

# UPSTATE MEDICAL UNIVERSITY



[www.upstate.edu/com/curriculum/](http://www.upstate.edu/com/curriculum/)

*Improve the health of the communities  
we serve through education, biomedical  
research and health care.*

## Letter from Dean Ko

*The Curriculum Office is responsible for managing, coordinating and evaluating the medical school curriculum. In addition, we provide support to the students, faculty, and administration.*

# Curriculum office

## Fall 2017



Dear Students & Faculty:

This has been an extremely busy time for us as a Curriculum Office, and as institution as a whole. In October, we kicked off the LCME Self-Study process with a visit from Dr. Robert Hash, Assistant Secretariat from the LCME (Liaison Committee on Medical Education) who held a town hall meeting with faculty and students, as well as met with various working groups and student groups who are working on the self study process. The self study process will allow us as an institution to self-assess where we are as far as our strengths and weaknesses specific to the 12 standards and 93 total elements that all medical schools in the US and Canada are assessed on. In addition, our students are doing their own Independent Student Analysis (ISA) that kicked off this month. This will allow the students an independent voice in the accreditation process, and their final report will go directly to the LCME and will be viewed by the working group. This entire process will culminate in an official accreditation site visit March, 2019. We truly appreciate all the faculty, staff, and students who are putting in significant amount of time into this important process. We hope through this process, we as an institution will take stock of where we are, and where we would like to go in the coming years.

There are many exciting initiatives going on in the curriculum. I am going to highlight just one area of focus this year. We are looking at deeper vertical integration of the curriculum be-

tween the pre-clerkship years (often referred to as Phase 1) and the clinical or clerkship years (referred to as Phase 2). Our retreat this fall will focus on bringing our faculty from the two domains of the curriculum together to brainstorm and come up with ideas of how to better weave the important threads and concepts into the entire four year curriculum. A focus on more clinical relevance in the basic science curriculum, as well as a balanced approach of appropriate integration of basic science content in the clinical years is going to be explored. Stay tuned for the outcomes of this retreat.

I trust that most of our students are well into your academic year and have settled into a routine. Whether it be the rigors of studying for the unit exams, seeing patients in the clerkships and clinical settings, or starting your interviews for residency, I know medical school can be stressful. We are here for you and want you to succeed. Please let us know if there is anything we can do to make the overall experience better or more effective. I hold office hours on most Wednesdays, and always look forward to talking with students about the things they are doing, and hear suggestions about things we can be doing differently moving forward.

Sincerely,  
Dr. Paul Ko  
Associate Dean for Undergraduate Medical Education



For questions regarding this publication, please contact Susan at [AndersSu@upstate.edu](mailto:AndersSu@upstate.edu) or 464-7004





# LCME STUDENT SURVEY

OCT 26 - NOV 30, 2017

# CLASS COMPETITION



**1st Place: \$750**

2nd Place: \$500

3rd Place: \$300

4th Place: \$150

## WHO WILL WIN?

**Everyone! Complete the survey & get prizes**

1ST 400 PEOPLE:  
GET FREE COFFEE MUG

GET FREE LUNCH WHEN YOU:  
TAKE IT ON OPEN SURVEY DAYS

ENTER TO WIN:  
\$25 GIFT CARDS EACH WEEK

CLASS WITH MOST PARTICIPANTS:  
WINS \$750 FOR THE CLASS



ISA STUDENT REPS:  
Michael DePasquale  
Michelle Gorbonosov  
John Lofrese  
Gabrielle Ritaccio



## What's new with the Exams and Software??

Hi everyone!! There have been some major changes in computers over the last few months. Because updating an operating system often effects the applications and software we have installed and use on our computers, many of those applications must also be upgraded.

As many of you know, Windows and Apple have both completed operating system upgrades within the last few months. With these upgrades, both ExamSoft and the NBME exam platforms have had to conduct extensive testing of their own systems to see how the operating system upgrades and changes would or could potentially require upgrades to their own applications.

**Why is it such a difficult process?** Windows/Apple create a test version of their operating system upgrade called a Beta version. They release this version for companies to start testing with behind the scenes. This is where they find out if there may be bugs or problems within the operating system upgrade.

While all of Windows/Apple's vendors are testing and making the necessary potential changes that they believe they will need, Windows/Apple are continuing working on improving the upgrade.

After 2 – 3 months of testing, the operating system that Windows/Apple releases to the public is completely different from the Beta version that the vendors have been working with. AS you can imagine, the vendors often have to test the released version to see if there are any additional issues. Often they find that issues they had were resolved by the Windows/Apple. Other times, they find additional conflicts they need to fix.

This is a very simplified explanation of a very complex and dynamic, multi-layered process. However, I did want you to have a grasp of the difficulties and the inter-reliability everything has when it comes to the computer applications we use.

**Bottom line:** please do not upgrade your operating system on your laptop until you have received official notification from Upstate that our vendors have authorized the upgrades. Doing so early will impact your ability to use the Institutional software. Upgrading will impair your ability to utilize your own devices for exams and potentially prevent you from accessing Blackboard, Groupwise and other institutional programs that will provide you access to study resources.

Tips to keep in mind when you are testing:

### ExamSoft/Examplify

- √ If your exam freezes or restarts, alert the proctor immediately.
- √ Hide your screen: Ctrl-H (PC) or Cmd-H (MAC)

### NBME

- √ If your screen freezes, alert the proctor for restart code. Power down your computer by holding the power button down for several seconds. Restart your computer, then re-enter the exam. Wait for proctor to give you the restart code and approve your re-entry.

# From the Office of Accreditation & Compliance

## AAMC Graduation Questionnaire (GQ), Year Two Survey (Y2Q) & Mistreatment

For 4 years in a row, **100% of our graduation students indicated on the GQ that they are aware that Upstate has a Mistreatment Policy**, and for the class of 2017, **99% in Syracuse and 97% in Binghamton know the procedures for reporting mistreatment!** Our 2017 Y2Q results of our 2<sup>nd</sup> year medical students were also encouraging with 100% of our students aware of Upstate's Mistreatment Policy and 98% aware of mechanism for reporting mistreatment.

The Mistreatment Policy and QR code is in every syllabus, and the link is on the cards handed out at 1<sup>st</sup> & 3<sup>rd</sup> year orientation. You can always type "mistreatment" in the search bar of the Upstate website to give you the link for the policy and procedures.

<http://www.upstate.edu/currentstudents/support/rights/mistreatment.php>

| MISTREATMENT POLICIES   |      |       |       |       |       |                  |
|---|------|-------|-------|-------|-------|------------------|
| Are you aware that your school has policies regarding the mistreatment of medical students? (Percent answering YES)   | 2013 | 2014  | 2015  | 2016  | 2017  | 2017 ALL SCHOOLS |
| Binghamton  | 93.3 | 100.0 | 100.0 | 100.0 | 100.0 | 97.0             |
| Syracuse  | 98.8 | 100.0 | 100.0 | 100.0 | 100.0 |                  |
| MISTREATMENT PROCEDURES FOR REPORTING   |      |       |       |       |       |                  |
| Do you know the procedures at your school for reporting the mistreatment of medical students? (Percent answering YES) | 2013 | 2014  | 2015  | 2016  | 2017  | 2017 ALL SCHOOLS |
| Binghamton  | 76.7 | 97.2  | 82.8  | 91.4  | 97.3  | 86.1             |
| Syracuse  | 88.8 | 93.5  | 98.7  | 99.0  | 99.1  |                  |

| Are you aware that your school has policies regarding the mistreatment of medical students? (Percent answering YES)   | 2015 Y2Q | 2017 GQ |
|---|----------|---------|
| Upstate   | 100.0    | 100.0   |
| GQ - All Schools  | 86.0     | 97.0    |
| Do you know the procedures at your school for reporting the mistreatment of medical students? (Percent answering YES) | 2015 Y2Q | 2017 GQ |
| Upstate   | 89.7     | 98.6    |
| GQ - All Schools  | 61.6     | 86.1    |



### Overall Satisfaction with the Medical School Curriculum

**91%** percent of the **2017 graduating class reported overall satisfaction** with the quality of their medical education at Upstate on the 2017 AAMC Graduation Questionnaire.

### Medical School Year Two Questionnaire (Y2Q) is Open Currently 18% of your class has completed the Y2Q

This is so important that we're going to provide you with an incentive!

**Dr. Licinio has agreed to the following: If at least 90% of your class completes the survey by Thanksgiving, the Dean's office will donate \$300 to your class funds. If you get to 95% by the end of the calendar year, you'll realize an additional \$200.**

We will use the data you provide to help guide the direction of changes--both in the curriculum and beyond. This is one tangible way we are able to better understand your perspectives, degree of satisfaction, and adjustment to medical school.

If you not having received your confidential Y2Q link, contact the AAMC directly at [Y2Q@aamc.org](mailto:Y2Q@aamc.org).





## Gold Star and Commendation Form Reminders

**Commendation Forms** are accessible in MedHub for faculty interested in acknowledging students that go above and beyond the call of duty!

A **"Gold Star" report can be filled out by students, faculty, or staff** to nominate those who contribute to a positive learning environment. Nominations can be made here:

<http://www.upstate.edu/currentstudents/support/rights/mistreatment.php>

**Assistant Professor Dr. Bruce Knutson, in the Department of Biochemistry and Molecular Biology:**

*"I would like to highlight an extremely positive experience which I had with Dr. Knutson. He scheduled very convenient office hours in the days prior to the exam where students could walk in at any time. When I was in his office asking him a question on heme synthesis, two other people came in for an impromptu meeting. I asked him if he wanted me to come back later, but he replied, "no, this [my exam] is more important." It was a very positive experience to have a faculty member who was clearly committed to prioritizing students and helping them succeed. He clearly has demonstrated exemplary professional behavior and should be commended. "*

### What is SUNY NY ALERT?

SUNY NY Alert is an emergency alert notification system that Upstate Medical University is implementing in conjunction with the State Emergency Management Office and SUNY System Administration. SUNY NY Alert enables Upstate to send out critical emergency information about our campus concurrently through email, phone and text messaging.

### In what situations might you receive a SUNY NY ALERT?

Any situation where the health and/or human safety at Upstate Medical University is in question may result in the issuance of a notification through the SUNY NY-Alert system.

- Bomb Threat—based on intelligence that indicates the threat is credible.
- Fire—large-scale fire to building(s) that endangers campus.
- Hazardous Material—dangerous material, chemical, biological, nuclear spreading from a contained area.
- Major Road Closing/Incident—unanticipated event that would disrupt safe passage to and from campus.
- Medical Emergency—pandemic or event with mass casualties.
- Personal Safety—situations that include use of weapons, violence, perpetrator(s) at large, active shooter, hostage situation or missing persons. Any situation, on or off campus that, in the judgment of the Chief of Campus Security or designee, constitutes an on-going or continuing threat to person or property.
- Suspicious Package—reasonable belief that a package may contain chemical, biological or nuclear substance that would cause harm to persons or property.
- Utility Failure— a major disruption or damage to utilities including gas, electrical or water.
- Weather—severe weather conditions to include snow/ice/cold, thunderstorm or high wind.

### How can I participate?

Faculty and staff can participate by logging on to Self Serve, and clicking on "SUNY NY Alert" under "My Information". Students can participate by logging on to My Upstate. Once logged in, follow the information for signing up for SUNY NY Alert.

### How does SUNY NY ALERT work?

Once you complete the online form, your information will be submitted to the SUNY NY Alert secure database. If there is a critical emergency on campus, Upstate officials will notify SUNY NY Alert with appropriate information. You will then be notified by the contact methods you have specified within a very short period of time.

[http://www.upstate.edu/emergencyinfo/ny\\_alert.php](http://www.upstate.edu/emergencyinfo/ny_alert.php)

# From The Office of Evaluation, Assessment and Research

## MS1 & 2

### Evidence supports benefits of Qbank use for Step 1 prep

- Newly published article in *Academic Medicine* reinforces association between Qbank use during preclinical organ-based units and ‘stronger performance’ on Step 1- read the article [here](#)
- Kaplan white paper (limitation: bias), with sample >450 students found “students who answer 2,500 Qbank items *correctly* are 3 times more likely to score 50<sup>th</sup> percentile (230) or higher on Step 1” than those who did not

• • •  
*Be like the stem cell,  
differentiate yourself from  
everyone else*  
• • •

## MS4

### Are there any MS4s reading this?

If there are, we’d like you to know that there were no differences in student performance between the Binghamton and Syracuse sites on your CSE exams.

**Eat cookies** and learn more about student success strategies and the evidence behind them from the Offices of Academic Support Services & Evaluation, Assessment and Research at 2pm on October 27<sup>th</sup> in NAB441

**Practice Based Learning and Improvement** is the assessment framework in the Ethics, Law and Social Issues (ELSI) component of the FRM course. They are employing the RIME scheme in a novel way for faculty, peer and self-assessment of student performance in the course. The RIME

## MS1-4, students, Faculty

Our systems produce lots of feedback, Triad Consulting Group founder and Harvard Law Professor, [Sheila Heen’s TEDTalk](#) is <20 min and help listeners think about how to use feedback

## MS3

### Workplace based assessment system update

- As of 9.29.17 at 10:00 am, across all Upstate MS3 clerkships and sites, 2080 evaluations of students had been completed.
  - 1 evaluation (.048%) included ratings of ‘Developing’ in all domains
  - 1 evaluation (.048%) included ratings ‘Developing’ in only the 2 domains that were observed
  - 163 evaluations (7.83%) included ratings of ‘Meets’ in all domains

### Practice Based Learning and Improvement process

- As of 10.5.17, students had completed 451 mid-clerkship self-assessment forms as part of the PBLI skills assessment process implemented in AY 17-18
  - Students assessed themselves most favorably on the domain “Engages in professional behaviors including reliability, dependability, and punctuality” which aligns with faculty assessments of the cohort at this point in the year.
  - “Generates appropriate assessment and treatment plan” was the domain where students’ aggregate self-assessments were lowest which also aligns with faculty assessments of the cohort at this point in the year.

Away electives report available [here](#):





**Upstate 101  
2017**





# Phase 1

We hope you have gotten off to a good start this academic year. The MS1 Class is currently in their 'Musculoskeletal' Unit. MS2's are now in the second pass of the 'Nervous System' Unit. Having learned the "normal" in the first pass of the 'Nervous System', MS2's are now learning the abnormal as well as learning Behavioral Science.

It is important to mention efforts are being made to establish further integration and content awareness within all 4 years of the curriculum. Additionally, these efforts help to encourage more peer review between MS1/2 and MS3/4 years.

- Our Unit Annual Review Process is now being done during Phase 1 meetings which will allow for greater input. In addition Phase 2 Clerkship Directors are invited to participate in these meetings to further establish curriculum awareness between the years. Similarly, Clerkship reviews will be conducted during Phase 2 meetings with Phase 1 unit directors invited to participate. Findings then go to Curriculum Committee for vote.
- 'Joint Phase 1/Phase 2' Retreat; which will put Phase 1 Unit Directors at the same table with Clerkship Directors to ensure proper coverage and integration of content across the board.

Some reminders for both years:

- It is very important to attend each units Course Introductions so you don't miss out on important information. Directors and Thread Leaders use this time to illustrate the expectations of each unit.
- Time-management: exam and lecture schedules, as well as your longitudinal course syllabi (FRM and POM) are given at the beginning of the year. Please plan ahead for assignments, etc. especially at busy times of the year so that you don't feel a time crunch.
- Remember that this is a *new* curriculum so take advice from previous classes with thoughtfulness! What your classmate experienced in the curriculum may be different from the curriculum and expectations that you are experiencing. Advising, especially within your Learning Communities, is always valuable, but know that courses and threads have changed or are changing - including where points are placed for credit. Innovation is happening, so remember to educate yourself for what *your* curriculum includes.

**Awards** – There will be a vote at the end of both years for the following awards. These are modeled after important goals in the new curriculum:

- **Innovation**
- **Clinical Relevance**
- **Basic Science and Clinician Director Collaboration**
- **Organization**



## Student Well-Being Section

As we move along, we want to take the opportunity to remind students of their resources for well-being here at Upstate:

- Campus Activities Building (CAB) [www.upstate.edu/currentstudents/campuslife/activities/cab.php](http://www.upstate.edu/currentstudents/campuslife/activities/cab.php)
  - Among others, activities include: yoga, tai chi, comedy events and trips for stress relief
- Student Counseling Center: [www.upstate.edu/currentstudents/support/health/index.php](http://www.upstate.edu/currentstudents/support/health/index.php)
- Student Health: [www.upstate.edu/currentstudents/support/health/index.php](http://www.upstate.edu/currentstudents/support/health/index.php)
- Academic Support Services: [www.upstate.edu/currentstudents/academic/support.php](http://www.upstate.edu/currentstudents/academic/support.php)
- Tranquility Tuesdays 12-12:30, Setnor 3507/3508 - all welcome to meditate, reflect, learn deep breathing and the value of it
- Meditation/reflection/prayer room (downstairs, Library) and Cancer Center
- Dr. Nanavati articles on 'one degree of change' (beneficial as students adapt to the pace of medical school) and "Core 4 Fundamentals of Wellness":
  - <http://www.awakeningscny.com/Natural-Awakenings-Central-NY/November-2016/Making-One-Degree-of-Change/>
  - <http://www.upstate.edu/fmed/pdf/core-four-nanavati.pdf>



## What's New in Phase 2

Phase 2 has been busy this fall! We are continuing work on bringing structure to the MS 4 year. In addition to the one required Acting Internship (AI) and March into Residency, we are working on helping AI Directors develop a syllabus, including learning objectives and a grading rubric so that students enrolled in these AIs will be clear on what to expect and what goes into the assigned grades.

This is the time of the year where we start the annual clerkship and course review process, if you have any suggestions for improvements to your favorite clerkships or MS 3 courses, then please forward to the Clerkship or Course Director by the Thanksgiving break.

We will also be holding our annual retreat on November 17, 2017. The morning session will be limited to Phase 2 where we will explore expanding our understanding and application of the problem-based learning improvement process with student self assessment. We will also work toward developing a vertical curricular component in each clerkship. Each clerkship will select an area from the Phase 1 foundational sciences curriculum that will be explicitly brought to the clerkship in the form of a learning “backpack” to be reviewed and directly linked with some aspect of clinical sciences practice. In the afternoon we are excited to have our colleagues from the Phase 1 join us for a combined Phase 1 and Phase 2 session where we will discuss our “backpack” program and other areas where we can expand our collaboration toward a unified curriculum over all four years of the College of Medicine MD program.

Last, but not least, we are proposing a name for the Phase 2 or MS 3 and MS 4 academic years. Phase 1, MS 1 and MS 2 has the Unified Pre-clinical curriculum (UP curriculum).

We propose for Phase 2 the STATE curriculum, where:

- Science (clinical and foundational knowledge that provides fundamental principles for treating our patients)
- Technology (clinical and foundational knowledge that facilitates improved diagnosis, treatment, communication with and for our patients)
- Altruistic care (caring for our patients based on a desire to serve and effective communication with patients and among health care providers)
- Teaching (education for our patients, families, communities we serve, students, resident physicians, colleagues, and other health care professionals within the “House of Medicine”)
- Ethics (science, technology, patient care, and teaching governed by the highest standards of professional behavior)

Our hope is this name for the Phase 2 curriculum will combine with Phase 1 curriculum as the UP-STATE curriculum because we are a unified, integrated curriculum. This is a wonderful opportunity for students with artistic talent to suggest designs for mugs and tee shirts, other related ‘swag’!

Please send design suggestions to Susan Anderson, [anderssu@upstate.edu](mailto:anderssu@upstate.edu)

# IPE Update

## From the Office of Interprofessional Education

Greetings,

Consider for a moment, an orchestra. Experienced virtuosos of their individual craft come together to create something richer than any one of them could do alone. Each trusts the other to play their part, to pick up the right note at just the right time to perform a shared symphony. There are no second takes in a live performance.

A healthcare team can be like a musical group, working in concert toward a better collective outcome. But it requires a change in how we learn and practice healthcare. Like an orchestra, it demands an ensemble approach.

To make a change, we must revisit our present ways of thinking and open ourselves to new possibilities.

In this issue, please note the tempo of great thinkers and doers across Upstate striking new chords. Enjoy and...

...Stay tuned.

Darren Carboni, MBA

Director of Interprofessional Education



## Upstate 101: Foundations of Teamwork

Spearheaded by a planning team that included **Carol Recker-Hughes**, **Sue Graham**, **Sandy Banas**, **Tom Schwartz**, and **Peg Turk**, we hosted over 360 participants at this year's *Upstate 101: Foundations of Teamwork* on August 30th.

The learning objectives for the event were:

- Understand the shared attributes and professional behaviors that support patient-centric care
- Consider the qualities of highly effective teams and their importance to healthcare delivery

Over 40 Facilitators, including CHP, CON, and COM Faculty, Clinicians, and staff helped to guide the discussions and make this event a success. Students included all incoming COM and CHP students.

The event included **Diana Pelletier** (Patient, at right in blue shirt), **Nicole Petrone** (Grateful family member, at right in red shirt, and two healthcare providers (**Stacey Elliot** and **Ayan Mohamed**, not pictured) who spoke about the impact of professionalism and teamwork in a healthcare environment. The event included three facilitated breakout sessions.

Breakout sessions offered an opportunity for a mix of disciplines to begin to learn about each other as healthcare professionals at Upstate.

Based on the positive feedback, plans to expand the event are already underway for Upstate 101 2018 edition to involve the Colleges of Medicine, Nursing, Health Professions, and Graduate Studies.

To view a slideshow of the event, go to the [IPE webpage](#) and click on "Upstate 101 Event Pictures-2017" under "Important Links".

## Upcoming IPE Events

**10/25/2017** – Case-based session with PA, PT, Nurse Practitioners, and Medical students

**11/14/2017** – "Virtual Medical Error Room", Case-based study, Student developed program (see behind the scenes picture from filming sequence below)

**Coming in Spring 2018** – More Bioethics and Humanities/IPE Events

**Coming in Summer/Fall 2018** – Upstate 101 (COM, CON, CHP, and COGS)

**Link to Upstate IPE Blog:**

<https://interprofessionalforumblog.wordpress.com/>



**Curriculum Office staff participated in the annual Golisano Children's Hospital Halloween Parade.**

