

INAUGURAL NEWSLETTER



Dear Medical Students,

On behalf of the Department of Medical Education, I would like to welcome you to the very first issue of UT INSIDE MEDICAL EDUCATION! This is a very exciting time for our medical students as we embark on a new curriculum and continue with the transition of faculty, staff, residents, and students to ProMedica Toledo Hospital, enhancing the educational experience. Each month will feature communications consisting of educational information, helpful hints and tips, events, news, and MORE! With that said, we want to hear your voice and welcome your input. If you would like to be a part of the editorial board, please contact Melissa Hansen at melissa.hansen@utoledo.edu, or by phone at 419-383-4458.

M3 GRADING POLICY

We know some of you have inquired about our grading policy for clinical clerkships. Please note the link for the grading policy: <http://bit.ly/2h6G0u2>

We are planning an informational sessions in the near future to explain the different components and review the clinical competency form. Look forward to seeing you there! Please check your email next week for the date and time. Refreshments will be provided.



Your personal journey and professional evolution through medical school has begun! This is an exciting time in the College of Medicine as a new curricular model lifts off to encourage, inspire and prepare you for a life committed to the practice of medicine. We hope the curriculum will be a tangible expression of the soul of the College of Medicine that embodies the values, principles and commitment we strive to practice each day.



Over 100 faculty will be educating the class of 2021 over the next 18 month of the foundational science curriculum. This will invite an array of pedagogies, introduce explorations to different fields of medicine, early exposure to patient care in a clinical setting, and being introduced to the importance of leadership and research in the practice of medicine.

The first Team-Based learning session took place on Monday 8/21 on “Molecular Mechanisms of Diabetes” (photo on page 2). This was a great experience for faculty and students and was successful at emphasizing the importance of integrating foundations and clinical science.

CAPSTONE CORNER

Effective July 1, 2017, the Capstone- Bridge to Internship Course is a REQUIRED course for all fourth year medical students.

This course is designed to provide online learning modules through BlackBoard and supervised simulation-based education to enhance preparation for residency.

In addition to online modules, students will be required to complete (1) communication skills training session (focused H&P, informed consent, team care and communication skills will be assessed). This session will be scheduled via the Hillebrand Center. Students will be required to complete at least (1) clinical skills training session of their choice to support their academic career and will schedule this training in the IISC (Simulation Center) via Sign-Up Genius, our online scheduling software. The following sessions will be available for Fall semester.

Interprofessional Communication Skills

October 12, 2017
October 26, 2017
November 16, 2017
November 30, 2017
December 1, 2017

Clinical Skills Training

October 3, 2017 Physical Medicine & Rehab
October 3, 2017 Pediatrics
October 10, 2017 Internal Medicine
October 18, 2017 Emergency Medicine
October 19, 2017 Internal Medicine
November 8, 2017 Ultrasound
November 22, 2017 Emergency Medicine
November 30, 2017 Ob Gyn

Watch your e-mail next week for details on how to sign-up for these sessions.



ACADEMIC COORDINATORS



Born and raised in Toledo, Ohio, Ms. **Pamela DeWalt** has over twenty years of service at The University of Toledo. In her years of service, Ms. DeWalt has held various positions while working for The Medical College of Ohio, The Medical University of Ohio, and The University of Toledo. She received her Bachelors and Master degrees in Business Administration from the University of Toledo. As an Academic Coordinator, her primary role is to serve as support to the Thread Directors and faculty while coordinating and planning various curricular activities in the new curriculum. She has gained experience in utilizing Blackboard, ExamSoft, Poll Everywhere, and assisting in student assessments. She is very excited to get to know the medical students through the student-focus groups meetings held to seek students' feedback regarding the new curriculum.



Ms. **Kelly Kovacs** is a graduate of The University of Toledo College of Business with a focus in Entrepreneurship. Before moving to the Department of Medical Education, Kelly worked in graduate medical education within the Department of Family Medicine. This experience gave her insight to the processes involved with residency and fellowship from interviews to graduation. She is excited to be working with the faculty and students on the new curriculum as Academic Coordinator. She is an integral part of the planning and implementation of the new curriculum as support to the Thread Directors and faculty. She has enjoyed learning many new things including Exam Soft, Poll Everywhere, and the processes involved in student progress tracking. Kelly is excited to see how the medical students evolve as master adaptive learners and carry these skills into their careers.

Pam and Kelly's offices are located on the third floor of Mulford Library Building, 315B. Pam can be reached by phone at 419-383-4429 or by e-mail at pamela.dewalt@utoledo.edu. Kelly can be reached at 419-383-4407 or by e-mail at kelly.kovacs@utoledo.edu.



Poll Everywhere is a dynamic tool for engaging students in Active Learning sessions. Important tips for students to remember:

- Almost all in-class learning (ICL) sessions utilize Poll Everywhere; it is suggested that students are ready and prepared to participate in polls at the beginning of each session
- Always log-in to your Poll Everywhere account before participating in a poll; unknown responses will not be counted for attendance
- Keep your poll responses professional



Team-Based learning session on Monday, August 21 on "Molecular Mechanisms of Diabetes"

Change in Performance Standards for Step 2 Clinical Skills (CS)

Announcement posted to USMLE website on August 4, 2017

This announcement describes a change in the performance standards for the USMLE Step 2 CS examination that will affect examinees testing on or after **September 10, 2017**.

As stated in the *USMLE Bulletin of Information* and as explained in a [previous posting](#) to the USMLE website, the recommended minimum passing levels for each USMLE examination are reviewed periodically (typically, every 3-4 years) and may be adjusted at any time. Notice of such review and any adjustments are posted on the USMLE website.

At its July 2017 meeting, the USMLE Management Committee* conducted a review of the recommended minimum passing levels for USMLE Step 2 Clinical Skills (CS). During the meeting, the Management Committee considered information from multiple sources, including:

1. Recommendations from independent groups of physicians unaffiliated with the USMLE who participated in content-based standard-setting activities in 2017;
2. Results of surveys of various groups (e.g., residency program directors, medical school faculty, state licensing representatives, examinees) concerning the appropriateness of current pass/fail standards for the Step 2 CS examination;
3. Data on trends in examinee performance;
4. Data on precision of pass/fail classifications.

Based on these data, the Management Committee voted to increase the required minimum passing level for all three Step 2 CS subcomponents: Communication and Interpersonal Skills (CIS), Spoken English Proficiency (SEP), and Integrated Clinical Encounter (ICE). Because numerical scores are not reported for Step 2 CS, the decisions of the Management Committee are reported in terms of potential impact on examinees, using data from recent administrations.

If the new minimum passing requirements were applied to the group of first-time examinees who recently tested, the overall passing rate for examinees from US medical schools would be approximately three percent lower and the overall passing rate for examinees from international medical schools would be approximately eight percent lower.

*The USMLE Management Committee is composed of medical school faculty with experience in undergraduate and graduate education, members of state medical boards, public members, and a resident member. The Management Committee is responsible for setting minimum passing performance levels for all USMLE exams.

Please share this information with examinees, faculty and other appropriate staff at your school.

Medical School Services | National Board of Medical Examiners
Send questions or comments to medicalschoolservices@nbme.org