

Medicine (MD) - Reviewer's Report - Academic Data

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Medicine (MD)

MD Program Mission

Mission:

The mission of the Medicine Medical Education Program is to educate future physicians, scientists, and scholars to provide the highest quality patient care and service to society. We will develop innovative and compassionate leaders in clinical care, research, education, and healthcare policy who reflect the diversity of the state of Florida. Our educational programs will promote health equity in our society. We will support an inclusive environment where patients and members of the community are treated with respect and dignity. Our graduates will champion the highest professional standards, continue to learn in a reflective and self-directed manner, and serve the needs of their patients within the local and wider community. The program mission aligns with both the College of Medicine and the University of Florida. The College of Medicine's mission is to develop excellent physicians, scholars, scientists, physician assistants and professional staff who will contribute to the advancement of medical science and provide compassionate care of the highest quality for patients. We are committed to a diverse and inclusive environment, attracting the best minds to learn, discover, heal, and ameliorate human suffering. It is the mission of the University of Florida to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit. We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation and the world. These three interlocking elements - teaching, research and scholarship, and service - represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life.

Program Type and Level: Professional Doctorate**Start:** 07/01/2021**End:** 06/30/2022**Program:** Medicine (MD)**Program CIP:** 51.1201**Site Information:** On Campus (Residential)**If Other Site:** : UF Health Jacksonville College of Medicine**Responsible Roles:** Kathy Green (kathygreen@ufl.edu), Heather Harrell (harrellh@ufl.edu)

PG1 Physician Leaders and Scholars

Goal:

Graduates are prepared to become physician leaders and scholars committed to clinical excellence and humanistic patient-centered care and adhere to the highest professional standards.

Program: Medicine (MD)**Evaluation Method:**

Evaluation of the general professional education program is done annually and reported to the UF COM curriculum committee. Evaluation includes; 1. annual AAMC Graduation Survey of students 2. surveys of students, graduates and residency program directors, 3. performance on USMLE national licensure.

Results:

Our threshold of acceptability was equal to or greater than 95% of the 2020 graduates were satisfied with the quality of their medical education, and successfully passed the United States medical Licensing Examination (USMLE) Step 1 and Step 2 Clinical Knowledge (CK) exams on their first attempt.

On the Association of American Medical Colleges (AAMC) Graduation Questionnaire (GQ) question #7, 90.2% of 2022 graduates stated that they either agree or strongly agree that they were satisfied with the quality of the medical education, as compared to 88.4% of graduates nationally.

In 2020, UF College of Medicine (COM) agreed to participate in the national AAMC Resident Readiness Survey pilot. As the AAMC offered the survey again, UF COM received data for the graduates from the class of 2021. There were one hundred thirty-three graduates, and UF COM received data for seventy-eight (78) graduates or 58.6%. Overall, seventy-five (75) out of seventy-eight (78) or 96.1% of graduates met or exceeded performance expectations when compared to other first year residents (PGY-1).

99%, one hundred forty-one (141) out of one hundred forty-three (143) students, passed their Step 1 exam on their first attempt, and 99%, and two hundred thirty-two (232) out of two hundred thirty-four (234) students, passed the Step 2 Clinical Knowledge (CK) exam on their first attempt. (Note, due to the COVID-19 pandemic, testing centers were closed during usual testing periods. As the USMLE

report runs July 1st to June 30th each year, only seventy (70) appeared on the 2020-21 report, and the remaining students appeared on the 2021-22 report.) One (1) of the two (2) students successfully remediated the Step 2 CK examination on their second attempt, and the other student was approved a leave of absence.

The data indicates that students and graduates are prepared to become physician leaders and scholars based on all three evaluation methods: 1) AAMC Graduation Survey, 2) AAMC Resident Readiness Survey, and 3) USMLE national licensure examinations. This met the threshold of acceptability.

See data attached.

PG2 Medical Science and Practice Foundation

Goal: Provide foundation of medical science and practice.

Program: Medicine (MD)

Evaluation Method:

United States Medical Licensure Examination (USMLE) Step 1 and 2 exam performance.

Results:

The threshold of acceptability was that at least 95% of the students successfully passed the USMLE Step 1 and Step 2 CK exams on their first attempt. One hundred forty-one (141) out of one hundred forty-three (143) students, or 99%, passed their Step 1 exam on their first attempt. Two hundred thirty-two (232) out of two hundred thirty-four (234) students, or 99%, passed the Step 2 CK exam on their first attempt. (Note, due to the COVID-19 pandemic, testing centers were closed during usual testing periods. As the USMLE report runs July 1st to June 30th each year, only seventy (70) appeared on the 2020-21 report, and the remaining students appeared on the 2021-22 report.) One (1) of the two (2) students successfully remediated the Step 2 CK examination on their second attempt, and the other student was approved a leave of absence. Although this data met the threshold of acceptability, the UF College of Medicine Curriculum and Academic Status Committees closely monitored student exam. See data attached.

PG3 Residency Preparation

Goal: Prepare students for a residency of their choosing.

Program: Medicine (MD)

Evaluation Method:

Review student rank lists with match data. Review match data with metrics for quality of training programs. Compare national results with UF COM results.

Results:

The threshold of acceptability was that 96% or more of the students match with a residency training program, and UF COM match more students with a residency position than the national Match rankings. Of the one hundred twenty-seven (127) students who entered the Match, one hundred twenty-three (123), or 96.8% matched with a residency training program or preliminary training year, which was greater than the national data (92.9%). This met the threshold of acceptability.

See data attached.

SLO1 Competency: Medical Knowledge

Outcome: Apply and justify medical knowledge, using scientific reasoning, in patient care.

SLO Area (select one): Knowledge (Grad)

Assessment Methods Checklist: Faculty developed examination(s)/test(s)
Faculty Evaluation/Review

Assessment Method Narrative:

Medical Knowledge is assessed by written examinations in Introduction to Clinical Medicine courses (1-4) and performance based assessments such as Clinical Skills Examinations (CSEs).

SLO Not Assessed This Year:

Threshold of Acceptability: 90

How many students did you assess for this outcome?: 445

How many students met the outcome?: 432

What percentage of students met the outcome?: 97

Does this meet your threshold of acceptability?: Yes

Results:

The Medical Knowledge Competency, SLO1, was reviewed for all medical students in the first (MS1) and second year (MS2). Overall there were three hundred four (304) students in the first two years of the curriculum. Additional information regarding the number of students per assessment method are noted in the paragraph below.

The Introduction to Clinical Medicine (ICM) courses (1-4) are required during the first and second year of the medical school curriculum. ICM1A and ICM1B are completed by MS1s, and ICM3 and ICM4 are completed by MS2s. Within the longitudinal courses, students are expected to score equal to (or greater than) 75% on the course exams. The overall threshold of acceptability was greater than 90% of the students passed the exams in the respective course.

ICM1A was offered in fall 2021. There were one hundred sixty-four (164) enrolled students, but two (2) students dropped the course and were not included in the final analysis. In ICM1A there were three exams one hundred fifty-four (154) of one hundred sixty-two (162) students (95.1%) scored equal to or greater than 75% on all three (3) of the exams.

ICM1B was offered in spring 2022. There were one hundred sixty-two (162) enrolled students; however, three (3) withdrew from the course and were not included in the final analysis. There were four (4) exams in ICM1B; one hundred fifteen (115) out of one hundred fifty-nine (159) students (72.3%) passed the benchmark score on all exams. Upon further analysis, the highest rate of unsuccessful students were on the first exam. It was noted that head and neck anatomy material from ICM3 was moved to the 1B course to decompress the heightened rigor of the ICM course in combination with the Clinical Neuroscience material. After discussion, students identified that they spent a large amount of time dissecting instead of studying; thus, it was decided to have the head and neck specimens prosected for the spring of 2023.

ICM3 was offered in fall of 2021, and there were four (4) exams in the course. There were one hundred forty-four (144) students; however, two (2) withdrew from the course and were not included in the final analysis. In ICM3, one hundred eleven (111) out of one hundred forty-two (142) students (78.2%) scored at or above the minimum criteria on all four (4) exams.

ICM4 was offered in spring 2022, and there were one hundred forty-two (142) registered students. Within ICM4, one hundred forty (140) out of one hundred forty-two (142) students (98.6%) passed the oral anatomy and written exam.

Overall, there were a total of three hundred four (304) total students enrolled in the ICM courses. Reviewing the student averages in the courses, there were only three (3) students who did not average 75% or higher on the course examinations, for a mastery of 99%. Additionally, the individual class averages on the exams ranged from 82.6% to 90.4 which demonstrates the effectiveness of the medical knowledge on the exams. All students who completed the course, but scored below the 75% mastery, were required to take a remediation exam for each exam below the 75% threshold.

During the 2021-22 academic year, a total of four hundred forty-five (445) students were assessed via formative and summative clinical skills examinations (CSEs). four hundred thirty-five (435) out of four hundred forty-five (445) or 97.8% of students passed the CSE on their first attempt. It is required for all graduating students to pass the CSE3C. As one (1) student in the Class of 2022 failed the CSE, they were required to take a 2-week clinical skills course and successfully remediate the exam prior to graduating.

This met the threshold of acceptability. See data attached.

SLO2 Competency: Patient Care

Outcome:

Perform essential skills, critically evaluate clinical findings, synthesize new information, examine previous management plans, and perform common procedures safely.

SLO Area (select one): Skills (Grad)

Assessment Methods Checklist: Faculty developed examination(s)/test(s)

Faculty Evaluation/Review

Assessment Method Narrative:

Patient care is assessed via Clinical Skills Examinations (CSE's), faculty observation, and history and physical assignments, which are reviewed longitudinally by faculty.

SLO Not Assessed This Year:

Threshold of Acceptability: 90

How many students did you assess for this outcome?: 445

How many students met the outcome?: 435

What percentage of students met the outcome?: 98

Does this meet your threshold of acceptability?: Yes

Results:

The Clinical Skills Exams (CSEs) are formative and summative assessments of history, physical, and clinical reasoning by students at specific curricular points. Data reviewed for the patient care competency only included the summative review on a pass/fail system. The threshold of acceptability is that 90% of the students pass their summative CSE.

During the 2021-22 academic year, there were a total of five hundred seventy-seven (577) students in the medicine (MD) program. All students were assessed via formative and summative clinical skills examinations (CSEs). The formative CSE1B occurred in spring 2022. One hundred fifty-seven (157) out of one hundred sixty-two (162) first-year MD students passed the CSE. The summative CSE2B was administered in spring 2022 to second-year MD students. Students were required to pass the exam prior to beginning their clinical rotations. One hundred forty (140) out of hundred forty-two (142) successfully passed. The two (2) students were required to remediate prior to beginning their rotation first rotation in May 2022. During their third year of training (spring), students are required to pass the CSE3C in order to graduate with a MD degree the following year. One hundred thirty-eight (138) out of one hundred forty-one (141) passed the CSE. One (1) student in the Class of 2022 failed the CSE the prior spring; therefore, were required to take a 2-week Clinical Skills Refresher course and successfully remediate the exam prior to graduating. Additionally, one hundred thirty-two students were formatively assessed via CSE4 to provide feedback prior to graduation on clinical (history, physical, and differential diagnosis) skills. As the CSE4 is strictly formative, it was not included in submitted data.

Overall, four hundred thirty-five (435) out of four hundred forty-five (445) or 97.8% of students passed the CSE on their first attempt. The remaining seven (7) students were required to complete a self-reflection and create an individualized learning plan to remediate the CSE. The remaining three (3) will be required to complete the Clinical Skills Refresher course prior to graduation in 2023.

This met the threshold of acceptability. See data attached.

SLO3 Competency: Professionalism

Outcome:

Apply ethical standards, maintain professional relationships, and implement excellence in all endeavors which focus on professional identity formation (i.e., development of professional values, actions and aspirations).

SLO Area (select one): Professional Behavior (Grad)

Assessment Methods Checklist: Faculty Evaluation/Review

Other - please describe in the Assessment Method Narrative.

Assessment Method Narrative:

The competency evaluation for professionalism is evaluated by faculty observation in small group, clinical and laboratory settings and by those referred to the Academic Status Committee for professionalism concerns.

SLO Not Assessed This Year:

Threshold of Acceptability: 95

How many students did you assess for this outcome?: 577

How many students met the outcome?: 570

What percentage of students met the outcome?: 99

Does this meet your threshold of acceptability?: Yes

Results:

During the 2021-22 academic year, there were a total of five hundred seventy-seven (577) students in the medicine (MD) program. Additional information is noted in the paragraph below.

The threshold of acceptability was that less than 5% of the medical students were reported for professionalism concerns to the College of Medicine Academic Status Committee (ASC). Of the five hundred seventy-seven (577) students within the medical education program, seven (7) (1.2%), were referred to and discussed by the ASC for professionalism concerns. Several types of remediation and adverse actions occurred for the seven (7) students:

- one (1) was provided a clinical mentor
- three (3) were required to perform a literature search and create an individualized learning plan
- one (1) student was placed on an academic leave of absence with a recommendation for a neuropsychological evaluation
- three (3) were placed on academic concern
- one (1) was placed on academic probation
- two (2) were dismissed for failure to consistently demonstrate medical knowledge and the professionalism competency objectives required of all medical students for graduation

One (1) of the dismissed student's successfully appealed to the Dean's Advisory Committee (DAC) and was required to remediate deficiencies by demonstrating professionalism via four months of continuous clinical rotations.

Overall, this met the threshold of acceptability. See data attached.

Medicine Use of Results

Improvement Types Checklist: Modified one or more SLO assessment methods.

Other changes (please describe in your narrative)

Use of Results for Improvement Narrative - Required:

Data was reviewed by Dr. Heather Harrell (Associate Dean for Medical Education), the COM Curriculum Committee, and the COM Academic Status Committee. Upon review of the data, all members were pleased with the results and noted that graduates appear to be well prepared for their residency training in their program of choice.

Based on review, the UF COM Curriculum Committee approved for ICM1A to pilot eliminating multiple-choice questions and assessing students via two (2) clinical skills mini-assessments. Due to the course curricular change, it was decided to modify the assessment method for SLO1 (Medical Knowledge) to an average of 75% or higher on faculty developed assessments within all courses in the first two years of the curriculum.

As the rubric to assess SLO3 (Professionalism) during the first two years no longer being used, it was decided to replace it with a professionalism rubric used for all required clerkships.

Program Results Not Reported This Year:

Program Results Reporting Complete: true

MD AAP Detail

Providing Department: Medicine (MD)

Assessment Cycle:

Analysis and Interpretation:

Program assessment is on-going throughout the year with comprehensive reviews by the Curriculum Committee occurring in June and July.

Program Modifications: Completed by August 1

Dissemination: Completed by August 1

A comprehensive accreditation review by the Liaison Committee for Medical Education (LCME) occurs every 8 years and is preceded by a 1-year comprehensive institutional self-study. Last review was in 2015, and the next review 2023.

Year	19-20	20-21	21-22	22-23	23-24
SLOs					
Knowledge					
Medical Knowledge	X	X	X	X	X
Skills					
Patient Care	X	X	X	X	X
Professional Behavior					
Ethics, self-improvement, empathy, compassion honesty	X	X	X	X	X

SLO Assessment Rubric:

See attached rubric that is used during the required clerkships in the third and fourth years of the medical education curriculum.

Assessment Oversight:

Name	Department Affiliation	Email Address	Phone Number
Joseph Fantone, MD	Pathology	jfantone@ufl.edu	273-7925
Heather Harrell, MD	Internal Medicine	Heather.Harrell@medicine.ufl.edu	273-5901

Methods and Procedures - Undergraduate and All Certificate Programs:

Curriculum Map - Undergraduate Degree Programs:

Research :

All of our medical students are exposed to quantitative and qualitative research methods including clinical study design, evidence based medical practice, and assessment of the literature within the required *Research and Discovery* (BMS6092) and the *Health Outcomes and Policy* (BMS6091) courses. The College of Medicine provides scholarship support for all students who participate in the summer Medical Student Research Program (MSRP); a 10-week intensive research experience under the direction of a faculty

member. Following MSRP, many students elect to continue research and participate in one of the many tracks offered to be awarded a distinction upon graduation. The majority of graduates engage in active research programs at some time during the four year program, and those with considerable research may be awarded a Research Honors designation on their diploma.

SLO Measures - Graduate and Professional Programs:

The medical knowledge SLO's are assessed by written examinations in the Introduction to Clinical Medicine courses and Clinical Skills Exams (CSEs). Patient care skills are assessed using CSEs with standardized patients, faculty observation, and a longitudinal review of history and physical assignments in the students' summative evaluations for each clerkship. Professionalism attributes are assessed by faculty and peer observation in various settings, and through those referred to the Academic Status Committee for professionalism or ethics violations.

Assessment Timeline - Graduate and Professional Programs:

SLOs	Assessment 1	Assessment 2	Assessment 3
Knowledge			
SLO1: Medical Knowledge	ICM 1-4 course exams (years 1-2)	Clinical Skills Exams (years 1-4)	
Skills			
SLO2: Patient Care	Clinical Skills Exams (years 1-4)	Faculty Observation (years 1-4)	History and Physical Longitudinal Assignment (years 1-2)
Professional Behavior			
SLO3: Professionalism	Direct Observation in all educational activities (years 1-4)		