



SOM Medical Education Scholarship Initiative Launched

By Keith Metzger, Ph.D. and Miriam Hoffman, M.D.

One of the advantages **that** working or studying at a new medical school provides is the opportunity to conduct scholarly work related to the educational program, unburdened by historical factors. Medical education scholarship has been one of the priorities of the School of Medicine since its inception, and with our fourth cohort of students starting in July, the time for initiating and accelerating such projects is ideal. This will be critical as we want to ensure we are obtaining our intended outcomes. As a mission-driven and goal-oriented school, asking research questions and doing the work to obtain answers is critical.

To help faculty and staff members in developing this type of research, the Office of Medical Education has started a monthly meeting series called the Medical Education Scholarship Meeting. The goals of this meeting are (1) to help promote and provide structure to research efforts, (2) to assist project directors in finding collaborators, (3) to provide feedback regarding medical education research projects early in their design and farther along in implementation, and (4) to build capacity of faculty, staff, and the school. Each meeting includes discussion of a specific project with time for brainstorming and feedback, followed by a capacity building portion of the meeting during which participants are presented with specific tools (e.g., library capabilities, methodological discussion, Institutional Review Board [IRB] presentation) that will assist them in their research efforts.

At the first meeting in February, Dr. Michelle Titunick, Assistant Professor of Medical Sciences and Course Director of the Structural Principles course, presented preliminary data regarding the impact of anatomy prosections and dissections sessions on medical student learning. Due to conditions during COVID-19, students in the 2020 cohort were given the choice of attending optional prosections and dissections. This allowed Dr. Titunick and the research team to evaluate the impact of

QI Project Aims to Understand Student Resource Usage

By Christopher P. Duffy, MLIS, AHIP

A multidisciplinary team recently kicked off a Quality Improvement (QI) Project to look at students' usage of online resources. The team included Chris Duffy, Keith Metzger, Josh Josephs, Beth Koltz, and Allison Piazza, with assistance from Chosang Tendhar and Jesse Jacondin. This project grew from a discussion held during the SOM's first Quality Improvement retreat, in November 2020.

When reviewing data from the AAMC's Year Two Questionnaire (Y2Q), we discovered that the SOM scored above the national average for students using "other online content for medical education," "online videos for medical education," and "online medical education courses/lectures from other medical schools." These questions, and the corresponding data, were difficult to interpret and the group debated whether these results were positive or negative. There was agreement that the data from these specific questions needed clarity. A QI project was started to try to devise a way to better understand this data.

Our goals for the project were to investigate what online resources most appeal to students, why they are appealing, and how students use them (i.e. to learn new content or to review content). The project plan was to distribute a new survey to students with more targeted questions looking at what, when, and how they use online resources to learn new material and to study for exams. After our data is gathered, we plan to present the information to the Complex Learning Working Group, with the hopes that it will inform content in subsequent sessions within that thread of the curriculum.

different pedagogies on student performance in related course topics. After presenting basic project goals and a preliminary data analysis, Dr. Titunick presented specific questions to the group related to her methods and data interpretation. Later meetings have included discussion of articles with reference to specific research methodologies and presentations by the library and IRB.

Interested members of the School of Medicine community are welcome to attend this meeting, and if you have a project that would be appropriate for discussion please contact Donna Wexler (Donna.Wexler@hmn.org). We look forward to seeing you there!

Google Ambassadors Share Thoughts and Tips on ‘Going Google’

By Tamiera Whitten, Michel’le Bryant, and Jesse Jacondin

While most School of Medicine staff had to wait until early March to ‘Go Google’; the Google Ambassadors had a month-long head start. During the transition period, Ambassadors attended trainings on how to use Google products such as Gmail, Calendar, Meet, Tasks, and more. They were told what the most frequently asked questions would be, where additional resources were available, and how to best troubleshoot some common issues. Armed with the requisite knowledge and with a month of actively using the products under their belt, the Ambassadors were ready to assist the rest of the School when they went live on Google on March 8th.

We asked three School of Medicine Google Ambassadors, Tamiera Whitten, Curriculum Committee Administrator, Michel’le Bryant, Phase 1 Manager, and Jesse Jacondin, Institutional Effectiveness Specialist, to share their experience with the Ambassadors program and ‘Going Google.’

Tamiera Whitten: As many of us have learned, the process of migrating from the Microsoft platform to the Google platform has been a challenging experience that did not come without bumps in the road, but learning about the many ways the new platform can help organize our team have been enlightening. My favorite Google features so far have been Gmail shortcuts (‘F’ – to forward an email, ‘A’ – to reply all), the clean side-by-side display for Calendar comparisons, 10-minute meeting reminders instead of 15 minutes, and the ability to work on a Google Doc in real-time with my colleagues.

Michel’le Bryant: I thoroughly enjoyed being a part of the Google Ambassador Program, Learning directly from Google experts armed me with the knowledge necessary to support my colleagues. I’ve found the Going Google Resource Site and trainings helpful. While the initial roll out faced some challenges, it’s par for the course whenever large-scale technological advances are made. I appreciated how the implementation team tried to keep us informed, and I look forward to seeing how the system evolves.

Jesse Jacondin: While the initial rollout hit some snags, I think the long-term prospects of ‘Going Google’ are bright. I have grown accustomed to new emails in a chain being at the bottom and have finally stopped scrolling up unsuccessfully. I’ve stopped sending Team messages and started sending Google Chats, and I will eventually replace ‘Word

and ‘Excel’ in my vocabulary with ‘Docs’ and ‘Sheets’ – baby steps though. Change is always scary, but through the great Open Google Q&A sessions set up by Rebecca Lukowski-Stone, and through various other chats and meetings, I have seen people really embrace the switch.

Review of the Nutrition, Metabolism and Digestion Course in 2020

By Zhiyong Han, Ph.D.

The Nutrition, Metabolism and Digestion (NMD) course is the 6th course of the Phase-1 curriculum. The course has a focus on fundamental metabolic processes involving the digestive system (primarily the liver), diabetes and metabolic syndrome, nutrition, and common disorders of the digestive system. Like the other Phase-1 courses, the NMD course aims to carefully integrate basic sciences and clinical sciences in session materials whenever possible. The goal of integration as stated by Bradley and Mattick (Bradley P, Mattick K. Integration of basic and clinical sciences—AMEE 2008.) is “to provide students with better learning opportunities that will facilitate the development of knowledge that is relevant and meaningful to clinical practice, is deep and retrievable and which is amenable to alteration, updating and development as a part of an ongoing process of lifelong learning.”

As the directors of the NMD course, Dr. David Leopold, M.D., and I reviewed the NMD course that began on July 20, 2020 and ended on September 11, 2020. Our goal was to use this review process as a quality assurance process for improvement and better outcomes of student learning. For the review, we studied the weekly session-by-session evaluations and the end-of-course evaluations filled out by the students. Additionally, because one of us was always present in every session of the course, we used our own notes, observations, and reflection in the review process to compare our perspectives to that of the students. We then compared student evaluations of the 2020 NMD course with that of the 2019 NMD course to see if the changes we made in the 2020 course, based on the 2019 review of the course, improved the overall quality of the course. Specifically, we paid specific attention to students’ comments to see if session content, the preparative prework materials, the in-session materials, the sequence of sessions, and the instructional methods and activities used by session leaders facilitated student learning.

Next, we compared student evaluations and our own observations to see if our weekly formal assessments and the end-of-course summative were consistent with the course learning objectives and learning outcomes, so that the students were tested in an appropriate way that contributed to their learning. During this process, we also looked at the overall student performance on each summative question to assess whether there were questions that needed quality improvement or if the content pertaining to questions that a significant number of students got wrong were taught and emphasized well enough. Finally, we paid attention to the students’ primary observations about the course because they provided us students’ perspectives and suggestions for ways to improve the course.

At the end of this process, we highlighted areas of success and potential areas of improvement, and we generated specific action plans for further improvement of NMD in the future.