

**Supplemental Tables:**

	2019 Course Design	Planned 2020 Course Design	2020 Course Implementation (Post-COVID19)
Instructional Material	Face to Face Lectures Given by Instructors at Individual Campuses	<i>Pre-Recorded Lectures as Pre-work for In-Class Sessions</i>	<i>Pre-Recorded Lectures for Pre-work for to In-Class Sessions</i>
	Case-Based Multiple Choice Small Group Sessions led by Instructor(s) at Individual Campuses	<i>In-Class Case and NBME Style Questions Given by Instructor(s) at Individual Campuses</i>	<b>Virtual Group Cases and Centralized NBME Style Questions Given led Content Expert Facilitators</b>
	Formative Week 5 & 6 Quizzes	<i>Updated Formative Week 5 &amp; 6</i>	<i>Updated Formative Week 5 &amp; 6 Quizzes</i>
Outcome Data		<i>Per Session Feedback</i>	<i>Per Session Feedback</i>
		<i>TopHat® Student Performance</i>	<b>TopHat® Student Performance</b>
	Exam 3	<i>Updated Exam 3</i>	<i>Updated Exam 3</i>
	Standardized NBME Final	Standardized NBME Final	<b>Course Management Committee Final Exam</b>
	<b>IUSM Standard End of Course Survey</b>	IUSM Standard End of Course Survey	IUSM Standard End of Course Survey
		<i>Facilitator Survey</i>	<i>Facilitator Survey</i>

Supplemental Table 1: Course Design Summary. Planned 2020 revisions to the Psychiatry Curriculum of the Neuroscience and Behavior Course are depicted in *italics*. COVID-19 related changes in implementation are noted in **bold**. Thick bordered cells indicate data used in formal analyses. Exam 3 and the formative, ungraded quizzes and Exam 3 were updated to match the revised curriculum.

Number of Sessions with Students Meeting Engagement Criteria	Number of students	% of class
10	259	69.4%
9	47	12.6%
8	11	2.9%
7	7	1.9%
6	5	1.3%
5	5	1.3%
4	3	0.8%
3	1	0.3%
2	7	1.9%
1	13	3.5%
0	15	4.0%

Supplemental Table 2. Distribution of student by non-response or zero response in the Top Hat® sessions. Students that had registered for the session but did not answer any questions in Top Hat or had not registered for the session were scored as without engagement for that session. Example: 259 students, or 69.4% of the class, engaged in all 10 sessions but 15 students, or 4% of the class, did not engage in any session.

Session Day	Day 1	Day 2	Day 3			Day 4				Day 5	
Topic	Mood Disorders	Psychotic Disorders	Anxiety and Trauma	Substance Use Disorders	Personality Disorders	Somatic Symptom Disorders	Sexual Dysfunction/Gender Dysphoria	Eating disorders	Childhood and Adolescent Disorders	High Yield Review	Overall
Total Points	21	24	17	17	10	8	10	8	21	7.5	143.5
25 <sup>th</sup> Percentile	6	10.3	12	11	7	5.5	6	4.5	14.3	5	85
50 <sup>th</sup> Percentile	12.5	17	14	14	8	6.5	7.5	6	17.5	6	105.5
75 <sup>th</sup> Percentile	15	19.5	15	15.5	9	7	8.5	7	19	6.5	36.2
Average	10.5	14.4	12.2	11.6	7.1	5.6	6.6	5.2	14.5	5.1	93.1
Standard Deviation	5.7	7.0	4.8	5.9	3.0	2.3	3.1	2.5	6.8	2.5	36.2
Mode	0	0	15	0	8.5	7	8.5	7	0	6.5	0
Total non-responders	66	49	39	69	49	46	53	61	59	66	114

Supplemental Expanded Table 3: Top Hat® performance by Day and Topic. The High-Yield Review topic lecture contained one question erroneously entered at total points for correct answer as 0.5 pts instead of 1pt which left the total points per session as 7.5.

	The students were well prepared for the sessions:	The students were engaged in the sessions:		What was your attitude towards the large group question/case sessions?		The questions are:
<b>Strongly Agree</b>	0.0%	0.0%	<b>Very Positive</b>	15.4%	<b>Too Difficult</b>	0.0%
<b>Somewhat Agree</b>	30.8%	53.9%	<b>Positive</b>	46.2%	<b>Mildly Too Difficult</b>	0.0%
<b>Neither Agree nor Disagree</b>	38.5%	23.1%	<b>Neutral</b>	38.5%	<b>Just Right</b>	76.9%
<b>Somewhat Disagree</b>	30.8%	23.1%	<b>Negative</b>	0.0%	<b>Mildly Too Easy</b>	23.1%
<b>Strongly Disagree</b>	0.0%	0.0%	<b>Very Negative</b>	0.0%	<b>Too Easy</b>	0.0%

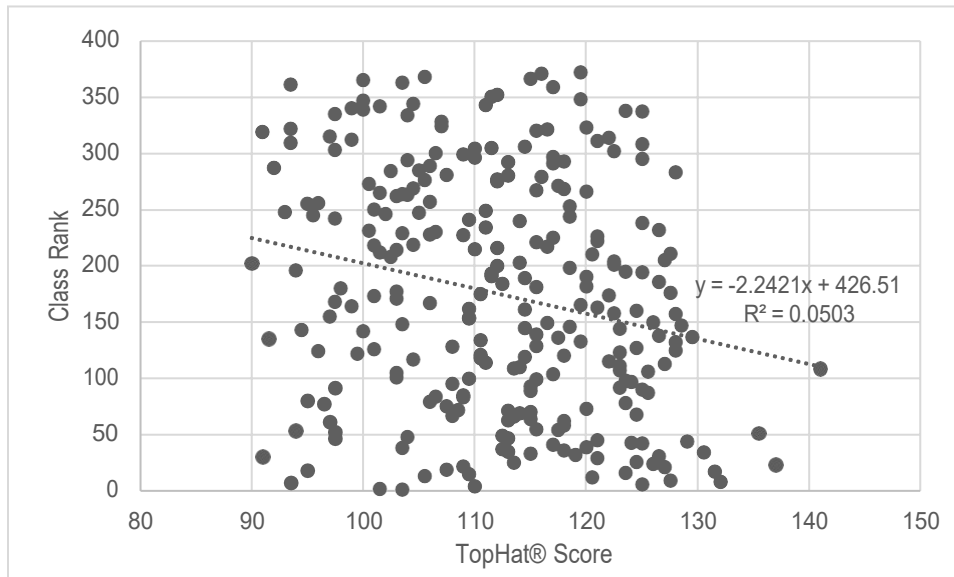
Supplemental Table 4: Psychiatry Facilitator Responses to Course Survey, N=14/21(excluding PCRC members)

t-Test: Two-Sample Assuming Equal Variances

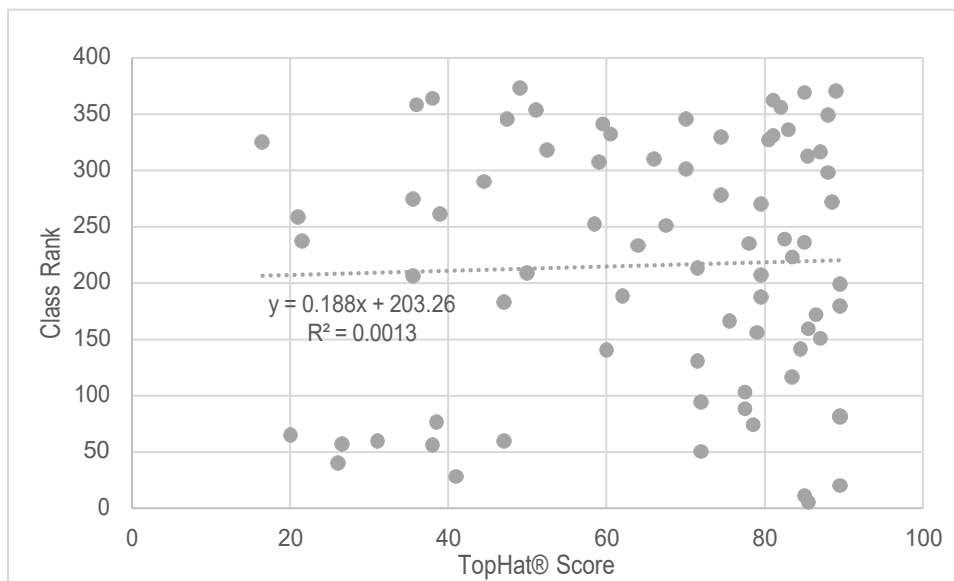
	<i>2019</i>	<i>2020</i>
Mean	4.21400778	4.36428571
Variance	0.69230302	0.68402458
Observations	257	280
Pooled Variance	0.68798585	
Hypothesized Mean Difference	0	
df	535	
t Stat	-2.0973161	
P(T<=t) one-tail	0.01821715	
t Critical one-tail	1.64770676	
P(T<=t) two-tail	0.03643431	
t Critical two-tail	1.96440801	

Supplemental Table 5: Two-tailed T-test results for Supplemental Figure 4: 2019 vs 2020 Standardized End of Course Evaluation Data. 2020 N=280, 2019 N=257. More students were either satisfied or strongly satisfied in 2020 compared to 2019 ( $p = 0.04$ ).

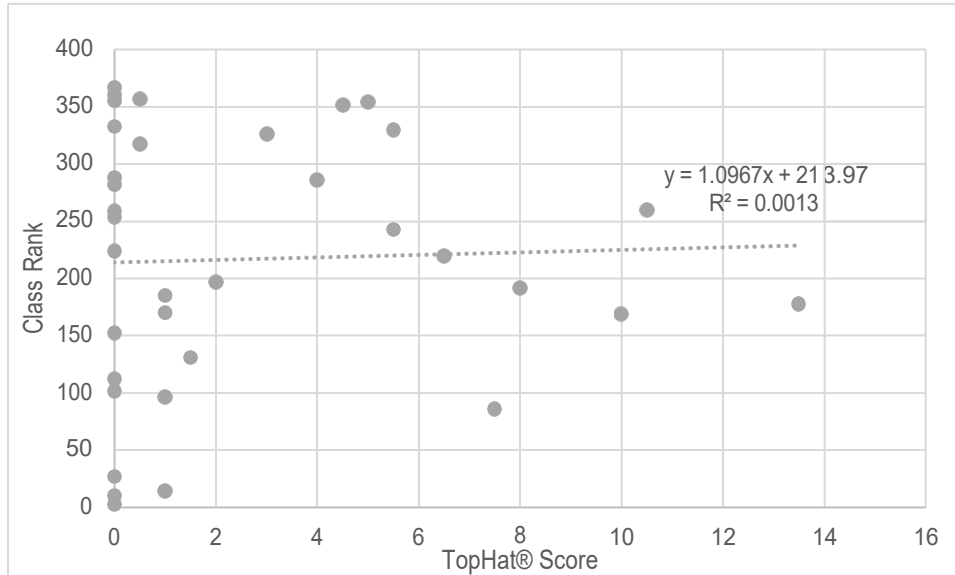
**Supplemental Figures:**



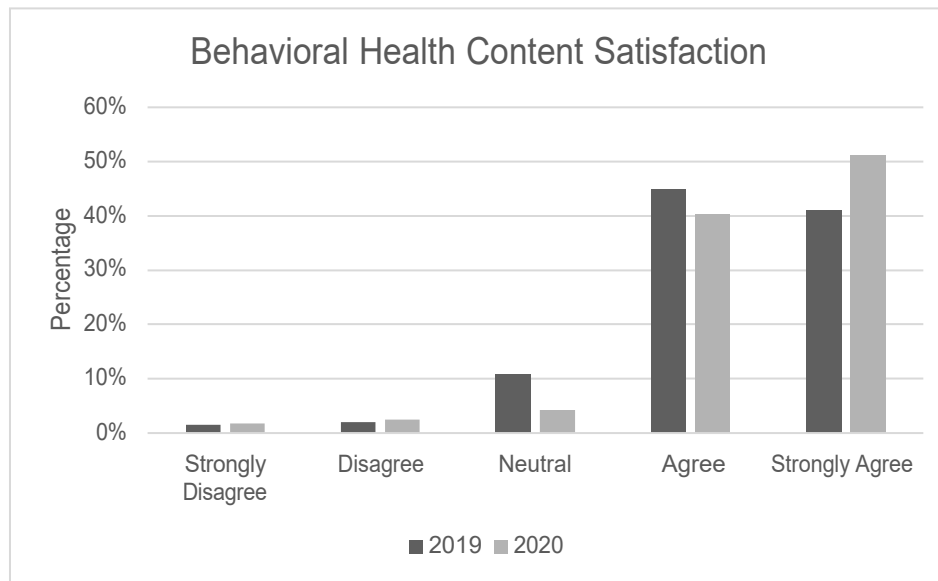
Supplemental Figure 1: Positive Performers (Greater than 90 points in Top Hat® score, n=261) versus Class Rank. Increasing Top Hat® score was related to better class rank (Class Rank of 1 is the highest performing student) ( $p = 2.5 \text{ e-}4$ ), but the overall explained variance is low.



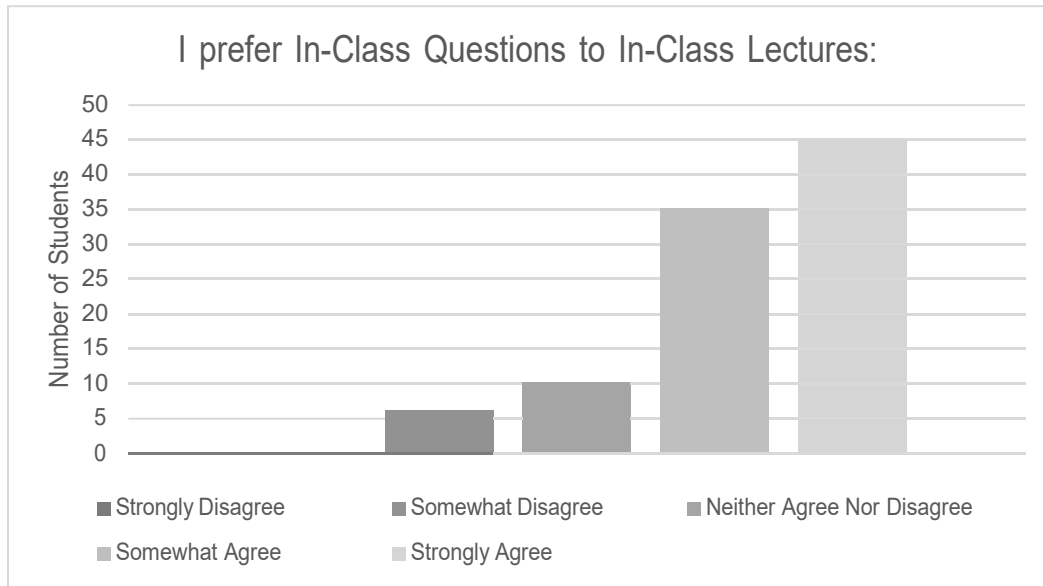
Supplemental Figure 2: Intermittent Performers (between 90 and 14 total points in Top Hat® score, n=75) versus Class Rank. Poor correlation and low overall explained variance between Top Hat® score and class rank (Class Rank of 1 is the highest performing student) ( $p = 0.75$ ).



Supplemental Figure 3: Poor Performers/Non-Responders (less than 14 points in Top Hat® score, n=34) versus Class Rank. Poor correlation and low overall explained variance between Top Hat® score and class rank (Class Rank of 1 is the highest performing student) ( $p = 0.83$ ).



Supplemental Figure 4: 2019 vs 2020 Standardized End of Course Evaluation Data. 2020 N=280, 2019 N=257. More students were either satisfied or strongly satisfied in 2020 compared to 2019 ( $p = 0.04$ ).



Supplemental Figure 5: MS1 results from Psychiatry-Specific Global Survey, N=113