The Stony Brook University School of Medicine

Handbook for Course Directors

Updated January 2018

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In the Beginning: Getting Started as a Course Director

Welcome

Congratulations on your selection! As a course director, you assume responsibilities central to the mission of the Stony Brook University School of Medicine (SBSOM).

Teaching is the obligation of everyone with a faculty appointment and an explicit part of the Hippocratic Oath. Moreover, teaching is an honor for everyone at an academic institution, and it can be one of the most gratifying roles we perform, for professional and personal reasons.

Expect excellence from yourself, your colleagues, and your students. Setting high standards encourages better performance.

Yes, you have been given the primary responsibility for running a course, but you are **not** expected to work alone. Serving as a course director gives you an opportunity to create a collaborative team consisting of
- Your teaching faculty,
- School administrators (deans, IT, media services, etc.),
- Department administration,
- Student teaching assistants, and the
- Students taking your course.

Cultivating a relationship with your collaborators can be one of the most challenging and rewarding parts of your job.

About the Handbook

This handbook is designed to help you in your role and is, therefore, essential reading for course directors and co-directors. You may even find yourself passing it along to your instructors and students as well!

Each section reflects a particular aspect of the role of a course director, from an understanding of your role in the School of Medicine, to where to go for support, to planning and administering a course, to evaluating students.

The topic headings on the left match the Table of Contents and are designed to provide you with quick access to information.

> **IMPORTANT INFORMATION ON USING THE HANDBOOK**
> Important topics, including action steps and quick access guides, will be highlighted in gray and feature a red heading. **Like this!**

For Assistance

If you do not find what you are looking for, please contact the Office of Academic and Faculty Affairs at **(631) 444-1030**.

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Getting Started

There is a lot of information for a new course director to digest. Take the following first steps to help you get started.

> **IMPORTANT FIRST STEPS AS A COURSE DIRECTOR**
> 1. Read the Responsibilities of the Course Director section of this handbook. This will clarify the responsibilities of the Dean's Office, your department and yourself.
> 2. Read the SBSOM Academic Policies and Procedures. Knowledge of the policies and procedures will enable you to become a resource for your students. **Note:** There should be no inconsistencies between these documents, however, in the event there is, deference is given to the Academic Policies and Procedures document.
> 3. Read the SBSOM Conflict of Interest policy.
> 4. Read the SBSOM Student Mistreatment policy.
> 5. Familiarize yourself with the electronic resources available to assist you with the delivery of your course:
>   a. CBase
>   b. ExamSoft
>   c. OAFA Web pages
>   d. Academic Calendar
> 6. Check out what your peers are doing here and at other schools.
> 7. Participate in faculty development programs.
> 8. Attend the appropriate course director committee meetings.
> 9. Define the structure and content of your course
> 10. Create a syllabus

Meeting Deadlines

Deadlines are set as a result of proactive planning and past experience. Adhering to deadlines serves as a model of professionalism and manifests respect from your colleagues and students.

Professional Behavior

The use of the student-faculty or student-supervisor relationship to seek or maintain a personal relationship is an abuse of power and is specifically prohibited by campus policies P105 Equal Opportunity/Affirmative Action and P106 Sexual Harassment.

Teacher and students both sign *The Compact between Teachers and Learners of Medicine*, derived from the AAMC. The Compact outlines the acceptable standards of behavior that drives the teacher-student relationship.

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Conflict of Interest Disclosure

In any formal teaching activity, including lectures, seminars, and laboratory instruction, an instructor must disclose to learners any financial relationship(s) with a provider of commercial products or services relevant to the educational presentation.

> **THE DISCLOSURE SHOULD INCLUDE THE FOLLOWING INFORMATION:**
> - The name of the individual(s) with a relationship with commercial entities, i.e. self or immediate family member;
> - The name of the provider of commercial products or services;
> - The nature of the relationship each person has with each commercial interest.
>
> **Note:** For an individual with no relevant financial relationship(s), the learners must be informed that no relevant financial relationship(s) exist.

An instructor must disclose the above information to learners prior to the beginning of the educational activity. That disclosure may be accomplished by entering the appropriate information on the School of Medicine COI website. Learners will be presumed to be familiar with information on the website.

An instructor teaching in an organized course or program must inform the course or program director of any financial relationships with a provider of commercial products or services relevant to the educational presentation.

If the instructor is the course or program director, the instructor's immediate supervisor should be informed.

Student Mistreatment Policy

The SBSOM has a zero tolerance policy for student mistreatment. The SBSOM Mistreatment Policy defines mistreatment and lists the mistreatment reporting mechanisms available to students.

Disruptive Provider Policy

Faculty are bound by the Disruptive Provider policy of Stony Brook University Hospital.

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Feedback

Candor in evaluation is critical to growth and change. Feedback to and from colleagues and students should be a regular part of your course, and not just an exercise occurring at the end.

When evaluating anyone—school administrators, colleagues, students, team members, etc.—address the specific behaviors and offer suggestions for improvement.

> **CONSTRUCTIVE FEEDBACK IS SMART--**
> **S**pecific,
> **M**easurable,
> **A**chievable,
> **R**elevant, and
> **T**imely.

Courses and Clerkships Lasting Four Weeks or More

Course directors of each required course or clerkship of four weeks or more **must** provide a mid-course evaluation to students.

Course directors are encouraged to review student progress, including in clinical rotations, and offer other relevant, helpful feedback. This gives the student an opportunity to improve before the end of the course or clinical rotation when summative feedback will be given.

Summary narratives should be provided at the end of all clinical courses. **Note:** Summary narratives are placed verbatim into the student's Medical School Performance Evaluation (MSPE) and provided to residency programs.

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Overview of the LEARN Curriculum Structure

Oversight of the LEARN Curriculum

The School of Medicine **Curriculum Committee** is responsible for direct oversight of the undergraduate medical education (LEARN) curriculum. The Curriculum Committee is a standing sub-committee of the School of Medicine Faculty Senate.

The Curriculum Committee is chaired by **Kenneth Kaushansky, MD, Dean of the School of Medicine**. Dr. Kaushansky has delegated his authority over educational matters related to medical students to **the Vice Dean for Academic and Faculty Affairs (OAFA), Latha Chandran, MD, MPH**.

OAFA works with the **course directors** to plan and implement the curriculum. Course directors hold the primary responsibility for teaching and evaluating students.

Curriculum Committee Makeup

The Curriculum Committee has primary responsibility for developing, supervising, and evaluating the LEARN curriculum. The committee is comprised of four sub-committees:

1. **PHASE I COMMITTEE**
   - Co-Chaired by Mary Kritzer, PhD, and Howard Fleit, PhD
   - Administrative Support provided by Kimberly Malamutt
2. **PHASE II AND III COMMITTEE (AKA CLINICAL COURSE DIRECTORS COMMITTEE)**
   - Co-Chaired by Lisa Strano-Paul, MD, and Eva Swoboda, MD
   - Administrative Support provided by Donna Kaufman
3. **LEARNER ASSESSMENT AND CURRICULUM EVALUATION (LACE) COMMITTEE**
   - Co-Chaired by Latha Chandran, MD, MPH, and Wei-Hsin Lu, PhD

CURRICULUM COMMITTEE STRUCTURE

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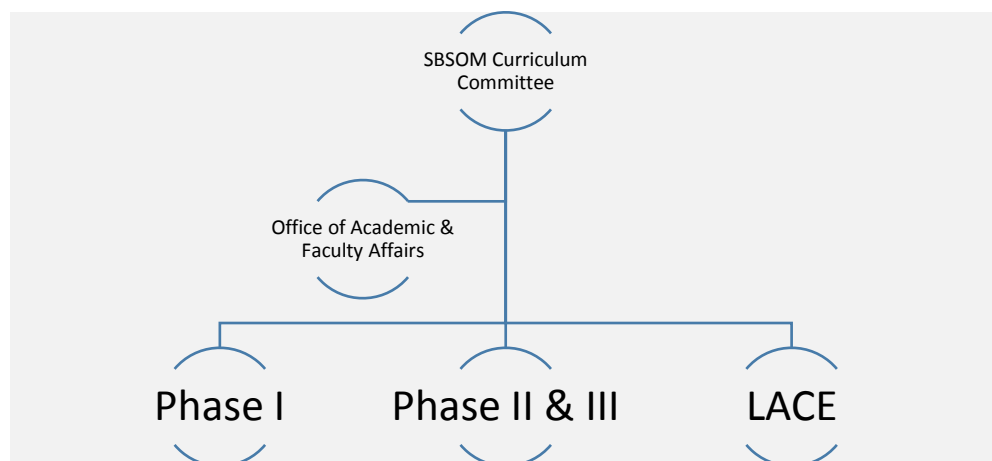
| Meeting Times | The Curriculum Committee meets the first Monday of the month. Contact the Office of Academic and Faculty Affairs at **(631) 444-2346** to add this meeting to your calendar. |
| | Sub-committees also meet on a monthly basis. Contact the appropriate sub-committee co-chair for meeting information. |

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Course Director Selection Process

The Course Director selection process is designed to maintain the high quality of SBSOM courses as well as to comply with the Liaison Committee for Medical Education (LCME) standards related to curricular management (LCME Standard Eight). (Refer to the SBSOM Policy and Procedure Manual for additional information)

NOMINATION AND SELECTION PROCESS

Department Chair nominates a candidate for Course Director	Relevant sub-committee reviews nomination and reports findings	Curriculum Committee reviews candidate's credentials.	Selected candidate's name forwarded to the SOM Dean for approval
1	**2**	**3**	**4**

IMPORTANT INSTRUCTIONS FOR DEPARTMENT CHAIRS

1. Recommendations for Course Director should be made at least four (4) months prior to the start date of the course, unless extenuating circumstances dictate otherwise.
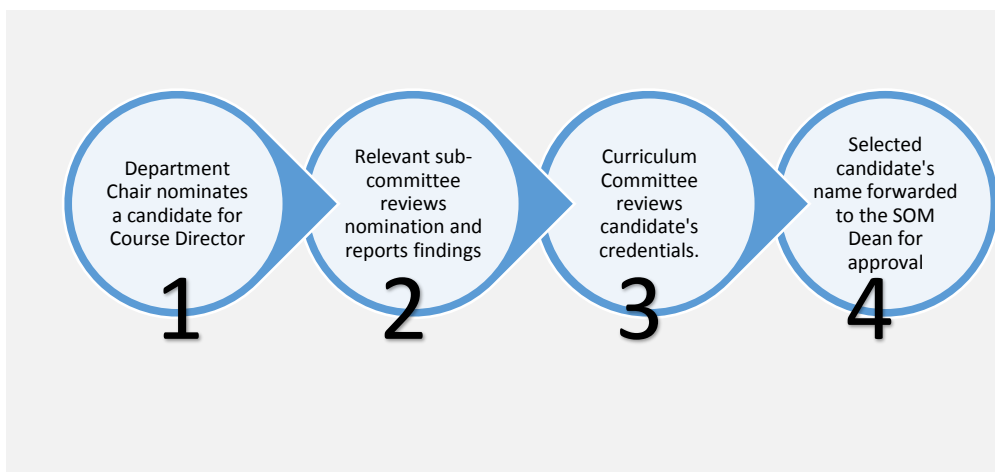2. The Department Chair should submit a document containing the following information to the Vice Dean of Academic and Faculty Affairs:
   - The nominee's teaching credentials
   - A plan to prepare the new course director for the upcoming course (a transition period adequate enough for the new course director to become familiar with the course content and to participate in faculty development as needed)
   - The allocated time and resources needed for the position
   - An outline of opportunities for academic advancement
3. The appropriate sub-committee (Phase I or Phase II & III) will review the proposal and make their recommendations to the Curriculum Committee. Any concerns raised by the sub-committee will be shared with the Department Chair and SBSOM Dean.
4. To ensure ongoing quality control of the curriculum, any course or clerkship with a new course director will undergo a Level I review by the LACE Committee after the first year. This review includes an evaluation of student feedback and learner outcomes. Results of the review will be presented to the Curriculum Committee.

Educational Goals of the SBSOM

The competent physician should possess the medical knowledge, judgement, professionalism, clinical, and communication skills required to provide high-quality patient care. The SBSOM aims to achieve excellence in the preparation of students for careers in medical practice or research and to foster their continuous professional growth.

The goals of the educational programs are to provide broad knowledge and skills in the life sciences and clinical services, nurture appropriate professional behavior and attitudes, and emphasize commitment to continued learning. Similar goals apply to the education and training of resident physicians.

> **IMPORTANT INFORMATION FOR CREATING COURSE OBJECTIVES**
> When creating course objectives, Course Directors must align them with the SBSOM Mission Statement and the SBSOM Competencies and Institutional Learning Objectives (ILOs).

SBSOM Curriculum Objectives

The mission of the SBSOM is to improve the quality of health care to the citizens of New York and the nation, and to demonstrate national leadership in education, research, patient care, and community service.

SBSOM articulates its values as **ICARE**, which stands for **I**ntegrity, **C**ompassion, **A**ccountability, **R**espect, and **E**xcellence. We expect teaching and learning to occur in a collaborative and nurturing environment aligned with the stated values of the institution.

The LEARN Curriculum

The SBSOM mission is a broad one and the **LEARN Curriculum** is designed to meet that mission.

> **THE LEARN CURRICULUM**
> **L**earning-focused
> **E**xperiential
> **A**daptive
> **R**igorous
> **N**ovel

The LEARN Curriculum provides students the opportunity for extensive and integrated training in the basic sciences and clinical disciplines of medicine.

> **THE PHASES OF LEARN**
> Phase I—**The Foundational Phase** (18 months)
> Phase II—**The Primary Clinical Phase** (12 months)
> Phase III—**The Advanced Clinical Phase** (16 months)

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Phase I—Foundational

Phase I begins with the **Transition to Medical and Dental School (TMDS)**, a one-week course designed to facilitate the transition from a lay person to a medical professional in training.

Following TMDS is the **Biomedical Building Blocks (B3)** course. B3 is a 24 week course comprised of four components:
1. The Body
2. Molecular Foundations of Medicine
3. Pathogens and Host Defense
4. Basic Mechanisms of Disease

Following B3 is a sequence of four **Integrated Pathophysiology Systems-Based Courses** spanning 36 weeks:
1. Cardiovascular-Pulmonary-Renal
2. Mind-Brain Behavior
3. Endocrine-Reproductive
4. Gastrointestinal-Nutrition

Additionally, there are **three longitudinal courses** spanning Phase I:
1. Introduction to Clinical Medicine
2. Themes in Medical Education
3. Medicine in Contemporary Society

Phase II—Primary Clinical

Phase II begins with a two-week **Transition to Clinical Care Course (TCC)** and is followed by the **Primary Clinical Clerkships**.

Clerkships are aligned in four 12-week blocks:

MEDICINE BLOCK	MOTHER-CHILD BLOCK	ADULT CARE BLOCK	MIND-BRAIN BLOCK
Medicine & Primary Care	**Pediatrics & OB-GYN**	**Anesthesia & Emergency Medicine, & Surgery**	**Psychiatry, Neurology, & Radiology**

Each 12-week block is capped by a one-week Translational Pillar. **Translational Pillars** integrate cutting edge basic science and translational medicine within the context of clinical care. **Note:** Phase II Pillars were not offered to the classes of 2019 and 2020.

Beginning with the Class of 2020, students will take **Step 1 of the United States Medical Licensing Exam (USMLE)** after completion of the Phase II Clerkships.

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Phase III—Advanced Clinical

In Phase III students complete the following course of study:

- A four week **Sub-Internship** in one of the following areas:
    - Medicine
    - Pediatrics
    - Surgery
    - Emergency Medicine
    - OB-GYN
    - Orthopaedics
    - Urology
- An individualized four-week **Advanced Clinical Experience**
- A four-week **Transition to Residency** course
- A four-week **Selective**
- Four weeks of **Translational Pillars**
- A minimum of 20 weeks of **Electives**

Forty (40) weeks of curricular work is required to complete Phase III.

Role of Research in Education

The SBSOM maintains active research programs in the basic and applied sciences. Research activities are integral components of the medical school mission since they are essential to achieving our educational goal and to advance medical knowledge.

Planning a Course

Scheduling and the Academic Calendars

The Curriculum Committee, after consulting with the Dean's Office and the course directors, determines the number of hours allocated to each course and its placement in the Academic Calendar.

The Office of OAFA sets and maintains the official academic calendar for each academic year or phase of the curriculum, as well as the calendar for all non-academic events for the SBSOM.

> **USE OF THE CALENDAR IS IMPORTANT FOR SEVERAL REASONS:**
> 1. Coordinating activities is essential to **avoid conflicts between courses and other school events**.
> 2. Moreover, our **policies stipulate that any mandatory course activity must appear in the appropriate calendar at least 30 days before the scheduled date and time of the activity**.
>
> The inclusion of any mandatory activities in the academic calendar is designed to **minimize conflicts between courses and to help students organize and manage their lives**. Students plan many trips, weddings, family reunions, and even births many months in advance on the basis of the information in the academic calendar.

Scheduling Didactic Courses

The preliminary calendar for the each academic year or phase is completed by the OAFA Office **one year in advance** and available to each course director.

The calendar is generally the same year to year, with adjustments for any curricular changes, holiday dates, and other contingencies.

The OAFA Office will try to accommodate your request to the extent possible and, if there are conflicts, help broker resolutions with other course directors.

All course directors share common problems, and they have a history of working collaboratively to resolve scheduling conflicts.

Reserving Rooms and Labs

Once the academic calendar is set, the OAFA Office forwards the calendar and room reservation requests to Media Services.

Media Services, through **AdAstra** (the web-based scheduling system used by the SBSOM), will assign classrooms for
- All **Phase I** courses, as well as for any
- **Phase II and Phase III** didactic courses,
- Including **Translational Pillars**.

You may view room assignments online.

Courses are generally listed by course number, which you can find on CBase or from Anita Henninger (ext. 4-2341 or anita.henninger@stonybrookmedicine.edu).

Reserving Rooms for Other Academic Activities

Contact Anita Henninger in the Division of Student Affairs (ext. 4-2341 or anita.henninger@stonybrookmedicine.edu) if you need to reserve a room for an academic activity outside of the regular course calendar.

> **YOU SHOULD RESERVE ROOMS PROMPTLY**
> **Please remember that many schools share our educational facilities and compete for classroom space and that there are deadlines for reserving space.**

Requesting Changes

Room change requests should be directed to **Anita Henninger** (ext. 4-2341 or anita.henninger@stonybrookmedicine.edu). **Note:** Once course schedules are finalized, room changes become much more difficult.

If there are unanticipated changes to your course schedule, you must notify the OAFA as well as your students. The OAFA will help you to reschedule the activity.

Scheduling an Exam that Requires the Use of ExamSoft

ExamSoft is a web-based assessment application used by the SBSOM. ExamSoft enables exam takers to securely take examinations downloaded to their own laptop computers by blocking access to files, programs, and the Internet during an exam.

If you need to schedule an ExamSoft exam, **contact Neill Clenaghan** in the Division of Medical Informatics (ext. 4-2837 or neill.clenaghan@stonybrook.edu).

At least **one month** lead time is essential.

Scheduling HSC Library Classrooms

Contact the Health Sciences Center (HSC) library direct to schedule an activity using the HSC library classrooms.

Note: Contact **Neill Clenaghan** in the Division of Medical Informatics (ext. 4-2837 or neill.clenaghan@stonybrook.edu) if you wish to schedule a library classroom for an exam using ExamSoft.

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Scheduling the Multi-disciplinary Lab

Scheduling and assistance for use of the **Multidisciplinary Lab (MDL)** is coordinated through the OAFA Office.

If you have labs in your course, it is imperative that you arrange the scheduling of those labs well ahead of time.

Also bear in mind that other courses are looking to schedule laboratory time, thus do not assume that an opening on the calendar is a guarantee that the MDL will be available for your course.

Contact **Anita Henninger** (ext. 4-2341 or anita.henninger@stonybrookmedicine.edu) to confirm availability and scheduling before you include a lab in your course syllabus.

Scheduling Clinical Courses

Clinical Course Directors are required to enter into CBase the number of openings at each rotation site in **early fall**. Phase II and Phase III registration is determined on the basis of the information provided by the course directors.

Also during this time, **clinical and elective course directors** (or their designees) are expected to update their course descriptions in CBase so that the course descriptions are ready for the students to view online prior to the registration period.

Meeting submission deadlines is crucial since registration cannot occur until accurate course information is available.

The Dean's Office announces the deadlines at committee meetings and via email.

Phase II Courses

For Phase II courses, the clinical clerkships run from two to eight weeks, depending upon the course.

The schematic of the Phase II calendar indicates the start and end date for each clerkship as well as the periods in which students may take electives.

Student schedules and sites are determined during registration in Phase I.

Students are given New York State holidays off as well as time during the end-of-year holidays.

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Phase III Courses

Phase III courses are scheduled in two or four week blocks as indicated in the course calendar.

Electives start any Monday of the academic year.

In December, course directors notify the OAFA office of the start and end dates of electives for the next academic year.

There are no regular breaks in the calendar for Phase III students. Students are required to complete a minimum of 40 weeks of study in Phase III.

Creating the Course Syllabus

The **first responsibility of a course director** is organizing the structure and content of your course.

A complete and accurate course syllabus is the key to students understanding the goals of your course, your expectations of them, and what they can expect of you.

Each course **must have** a syllabus.

ESSENTIAL ELEMENTS OF A SYLLABUS
1. Course Title
2. List All Faculty, Including Contact Information
3. Course Objectives
   - First, list your objectives for the course as a whole. Your specific course objectives must align with the SBSOM Competencies and Institutional Learning Objectives (ILOs).
   - Next, list the objectives for each class. Objectives are **what you expect the students to be able to KNOW and/or DO at the end** of the course.
   - Clearly articulating your learning objectives is imperative in curriculum and course design. Learning objectives drive course content, determine the appropriate teaching strategies, and inform methods of learner assessment.
   - Objectives are traditionally classified by their focus on knowledge, skills and student attitudes, but all are expressed in terms of behavioral outcomes. For example, "The student will be able to take an accurate blood pressure reading" or "The student will demonstrate her/his understanding of serotonin reuptake inhibitors."
   - Substantial literature on the language of learning objectives and how to write them is available in the OAFA office. An online search will also yield plentiful resources.
4. Statement of Prerequisites (if applicable)
5. General Course Description
6. Course Requirements
   - Required texts, primers, multimedia, web sites, and other materials.
   - Faculty teaching materials, e.g. PowerPoint presentations, lecture notes, multimedia, etc.
   - Mandatory class activities, e.g. TBLs, small-group seminars, labs, OSCEs, clinical activities, lectures, exams, etc. **Note:** Unless approved by the OAFA, **any required activity must be posted in the official calendar at least 6 weeks prior to the activity or 30 days prior to the activity**.
7. Course Calendar, including:
   - Date, time and location of course activities
   - Description of course activity, e.g., lecture, TBL, laboratory, small-group discussion, CPC, OSCE, patient interview, exam, etc.

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- Purpose of each course activity, i.e., the learning objectives.
- Person responsible for the session, e.g., lecturer, discussion facilitator, panelists, lab director, preceptor, etc. Be certain to provide students with the names of all instructors involved in course activities.
- Whether the activity is mandatory, and the consequences of not attending. **Note: All mandatory activities must also appear in the school's academic calendar at least thirty (30) days prior to the event.**
  - A student may request an excused absence from a mandatory activity only for those reasons stated in the Academic Policies and Procedures.
  - A student who misses a mandatory activity without an excused absence should receive a zero for that activity.
- Reading, writing or other assignments which are to be completed before class and/or is due in class that day.
- **If your course is offered at more than one site**, please enter all site information into the CBase. This information should include:
  - Name of the site
  - Name of the site director
  - Contact information for the site director (phone, beeper, email, address)
  - Directions to the site by car and/or by public transportation
  - Any specific orientation instructions for the site

8. Grading Policy
   - Indicate the grade designations to be given.
     - The default **for Phase I** courses is Honors, Pass, and Fail.
     - The default **for Phases II and III** clinical courses is Honors, High Pass, Pass, Low Pass, and Fail.
   - Also indicate how grades will be determined.
     - Include a link to the Grade Appeal/Reconsideration Policy.
     - You should be familiar with the appeal process described in the Academic Policies and Procedures. See also the discussion of Grades and Evaluation below.

9. Statement of Non-Involvement of Providers of Student Health Services in Student Assessment and Academic Progress. Include the following statement in your syllabus:
   - "Health professionals who provide health services to medical students, including medical and psychiatric care as well as psychological counseling, will have no involvement in the academic assessment or promotion of a medical student receiving those services. A student assigned to a course, clerkship, or other educational activity with a treating healthcare provider may request, and will be granted, an alternative assignment. A student who wishes to make such a request may do so in CBase during the course registration period or to the Associate Dean for

Student Affairs if outside the course registration period. In matters brought before the Committee on Academic and Professional Progress, a healthcare provider who serves on the committee must recuse him or herself from deliberations related to a student that he or she is treating."

10. Course Policies

- **Clearly state your policies regarding course materials**, e.g. no downloading of exam questions, no distribution of digital images, etc.
- Students are bound by the Student Honor Code to respect your rules, but your **policies must be specified, not "presumed."**

11. Disability Policy Statement. Include the following statement in your syllabus:

- "If you have a physical, psychological, medical or learning disability that may affect your course work, please contact the Associate Dean for Student Affairs. Once you are tested by the Psychological Testing Center, the Disability Support Services office, in consultation with you, can determine what accommodations are necessary and appropriate. All information and documentation is confidential. Students who have been cleared for accommodations must self-identify to their professors before the beginning of the course. Students requiring emergency evaluation are encouraged to discuss their needs with their professors and Disability Support Services."

Putting Your Syllabus on CBase

You are responsible for placing your course syllabus on CBase.

Beginning with the arrival of the Class of 2020, all students will access all course materials electronically on their iPads.

Contact the Division of Medical Informatics if you need assistance creating an electronic syllabus and other course materials.

Course Reviews

The Learner Assessment and Curriculum Evaluation (LACE) Committee will perform a comprehensive review of your course every three to four years.

Administering a Course

Electronic Media & Information Technology Assistance

The administrative units that provide assistance with electronic media and information technology (IT) in the classroom are:

- **Audio Visual Services**
  - Provides equipment and expertise for Audio Visual (AV) classroom equipment and a number of other services.
  - Please see the Audio Visual Services website for the list of services they provide.
- **Division of Applied Informatics** (Moises Eisenberg)
  - The Division of Applied Informatics (DAI) supports CBase, ExamSoft, and other important programs.
  - DAI is available to assist with all computer-based instruction and provides a number of other services, which are listed on their website.

Course Director Responsibilities

Below is a list of the course director responsibilities. Many of the things needed to get going were covered in the beginning of this manual but are worth repeating them here.

IMPORTANT FIRST STEPS AS A COURSE DIRECTOR:

1. Read the Responsibilities of the Course Director section of this handbook. This will clarify the responsibilities of the Dean's Office, your department and yourself.
2. Read the SBSOM Academic Policies and Procedures. Knowledge of the policies and procedures will enable you to become a resource for your students. **Note:** There should be no inconsistencies between these documents, however, in the event there is, deference is given to the Academic Policies and Procedures document.
3. Read the SBSOM Conflict of Interest policy.
4. Read the SBSOM Student Mistreatment policy.
5. Familiarize yourself with the electronic resources available to assist you with the delivery of your course:
   a. CBase
   b. ExamSoft
   c. OAFA Web pages
   d. Academic Calendar
6. Check out what your peers are doing here and at other schools.
7. Participate in faculty development programs.
8. Attend the appropriate course director committee meetings.
9. Define the structure and content of your course
10. Create a Syllabus

The rest of this section provides you with additional information regarding the duties of a course director.

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The Syllabus

Create a syllabus. Be sure to review it for consistency and organization.

> **IMPORTANT FACTORS TO TAKE INTO ACCOUNT WHEN CREATING THE SYLLABUS:**
> 1. Write the overall course objectives, description, grading policy, make-up policy and penalties. Enter these into CBase as described in this Handbook.
> 2. Prepare an outline sequencing the planned activities.
> 3. Check the online calendar and submit your room and other facilities requests to Anita Henninger (anita.henninger@stonybrook.edu or 444-2341) in the Office of OAFA
>   - Note: Be aware of holidays and religious observances when planning mandatory sessions.
> 4. Refer to the section on **Creating a Course Syllabus** for further information.

Recruit Faculty

Enlist other faculty and assign teaching responsibilities to them.

Ensure that the teaching faculty submit the following items in a timely fashion and **set deadlines** for completing each item.

> **FACULTY MUST SUBMIT THE FOLLOWING ITEMS TO THE COURSE DIRECTOR FOR ALL LESSONS TAUGHT:**
> - Lesson learning objectives
> - Reading assignments
> - Class presentation materials (lecture slides, case presentations, etc.)
> - Special instructional needs (labs, overheads, etc.)
> - Quiz and exam questions

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Review All Teaching Materials

Review all planned teaching materials in advance of the class to ensure quality and alignment with the overall learning objectives of the course. Additionally, when working with an inexperienced faculty member, you may need to assist them with planning their lesson content.

REVIEW FACULTY PRESENTATION MATERIALS IN ADVANCE:
- Meet with course faculty to critique their plans.
- Check that other faculty members participating in the lesson know the lesson plan in advance of the session (e.g. small-group leaders).
- Encourage the use of learner-focused techniques that promote active student participation.

Note: The Office of OAFA provides support for course development. If you would like assistance, contact the Faculty Development Specialist Jeff Swain (William.swain@stonybrookmedicine.edu or ext. 1080).

REMIND COURSE FACULTY TO BE COGNIZANT OF THE FOLLOWING IN PLANNING COURSE CONTENT:
- Presentations by other teaching faculty whose content may overlap with their own, both within the course and in related courses in Phase I;
- How lesson topics integrate or might integrate with other lessons or courses;
- Opportunities for additional integrative sessions; and
- The students' foundation of medical knowledge at the time of the lesson.

Practice Quality Control

Courses have many moving parts and as Course Director you want to ensure the quality of the learning experience. This involves assessing the progress of the course and communicating with your faculty and your students in a timely manner.

STEPS FOR PRACTICING QUALITY CONTROL:
- Attend as many course sessions as possible.
- Respond promptly to correspondence from the student course representatives before, during and after the course.
- Review the results of quizzes and final exams to assess the validity of questions. Discard invalid questions. Calculate the raw scores as appropriate.
- Compile the final exam. Ask course faculty to take the exam before it is administered to students.
- Review the results of your assignments and exams to improve next year's materials and outcomes.
- Review the performance of course faculty at the end of the course and provide feedback to participating faculty.

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Grading	As Course Director, you are responsible for entering all grade components into CBase. Be sure to provide the Dean's office with quiz and exam results, and the standards for judging performance, in a timely fashion. Report any failures of courses or components of courses to the Dean's office. **Note:** Refer to the **Reporting Grades and Evaluative Comments** section of this handbook for additional information.
Support	Most support for course directors is provided by departmental staff, but the OAFA office has staff members whose job responsibilities include providing assistance/guidance to course directors in administering their courses.
Administrative Help & Teaching Assistants	The **OAFA office** provides administrative help for course directors to supplement departmental support. Moreover, some courses have **student teaching assistants** who are assigned to help with course administration, tutoring and grading. Student assistants are arranged through the OAFA office.

Responsibilities of the Dean's Office

List of
Responsibilities

THE DEAN'S OFFICE WILL

- Provide educational/training sessions for faculty to enhance teaching skills.
- Arrange room assignments and the provision of media and lab services.
  - This will require coordinating the efforts of OAFA (Anita Henninger, anita.henniger@stonybrookmedicine.edu), labs (Salema Mahajan, salema.mahajan@stonybrookmedicine.edu), Media Services, and the AV office.
- If asked by the course director, enter into CBase the lesson objectives, reading assignments, instructor names, competencies, mandatory designation, syllabus materials, etc.
- Scan or download course materials and put them in CBase.
- Divide students into sections and small groups. Assign sections and small groups to rooms and notify the students of these assignments.
- Manage the students' interface with the Audience Response System, and inform them of its function in the course. Use the "cps" records to track and compile attendance records.
- Periodically remind the students to complete and submit course and faculty evaluations.
- Arrange tutoring from select upper classmen for students with significant academic difficulties.
  - **Note:** Course Directors can also refer students to the Learning Specialist, Linda DeMotta (linda.demotta@stonybrookmedicine.edu)

The Curriculum Online Database (CBase)

CBase Functions

Applied Informatics will send you your username and password for CBase when you are appointed a course director.

CBase allows you to easily manage your course, allows students to input course related data, and allows OAFA Office to maintain student records.

Each course director's ID and password permits unique access to manage her/his course.

COURSE DIRECTOR ACCESSIBLE ELEMENTS OF CBASE:
- Course description, schedule, and components, including:
  - Setting up discussion sections,
  - Adding links to course related web pages,
  - Entering grades and comments,
  - Refining course and faculty evaluations.
    - **Note:** There is a set of questions asked about every course and faculty member. You may add/edit optional questions to the evaluations.
- Downloading a list of students registered to take your course.
- Viewing student data including:
  - Pictures,
  - Schedules,
  - Contact information (email address, phone number, and mailing address).
- Accessing information, e.g. Clinical Skills and Conditions that your students have entered into CBase from the student "side" as required course components.
- Writing comments about students, both for the student's public record and for the "Early Warning System" regarding a special insight or concern about a particular student.
  - **Note**: Keep in mind that these latter comments are accessible to students who request them.
- Viewing a list of all course directors with their contact information.

Course & Class Lists

CBase course rosters are up-to-date and show students who are registered for your course (under "Manage My Students").

If you have any questions about whether a student will appear on the first day of class, please contact the Registrar, Caroline Lazzaruolo, at caroline.lazzaruolo@stonybrook.edu or call 638-2005.

Entering Grades

Once final grades are determined, the course director is responsible for ensuring that grades and evaluative comments are entered into CBase.

Student Information:

Course:	Pediatrics	**Start Date:**	04/10/2017
Student Year:	3rd	**End Date:**	05/21/2017
Academic Year:	2017-18	**Site:**	Stony Brook Hospital
School:	Medicine	**Sections:**	

Edit Grade:

Grade: [H ▼]
Grade Status: [Active ▼]
Grade Blocking: [Release ▼] * Release/Block grade after the completion of Evaluation.
▸ Midclerkship Feedback

[Expand All]
▸ Show History (2 items)
▸ Clinical Conditions in this Clerkship
▸ Clinical Skills in this Clerkship
▸ Third Year Medical Student Evaluation Form **(Submitted on 06/27/2017)**

[Submit Changes] [Submit Changes and Go Back to Students List] [Cancel]

In Phase I, grades must be **entered within four weeks** of course completion.

Clinical course grades and comments are **due within 6 weeks** of the end of the rotation.

CBase provides a drop down list of grades from which to choose. Honors, Pass, Incomplete (for extenuating circumstances), "Z" (for failing an NBME exam) and Fail appear on the transcript although High Pass and Low Pass may also be included in the Medical Student Performance Evaluation ("Dean's Letter").

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Entering Comments

There are three areas in CBase where comments may be entered:

1. Confidential comments include "**Early Warning System**" to alert the Vice Dean for OAFA of unprofessional or unusual behaviors that need to be addressed or tracked, and

2. "**Academic Alert**" for the student who is having academic difficulty. The student can access these confidential comments, but the comments do not become a part of the student's public record.

3. "**Comments for the Record**" do become part of the student's public record and will be automatically downloaded to the Medical Student Performance Evaluation ("Dean's Letter) sent to residency programs.

Grading, Evaluating, and Academic Advising

Reporting Grades

Course directors are responsible for evaluating students and assigning grades at the completion of each course and clinical rotation. Grades and evaluation reports are to be made available on CBase as soon as possible. Students will be notified by e-mail when grades are entered into or changed in CBase. Students are responsible for checking their own grades and completing the course evaluations necessary to gain access to their grades.

PHASE I GRADING SCALE	PHASE II & III GRADING SCALE
Honors	Honors
Pass	High Pass
Fail	Pass
	Low Pass
	Fail

ADDITIONALLY, THE FOLLOWING COURSES AND TYPES OF COURSES USE A PASS/FAIL GRADING SCALE:

- Transition to Medical and Dental School (TMDS),
- Themes in Medical Education (TiME),
- Transition to Clinical Care (TCC),
- Transition to Residency (TTR),
- Advanced Clinical Experience (ACE),
- Translational Pillars,
- Short-Course (less than four (4) weeks)Electives, and
- Mini-Clerkships in:
  - Radiology
  - Emergency Medicine
  - Anesthesiology.

Grade Definitions

THE FOLLOWING DESCRIBES THE EXPECTED PERFORMANCE LEVEL FOR EACH GRADE:

- **Honors** signifies exceptionally superior performance.
- **High Pass** signifies above average performance.
- **Pass** signifies satisfactory performance.
- **Low Pass** signifies less than satisfactory performance but not failing.
- **Fail** signifies that the student has not performed satisfactorily.

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Other Grade Types	**IN ADDITION TO THE GRADES LISTED ABOVE, IT IS POSSIBLE FOR A STUDENT TO RECEIVE THE FOLLOWING TYPE OF GRADE IN EXTENUATING CIRCUMSTANCES:**

- **Incomplete (I)** signifies that extenuating circumstances, usually out of the student's control, have prevented the student from completing the course/component requirements.
- **Withdrawal (W)** signifies that the student withdrew before completing course objectives.
- **Z** is given in a clinical course to a student who has passed other elements of a course, but who has failed the initial attempt of the **NBME subject exam** for that course.
- **Place Out (PO)** signifies that the student was given credit for a course by (a) having previously taken the same or a similar course and/or (b) by passing an exam deemed appropriate and sufficient by the course director.

Grade/ Comment Appeal to Reconsider

A student who has a question regarding a course grade or evaluation comment should first contact the course director. If the student wishes to pursue a formal appeal, then he/she must first submit a written appeal to the course director, who will then rule on the matter.

A STUDENT MAY APPEAL AN UNRESOLVED GRADE/EVALUATION COMMENT
If the student is not satisfied with the course director's decision, he/she may appeal in writing to the **School of Medicine Student Grades Appeals Committee (SGAC)**. If the issue is not satisfied by the SGAC's ruling, he/she may appeal the matter to the Associate Dean for Student Affairs. **Note:** The decision of the Associate Dean for Student Affairs is final.

The appeal process is also described in the School's Policies and Procedures under "Grade/Comment Reconsideration".

Additional Grading Information

Refer to **Section V** of the Academic Policies and Procedures manual for a detailed explanation of grades and grading.

Academic Workload Expectations

The academic workload expectations of students must be congruent with the educational experience. As a general rule, **for every hour of class time, no more than two hours of academic work may be assigned.**

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Evaluation Tools

Course directors are responsible for determining the tools used to evaluate students—exams (local or standardized), papers, IRAT/GRAT, OSCE's, etc.—and determining their weight.

EVALUATION TOOL USE REQUIREMENTS:
- Unless an exception is granted by OAFA Office, all written exams – MCQ, short answer, essay, etc. – are to be administered using **ExamSoft** or **NBME subject or customized exams.**
- At minimum, fifty (50%) of a course grade must be derived from **non-MCQ sources.**
- Using attendance alone as a criterion for grading is **discouraged.**

ExamSoft

All non-NBME online exams will be managed and administered by the Division of Applied Informatics.

TO USE EXAMSOFT:
- Contact Neill Clenaghan, neill.clenaghan@stonybrook.edu to set up your course exam.
- Each exam must be delivered to the DAI staff in one of the several formats prescribed at least **5 business days before** the exam's date.
- DAI staff will then load the exam onto the server **within two days**.
- The course director will be responsible for reviewing it and approving the final version.
  - All necessary corrections must be submitted at least **48 hours before** the actual exam time.
  - **Note:** The course director must review the on-line exam under conditions similar to how the students will view and take the exam, to ensure that the course director sees the exam as the students will see it.

Scheduling Exams

The Dean's Office, with input from the course director, determines the timing of the exam. The OAFA office posts exam dates on the academic calendar.

Make-Up Exams

Make-up exams are scheduled by the Assistant Dean for Student Affairs, Mary Jean Allen, in consultation with the course director.

Students who are eligible to take make-up exams must contact Neill Clenaghan, neill.clenaghan@stonybrook.edu, in Applied Informatics. He will confirm with the OOAFA office the student's eligibility for a make-up exam, as well as a date and time for the make-up exam.

Grades from make-up exams do not supplant earlier exam or course failures but are added separately to CBase.

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Exam Locations	All exams are taken in lecture halls or library classrooms or other designated areas on campus with the potential for proctoring.
Exam Proctors	If you need exam proctors, you must submit a request **4 weeks in advance** of the exam date. To arrange for proctors, contact Mary Jean Allen (444-2333 or mary.allen@stonybrookmedicine.edu).
Assistance with Grading Assignments	Course directors may select student teaching assistants to help grade written assignments – essays, short answer questions or homework assignments. Payment for student teaching assistants is arranged through the Office of Student Affairs.
Mandatory Assignments	If an exercise is mandatory, please be sure to include a way for students to make up the exercise if they received an excused absence. Your course policies should clearly state the consequences for missing a mandatory exercise without an excused absence.
Providing Feedback to Students	In courses long enough and structured to make it meaningful, students should be evaluated throughout the course (formative evaluation) and at the end of the course (summative evaluation).

Formative evaluation is intended to inform a student of her/his strengths and areas in need of improvement while there is still an opportunity to improve her/his performance.

> **MID-COURSE/CLERKSHIP FEEDBACK IN CLINICAL CLERKSHIPS AND ADVANCED CLINICAL EXPERIENCES OCCURRING IN PHASES II & III**
> If a clinical course/clerkship is 4 weeks or longer**, course and site directors must meet students** to provide mid-course formative feedback, which includes reviewing the student's performance, completion of clinical skills, and knowledge of clinical conditions.

The **summative**, or final, evaluation indicates the student's overall performance in a completed course. The final evaluation is entered into the student's permanent record in CBase. Please refer to the Academic Policies & Procedures for a more detailed discussion of grading policy.

The course director is responsible for assigning final course grades in accordance with policies described in the course syllabus. Please be sure that your course policies are in line with our official [SOM Academic Policies and Procedures](#). |
| **ExamSoft Support** | If you have questions regarding examinations using ExamSoft, please Contact Neill Clenaghan, neill.clenaghan@stonybrook.edu. |

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The **National Board of Medical Examiners (NBME)** is an independent, not-for-profit organization which sets state recognized examinations for medical students. In conjunction with the Federation of State Medical Boards (FSMB), the NBME creates the three-step United States Medical Licensing Examination (USMLE) that students must pass in order to practice medicine in the United States.

USMLE Step 1 Examination
- Assesses student understanding and application of the Basic Sciences to the practice of medicine.
- Step 1 is taken after completing the **Phase II** portion of the LEARN Curriculum.

USMLE Step 2 Examinations
- Step 2 is broken into two examinations: Clinical Knowledge and Clinical Skills.
- **USMLE Step 2 CK** assesses student application of knowledge, skill, and understanding of the clinical science of patient care.
- **USMLE Step 2 CS** assesses the student's ability to gather information from patients, perform physical examinations, and communicate their findings to patients and colleagues
- Step 2 exams are taken after **Phase II**.

USMLE Step 3 Examination
- Step 3 assesses the student's ability to apply medical knowledge and understanding of biomedical and clinical science essential for the unsupervised practice of medicine, with emphasis on patient management in ambulatory settings.
- Step 3 is usually taken at the end of the first year of residency.

NBME SUBJECT EXAMS OR NBME CUSTOMIZED EXAMS ARE REQUIRED IN SOME PHASE I COURSES.

The OAFA office orders the exams and provides proctors for these courses. The OAFA office downloads the scores directly from the NBME website.

Applied Informatics posts NBME scores to CBase. The course director receives subject exam results via an email from the OAFA office, can view the scores in CBase, and can directly access the grades on the NBME website for customized exams. Students view their grades in CBase.

NBME exams offer a way to evaluate the effectiveness of your course, and they give students practice on the kinds of questions asked by the NBME, authors of the USMLE Step 1, 2, and 3 licensure exams.

Clinical **clerkships in Medicine, Primary Care, OB/GYN, Pediatrics, Surgery, Neurology and Psychiatry** require that students take and pass the NBME subject exams at the 7th percentile level, at minimum. Percentiles are determined by the most recent chart provided by the NBME with each exam.

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Scheduling NBME Exams

All NBME exams **must be proctored** on campus per NBME rules and regulations. Proctors for NBME…

- **Subject exams** must be ordered at least **2 weeks in advance** of the exam date.
- **Customized exams** can be ordered closer to the exam date, but it is highly recommended that course directors begin working on these exams **2 weeks before** they are given or even earlier, when possible.

Contact the Assistant Dean for Student Affairs, **Mary Jean Allen**, regarding **all** NBME exams (444-2333 or mary.allen@stonybrookmedicine.edu).

NBME Exam Failure

When a student fails an NBME exam, the course director notifies the student and refers the student to the Associate Dean for Student Affairs, **Dr. Andrew Wackett**, and the Assistant Dean for Clinical Education**, Dr. Lisa Strano-Paul**.

The course director should also meet with the student to discuss deficiencies and ways to prepare for the retake exam, if necessary.

The course director, the student and the OOAFA office coordinate the time and place of the retake.

NBME Make-Up Exams

Make-up exams are scheduled by the Assistant Dean for Student Affairs, Mary Jean Allen (4-2333 or mary.allen@stonybrookmedicine.edu), in consultation with the course director.

Grades from make-up exams do not supplant earlier exam or course failures but are added separately to CBase. Failure of NBME exams in the clinical years is reflected by a "Z" grade on the official transcript.

Assistance for Students with Disabilities

According to our Academic Policies and Procedures, students must alert a course director at the start of a course if they require special accommodations for exams or other course activities.

Please read the section six (6) of the Academic Policies and Procedures regarding compliance with the Americans with Disabilities Act. If you have questions regarding a student's request, please contact Mary Jean Allen, Assistant Dean for Student Affairs (mary.allen@stonybrookmedicine.edu or 444-2333).

If you need help accommodating a student, contact Mary Jean Allen, Assistant Dean for Student Affairs (mary.allen@stonybrookmedicine.edu or 444-2333).

Advanced notice is necessary to find proctors when needed and to reserve rooms when additional exam time is requested. Please make these requests as soon as the student makes his/her request to avoid difficulties with the arrangements.

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Academic Dishonesty and Disciplinary Actions

It is imperative that course directors deal with suspected academic misconduct directly and promptly. Course directors must report such instances to the OAFA Office and to the Student Honor Code Committee.

Though directly addressing suspected students is advisable, do not just "handle it" yourself. Failure to report suspected occurrences of academic misconduct may result in our school being left unaware of a pattern of misconduct far more serious than a single instance of wrongdoing.

Since the adoption of the Student Honor Code, the student body has committed itself to identifying and reporting academic dishonesty by their peers, and a process for investigating and addressing it.

Once reported, the incident will be investigated by the course director, by the OOAFA Dean's Office, and possibly by the Student Honor Code Committee. When appropriate, the case will be referred to the Committee on Academic and Professional Progress (CAPP) for further action.

Academic Advising

Any time a student is having academic difficulty, the course director should contact the Associate Dean for Student Affairs, **Dr. Andrew Wackett**, for immediate follow-up (andrew.wackett@stonybrookmedicine.edu, 444-8190).

Prompt reporting of students with marginal or failing performance of any kind to Dr. Wackett ensures that the student receives the necessary academic and/or personal support s/he needs to succeed.

Among the resources available to students are tutors. Tutors may be assigned to work with students in specific Phase I courses. Dr. Wackett and the Learning Specialist **Linda DeMotta** (linda.demotta@stonybrookmedicine.edu), can also assist in finding other tutors for students.

Support for Course Directors

Committee Meetings

CURRICULUM COMMITTEE
- Meets the first Monday of the month
- 8:00-9:30 A.M.
- Office of the Vice-President (OVP) Conference Room
- Kenneth Kaushansky, MD, Dean, School of Medicine, Latha Chandran, OAFA Vice Dean, Co-Chairs
- Kimberly Malamutt (Kimberly.malamutt@stonybrookmedicine.edu, administrative support

PHASE I COURSE DIRECTORS COMMITTEE
- Meets the first Thursday of the month
- Noon-1:00 P.M.
- Dean's Conference Room
- Mary Kritzer, PhD, and Howard Fleit, PhD, Co-Chairs
- Kimberly Malamutt (Kimberly.malamutt@stonybrookmedicine.edu, administrative support

CLINICAL COURSE DIRECTORS (PHASE II & III) COMMITTEE
- Meets the first Monday of the month
- Noon-1:30 P.M.
- Location Rotates
- Lisa Strano-Paul, MD, and Eva Swoboda, MD, Co-Chairs
- Donna Kaufman (donna.Kaufman@stonybrookmedicine.edu), administrative support

LEARNER ASSESSMENT AND CURRICULUM EVALUATION (LACE) COMMITTEE
- Meets the fourth Thursday of the month
- 8:00-9:30 A.M.
- Office of the Vice-President (OVP) Conference Room
- Latha Chandran, MD, MPH, and Wei-Hsin Lu, PhD , Co-Chairs
- Donna Kaufman (donna.Kaufman@stonybrookmedicine.edu), administrative support

Distribution List

To add your name to the email distribution list to be notified in advance of all meetings, contact Donna Kaufman at donna.kaufman@stonybrookmedicine.edu.

General Assistance

If you do not find what you are looking for, please contact the Office of Academic and Faculty Affairs at **(631) 444-1030**.

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CBase Assistance

For assistance setting up and managing your course on CBase, contact Moises Eisenberg in the Division of Applied Informatics (444-3091 or moises.eisenberg@stonybrook.edu).

Course Development

For assistance in creating a Web page or other online resources for your course, contact Jeff Swain, OAFA, at (444-1080 or william.swain@stonybrookmedicine.edu).