



**17TH EDUCATIONAL STRATEGIES WORKSHOP
ASSOCIATION OF MEDICAL SCHOOL MICROBIOLOGY & IMMUNOLOGY
CHAIRS OF THE
ASSOCIATION OF AMERICAN MEDICAL COLLEGES**

**CLEARWATER BEACH FLORIDA
MAY 14-MAY 18, 2018**

SPONSORED BY
AMSMIC
ASSOCIATION OF MEDICAL SCHOOL MICROBIOLOGY AND IMMUNOLOGY CHAIRS
**17th Educational
Strategies Workshop**
May 14 – 18, 2018



WELCOME AND CHARGE FROM THE ORGANIZERS

The theme for this year's workshop will be engaging the iGen Learner (they succeed millennials) by updating and focusing our curricula, highlighting what they will need to know and be able to do when they begin to practice. Thus each session, will reflect on the watchwords of good curriculum design—integration, critical thinking and assessment.

At the conclusion of our last meeting, Dr. Kasman laid a charge before us to go forth and learn!

Our primary goal for this workshop is to provide each of you with valuable take home lessons that you can immediately use to help improve the content associated with your curriculum while winnowing material from our respective curricula in order to make room for 'integration'. To that end, we hope to learn from each other.

Expect to work, Joanna Rayner, Professor & Chair of Microbiology and Immunology from St. George's University, Grenada, will lead us in a workshop on MCQ First Aid. We ask that if you each **bring 4 or 5 multiple choice questions that you are willing and able to share**, ideally in Word (via the iTunesU Portal or emailing Schmidtm@musc.edu), that you are presently using to assess your content. The workshop will review approaches to effectively critique questions and strategies for improving their quality. The workshop will also introduce you to the case box/clinical vignette format used by United States Medical Licensing Exam (USMLE). It is our intention to share the edited questions with the group. We will also ask each of you to share an innovation or successful approach regarding vignette-based questions with the group.

Dr. Sarah Farrell, a world recognized thought leader in medical education, will join us and introduce the concept of proximity-based teaching and how it's being incorporated into medical education. We'll also learn how some futurists in higher education are making an argument to again value the lecture, albeit in shorter versions, while at the same placing a greater emphasis on face- to-face interactions with our students. This, and much more, will be covered during her session.

Most importantly, we will learn from each other during this workshop where ten of our colleagues will share via their thirty- minute presentations on how they have approached a specific challenge or topic. We have selected presentations that look to offer interesting perspectives, innovations, or strategies found to be effective at advancing their curricula. The organizers believe that through our collective wisdom, experience and input we can help each other define our collective role as our institutions are leaving discipline based course structures while continuing to infuse microbiology and immunology into our curricula. We also realize that it is vital that we help you answer the perennial questions of what to keep, what to add, what to lose, and how best to present it – all while ensuring that our disciplines maintain their relevance, rigor and presence within our curricula.

Medical and other health professional students are challenged with learning an incredible amount of information in the first two years of their programs. Recognizing this, course directors from Medical Schools and Dental Schools across North America attending the 2016 Biannual AMSMIC Course Directors Workshop reviewed the curriculum for microbiology and immunology and rated the material for relevance to current and future practice. Our charge again will be to re-examine our collective comprehensive lists of student learning objectives for the disciplines of microbiology and immunology and formulate them according to current pedagogical standards, considering the need inclusion/exclusion of each learning objective in the context of the most recently published [USMLE Content Outline](#) and the trends within the literature associated with these two disciplines.

Just a quick request to please make sure you will have access to the microbiology and immunology specific objectives used at your institution when you are at the meeting.

Our hope is that on Thursday May 17th during session 6.3.8, we will be able to agree on a set of 15-21 **discipline-specific** objectives that might be used with any curriculum structure as curricula begin their winnowing process. We'll start with what you bring and see what we might derive in our attempt to winnow our ideal curriculum.

STUMP THE CHIEF

**A retrospective from *Ken Rosenthal, Professor Emeritus, NEOMED and Professor Roseman*
University of Health Sciences, College of Medicine, Las Vegas, Nevada**

Friends,

It was clear that you enjoyed the Stump the Chief activity at the 16th Educational Strategies Workshop. Think about how much thought and discussion you put into the development of the case and most of all, it was FUN! The presentations were excellent, challenging and educational and despite the short amount of time we had on Thursday, there was still opportunity for discussion.

Stump the Chief is an opportunity to integrate knowledge by developing and presenting a clinical case. Each group of 4 people will be given a bacteria and then create a patient infected with that bacteria. They will prepare a PowerPoint presentation that will start with the presenting complaint, the history and physical and include breaks to allow the audience ("The Chiefs") to ask questions or suggest appropriate tests. The presentation ends with presentation of the patient outcomes, treatment and a short discussion of the properties of the microbe.

At NEOMED, I would present Stump the Chief at the beginning of the term for presentation prior to the first assessment on bacteria. Stump the Chief is in the first portion of our course to emphasize bacterial infections. Each group presentation is kept to 10-12 minutes, including discussion. Each team is assigned a microbe by having them pick the names out of a hat (this way it is not really assigned, but they chose their bug). By assigning the bacteria to be reviewed, I can reinforce important bacteria or extend into bacteria that are not covered in lecture. The limited spectrum of bacteria does not limit the imagination nor breadth of clinical presentations that are created, nor the challenge that is put to our ID Chiefs. Each ID Chief would be challenged by 7 or 8 cases. The ID Chiefs looked forward to the event each year. I encourage you to instill the FUN of learning into your courses. It will be more enjoyable for your students as well as for you.

We are going to have fun again,

Ken

iTunes U Portal

As has been our tradition, we are going to record our plenary sessions so that you may review them and share with your colleagues. Additionally, as this workshop expects everyone to contribute, this portal will be a convenient way for all of us to share and collaborate. To gain access to our secure 'course', you will need to enroll in our iTunesU course via an iOS device.

To gain access simply enroll using the following enroll code into the appropriate spot within the app:
<https://itunesu.itunes.apple.com/enroll/ELA-DLW-CCL>

For those you without an iOS device, I apologize with the following explanation and work-around. First, you won't miss out. Our goal is to provide you with a rich learning experience. In years past we have had access to a University hosted website. However, starting with 16th Educational Strategies Workshop, as a consequence of the loss of access to a public website, we elected to post the content associated with AMSMIC two ways.

The first was via the iOS ecosystem. Individuals with iOS devices (iPads or iPhones) would access the content via iTunesU. The site was secure, and as a result of you needing to secure access to the iOS ecosystem with a credit card was less prone to unintentional sharing. iTunesU is a free application that runs within the iOS ecosystem and enable individuals to post and comment on the course content. It is serving as our course- management system. We again plan to record the sessions, for those who agree to be recorded and will post our discussions as enduring media.

For individuals without access to the iOS ecosystem we will post the content associated with the meeting retrospectively via BOX. Box is a common cloud storage product that will allow us to post the large content, both in size and number of files associated with the workshop.

As you can imagine, this requires twice the work, but having access to a secure sites is a challenge and this is perhaps the easiest and simplest solution to manage as a volunteer given the volume of content associated with the meeting. However, I wait to finish the build on the first iOS site before I start building the second, as a result of seeing whether or not my personal BOX account will be able to accommodate the additional AMSMIC content.

Again, I hope this helps and adds value to your meeting experience, rather than frustration, and you forgive the work-around selected. If someone has a better and secure solution, I am open for suggestions.

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Agenda

Monday 14 May 2018

1.0 Venue

1.1 3:30 – 5:30 Registration – Lobby 3
Staff: Sheilah Jewart

1.2 5:30 – 6:30 Opening Reception - Beach

1.3 6:30 – 8:00 Welcome Dinner – Beach

2.0 8:00 – 10:00 Opening Session – Island 2 Ballroom

2.1 Workshop Mechanics

2.2 Charge for the Workshop

2.3 Schedule at Glance

2.4 *PechaKucha – AMSMIC Style*

We have all likely heard of this presentation format, where you have 20 slides, each shown for 20 seconds, in order to acquaint an audience with yourself. We are going to use this format style to enable all of us to get to know one another quickly. At a minimum it's a great icebreaker and will help inform all attending what everyone is bringing to the table or hoping to gain from their attendance and participation.

2.5 Stump the Chief – Introduction and Team Formations

Tuesday 15 May 2018 – Content Review in Light of Curriculum Restraints

	7:30 – 8:30	Continental Breakfast – Lobby 3
3.1	8:30 - 9:20	The Flipped Classroom and the Value Proposition of the Robert Wood Johnson Course Material – Lesson Learned from Texas Christopher Sullivan, University of Texas, Rio Grande Valley
3.2	9:30 - 10:20	Lessons From the Frontier, What M2s Need to Know and Why about Immunology Raj Tiwari, New York Medical College, Touro College and University System
	10:30 - 11:00	Break
3.3	11:00 – 11:30	Lessons From the Frontier, What M2s Need to Know and Why- Perspective from the Audience
3.4	11:30-12:20	Immunizing the Medical School Curriculum: Integrating Immunology into the Microbiology, Organ Systems and Integrated Curricula Ken S. Rosenthal, Roseman University of Health Sciences
	12:30-1:30	Lunch on Beach
3.5	1:30 – 2:30	Infecting the Medical School Curriculum with Microbiology -Ken S. Rosenthal
4.0	2:30 – 3:00	First Aid for Your Multiple Choice Questions Joanna Rayner, St. George’s University, Grenada
	3:00-3:30	Break MCQ Workshop Set Up and Team Assignments
4.1	3:30 – 4:30	Team Based Workshop: resuscitating your MCQs
4.2	4:30 – 5:15	Team Reports and Discussion
4.3	5:15 – 5:30	Day 1 Reflections
Evening on your own		Enjoy Clearwater Beach

Wednesday 16 May 2018 – Reaching the iGen Learners

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| | 7:30 – 8:30 | Continental Breakfast – Lobby 3 |
| 5.0 | 8:30 – 10:15 | What's new in effective instruction for the iGen Learner-Proximity Based Teaching. Mini-Lectures to Foster Critical Thinking
Sarah Farrell, Apple University |
| | 10:15—10:45 | Break |
| 5.1 | 10:45-11:15 | Teaching Cognitive Skills Using Basic Immunology Concepts.
Marc Bergeron, Ross University School of Medicine, Dominica |
| 5.2 | 11:15 – 11:45 | All Systems Medical Microbiology
Kylie Watts, Loma Linda University
Mark Johnson, Loma Linda University |
| 5.3 | 11:45 – 12:15 | Micro Ink: Engaging the iGen learner with the tattoo experience
Brian Higgins, University of Kentucky |
| 5.4 | 12:15 – 12:30 | Day 2 Reflections |
| | 12:30 – 1:30 | Lunch on Beach
The remainder of the day is free for you to work on your Stump the Chief Team Submissions, MCQ refinements, or simply to explore Clearwater |

Thursday 17 May 2018 – Winnowing the Curriculum - Strategies for keeping Microbiology & Immunology in the Integrated Curriculum

7:30 – 8:30 **Continental Breakfast – Lobby 3**

6.0 Winnowing the Curriculum - Strategies for keeping Microbiology & Immunology in the Integrated Curriculum

6.1	8:30 – 9:15	6.1 Perspectives from the Front Office Gordon Churchward, Emory University School of Medicine
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Strategies for winnowing, eliminating the weevils, and driving towards consensus in the curriculum.

Julie Kerry, Eastern Virginia Medical School

6.2 9:30 –10:15 Sketchy Micro: A Student's Perspective: What's the Story and Why it has value.

Nicholas Boire (M3), St. George's University

10:15-10:45 Break

6.3 Perspectives from Faculty & Course Directors on Winnowing the Curriculum - Strategies for keeping Microbiology & Immunology in the Integrated Curriculum

6.3.1 10:45- 11:15 Use of Interspersed Team-Based Learning Sessions to Engage Millennial Learners in the Unified Pre-clerkship Curriculum at SUNY Upstate Medical University

Rebecca Greenblatt, PhD, Assistant Professor, Microbiology & Immunology
and SUNY Upstate Medical University, Syracuse NY and Lauren Germain
Assistant Professor, Academic Affairs SUNY Upstate Medical University, 750
East Adams St, Syracuse NY 13210

6.3.2 11:15-11:45 Making the tough choices: How I decided what to cover in the Preclinical Microbiology Curriculum

Brian P. Higgins, Assistant Professor, Department of Microbiology, Immunology, & Molecular Genetics, MS 401, University of Kentucky. UK Medical Center, MN 150 - Lexington, KY. 40536-0298

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| 6.3.3 | 11:45-12:15 | Teaching Microbiology and Immunology in a Curriculum Based on Chief Complaints and Concerns
Cindy Arvidson, PhD, Kirstin Parkin, PhD, Dennis Arvidson, PhD, Migdalisel Colon-Berlinger, PhD, Laura Freidhoff, MD, Brian Mavis, PhD, and Robin DeMuth, MD. College of Human Medicine at Michigan State University, East Lansing, MI 48824 |
| | 12:30-1:30 | Lunch – on Beach |
| 6.3.4 | 1:30 – 2:15 | What Have We Learned in the Last 100 Years and Why the Flu is Still the Flu...What's New?
Michael G. Schmidt, Professor, Department of Microbiology and Immunology, MUSC, Charleston, SC |
| 6.3.5 | 2:30 – 3:00 | Do Microbiology Wet-Labs Facilitate Student Comprehension?
L. B. Lawson, C. M. Lind, J. W. Gibson, and K. Höner zu Bentrup Tulane University School of Medicine, New Orleans, LA, 70112 |
| 6.3.6 | 3:00 – 3:30 | The Successes and Challenges of Transitioning a 'Silo' Course into an Existing Integrated Curriculum.
Kerstin Höner zu Bentrup, PhD*#; Rachael Ruiz, Mph**, Jennifer W. Gibson, PhD. Tulane Medical School, *Dept. of Microbiology and Immunology, ** Office of Medical Education, 1430 Tulane Ave, New Orleans, LA 70112 |
| 6.3.7 | 3:30-4:00 | Microbiology and Immunology: Reflections From an Integrated Medical School Curriculum.
Wanda Reygaert and Tracey A.H. Taylor. Oakland University William Beaumont School of Medicine, O'Dowd Hall, 586 Pioneer Drive, Rochester, MI 48309-4482 |
| 6.3.8 | 4:00-4:30 | Consensus Statement Development on Best Practices for Winnowing the Medical Curriculum.
Paul A. Gulig, Ph.D., Professor, Department of Molecular Genetics and Microbiology, University of Florida, College of Medicine, Box 100266, Gainesville, FL 32610-0266 |
| 7.0 | 4:30 – 5:00 | What's the plan for our next workshop? |
| 7.1 | 5:00 – 5:30 | Finalize Stump the Chief Presentations - Complete uploads by 5:45 |
| 8.0 | 6:00-8:00 | Closing Dinner – Beach |
| 8.1 | 8:00 -10:00 | Stump the Chief and Other Reflections |
