

From: Zehle, Christa H
Sent: Wednesday, October 3, 2018
To: LCOM ClassOf2021
Subject: The 2021 Y2Q! **Importance:** High
RE: Information about the 2018 AAMC Year Two Questionnaire (Y2Q)

Dear Class of 2021,

The co2021 Year 2 Questionnaire (Y2Q) has arrived! This is an Association of American Medical Colleges survey that includes topics such as the learning climate, adjustment to medical school, and future career plans.

On October 01, you received an email from Y2Q@aamc.org containing a private, unique link to the Y2Q survey. Please see the [Y2Q FAQ Page](#) for additional information regarding the Y2Q survey. Your opinion is important to us and we want you to answer the questionnaire honestly. However, there are also some compliance questions that are not based on opinion, rather fact, where the LCME expects medical schools to have 100% compliance. As an institution, we work diligently to meet this LCME expectation, and we want to take every opportunity to make sure you are informed of these policies. Prior to completing the survey, please consider reviewing the information provided below. The following are two examples of compliance questions:

Are you aware that your school has policies regarding the mistreatment of medical students?

- To ensure that you are aware, the following is a policy within our LCOM Medical Student Handbook: [Positive Learning Environment and Mistreatment Prevention Policy](#)

Do you know the procedures at your school for reporting the mistreatment of medical students?

- To ensure that you know, the following is a policy within our LCOM Medical Student Handbook: [Procedure for Reporting Violations of the Positive Learning Environment and Mistreatment Prevention Policy](#)

Additional information about the curriculum and the learning environment that might be helpful to review prior to completing the survey includes:

- Information about the [curriculum](#) and the [VIC](#).
- Information about the [Learning Environment](#).

Your feedback of your experiences here are very important to us, and we use the information from the Y2Q to modify and/or improve the medical education we provide. Please see the You Said / We Did summary to see how OMSE/LCOM responded to **Areas for Improvement** feedback we received from the Class of 2020.

To encourage your participation, we are offering the following incentives:

- Weekly drawings for **FUN prizes!** Print and bring your confirmation email that you receive after submitting your survey or print a screenshot of your submission confirmation to the OMSE and place in the white drop box located on the wall directly across from the reception desk in OMSE. Drawings will occur every Wednesday. First opportunity to win will be Wednesday, October 10, 2018.
- If we hit 80% participation by the survey deadline (January 02, 2019): we will do a grand prize

- drawing from all participants for two people to receive a \$25 GC to a restaurant of their choice.
- If we hit 90% participation by the survey deadline (January 02, 2019): we will do a grand prize drawing from all participants for two people to receive a \$25 GC to restaurant of their choice, and one person to receive a \$50 GC to a restaurant of their choice.
 - If we hit 100% participation by the survey deadline (January 02, 2019): we will host one grand prize drawing for the class, for one person to receive a \$100 GC to a restaurant of their choice **AND host an ice cream social for the class.**

Thank you, in advance, for participating in this important AAMC survey!

Kind regards,
Your appreciative Dean for Students

Christa H. Zehle, MD

Pronouns: She/Her

University of Vermont College of Medicine | Associate Dean for Students

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2018 Year 2 Questionnaire – You Said, We Did
Larner College of Medicine

CURRICULUM & ACTIVE LEARNING	
What YOU said needed work:	What WE did to change:
The delivery of “flipped classrooms” has been inconsistent	The Active Learning Team and its Advisory Council (made up of faculty and SEG representatives) has worked hard to create Standard Operating Procedures (SOPs) for the teaching modalities that will be used in the curriculum. This will help to bring consistency to the delivery of our curriculum
Preparatory materials for learning sessions vary in length and quality	The SOPs of the learning modalities describe appropriate types and quantity of learning materials to be used in preparation for active learning sessions. The staff of the active learning team is highly focused on working with faculty to create the best possible preparatory materials.
There can be a lot of wasted time during in class active learning sessions	The SOPs help outline appropriate activities for in class sessions. Active learning staff attend sessions and provide feedback to faculty on how to facilitate the sessions.
There needs to be more	The Student Education Group (SEG) is continuing its

<p>consideration for the amount of time students are spending outside with the preparatory materials</p>	<p>survey of student study time. Drs. Lounsbury and Moore are setting up regular focus groups to meet with students so they can hear feedback on this type of concern</p>
<p>There should be more emphasis on Step 1 in the curriculum</p>	<p>The new partnership between LCOM and Osmosis provides students a tool for creating a Step 1 study schedule. The USMLE content outline is provided to course directors for consideration as they create course and session objectives. More Step 1 preparation activities are planned within the curriculum and as optional activities. Comprehensive content-specific formal NBME exams have been implemented at the end of courses to better prepare students for the style of questions and the NBME exam platform.</p>
<p>Shortage of intellectual diversity in ethics topics</p>	<p>The ethics curriculum has been updated with new readings and to ensure different points of view are addressed. Collaboration with the Social Justice Coalition occurred to initiate a Social Medicine Theme of the Week, with the goal to integrate ethics topics into the curriculum weekly.</p>
<p>Material is fragmented in the courses; Lecturers do not communicate with each other</p>	<p>New faculty development initiative were created to communicate to faculty how their content fits in the context of other sessions and to provide faculty with guidance as to which of their objectives are primary and secondary to other content. This emphasis will continue to provide longitudinal threads to core topics.</p>
<p>HDRH felt like a filler course</p>	<p>Assigned new course director, who is redesigning the content, to address the comments of the students, and to make the course more relevant to USMLE Step 1 content.</p>
<p>The neurobiology course needs to change, it needs more clinical relevance.</p>	<p>Recruiting a new clinical course director of Neural Sciences for 2019. They will engage in both student and faculty input to redesign some of the content to better fit the needs of the students.</p>

Medical Student Services	
What YOU said needed work:	What WE did to change:
Help students build resilience and channel their feedback in productive ways to create a stronger culture of respect	Developed the position and hired for a new Director of the Learning Environment. Launched new anonymous concerns and accolades online reporting form
Increased financial aid for students in need; affordability/debt reduction	Brought back full-time on-site LCOM SFS Coordinator. Developed Step 1 Study course to ensure financial aid support during study months.
Increased supports for students with dependents.	Increased outreach for one-on-one financial advising to facilitate appeal processes and securing necessary additional funding and exemptions to support daycare schedules, where feasible.
More wellness initiatives to address medical student burnout and stress; student health and wellbeing, esp. regarding exam fatigue, stress, and amount of preparation time.	Addition of the Director of the Learning Environment to the Wellness Committee. Annual review of Wellness Committee programming to ensure student needs are being met.
Improve inter-class unity	Facilitated significant financial sponsorship from both the Dean's Office and the Office of Medical Student Education to rebrand and revamp End of Year Banquet. Incorporated more social spaces with the entire class into the Orientation week schedule including but not limited to the promotion of the pre-week ArtsRiot food truck event, the Dean's Reception, a class-wide ropes course team-building retreat (we used to split class in half), and the class-wide community service activity.
Medical-student only designated	Launched 24-hour study space in partnership with

study spaces.	Dana Medical Library.
More orientation around preparing for step 1 and clinical rotations.	Developed formal Step 1 Support Series curriculum, which begins during the M1 year. Step 1 Group study sessions/Saturday school launched. Increased number of Step 1 tutors and tutoring pairs.
More time, resources, and support for studying for Step1.	Instituted month-long hold on Med Ed third floor for students only, during the Step 1 study-month
Sending key/timely information, such as info for registering for Step 1, not via WeeklyWire but via email directly to students.	Sent follow-up email, highlighting postings regarding Step 1 resources and procedures after running postings for three weeks, in the WeeklyWire. Step 1 info session in M1 year now required and a refresher offered in October of Foundations 2 with registration information. Academic Guidebook developed by students for students which includes information about Step 1.
few organized mechanisms for students to provide comment	Launched a new anonymous concerns and accolades online reporting form. Dean of Medical Education Friday Coffee Hours. Open student leadership meetings
Step 1 and AI panels need greater diversity of specialties and Board scores represented in order to reflect a greater number of students.	Continue to try to recruit a broad representation of students to maximize diversity of experiences at Step 1 and AI panel presentations.
Improve communication regarding new financial resources that become available to students	Feedback provided to SFS and changes made to computer generated communication to students.

Have questions?

Foundations Team: curriculum.services@med.uvm.edu

Active Learning Team: activelearning@med.uvm.edu

Student Education Group (SEG): StudentEducationGroup@med.uvm.edu

Medical Student Services: studentCOMservices@med.uvm.edu