

University of Florida College of Medicine
Course Debriefing Summary
Dermatology and the Musculoskeletal System (BMS 6635)
January 26, 2015

Attendees

Students: Zachary Anderson, Angelique Boutzoukas, Jeremy Collado (Student Advocate), Kimberly Papa, Hunter Pattison, Christian Reintgen (Academic Chair), Selina Sutchu

Course: Dr. William Winter (Course Director), Dr. Paulette Hahn (MSK), Dr. Kimberly Merkel (Derm)

Office of Educational Affairs: Dr. Lou Ann Cooper, Director, Program Evaluation; Dr. Maureen Novak, Associate Dean for Medical Education

Introduction/Opening Remarks

- From the student perspective, the course went well.
- Although the course was somewhat dense, it received very good evaluations and students feel like they now have a good knowledge base.

Dermatology Section

- The dermatology section presented a lot of material, but it was well organized and students felt well prepared for the examination.
- Dr. Merkel received rave reviews from the students.
 - All students really like the consistency that forms by having one lecturer/instructor deliver all of the content.
 - Students appreciated her model for teaching pathology.
 - They enjoyed seeing normal pathology (histology) with abnormal pathology and appreciated the clinical relevance.
 - Slides clearly demonstrated both normal and abnormal pathology and histology with arrows and key points
- The lecture, Cutaneous Manifestations of Systemic Disease, was a great cumulative review that did a very good job of tying things together. Many students commented that this was their favorite lecture.
- Dr. Merkel asked the debriefers whether they felt they needed more on any topic. After some discussion, there was a consensus that this unit was good as is.
- The punch biopsy lab was fun and very educational. Students felt they learned more by actually doing, i.e. hands on “biopsies” of oranges.
- The patient presentation was new this year. As usual, students really like seeing real patients and hearing their stories.
- The evaluations contained many positive comments on Derm-a-palooza. Students would appreciate this type of review in all courses.

Musculoskeletal System Section

- Dr. Hahn a great model of how to be an empathetic physician.
- Students really connected with Dr. Hahn immediately because of the patient presentations at the beginning of the unit. Patient presentations stick in your mind “forever” and make students eager to learn.

- The format for labs that Dr. Winter introduced in his courses at the end of last year has made the labs more interactive. Students appreciated the way that using CANVASS made them stop and think about the answers, helping them to learn more. Students are asked to open the PowerPoint file simultaneously with the CANVASS form online. The CANVASS form was set up in a format similar to a gRAT for a TBL. When the designated student from a group submits the answer on CANVASS, students get immediate feedback on the correct answer. Students said it helped make the group work better together.

Organization of the course

Physiology

- A lot of students felt like the lecture they had during the first week of MSK was more on mechanics. The lecture Dr. Walter gave in week 4, Skeletal Muscle Physiology, should be much earlier. It would have helped set the background as a review of musculoskeletal physiology.
- Dr. Winter asked if the entire muscle physiology section should be earlier and the debriefers said yes.
- The students admit that they have covered bone physiology in the first year and also covered some physiology before in the CVR course. However, they have gotten to the order of presentation common to the organ system modules: histology, physiology, pathology. The students thought that the rheumatology was so well taught and there was a lot of overlap. It would make sense to move this content to week 4 since it seemed like more of a review.

MSK

- Week 4 was very dense and students felt they didn't get a chance to properly learn the material. It was suggested by the students that MSK should be presented before rheumatology.
- For complaints that are so commonplace in practice, the sports medicines lectures were HIGHLY condensed and deserve more time. Since there was one lecture for each extremity it was tough to cram it all in the result being a lot of material and not enough time to learn it.
- Students would prefer if the course was more front-loaded, e.g. more content hours during week 2 and 3 freeing up some time for study in week 4.

Bone tumors

- The bone tumor lab and lecture did not correlate and there was no big picture on what different categories of bone tumors are and what populations they affect. Dr. Winter commented that he didn't know what would be happening with the bone tumor section until a day or so before. This caught us (the course directors) off guard.
- Students report that when the lectures are on one day and the lab is on the next day, they have time to review and digest the lectures. Then lab is more meaningful.

Rheumatology

- This content was very well taught and students felt that they came away with a good understanding of it.
- Many good examples were provided. Students enjoyed Dr. Bubb's tie-in and patient presentation.
- Since rheumatology complaints are very common in practice, it made sense to have redundancy and overlap. Students did NOT think there was too much redundancy or overlap. It was good as is. It made it a less stressful section especially compared to sports medicine.

- The Pathophysiology of Arthritis lecture (Krapnik) might be better if it were the first because it gave a nice overview of the types of arthritis.
- Dr. Hahn asked for feedback on the interdisciplinary panel. Students agreed they liked it.

Exam

- Exam week was highly condensed with a great deal of new material and little time to take it in. Since week 3 was comparatively light, it would help to move some of the content from week 4. Dr. Winter said he agreed with moving some of week 4 material into week 3, which will help give more time to prep.
- Dermatology questions were fair, straightforward, and comprehensive and students felt like they did very well on these questions.
- MSK questions were much more challenging and students felt unprepared for the material especially from the last week.

Additional Comments

The feedback committee sent out a survey to ask whether there should be two exams. There were 95 responses (RR=70%); 59% voted for having two exams. However, off-loading some of the material from week 4 to week 3 will decrease the amount of new material right before the exam and may serve the same purpose.

Dr. Novak said the third year students don't seem to know the difference between gels, creams, and lotions. Dr. Merkel may want to cover this in a lab.

Bookmarks into pdf's would help jump past the hidden slides. Some lectures seem to allow students to add in bookmarks and some lectures don't.

There was a discussion about the introductory lectures. The debriefers suggested they might be moved to the end of the course or just post them. Cutting the intro lecture would allow time for something else, like bone physiology. Students can't really interact when attending an intro lecture because it is new content. But at the end of the course, it is valuable as a review.

The active learning exercise paper was perceived by most students as busy work. Although students did learn from it, it added a great deal of stress to the end of the course. Students felt like it wasn't fair because it was tacked onto the syllabus after the course had already started. Dr. Winter shared that this was a new assignment to comply with LCME standards and it has been proven as a good way to learn. Students asked for a reminder email about the due date/time and an announcement in class. Some students also felt like there were not specific enough guidelines for writing the paper.