



OAED NEWS

Office of Assessment and Educational Development

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Happy Spring!

As we welcome in Spring and some long awaited warmer weather, the OAED staff is ready to help you with your Spring cleaning. Not your house...but your courses. Are there things you want to get rid of, improvements you want to make, new techniques you want to incorporate? Just let us know how we can assist you.

Enjoy the weather!

Accreditation Update

This month's newsletter begins a review of the Elements and Required Evidence for COCA's Standard 2 – Leadership and Administration.

Standard 2

Leadership and Administration – A COM must have leadership and senior administrative staff with the knowledge, skills, time, and support necessary to achieve the goals of the osteopathic medical education program and to ensure the functional integration of all programmatic components.

Element 2.1

Dean Qualifications (CORE) – A COM must have a dean who is qualified for the position by education, training, and experience to provide effective leadership in education, scholarly activity, and patient care. The dean must have:

1. An earned DO degree from a COCA-accredited college of osteopathic medicine;
2. An unrestricted medical license at some time in his/her career, free of disciplinary actions or sanctions while licensed;
3. AOA OR ABMS board certification at some time in his/her career; and
4. At least five years of proven experience within the last ten years in academic leadership roles that includes budget management authority.

Required Evidence:

1. Provide a copy of the Dean's diploma from COCA accredited college of osteopathic medicine.
2. Provide a copy of the Dean's most recent medical license.
3. Provide a copy of the Dean's AOA or ABMS board certification documents.
4. Provide a copy of a complete and current CV for the Dean.
5. Provide the current job description for the Dean.
6. Provide the dean/physician's most recent report from the Federation Credentials Verification Service.

You can find the details on the COCA Standards on the WVSOM website at this link: <https://www.wvsom.edu/sites/default/files/u198/com-continuing-accreditation-standards.pdf>, and the COCA Standard Accreditation Tables at this link: <https://www.wvsom.edu/sites/default/files/u198/com-continuing-accreditation-tables.pdf>.

WVSOM continues preparation for the COCA Comprehensive Evaluation visit scheduled for 2022, and expects to receive the specific date(s) for the visit in fall 2021.

Final date for the AY 2020-2021 Institutional CQI meetings: May 18, 2021

eMedley Tip

Just a reminder that eMedley has been updated to make it easier to tag your outcomes. The most frequently used alignments, Primary Disciplines and Primary Core Competencies, have been moved to the front of the list, so no more scrolling to find them. Also, you are now able to tag multiple outcomes with the same disciplines and competencies at the same time. Remember you should only have 3-5 outcomes for each lecture. If you have any questions or need assistance, please let us know or check out the eMedley instructions on the OAED website <https://www.wvsom.edu/Programs/OAED/faculty-development>.

Coaches Corner

Thanks to all for completing your coach meetings and feedback in a timely manner. Our final coach meeting of the year will be after the Year 1 Comprehensive Exam on April 29th. The student reflections are due May 2nd and the coaching window will be open May 3rd to May 20th.

This will be an opportunity for students to look at the information gained from the exam to create a review schedule for the summer. It will also be a chance to discuss any proposed plans for scholarly activity.



Upcoming Faculty Development Opportunities

Links to these virtual opportunities will be emailed prior to the date of each event. Lunch will be provided unless otherwise noted..

IAMSE Webinar

April 1, 2021

12:00—1:00 pm

Surviving Club Quarantine: Establishing Mentorship and Maintaining Wellness in a Diverse Student Population

No lunch provided

April 13, 2021

12:00—12:50 pm

Why Choose Osteopathic Medicine and Rural Public Health

Dr. Bridgette Morrison

May 11, 2021

12:00—12:50 pm

Integrating Osteopathic Principles into Your Teaching

OPP Faculty

Distracted (Part 3)

“The classroom is one of the only places where we expect humans in seats to maintain their attention through an extended, uninterrupted performance of an hour or more.” This quote from Dr. James Lang’s book *Distracted Why Students Can’t Focus and What You Can Do About It*, certainly summarizes many lecture courses. Dr. Lang notes that no matter what teaching method you use, at some point attention will lag. He also notes that this isn’t only within the space of a class period, but also over the semester. We certainly can see that lag this time of year with our students. To help combat this lag, we need to provide opportunities for “attention restoration”. Some of his suggestions to restore attention include the following:

Make it Modular: Think about your teaching as a series of different cognitive activities or modules. Write down your regular teaching activities on index cards and then shift those around to plan a sequence that works best. Vary the sequence from class to class.

Signposts and Structures: Provide a visible structure to the class. Use outlines, key points and provide sequencing clues such as “this is important” or “this is a main point” or in the case of our students “this is board relevant”. Include sub-headings in your slides to help students keep track of topics or provide guided notes that include the main ideas but leave space for the student to fill in the details.

Dr. Lang’s book is available in the WVSOM library: *Distracted Why Students Can’t Focus and What You Can Do About It*.

Cameras On?

Since the pandemic started one of the many questions being debated in education is should students be required to have their cameras on during class. Some school districts, colleges and even states have implemented policies defining the use of cameras. Opinions and policies vary greatly but typically students say no and faculty say yes. Those who say yes want to improve engagement and make connections with those at a distance. Those who are saying no cameras cite privacy issues, technology issues and comfort level of participants.

A recent article by Karen Costa, a faculty development facilitator and expert in trauma-aware teaching, was not in favor of cameras on but had a different reason for her stance. She indicated trauma and toxic stress are having a major impact on teaching and learning. She believes that adding cameras to online courses adds to this level of trauma and stress. “Forcing students to appear on-camera is no different than forcing them to stand in front of a mirror.” Focusing on the on-camera presence implies that this is the only way to engage in courses.

As she notes, Universal Design for Learning (UDL) suggests offering multiple means of engagement and giving students choices about how they engage with the class. Look for ways to encourage participation while giving students choices about using the various technologies. “A camera does not guarantee engagement.”

For more information check out her article at <https://www.linkedin.com/pulse/cameras-damned-karen-costa/>.

Links to Resources

- ◆ [Institutional Data Request Form](#)
- ◆ [Faculty Development Resources](#)
- ◆ [eMedley Resources](#)
- ◆ [Various Faculty Resources](#)