**NSU MD BLOCK/COURSE REPORT**

**PRE-CLERKSHIP CURRICULUM**

**AY 202X-202X**

|  |  |
| --- | --- |
| **Block/Course Name:** |  |
| **Block/Course Director(s)** |  |

**Block/Course Description (from syllabus):**

**Preparation for Teaching:**

List organizational units with teaching staff (faculty/others) who participate in the block/course and the number of teaching staff from each unit:

|  |  |
| --- | --- |
| Organizational Units | Number ofTeaching Staff Involved |
| NSU MD Faculty |  |
| Other (Specify) (guest faculty) \* |  |

Are any of the following involved in the course as lecturers, small group facilitators, and/or laboratory instructors?

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| Residents |  |  |
| Graduate Students |  |  |
| Postdoctoral Fellows |  |  |
| Other non-faculty instructors |  |  |

Describe how faculty and non-faculty instructors are prepared for their teaching responsibilities to ensure a coordinated curriculum. Include how they are provided with the learning objectives and how they are oriented to the methods of student assessment.

**Instructional Methods:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Number of Formal Instructional Hours | | | | | | |
| Lecture | Lab | Small group | Patient contact\* | TBL | Other† | Total |
|  |  |  |  |  |  |  |

**Methods of Assessment:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number | Included in Grade | | | | | | |  |
| # of exams | Internal exam | NBME Custom Exam | Lab or practical exam | OSCE/SP Exam | Faculty/ Resident Rating | Paper or oral pres. | Other\* (Specify) | Narrative Assessment Provided |
|  |  |  |  |  |  |  |  |  |

**Grading Description Provided to Students (from syllabus and introduction to block presentation):**

**Final Grading and Competency Report**

For use within NSU MD only

Course Name: Fundamentals Course ID: Dates:

Student Name: Student ID:

Final Grade for Transcript: Pass (P) **□** Fail (F) **□** In Process (IP) **□**

If IP, describe reason for this grade:

Overall percent:

Percent or points and weight for each scored assessment:

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Percent/Points** | **Weight** |
|  |  |  |
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PBL Grade: Satisfactory (S) **□** Unsatisfactory (U) **□**

Narrative Comments from PBL Facilitator

Summative (for MSPE):

Formative (for use within NSU MD only):

Competency Assessments:

|  |  |  |  |
| --- | --- | --- | --- |
| **NSU MD Competency** | **Satisfactory** | **Satisfactory with Concern** | **Unsatisfactory** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Reviewed and Certified by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Director

**Describe the mechanisms to ensure that mid-course feedback is provided.**

**Describe the types of formative assessments that are available (e.g., practice examinations, quizzes, observed clinical skills with feedback) and how mid-course feedback is provided to students for small group or 1:1 sessions with a facilitator or preceptor.**

**Competency Assessment:**

|  |  |
| --- | --- |
| NSU MD Competencies Assessed (Check those for which student performance is rated S, SC or U) | Methods of Assessment Used |
| □ Medical Knowledge (MK) |  |
| □ Patient Care (PC) |  |
| □ System Based Practice (SBP) |  |
| □ Practice Based Learning and Improvement (PBLI) |  |
| □ Interpersonal Skills and Communication (ISC) |  |
| □ Ethics and Professionalism (EP) |  |
| □ Interprofessional Collaboration (IPC) |  |
| □ Personal and Professional Development and Wellness (PPDW) |  |
| □ Scholarly Inquiry (SI) |  |

**Final Grade Distribution:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Pass | | Fail | | Pass with SC rating(s) (identify competencies) | | In Process | |
| N | % | N | % | N | % | N | % |
|  |  |  |  |  |  |  |  |

**Summary and Analysis of Aggregate Student Performance:**

Include grade distribution by assessment and compare to previous cohorts as applicable.

**Frequency Distribution of Overall Scores on In-Class Examinations:**

|  |  |
| --- | --- |
| Overall Score | Number of Students |
| <65% |  |
| 66-70% |  |
| 71-74% |  |
| 75-80% |  |
| 81-84% |  |
| 85-90% |  |
| 91-94% |  |
| 95-100% |  |

**LCME Topics Taught and Assessed (Summative and/or Formative Assessment) in This Course (check all that apply):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Attributes (Element 3.5)** | | | |
| □ | **Respect** | | |
| □ | **Honesty** | | |
| □ | **Integrity** | | |
| □ | **Ethical conduct** | | |
| □ | **Compassion** | | |
| □ | **Self-awareness** | | |
| **Basic, Behavioral, and Social Sciences, Medical Ethics, and Scientific Method (Elements 7.1, 7.2 and 7.3)** | | | |
| □ | **Biochemistry** | □ | Global health |
| □ | **Biostatistics and epidemiology** | □ | Health care financing |
| □ | **Genetics** | □ | Human sexuality |
| □ | **Gross Anatomy** | □ | Law and medicine |
| □ | **Immunology** | □ | Nutrition |
| □ | **Microbiology** | □ | Pain management |
| □ | **Pathology** | □ | Patient safety |
| □ | **Pharmacology** | □ | Population-based medicine |
| □ | **Physiology** | □ | Biomedical ethics |
| □ | Behavioral Science | □ | Ethical decision-making |
| □ | Pathophysiology | □ | **Professionalism** |
| □ | **Scientific method (systematic observation, measurement, and experiment, and the formulation, testing, and modification of hypotheses)** | | |
| **Societal Problems and Health Disparities (Elements 7.5 and 7.6)** | | | |
| □ | Domestic violence and abuse, including child abuse, elder abuse, and partner abuse | | |
| □ | Substance abuse, including alcohol, prescription medications, and legal and illegal substances | | |
| □ | Obesity, including childhood and adult obesity, public health aspects, pathophysiology and treatment, and obesity-related chronic diseases | | |
| □ | Smoking and smoking related diseases | | |
| □ | Care of the underserved (uninsured and under-insured patients) | | |
| □ | Identifying and providing solutions for health disparities | | |
| □ | Identifying demographic influences on health care quality and effectiveness | | |
| □ | Meeting the health care needs of medically underserved populations | | |

**Course Outcomes/Evaluation**

**Comment on the adequacy of faculty and other resources to teach the course (e.g., educational space, computer hardware and software, IT and other support personnel).**

**Describe how student feedback on the course/clerkship on the End-of-Year 2 and/or Graduation Questionnaire is used to make course/clerkship revisions.**

**Provide a summary of feedback from teaching faculty on the block/course and source of the feedback (e.g., small group facilitators, lecturers, etc.).**

**Describe proposed changes within the block/course for AY 2022-2023, including expected outcome(s) and how the outcomes will be measured.**

**Identify any proposed changes that would impact the curriculum as a whole, including suggested changes to other blocks/courses.**

**NSU MD expects medical students to develop six professional attributes (respect, honesty, integrity, ethical conduct, compassion, and self-awareness). Please identify any specific aspects of the learning environment during this block/course that could have either positive or negative influences on students’ development of these attributes.**