

From the

OME

Office of Medical Education



Newsletter

June 2015

Recognition Corner:

On May 12, 2015 Dr. Adrienne Mays was awarded the Dean's Award of Excellence in Education. Dr. Mays was awarded this honor in recognition of her exceptional teaching in the Introduction to Clinical Skills and the Advanced Clinical Skills courses for first and second year medical students.



You Asked. We Did.

Honors/Pass/Fail grading scheme for third year Clerkships

The JCESOM has moved to adopt a third year clerkship grading scheme which uses honors/pass/fail designation instead of the previous letter grades. This new grading scheme was the result of a student-initiated drive to improve the manner in which students are assessed at the end of each clerkship. Each clerkship has set its own composite assessment criteria, but all will now include professionalism and/or evaluations in addition to the more traditional components (e.g. performance on the NBME clinical sciences subject exam and final grades for internal exams). It is hoped that this new grading scheme will help to more fairly differentiate students who excel in one or more clerkships and therefore provide better differentiation and a more competitive Dean's letter for residency applications.

New Initiatives Corner

Implementation of timelines for retaking shelf examination for third year medical students

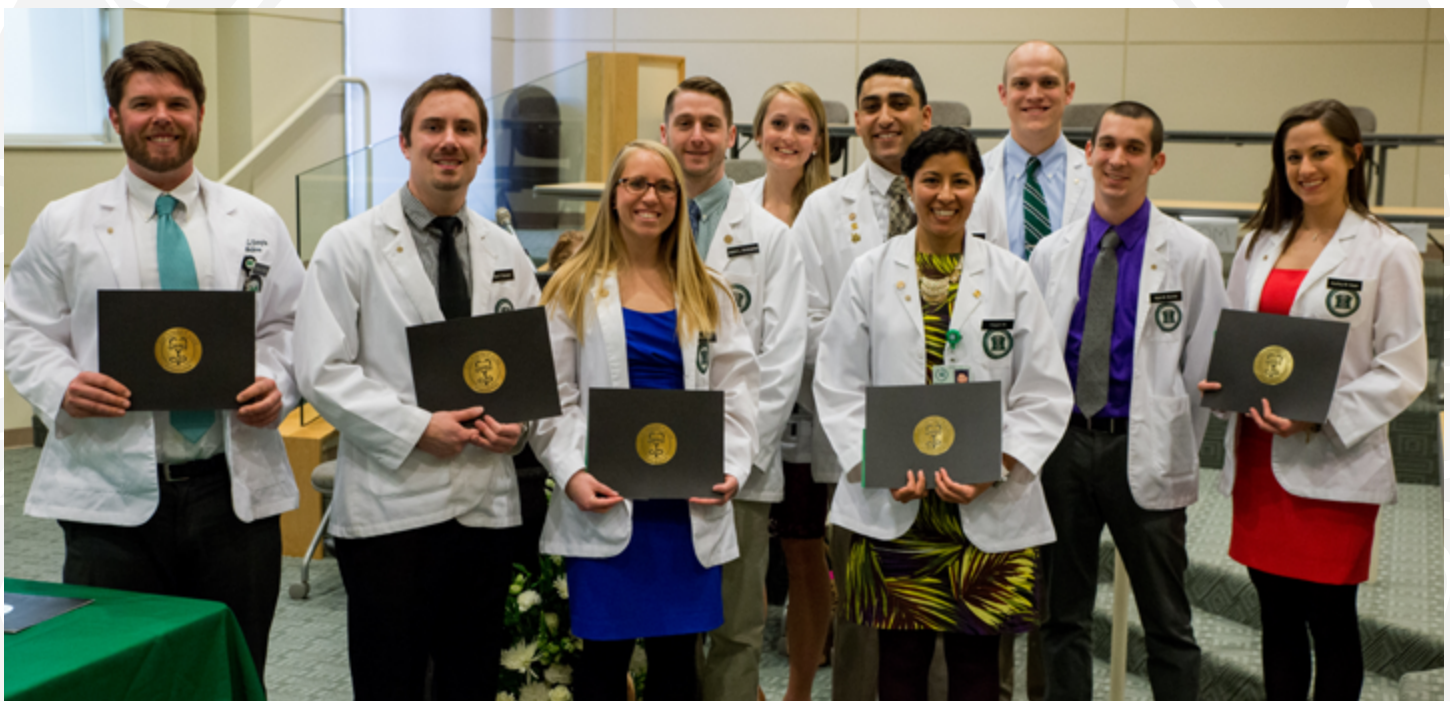
The JCESOM has moved to adopt a more stringent timeline for student who need to retake a clinical sciences subject shelf examination (miniboards) following a failure on their first attempt. In the past the student could take as long as he/she needed to retake the failed examination. The only restriction was they needed to pass all the subject exams before they moved onto their fourth year. Long delays are often harmful to successful passing marks and lead to costly delays for the student.

Thus, the new policy states that if a student should fail a minboard exam in rotation 1 or 2, they must retake that exam before they start rotation 4. If the minboard exam is failed in rotation 3 or 4, the student must retake that exam before starting rotation 6. Finally, if a student fails the miniboard exams in rotation 5 or 6, they must retake it before being allowed to start their 4th year. Students will note that this allows for winter breaks, Christmas, spring break, and summer months to study and retake the exams for each of the rotations.

New Initiatives Corner continued...

CBSSA Grading Change

The Clinical Basic Sciences Self-Assessment (CBSSA) is an end of the second year in-house exam that uses exam questions developed from the NBME. This exam must be successfully passed before a student is allowed to go onto his or her third year of medical school. This exam is important as it gives the students a good idea on where their strengths and weakness are within the clinical and basic sciences and is a good indicator on future performance on Step 1. In the past, the CBSSA exam passing cut-off score was 250. This was equivalent to a score of 168 on the Step 1 exam and that equates to a 93% national passing rate. However in recent years, the NBME has adjusted its passing score upwards while our CBSSA passing score has remained constant. New standards have been approved whereas the new CBSSA passing score will now be set as a percentage of the passing score of Step 1. The CBSSA passing score is now 270 and represents a score of @179 in the Step 1 exam (and maintains the 93% national average passing rate). This type of CBSSA scaling should allow us to easily adjust to future swings in passing score for Step 1.



2015-2016 Gold Humanism Honors in Medicine Society

Medical Student Inductees include: Paul Viscuse, Kyle Burner, Megan Smith, Hagger Ali, Matthew Abadir, Jason Dickherber, Marjorie Kilgore, Warren Doyle, Audrey Dean and David Modlin.

Scholarly Corner

Our Associate Dean for Medical Education will be presenting a talk about our newly integrated curriculum at the upcoming AMEE (An International Association for Medical Education) conference in Glasgow. The title of the accepted abstract is: A disease-based approach to the vertical and horizontal integration of a medical curriculum.

A manuscript on Team-based Learning was published recently entitled: Twelve tips for facilitating team-based learning. Gullo C, Ha TC and Cook S. Med Teacher. 2015 Feb 10:1-6. Charles Gullo, PhD was the first author.

