

Curriculum Connections

*A newsletter of the Education Council
and the Office of Medical Education
February 2002*

Educational Committees

Comprehensive Systematic Course Reviews are intensive reviews that are conducted every three years for all required courses/clerkships. This year the Year 1-2 Curriculum Oversight Committee, chaired by Dr. Dennis Valenzano, is reviewing Biochemistry, Pathology, Physiology, and the second year Introduction to Clinical Medicine courses. The Year 3-4 Curriculum Oversight Committee, chaired by Dr. Scott Moser, will be reviewing the Medicine, Surgery and Rural Preceptorship clerkships.

Clinical Skills Assessment

The clinical skills of fourth year students are being assessed on the Kansas City campus during January, February and March. Students interact with standardized patients in a clinic setting, and their skills are evaluated in a variety of areas including communication, physical exam and diagnosis. For more information, please contact Dr. David Virtue at 8-7211.

Medical School Clinical Skills Laboratory

Renovation has begun on the second floor of the Taylor building in preparation for housing the School of Medicine's Clinical Skills Laboratory. Through a generous donation from the family of alumnus Dr. Delbert D. Neis, the floor will house a 4,000 square foot facility that will be used to teach and assess the clinical skills of students, residents and faculty.

First Year News

Summary of Student Responses from the Fall 2001 Curriculum Evaluation
(Class of 2005)

- The response rate of 95% was considered very good.
- The majority of students (70% or more) indicated that the courses within the Cardiovascular, Respiratory, and

Musculoskeletal blocks were generally well integrated. Less than half (41%) reported that the courses within the Cellular and Molecular Biology block were well integrated.

- Most students (> 62%) agreed that the overall quality of Medical Biochemistry (BIOC), Human Anatomy and Embryology (ATMY), Medical Physiology (PHYS) and Clinical Skills (CISk) was good. About half (49%) indicated that the overall quality of Cell & Tissue Biology (CTB) was good and 17% of the respondents indicated good overall quality for Health Promotion Disease Prevention (HPDP).
- About half or more of the respondents agreed that the clinical relevance of the lecture material was made clear in BIOC (50%), CTB (49%), ATMY (77%), PHYS (82%), CISk (87%), and HPDP (47%).
- At least half (> 50%) agreed that lecture time was used effectively in BIOC (74%), CTB (52%), ATMY (51%), PHYS (77%), and CISk (61%). One-fourth (24%) of the respondents reported effective use of lecture time in HPDP.
- Most respondents (> 78%) agreed that the lab sessions in CTB, ATMY, and PHYS correlated with the lecture material.
- Most of the respondents (> 70%) agreed that the lab sessions in CTB, ATMY, and PHYS facilitated learning of the course objectives.
- The majority of students (> 59%) agreed that lab time was used effectively in CTB, ATMY, and PHYS.
- The majority of students (> 64%) agreed that the relevance of the small group sessions to clinical medicine was made clear in BIOC, PHYS, and CISk.
- Most students (> 60%) indicated that small group time was used effectively in BIOC, PHYS, and CISk.
- The majority of students (60% or more) reported that the amount of scheduled contact time was about right for BIOC, CTB, ATMY, PHYS, and CISk. For HPDP, 36% of the respondents agreed that the amount of time was about right and 63% thought that there was too much scheduled contact time.
- The majority of respondents (> 62%) indicated that the length of the Cellular and Molecular Biology block, the Cardiovascular system block, and the Respiratory system block was about

right. The length of the Musculoskeletal system block was reported as about right by 49% and too short by 47% of the respondents.

- The majority of students (78%) indicated that the number of examinations was about right. About one-third (36%) of the respondents agreed that the clustering of the examinations was helpful, while (45%) disagreed.

Second Year News

Summary of Student Responses from the Fall 2001 Curriculum Evaluation
(Class of 2004)

- The response rate was 79% (138/175).
- The majority of respondents (63%) agreed that the information presented across the courses within the semester was well integrated.
- Most respondents (83%) agreed that the overall quality of the course was good in General Pathology (PAON). About half (51%) agreed that the overall quality of the course was good in Microbiology (MBIO). About one-fourth agreed that the overall quality of the course was good in Clinical Epidemiology and Prevention (CEP: 26%). Less than one-fourth (11%) agreed that the overall quality was good in Physical Diagnosis (PhyDx).
- In PAON, PhyDx, and MBIO the majority of respondents (> 63%) agreed that the relevance of the lecture material to clinical medicine was made clear. About one-third (32%) of the students agreed that the relevance of the lecture material to clinical medicine was made clear in CEP.
- The majority of respondents (> 57%) agreed that lecture time was used effectively in PAON and MBIO. One-fourth (25%) agreed that lecture time was used effectively in CEP and about one-in-five (19%) agreed that lecture time was used effectively in PhyDx.
- More than 61% of respondents agreed that the relevance of the small group sessions to clinical medicine was made clear in PAON, MBIO, and PhyDx.
- Most respondents (> 67%) agreed that small group time was used effectively in PAON and MBIO. About half (47%) of the students noted effective use of small group time in PhyDx.
- The majority of respondents (> 57%) reported that the amount of scheduled contact time was about right for PAON, MBIO, and CEP. Many students noted too much contact time for PhyDx (60%) and CEP (41%).

- The majority of respondents (85%) agreed that the number of examinations during the semester was about right.

Third Year News

Summary of Student Responses from the Fall 2001 Curriculum Evaluation
(Class of 2003)

- The overall response rate was 95%; the response rate for Kansas City and Wichita was 94% and 96%, respectively.
- The majority of students (> 53%) on both campuses reported that the Pediatrics (PEDS), Obstetrics/Gynecology (OB/GYN), Family Medicine (FM), Internal Medicine (IM), and General Surgery (SURG), clerkships provided a good learning experience. On the KC campus, 60% or more students indicated that the Neuropsychiatry (NPSY) and Geriatrics (GER) clerkships provided a good learning experience, while 44% of the Wichita students reported a good learning experience from these clerkships. On both campuses, about one-third (35% to 38%) of the respondents indicated that the Ambulatory Medicine (AM) clerkship provided a good learning experience.
- Most students (> 53%) on both campuses reported that the objectives of the PEDS, FM, IM, and SURG clerkships were clearly specified. For the Ob/Gyn clerkship, about half or more of the students (49% in KC & 73% for W) indicated that the objectives were clearly specified. For the GER clerkship, about half or more of the students (65% in KC & 48% for W) indicated that the objectives were clearly specified. For the NPSY clerkship, about half or more of the students (75% in KC & 48% for W) indicated that the objectives were clearly specified. In KC, 25% of the students agreed that the AM clerkship objectives were clearly specified and in Wichita 50% of the students agreed that the AM clerkship objectives were clearly specified.
- At least 51% of the students on both campuses indicated that patient contact was sufficient for training purposes on the PEDS, Ob/Gyn, FM, IM, SURG, and NPSY clerkships. For AM, 37% of the KC students and 50% of the Wichita respondents reported sufficient patient contact. For GER, 49% of the KC students and 36% of the Wichita students noted sufficient patient contact.
- The majority of respondents (> 51%) on both campuses agreed that the didactic components enhanced the learning experience in the PEDS, FM, SURG, and NPSY clerkships. For Ob/Gyn,

35% of the KC and 81% of the Wichita students indicated that the didactic components enhanced the learning experience. For the AM clerkship, 39% of the KC and 46% of the Wichita students indicated that the didactic components enhanced the learning experience. For GER, 49% of the KC and 40% of the Wichita students indicated that the didactic components enhanced the learning experience. For IM, 66% of the KC and 41% of the Wichita students indicated that the didactic components enhanced the learning experience.

- At least 52% of the respondents on both campuses indicated that they were able to complete the objectives of the PEDs, AM, GER, IM, SURG, and NPSY clerkships within the allotted time. For Ob/Gyn, 46% of the KC and 73% of the Wichita students indicated that they were able to complete the objectives within the allotted time. For the FM clerkship, 77% of the KC and 48% of the Wichita students indicated that they were able to complete the objectives within the allotted time.
- The majority of students (50% or more) on both campuses reported that the methods used to evaluate their performance on the PEDS, FM, IM, and SURG were clearly explained. For Ob/Gyn, 31% of the KC and 73% of the Wichita students reported that the methods used to evaluate their performance were clearly explained. For AM, 27% of the KC and 52% of the Wichita students reported that the methods used to evaluate their performance were clearly explained. For GER, 61% of the KC and 48% of the Wichita students reported that the methods used to evaluate their performance were clearly explained. For NPSY, 63% of the KC and 48% of the Wichita students reported that the methods used to evaluate their performance were clearly explained.
- About half (50%) or less of the students from both campuses reported receiving timely feedback about their progress in the FM, AM, GER, IM, and NPSY. For the PEDS clerkship, 44% of the KC and 63% of the Wichita students indicated that feedback about their progress was timely and appropriate. For the Ob/Gyn clerkship, 43% of the KC and 62% of the Wichita students noted receiving timely feedback. For SURG, 70% of the KC and 38% of the Wichita students noted receiving timely feedback.
- About half (48%) or more of the students from both campuses reported that the type and amount of faculty contact was adequate for the PEDS, FM, IM, SURG, and NPSY clerkships. For the Ob/Gyn clerkship, 33% of the KC and 65% of the Wichita students reported adequate

faculty contact. For AM, 39% of the KC and 52% of the Wichita students reported adequate faculty contact. For GER, 55% of the KC and 40% of the Wichita students reported adequate faculty contact.

Announcement and Upcoming Events

International Association of Medical Science Educators (IAMSE) Annual Meeting

July 20-23, 2002

Guadalajara, Jalisco, Mexico

Joint-Sponsored by

Universidad Autonoma de Guadalajara

<http://www.iamse.org/>

Central Group on Educational Affairs (CGEA) Annual Meeting

March 14-17, 2002

Northwestern University Medical School

Chicago, Illinois

<http://www.medlib.iupui.edu/cgea/prepro02.html>

Association of American Medical Colleges (AAMC) Annual Meeting

Nov. 8-13, 2002

San Francisco, CA

Proposal Submission Deadline:

March 15, 2002

<http://www.aamc.org/meetings/annual/XXXX/rime>

You are invited to submit comments, suggestions and/or newsworthy items relating to medical education. Please contact either Dr. Michael Burke, Chair of the Education Council, or Dr. Giulia Bonaminio, Assistant Dean for Medical Education, with your feedback.