

Curriculum Committee Minutes

Date	October 4, 2021
Time	4:00 – 5:30PM
Co-Chairs	<i>Mark Whipple, Sherilyn Smith</i>
Attendees	Academic Co-Chair: <i>Sherilyn Smith</i> ; Executive Chair: <i>Mark Whipple</i>
<input checked="" type="checkbox"/> QUORUM REACHED: 14	Voting Members: <i>Amanda Kost, Ben Trnka, Carolyn Bell, Cindy Knall, Courtney Francis, Elizabeth Buhler, Eric LaMotte, Esther Chung, John Willford, Kris Calhoun, Laura Goodell, Leanne Rousseau, Matt Cunningham, Ruth Lewinski</i> Guests: <i>Andrea Kalus, Kelley Goetz, Edith Wang, Meghan Kiefer, Michael Champion, Brenda Martinez, Gerald Tolbert, Kathy Young, Sara Kim, Ceradwen Tokheim, Devin Sawyer, Kellie Engle, Heidi Combs, Jaime Fitch, Sarah Wood</i>
Regrets	Voting members: <i>Brenna Ostertag, Mara Rendi, Peter Fuerst, Zach Gallaher</i>

Agenda

	ITEM	LEAD	TIME	ATTACHMENT	ACTION
1	Approve September Minutes	Sherilyn Smith	5 min	Attachment A	Decision
2	Announcements: <ul style="list-style-type: none"> E-vote outcome: Patient Care Committee Bylaws revisions Foundations Phase Remediation for Blocks and Threads Policy 	Mark Whipple / Jessica Wheeler	10 min	Attachment B, C	Announcement
3	Foundations 2022 Update	Edith Wang / Meghan Kiefer	15 min		Discussion
4	Humanities Pathway	Andrea Kalus	25 min	Attachment D - H	Discussion / Decision

Next Meeting: November 1, 2021

1. Approve September Minutes		
Discussion: The September minutes were reviewed.		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[14] VOTES FOR	[0] VOTES AGAINST
Decision: The Curriculum committee approved the September meeting minutes.		

2. Announcements
<p>Announcements:</p> <ul style="list-style-type: none"> Curriculum Committee approved the following revisions to the Patient Care Committee bylaws via e-vote (Article 4: Membership, item b. Faculty): <ul style="list-style-type: none"> <i>Faculty: The Patient Care Phase Committee will consist of about 20 members in good standing, with approximately half from WWAMI training sites, as follows:</i> <ol style="list-style-type: none"> Eight Five members will be individuals responsible for the required clerkships (emergency medicine, family medicine, medicine, obstetrics & gynecology, neurology, pediatrics, psychiatry, and surgery). One member will be a member of the Foundations Phase Committee One member of the Explore and Focus Phase Committee One member will be a member of the Themes Committee One member will be a member of the Program Evaluation and Assessment Committee (this individual may be a staff member) Six Five members will be faculty based at regional sites and involved in the Patient Care Phase implementation and representing the longitudinal integrated clerkships (LICs) and Tracks: one each from western Washington, eastern Washington, Wyoming, Alaska, Montana and Idaho. Two members will be general faculty <p><i>Clerkship Directors for required clerkships not serving as voting members will become ex-officio members.</i></p> The Foundations Committee approved the Foundations Phase Remediation for Blocks and Threads policy in September. This policy creates procedures and an official timeline for remediation for Foundations Phase Blocks and Threads. Currently, there is not a designated block of time when students must complete remediation coursework. This has led to instances of students remediating one block while enrolled in another. This practice is problematic for both student academic transcripts and from an educational perspective. Additionally, this practice causes administrative burden in tracking remediation course completion and ensuring students are abiding by the Student Progress Committee’s policies (students must remediate Foundations Phase coursework by the time they take Step 1). <p>The Curriculum Committee provided feedback on the policy:</p> <ul style="list-style-type: none"> The paragraph on extenuating circumstances and the process for requesting changes to the remediation timeline should be updated. Clarity is needed on the role of Student Affairs and Curriculum in approving changes to the timeline and tracking the completion of

remediation. **ACTION:** Student Affairs and Curriculum will work together to revise the language. Foundations Committee will review and vote on the revisions.

- There was concern around limiting students' options for remediation, especially given the independent study nature of most remediation plans. Students would appreciate more flexibility in planning remediation.
- The committee discussed the issue of paying tuition for a remediation class without receiving the faculty teaching/support and live aspects of being enrolled in the block. However, students are not required to take the remediation course and have the option to expand and retake the block to have access to those resources.

The Curriculum Committee asked questions about the policy:

QUESTION - Will the Independent Study Remediation course have required activities and content?

ANSWER – Currently these courses are primarily self-study, working with faculty support. However, there is some variability in what these courses include, it depends on what needs to be remediated/the level of remediation.

QUESTION – Will this policy negatively impact students' financial burden? Seattle students are enrolled parttime in the summer, adding remediation course credits will increase tuition.

ANSWER – The general credit load in summer is 6 credits. Any remediation credit would be added onto this (which is the current practice).

QUESTION – Does it have to be a credit course since it is independent study?

ANSWER – Yes, the credit is needed to clear the initial fail grade and to fulfill graduation requirements. Tuition is based on the number of credits, not how the credit is earned.

E-mail Dr. Mark Whipple, Dr. Edith Wang, or Kellie Engle with additional questions or suggestions for the policy.

3. Foundations 2022 Update

Discussion: Dr. Edith Wang, Assistant Dean for Basic Science, and Dr. Meghan Kiefer, Director of Educational Experience, provided an update the Foundations 2022 renewal:

- Originally the “Cancer, Hormones and Blood” block was scheduled first and was followed by the “Infections & Immunity” block. However, content experts and current block leads felt it made more sense pedagogically to switch the order. This change was made.
- Integration weeks development is underway. There will be two weeks in the first year (one in the fall and one at the end of winter) and a third week in second year. A work group has been meeting to brainstorm what these weeks will look like, what the objectives will be, and to develop a structure that works well at all sites.
- Multiple groups (including Pre-Mat, Orientation, and Admissions) will be meeting soon to coordinate efforts.

Next steps:

- Confirm class hours available for each course (course dates are set).
- Curriculum leadership meet weekly to discuss and work on logistics.

- Finalize the structure for the integration weeks and recruit a faculty leader for this component of the new curriculum.

4. Humanities Pathway

Discussion: The Humanities and Arts Pathway (HAP) was a student-led initiative that launched as a pilot in 2019. Since then, there have been two cohorts of five students (in fall 2019 and fall 2020). This pathway aims to use art-based experiences to build observation skills, empathy, reflection, and resilience in medical students. Specifically, the pathway utilizes the Visual Thinking Strategies (VTS) method to develop skills in:

- Critical thinking
- Detailed observation
- Interpretation that is supported by evidence
- Communication

One of the philosophical tenets of the pathway is to work with educators and scholars in the humanities field to bring robust experiences to UWSOM medical students.

HAP provides a unique educational experience for medical students to thoughtfully and creatively engage with patient stories and the experiences of becoming a physician using specialized modules, clinical experiences, reflection, and creative expression. Objectives of the pathway include:

- Connect the history of society and culture to the patient experience and practice of medicine.
- Explore the patient or physician experience through writing, visual art, performance art, history, philosophy, or religion.
- Examine the patient experience by connecting deeply with the human condition.
- Examine the physician experience by connecting deeply with the human response to illness, healing, death, error, and inadequacy.
- Consider a variety of perspectives for the patient experience in medicine.
- Increase the joy of medical practice and learn resilience skills.

Seattle pilot overview:

- Co-creator: Tiffany Rose Jenkins, MD
- Preclinical course work
 - BH510 Humanities in Medicine (10-week required survey course: in-person 2020, remote 2021)
 - Humanities based electives
- Clinical modules
 - The Brain, Grief and the Healing Power of Poetry (2-week clerkship, remote Spring 2020)
 - Seeing the Surface: Visual observation in Art and Dermatology (2-week clerkship, remote Spring 2020)
 - 6 modules
- Community engagement
 - Experiences at the Henry
 - Grief Dialogues at Virginia Mason
 - Northwest Narrative Medicine Collaborative
 - Submitted art for shows, narrative writing and poetry to journals
- Capstone projects

Student feedback:

- 86% of student respondents strongly agreed or agreed with the statement: “Using humanities and art to teach content in medical school is effective for my learning.”
- Student responses suggest course materials increase listening, communication, and help prevent burnout.

Challenges and opportunities:

- The COVID-19 pandemic and shift to remote learning was a challenge. However, the shift also provided an opportunity to expand the pathway to the WWAMI region. There were instances in which the pathway opened virtual events to all students.
- There is a need for administrative support.
- The AAMC launched FRAHME (Fundamental Role of the Arts and Humanities in Medical Education) this year with several resources the pathway can incorporate going forward.

Summary and next steps:

- There’s opportunity to expand to the WWAMI region.
- Dedicated administrative support will help organize and refine digital presence (on Canvas and create online sharing spaces for the students) and help track students participating in the pathway.
- Cultivate more robust student/faculty mentorships.
- Collaborate with interested faculty and humanities scholars.
- The pathway is looking for the Curriculum Committee’s approval to remain a Seattle-based pilot for 1-2 more years.

The committee provided feedback and asked questions:

- This would be well received throughout the WWAMI region.

QUESTION – What do you hope to learn during the next 1-2 years of remaining a pilot that will allow the pathway to scale out?

ANSWER – The preclinical years’ content is stable. While the clinical years’ content is developed, it has not been rolled out yet. HAP leadership could learn from going through a full cycle of the pathway (seeing students’ capstone projects, connecting students with mentors, seeing if there are potential sticking points, etc.).

QUESTION – When the pathway was originally presented, there was talk about potentially establishing a Triple I option. Is that still a goal?

ANSWER – In the end, pathway leadership went with a capstone project as opposed to a Triple I project. Students learn the pathway content through an academic/scholarly lens in the first two years and then put what they have learned into practice during the clinical phases.

<input checked="" type="checkbox"/> DECISION REQUIRED?	[14] VOTES FOR	[0] VOTES AGAINST
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Decision: The Curriculum committee approved the Humanities and Arts Pathway remaining a pilot for two more years