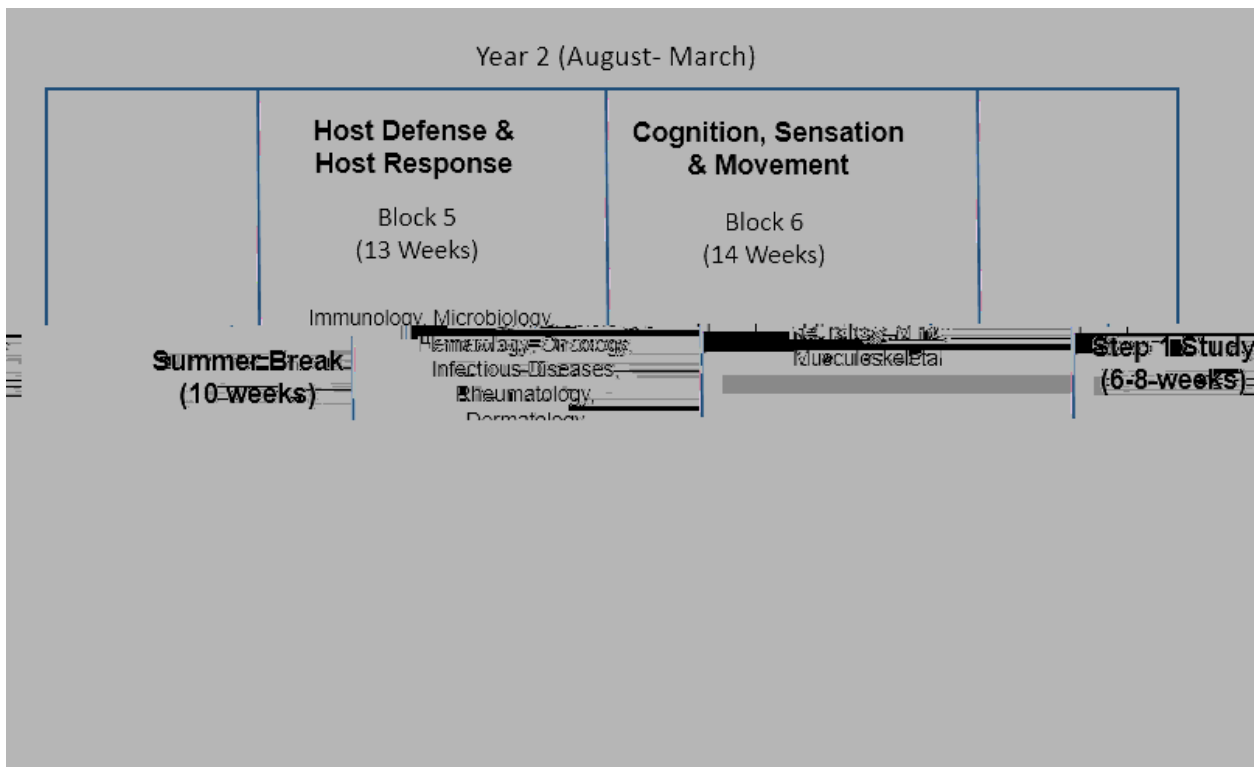
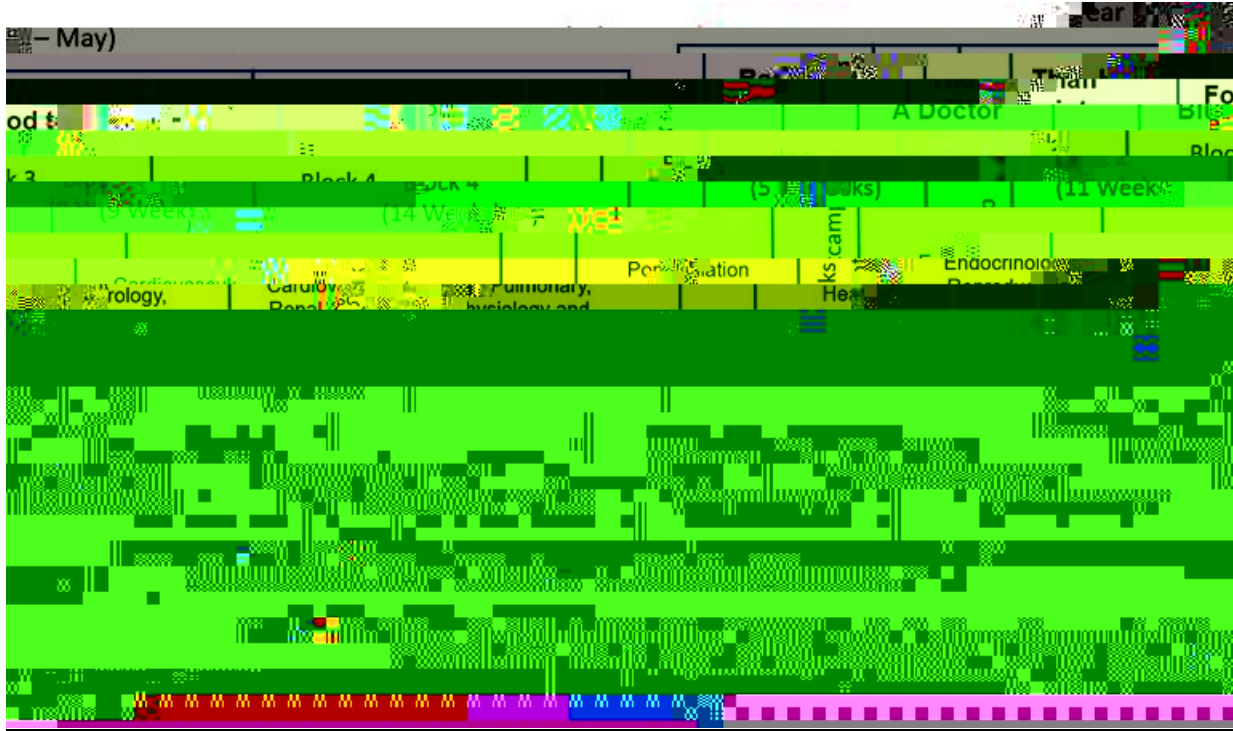


Case Western Reserve University – University Program Medical School

Block 7: Action Plan 2020-2021



1. Course Description:

Block 7, or “Structure”, is a longitudinal block that starts in Block 1 and continues through Block 6. The major components of Block 7 and the faculty leader(s) for each include: Gross Anatomy, Radiology and Living Anatomy or GARLA (Dr. Wish-Baratz), Histology/Histopathology or HP (Dr. Ziats). Block 7 integrates basic and clinical concepts of these disciplines and a thorough understanding of each will form the framework for the basic mechanisms that underlie health and disease. *The overall learning objective of this block is to provide the student with a thorough understanding of the basic mechanisms that underlie health and disease.*

	Monday	Tuesday	Wednesday	Thursday	Friday
8-10		Structure M2s Or FCM M1s		Structure M2s	
10-11		Structure M1s		Structure M1s	
11-12		FCM M2s			

Figure 1
Block 7 within the WR2 Curriculum

Boot Camp

Prior to Block 2, a Dissection Boot Camp sets the stage for GARLA. This two-week intensive course takes place on Monday – Thursday either in the morning OR in the afternoon. Due to the COVID-19 pandemic, 2020 Boot Camp framing lectures were pre-recorded, and students arrived to the labs at staggered times in full PPE (masks, goggles, gowns, gloves, and scrubs). On the first Friday of the Boot Camp, there was a formative practical assessment in the morning and on the final Friday there was a summative practical exam in the morning and the donor memorial service in the afternoon. Figure 2 shows the Boot Camp schedule during the COVID pandemic. As previously mentioned, students entered the lab at staggered times wearing full ppe.

The 2020 memorial service took was prerecorded by CWRU MediaVision. Reverend Richard Israel officiated, and second year students performed. Students and families participated via zoom and break-out rooms were set up for students to meet families who wished to interact with them.

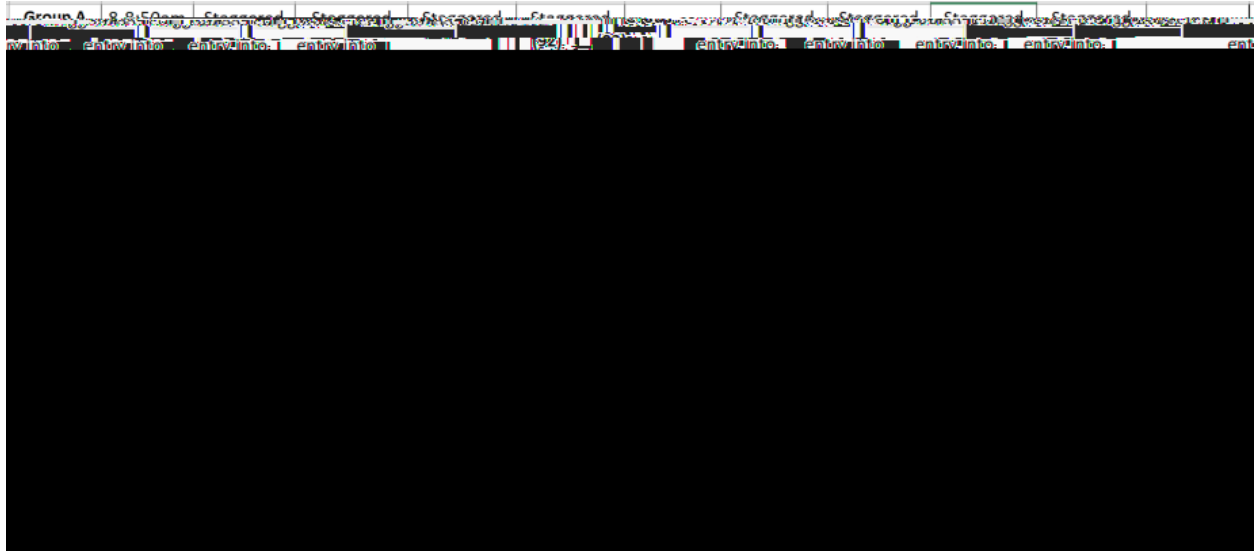


Figure 2
Boot Camp Schedule with COVID-19 Restrictions (Class of 2024)

2. **Block Co-Leaders:**

Nicholas Ziats, Susanne Wish-Baratz

3. **Design Team:**

Nicholas Ziats, Susanne Wish-Baratz, Anastasia Rowland Seymour (consultant), Lisa Navracruz (consultant), Navid Faraji, Robert Jones, Greg Nemunaitis, Scott Simpson, Darin Croft, Andrew Crofton, Jay Costantini, Patti Quallich, Nivo Hanson, Michele Mumaw, Colleen Croniger (The design team has not met due to COVID curricular limitations and the fluid nature of the schedule. Instead, faculty involved in the teaching during a given block have been involved in block design, curricular planning and adjustments.)

4. **Block Goals:**

**Competency and
Definition**

**Educational
Program
Objective
(EPO)**

epidemiological, and social-behavioral sciences as well as the application of this knowledge to patient care	Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician		
Common to all Blocks:			
Teamwork & Interprofessional Collaboration Demonstrates knowledge and skills to promote effective teamwork and collaboration with health care professionals across a variety of settings	Performs effectively as a member of a team	Develop and practice the knowledge and skills that promote effective teamwork across a variety of settings.	No change recommended
Professionalism Demonstrates commitment to high standards of ethical, respectful, compassionate, reliable, and responsible behaviors in all settings, and recognizes and addresses lapses in behavior	Commonly demonstrates compassion, respect, honesty, and ethical practices Meets obligations in a reliable and timely manner Recognizes and addresses lapses in behavior	Understand and practice the behaviors of an ethical, respectful, compassionate, reliable, and responsible physician.	No change recommended
Interpersonal & Communication Skills Demonstrates effective listening, written and oral communication skills with patients, peers, faculty and other health care professionals in the classroom, research,	Uses effective written and oral communication in clinical, research, and classroom settings Demonstrates effective communication with patients using a patient-centered	Understand and demonstrate effective communication skills for learning and clinical practice environments.	No change recommended

and patient care settings	<p>approach</p> <p>Effectively communicates knowledge as well as uncertainties</p>		
<p>Research & Scholarship</p> <p>Demonstrates knowledge and skills required to interpret, critically evaluate, and conduct research</p>	<p>Analyses and effectively critiques a broad range of research papers</p> <p>Demonstrates ability to generate a research hypothesis and formulate questions to test the hypothesis</p> <p>Demonstrates ability to initiate, complete and explain his/her research</p>	Analyze, critique and present research studies from the primary literature.	No change recommended

5. In the grid below, please list the specific course changes you made this year based on last year's report.

**What changes were made
2020-2021?**

<p>Radiology in B6 was delivered by a new GARLA team member, Dr. Jay Costantini (Radiology CCF). The radiologists delivered a live PowerPoint-based lecture for each session.</p>	<p>2020-21.</p>	
<p>Living Anatomy: In Blocks 2 and 3 Living Anatomy was taught using pre-recorded videos.</p> <p>In Block 4, students were brought in for in-person Living Anatomy sessions.</p>	<p>During Block 4, students had minimal hands-on experience but considering most of the curriculum was remote we felt fortunate to have the few B4 sessions that we did. According to Dr. Jones: “I think for what we were dealing with last year with COVID and all of the facility restrictions this worked out well. However, I would not want to implement that in non-COVID times. It was difficult getting faculty for those sessions (16 stations) and overseeing all of the rooms. Not having standardized patients meant that we were not able to do the cardiac scanning sessions and I feel that was a huge negative. This is where GARLA ultrasound can shine in Block 4.”</p>	<p>All GARLA Living Anatomy is scheduled to be hands-on during AY21-22.</p>

Living Anatomy in Block 5 replaced MSK week. Greg Nemunaitis (PM&R CCF) made a huge investment and created outstanding Living Anatomy PowerPoint videos for each Block 5 topic. Viewing of these videos was required.

The videos were outstanding and a perfect substitute during the pandemic, but they cannot replace the hands-on

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The physician instructors provided recorded lectures focusing on physical diagnosis and clinical aspects of anatomy.

For one Living Anatomy session, the UH neuropsychology fellow

What changes were made 2020-2021?	How did the changes work?	How will you follow-up on these changes next year 2020-2021?

HoloLens administration was transferred from the Interactive Commons to UTech.

UTech has done an outstanding job!

UTech will continue learning and improving and we will continue feeling grateful for such an outstanding team.

7. What successful, innovative components of your block are best practices that you would like to share with the other Blocks?

We just completed creating HoloNeuroAnatomy. It is in the process of being “optimized” by programmers at the Interactive Commons. It should be ready to be loaded onto the HoloLenses by UTech on October 15.

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)
All GARLA will be presented using HoloAnatomy and HoloNeuroAnatomy. Block 6 will transition to GARLA.	There will be (are) enough lenses for entire first and second-year classes
In-person GARLA to enable in-person PD and ultrasound	With the exception of a few sessions in Block 4, there were no hands-on ultrasound sessions COVID-19 pandemic.

9. Please review your Block objectives. Have you added or deleted major concept areas to your Block?

- x Most of the adjustments in GARLA during AY20-21 were due to the COVID-19 pandemic.
 - o Ultrasound and living anatomy were primarily taught via video recordings. Remote presentation limits our capacity to apply these anatomical concepts. In AY21-22 GARLA will be in-person.

10. Did formative and summative assessment in the Block support achievement of block objectives?

Yes

11. What specific changes do you plan to make to the course next year?

Changes anticipated for next year	Reason for changes (evidence)
Block 1-6 in-person	End of pandemic restrictions
Boot Camp	In-person framing lectures; end staggered entry/exit procedures; hybrid memorial service (both recorded and in-person).

12. Describe how faculty teaching quality was reviewed for your block. What faculty development opportunity was offered in response to student feedback?

Faculty teaching quality was assessed via student feedback at the end of each block. Students appreciate small group teaching for Living Anatomy and Radiology. Students

We also want to thank the team at the Sim Center for their support around ultrasound and Jean Seneff for providing the space with required at the old SOM and HEC.

We thank Sara Lee, the Executive Director of the University Health and Counseling Services, for her support and for the efficient manner in which she evaluated our many proposals and guided us to ensure that our students were safe during the COVID-19 pandemic.

Percentage of Students who rated "Very Good" or "Excellent"

7: Longitudinal Themes					Block		
Block 1					Longitudinal Themes Component		
Year	2017-18*	2018-19	2019-20	2020-21			
	%	%	%	%			
	--	--	78	55	GARLA		
	85	70	91	70	Histopathology		
	83	76	81	71	Bioethics		
Block 2					GARLA		
	--	--	58	56	Histopathology		
	81	45	65	66	Bioethics		
	57	57	66	59			
Block 3					GARLA		
	--	--	54	44	Histopathology		
	100	80	80	85	Bioethics		
	51	52	61	37			
Block 4							
59	GARLA				--	--	55
64	Histopathology				83	81	76
Block 5							
47	GARLA				--	--	51
75	Histopathology				75	67	73