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Integration of Basic & Clinical Sciences Across the Curriculum in a Community Based Distributed Campus Model


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Speaker Disclosure

- None of the speakers have any financial relationships or affiliations to disclose.


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Overview


- Background information
 - Genesis of FSUCOM
 - Overview of our distributed campus educational model.
- Movement to 6 ACGME competencies
 - Past (10 domains)
 - Present (6 domains)
- Strategies used to acquaint faculty with competency domains
- Ownership of the competencies
 - Linking competencies with learning objectives
 - Sharing across clerkships and Biomedical Science courses
- Next Steps: More Integration, expanded evaluation,


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Background


- Legislative Mandate:
Educate physicians responsive to community needs
- Mission: Patient-centered care to elder, minority, & underserved populations in Florida
- First class in 2001 – 30 students
- 120 students per class
- 6 regional campuses + 2 Rural Sites




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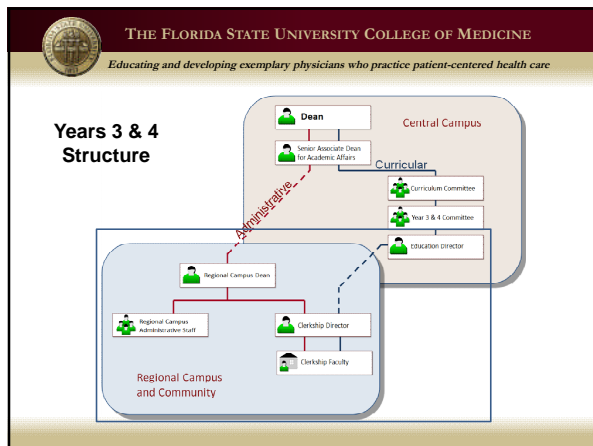
Years 1 & 2

- Semi traditional Basic Science Curriculum
 - Clinical or medical context for each course
 - Learning communities
 - Curriculum
 - 1/3 case-based small groups
 - 1/3 lecture based
 - 1/3 other (lab, standardized patients, clinical skills, TBL, simulation)


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Years 3 & 4

- Community Based Clerkships
 - All 3-4 training at regional campuses
 - 70% ambulatory
 - 100% private practice
 - One-on-one training with paid clerkship faculty
 - Required faculty development



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Spring 2007 Clerkship Director's Meeting

- Basic Sciences faculty answered questions about their courses
- "Panel of Experts" approach
- Highly rated by all who attended
- Lots of interest in each others' viewpoints

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Adopting the ACGME 6

- Movement to 6 ACGME competencies
 - Past (10 domains)
 - AAMC-MSOP Orientation
 - Needed awareness, interest, ownership, recognition
 - Present (6 domains)
 - Recalibration for a clear purpose
 - Alignment with residency programs

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Competencies & Objectives Alignment

- Student support for information gathering

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
	COMPETENCY DOMAIN										TEACHING & LEARNING			
3	SPECIFIC LEARNING OBJECTIVES													
4	1 Blood - Basic Histology													
5	1.1	Identify the components of blood including: blood cell types, plasma, serum and platelets.	X	X							X	X	X	
6	1.2	Describe the structure of red blood cells in their endocrine, renal, and metabolic functions.	X	X							X	X	X	
7	1.3	Identify the structure and function of all classes of white blood cells.	X	X							X	X	X	
8	1.4	Describe the structure of platelets.		X							X	X	X	
9	1.5	Identify the structure of bone marrow and compare red versus yellow marrow.		X							X	X	X	
	EVALUATION METHODS (NOTE: Any of these could be used as a portfolio entry)													
	Self (written)	Self (audio)	Self (video)	Peer (in TEL)	Peer (in TEL)	Peer (in TEL)	Peer (in TEL)	OSCE/ Patient	OSCE/ Patient	OSCE/ Patient	OSCE/ Patient	OSCE/ Patient	OSCE/ Patient	OSCE/ Patient
	X		X											X
	X		X											X
	X													X

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Clerkship Directors' Meeting "Pair & Share" Model

- Connection through knowledge sharing
 - Year 1 & 2 Course Directors were paired with Clinical Experience Directors
 - All Year 3 & 4 Clerkship Education Directors were involved in the process
- Pairs formed the core of faculty teams for conversations about the competencies
- Pairs met to negotiate a "script" ahead of the statewide Clerkship Directors' Meeting (Spring 2010)

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"Pair and Share Session"

Spring 2010 in Tallahassee

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Mixing it Up

Physiologist
Neuroscientist
Psychiatrists
Internal Medicine Docs
Pediatricians
Surgeons
Anatomist Prof

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Competency Posters: "Mark 'em Up!"

MEDICAL KNOWLEDGE

General Competency Statement: Students must be able to explain the basis for medical practice at the molecular, cellular, organ, whole body, environmental and professional levels for the status of health and disease based upon current understanding and emerging advances in contemporary medicine. Students must be capable of using this information to diagnose, manage and prevent the common health problems of individuals, families, and communities. Students should be able to develop a differential list, obtain additional investigations, discuss and implement interventions with consultation and referral as needed. In addition, students must be able to prepare a diagnosis, analyze the outcomes of interventions, value performance strategies, monitor patient progress, share information with others, and adjust therapy according to results.

Examination Program Objectives (Competency Statement)

- Describe the development, structure and function of the healthy human body and each of its major organ systems at the macroscopic, microscopic, and molecular levels.
- Recognize and discuss the implications of altered structure and function (pathology and pathophysiology) of the body and its major organ systems that are seen in various disease and conditions.
- Identify changes in the structure and function of the human body associated with the aging process and be able to distinguish normal changes associated with aging from those that denote disease.
- Describe basic bio behavioral and clinical course principles used to analyze and solve problems related to the diagnosis, treatment and prevention of disease.
- Recognize the scientific basis of health, disease, and

Suggested Assessment:

- Standardized written examinations in courses and clerkships.
- Student oral presentations critiqued through faculty and peer feedback.
- Written reports.
- Written reflections for ePortfolio

What Do You Think?

Suggestive? Comments?

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Microanatomist Presents Doctoring 1

March 2010 Clerkship Directors' Meeting

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Medical Biochemistry Course Director Presenting Clinical Course (Doctoring 3)

Please Refer to Session Presentation Email for Video Link

(Video Clip)

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The Competency Grid

COMPETENCY DOMAINS	Family Medicine & Advanced FM	Pediatrics	Emergency Medicine	Geriatrics	Summer Clinical Practicum	Doctoring 3
Patient Care	8	3	3	5	5	6
Medical Knowledge	5	3	3	3	4	6
Practice-Based Learning and Improvement	3	1	1	3	5	4
Interpersonal and Communication Skill	3	2	2	2	4	2
Professionalism	4	1	2	2	5	2
Systems-Based Practice	1	1	1	3	4	1

Average Number of "Competency Hits" per Major Curricular Topic

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June 2010: Follow-up Conference

Clinical Course Director Presenting Biochemistry Course

Please Refer to Session Presentation Email for Video Link

(Video Clip)

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The Competency Grid

FSU COM CURRICULUM

Patient Care	64
Medical Knowledge	54
Practice-Based Learning and Improvement	30
Interpersonal and Communication Skill	32
Professionalism	29
Systems-Based Practice	21

Sum of Averages for "Competency Hits" Across Clinical Course & Clerkships

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Purpose of the Two Sessions

- **Sharing**
 - Starting point for understanding the ACGME Medical Competencies ("gotta start somewhere")
 - Individual conversations to understand the others' specific learning objectives
- **Excitement**
 - Clinical faculty understand what students have already learned
 - Basic sciences faculty understand where students need during rotations in clinics

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Outcomes

- Competency Talk → brings them into the open
- Objectives Talk → discussion of specific points for each course & clerkship
- **Passion Transfer:** Passion & enthusiasm conveyed through understanding with enough intensity to present someone else's topic

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March 2010 Program Outcomes

85% of participants agreed or strongly agreed that the "Pair & Share" session helped them to attain a better understanding of the Competency Domains

AFFIRMATION!
"It was well done. I enjoyed both the humor and professionalism".

SUGGESTION?
"Better understanding, but still confused [about whether] our objectives are adequate to cover the domains sufficiently from an LCME standpoint"

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Program Outcomes

77% agreed or strongly agreed that the session allowed a better understanding of the connection among competency domains, educational program objectives, and specific learning objectives


AFFIRMATION!
*"We got to look at a big picture of what is going on."
 "[I have] better understanding of the competency domains"*

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Program Outcomes

91% of participants agreed or strongly agreed that the session allowed them to better understand how FSUCOM is preparing for the LCME accreditation visit in Spring, 2011.

AFFIRMATION!
*"I genuinely felt I was a part of the team that was preparing for the task that lies before us."
 "This kind of format and program encourages team work and promotes values."
 "I learned - better insight into the LCME process"*

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June 2010 Program Outcomes

- Better understanding of the year 1 & 2 curriculum
- Greater appreciation of Basic Sciences faculty
- Better understanding of overall curriculum
- Appreciation that all competencies are being addressed
- Better understanding of systems-based practice

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Next Steps and Challenges

- More clarification of competency domains
- Refinement of educational program objectives and specific learning objectives
- More horizontal and vertical integration
- Expanding measurement methods

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Questions for Our Audience

- Have you started a Competency development process at your institution?
- How is it similar?
- In what ways is it different?
- Are you satisfied with faculty participation?
- What have you done to encourage faculty participation?
- Are you using the competencies as a context for encouraging integration?