

Integration Intersession

The University of Toledo College of Medicine and Life Sciences
MDED 708
1.5 Clinical Credit Hours
Course Syllabus
AY 2022-23

Course Director: Rhonda Hercher, MD

Office Location:
Office Phone: 419-383-
Email: Rhonda.hercher@utoledo.edu

Course Coordinator: Jamie Daughton

Office Location: Mulford Library, 3rd floor
Office Phone: 419-383-4458
Email: Jamie.daughton@utoledo.edu

COURSE FACULTY

| | |
|---|---|
| Sharon Thomas, MD Elysia James, MD | Health equity |
| Coral Matus, MD Deepa Mukundan, MD | Student well-being Professional Identity Formation |
| Stephanie Mann, MD Margaret Hoogland, MIS Clerkship Directors | Self Directed Learning |
| Jeremy Laukka, PhD Bindu Menon, PhD | Foundational Sciences |
| Cheryl McCullumSmith, MD PhD Coral Matus | Value based care Ethics |
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COURSE/CATALOG DESCRIPTION

The integration intersession course consists of two 2 ½ day sessions that are scheduled during the M3 year at the end of an integrated clerkship block. The course is structured to support the ongoing development of students' clinical reasoning skills using an integration strategy for that promotes thinking and learning about common clinical conditions across clinical disciplines. Students will also engaged in activities that are focused on revisiting foundational science knowledge from the preclinical curriculum in the context of understanding common clinical conditions. The educational activities are structured to engage students in self-reflection and reflective thinking and will emphasize independent and active learning.

COURSE OVERVIEW

The third year clerkships are arranged in four separate 12 ½ week blocks that are each composed of two sequentially linked clerkship dyads: Internal Medicine with Neurology, Surgery with an elective, Ob Gyn with Pediatrics and Family Medicine with Psychiatry. The ObGyn/Peds block and the Family Medicine/Psychiatry block are each followed by a ½ week (2 ½ day) intersession during which half of the class will attend the educational activities. Students will attend two intersessions during the academic year. Intersession educational activities directly relate to the clerkship dyad disciplines the students just completed by providing engaging educational activities that will facilitate vertical and horizontal knowledge integration. Additional topics that are covered include health systems science competencies (health equity, ethics, professional identity formation, value based care) and dedicated time for career exploration/advising.

The first intersession occurs in July or October; the second intersession occurs in February or April. During this

time, students will be presented information preparing them for their specific clerkships for “just in time” learning as well as for third year overall. Patient simulations, nutrition, and radiology focus on caring for patients in the upcoming clerkships while topics such as interprofessional education, culturally competent care, culture of safety, equipment in patient rooms focus on the long term aspects of M3.

This course will combine synchronous and asynchronous in person and virtual educational activities to provide students with an integrated learning experience that will promote the development of well-organized knowledge structures and higher order thinking that are necessary for the development of clinical reasoning. Each activity is structured to continue and build the vertical integration that students have already experienced in Foundational Sciences and promote transdisciplinary clinical reasoning and integrative thinking that are necessary for the development of students as self directed life long learners. This course is delivered in two separate sessions that will have educational activities that are structured based on vertical and horizontal integration of foundational and clinical knowledge. Content included in this course will cover principles of value based care, ethics, health equity, professional identify formation, career exploration, and application of self directed learning to facilitate transdisciplinary thinking and learning about common clinical conditions. Students will reactivate prior foundational science knowledge to understand disease pathophysiology, biochemistry, and application of pharmacologic knowledge.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

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| Explain clinical differential diagnosis and management by applying your knowledge of foundational sciences to explain disease pathophysiology, pharmacotherapeutics, genetics and biochemistry across disciplines. | PC-10, PBL-5, PBL-7 |
| Explain how privilege and cultural identity can impact patient care. | PB-7, IPC-3, IPC-4, SBP-2 |
| Describe the four components of self directed learning. | PBLI-1, PBLI-2, PBLI-3, PBLI-4, PBLI-5, PBLI-6 |
| Demonstrate clinical reasoning through the ability to critically appraise and apply scientific evidence to clinical problem-solving and patient care | MK-7 |
| Use effective verbal and interactive skills in communications with peers and faculty. | PB-8 |
| Apply principles of ethics and moral reasoning to evaluate ethically challenging issues that arise in the clinical learning environment. | MK-9, MK-16 |
| Explain how high value care improves patient health and outcomes. | SBP-3 |
| Describe three strategies you can use to facilitate your professional identity formation. | PB-2, PB-3 |
| List how your skills and interests align with your specialty(ies) of interest | PBL-1 |

HOW THE COURSE WORKS: SPECIFIC EDUCATIONAL ACTIVITIES

1. **Integrate and innovate!** -- transdisciplinary thinking and management of common clinical conditions is a critical integration skill for students to develop and is one component of demonstrated clinical reasoning skills. Using a self-directed learning framework, we have designed a targeted activity that will promote students’ ability to think about common clinical conditions while applying skills of teamwork and knowledge integration. During **each**

intersession, students will be assigned a clinical condition (mental health for Family Medicine/Psychiatry; Development for Obgyn/Peds) for which students will work in groups of 8 peers to develop a clinical question, find resources to answer the question, and present their question/findings to a faculty facilitated group of student peers.

2. **Health equity curriculum** – This curriculum (introduced at LSU School of Medicine), Critical Consciousness in Medicine (CCIM) incorporates the conceptual framework of critical consciousness to teach and discuss health equity. The overarching goals of a critical consciousness curriculum are to provide future physicians with an intellectual framework and the tools to identify and tackle the difficult societal factors that impact our patients’ health, and to equip them to engage in self-reflective medical practice. The format will be a large didactic style lecture at the beginning of the workshop delivered by a faculty member followed by smaller group discussions and activities. Faculty and resident physicians will serve as facilitators. There will be two workshops (one in each intersession) that will be co-lead by faculty and near peer facilitators (residents) who will co-facilitate 2 hour sessions that will be focused on the impact of cultural identity and privilege on patient care. These workshops are part of the longitudinal 5 workshop CCIM curriculum that will begin with the Bridge course and conclude with the Advanced Clinical Care courses at the end of the 4th year.
3. **Professional identity formation/wellness** –the purpose of this intersession 1 activity is to build upon the professional identity and wellness threads started in the learning pods. The activities during this activity will focus on how students can manage some of the conflicting demands posed by their commitment to developing as a physician and the importance of maintaining spiritual, mental and physical wellness. These faculty facilitated sessions will give students and opportunity to learn from each other strategies to deal with the challenges of “feeling like a physician”.
4. **Career advising/exploration** – this career focused activity will take place during intersession 2. Students will meet with assistant deans from the office of student affairs and participate in targeted activities that will help the undecided student hone in on a specialty choice and will provide students who have decided on a specialty with resources and faculty advisors to mentor them through the residency application process. There will also be targeted discussions about elective selection for the M4 year.
5. **Back to basic science**—this activity is designed to support students’ integration of foundational science concepts as they work through a clinical condition. There will be 6 stations. Each station is designed to introduce a case that involves an anatomical specimen, imaging, laboratory values, pathological specimens or micrographs, normal histological slides, etc. Students will be spending 20 minutes at each station. Learning objectives will be designed to facilitate the integration of students foundational science knowledge into the clinical management of the different clinical scenarios. Students will complete a pre-and post station assessment to identify their knowledge gaps and formulate a learning plan.
6. **Value based care** -- In the setting of finite resources with rising health care costs, one of the critical competencies for medical students is to learn about high-value care -- the practice of medicine that is focused on maximizing patient outcomes while balancing associated medical costs and harms. This experiential activity will introduce students to the concept of “value” from the perspective of our patients. Students will learn about Patient Journey Mapping (PJM) as they hear a live patient discuss their experience in the health care system. Students will learn about practical tool as one approach to tracking, optimizing, and enhancing all of the events that happen during a patient’s health care journey.
7. **Ethics** – this case based activity will focus on tools that can be used to approach complex ethical issues that arise during everyday patient care.

All assignments must be completed by 5 pm on the third day of each intersession.

PROFESSIONALISM: Students will meet or exceed the institutional standards for professionalism as stated in the *Professionalism and Related Standards of Conduct* policy.

INSTRUCTIONAL METHODS:

1. Discussion, small group
2. Lecture, large group
3. Peer teaching
4. Reflection
5. Self-directed learning
6. Workshop

EVALUATION METHODS – The course is pass/fail.

1. Participation
2. Completion of all assigned work
3. Self directed learning rubric
4. Peer assessment
5. Laboratory practicum

PREREQUISITES:

Successful completion of antecedent M3 clerkships.

SCHEDULE

| Activity | Intersession 1 2022 | Intersession 2 2023 |
|----------------------------------|---|---|
| | July 25-27 OR October 21, 24, 25 | February 1-3 OR April 26-28 |
| SDL activity | Common clinical condition presentations/discussions | Common clinical conditions presentations/discussions |
| Health Equity | Workshop 1 -- Privilege | Workshop 2 -- Bias |
| Resiliency/wellness | Learning pod mission | Learning pod mission |
| High value care | N/A | Case discussion |
| Ethics case | The hidden curriculum: micro ethical challenges | N/A |
| Career exploration/PIF | PIF activity | Career exploration for decided and undecided students |
| Foundational science integration | Discipline specific simulations | Discipline specific simulations |

Sample schedule:

| | Day 1 | Day 2 | Day 3 |
|--------------|--|-----------------------------------|--|
| 9:00 – 12:00 | Overview of Intersession Learning Objectives & Organization SDL groups meet with facilitators (4 groups – 80 min) | Health equity workshop | SDL group Meetings with Facilitators (4 groups – 80 min) |
| 12:00-1:00 | LUNCH BREAK | LUNCH BREAK | LUNCH BREAK |
| 1:00-3:00 | Targeted wellness activity | Foundational science sim activity | |
| 3:00-5:00 | Career exploration and PIF | Ethics OR HVC | |

REQUIRED TEXTS, MATERIALS, AND LINKS:

All materials will be posted on Blackboard or be available in MLB 3rd floor.

TECHNOLOGY REQUIREMENTS

Browser Check Page

Students need to have access to a properly functioning computer throughout the semester. [The Browser Check Page](#) will enable you to perform a systems check on your browser, and to ensure that your browser settings are compatible with [Blackboard](#), the learning management system that hosts this course.

Software

Student computers need to be capable of running the latest versions of plug-ins, recent software and have the necessary tools to be kept free of viruses and spyware. The computer needs to run the following software, available in the [Learning Ventures Download Center](#).

- Word Processing Software
- Adobe Acrobat Reader
- Apple QuickTime Player
- Java Plugin Console
- Adobe Flash Player
- Adobe Shockwave Player
- Mozilla Firefox Browser - Recommended

Internet Service

High-speed Internet access is recommended as dial-up may be slow and limited in downloading information and completing online tests. This course does contain streaming audio and video content.

Use of Public Computers

If using a public library or other public access computer, please check to ensure that you will have access for the length of time required to complete tasks and tests. A list and schedule for on-campus computer labs is available on the [Open Lab for Students](#) webpage.

UT Virtual Labs

Traditionally, on-campus labs have offered students the use of computer hardware and software they might not otherwise have access to. With UT's Virtual Lab, students can now access virtual machines

loaded with all of the software they need to be successful using nothing more than a broadband Internet connection and a web browser. The virtual lab is open 24/7 and 365 days a year at [VLAB: The University of Toledo's Virtual Labs](#).

COURSE POLICIES

Policy Statement on Academic Dishonesty

Academic dishonesty will not be tolerated. Please read [The University's Policy Statement on Academic Dishonesty](#).

Copyright Notice

The materials in the course website are only for the use of students enrolled in this course for purposes associated with this course, and may not be retained or further disseminated.

GRADING POLICIES

Students must attend and complete all required assignments to receive a passing grade for the class. Failing to attend or complete any of these sessions will result in a non-passing for the class.

For the synchronous sessions, students are expected to be present for the faculty facilitated discussion. If your Step 2 exam precludes you from attending, please let the course director and coordinator know ahead of time.

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. In accordance with the ADA and university policy, if you have a documented disability and require accommodations to obtain equal access in this course; please contact the instructor at the beginning of the semester to discuss any necessary accommodations. Please contact the [Office of Student Disability Services](#) for verification of eligibility at 419-530-4981 (voice) or 419-530-2612 (TDD).

GENERAL ACCESSIBILITY STATEMENT ON COURSE TECHNOLOGY

In conjunction with The University's commitment to ensuring equal access to all technology-based information, this course contains technologies that learners can use regardless of age, ability or situation. The course's platform, [Blackboard Learn](#), is a certified web-accessible platform, satisfying Level AA conformance criteria of Web Content Accessibility Guidelines (WCAG 2.0). External sites used in the course, such as [Echo360](#), are compliant with Section 508 standards, and the media players used in the course support closed captioning, are keyboard operable, and compatible with screen reading software.

If any accommodations, beyond what is provided, are needed for equal access to any of this course content, please contact the instructor as soon as possible. The University of Toledo's [Office of Student Disability Services](#) processes closed captioning requests for videos and other media from the instructor, which may take up to four (4) business days to complete.

COMMUNICATION GUIDELINES

Email:

Students are expected to check their UT email account frequently for important course information. This class is being taught for you, so if you are having trouble understanding any aspect of it, please let the Office of Medical Education know. We are here to help, and will do our best to respond to email promptly.

Netiquette:

It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the communication regulations outlined in the Student Handbook. To ensure your success

when communicating online, take time to familiarize yourself with the “dos” and “don'ts” of [Internet etiquette](#).

TECHNICAL SUPPORT

If you encounter technical difficulties with Blackboard, please contact the [Learning Ventures Help Desk](#) at (419) 530- 8835 or utdl@utoledo.edu. The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your rocket number and phone number, and a Learning Ventures staff member will respond on the next business day.

Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT's [IT Help Desk](#) at (419) 530-2400 or ithelpdesk@utoledo.edu.

The Mission of the College of Medicine and Life Sciences is to improve the human condition. We do this by providing a world-class education for you (the next generation of physician and scientists), by creating knowledge that is translated into cutting edge clinical practice and research.

Note: This syllabus is subject to change to accommodate extenuating circumstances.

