Case Western Reserve University – University Program Medical School

Block 3: Action Plan 2023-2024

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. The principal functions of these organs are the digestion and absorption of nutrients. We discuss how these functions are accomplished by integrating motility, secretion of small molecules and proteins, digestion, and absorption. This material is integrated with the presentation of the important diseases of these organs.

2. **Block Co-Leaders:**
   Colleen M Croniger, PhD.
   Ashley Faulx, MD
3. **Design Team:**
   Anthony Post, MD
   Katarina Greer, MD
   Perica Davitkov, MD
   Mark Aulisio, PhD
   Eileen Seeholzer, MD
   Deidre Gunning and Stephanie Johnson-course manager

4. **Block Goals:** Please fill in the table below for your Block Goals.

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

Competency and Definition	Educational Program Objective (EPO)	Block Goals Block 3	Recommended Changes
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	Uses effective written and oral communication in clinical, research, and classroom settings Demonstrates effective communication with patients using a patient-centered approach Effectively communicates knowledge as well as uncertainties	**Understand and demonstrate effective communication skills for learning and clinical practice environments.**	**NC**
Research & Scholarship Demonstrates knowledge and skills required to interpret, critically evaluate, and conduct research	Analyses and effectively critiques a broad range of research papers Demonstrates ability to generate a research hypothesis and formulate questions to test the hypothesis Demonstrates ability to initiate, complete and explain his/her research	**Analyze, critique and present research studies from the primary literature.**	**NC**

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 2023-2024?	How did the changes work?	What would you like to change next year 2024-2025?
Biochemistry asynchronous videos , quizzes and interactive session pilot.	In general, it was well received and some improvements were suggested.	From EOB feedback and focus sessions with students the following changes were identified and will be implemented: 1. Too many short videos- Make one video. 2. Have all of the videos accessible in one place like the pharm videos. 3. Add more content and STEP questions to interactive sessions. 4. Add more MCQs to each asynchronous session.
Spread EOB reviews throughout the block instead of all in the last week.	Well received	The EOB reviews were held after each topic was completed. We will continue to do this. The EOB reviews for GI were all on hepatitis. We will organize the reviews and prep the instructors before each review is given.
Spread the Clinical Correlations throughout the block instead of all in the last 2 weekthe(Tc 0 Tw 13.9350 Twd( )TjETC QE/P #MCID 345BDC q728.72 4 147.84 reWw)13.5 (er)-5.95QE/P		

b. Label all nutrition curriculum so the students know it is nutrition in IQ, TBLs and lecture

c. Remove one obesity TBL (#2) and replace it with a TBL on preventative medicine and patient vignettes with vitamin toxicities/deficiencies. The new TBL will be in the first week of the block.

d. Plan and implement 5 sessions in the teaching kitchen with Dr. Hope Barkoukis and Dr. Stephanie Harris. Students will be required to attend one session. The teaching sessions will be on how to cook for hypertension (DASH and Mediterranean Diets), planning healthy eating, cooking for type 2 diabetes, low protein/vegetarian diets, cooking to reduce cardiovascular risks.

e. Add interactive sessions for the nutrition and GI curriculum

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

The Biochemistry pilot was successful. While you can't make all students happy, this approach connected with the students who don't regularly attend lectures. This approach can be used in other blocks.

8. What specific changes (lectures, IQanges

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

13. Acknowledgement

We would like to thank Stephanie Johnson, Beth Day, Nivo Hanson, Deidre Gunning, Celinda Miller, Yifei Zhu, Minoo Darvish and the entire Curricular Affairs staff for their excellent work.

14. Response to PEC Report

The Block 3 design team appreciates the review and comments from the Program Evaluation Committee on the curriculum in Block 3 of the WR2 curriculum. The design team reviews these reports as well as student feedback to implement necessary changes.

Class of 2027 was asked questions of Block 3 components. Results are reported below as compared to results of previous three years. Responses/Expected: 182/184 (99%)

Percentage of Students who rated “Good” or “Excellent”

Block 3: Food to Fuel				
General Block Aspects				
Block Components	2020-21 %	2021-22 %	2022-23 %	**2023-24 %**
Lectures	--	85	75	**70**
Team-Based Learning Sessions (TBL)	45	71	38	**54**
IQ cases	92	95	95	**96**
Overall quality of this Block	85	99	92	**87**
Block Concepts/Integration of Block Concepts and Longitudinal Themes				
Biochemistry	88	91	89	**78**
Nutrition	44	71	51	**50**
Gastroenterology	--	97	89	**93**
Bioethics	38	81	77	**63**
Pharmacology	--	80	75	**75**