



Office of Medical Education
Division of Academic Affairs
Brody School of Medicine
East Carolina University

SOP #	[8.3.1]
Version #	1
Implementation Date	October 1, 2017
Last Reviewed/Update Date	Sept. 29, 2017
Presented to ECC	August 17, 2017

Heading: Curriculum Management, Evaluation, and Enhancement

SOP Title: 3-Year Course/Clerkship Review Process

Rationale

The Executive Curriculum Committee and its subcommittees is responsible for ongoing monitoring, review, and revision of all aspects of the curriculum to assure achievement of the institutional learning objectives. Our continuous quality improvement process uses internal and external data and national norms to identify opportunities for curricular enhancement and modification. Programmatic level assessment is undertaken by the curriculum committees to evaluate the overall quality and outcomes of the curriculum to provide the best medical education program possible. Curriculum review allows for identification of gaps or unwanted redundancy and coordination across the curriculum to resolve these issues. The Brody School of Medicine uses a tiered approach for course and clerkship review as described below. The ECC can request an in-depth review at any time.

Scope

Annual Brief Review

Each year the course and clerkship directors and affiliated coordinators perform a self-assessment (Review/Preview Form) describing the overall performance and quality of the completed courses and clerkships and seek approval for significant changes. As a component of this yearly review, objectives, required experiences, and assessment methods are described and presented to the committee along with evaluations and qualitative data. This information is presented to the appropriate year curriculum subcommittee and the reports are available to the ECC. Outcome data including NBME/USMLE scores are regularly reviewed monthly in appropriate year subcommittees and at the Executive Curriculum Committee level.

In-depth Review

An in-depth review is completed on a three-year cyclical basis, but can be altered based on needs or concerns. The ECC oversees the review process and review the full report from the year level subcommittee. The appropriate year level subcommittees have delegated authority from the ECC to perform the course and clerkship reviews and generate reports with administrative assistance from the Office of Medical Education. Based on review of internal and external data, national norms, cross-course comparison, student performance data, evaluations of the course/clerkship by students, and qualitative data, an analysis will be performed and recommendations will be drafted. The full report and recommendations will be reviewed by the year level subcommittee and will be presented to the ECC for approval or modification. The report and recommendations will be communicated to OME, the Senior Associate Dean of Academic Affairs, the Dean, and the Chair of the Department. A response from the Department Chair is anticipated to describe support for recommendations or to request clarification or resources. Progress towards completion of



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recommendations will be tracked on a quarterly basis and a follow-up report will be communicated on a yearly basis.

Stakeholders Affected by this Policy

Compliance with this policy is mandatory for Brody School of Medicine Office of Medical Education, Curriculum Committees, course and clerkship directors and coordinators, and departmental faculty and chairs with courses and clerkships in the undergraduate medical education curriculum.

Definitions

Course and Clerkship Review: A formal review process conducted by working groups from the curriculum committees with administrative support from the Office of Medical Education to review the achievement of objectives, content, quality, and to make recommendations to the Executive Curriculum Committee to ensure continuous quality improvement of curriculum.

Continuous Quality Improvement: A systematic approach to the analysis of performance and efforts leading to improved educational quality and outcomes.

Course/Clerkship Review Subcommittee: A small group composed of some members of the Curriculum Committee and ex officio support members as defined below.

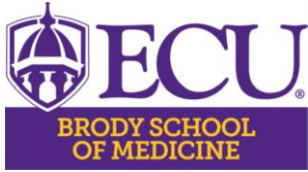
Responsibilities

Composition of In-depth Review Committee:

- Administrative support from OME (coordinator/Dean)
- 2 course/clerkship directors with one serving as chair
- Contains a clinician and a basic scientist
- 2-3 student representatives to represent students and report results from a convened panel of students
- Other faculty as indicated- community preceptor, component director
- The director and coordinator of the course/clerkship under review will serve as resources to the review committee

Responsibilities of the Review Committee:

- Read course material prepared by Chair, CD, OME including detailed questionnaire
- Read all student course/clerkship evaluations
- Read prior report and recommendations to ensure areas of prior concern have been addressed
- Meet with CD and coordinator
- Perform a SWOT analysis and make recommendations for quality improvement
- Generate a written report with the assistance of OME



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Report Distribution and Response:

- CD and department chair
- OME, Senior Associate Dean, Dean
- Appropriate curriculum committee and ECC
- Recommendations approved or amended by year and executive curriculum committee as appropriate
- Response from Dept. Chair and CD – Initial report back within 30 days and annual follow-up reports on progress

Procedures for Implementation and Review

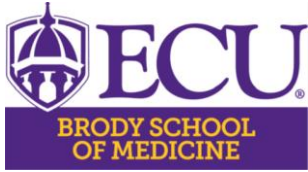
See Appendix A

Related Policies

None at this time

Applicable Laws, Regulations & Standards

LCME 8.3



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Appendix

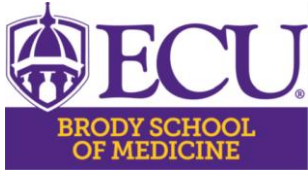
A. Course/Clerkship Committee Process

**Information provided and reviewed prior to committee meeting:
(distributed by OME to the committee at least 2 weeks prior to meeting)**

1. Recommendations from prior review
2. Annual Review (Review-Preview Form) from prior 3 years
3. Report from Self-Study by the Clerkship Director and Department Chair
4. Objectives
5. Syllabus
6. Clerkship evaluation from prior 3 years
7. Internal and external data:
 - a. AAMC Graduation Questionnaire
 - b. NBME subject exam scores
 - c. USMLE performance data
 - d. Grade Distribution
 - e. OSCE utilization and feedback
 - f. Curriculum map query of low performing topics on NBME shelf exam
 - g. Compliance
 - i. Grade timeliness
 - ii. Brody 75 Completion Rate
 - iii. Mid-rotation feedback
 - iv. Direct observation of students in clinical setting (for clerkships)
 - v. Mistreatment
 - vi. CD participation

**Self-Study from Clerkship Director and Chair of the Department:
(requested by OME 4 weeks prior to meeting; CD and chair have 2 weeks to submit report to
OME, which then will be distributed to committee 2 weeks prior to meeting)**

1. Overall Description of the Course/Clerkship: (Provided by the CD)
2. Adequacy of resources/support-faculty, patients, space, financial, IT, administrative, other, including time for the CD to spend on related activities, (Provided by CD and Chair)
3. Explanation if prior recommendations have not been addressed
4. Describe preparation of Residents as Teachers
5. Describe departmental distribution of objectives, required conditions, instructional sites and faculty affiliation agreements, and student policies to faculty, residents, graduate students, or pertinent staff.
6. Describe assessments of students and assessor training, including formative, summative, and narrative components, if indicated.
7. Describe major successes and challenges.
8. Describe how any problems identified by student feedback are being addressed.



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During the Review:

Chair presents the charge to committee:

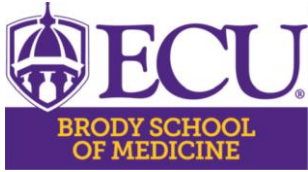
The goals of the review committee are threefold: 1) to ensure educational quality, innovation, and a supportive learning environment in every course and clerkship , 2) to provide the course and clerkship directors, affiliated departmental chair(s), and Curriculum Committees information regarding themes of student feedback and the integration of clerkship content with other components of the curriculum, 3) to ensure compliance with LCME Educational Standards for accreditation, and 4) to ensure a process for continuous quality improvement of the Brody SOM curriculum .

The course and clerkship review is a constructive process that aims to stimulate productive discussion among course and clerkship directors, faculty, staff, students, and leadership in order to support the highest quality educational experience. The review covers multiple aspects of the clerkship: organization, teaching, patient care, the learning environment, student input, and the chair's and director's analysis. The process identifies aspects of the course or clerkship that are particularly effective, which can then be disseminated for broader inclusion and makes recommendations for course/clerkship improvement. Additionally, the process can be used to identify opportunities for improved organizational support.

Perform review of Blackboard site including objectives, syllabus, content, and recommended reading/resources.

Summarize findings related to:

1. Recommendations from prior review
2. Annual Review (Review-Preview Form) from prior 3 years
3. Report from Clerkship Director and Chair
4. Objectives
5. Syllabus
6. Clerkship evaluation from prior 3 years
7. Internal and external data:
 - a. AAMC Graduation Questionnaire
 - b. NBME subject exam scores
 - c. USMLE performance data
 - d. Grade Distribution
 - e. OSCE utilization and feedback
 - f. Curriculum map query of low performing topics on NBME shelf exam
 - g. Compliance
 - i. Grade timeliness
 - ii. Brody 75 Completion Rate



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- iii. Mid-rotation feedback
- iv. Direct observation of students in clinical setting (for clerkships)
- v. Mistreatment
- vi. CD participation

Perform SWOT Analysis (identify strengths, weaknesses, opportunities, and threats)

After the Review:

Chair of ECC and OME write a draft of the report and distribute to the review committee.

Course Director has 7 days to respond to factual information within the report.



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B. Course/Clerkship Review Report Template

Course/Clerkship:

Course/Clerkship Directors:

Course/Clerkship Coordinator:

Chair (if applicable)

Review Committee Members:

Date:

Brief Description of the Course/Clerkship:

Summary of prior recommendations and progress:

Notable changes to the Course/Clerkship over the past three years:

Description of how objectives were derived and appropriateness of objectives:

Description of Resident as Teachers preparation (clerkships only):

Description of how objectives, required conditions, and policies are distributed to faculty, residents, graduate students or pertinent staff:

Internal and external data report:

1. AAMC Graduation Questionnaire
2. NBME subject exam scores
3. USMLE performance data
4. Student evaluation (survey and narrative)
5. Grade distribution and how grade is calculated
6. OSCE utilization and feedback (clerkships and Doctoring only)
7. Curriculum map query (using low performing topics on NBME shelf exam, if available)
8. Compliance
 - a. Grade timeliness (clerkships only)
 - b. Brody 75 Completion Rate (clerkships only)
 - c. Mid-rotation feedback (clerkships, Doctoring, and FoM)
 - d. Direct observation of students in clinical setting (clerkships only)
 - e. Mistreatment
 - f. CD participation

SWOT Analysis:

Strengths:

Weaknesses:

Opportunities:

Threats:

Final Recommendations:

Attachments:

1. Syllabus
2. Objectives linked to Institutional Learning Objectives
3. Review-Preview forms