

Phase 1 Anticipates, Adapts to Pandemic

On March 3rd a group of key stakeholders began preparations for the possibility of a shift to distance learning initiated by Dean Hoffman. At this point it was business as usual at the School of Medicine as Italy was being ravaged by the virus. The group had to identify, troubleshoot, train, and operationalize platforms to deliver multiple forms of pedagogy, as well as determine how to administer secure exams as The Developing Human was approaching its final weeks. Then it happened.

On the afternoon of March 17th after delivering class on the IHS campus the word came that starting the next day the School would be completely remote. Fortunately, preparations had begun. Some of the specifics that occurred during this time was leveraging all groups within the OME to help train clinical faculty on the use of Zoom—the session delivery software of choice. All Phase 1 coordinators and administrators had to schedule Zoom lines, session coverage, technology training, and troubleshoot with faculty on the fly. The assessment team had to explore exam delivery. The HD team had to design alternative ways for students to participate in community engagement while practicing social distancing. The Clinical Skills team was already working tirelessly to deliver students standardized patient encounters via distance learning platforms. It was a time of real-time lessons learning, applying new tricks and troubleshooting from one session and day to the next. A daily Phase 1 meeting that included the course directors, course staff, and administration ensured that all lessons, successes and challenges were captured.

Despite being delivered online, the goals of the curriculum still stood – active learning to ensure long term Complex Learning in students and graduates. While the first phase of

OIEA Welcomes New Director



The Office of Institutional Effectiveness and Assessment had the pleasure of welcoming a new director in March - Dr. Chosang Tendhar. Dr. Tendhar has extensive experience working in government and higher education and holds a Ph.D. from Virginia Tech in Educational Research and Evaluation.

He served in the Central Tibetan Administration in India for nearly six years and held numerous senior level positions, including the Under Secretary of the Department of Finance. He served as the spokesperson and one of the policy strategists for the Department.

Dr. Tendhar's professional experiences in the U.S. began with the position of Statistician at Baylor College of Medicine (BCM). During his two-year tenure with BCM, Dr. Tendhar also served as the interim Director of the Office of Evaluation, Assessment, and Research. He was then with the College of Pharmacy at Long Island University as the Assistant Director of Assessment for two years. Prior to joining the School of Medicine, Dr. Tendhar served as the Director of Assessment at Adelphi University.

In addition to performing assessment and evaluation activities, Dr. Tendhar was involved in many collaborative research projects, including a successful grant application with the Association of Standardized Patient Educators. He has provided extensive research and statistical consulting services to students and faculty with research projects often resulting in journal publications and conference presentations. The number of articles he has published in peer-reviewed journals is a testament to his strong scholarly research skills. Dr. Tendhar is excited to help the School of Medicine reach its mission of developing students, residents, and faculty to deliver the highest quality care for all.

the transition was to ensure the curriculum was being delivered, simultaneously other groups were exploring features to enhance delivery such as breakout rooms for PPC and TBL sessions as well as the ability to do live polling. As these features were uncovered, there was real time training for inhouse staff that would then need to train the clinical faculty. This approach was critical given the many faculty involved in delivering the curriculum.

As The Developing Human wraps up, training the clinical faculty for the next course has already begun. It has been a tremendous effort by all those involved, and every member of the School of Medicine has been involved in one way or another. It is a constant process of researching, learning, troubleshooting, revising, and advancing. These are uncommon times which call for uncommon actions. Everybody affiliated with Phase 1 should be proud of the work, growth, and responsiveness to this point, as they strive for progress daily.

-Ron Silvis, Ed. D., Phase 1 Director

Dean's Meeting Survey Leads to Focus Groups

At a meeting with Dean Stanton on February 18th, the first-year medical students were given an in-person survey that asked about their satisfaction with thirty-eight different aspects of the School of Medicine. Questions were related to facilities and services, the curriculum and other aspects of the educational program, relationships between students, staff and faculty, and the general teaching atmosphere. Sixty-eight students took the survey.

The Office of Institutional Effectiveness and Assessment (OIEA), in collaboration with Ron Silvis, Phase 1 Director, compiled the responses, analyzed them, and presented them in a report. The report showed overall positive satisfaction with the School of Medicine. Most categories received satisfaction ratings well over 75%; over one-quarter enjoyed a satisfaction rating of over 90%.

The team decided to investigate further those categories that received satisfaction ratings below 75%. They set up four focus groups with the first-year students to learn how their satisfaction levels could be improved in some of these areas.

The focus groups took place virtually on March 17th. A report compiling notes from the focus groups followed shortly thereafter. Student participants shared their concerns and provided constructive feedback on how the School could improve their overall learning experience.

The team, in collaboration with SOM leadership, will host follow-up meetings to discuss the findings with the goal of implementing changes that will benefit current students as well as future students of the School of Medicine.

-Jesse Jacondin, Institutional Effectiveness Specialist

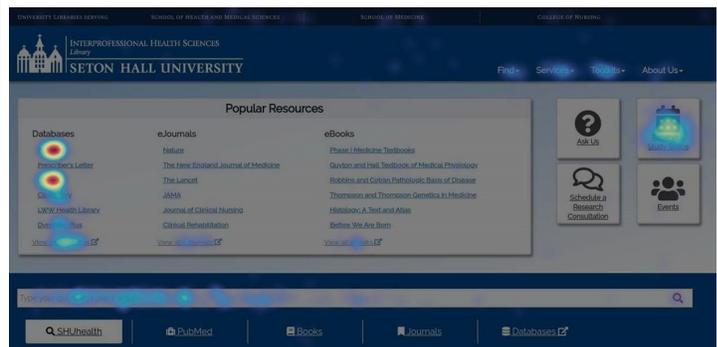
Library Redesigns Homepage

Usability testing had not been conducted on the original IHS Library homepage (<http://library.shu.edu/ihs>) since its launch in June 2018. A year later, the library had usage data that provided updated insight into the behavior and needs of our users. They used these data as a jumping-off point to evaluate the homepage from the perspective of its users; to use that evaluation to inform a homepage redesign; and to conduct usability testing of the proposed redesign.

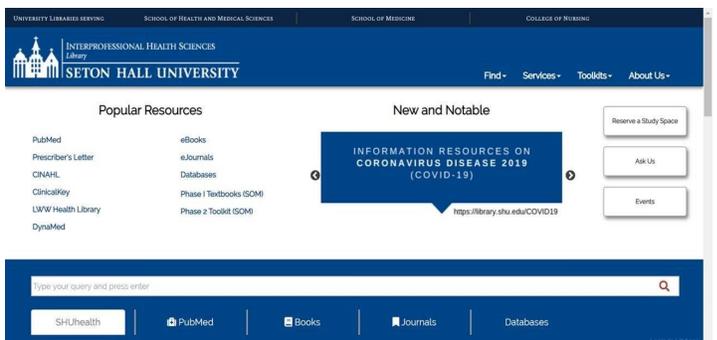
Based on the review of the usage data, the IHS Library team redesigned the library homepage, removing underused links to simplify the page and to increase the prominence of announcements. They removed a considerable number of links that were not being used, including the E-Journals and E-Books lists in the "Popular Resources" region.

They conducted usability testing on the redesigned homepage, as well as several key search tasks involving SHU library interfaces, with a sample of IHS Library users. Testing indicated that the proposed changes did not significantly impede users' abilities to accomplish key tasks. It also helped identify several other usability problems and potential solutions. Using the data collected, the new homepage was launched in mid-January 2020.

-Christopher Duffy, MLIS, AHIP, Associate Dean, IHS Library
-Allison Piazza, MLIS, AHIP, IHS Librarian
-Andrew Hickner, MSI, IHS Librarian



"Heatmap" view of usage of the old homepage. The heatspots reflect user clicks.



Redesigned library homepage.