

Saturday, November 10, 2018 Morehouse School of Medicine in Atlanta, Georgia		
7:30 AM – 8:15 AM Hugh Gloster Building – Lobby	Summit Registration, Check-in and Breakfast	
8:15 AM – 9:30 AM Hugh Gloster Building MD1	<p><i>Session I and Opening - Developing Strategies for a Diverse Health Professions Workforce</i></p> <p>Overview: The MSM Premedical Faculty Summit is designed to define approaches to overcome the barriers and challenges that face students underrepresented in medicine in their preparation for and application to schools of medicine. Specifically, critical thinking and analysis skills, performance on standardized examinations [particularly the Medical College Admissions Test (MCAT)], and advisement to the profession will be addressed. Faculty will also review methods used to assess undergraduate course curricula using Bloom’s Taxonomy as the model.</p> <p>Objectives: At the completion of this activity, the participant will be able to:</p> <ul style="list-style-type: none"> • Employ effective teaching of critical thinking and problem solving skills. • Identify testing strategies necessary to assist your students in performing successfully on the MCAT exam. • Develop course assessments that assist students in the development of critical thinking analysis skills used to enhance successful course exam and standardized test outcomes. • Implement advisement strategies that will engender student confidence and enhance successful medical school admissions outcomes. 	
	Opening Remarks & Welcome	<p>MODERATOR: Rita B. Finley, PhD Assistant Dean for Educational Outreach and Health Careers Director, Master of Science in Medical Sciences Program Assistant Professor of Pathology and Anatomy Morehouse School of Medicine</p>
	Remarks	<p>Valerie Montgomery Rice, MD President and Dean Morehouse School of Medicine</p>
	Summit Pre-Assessment	<p>Ryan Clark, PhD, MS Program Manager Master of Science in Medical Sciences Degree Office for Educational Outreach and Health Careers</p>

		Morehouse School of Medicine
	MCAT 101	Karen Mitchell, PhD Senior Director of Admissions Testing American Association of Medical Colleges
	Discussion	Rita B. Finley, Ph.D.
9:30 AM – 11:15 AM <i>Hugh Gloster Building</i> <i>MD1</i>	<p>Session II - Understanding the MCAT: Effective Strategies that Enhance Student Performance on Exam Day</p> <p>Overview: This session will provide an overview of the MCAT and describe some barriers to student performance on exam day. Presenters will engage college faculty and pre-medical student advisors with interactive activities that provide insight on the competencies tested and what approaches are most effective in fostering critical thinking skills in students who are preparing for this required admissions examination.</p> <p>This session is developed for pre-medical student advisors and faculty to gain a better understanding of the medical college admission test and learn effective strategies for enhancing student performance on exam day.</p> <p>Objectives: At the completion of this activity, the participant will be able to:</p> <ul style="list-style-type: none"> • Recognize the structure and format of MCAT exam questions • Identify assessments that better prepare pre-medical students for the MCAT exam • Appraise factors that contribute to student performance 	
	Overview of Session and Introduction of Speakers	Jamillah A. McDaniel, PhD, MPH ‡ * Director, Assessment and Operations Division of Graduate Education in Biomedical Sciences Morehouse School of Medicine
	Overview of Biological and Biochemical Foundations of Living Systems	Brandi Brandon Knight, PhD * Director Office of Student Learning and Educational Resources (OSLER) Assistant Professor Department of Medical Education Department of Microbiology, Biochemistry, and Immunology Morehouse School of Medicine
	Overview of Critical Analysis and Reasoning Skills	Jamillah A. McDaniel, PhD, MPH ‡ *
	Assessments that Prepare Pre-Medical Students for the MCAT Exam	Jayne S. Reuben, PhD ‡ * Associate Professor Department of Biomedical Sciences Texas A&M University
	Factors that Contribute to Student Performance on Exam Day	Brandi Knight, PhD * Jamillah A. McDaniel, PhD, MPH ‡ *

		Jayne S. Reuben, PhD ‡ *
	Discussion	Rita B. Finley, PhD
11:15 AM – 12:15 PM <i>Hugh Gloster Building MD1</i>	Session III - Developing Critical Thinking Skills in your students: Let Assessment Be Your Guide (Part 1)	
	<p>Overview: STEM education needs, and nationally, is undergoing a paradigm shift where teaching language has been exchanged for the language of learning. This language change should accompany a change in approach where learning activities are crafted to foster active student engagement in learning behaviors that will develop critical thinking skills and enhance their assessment outcomes. In this session, we will use a reverse course design approach in which the assessments and learning goals are predetermined prior to the development of learning activities and their implementation in class.</p> <p>Objectives: At the completion of this activity, the participant will be able to:</p> <ol style="list-style-type: none"> 1. Interpret the use Bloom’s Revised Taxonomy in evaluation of an assessment tool. 2. Apply reverse course design approach 	
	Session Overview & Speaker Introductions	Mark Lee, PhD ‡ Associate Professor, Biology Spelman College
	Reconvening and Recognizing Higher Order Assessment Questions	Mark Lee, PhD ‡
	Blooming Exercise	Mark Howse, PhD * Director of Educational Outcomes and Assessment, Associate Vice President of Institutional Effectiveness Morehouse School of Medicine
	Writing Assessments along Bloom’s Taxonomy to Enhance Critical Thinking	Jayne S. Reuben, PhD * Associate Professor Department of Biomedical Sciences Texas A&M University
	Discussion	Rita B. Finley, PhD
12:15 PM – 1:15 PM <i>National Center for Primary Care (NCPC) — Atrium</i>	Lunch Session - Moderated Student Table Discussions and Lunch	
	<p>Overview: Summit attendees will engage with MSM medical and Master’s students as they articulate the journey to medical school, the advisement received from undergraduate professors/pre-health advisors, the level of undergraduate assessments compared to the MCAT exam, and what they believe undergraduate students need from professors and advisors to be successful.</p> <p>Objectives: At the completion of this activity, the participant will be able to:</p>	

	<ul style="list-style-type: none"> • Compare the various pathways to medical school and masters level acceptance application and matriculation processes. • Appraise the impact of benefits gained through established advisement programs, inclusion of test taking strategies prior to taking the test, and benefit of consideration of acceptance in a modified applicate process 				
	<table border="1"> <tr> <td>Overview and Instructions</td> <td> MODERATOR: Ryan Clark, PhD, MS ‡ Program Manager Master of Science in Medical Sciences Degree Office for Educational Outreach and Health Careers Morehouse School of Medicine </td> </tr> </table>	Overview and Instructions	MODERATOR: Ryan Clark, PhD, MS ‡ Program Manager Master of Science in Medical Sciences Degree Office for Educational Outreach and Health Careers Morehouse School of Medicine		
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1:15 PM – 2:15 PM <i>Hugh Gloster Building</i> <i>MD1</i>	<p><i>Session IV - Developing Critical Thinking Skills in your students: Let Assessment Be Your Guide (Part 2)</i></p> <p>Overview: This session will provide direction on how to develop mechanisms for advisors on how to encourage students to consider their personal identity as “scientists in training” by experiencing the way science is conducted by scientists.</p> <p>Objectives: At the completion of this activity, the participant will be able to:</p> <ol style="list-style-type: none"> 1. Create formative and summative assessments along the spectrum of Bloom’s Revised Taxonomy, and 2. Construct critical thinking questions with summit colleagues. 				
	<table border="1"> <tr> <td rowspan="3">Question Development</td> <td> Mark Lee, PhD ‡ Associate Professor, Biology Spelman College </td> </tr> <tr> <td> Mark Howse, PhD * Director of Educational Outcomes and Assessment Associate Vice President of Institutional Effectiveness Morehouse School of Medicine </td> </tr> <tr> <td> Jayne S. Reuben, PhD * Associate Professor Department of Biomedical Sciences Texas A&M University College of Dentistry </td> </tr> </table>	Question Development	Mark Lee, PhD ‡ Associate Professor, Biology Spelman College	Mark Howse, PhD * Director of Educational Outcomes and Assessment Associate Vice President of Institutional Effectiveness Morehouse School of Medicine	Jayne S. Reuben, PhD * Associate Professor Department of Biomedical Sciences Texas A&M University College of Dentistry
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2:15 PM – 4:30 PM <i>Hugh Gloster Building</i> <i>MD1</i>	<p><i>Session V - Getting Beyond Metrics: A Collaborative, Holistic, and Reflective Approach to Advising</i></p> <p>Overview: Developed for faculty and health professions advisors to discuss and review strategies that prepare students for holistic medical school admissions, interactive activities will be utilized to explore strategies that prepare students to be more competitive for the medical school admissions process. Best practice strategies and common mistakes and pitfalls will be discussed for a rounded and inclusive discussion about the process.</p>				

	<p>Objectives: At the completion of this activity, the participant will be able to:</p> <ul style="list-style-type: none"> • Produce collaboration and exchange of professional information among advisers, counselors, and faculty • Identify key resources from university and advising organizations to help with advising students • Relate insights to advising students holistically • Identify/take home resources that will assist with their “advising” role • Develop strategies for assisting/preparing for students pursuing healthcare professions and building/ competitive /successful application • Develop collaborations with and support of other university advising associations 	
	Session Overview and Speaker Introductions	<p>Francisco Castelan, MS ‡ * Pre-health Advising Manager, Pre-Graduate and Pre-Professional Advising (PGPP) Center for Career Discovery and Development (C2D2) Georgia Institute of Technology</p>
	<ul style="list-style-type: none"> • Review of 4-year Timeline • Overview of Personal Statements: Vignette Writing, Personal Biography, and Self-Reflection • Writing a Letter of Evaluation for a Medical School Applicant: Letter Structures and Types and the Importance of Service; and the Evaluation Committee Process • Clinic Experience and Leadership • Importance of Interviews 	<p>Cleveland O. Lane, Jr., PhD, MS * Assistant Professor Prairie View A&M University</p> <p>Max Hunter, PhD * Assistant Professor Seattle Pacific University Director, Preprofessional Health Sciences Program</p> <p>Rosalind C. Gregory-Bass, MD * Director, Health Careers Program Associate Professor Environmental and Health Sciences Program Spelman College</p>
	<ul style="list-style-type: none"> • Dissecting the MD Application Review Process • Holistic Review • Value of Self-Evaluation and Anatomy of an Applicant 	<p>Shawntel Jordon, PhD * Director of Admissions Morehouse School of Medicine</p> <p>Brandon Hunter * Student Affairs and Programs Senior Director of Admissions Testing American Association of Medical Colleges</p>
	<ul style="list-style-type: none"> • Options in the Absence of an Office of Health Professions • How to Secure Linkage Programs with Schools of Medicine 	<p>Francisco Castelan, MS ‡ * Cleveland O. Lane, Jr., PhD, MS * Max Hunter, PhD * Rosalind C. Gregory-Bass, MD *</p>

	<ul style="list-style-type: none"> Resources from AAMC, NAMME, & NAAHP 	Shawntel Jordon, PhD * Brandon Hunter *
	Discussion	MODERATOR
4:30 PM – 5:15 PM <i>Hugh Gloster Building</i> <i>MD1</i>	Session VI – Discussing Strategies for a Diverse Health Professions Workforce Overview: Pre tests were administered at the beginning of the Summit to assess the various level of perspective and participation by Summitt attendees. A post test will also be administered. The Canvas platform allows students to access their courses, calendar, to do lists, notifications and conversations, messages and groups using a mobile platform and device. This session is designed to examine the benefits and restricts of this platform as a mobile teaching/informational tool. Objectives: At the completion of this activity, the participant will be able to: <ul style="list-style-type: none"> Compare the benefits information presented during the Summit Identify best practices discussed during the Summit that may be applicable to individual institutions strategies Identify the benefits of the faculty canvas resource Compare opportunities to enhance the use of Canvas as a academic tool 	
	Summit Post-Assessment	Ryan Clark, PhD, MS ‡ Program Manager Master of Science in Medical Sciences Degree Office for Educational Outreach and Health Careers Morehouse School of Medicine
	Faculty Canvas Resource, Open Discussion & Closing	Rita B. Finley, PhD ‡ Assistant Dean for Educational Outreach and Health Careers Director, Master of Science in Medical Sciences Program Assistant Professor of Pathology and Anatomy Morehouse School of Medicine