

	Office of Medical Education Division of Academic Affairs Brody School of Medicine East Carolina University	SOP #	8.3.1
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		Implementation Date	2/14/2024
	Heading: Curriculum Management, Evaluation, and Enhancement	Last Reviewed/Update Date	2/14/2024
		Approved by ECC	2/14/2024

SOP Title: 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

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

Definitions

3-Year Course and Clerkship Review: A formal review process conducted by faculty, staff, and students associated with the BSOM curriculum with administrative support from the OME to review the achievement of objectives, content, quality, and to make recommendations to the Executive Curriculum Committee to ensure continuous quality improvement of the curriculum. To better evaluate broad curricular trends, all curriculum delivered in a designated timeframe is reviewed together.

Annual Review/Preview: An annual meeting, facilitated by the OME, of the course or clerkship director, course or clerkship coordinator, OME, and department chair in which the course is housed to review quantitative and qualitative data from the previous academic year and discuss planned changes for the upcoming academic year.

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

Course/Clerkship 3-year Review Subcommittee: A small group composed of some members of the Curriculum Committee and ex officio support members as defined below.

ECC: Executive Curriculum Committee

OME: The Office of Medical Education

CD: Course or Clerkship Director

Responsibilities

Composition of 3-year Review Committee:

- Administrative support from OME (Associate Dean or designee)
- All course/clerkship directors from the relevant phase of the curriculum. A CD cannot serve as chair of a review pertaining to their own course.
- The clerkship review subcommittee will appoint an additional basic scientist; All foundational science courses will appoint an additional clinician
- 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 courses/clerkships under review will serve as resources to the review committee

Responsibilities of the Review Committee:

- Read course material prepared by Chair, CD, OME including the pre-report
- 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

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 ECC as appropriate
- Response from Department Chair and CD – Any clarifications regarding report content must be requested in writing within 14 days and participate with annual follow-up reports and meetings on progress

Procedures for Implementation and Review

Annual 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. Course and Clerkship Directors and Department Chairs must also provide an update on progress toward implementation of the final recommendations from the prior in-depth (3-Year) review. The Associate Dean for Medical Education or designee summarizes these reports to the appropriate year curriculum subcommittee and final reports are reviewed by the ECC. Outcome data including NBME/USMLE scores are reviewed regularly in appropriate year subcommittees and at the Executive Curriculum Committee level to assess overall outcomes as well as to evaluate for comparable student experiences where applicable.

3-year Review

An in-depth review is completed on a three-year cyclical basis but may be completed sooner than three years at the request of the ECC based on institutional needs or concerns. To facilitate evaluation of broad curricular issues, the curriculum will be divided into the following groups for review together: Block 1, which roughly corresponds with the traditional M1 Fall semester, Blocks 2 and 3, which corresponds with the traditional M1 Spring semester, and Block 4, which includes all of the M2 curriculum. The ECC oversees the review process and reviews the full report from the year level subcommittee. The ECC appoints ad-hoc committees to perform the course and clerkship reviews and generate reports with administrative support from the Office of Medical Education. The subcommittee will generate a report summarizing their findings and list their recommendations based on review of internal and external data, national norming data, cross-course comparison, student performance data, evaluations of the course/clerkship by students, and qualitative data. 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 Chairs of the relevant departments. Progress towards completion of recommendations will be tracked on a semi-annual basis and a follow-up report will be communicated on a yearly basis.

See Appendix

- A. Course/Clerkship Committee Process
- B. Course/Clerkship Review Report Template
- C. Review Process Checklist and Data Checklist

Related Policies

Course and Clerkship Director Responsibilities SOP

Curricular Changes Requiring Executive Curriculum Committee Approval SOP



SOP Title: 3-Year Course/Clerkship Review Process

page

4

SOP #

8.3.2

Applicable Laws, Regulations & Standards

LCME 8.3

Appendix

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. Course/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. Required Clinical Experiences Completion Rate
 - iii. Mid-rotation feedback
 - iv. Direct observation of students in clinical setting (for clerkships)
 - v. Mistreatment
 - vi. CD participation and compliance with standard operating procedures

**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.

During the Review:**Charge to committee:**

The goals of the review committee are fourfold: 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 BSOM 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 LMS course/clerkship 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. Required Clinical Experiences Completion Rate
 - iii. Mid-rotation feedback
 - iv. Direct observation of students in clinical setting (for clerkships)
 - v. Mistreatment



- vi. CD participation and compliance with standard operating procedures

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

After the Review:

Chair of the review committee with administrative support from OME will write a draft of the report and distribute to the review committee for approval prior to presentation at the ECC and its subcommittees.

Any clarifications regarding report content must be requested by the Course Director or Department Chair in writing within 14 days of receipt of the final report.

Appendix 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. Required Clinical Experiences 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 and compliance with standard operating procedures

SWOT Analysis:

Strengths:

Weaknesses:

Opportunities:

Threats:

Final Recommendations:

Attachments:

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