Comprehensive Review:

Comprehensive review format should address each of the following as appropriate to the course/clerkship.

1. Information from prior reviews
   A. What has been the history of implementing improvements to this course?
   B. What specific recent changes have been made to the course purpose, learning objectives, pedagogy, teaching strategies, teaching materials, and methods of assessing learning?
   C. How has this course integrated with other courses both horizontally and vertically?

2. Course administration
   A. Is the amount of time allocated for the course appropriate?
   B. Are the resources consumed by the course appropriate?
      1. Number of faculty involved in teaching?
      2. Required technologies?
      3. Required administrative support?
   C. Does the course run smoothly?
      1. Are the faculty on time and prepared?
      2. Are the course materials distributed in a timely manner?

3. Course content
   A. Do the course objectives support the College of Medicine Commencement Objectives?
   B. Does the course content support the stated course learning objectives?
      1. What is the evidence that the course content enables students to achieve the objectives? Give some examples of successful linkages and some areas where improvement is needed, with plans for making changes.
      2. What is done to ensure that the course material is current?
      3. What is done to ensure that the course content is taught at the appropriate level?
   C. Do the course sessions support the course learning objectives?
      1. Are the learning objectives for each session clear? How do they contribute to the course overall? (See curriculum database.)
      2. Are there any gaps in the material that should be covered? What are they and how are they identified?
      3. Is the relative emphasis of the material appropriate for the learning objectives?
      4. Are there any unnecessary redundancies across course sessions? What are they and how are they identified?
   D. Are the students’ clinical experiences appropriate for the course learning objectives? For clerkships, describe how the required learning experiences were determined.

4. Methods of teaching (pedagogy)
   A. Is the general structure of the course (lecture, lab, small group, etc.) varied and appropriate to the course content and learning objectives?
   B. Is the manner in which the course progresses (meeting frequency; defined/open time; collective/self-pacing) appropriate to the course content and learning objectives?
   C. How do the teaching strategies used (i.e., cases, simulation, role-play, discussion, etc.) support the course learning objectives?
   D. Are the teaching strategies used in each session:
      1. Inclusive of different learning styles (observing, reflecting, theorizing, applying)?
      2. Inclusive of different learning modes (verbal, visual, virtual)?
      3. Is the balance of the teaching strategies appropriate?

5. Quality of teaching
   Based on all the available information:
   A. What indicates that the course offers a positive learning environment (i.e., rapport, sensitivity, enthusiasm,
facilities)? How does each session?

B. What indicates that the course is well organized and managed (clear goals, kept to timing, summarized)? Is each session?

C. What indicates that the delivery of the material is effective (i.e., speech, pacing, gestures, writing, media, etc.)? (Session-specific.)

D. What indicates that the content is appropriately conveyed (i.e., linked to other material, related to learners’ experiences, appropriate to different learning styles, etc.)? (Session-specific.)

E. What indicates that learning is promoted (i.e., active participation with faculty and other students encouraged, comments listened to, teaching strategies adjusted if not working, feedback sought)? (Session-specific.)

6. Assessment
A. Are the instruction materials and means of assessing learning appropriate and linked to the course objectives?
B. How is learning assessed during the delivery of the course (e.g., interim feedback)? What changes have resulted from this?
C. What changes does student performance suggest?
D. What changes are suggested by benchmarked student outcomes?
E. Do duty hours summaries indicate any violations? Please explain.
F. Does review of case logs demonstrate any gaps in clinical experiences across clerkships or at specific sites? If so, how will these be addressed?

7. Course self-study summary
A. What are the major strengths of the course and areas for improvement?
B. What is the plan for improving the course?
C. When will changes be implemented?
D. What resources are needed from the Office of Medical Education and elsewhere to assist in implementing the changes?
E. How will changes be monitored to ensure effectiveness?
F. Did student evaluation identify significant concerns.