**NSU MD BLOCK/COURSE REPORT FORM**

**PRE-CLERKSHIP CURRICULUM**

**AY 2019-2020**

|  |  |
| --- | --- |
| **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) |  |

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 |
|  |  |  |  |  |  |  |

\*Includes interactions with simulated/standardized patients

†Includes simulation center, large group interactive sessions with exception of TBL, clinical experiences that do not involve patient contact

**Methods of Assessment:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # of exams | Included in Grade (Y or N) | | | | | | | Y or N |
| 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):**

**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 | % |
|  |  |  |  |  |  |  |  |

**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% |  |

**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).**

**Provide a summary of student feedback on the block/course/teaching faculty. Include the percent of students providing evaluation data. Include key themes in students’ narrative comments (Strengths and Areas for Improvement)**

**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 2019-2020, 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.**