Faculty Handbook for the MD Curriculum

SECTION 5. INFRASTRUCTURE FOR MD LEAD.SERVE.INSPIRE (LSI) CURRICULUM

COM EDUCATIONAL ADMINISTRATION

[As of 10/1/2020]

Dean: Carol Bradford MD

Vice Dean for Education: Dan Clinchot MD

Associate Dean for Medical Education: Jenn McCallister MD
Associate Dean for Student Life: Joanne Lynn MD
Associate Dean for Diversity and Inclusion: Leon McDougle MD MPH
Associate Dean for Graduate Medical Education: Scott Holliday MD
Associate Dean for Graduate Education: Jeffrey Parvin MD PhD
Associate Dean for Research Education: Ginny Bumgardner MD PhD
Associate Dean for Admissions: Demicha Rankin MD
Office of Medical Education Director: Carla Granger
Executive Curriculum Committee Chair: Jack Kopechek MD

Program Directors:
    Part 1 Co-Director: Doug Danforth PhD
    Part 1 Co-Director: Cami Curren MD
    Part 2 Director: Kim Tartaglia MD
    Part 3 Director: Nick Kman MD
    Director of Evaluation and Assessment: Cynthia Leung MD
    Primary Care Track Co-Director: Allison Macerollo MD
    Primary Care Track Co-Director: Kristen Rundell MD
    Medical Scientist Training Program Director: Larry Kirschner MD PhD

Directors of Competencies:
    Patient Care: Emily Graham MD
    Knowledge for Practice: Christopher Pierson MD PhD
    Practice-based Learning and Improvement: Jack Kopechek MD
    Interpersonal and Communication Skills: Kavitha Norton MD
    Professionalism: Ashley Fernandes MD PhD
    Systems-based Practice: Allison Heacock MD
    Interprofessional Collaboration: Cami Curren MD
    Personal and Professional Development: Sheryl Pfeil MD

Part 1 Curricular Leaders
Foundations 1: Beth Lee PhD, Christopher Pierson MD PhD
Foundations 2: Christopher Pierson MD PhD, Beth Lee PhD
Bone and Muscle Disorders: Melissa Quinn PhD
Cardiopulmonary Disorders: Troy Schaffernocker MD, Thura Harfi MD
Endocrine and Reproductive Disorders: Katherine Rivlin MD, Raheela Khawaja MD
Neurological Disorders: Georgia Bishop PhD, Adam Quick MD
Gastrointestinal and Renal Disorders: Sheryl Pfeil MD, Udayan Bhatt MD
Host Defense: Jose Bazan DO, Katherine Walsh MD
Longitudinal Groups: Mike Alexander MD
Longitudinal Practice: Kristen Rundell MD
Applied Health Systems Science: Philicia Duncan MD
Community Health Education: Mark Troyer MD
Educational Portfolio: Jack Kopechek MD

Part 2 Curricular Leaders
Understanding Patients within Populations
    Director of Integration: Allison Macerollo MD
    Family Medicine Unit Director: Matthew Farrell MD
    Pediatrics Unit Director: Rebecca Scherzer MD
    Ambulatory Internal Medicine/Geriatrics Unit Director: Matthew Flanigan MD
Understanding Patients with Special Medical Needs
    Director of Integration: Chad Hoyle MD
    Internal Medicine Unit Director: Katherine Walsh MD
    Psychiatry Unit Director: Julie Niedermier MD
    Neuroscience Unit Director: Adam Quick MD
Understanding Patients with Reproductive and Surgical Needs
    Director of Integration: Jonathan Schaffir MD
    Surgery Unit Director: Amber Traugott MD
    OB/Gyn Unit Director: Katherine Strafford MD
Applied Health Systems Science: Philicia Duncan MD
Educational Portfolio: Jack Kopechek MD

Part 3 Curricular Leaders
Advanced Management in Hospital-Based Care: Troy Schaffernocker MD
Advanced Management in Relationship-Centered Care: Ashley Fernandes MD PhD
Advanced Competencies and Clinical Tracks: Ansley Splinter MD, Meena Khan MD
Applied Health Systems Science: Philicia Duncan MD, Courtney Hebert MD
Educational Portfolio: Jack Kopechek MD

VITALS CURRICULUM MANAGEMENT SYSTEM

VITALS is the OSU COM's online LSI curriculum management and records resource for students, faculty, and administrative personnel.

VITALS contains student academic histories and grades, curricular schedules, links to curricular materials and recordings, and monitors faculty participation and contribution to the LSI curriculum. Funds flow to faculty departments is based on this data.

The VITALS Integration Committee oversees faculty and staff access to the educational records contained in the VITALS curriculum platform and assigns faculty and staff access levels according to their educational roles. For example, faculty portfolio coaches are restricted to access educational records for those students that they are actively coaching.

The website location is https://vitals.osumc.edu

An introduction to Vitals for faculty is available at

 https://vitals.osumc.edu/File/RetrieveHelpResource?fileName=Tip-Sheet-Faculty-Introduction-to-Vitals-and-Your-Portal-Page.pdf

For assistance with using Vitals, contact the team at Vitals@osumc.edu

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

[OSU FERPA policy, https://registrar.osu.edu/policies/FERPA.asp]

The OSUCOM abides by the Family Educational Rights and Privacy Act of 1974 (FERPA) which sets forth requirements designed to protect the privacy of student educational records. The law governs access to records maintained by educational institutions and the release of information from those records.

Education records are defined as those records, files, documents, and other materials which contain information directly related to a student, and are maintained by any employee or agent of the University. Exemptions are made for records made by University personnel which are in the sole possession of the maker and are not accessible or revealed to any other person, records maintained by the Office of Public Safety for law enforcement purposes, medical and counseling records used solely for treatment, and alumni records once the individual is no longer a student.

Students have the right to inspect and review their education records with some exceptions: parents' financial records, and confidential letters and statements of recommendations for admission, employment, or honorary recognition for which students have waived their right of access. Procedures for inspection and review are part of the University FERPA policy. Students have a right to challenge the content of their education records if they consider the information to be inaccurate, misleading, or inappropriate.

The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Records may be disclosed without consent to faculty and staff of The Ohio State University who have a legitimate education interest on a "need to know" basis, including student employees or agents of the institution, if necessary to conduct official business. Legitimate educational interest includes performing a task related to the regular duties of the employee or agent, the student's education, the discipline of a student, a service or benefit for the student, or maintaining safety and security of the campus. COM faculty and staff access to the paper student record files in 155 Meiling Hall are limited to the dean's staff, program directors and their coordinators, and academic review committee chairs and their staff administrative support person. Access to the educational records contained in the VITALS curriculum platform is assigned by the VITALS Integration Committee according to educational roles.

FACULTY TEACHING LOAD

[Pattern of Administration for the OSU COM, approved Spring 2020]

The University's policy with respect to faculty teaching load is set forth in the Office of Academic Affairs Policies and Procedures Handbook, Volume 1, Chapter 2, Section 1.4.3.1. The Department Chair or School Director is responsible for ensuring that every faculty member has duties and responsibilities commensurate with their appointment and that departmental workload is distributed equitably among faculty.

https://oaa.osu.edu/sites/default/files/uploads/handbooks/policies-and-procedures/HB-Full.pdf

COURSE OFFERINGS AND TEACHING SCHEDULE

[Pattern of Administration for the OSU COM, approved Spring 2020]

Department chairs or school director are expected generally to manage their unit's course offerings and individual faculty teaching schedules. However, the Dean is ultimately responsible for course offerings and teaching schedules and ensuring that courses needed by students are being offered, that class availability is distributed across the day and week, and that minimum class sizes are maintained as required by Faculty Rule 3335-8-16.

https://trustees.osu.edu/bylaws-and-rules/3335-8

CARMENCANVAS AND CARMENZOOM

CarmenCanvas is the learning management system for in-person and online courses at Ohio State, used as a hub for course content, assignments, grades, communication and more. It may be accessed via the web or mobile app. It is named for the song "Carmen Ohio" – OSU's alma mater.

The curriculum management background platform is Canvas. CarmenCanvas is used by courses taught at OSU outside the LSI curriculum.

The link is https://carmen.osu.edu

CarmenZoom is the academic audio and web conferencing solution for Ohio State, used for remote teaching, advising appointments, group projects and more. It has all the functionality of a Zoom pro account that includes up to 300 participants in a meeting, CarmenCanvas integration, and the ability to request webinar spaces. Guest attendees of Zoom meetings do not need to be affiliated with Ohio State. It is not considered to be compliant with patient privacy regulations and is not considered appropriate for use if identifiable information is used in the delivery of the course. A waiting room can be created with manual admission to monitor unauthorized attendance if more security is desired.

More information about CarmenZoom is located at
 https://teaching.resources.osu.edu/toolsets/carmenzoom/guides/getting-started-carmenzoom

MICROSOFT TEAMS

[Implemented October, 2020]

Microsoft Teams is the recommended tool for OSUWMC faculty and is considered to be compliant with patient privacy regulations. It is integrated with the Microsoft software packages available on hardware affiliated with OSUWMC. Microsoft Teams is suitable for use if all learners in a group have equal access to the Microsoft 365 collection of programs for OSUWMC. These programs are currently only available for individuals who are employees and are not available to non-employee learners such as the typical medical student or to faculty affiliated with other healthcare systems.

COM OFFICE OF STUDENT LIFE

The Office of Student Life is committed to ensuring that students are educated in the broadest sense of the word. They are the point of contact for assistance in academic and career advising, financial services, personal counseling, Medical Student Performance Evaluations, residency and the match, student organizations, Learning Communities, and special programs such as the White Coat Ceremony and the Hooding Convocation. The primary office is 155 Meiling Hall and the contact number is 614-685-3059.

The Office of Student Life has an academic counselor to provide study skill assessment and recommendations for academic improvement, one-on-one and small-group tutoring, and time management evaluations. A small group of faculty receive compensation for assisting with the tutoring of at-risk students.

The Office has a personal counselor who is a licensed mental health professional. The counselor is available to provide behavioral health-related services and can also refer to other outside services. It is stated policy that the counselor shall not be in a position to offer any form of academic evaluation for medical students. This is to reassure students that no conflict of interest would hinder the counselor-student relationship. To further protect the privacy of medical students, it is required that all of their medical treatment comes from physicians who will not be in a position to offer any form of academic evaluation, thus protecting the student-educator relationship. Faculty who wish to refer a student for personal counseling should contact the Associate Dean for Student Life.

COM OFFICE OF MEDICAL EDUCATION

The Office of Medical Education is under the direction of the Associate Dean for Medical Education. It provides staff support for the academic program directors for the different components of the LSI curriculum including the evaluation and assessment of learners. The Office has primary oversight for all actions related to the LSI curriculum including Part 1, Longitudinal Groups, Longitudinal Practice, Portfolio coaching, Part 2 rings, and Part 3.

COM OFFICE FOR DIVERSITY AND INCLUSION

The College's Office for Diversity and Inclusion (ODI) supports the needs and interests of students from groups who are traditionally underrepresented in medicine (URM) and traditionally underserved in the biomedical sciences. The goal of the ODI is to help qualified students from all backgrounds to realize their dreams of becoming physicians while making their medical school experiences personally and professionally rewarding.

ODI offers academic and career counseling, student advocacy and assistance with scholarships and grants for which students may be eligible. The office also supports educational experiences that promote personal growth and cultural sensitivity. The office oversees the college's pipeline programs to encourage greater diversity in medical school. One such program is the Medical Careers Pathway (MEDPATH) Post Baccalaureate Program, a one-year program aimed at increasing the number of underrepresented minorities and students from socioeconomically disadvantaged backgrounds who enter medical school.

Out of nearly 150 medical schools in America, Ohio State ranks 2nd for highest percentage of African American students, excluding historically black colleges and universities. At the OSU COM, we believe a diverse population enriches the educational experience of all our students and trainees, and we know that clinicians from groups underrepresented in medicine and biomedical sciences are key healthcare providers for our nation's underserved population.

OSU STUDENT LIFE DISABILITY SERVICES

https://slds.osu.edu/

Student Life Disability Services (SLDS) collaborates with and empowers students who have disabilities in order to coordinate support services and programs that enable equal access to an education and university life. Registration with SLDS is required in order for a student to receive exam accommodations and other services.

MICHAEL V DRAKE INSTITUTE FOR TEACHING AND LEARNING

https://drakeinstitute.osu.edu/

The Drake Institute for Teaching and Learning advances at-scale professional learning, evidence-based instructional strategies, and research and policy that elevate, across the university, the work of all who teach. The Institute models best practices in, creates, and delivers evidence-based educational development programming, provides programming designed to build community amongst those who teach, promotes continuous improvement in educational excellence at all career stages, and elevates the work of all educational developers at the university.

BUCKEYE ALERT SYSTEM

The Buckeye Alert System is a multi-modal, emergency notification system that includes nearly two dozen communication methods and is operated by the OSU Department of Public Safety. New technology was integrated in 2016 to enhance the timely sharing of safety information. Buckeye Alerts, often sent via text message, are issued when it is determined that the campus community needs to take immediate action to remain safe. As a result, if a Buckeye Alert text message is issued, there is a chance it may contain general information such as "Buckeye Alert! Emergency on Columbus campus: More info soon. Be observant/take action as needed." In this instance, a second Buckeye Alert is likely to follow containing additional details like the incident location or the specific type of emergency.

Based on a variety of factors, including when information becomes known, Ohio State Public Safety officials will determine which method, or combination of methods, may be utilized to communicate during an emergency.

If your cell phone number is in the OSU human resource database, then you are automatically registered for the Buckeye Alert Text Messaging System.