

STATE OF MEDICAL EDUCATION



Topics

- **Current Students**
- **Curriculum**
- **Outcomes**
- **Initiatives:**
 - **Admissions**
 - **Student Affairs**
 - **Academic Affairs**
 - **Office of Medical Education**



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Current Students

	2014	2013	2012	2011	2010	2009	2008
Overall GPA	3.6	3.6	3.5	3.5	3.5	3.5	3.5
Science GPA	3.5	3.5	3.4	3.4	3.4	3.4	3.4
Average MCAT	28.5	27.9	29.1	29.3	29.1	27.2	26.9
Gender of Entering Class							
Males	46	44	46	49	47	40	35
Females	33	31	20	22	28	34	43

For 2014 – 1,800 applicants, 162 interviewed, 77% WV Residents

For 2015 – 1,820 applicants, 148 are WV Residents



Curriculum



A New Schedule

Year 1

Elements of Medicine
Molecular Basis of Medicine,
Microanatomy, Basic Tissue Types,
Introduction to Hematology

Structure & Function I
Musculoskeletal and
Integument, Introduction to
Radiology

Structure & Function II
Head and Neck, Nervous System
and Behavior

Structure & Function III
Cardiovascular, Respiratory and
Renal Systems

Structure & Function IV
Gastrointestinal, Endocrine and
Reproductive Systems

Introduction to Clinical Skills

Year 2

Principles of Disease
Core Concepts, Infectious Disease,
Antimicrobials, Neoplasia,
Hematology

Disease & Therapeutics I
Musculoskeletal, Dermatologic
and Hematopoietic systems

Disease & Therapeutics II
Nervous System, Eye and
Psychopathology

Disease & Therapeutics III
Cardiovascular, Respiratory and
Renal Systems

Disease & Therapeutics IV
Gastrointestinal, Endocrine and
Reproductive Systems. Toxicology

Advanced Clinical Skills



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A Shift to Engaged Learning

	2009-2010	2012-2013	2013-2014	2014-2015
Year One Contact Hours	744	672.5	650	641
Year Two Contact Hours	636	567	525	613.5
Total Contact Hours	1380	1239.5	1150	1254.5
Didactic Lecture Hours	970.5	742.5	575	696
Percentage of Didactic Lecture	70%	60%	50%	55%*

Academic Year	2009-2010	2012-2013	2013-2014	2014-2015
Total Hours	1380	1239.5	1150	1254.5
Total Weeks	80	81	81	81
Hours/Week	17.3	15.3	14.2	15.5



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A Shift to Engaged Learning

APPENDIX 1: OPPORTUNITIES TO PARTICIPATE IN ACTIVE LEARNING IN THE FIRST TWO YEARS OF THE CURRICULUM

Session	Contact Hours	Estimated Student Prep Time	Students assess their learning needs individually or in groups	Students identify analyze and synthesize information relevant to their learning needs	Students assess the credibility of information sources	Students share the information with their peers and supervisors	Students receive feedback on their information retrieval and synthesis skills
Case discussions 3 2-session cases, student work between, one single session case	7	1.5 h per case	X	X	X	X	X
In-class case (PEM)	2	In-class	X	X	X	X	X
Nutrition modules	-	4 h	X	X	X	X	X
Nutrition project presentations	2	2	X	X	X	X	X
Movie forum: Bad Blood	4	- (in class)		X	X	X	X
Class forum – inquiry	3	(In class)	X	X	X	X	
Histology TBLs (3)	3	1 h	X	X		X	X
Histology Labs (3)	3	(as above)	X	X		X	X
Anticoagulant exercise	2	(In class)	X	X	X	X	X
Independent learning (self study; genetics problems; histo orientation, nutrition)	-	8	X	X			X
Peer teaching: Amino acids in metabolism	1.5	1	X	X	X	X	X
Peer Teaching: Differential Diagnosis of Anemia	1	1	X	X	X	X	X
Integration sessions/ large group discussions (2- 2h; regulation of gene expression, diabetes vs. metabolic syndrome)	4	-	X	X	X	X	X
Integration session (causes of anemia, small group)	2	-	X	X	X	X	X
Obesity Conference	4	-		X	X		
Theme-based large group discussions (Behavior Med, Research)	4	-	X	X	X	X	



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Integration

- **Horizontal – within the year**
- **Vertical – across all 4 years**
- **115 Diseases**
- **3rd and 4th years mapping their curriculum**
- **PERCI model**
- **Continuous Quality Improvement**



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PERCI



Professionalism	<ul style="list-style-type: none"> • One Book Program • Ethics/Truthfulness and Informed Consent 	Read article <i>Medical Professionalism in the New Millenium: A Physician Charter</i>	Self-reflection regarding elements of professionalism and how they relate to this case. Participation.
Ethics	<ul style="list-style-type: none"> • Introduction to Ethics <ul style="list-style-type: none"> ○ J Gerlach/C Keaton ○ No materials posted • Everyday Ethics <ul style="list-style-type: none"> ○ S. Petranj ○ No materials posted • Truthfulness and Informed Consent-Gallagher 	Students will have to give informed consent regarding alternative medication – St Johns Wart	Written response to patient regarding continuing St. Johns Wart.
Research	<ul style="list-style-type: none"> • Introduction to Evidence-Based Medicine (DL) 2 hrs <ul style="list-style-type: none"> ○ T Gress ○ Materials-ppt printed • Study Design: Case Control (DL,SG, LG) 2 hrs 	Students will research EBM for treatment of Depression. Submit sources used and type of literature reviewed.	Explanation of the EBM regarding treatment of Depression.
Cultural Competency	<ul style="list-style-type: none"> • Cultural Awareness <ul style="list-style-type: none"> ○ ICS-Materials Posted 10/8/2013 	Alternative Medication and cultural belief regarding "mental illness"	Reflection regarding self-bias.
IPE	<ul style="list-style-type: none"> • N/A 	Consultation with pharmacy student via phone/email	Participation.

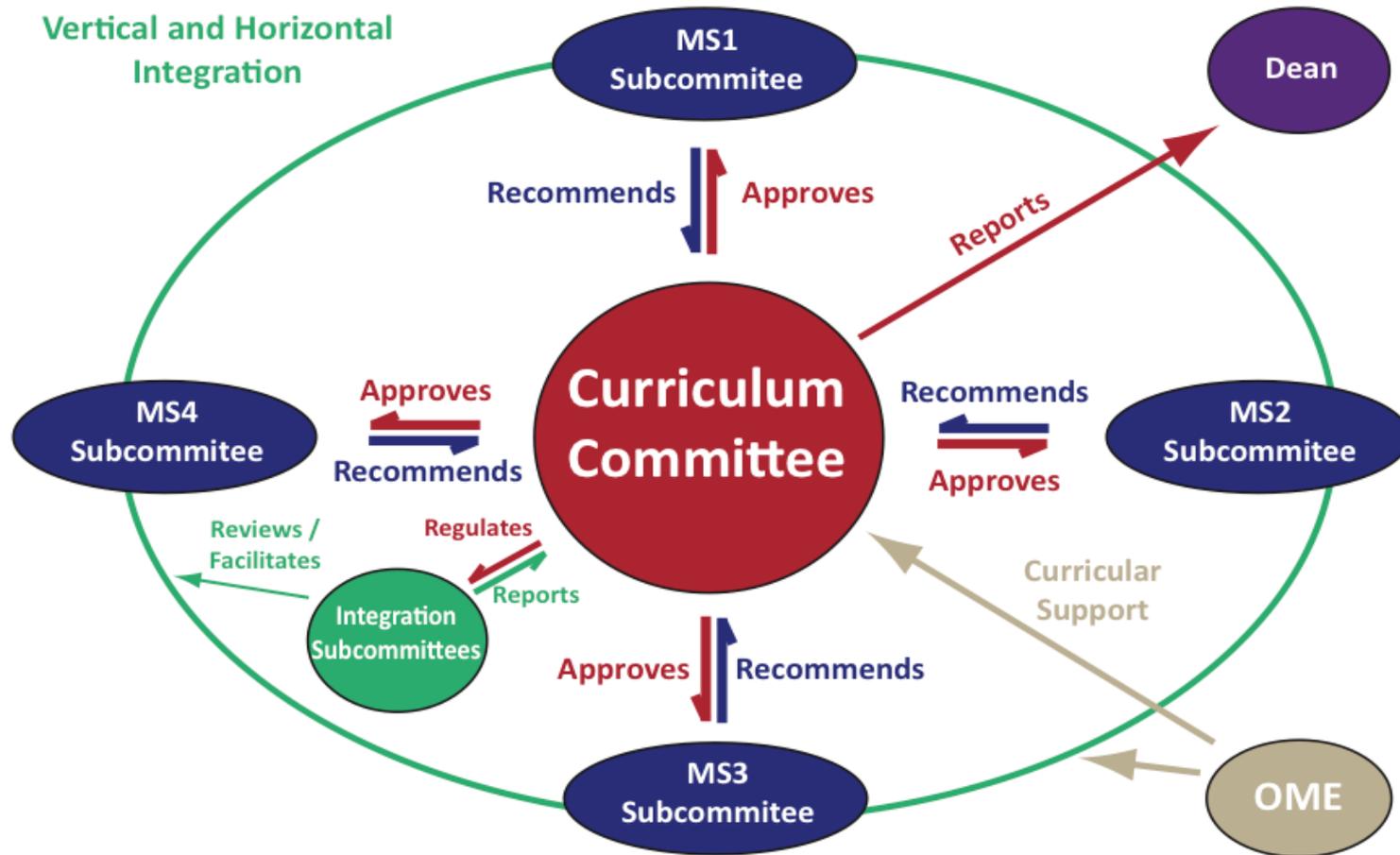
*PERCI is professionalism, ethics, research, cultural competency and inter-professional education.



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Vertical and Horizontal
Integration



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Integration Process

Diabetes Mellitus

Objectives	Block	Competency	Assessment Method
MS I			
<ol style="list-style-type: none"> Describe the normal microscopic structure of the pancreatic islets. Describe the regulation of insulin and glucagon release. Explain normal glucose and lipid metabolism. Describe glucose homeostasis and the endocrine regulation of glucose and lipid metabolism. Describe the effects of diet and exercise on metabolism. Describe the physiological actions of insulin and glucagon the consequences of insulin deficiency. 	MBM S & F IV	MK1A1 MK1B1 MK1C1 MK1E2 PB1A1 PB1A2 PR1A1 IC1A3 IC1B1	Block exams
MS II			
<ol style="list-style-type: none"> Demonstrate an understanding of the pathophysiology, clinical features, diagnostic criteria, treatment, preventive measures and complications of <ul style="list-style-type: none"> Diabetes mellitus type 1 Diabetes type 2 Myogenic diabetes Gestational Diabetes Describe various life-style modifications and pharmacologic therapies available for treating diabetes, including the scientific rationale for their use. 	D & T III	MK2A1 MK2B1 MK2C1 MK2E1 MK2E2 M2KE3 MK2E4 MK2G1 MK2H1 MK2H2 PC2E1 PC2E2 PC2F1 PC2F2 PC2F3 PC2G1 PC2H1	Block exams Small Group Discussions



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Integration Process

MS III			
<ol style="list-style-type: none"> 1. Explain the pathophysiologic factors underlying the clinical manifestations of DM. 2. Use knowledge of pathophysiology to develop diagnostic and therapeutic plans for patients with DM. 3. Describe how clinical laboratory tests are used in diagnosis and subsequent care in DM. 	<p>PEDS FM IM OB/GYN</p>	<p>MK3B1 MK3C1 MK3D1, MK3D3 MK3H1, PC3D1, PC3F1 IC3A1, IC3B1 PC3A1</p>	<p>Direct observation by faculty, clerkship standardized exams, small group</p>
MSIV (if participating in these rotations)			
<ol style="list-style-type: none"> 1. Describe the altered function of the pancreas and end-organs giving rise to diabetic ketoacidosis. 2. Discuss the scientific basis for laboratory studies utilized in managing a patient with diabetic ketoacidosis. 3. Describe techniques to counsel patients with diabetes mellitus in achieving dietary lifestyle changes in adopting a diabetic diet. 4. Differentiate between alternative medications for hyperglycemia in diabetes mellitus based on therapeutic effectiveness and cost consideration. 	<p>EM ICU Sub-I</p>	<p>MK4B1 MK4B1 MK4C1 MK4D2 MK4F1 MK4H1 PC4B1, IC4A3 IC4B1 PB4C2 PR4I1</p>	<p>Direct observation & feedback by preceptor, written examination</p>



Integration Reports

Integration Report

Disease: Diabetes Mellitus

First Year Blocks

COURSE	DATE	SESSION TITLE	FACULTY	INSTRUCTIONAL METHOD	DURATION
Elements of Medicine	8/20/2013	Introduction to Nutrition	Wanda Elaine Hardman (BIC)	Lecture	60
Elements of Medicine	9/11/2013	Signaling 3	William D McCumbee (PMC)	Lecture	60
Elements of Medicine	9/24/2013	Overview of Metabolism	Richard M Niles (BIC)	Lecture	60
Elements of Medicine	9/26/2013	Electron Transport 2	John Wilkinson IV (PTH)	Lecture	60
Elements of Medicine	9/27/2013	Glycogen Metabolism	Richard M Niles (BIC)	Lecture	60
Elements of Medicine	9/27/2013	Gluconeogenesis	Richard M Niles (BIC)	Lecture	60
Elements of Medicine	9/30/2013	Lipid Metabolism 2 Oxidation	Wanda Elaine Hardman (BIC)	Lecture	60
Elements of Medicine	9/30/2013	Lipid Metabolism 1 Synthesis	Wanda Elaine Hardman (BIC)	Lecture	60
Elements of Medicine	10/1/2013	Lipid Metab 3 Acylglycerols and Sphingolipids	Wanda Elaine Hardman (BIC)	Lecture	60
Elements of Medicine	10/2/2013	Attend Obesity Conference Big Sandy Arena		Conference	270
Elements of Medicine	10/2/2013	Nutrition Modules- Diabetes – Nutritional Mechan		Independent Learning	0
Elements of Medicine	10/3/2013	Completion of cholesterol lecture/Nutrition- Introd	Wanda Elaine Hardman (BIC)	Discussion Small Group (<=12)	60
Elements of Medicine	10/7/2013	Clinical Correlate- Diabetic Ketoaddosis	Henry K Driscoll (MED)	Lecture	60
Elements of Medicine	10/7/2013	Integration of Metabolism 1	Richard M Niles (BIC)	Lecture	60
Elements of Medicine	10/8/2013	Nutrition Project presentations	Wanda Elaine Hardman (BIC)	Peer Teaching	120
Structure and Function IV	4/18/2014	Pancreatic hormones	William D McCumbee (PMC)	Lecture	60
Structure and Function IV	4/21/2014	Diabetes; hypoglycemia. GROUP 2	William D McCumbee (PMC)	Discussion Small Group (<=12)	120
Structure and Function IV	4/21/2014	GI Histology/reviewGROUP 2	Laura L Richardson (PTH)	Laboratory	120
Structure and Function IV	4/21/2014	Endocrine regulation of metabolism	William D McCumbee (PMC)	Lecture	60
Structure and Function IV	4/21/2014	GI Histology/review GROUP 1	Laura L Richardson (PTH)	Laboratory	120
Structure and Function IV	4/21/2014	1 Diabetes/hypoglycemiaGROUP 1	William D McCumbee (PMC)	Discussion Small Group (<=12)	120
Structure and Function IV	5/1/2014	Radiology		Lecture	60

Second Year Blocks

COURSE	DATE	SESSION TITLE	FACULTY	INSTRUCTIONAL METHOD	DURATION
Principles of Disease	8/22/2013	Bordetella pertussis/Pseudomonas	Hongwei Yu (BIC)	Lecture	60
Principles of Disease	9/9/2013	Introduction to Medical Mycology	Darshana Shah (PTH)	Lecture	60
Principles of Disease	9/9/2013	Candida albicans	Darshana Shah (PTH)	Lecture	60
Principles of Disease	9/20/2013	Autoimmunity	Wei-ping Zeng (BIC)	Lecture	60
Principles of Disease	9/30/2013	Autonomic Nervous System Pharmacology – Adren	Carl A Grueter (PMC)	Independent Learning	180
Disease and Therapeutics I	10/9/2013	Red Blood Cell Disorders- The Anemias Part I	Vincent A Graffeo (PTH)	Lecture	120
Disease and Therapeutics I	10/14/2013	HIV/AIDS Modules/Medications	James Almsan II	Lecture	60
Disease and Therapeutics II	12/2/2013	Peripheral Nerve Disorders	Nancy B Norton (PTH)	Lecture	120
Disease and Therapeutics III	1/6/2014	Overview of Incidence and Impact of CV Pulmonar	Paulette S Wehner (CAR)	Lecture	30
Disease and Therapeutics III	1/6/2014	Risk Factors for CV Pulmonary and Renal Diseases	Paulette S Wehner (CAR)	Discussion Small Group (<=12)	60
Disease and Therapeutics III	1/6/2014	Review of Risk Factors for CV Pulmonary and Rens	Paulette S Wehner (CAR)	Discussion Large Group (>12)	60
Disease and Therapeutics III	1/8/2014	Drugs to Treat Dyslipidemias	Monica Valentovic (PMC)	Lecture	60
Disease and Therapeutics III	1/9/2014	Vascular Diseases Arteriosclerosis	Nancy B Norton (PTH)	Lecture	60
Disease and Therapeutics III	1/30/2014	Respiratory Infections I Bicyclic Fibrosis and Tuberc	Hongwei Yu (BIC)	Lecture	60
Disease and Therapeutics III	2/11/2014	Cystic and Glomerular Diseases	Nancy B Norton (PTH)	Lecture	120
Disease and Therapeutics III	2/12/2014	Glomerular Diseases	Nancy B Norton (PTH)	Lecture	60
Disease and Therapeutics III	2/13/2014	Renal Vascular Diseases	Nancy B Norton (PTH)	Lecture	60
Disease and Therapeutics III	2/14/2014	Chronic Renal Failure	Charles E Meadows III (MED)	Case-Based Instruction/Learning	60
Disease and Therapeutics III	2/17/2014	Acid-Base Disorders	Charles E Meadows III (MED)	Lecture	60
Disease and Therapeutics III	2/18/2014	Electrolyte and Acid-Base Disorder Cases	Charles E Meadows III (MED)	Discussion Small Group (<=12)	120
Disease and Therapeutics III	2/18/2014	Discussion of Electrolyte and Acid-Base Disorder C	Charles E Meadows III (MED)	Discussion Large Group (>12)	60
Disease and Therapeutics III	2/25/2014	Gestational and Placental Disorders	A Betts Carpenter (PTH)	Lecture	120
Disease and Therapeutics IV	2/28/2014	Drugs in Pregnancy and Lactation	Shannon L Browning (MED)	Lecture	120
Disease and Therapeutics IV	3/5/2014	Introduction to Endocrine System- Pituitary and Ac	Vincent A Graffeo (PTH)	Lecture	120
Disease and Therapeutics IV	3/6/2014	Endocrine Pancreas	Vincent A Graffeo (PTH)	Lecture	120
Disease and Therapeutics IV	3/7/2014	Diabetic Drugs	Monica Valentovic (PMC)	Lecture	120
Disease and Therapeutics IV	3/10/2014	Diabetes in Children	Eduardo Pino (MED)	Case-Based Instruction/Learning	60



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MarshallHealth

Third Year Clerkships

COURSE	Date	SESSION TITLE	FACULTY	INSTRUCTIONAL METHOD	DURATION
Family and Community Health	N/A	Headache/Diabetes/Obesity	Dilip Nair	Small group	60
Internal Medicine	N/A	Diabetes Mellitus	Henry Driscoll	Lecture	60
Ob/Gyn	N/A	Diabetes in Pregnancy	Ryan Stone	Lecture	60
Peds	N/A	Respiratory Distress Syndrome	Renee Domarico	Small group	60
Peds	N/A	Clinical Problems in Newborn	Renee Domarico	Small group	60

Fourth Year Required Rotations

COURSE	Date	SESSION TITLE	FACULTY	INSTRUCTIONAL METHOD	DURATION
Medicine Sub-I	N/A	Diabetic Ketoacidosis and Hyperosmolar Coma	VAMC	Small Group Discussion (<12)	60
Ob/Gyn Sub-I	N/A	Pregestational Diabetes Mellitus	ACOG Practice Bulletin	Independent Learning	60
Peds ICU	N/A	Diabetic Ketoacidosis	PREP Article	Independent Learning	60
Neonatal ICU	N/A	RDS review article	Neo Review Article	Independent Learning	60
Emergency Medicine	N/A	Diabetic Ketoacidosis	Mitch Charles	Oral presentation	60

Patient Logger

Students in the Class of 2014 logged 71 encounters with patients having a diagnosis of Diabetes Mellitus

Question Bank

Year	# of Questions
MS 1	6
MS 2	55
MS 3	7
MS 4	39

Integration Committee Recommendations:

1. Identify/Confirm absence of Diabetes in the other first year blocks
2. Review tagging of some of the sections

Curriculum Committee Recommendations:



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Outcomes



Student Satisfaction

MS 1	2010-2011 (mean ± SD)	2011-2012 (mean ± SD)	2012-2013 (mean ± SD)	2013-2014 (mean ± SD)
I understand my individual responsibilities for this course/clerkship.	4.2 ± 0.9	4.4 ± 0.7	4.3 ± 0.9	4.3 ± 0.8
This course/clerkship is well organized.	4.0 ± 1.0	4.2 ± 0.9	4.1 ± 0.9	4.1 ± 1.0
This course/clerkship provides me with clear goals and objectives.	4.2 ± 0.9	4.3 ± 0.7	4.2 ± 0.9	4.2 ± 0.9
The course material and lectures match the goals and objectives of this course/clerkship.	4.3 ± 0.7	4.4 ± 0.7	4.3 ± 0.8	4.4 ± 0.7
The required textbook(s) or other reading material help me to understand the topics presented in this course/clerkship.	4.0 ± 0.9	4.2 ± 0.9	3.9 ± 1.1	4.1 ± 1.0
Rate the overall quality of this course/clerkship.	4.1 ± 0.9	4.2 ± 0.8	4.1 ± 1.0	4.2 ± 0.8
This course/clerkship clearly incorporates concepts and techniques of assessing and improving the management and care of patients.	4.2 ± 0.9	4.26 ± 0.8	4.1 ± 1.0	4.2 ± 0.9
The clinical correlations are helpful to integrate basic science concepts into clinical practice.	4.2 ± 0.9	4.4 ± 0.8	4.2 ± 0.9	4.4 ± 0.8



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Student Satisfaction

MS 2	2010-2011 (mean ± SD)	2011-2012 (mean ± SD)	2012-2013 (mean ± SD)	2013-2014 (mean ± SD)
I understand my individual responsibilities for this course/clerkship.	4.2 ± 0.9	4.4 ± 0.8	4.4 ± 0.8	4.2 ± 0.9
This course/clerkship is well organized.	4.0 ± 1.0	4.2 ± 0.9	4.3 ± 0.8	4.1 ± 1.1
This course/clerkship provides me with clear goals and objectives.	4.2 ± 1.0	4.3 ± 0.9	4.4 ± 0.8	4.2 ± 1.0
The course material and lectures match the goals and objectives of this course/clerkship.	4.3 ± 0.8	4.4 ± 0.7	4.4 ± 0.7	4.2 ± 0.9
The required textbook(s) or other reading material help me to understand the topics presented in this course/clerkship.	4.1 ± 1.1	4.2 ± 0.9	4.3 ± 0.8	4.1 ± 1.0
Rate the overall quality of this course/clerkship.	4.1 ± 1.0	4.3 ± 0.8	4.3 ± 0.8	4.1 ± 1.0
This course/clerkship clearly incorporates concepts and techniques of assessing and improving the management and care of patients.	4.2 ± 0.8	4.4 ± 0.8	4.4 ± 0.8	4.2 ± 0.9
The clinical correlations are helpful to integrate basic science concepts into clinical practice.	4.3 ± 0.8	4.4 ± 0.7	4.4 ± 0.8	4.2 ± 1.0

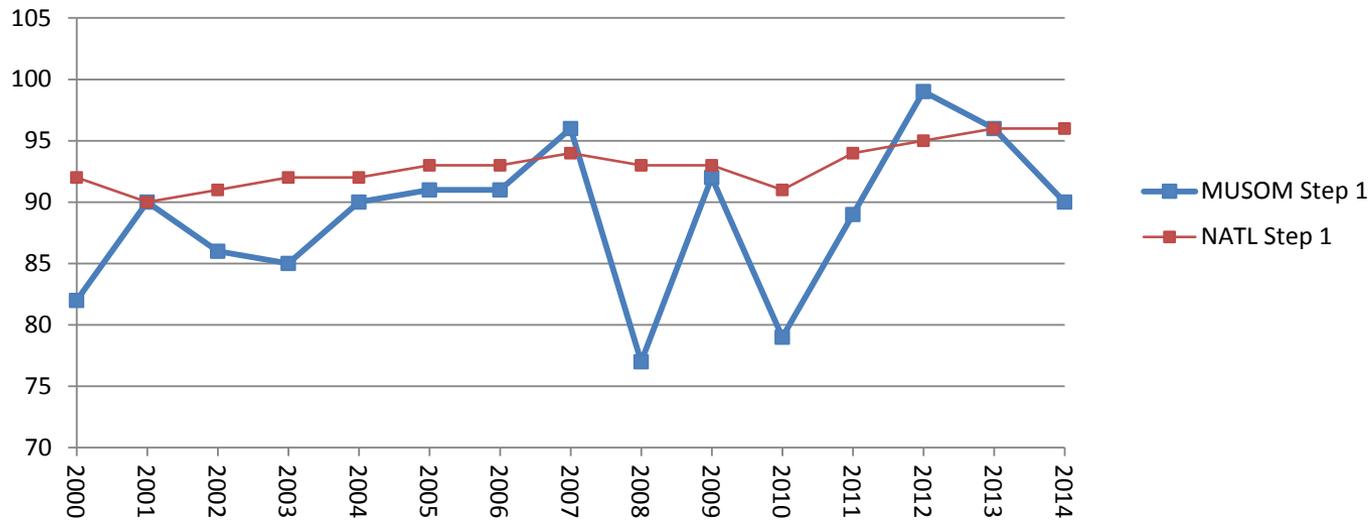


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MarshallHealth

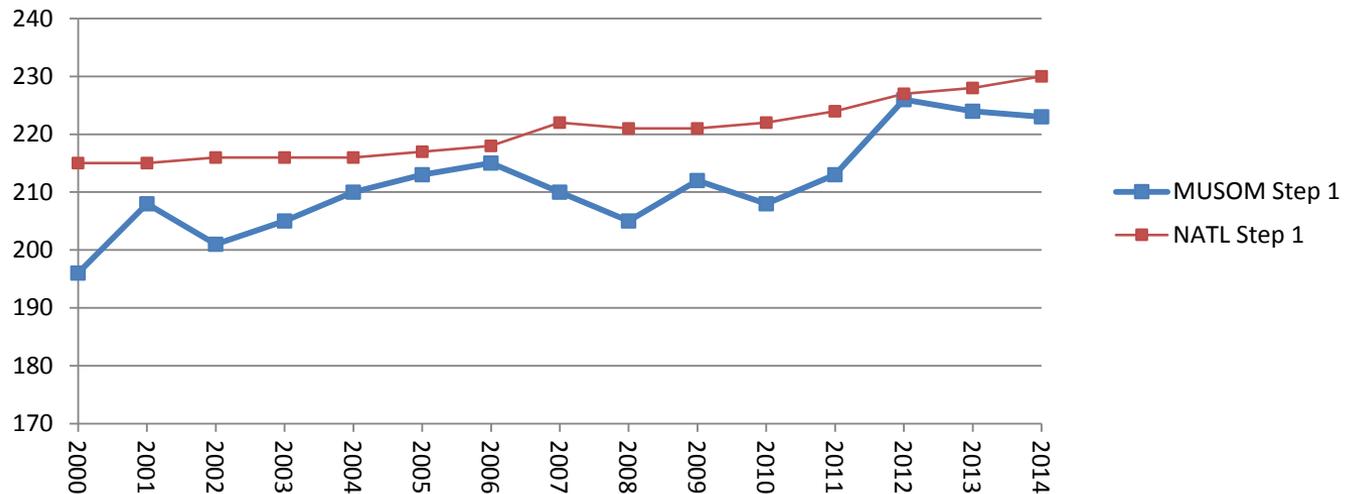
USMLE Step 1 Pass Rate



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USMLE Step 1 Average Score



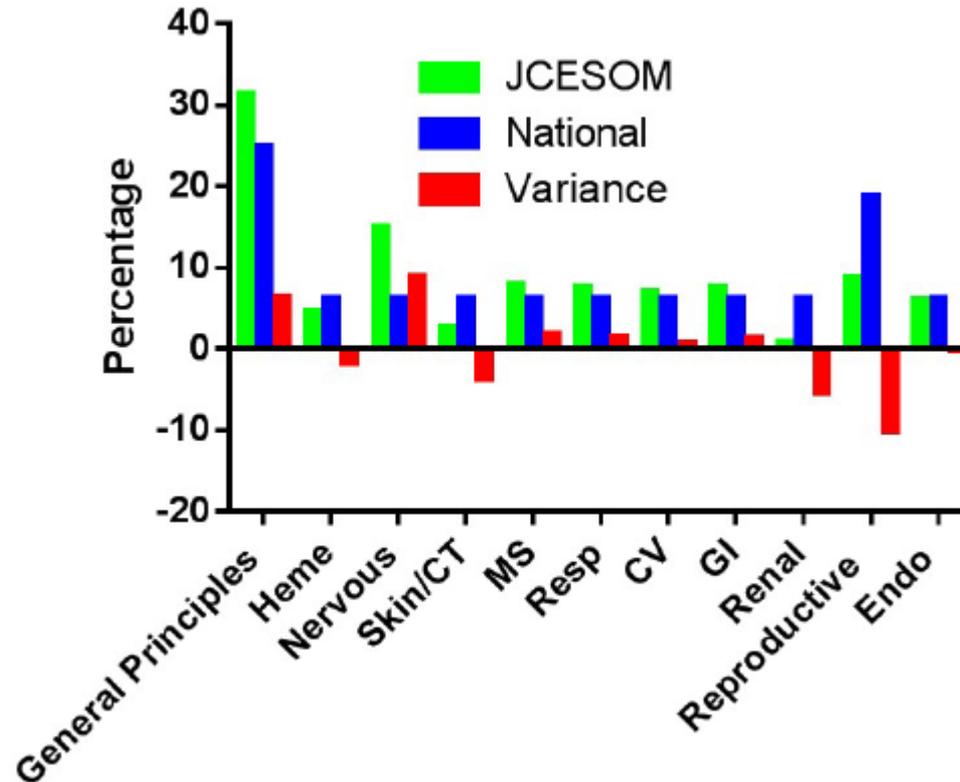
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Curricular Content

Educational Activity Breakdown by % of Activities Tagged in the Database				
Systems	MS 1 (%)	MS 2 (%)	Total (%)	USMLE (%)
General Principles	25.9	36.7	31.4	20.0
Hematopoietic & Lymphoreticular Systems	2.7	6.5	4.6	7.2
Central & peripheral nervous Systems	20.1	10.0	15.1	7.2
Skin & Related connective Tissue	2.4	3.0	2.7	7.2
Musculoskeletal System	8.0	8.1	8.0	7.2
Respiratory System	6.9	8.5	7.7	7.2
Cardiovascular System	6.7	7.3	7.0	7.2
Gastrointestinal System	7.1	8.1	7.6	7.2
Renal/Urinary System	1.5	0.3	0.9	7.2
Reproductive System	9.2	8.2	8.7	15.0
Endocrine System	9.1	3.2	6.1	7.2

Curricular Content



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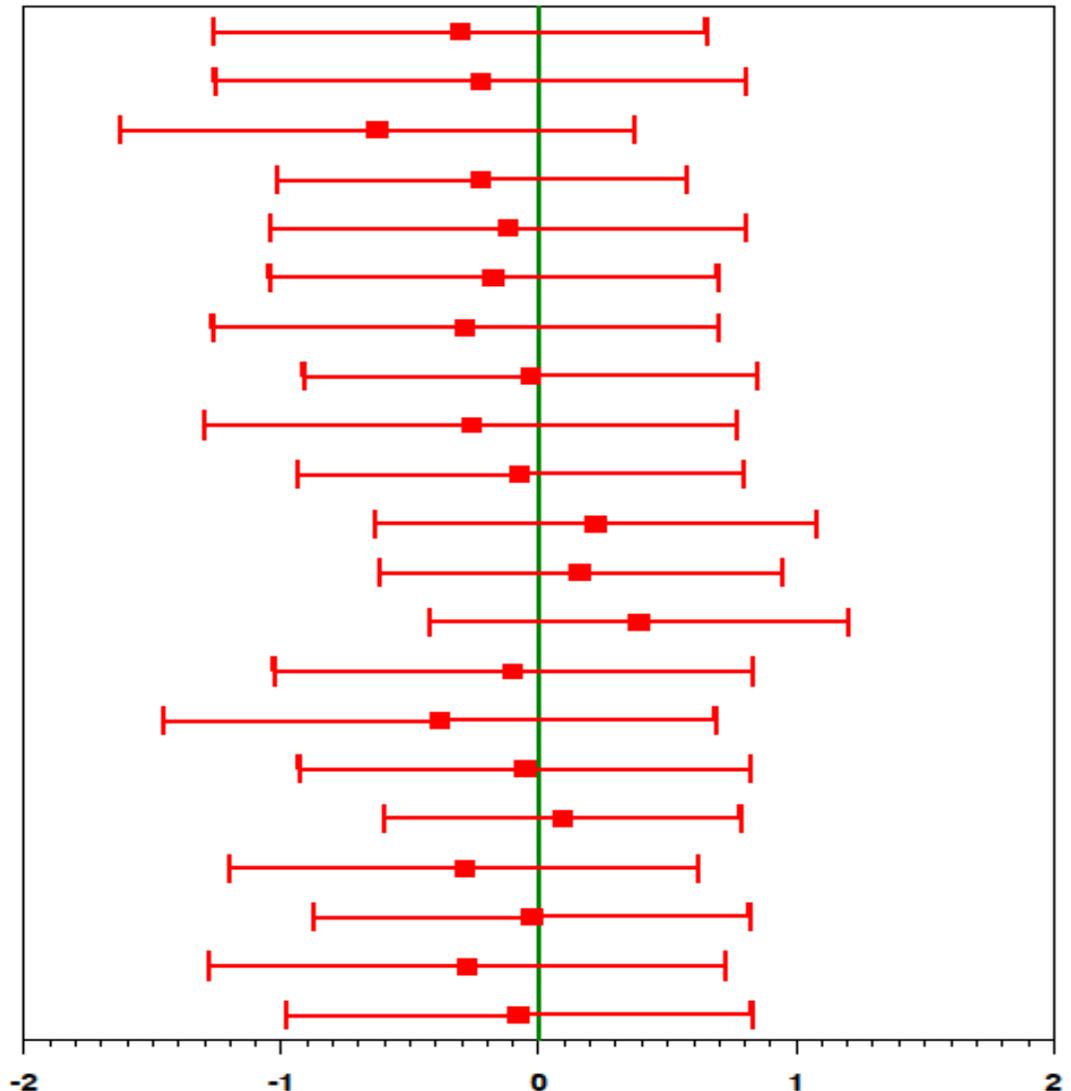


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Performance of Examinees Taking USMLE® Step 1 for the First Time in 2012

Medical School: 049-010 Joan C Edwards Sch Med at Marshall Univ

Behavioral Sciences
Biochemistry
Biostatistics & Epidemiology
Cardiovascular System
Gastrointestinal System
General Principles of Health & Disease
Genetics
Gross Anatomy & Embryology
Hematopoietic & Lymphoreticular Systems
Histology & Cell Biology
Immune System
Microbiology & Immunology
Musculoskeletal, Skin & Connective Tissue
Nervous System/Special Senses
Nutrition
Pathology
Pharmacology
Physiology
Renal/Urinary System
Reproductive & Endocrine Systems
Respiratory System

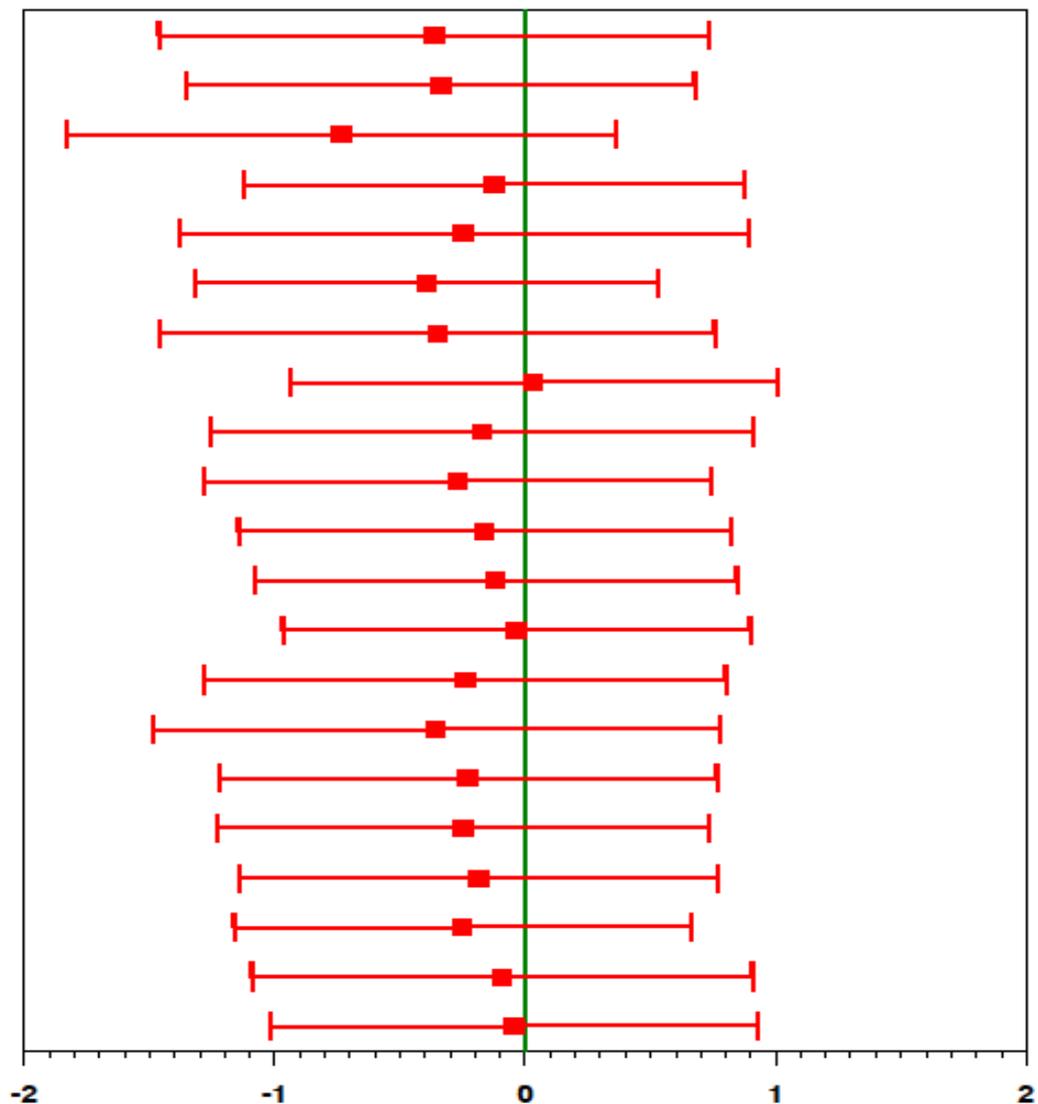


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Performance of Examinees Taking USMLE® Step 1 for the First Time in 2013

Medical School: 049-010 Joan C Edwards Sch Med at Marshall Univ

Behavioral Sciences
Biochemistry
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Hematopoietic & Lymphoreticular Systems
Histology & Cell Biology
Immune System
Microbiology & Immunology
Musculoskeletal, Skin & Connective Tissue
Nervous System/Special Senses
Nutrition
Pathology
Pharmacology
Physiology
Renal/Urinary System
Reproductive & Endocrine Systems
Respiratory System

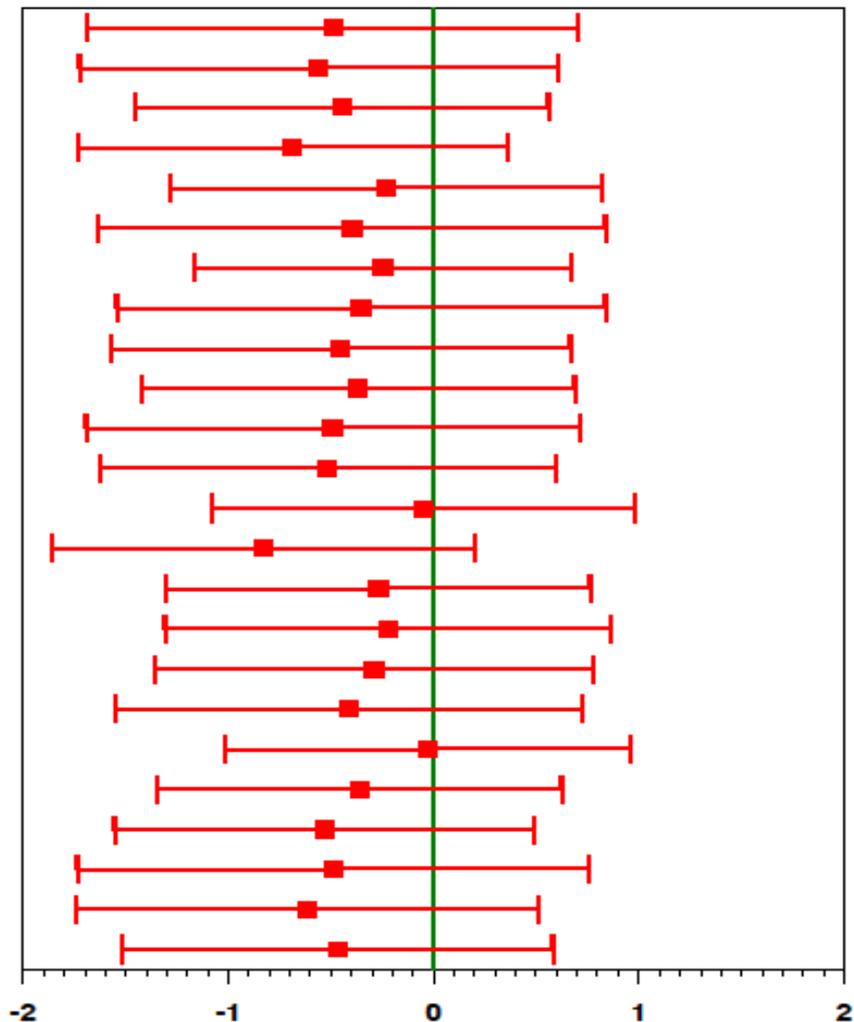


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Interim Report on Performance of Examinees Taking USMLE® Step 1 for the First Time in 2014 with Scores Reported Through September 24

Medical School: 049-010 Joan C Edwards Sch Med at Marshall Univ

- 1-Behavioral Sciences
- 1-Biochemistry
- 1-Biostatistics
- 1-Genetics
- 1-Gross Anatomy & Embryology
- 1-Histology & Cell Biology
- 1-Microbiology & Immunology
- 1-Nutrition
- 1-Pathology
- 1-Pharmacology
- 1-Physiology
- 2-General Principles of Foundational Science
- 2-Immune System
- 2-Blood & Lymphoreticular System
- 2-Behavioral Health & Nervous Systems/Special Senses
- 2-Musculoskeletal, Skin, & Subcutaneous Tissue
- 2-Cardiovascular System
- 2-Respiratory System
- 2-Gastrointestinal System
- 2-Renal/Urinary System
- 2-Reproductive System
- 2-Endocrine System
- 2-Multisystem Processes & Disorders
- 2-Biostatistics & Epidemiology/Population Health



Identifying Students at Risk



Risk Factors

- **MCAT**
- **1st MS 1 exam**
- **Overall MS 1 performance**
- **Overall MS 2 performance**
- **2nd year Miniboard performance**
- **CBSSA performance**



Question Performance

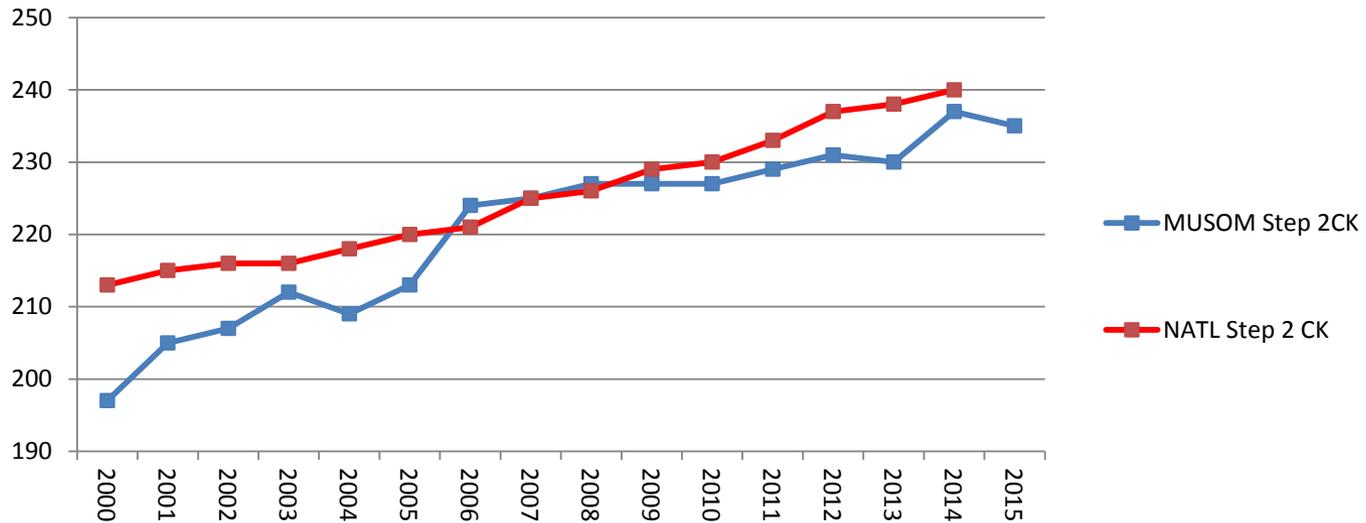
- **2 x 2 contingency table for 5,500 question in our question bank**
- **39 question identified as predictors of performance on Step 1**
- **7 in the first year $R^2 = 0.4023$ ($p < 0.003$)**
- **32 in the second year $R^2 = 0.5579$ ($p < 0.0003$)**



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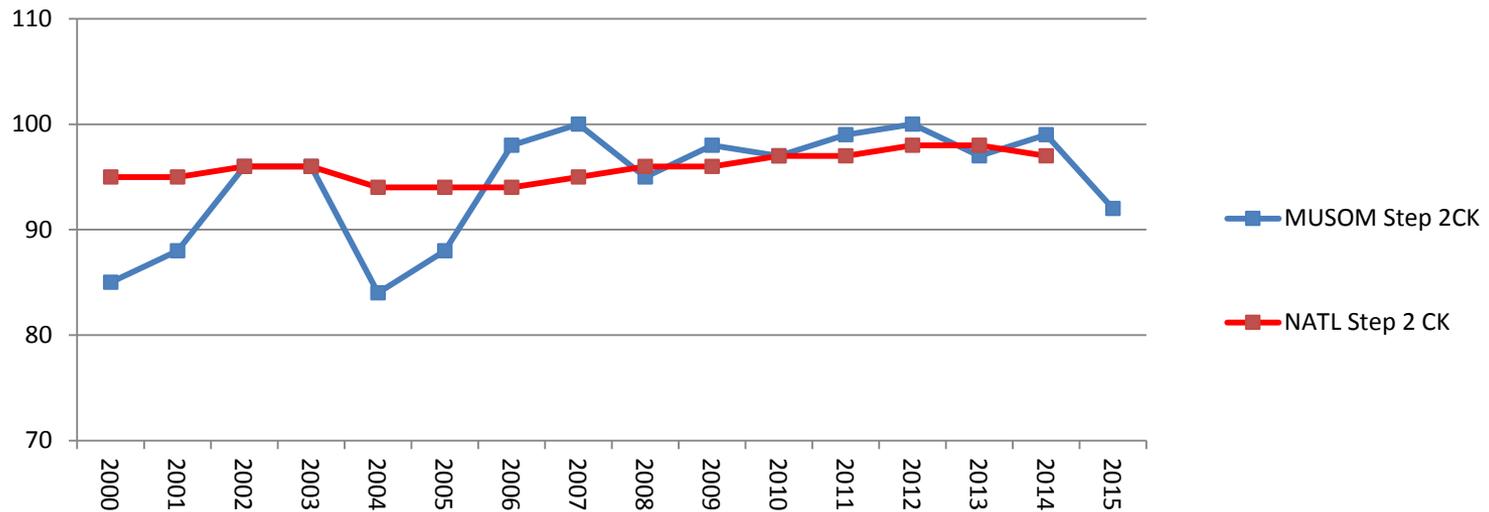
USMLE Step 2 CK Average Score



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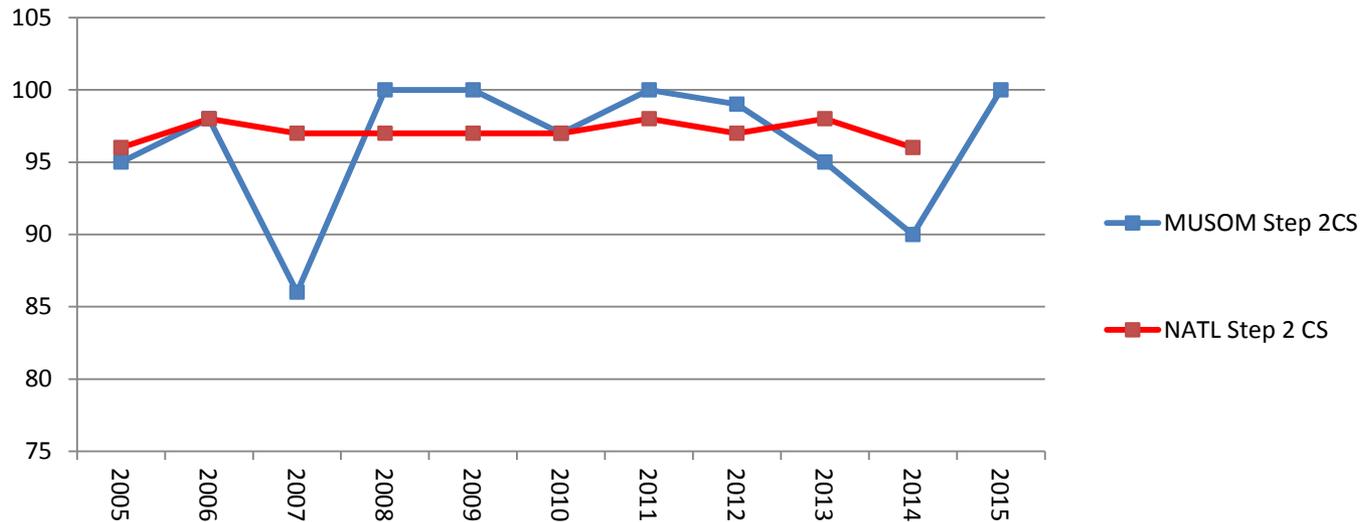
USMLE Step 2 CK Pass Rate



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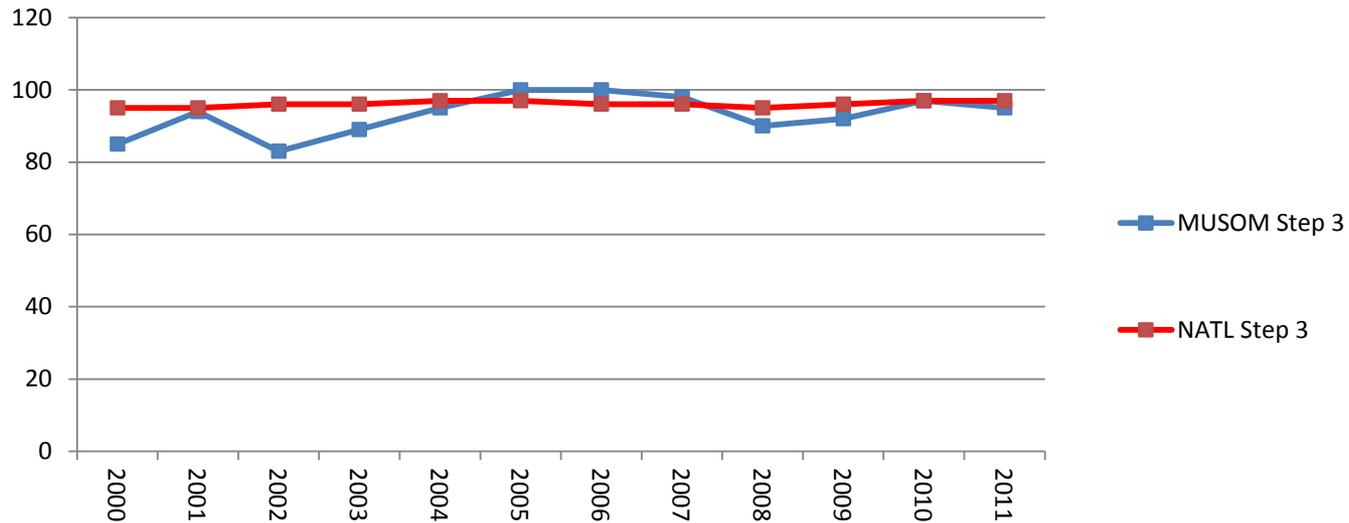
USMLE Step 2 CS Pass Rate



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USMLE Step 3 Pass Rates



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Program Director Surveys

MARSHALL UNIVERSITY SCHOOL OF MEDICINE CLASS OF 2013 PG-1 Residency Director Survey

Name of Resident _____ Residency Program _____ Status of Resident: _____ Trans. to Another Program, If so, Where? _____ Dismissed _____ TRANSFER To Specialized Residency _____ Remediating Part/All of PG-1 _____ REASON FOR REMEDIATION _____

AREAS OF EVALUATION	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	OUTSTANDING	NOT EVALUATED
PROFESSIONALISM	<input type="checkbox"/> Does not accept responsibility; inappropriate or immature behavior	<input type="checkbox"/>	<input type="checkbox"/> Exhibits good judgment in personal and professional situations	<input type="checkbox"/>	<input type="checkbox"/> Exceptional professional conduct; demonstrates maturity, excellent judgment and integrity	<input type="checkbox"/>
RELATIONSHIP WITH PATIENTS	<input type="checkbox"/> Inertive and avoids personal contact with patients	<input type="checkbox"/>	<input type="checkbox"/> Relates appropriately to patients and demonstrates understanding of their personal and emotional needs	<input type="checkbox"/>	<input type="checkbox"/> Exhibits exceptional warmth and empathy with patients; respects patients' cultural and religious beliefs; effectively explains medical care	<input type="checkbox"/>
RELATIONSHIP WITH OTHERS	<input type="checkbox"/> Serious problems with interactions with others	<input type="checkbox"/>	<input type="checkbox"/> Works cooperatively with others	<input type="checkbox"/>	<input type="checkbox"/> A highly valued team member who promotes cooperation among others	<input type="checkbox"/>
FUND OF KNOWLEDGE	<input type="checkbox"/> Insufficient knowledge base	<input type="checkbox"/>	<input type="checkbox"/> Average knowledge base; usually applied appropriately	<input type="checkbox"/>	<input type="checkbox"/> Extensive knowledge base; excellent ability to integrate factual knowledge	<input type="checkbox"/>
DATA GATHERING ABILITY	<input type="checkbox"/> Incomplete or inaccurate histories and physicals; essential data frequently not obtained	<input type="checkbox"/>	<input type="checkbox"/> Careful, reasonable organized history with most significant issues covered; generally complete physical with most pathology detected	<input type="checkbox"/>	<input type="checkbox"/> Comprehensive, well organized histories with pertinent negatives; thorough and accurate physical exam	<input type="checkbox"/>
DIAGNOSTIC PROBLEM SOLVING ABILITY	<input type="checkbox"/> Frequently has difficulty integrating data from history and physical when developing differential; poor clinical judgment in selection of treatment plan	<input type="checkbox"/>	<input type="checkbox"/> Usually able to analyze data from history and physical to obtain concise problem list; ability appropriate for level of training to plan patient management; sound judgment in selection of lab tests, consults and therapeutic program.	<input type="checkbox"/>	<input type="checkbox"/> Consistently synthesizes data from history and physical to arrive at accurate, comprehensive differential; unusual abilities in patient management with excellent judgment in selection of laboratory tests, consults and therapeutic program	<input type="checkbox"/>
PROCEDURAL SKILLS	<input type="checkbox"/> Has difficulty performing the basic techniques and has difficulty with timing or organization	<input type="checkbox"/>	<input type="checkbox"/> Can adequately perform the basic techniques in an organized and coordinated manner	<input type="checkbox"/>	<input type="checkbox"/> Highly skilled with use of proper technique, organizes equipment prior to procedure	<input type="checkbox"/>
LEARNING ATTITUDE	<input type="checkbox"/> Lacks motivation, shows little evidence of independent work	<input type="checkbox"/>	<input type="checkbox"/> Conscientious worker who is receptive to teaching and feedback	<input type="checkbox"/>	<input type="checkbox"/> Exceptionally hard worker who maximizes learning opportunities	<input type="checkbox"/>
COMMUNICATION SKILLS	<input type="checkbox"/> Oral presentations are unorganized and does not accurately present patient information; write-ups and progress notes are unorganized or inadequate	<input type="checkbox"/>	<input type="checkbox"/> Oral presentations present patient information in an organized and accurate manner; write-ups and progress notes are clear and well organized	<input type="checkbox"/>	<input type="checkbox"/> Oral presentations demonstrate total knowledge of patient with outstanding ability to communicate; write-ups are outstanding; progress notes are thorough and well-organized	<input type="checkbox"/>
OVERALL EVALUATION: (please circle one)	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	OUTSTANDING	

(Over, please)



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MarshallHealth

Program Director Survey

Resident's standing in relation to others at same program level : Bottom 50% Top 50% Top 25% TOP 10%
(please underline one)

PLEASE COMMENT ON THE RESIDENT'S PERFORMANCE NOTING STRENGTHS AND WEAKNESSES:

Has the resident required any disciplinary action? If so, please describe.

Mehiar El-Hamdani, MD

Marshall University School of Medicine Program, Internal Medicine, WV

Program Director's Name

Residency Program Name

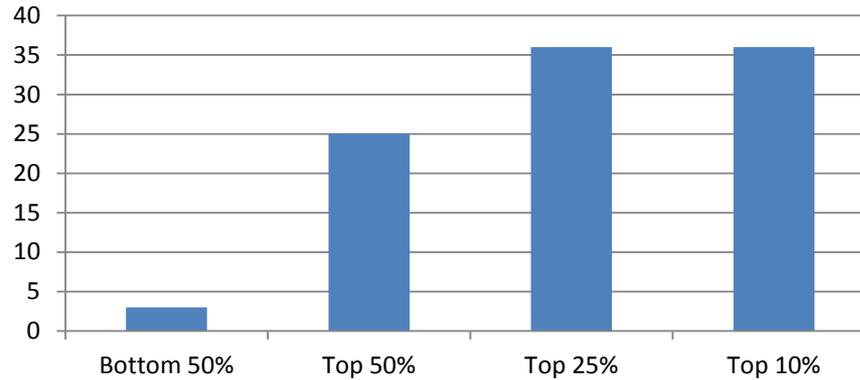
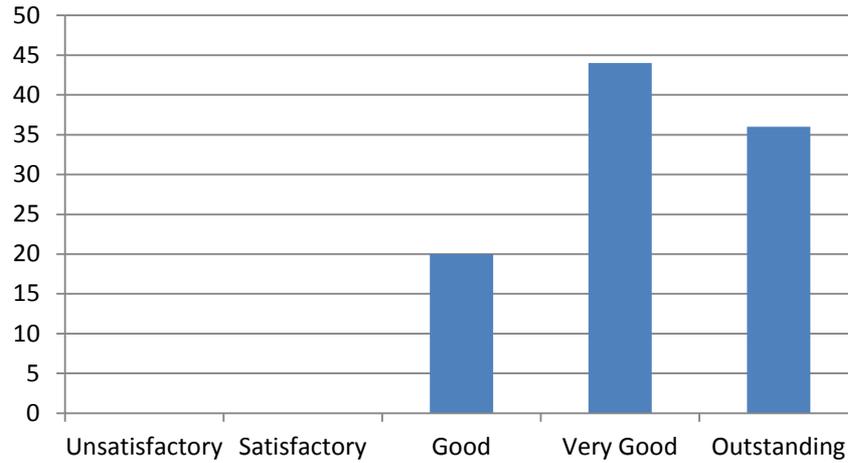
Signature and Date



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PD Results



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Current Initiatives



Admissions

- **High Schools 2013-2014**
 - 2,500 students in 31 schools in 15 counties
 - Targeting underserved and minorities
- **Colleges**
 - Focused on in-state students
 - MOU with Hampton University
- **Summer Academy**
 - Began in 2013
 - 4 participants are in Medical School



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Admissions

- **Accelerated BS/MD Program**
 - **ACT of 30 with Math of 27**
 - **35 applicants**
 - **Interviewed 34**
 - **Select 10 with 5 alternates**



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Center for Rural Health

- Rural research projects for medical students, residents and fellows.
- Aim is to address barriers to care and improve health promotion and disease prevention.
- Over the course of four years, 29 grants have been awarded for a total of \$490,463.
- A Rural Research Conference was held in October 2014, with 13 grant participants presenting their results and plans for future funding or publication.



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Student Affairs

- **Careers in Medicine Curriculum**
- **Inter-Professional Education**
- **Match Day – March 20th**
- **College of Health Professions Senate**
- **Academic Support Services**
- **Mentors**
- **Student Services Annual Survey**



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Academic Affairs

- **Certifying current 4th years for Graduation**
- **Small Group meetings with current 3rd years regarding 4th year scheduling**
- **Working with HELP and STAT to improve our ability to remediate students midstream**



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MarshallHealth

Office of Medical Education

- Progress Report to LCME
- St. George's University of London
- Computer Based Testing
- Honors/Pass/Fail for clinical years
- Questions
 - Workshops for question writing
 - Statistical outcomes for current and future questions
- Academic Dashboard
- Ongoing LCME Accreditation

Questions?



Current Students

	Average MCAT	Average UG GPA
MS1	28.3	3.59
MS2	27.7	3.62
MS3	28.4	3.54
MS4	28.8	3.51
Total of All classes	28.3	3.57