



**APHMG 19TH ANNUAL WORKSHOP AND
SPECIAL INTEREST GROUPS MEETINGS**

**April 17-19, 2013
Kiawah Island, South Carolina
One Sanctuary Beach Drive
Kiawah Island, SC 29455
(800) 654-2924**

<http://www.kiawahresort.com/>



PROGRAM AND MEETING SCHEDULE



Useful Information for APHMG Attendees

Kiawah Island Golf Resort	One Sanctuary Beach Drive, Kiawah Island, SC; Tel: (800) 654-2924 www.kiawahresort.com . The Kiawah Island is a non-smoking resort.
Registration, Badge and Program pick-up material	East Beach Conference Center, Governors Hall Lobby APHMG Workshop: Wednesday, 7:30am – 7:00pm; Thursday 7:00am – 3:00pm
APHMG Staff Office	Moultrie Room. APHMG staff will be available Wednesday through Friday
Program Directors SIG	Governor's Hall DE, East Beach Conference Center. See program for further details
APHMG Workshop	Governor's Hall DE, East Beach Conference Center. See program for further details
Course Directors SIG	Governor's Hall DE, East Beach Conference Center. See program for further details
Graduate Program Dir. SIG	Yeman's 1/2, East Beach Conference Center. See program for further details
Clinical Lab. Training SIG	Colleton 1/2, East Beach Conference Center. See program for further details
Breakfast/Lunch	Governor's Hall C, East Beach Conference Center
Opening Reception and Dinner	Vanderhorst 1-4/Governor's Hall C, East Beach Conference Center
Thursday Afternoon Excursion Casual Bike Ride around Kiawah Island	Meet at the side entrance to East Beach Conference Center by 3:30pm. For those that rented a bike only for the excursion, they will be tagged in the side parking lot for you. If you rented a bike for three days, please ride it to East Beach Conference center for the excursion.
Thursday night Reception/Dinner	Event will be held at Night Heron Pavilion with a reception at 6:30pm. Call extension 82900 for ride.
Internet Access	Complimentary high speed wireless internet is available throughout the property, including in all public space, sleeping rooms and meeting rooms.
Cameras, Cell Phones and Video Recording Devices	Attendees are asked to be respectful of their colleagues by turning off or putting cell phones on vibrate before entering the meeting room.
Guests (paid)	Guests are invited to participate in all meal functions but are not permitted to attend the meetings.
Carpool/Share a shuttle back to the airport	Check the bulletin board on the website or the signup sheet for those that would like to carpool back to the airport. See the APHMG staff for more information.
Food/Convenience Store	The Market at Town Center is located in East Beach Village adjacent to Villa Registration. The Market offers a wide variety of grocery items, beer and wine, newspapers and gifts for breakfast, lunch and dinner. Specials include sandwiches, salads, pizza, steaks, seafood and pasta.
Resort Fee	The 8% per night resort fee was waived for this meeting. Please make sure it was taken off your bill. The resort fee includes: on property transportation, internet access inside guest rooms, self and valet parking, in-room coffee and tea, access to two swimming pools; access to the fitness center
Transportation	Call extension 82900 for onsite transportation
Lounge/Bar	The Night Heron Grill; Osprey Point Clubhouse; The Ryder Cup Bar at The Ocean Course Clubhouse; Lobby Bar at The Sanctuary. Call extension 82900 for transportation
Activities:	Pools: Night Heron Park Family Pool; Tennis Club Adult Pool; West Beach Pool by Straw Market Beach: Recreation staff can help you with beach chairs, umbrellas. Located at Boardwalks 5, 22 and 27 under the green umbrellas Bike riding: See APHMG staff if you would like to rent a bike. Shopping: Straw Market Shops, located in West Beach Village; The Sanctuary at Kiawah Island open 9am-9pm daily

APHMG COUNCIL MEMBERS

Mira Bjelotomich Irons, President (2012-2014)
Laurie A. Demmer, President Elect (2012-2014)
Darrel J. Waggoner, Secretary-Treasurer (2012-2015)
Tamison Jewett, Council Member (2010-2013)
V. Reid Sutton, Council Member (2012-2014)
David Wargowski, Council Member (2012-2015)
Miriam G. Blitzer, Past President (2012-2014)

APHMG MEETING STAFF

On-site Office: Moultrie

Peggi McGovern, Senior Meetings Associate, ASHG
Pauline Minhinnett, Director of Meetings, ASHG (not in attendance)

ACMG will be the Meeting Management Company for 2014 and beyond.

Jane Dahlroth, Director of Meetings and Exhibits, ACMG
Christine Lindmark, Meeting Manager, ACMG

REGISTRATION, BADGE AND PROGRAM PICK-UP

Governor's Hall Lobby

Wednesday, April 17, 7:30 am - 7:00 pm

Thursday, April 18, 7:00am - 3:00 pm

**THANK YOU TO THE FOLLOWING ORGANIZATIONS
FOR THEIR SUPPORT OF THE APHMG MEETING**



Circulation
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19th Annual APHMG Workshop and Special Interest Groups Meetings

April 17-19, 2013

East Beach Conference Center

Governor's Hall DE

FINAL AGENDA

Wednesday, April 17, 2013

- 7:30 am – 7:00 pm **Registration Open** (Governor's Hall Lobby)
- 7:30 am - 8:30 am **Breakfast** (Governor's Hall C)
- 8:30 am - 3:45 pm **Medical Genetics Residency Program Directors SIG Meeting**
(Governor's Hall DE) – Refer to page 8 for Agenda
- 5:00 pm - 6:00 pm **APHMG Council meeting** (Colleton 1/2) (closed meeting)
- 6:00 pm - 7:00 pm **Opening Reception** (Vanderhorst)
- 7:00 pm - 8:00 pm **Opening Dinner** (Governor's Hall C)
- 8:00 pm - 9:30 pm **APHMG Business Meeting/Dessert Reception** (Governor's Hall DE)

Thursday, April 18, 2013

- 7:00 am - 3:00 pm **Registration Open** (Governor's Hall Lobby)
- 7:00 am - 8:00 am **Breakfast** (Governor's Hall C)
- 8:00 am - 10:00 am **Plenary Session I: Ethical challenges in implementing genomic medicine**
Organized by David Wargowski, University of Wisconsin (Governor's Hall DE)
- Speaker:**
Reed Pyeritz, Perelman School of Medicine at the University of Pennsylvania
Are We Ready for the \$1000 Genome and Its Ethical Implications?
Case-based discussion - cases, comments and questions encouraged.
- 10:00 am - 10:30 am **Coffee Break** (Governor's Hall C)
- 10:30 am - 12:00 pm **Plenary Session II: Maintenance of Certification, Present and Future**
Organized by Laurie Demmer, Carolinas Medical Center; Darrel Waggoner, University of Chicago; and Mimi Blitzer, University of Maryland
(Governor's Hall DE)
- Speakers:**
Lois Nora, ABMS
MOC: Why it is important and where it is going
- Mimi Blitzer, University of Maryland and Laurie Demmer, Carolinas Medical Ctr.
Navigating the ABMG MOC Requirements
- Darrel Waggoner, University of Chicago
ACMG and MOC Part IV: Practice Performance Assessment

12:00 pm - 1:00 pm	Lunch (Governor's Hall C)
1:00 pm - 3:00 pm	<p><u>Plenary Session III: Educating Genetics Trainees in the Research Arena</u> <i>Organized by Tony Wynshaw-Boris, University of California, San Francisco</i> (Governor's Hall DE)</p> <p>Speakers: Reid Sutton, Baylor College of Medicine How to fund residents after they finish residency so they will qualify as trainees</p> <p>Joan Stoler, Boston Children's Hospital Funding for research on T32 grant and other sources</p> <p>Fuki Hisama, University of Washington How to recruit URM's to Medical Genetics and research training</p> <p>Tony Wynshaw-Boris, UCSF School of Medicine How to allow for physician-scientists to do research during residency given the time constraints: research residency</p>
3:30 pm - 5:30 pm	<p>Afternoon Excursion: Casual Bike Ride around Kiawah Island <i>(pre-registration required)</i>(Meet at the side parking lot of East Conference Ctr.)</p>
6:30 pm – 9:30 pm	<p>Thursday Night Dinner at Night Heron Pavilion 6:30 pm - Reception 7:30 pm - Dinner</p>
<u>Friday, April 19, 2013</u>	
7:00 am - 8:00 am	Breakfast (Governor's Hall C)
8:00 am - 12:00 pm	<p><u>Plenary Session IV: Genetics Education Across the Continuum: Undergraduate Medical Education, GME, CME and MOC</u> <i>Organized by Mira Irons, Boston Children's Hospital</i> (Governor's Hall DE)</p> <p>Speakers: Mira Irons, Boston Children's Hospital Introduction and summary of NHGRI conference in January</p> <p>Bruce Korf, University of Alabama, Birmingham Undergraduate medical education</p> <p>Thomas Nasca, ACGME Graduate medical education</p> <p>Lois Nora, ABMS Role of the ABMS in helping facilitate genetics/genomics education</p> <p>Kate Regnier, ACCME Continuing medical education/performance improvement CME</p>
10:15 am - 10:30 am	Coffee Break (Governor's Hall C)
10:30 am – 12:00 pm	Group discussion on Genetics Education across the Continuum

12:00 pm - 1:00 pm

Lunch (Governor's Hall C)

12:30 pm – 6:30 pm

Medical School Genetics Course Directors SIG Meeting

Organized by Katherine Hyland, PhD, University of California, San Francisco, and the Course Directors Council (Governor's Hall DE) – Refer to page **9** for Agenda

1:00 pm - 3:00 pm

Clinical Laboratory Training Program Directors SIG Meeting

Organized by Tina Cowan, Stanford University Medical Center and Rhona Schreck UCLA Intercampus Medical Genetics Training Program & Cedars Sinai Medical Center (Colleton 1/2) – Refer to page **11** for Agenda

1:00 pm - 3:00 pm

Graduate Program Directors/Educators SIG Meeting

Organized by Toni Pollin, PhD, University of Maryland School of Medicine (Yeman 1/2) – Refer to page **12** for Agenda

SAVE THE DATE

***20th Annual APHMG Workshop and
Special Interest Group Meetings***

***May 7-9, 2014
Silverado, Napa, California***



APHMG Medical Genetics Residency Program Directors

Wednesday, April 17, 2013

8:30 am- 3:45 pm

East Beach Conference Center

Governor's Hall DE

FINAL AGENDA

7:30 am - 7:00 pm	Registration Open (Governor's Hall Lobby)
7:30 am – 8:30 am	Breakfast (Governor's Hall C)
8:30 am – 3:45 pm	Medical Genetics Residency Program Directors SIG Meeting
8:30 am – 8:45 am	Welcome (Reid Sutton)
8:45 am – 9:45 am	Reports from the RRC/ACGME (Mira Irons, Linda Thorsen)
9:45 am – 10:00 am	Update on the Match (Reid Sutton)
10:00 am – 10:30 am	Update on the In-service Exam (Mimi Blitzer)
10:30 am – 10:45 am	Coffee Break (Governor's Hall C)
10:45 am – 11:15 am	Report from ABMG (Mimi Blitzer)
11:15 am – 12:30 pm	Plenary Session: - Milestones & Outcomes Assessments
11:15 am – 11:30 am	Speaker: Development of Medical Genetics Milestones Bruce Korf, M.D. Chair, Milestones Committee
11:30 am – 12:30 pm	Implementation of Medical Genetics Milestones: Process & Tools Laura Edgar, EdD, CAE Senior Associate Director, Outcomes Assessment, ACGME
12:30 pm – 1:15 pm	Lunch (Governor's Hall C)
1:15 pm – 3:00 pm	Break-out Sessions – Developing a shared toolbox for Milestones Assessment Workgroup 1 – Checklists for Chart Reviews to Assess Milestones (Governor's Hall DE) Workgroup 2 – Patient, Peer and Staff Evaluation forms for Communication, Professionalism and Teamwork (Colleton 1/2) Workgroup 3 – Problem-based cases to assess interpretation of genetic and genomic test results (Yeman's 1/2)
3:00 pm – 3:45 pm	Report from Break-out Groups/Next Steps

APHMG Medical School Genetics Course Directors Meeting

Friday, April 19, 2013
12:30 pm - 6:30 pm
East Beach Conference Center
Governor's Hall DE

FINAL AGENDA

- 12:30 pm – 1:00 pm **Welcome and Business Meeting**
- Q-Bank, ABCD, IAMSE
 - *UPDATED* Genetics Core Curriculum Competencies (D. Waggoner, K. Hyland)
 - AAMC Transition to Residency Competency Project (K. Hyland)
- 1:00 pm – 2:20 pm **Integrated Curricular Models** (Moderators: K. Hyland, D. Waggoner)
- Presentations:**
- Darrel Waggoner, MD, University of Chicago School of Medicine, *“Integrating genetics within a basic science block”*
 - Katherine Hyland, PhD, University of California, San Francisco, School of Medicine, *“Integrating genetics across an integrated preclerkship curriculum”*
 - Mahendran Mahadevan, DVM, PhD, MBA, University of Arkansas for Medical Sciences, *“Evidenced based Integrated curricular model at UAMS: Our experience and helpful tips”*
- Group Discussion of Innovations and Best Practices**
- 2:20 pm – 2:30 pm **Break**
- 2:30 pm – 3:30 pm **Incorporating Genome Sequencing and Direct to Consumer Testing into Medical Curricula** (Moderators: K. Garber, J-A. Gold)
- Presentations:**
- Laurie Demmer, MD, Tufts University School of Medicine *“Use of anonymous genome data in the medical school curriculum”*
 - George Diaz, MD, PhD, Mt. Sinai School of Medicine, *“Incorporation of student genome data into a medical school elective course”*
- Group Discussion of Best Practices**
- 3:30 pm – 5:10 pm **Flipping the Classroom: Examples of Active Learning** (Moderators: S. Dasgupta, H. Toriello)

Overview and presentations:

- Shoumita Dasgupta, PhD, Boston University School of Medicine. “*Human Genetic Variation: A Flipped Classroom Exercise in Cultural Competency*”
- Joseph Hersh, MD, University of Louisville School of Medicine. “*Alternative Teaching Approaches in a First Year Medical School Genetics and Biochemistry (Genetics and Molecular Medicine) Hybrid*”
- Jon Bernstein, MD, PhD, Stanford University School of Medicine. “*Use of on-demand video modules to increase time available for case-based small group sessions in a medical school genetics course*”

Breakout sessions: Brainstorm ways to use this curricular model in your own teaching

- (Governor’s Hall DE)
- (Vanderhorst 1/2)
- (Vanderhorst 3/4)

Presentations from breakout groups

5:10 pm – 5:30 pm

Discussion of future plans and initiatives for CD SIG

5:30 pm - 6:30 pm

Poster Session (Moderators: K. Weissbecker, J-A. Gold)

Posters presented by authors. Full abstracts are listed on page 13

- **Engaging Students with Turning Point Interactive Audience Response Technology**
Andrew Sobering, St. George's University. (Poster Board #1)
- **Beyond MCQ exams: Testing the application of genetics knowledge by medical students through use of an oral exam**
K. Garber, Emory University School of Medicine. (Poster Board #2)
- **Out with the Old, In with the New: Exploring New Online Learning Platforms as Alternatives to Traditional Course Syllabi**
K Hyland(1,2) C Burke(3), J VanderMeer(2,4), D Gong(5), C Mayfield(3)
(1)Biochemistry and Biophysics, (2)Institute for Human Genetics, (3)Technology Enhanced Learning, (4)Bioengineering and Therapeutic Sciences, (5) Cardiovascular Research Institute. University of California, San Francisco. (Poster Board #3)
- **Changes in Medical Genetics Course in Response to LCME Site Visit and Advances in the Teaching/Learning Methods with an Ultimate Goal of Improving Student’s Satisfaction and Competency/Performance**
Maha Mahadevan^{1,2}, James Graham³, and G. Bradley Schaefer^{2,3} (1:Obstetrics and Gynecology; 2: Medical Genetics; 3: Pediatrics). (Poster Board #4)
- **Genetics Flipped and Flopped for a New curriculum for PhDs getting Medical degrees**
Karen Weissbecker, Ph.D., Jennifer W Gibson, Ph.D.** Tulane University School of Medicine, *Hayward Genetics Center, **Office of Medical Education. (Poster Board #5)*

Clinical Laboratory Training Program Directors SIG Meeting

Friday, April 19, 2012

1:00 pm – 3:00 pm

East Beach Conference Center

Colleton 1/2

FINAL AGENDA

Organized by:

Tina Cowan, Stanford University Medical Center

Rhona Schreck UCLA Intercampus Medical Genetics Training Program & Cedars Sinai Medical Center

Welcome and introductions

ABMG updates (Mimi Blitzer)

- Program updates
- Updates to accreditation and annual report applications
- Other topics

Milestones project

- What are milestones & how are they used
- Examples of milestones
- Break in specialty specific groups to develop some milestones
- Re- group to present & discuss milestones

Follow-up of issues from previous years

Future topics (Group)

Graduate Program Directors/ Educators SIG Meeting

Friday, April 19, 2013

1:00 pm – 3:00 pm

Yeman's 1/2

FINAL AGENDA

Organized by: Toni Pollin, PhD, University of Maryland School of Medicine

Attendance/introductions

Why a SIG?

Review of recent SIG meetings/ proposed activities

- Needs
- Surveys
- Workshops

Report from NHGRI Workshop on Research Training and Career Development taking place 4/10/13- 4/11/13

Review, edit, and develop circulation plan for human genetics training surveys of graduate programs and ASHG membership

Plan for possible ASHG ancillary education workshop

Other next steps

POSTER BOARD # 1

Control Number: **1350011003**

Andrew Sobering, Ph.D. (ID: 317891)

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Session Topic: **Active learning tools**

Engaging Students with Turning Point Interactive Audience Response Technology

Andrew Sobering, St. George's University.

An interactive multiple choice question-based session encompassing several lecture topics was created via the Turning Point audience response software. Questions were presented twice using the “comparative links” feature of the software. A poll was taken after the students were instructed to silently choose the best answer. At this point, the correct answer and audience feedback were hidden. Next, the students were encouraged to discuss the question. Following discussion, the question was polled again; both sets of responses were compared with the correct answer and the data revealed to students. The facilitator then addressed issues stemming from student responses.

Evaluation of this session revealed the following:

1. Some questions function well in this teaching modality in that after the peer-to-peer discussion there was a dramatic increase in correct responses.
2. If knowledgeable students in the cohort are lacking, peer-to-peer discussion is impeded for highly demanding questions. Although this type of question may engender frustration among the students, it also provides an opportunity for direct attention from the session facilitator.
3. If the question is too simple, discussion is not needed and the students view this portion of the session as a waste of time.
4. Time limits for each question and the discussion portion of the session should be enforced; time limits increase student focus and help to maintain student attention.

The questions used, the data obtained and suggestions for improving the session will be presented in the poster.

POSTER BOARD # 2

Control Number: **1350011001**

Kate Garber, PhD (ID: 311411)

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Session Topic: **Other**

Beyond MCQ exams: Testing the application of genetics knowledge by medical students through use of an oral exam

K. Garber, Emory University School of Medicine.

Although multiple choice questions (MCQs) are the most commonly used strategy to assess student performance in the basic science components of the undergraduate medical curriculum, it can be difficult with this approach to move beyond assessment of medical knowledge to address other domains of student competence. Particularly given that some of the stated learning objectives of our genetics curriculum relate to communication of genetic information, additional approaches to student assessment were needed at Emory University School of Medicine. I developed an oral exam that is used in conjunction with a written exam to assess first semester medical students at the conclusion of the genetics module. Through a mock patient encounter, we assess the student's ability to deliver basic genetic test results and risk analysis information to a patient. Examiners use a standardized grading rubric that includes items related to the accuracy of the information delivered and to the way in which it is communicated. Immediately following the exam, the examiner uses this grading sheet to present formative and summative feedback to the student. Although labor-intensive, this approach has been well-received by students and faculty, it highlights the application of the genetics knowledge the students have gained during the module, and the scenarios chosen emphasize the role of primary care physicians in delivering genetic information to patients.

POSTER BOARD # 3

Control Number: **1350011002**

Katherine Hyland, PhD (ID: **64720**)

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Session Topic: **Other**

Out with the Old, In with the New: Exploring New Online Learning Platforms as Alternatives to Traditional Course Syllabi

Katherine M Hyland^{1,2}, Christian Burke³, Julia E VanderMeer^{2, 4}, Delquin Gong⁵, Chandler Mayfield³
(1) Department of Biochemistry and Biophysics, (2) Institute for Human Genetics, (3) Technology Enhanced Learning, (4) Bioengineering and Therapeutic Sciences, (5) Cardiovascular Research Institute
University of California, San Francisco School of Medicine, San Francisco CA

Background

The UCSF medical school pre-clerkship curriculum is highly integrated, with longitudinal themes and disciplines. A major challenge is organizing and presenting a wide range of learning content in a format that is structured, yet engaging and learner-driven. Emerging educational technologies offer new opportunities to address this challenge by transforming traditional course syllabi into an interactive online learning platform that students can use throughout their medical education.

The Odigia platform is an appealing online tool that provides flexibility for self-directed learning, allows for improved presentation of images, inclusion of videos and other digital content, and utilizes built-in assessments to monitor student progress.

Objectives

- Pilot a new interactive, inquiry-based, online learning platform developed by Odigia as a potential alternative to traditional syllabi.
- Develop efficient ways for faculty to collaboratively author learning content.
- Solicit feedback from students and faculty on essential functionality of this learning platform.

Methods

We performed an initial pilot using medical genetics and molecular biology content with nine 2nd year medical students. We used a 12-question survey to solicit feedback on perceived benefits of the Odigia platform compared to paper, PDF or other web-based formats. Students reported benefits from: embedded self-assessments, integrated multimedia, hyperlinked words to definitions, modular organization of content, and progress tracking. Students requested better annotation capabilities, entire glossary view, and the ability to create flashcards.

We are now exploring ways to present content from course syllabi that will leverage the strengths of the Odigia system and meet students' needs. Using an iterative process, we will develop a "prototype" using genetics and molecular biology content that will be evaluated by students and faculty, and expanded to include content from other disciplines. We plan to launch the 2nd phase pilot in fall 2013.

Evaluation Plan

We will use focus groups and a written evaluation tool to assess the ease of editing capabilities and the effectiveness of the format and interactive features.

POSTER BOARD # 4

Control Number: **1350011004**

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Session Topic: **Other**

Changes in Medical Genetics Course in Response to LCME Site Visit and Advances in the Teaching/Learning Methods with an Ultimate Goal of Improving Student's Satisfaction and Competency/Performance

Maha Mahadevan^{1,2}, James Graham³, and G. Bradley Schaefer^{2,3} (¹Obstetrics and Gynecology; ²Medical Genetics; ³Pediatrics).

Medical genetics course and management has changed over the last few years in response to LCME site visits and recent advances in the teaching/learning methods (APHMG workshops in 2011 and 2012). Also, we are fortunate to have dedicated Deans at our medical school with a goal of improving our student performance in the Step 1 board examination while maintaining high student satisfaction and complying with LCME expectations. We retrospectively reviewed our recent changes in the teaching methods (changes in % lectures and % of active teaching/learning methods) and analyzed any effect on the student satisfaction evaluation scores, % mean genetics exam scores, % total genetics scores, step 1 pass rates and average step 1 scores (relative to US/Canadian first time test takers). We were able to cut down the total number of genetics teaching session hours (45 to 33) and percentage of lectures (85 to 27%) significantly while increasing the percentage of active learning sessions (15 to 73%), particularly percentage of TBLs (0 to 52%). The % mean genetics exam scores and % mean total scores appears to remain high in 2013 after we initiated these changes. We need to wait for the Step 1 scores in the next few years to know the true effects of our changes. We are concerned about the continued reduction in the number of hours of our genetics sessions as a result of the overall curriculum changes at our institution. We do not know the optimal number of hours needed to properly teach/learn medical genetics during the first two years of the curriculum. Our genetics course was rated as the worst in the years 2006 and 2007 and gradually improved to be the best in 2011 and appears to remain high. Since our institutions overall poor performance in the Step 1 scores, in relation to national average, genetics course scores are also below national average except in 2009 it was above. During 2010-2012, when a textbook was required, genetics is one of the top courses based on Step 1 scores at our institution but below national average. We are, now, requiring a textbook again for the Fall of 2012 mainly because it is necessary for introduction of TBLs but also it is possible that requiring and using the textbook in teaching/learning medical genetics is important. Our goal is to make our institution's genetics Step 1 score above national average soon while maintaining high student satisfaction and complying with LCME expectations.

POSTER BOARD # 5

Control Number: **1350011005**

Karen Weissbecker, LMSW, Ph.D. (ID: 3988)

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Session Topic: **Other**

Genetics Flipped and Flopped for a New curriculum for PhDs getting Medical degrees

K. Weissbecker¹, JW Gibson² Tulane University School of Medicine, ¹Hayward Genetics Center, ²Office of Medical Education.

Tulane University School of Medicine has implemented a unique curriculum designed for individuals who already have PhDs who wish to obtain a Medical degree. The Health Education Adaptive Learning Experience (HEAL-X) is designed to enhance the success of these students as future physician scientists. The class size is limited to 15 students, allowing for more active learning methods. The students are provided with reading material, videos of lectures that had been given to the regular first and second year students along with other supporting material for self-learning. They are given designated time for self-instruction and are expected to come to the faculty lead session prepared. At the faculty-student sessions, lectures are discouraged and faculty usually led the students in a variety of active learning methods such as Team Based Learning (TBL), Problem Based Learning (PBL) or Just In Time Teaching (JiTT) sessions. The genetics sessions tend to be primarily PBLs. In addition to modifying the present medical student course to a “flipped classroom” approach, the program is changing the present regular medical school curriculum to an integrated, systems-based approach. This change affects the Genetics course as it is presently a “silo” course for the regular MD students. We will describe the evolution, evaluation and pitfalls observed from the first block of the maiden voyage of this program.