



Annual Report: Administrative Office

January 1, 2017-June 30, 2018

Office of Medical Education

Brenda J.B. Roman, M.D.
Associate Dean, Medical Education
Professor, Department of Psychiatry

For the period including
January 1, 2017 — June 30, 2018

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Statement from the Associate Dean

This has been an exciting and challenging 1.5 years, with the highlight being the launch of the *WrightCurriculum* in July 2017. The *WrightCurriculum* was the result of six years of planning involving many faculty and staff. The curriculum is lecture free and uses flipped classroom modalities of Team-Based Learning, Peer Instruction and WrightQ (our form of problem based learning). Thus far, the majority of our students are excelling in this curriculum, even though being lecture free has meant new ways of approaching studying for the students. The time invested by our faculty and staff in order to prepare and deliver the curriculum has been immense and at times challenging as we seek out new best practices and realign responsibilities. Our focus over the next year will continue to be on the *WrightCurriculum*, as we enhance medical student research opportunities, and we begin to research the impact of the curriculum in many different areas, such as retrieval-based practice. To support the new curriculum, BAMS was also launched (specifically the Elentra learning management system), and has meant many hours of planning and flexibility by faculty, staff and students in the early stages. While the Elentra system is promising, the full potential, and how it will be able to produce greater efficiency is something that will evolve over the upcoming academic year.

In February 2018, leadership was transferred to Dr. Roman as Associate Dean for Medical Education. Dr. Parmelee continues on faculty in a new role as Director of Educational Scholarship and Development. This will allow for a renewed focus on educational scholarship and help provide needed mentorship for junior faculty in developing as educators. Dr. Parmelee's work in medical student education, especially his expertise in Team-Based Learning garnered national and international attention for the Boonshoft School of Medicine as an innovator in education. With that history of excellence in medical education, it is exciting that we are continuing on the path of innovation in our *WrightCurriculum*.

2 Office Personnel

List all staff and primary job duties

| Name | Title |
|----------------------------------|---|
| Lindsey Renee Allison, M.Ed. | Manager, Curriculum Development |
| Amanda L. Bell, M.D. | Associate Professor; Director of Biomedical & Clinical Integration for Curriculum Development |
| Lynn Compton | Administrative Support Coordinator |
| Giselle K D'Epiro, Pharm.D. | Assistant Professor, Family Medicine & Therapeutics |
| Katrina Marie Davis, MLIS | Instructional Materials Analyst |
| Nancy Harker, B.S. | Manager |
| Colleen Marie Hayden, M.S. | Director of Medical Education and Accreditation |
| Laura M Johnson, M.Ed., B.S.B.M. | Academic Advisor |
| Teresa Kohlhepp, B.S. | Assessment Program Coordinator |
| Carla Lachecki, M.A. | Program Coordinator |
| Jeannette Manger, Ph.D. | Research Manager |
| Sabrina M Neeley, PhD, MPH | Associate Professor, Population & Public Health; Director of Population Health Curriculum |
| Irina Vasiliu Overman, MD | Assistant Professor, Geriatrics & Internal Medicine; Clerkship Director, Internal Medicine |
| Dean X. Parmelee, MD | Director of Educational Scholarship & Program Development |
| Brenda Roman, M.D. | Associate Dean |
| Priya Small, M.P.H. | Research Coordinator |
| Adrienne Stolfi, M.S.P.H. | Director of Curriculum Evaluation, BSOM Assistant Professor |
| Amber N Todd, PhD | Director of Assessment |
| Joni Trempe, M.Ed. | Medical Education Learning Specialist |
| Mary J. Trout, Pharm.D | Director, Therapeutics Curriculum |
| Rodney J. Guthrie | Director, Anatomical Gift Program |
| Janice E. Hartzell | Administrative Specialist, AGP |
| Evangeline Jones, B.A., A.A.S. | Mortician |
| John C. Sheidler | Assistant Director, AGP |
| Julia M. Williams | Administrative Specialist, AGP |
| Tonya D. Hester, B.S. | Lab Technologist, Medical Academic Operations Group |

Sue E. Rytel, M.A.
Katherine E Stephens

Administrative Assistant, Medical Academic Operations Group
Academic Technology Analyst

Lora Ann Martensen

Rural Health Initiative Director

Gregory J. Toussaint, M.D.
Karen Bertke, M.Ed.
Jerome L. Borchers
Melanie Miller, B.A.

Assistant Dean for Clinical Skills Education
Manager, Skills Assessment Training Center
Sim Patient Training Coordinator and Recruiter
Coordinator, SATC

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Major administrative challenges

Describe the major administrative challenges you faced and how you dealt with them (maximum 2 pages)

1. The launch of the *WrightCurriculum* in July 2017 was an immense undertaking of countless hours of faculty and staff time and creative energy. While this new curriculum will continue to evolve, it has been especially challenging for key teaching faculty who had to keep the legacy curriculum going while developing new materials for the *WrightCurriculum*.
2. Our LCME site visit in March 2017 identified some areas of improvement, including a reorganization of how we approach future site visits with a Continuous Quality Improvement Committee, which is tasked at reviewing all data pertinent to the all Standards and Elements of the LCME. As a result, we have some new programming and administrative staff in key areas, such as academic advising and support for medical student research.
3. With the addition of faculty and staff in the Office of Medical Education, coinciding with the launch of a new curriculum and the new BAMS project, roles and duties are evolving, therefore creating some challenges at times. However, OME is fortunate in having a very dedicated group of faculty and staff, and is working to better align mission of providing support for the curriculum in the best possible ways, to students and the teaching faculty.
4. University financial issues make it difficult to support all of the activities we need to do to expand our programming for the medical students, such as getting proposals through the IRB in a timely fashion and supporting students in presenting at conferences to the greatest extent possible. Likewise, we are being creative at the moment in supporting faculty in their development as educators and in their scholarship, such as being able to attend national conferences to share about Peer Instruction in our curriculum, a major success in innovative teaching and learning methods.

4 Your unit's major accomplishments

Provide an outline that describes your unit's major accomplishments. (Maximum 2 pages)

- Successful launch of *WrightCurriculum*, with the first class of the *WrightCurriculum* to all successfully advance without any academic deficiencies
 - Reorganization of Faculty Curriculum Committee, with subcommittees of Foundations, Doctoring, Assessment & Evaluation, and Curriculum Integration. All subcommittees have student representation. All module and clerkship steering committees also have student representation. In order to achieve improved consistency across modules, we now have PI and TBL review groups
- WrightRural Health Initiative expansion under the leadership of Lori Martensen, MEd. We have more students than ever before doing at least one clerkship portion in a rural setting (approximately 10% of the class)
- Successful implementation of the first phase of the BAMS project, utilizing Elentra as our Learning Management System for BSOM
- Additional key faculty hires: Giselle D'Epiro, PharmD to expand the therapeutics curriculum for Doctoring/Advanced Doctoring; Irina Overman, MD (50% time) as Director of Foundations; Jeanette Manger, PhD as Research Manager, Paul Hershberger, Ph.D. (20% time) to assist in Professional Formation curriculum
- Reorganized the Assessment "office" within OME, managed by Amber Todd, PhD, who has direct oversight for staff who manage evaluations, assessment development and grades. The staff do a tremendous amount of work in helping faculty prepare TBLs and PIs so they can be ready for use in the classroom!
- Scholarship of Medicine faculty and staff are developing the necessary modules to ensure that LCME requirements for research understanding are met. They are also identifying faculty mentors for research and developing some "data" ready projects for students regarding their scholarly project requirement.
- Expansion of Academic Advising with the hire of Joni Trempe, MEd, who put together 8 presentations for M1s and began a USMLE preparation program, and did 15 presentations/reviews for the M2s. Laura Johnson, MEd, has continued to oversee the peer tutoring program, pioneering a virtual tutoring program, and offering approximately 4-6 sessions a year on how to study/read textbooks, etc. Both offer numerous hours of individual consultation and support each year
- Faculty Development Sessions: To improve the academy of educators and researchers here at the Boonshoft School of Medicine, the Office of Medical Education offered faculty training workshops. The focus was improving the overall educational program for medical students, and included the following topics since January 1, 2017:
 - Peer Instruction
 - Team-Based Learning Training
 - WrightQ Facilitator Training
 - How to Navigate Medical Education Literature
 - Determining Authorship Order In MedEd Literature

- Dr. Roman now serves on the national Group of Educational Affairs committee of the AAMC, and completed her third year of serving as LEAD faculty for AAMC
- New leadership of the Skills Assessment Training Center under Greg Toussaint, MD as Assistant Dean for Clinical Skills Education, as well as the addition of Karen Bertke, MEd as Manager
 - Expansion of SATC into providing delivery of Simulated Patient Testing Online to Frontier Nursing University, Kentucky
- Colleen Hayden, M.S. was promoted to Director, Medical Education & Accreditation and Lindsey Allison, MEd, was promoted to Manager of Curriculum Development. Both support faculty in the development of teaching and learning activities
- Colleen Hayden, M.S. is administrative lead for LCME and has been developing processes for improved management and oversight, especially with the Continuous Quality Improvement Committee
- “OME NewsFlash” debuted, a blog put together by Nancy Harker, about people, events and information related to medical student education
- Annual Internment Ceremony, led by Anatomical Gift Program, Rod Guthrie
- Healer’s Art Course for M1 students and Finding Meaning in Medicine (Support)
- Smooth transition for Brenda Roman, MD taking the reigns as Associate Dean for Medical Education, and Dean Parmelee, MD, taking the lead as Director, Educational Scholarship & Program Development (February 2018)

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Other Information

Provide any other information that represents your unit's contribution to the academic mission of the Boonshoft School of Medicine.

- Sabrina Neely, PhD, MPH was promoted to Associate Professor, recognizing her accomplishments in the area of service, teaching and research to BSOM

Teaching

- Brenda Roman, MD: WrightQ facilitator, Clinical Medicine small group leader
- Dean Parmelee, MD: WrightQ facilitator, Clinical Medicine small group leader
- Sabrina Neeley, PhD, MPH: Directs Upstream Medicine and Interprofessional Education
- Greg Toussaint, MD: Directs and teaches Clinical Medicine and the SATC; Presented a Residents as Teacher didactic during resident orientation 2017. WrightQ facilitator
- Mary Jo Trout, PharmD: Directs the Therapeutics Curriculum, Co-module director of Pathophysiology and Therapeutics and now co-director of Host and Defense. WrightQ facilitator
- Giselle D'Epiro, PharmD; Assists in Foundations Curriculum, helping with preparation of the Doctoring Curriculum. WrightQ facilitator
- Amber Todd, PhD: Directs the Assessment "team" within OME; Chair of the Assessment and Evaluation Committee. Assisted with the development of the Accolades and Concerns Portal. Manages course evaluations. Directs the Scholarship in Medicine Module
- Amanda Bell, MD: Teaches in Clinical Medicine; now co-module director. The lead faculty member in developing WrightQs. Oversees exam development to ensure proper coverage/integration of material. WrightQ facilitator
- Irina Overman, MD: Internal Medicine Clerkship Director; co-module director of both legacy and new versions of Staying Alive, with extensive teaching. WrightQ facilitator
- Adrienne Stolfi, MSPH: Involved in Scholarship in Medicine; Biostatistics review presentation for 2nd year students

Publications/ Refereed Journal Articles:

Peterson MJ, S Swedlund, K Zechiel, L Bedrossian, **MJ Trout**, K Drasga, G Gataric, D Swagerty, L Lawhorne. Medical care avoidance due to costs- are there underlying reasons? (#C138) *J Am Geriatr Soc.* 66 (S2), 2018

Beck Dallaghan GL, Medder J, Zabinski **J**, **Neeley SM**, **Roman BJB**, Emrich JL, Borges N, Bragg D. Lesbian, Gay, Bisexual and Transgender Health: A Survey of Attitudes, Knowledge, Preparedness, Campus Climate and Student Recommendations for Change in Four Midwestern Medical Schools. *Medical Science Educator.* 2018, 28:181-189. Available from: <https://doi.org/10.1007/s40670-018-0536-3>.

Levine, R., Borges, N., **Roman, B.**, Carchedi, L., Townsend, M., Cluver, J., Frank, J., Morey, O., Haidet, P., and Thompson, B. High-stakes Collaborative Testing: Why Not? *Teaching and Learning in Medicine* 2017. Pages: 1-8 | DOI: 10.1080/10401334.2017.1365719

Todd, A., Romine, W., & Correa-Mendez, J. (2017). Modeling the transition from a phenotypic to genotypic conceptualization of genetics in a university-level introductory biology context. *Research in Science Education*. doi: 10.1007/s11165-017-9626-2.

Todd, A. & Romine, W. (2017). Empirical validation of a genetics progression web for college biology students. *International Journal of Science Education*, 39(4), 488-505.

Romine, W., Walter, E., Bosse, E., & **Todd, A.** (2017). Understanding patterns of evolution acceptance—A new implementation of the Measure of Acceptance of the Theory of Evolution (MATE) with Midwestern university students. *Journal of Research in Science Teaching*, 54(5), 642-671.

Romine, W. & **Todd, A.** (2017). Valuing evidence over authority: The impact of a short course for middle-level students exploring the evidence for evolution. *American Biology Teacher*, 79(2), 112-119.

Todd, A., Romine, W., & Cook Whitt, K. (2017). Development and validation of the Learning Progression-based Assessment of Modern Genetics (LPA-MG) in a high school context. *Science Education*, 101(1), 32-65.

Neeley, S., Clyne B, Resnick-Ault D. The State of Leadership Education in U.S. Medical Schools: Results of a National Survey. *Medical Education Online*. 2017, 22:1. Available from: <http://dx.doi.org/10.1080/10872981.2017.1301697>.

D'Epiro G, Trout M. Importance of Pharmacists in Medical Education. Letter to the Editor. *Medical Science Educator* 2018;28:263. Doi:10.1007/s40670-018-0550-5

Yelton L, Holyoke A, **Trout M, Stolfi A, Roman B.** "Peer Instruction: an Analysis of Quality Improvement at Boonshoft School of Medicine (BSOM)". *Medical Science Educator* (2017) Sept 30. Doi:10.1007/s40670-017-0480-7.

Harper, B and **Roman, B.** (2017) The Changing Landscape of Recruitment in Psychiatry. *Academic Psychiatry*. Vol. 41 (2), pages 221-225.

Alizadeh M, Mirzazadeh A, **Parmelee D,** et al. Leadership Identity Development Through Reflection and Feedback in Team-Based Learning Medical Student Teams. *Teaching & Learning in Medicine*. Vol. 30, Issue 1, pp 76-83. July 28, 2017.

Bree, K., Mast, R., **Roman, B.** Teaching Students to Say "I Don't Know": Potential Methods and Implications". *Academic Psychiatry* (2017) 41:561–563 DOI 10.1007/s40596-017-0685-5

Craker, N., Binder, B., Borges, N., **Stolfi, A., Roman, B.** The Influence of Gender on the Medical Student Evaluation of High-Risk Behaviors in an Adolescent Patient. *Med.Sci.Educ* (2017) DOI 10.1007/s40670-017-0411-7

Roman B, Hayden C, Parmelee, D. Effectiveness of Engaged Learning: 8 years of TBL in Internal Medicine and Psychiatry Clerkships. *Med Sci Educ.* May 2017.

Alizadeh M, Mirzazadeh A, **Parmelee D**, et al. Uncover it, students would learn leadership from Team-Based Learning (TBL): The effect of guided reflection and feedback. *Teaching & Learning in Medicine.* Vol. 39, Issue 4, pp 395-401. Feb 28, 2017.

Manger, J. and Kenyon, L.O. 2018 (in press). Moving from product-driven models to meaningful practices. *Science Scope.*

Book chapters:

Neeley SM. 2017. Chapter 15: Addressing Food, Social Determinants of Health, and Health Inequities Through a Health in All Policies Approach, in *The Intersection of Food and Public Health: Examining Current Challenges and Solutions in Policy and Politics.* Eds, A. Bryce Hoflund, John Jones, Michelle C. Pautz. Taylor and Francis Publishing.

Welton, R., and **Roman, B.** (2018) Bipolar Disorder in Cognitive Behavioral Psychopharmacology: The Clinical Practice of Biopsychosocial Integration. Ed. Muse, M. Wiley-Blackwell.

Oral Presentations:

Roman, B. A New Curriculum Launched-and We Survived. Association of Directors of Medical Student Educators in Psychiatry. Minneapolis, MN. June 2018.

Harper, B. with **Allison, L.** Flipping the Way You Learn: How to Effectively Adapt Traditional Lectures into Active Learning. Minneapolis, MN. June 16, 2018.

Allison, L. with Weihe, B. Clerkship Administrator Certification Workshop. Minneapolis, MN. June 14, 2018.

Toussaint, G. Invited BSOM Graduation Speaker, May 2018.

Stephenson M, Cigrang J, Evans A, Brown, Jr E, Pavlack T, **Neeley S**, Knowles H, Spurlock M. Teaching Social Determinants of Health in an Interprofessional (IPE) Workshop. Association for Prevention Teaching and Research Annual Conference, Philadelphia, PA, April 10, 2018.

Parmelee, D. 2018. Team-Based Learning Collaborative Annual Meeting. Co-leader, pre-conference workshop: "Research and Scholarship." San Diego. CA. March 1, 2018.

Parmelee, D. 2018. Invited Webinar Presenter. American Thoracic Society (ATS) Section on Medical Education (SOME). Webinar: Team-Based Learning. February 21, 2018.

Parmelee, D. 2018. Visiting Professor, Medical Education. Washington University School of Medicine, Faculty Development Series, workshops: Course/Curriculum Design for Significant Learning, TBL 101, Writing an Effective TBL Module. St. Louis, MO. February 15, 16, 2018.

Parmelee, D. 2017. Visiting Professor, Medical Education. Series of workshops: curriculum and course design, objectives and assessments, active learning strategies for the classroom, scholarship in teaching and learning. University of Lampung, Sumatra, Indonesia. October 13-20, 2018.

Parmelee, D. 2017. Invited workshop presenter: Facilitation Skills for the Classroom. Co-Leader with **Roman B** & Levine R. Association of Medical Educators of Europe (AMEE), Helsinki, Finland. August 29, 2017.

Roman, B. with Allison, L. Clicker Questions Are Not Enough: Using Peer Instruction to Develop Critical Thinking Skills. Association of Directors of Medical Student Educators in Psychiatry. Santa Fe, NM. June 2017

Allison, L. with Weihe, B. Clerkship Administrator Certification Workshop. Santa Fe, NM. June 2017.

Roman, B. The *WrightCurriculum*; Developed Using Educational Design Principles, Ohio State University, Columbus, OH April 2017

Roman B, with Trout, MJ. Clicker Questions Are Not Enough: Using Peer Instruction to Develop Critical Thinking Skills. Central Group on Educational Affairs, Chicago, IL, March 2017.

Allison, L. with Hayden, C. Clerkship Administrator Certification Workshop. Chicago, IL. March 29, 2017.

Parmelee, D. 2017. Team-Based Learning Collaborative Annual Meeting, Opening Remarks on the State of the Organization. Fort Worth, TX. March 3, 2017.

Poster Presentations:

Houseknecht, V., **Stolfi, A.**, Borges, N., and **Roman, B.** Assessing Professional Identity, Wellness, Imposter Phenomenon and Calling to Medicine among Pre-clinical versus Clinical Medical Students. Association of Directors of Medical Student Educators in Psychiatry. Santa Fe, NM. June 2017. Received the *Outstanding Poster Award for Educational Research*.

Yelton, L., Holyoke, A., **Trout, MJ., Stolfi, A., and Roman, B.** Changing Perceptions toward Peer Instruction at the Boonshoft School of Medicine Students as the Drivers of Curriculum Change, International Association of Medical Educators, Burlington, VT, June 2017

Yelton, L., Holyoke, A., **Trout, MJ., Stolfi, A., and Roman, B.** Changing Perceptions toward Peer Instruction at the Boonshoft School of Medicine Students as the Drivers of Curriculum Change, Central Group on Educational Affairs, Chicago, IL, March 2017.

Grants:

- Area Health Education Grant. \$125,776.00 (2017-2018). AHEC Support.
- Health Path Grant to support WrightRural Health

National Service:

- NBME:
 - ❖ Brenda Roman, MD serves as co-chair of 2 test material development committees and is a member of an Interdisciplinary Review Committee
 - ❖ Paul Koles, MD serves as co-chair of a test material development committee and is a member of an Interdisciplinary Review Committee
 - ❖ Mary Jo Trout, PharmD is a member of a test material development committee
 - ❖ Greg Toussaint, MD, intermittently reviews exam questions at the request of NBME

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Unit Goals for 2018-2019 Reporting Period

List the goals you propose for your unit for the next reporting period. Please refer to the goals stated in the BSOM Strategic Plan as you prepare your goals for the upcoming year.

1. Complete the LCME accreditation cycle with no areas of non-compliance after the site visit in October 2018.
2. Align duties with mission within the Offices of Medical Education and Student Affairs/Admissions to avoid duplication of effort and to be as efficient as possible.
3. Successful implementation of year 2 of the Foundations Curriculum and the Doctoring Curriculum, beginning in mid-March 2019.
4. Expand the WrightRural Health offerings to medical students, and develop a WrightRural Health Track, with a matriculating class in 2020.
5. Continue the implementation of Elenra as the learning management system for BSOM and continue to support the work of the BAMS team to better support the technical operations for BSOM.
6. Support the research efforts of medical students their overall interest in medical scholarship, both through the Scholarship of Medicine requirement and for interested students in general.
7. Develop strategies to better communicate and connect with each class of medical students.
8. Expand BSOM's role with Five Rivers Health Center, in working to better the community around the now closed Good Samaritan Hospital. Support the work of our students in becoming health coaches as part of their Interprofessional Education and/or Service Learning.
9. Work with other health education schools in the Dayton area to develop Interprofessional Education opportunities that are meaningful for our students.
10. Work with clerkship directors, and the Office of Advancement, to identify new clinical opportunities for our students.