

Case Western Reserve University – University Program Medical School

Block 3: Action Plan 2022-2023

1. Course Description:

organs, and ii) the regulation of these processes to permit the adaptation of metabolism to various physiological and metabolic states.

In the **gastroenterology** section students learn about the functions of the gastrointestinal tract in health and disease. We focus on the normal physiology of these organ systems, including esophagus, stomach, small and large intestine, liver, pancreas, and gall bladder. ofliveydgTj-0.08.9 (of)-17.5

Competency and Definition	Educational Program Objective (EPO)	Block Goals Block 3	Recommended Changes
<p>Interpersonal & Communication Skills 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>
<p>Research & Scholarship 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>	<p>Analyze, critique and present research studies from the primary literature.</p>	<p>NC</p>

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
2022-2023?**

In Block 2 there is a study week
before the assessment week at

How did the changes work?

**What would you like to change
next year 2023-2024?**

- Continue to work on communicating that Block 3 and subsequent blocks do not have a study week.
- Update the timing and content of the new TBL on talking to your patients about obesity and nutrition in response to student feedback.
- Adding learning objectives about diversity using the demographics of the patient ID cards to IQ cases. .

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

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.

The lectures were very poorly attended this year. However, student engagement, as judged by lecture attendance and use of videos, was similar to previous years. Having lectures in a largely

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 Correlations with required attendance in the last 2 week of Block 3	Because we believe that these clinical correlations

12. What changes have you have made, or you anticipate in making to better prepare students to care for diverse population.

This year	Next Year
	Review all IQ cases, TBLs and Lecture LOs to correct potential bias.
	Adjust the distribution of patients with domestic violence and substance abuse in IQ.

13. Acknowledgement

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