

## Curriculum Committee Minutes

<b>Date</b>	November 1, 2021
<b>Time</b>	4:00 – 5:30PM
<b>Co-Chairs</b>	<i>Mark Whipple, Sherilyn Smith</i>
<b>Attendees</b>	<b>Academic Co-Chair:</b> <i>Sherilyn Smith</i>
<input checked="" type="checkbox"/> QUORUM REACHED: 10	<b>Voting Members:</b> <i>Courtney Francis, Esther Chung, John Willford, Kristine Calhoun, Laura Goodell, Leanne Rousseau, Matt Cunningham, Peter Fuerst, Zach Gallaher</i>
	<b>Guests:</b> <i>Sarah Wood, Kellie Engle, Holly Kennison, Bruce Silverstein, L'Oreal Kennedy, Edith Wang, Michael Campion, Bessie young, Ceradwen Tokheim, Sara Kim, Tara Gates, Jong Kim, Jeremiah Sims, Gina Campelia, Gerald Tolbert, Meghan Kiefer, Devin Sawyer, Nick Cheung Darryl Potyk, Matthew Hollon, LeeAnna Muzquiz, Amanda Kost, Kathy Young, Eileen Li, Brenda Martinez, Jasmine Gault, Cynthia Sprenger, Karla Kelly</i>
<b>Regrets</b>	<b>Voting members:</b> <i>Ben Trnka, Carolyn Bell, Cindy Knall, Elizabeth Buhler, Eric LaMotte</i>

## Agenda

	ITEM	LEAD	TIME	ATTACHMENT	ACTION
1	Approve October Minutes	Sherilyn Smith	5 min	Attachment A	Decision
2	Clerkship Grading Policy Revision	Kellie Engle	10 min	Attachment B	Decision
3	2020 AAMC Residency Readiness Survey Report	Matt Cunningham	15 min	Attachment C	Discussion
4	Black Health Justice Pathway	Bessie Young / Eileen Li / Jasmine Gault / Jeremiah Sims / L'Oreal Kennedy	30 min	Attachment D	Discussion / Decision
5	Spokane Leadership Pathway	Matthew Hollon	30 min	Attachment E, F	Discussion / Decision

**Next Meeting: December 6, 2021**

1. Approve October Minutes		
<b>Discussion:</b> The October minutes were reviewed.		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[9] VOTES FOR	[0] VOTES AGAINST
<b>Decision:</b> The Curriculum committee approved the October meeting minutes.		

2. Clerkship Grading Policy Revision		
<p><b>Discussion:</b> In March 2021, the Curriculum and Patient Care Phase Committees approved a workgroup’s recommendation to revise the Clerkship Grading Policy. Originally the policy read “All clerkships require a passing grade on the final exam in order to pass the clerkship.” The workgroup recommended making passage of the subject exams a requirement for moving onto the next phase of the curriculum and to graduate. The change gave clerkships the opportunity to pass a student who failed the exam but would not benefit from repeating the entire clerkship.</p> <p>Since March, multiple units across Academic Affairs have met to develop procedures and a system to track and enforce the policy. Logistically, it has not been possible to track and enforce the rule that students must take and pass the final exams in order to enter the next phase in the curriculum (i.e., to enter the Explore &amp; Focus Phase). Since it is common for students to leave and re-enter the curriculum, there isn’t one point in time where students begin the Explore &amp; Focus Phase. In light of this, the Patient Care Committee discussed and approved the following revision at the October meeting:</p> <p>“All required clerkships require a passing grade on the final exam in order <del>to enter the next phase in the curriculum and</del> to graduate.”</p>		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[9] VOTES FOR	[0] VOTES AGAINST
<b>Decision:</b> The Curriculum committee approved revisions to the Clerkship Grading Policy.		

3. 2020 AAMC Residency Readiness Survey Report		
<p><b>Discussion:</b> Last year, the Association of American Medical Colleges (AAMC) launched the pilot “Resident Readiness Survey.” The survey was distributed to residency programs across the country. The survey consists of one question about overall performance and 17 questions on individual performance domains (e.g., professionalism, physical exam skills, communication skills, etc.).</p> <p>The UWSOM received survey results for 111 UWSOM graduates (of the 262 students who graduated in Spring 2020). Key takeaways include:</p> <ul style="list-style-type: none"> <li>• 97% of the 111 UWSOM graduates either met or exceeded overall performance expectations during the transition to Graduate Medical Education (GME) (0-6 months of PGY-1 year).</li> <li>• Of the 17 individual performance domains, most graduates either met or exceeded expectations.</li> </ul> <p>Looking ahead:</p> <ul style="list-style-type: none"> <li>• The questions will likely change as the survey transitions from a pilot to permanent.</li> <li>• The AAMC will likely share national comparison data in the future.</li> <li>• These annual results will be shared with the Curriculum Committee.</li> </ul> <p>See meeting handouts for details.</p>		

#### 4. Black Health Justice Pathway

**Discussion:** The Black Health Justice Pathway is a student-led initiative developed in collaboration with the Office of Healthcare Equity. The pathway's mission is to:

- Provide a curriculum that studies the systemic oppression of Black people and its sequelae of socioeconomic and health disparities.
- Provide medical students with the foundational knowledge to assess health inequities affecting Black people through a multidisciplinary lens.
- Provide medical students with the tools to advocate for health justice within the UWSOM, in Black communities throughout WWAMI, and in their future practices as physicians.

The structure and core values of the pathway include:

**Purpose:** To provide an engaging curriculum grounded in anti-racist pedagogy that explores how health disparities impacting Black communities in the U.S. are the result of deep-rooted, institutionalized anti-Blackness.

**Skillset:** This skillset will prime students to collaborate with Black communities throughout the WWAMI region for advocacy and justice efforts during their time in medical school and into their future professions.

**Framework:** Students will study and address the health inequities disproportionately impacting the Black community by drawing from analytical frameworks across multiple disciplines, including, but not limited to, critical race theory and Black feminism.

**Advocacy:** Examples of advocacy and justice efforts include, but are not limited to, increasing the number of students and faculty from historically underrepresented/excluded communities at UWSOM and affiliated institutions, developing and implementing anti-racist curriculums for medical education, and working with community change agents to improve and create policies addressing social determinants of health at various system levels.

**Mentorship:** Through continuous mentorship with clinicians of the African diaspora, specialized research and clerkship opportunities, community immersion activities, and courses taught primarily by clinicians from communities racially and ethnically underrepresented in medicine, this pathway aims to make this institution, and medicine in general, a more equitable place for Black students, faculty, staff, and patients.

Pathway requirements include:

1. Required coursework (Learning goal and objective: Learn the history of the Black population and the systemic racism that has led to their oppression)
  - FAMED 525 African American Health and Health Disparities (1 credit). This course will be offered in Spring 2022 in a hybrid format with a Zoom option. Dr. Rachel Chapman, the student committee, and course faculty are developing the curriculum using previous course materials.
  - Two online modules via Canvas, both including PowerPoint presentations and a written assignment:
    - **Access to Healthcare and Cycles of Dehumanization** (assessing how myths of biological difference fuel differential treatment).
    - **Social Structures and Health-Related Consequences** (addressing how institution-perpetuated inequities manifest in the clinic). This module also includes two optional readings.

- Completion of one other non-clinical elective with content pertinent to Black health issues.
2. Community engagement (Learning goal and objective: foster collaboration between community organizations and the UWSOM that emphasizes active community involvement)
    - Students must complete 36 hours of service learning, advocacy, community service and/or engagement in Black communities.
  3. Scholarly project (Learning goal and objective: investigate disparities and improve the health of Black communities locally)
    - Students must complete a scholarly project with a focus on Black health:
      - III projects completed within the context of RUOP at urban underserved sites automatically qualify for credit. III projects completed in other ways (i.e., MSRTP project) will qualify for credit if the topic is related to Black health, or if permission is granted by the Pathway Director.
      - Students completing a project outside of the context of III may work with local grassroots organizations, a mentor of their choosing, etc., with the requirement that the project is focused on serving the Black community.
  4. Clinical experiences (Learning goal and objective: learn to provide effective and compassionate care to Black patients)
    - (*To be named*) clerkship. Third- and fourth-year medical students will provide healthcare delivery to Black communities at an urban healthcare facility for four weeks (8-12 credits).
    - Additionally, the student committee is working to establish a clinical experience with the Morehouse School of Medicine, which would allow for clinical experiences outside of the WWAMI region.

The pathway is accepting applications from the E-21 cohort. The student committee, faculty and staff will review applications. Sample application questions include:

- Do you plan to participate in other pathways?
- Why are you interested in the Black Health Justice Pathway?
- Do you have any specific experiences that led you to pursue the Black Health Justice Pathway?
- The Black Health Justice Pathway is a student-driven pathway with a lot of opportunities. Do you have an interest in a leadership position as part of the Black Health Justice Pathway? How will participation help your long-term interests and goals?
- Do you have any experience working within the Black community? If yes, please detail your experience.

Twelve students will be accepted and enrolled in FAMED 525 in Spring quarter 2022. Students will be expected to complete the one non-clinical elective before the end of Foundations Phase. The community engagement requirement will be a longitudinal experience over the tenure of a student's UWSOM experience. The Canvas modules and scholarly project will be completed prior to graduation.

The committee provided feedback and asked questions:

- An additional option for the Community Engagement requirement could be the advocacy elective, PEDS 614, which involves partnering with a community agency.

QUESTION – How will students be connected to mentors?

ANSWER – Individuals have been identified at various clinical sites to act as both mentors and preceptors. Additionally, throughout the development of the pathway a number of faculty have volunteered to mentor students.

QUESTION – Will there be a support system for mentors?

ANSWER – The Office of Healthcare Equity will be supporting mentors and faculty.

QUESTION – Is the pathway open to students outside of Seattle?

ANSWER – Yes, the pathway is open to any E-21 student throughout the WWAMI region.

QUESTION – What is the rationale of having the Canvas modules be standalones/not tied to a course?

ANSWER – This structure is typical for pathways and provides greater flexibility for students. Students can complete the modules when it works best for their schedules.

QUESTION – The needs assessment surveyed Seattle Foundations students. Moving forward, how will the larger student body’s input be incorporated?

ANSWER – Keeping in practice with other courses and modules, the pathway will distribute surveys after students complete each requirement to assess what is working, what could be improved, and gather additional feedback.

QUESTION –To what degree is there coordination with the Service-Learning team so a sufficient number of projects can be secured across the WWAMI region?

ANSWER – The pathway provides an extensive list of sites where students can potentially do projects (including who to contact at the site and an e-mail template for student use). The pathway can reach out to Service-Learning for additional assistance and collaboration.

QUESTION – Regarding the clinical experience requirements, have there been conversations with the departments? Are they able to meet the needs for the students in the pathway (acknowledging that clinical placement is always challenging at UWSOM)?

ANSWER – Some of the pathway students will rotate at current sites that serve Black patients (for example, there will be overlap with sites for the CUSP, LGBTQ, and Latinx Pathways). There will also be new sites established. Many of the clinical sites identified in the presentation are not current sites with the UWSOM. Identifying these new clinical sites embodies two of the pathway’s core values of Advocacy and Mentorship.

See meeting handouts for details.

<input checked="" type="checkbox"/> DECISION REQUIRED?	[10] VOTES FOR	[0] VOTES AGAINST
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**Decision:** The Curriculum committee approved the Black Health Justice Pathway pilot program.

5. Spokane Leadership Pathway

**Discussion:** The Leadership Pathway launched in Fall 2019 with 15 randomly selected first year students. The pilot program spanned all of Foundations Phase. The cohort met once a month for about four hours (meetings were held virtually during the COVID-19 pandemic). The pathway gives students, at the start of their careers, the opportunity to pursue and develop competencies that they need to be effective physician-leaders. The structure of the pathway is parallel to the Gonzaga School of Leadership Studies' curricular initiatives. The pathway's three phases include:

1. Leading self
2. Leading others
3. Leading communities

#### 1. Leading self

The focus of phase one is largely around students exploring and understanding their identity, core values, strengths, and emotional intelligence. Additionally, students are connected to a mentor in phase one.

#### 2. Leading others

The focus of phase two is grounded in team building, leadership theories, interpersonal communication, conflict resolution, principles of influence, and leading change.

#### 3. Leading communities

This phase is dedicated to a community leadership project and learning the principles of systems thinking and design thinking.

### **Pilot program lessons learned**

Students valued:

- Receiving practical tools for now and later
- Hearing from healthcare leaders on how they put these tools into practice
- Exploring current leadership case studies

Challenges:

- Fitting the pathway content into an already demanding schedule
- Awareness of students' stress and workload
- Vulnerability – an area of tension (in phase one around identity)
- The mentorship component needed more attention
- Virtual learning is less engaging than in-person

In January 2021, the pathway launched year two of the pilot. The pathway was condensed into one year. Part of this process included moving content from phase one into phase two and decreasing the amount of out-of-class work. The year two cohort was increased to 20 students. The structure changed slightly – the cohort met twice a month for 2.5 hours (Zoom in spring quarter and in-person in fall). The mentorship program changed from a one-on-one model to one mentor assigned to a group of students. The mentorship program also included mentorship lunches, providing an event for mentors and mentees to connect.

### **Next steps**

The Leadership Pathway is requesting to remain a pilot. Continuing as a pilot, they hope to address the following questions:

- What is the right size for the pathway? Should there be an application process?

- Is this scalable across WWAMI?
- What is the level of commitment from both UWSOM and Gonzaga?
- What is the ideal mentorship model?
- Should there be an experiential component?
- Should the Leadership Pathway be a hybrid opportunity with other pathways?

The pathway is considering one of two options moving forward:

<b>1</b>	<b>2</b>
<p style="text-align: center;"><b>Less purposeful, more accessible?</b></p> <ul style="list-style-type: none"> <li>- Open to all students</li> <li>- Restructured to entirely online modules</li> <li>- Student-driven               <ul style="list-style-type: none"> <li>○ Complete modules online at their own pace</li> <li>○ Seek out their own experiences</li> <li>○ Seek out their own mentors</li> </ul> </li> <li>- Less resource intensive over time, but there may be more resources needed upfront</li> <li>- Is this model more scalable?</li> </ul>	<p style="text-align: center;"><b>More purposeful, more impactful?</b></p> <ul style="list-style-type: none"> <li>- More selective, smaller cohort</li> <li>- Keep the same format</li> <li>- Student supported               <ul style="list-style-type: none"> <li>○ In-person sessions, more coaching</li> <li>○ Purposeful about assigning experiential opportunities and developing partnership opportunities</li> <li>○ Continue to engage in mentorship model</li> </ul> </li> <li>- Need institutional commitment for foundational curriculum (more resource intensive over time)</li> <li>- Need local champions to scale</li> </ul>

The committee provided feedback and asked questions:

QUESTION – What were the mentoring issues?

ANSWER – Initially, the pathway aimed to partner individual mentors with individual students and host a lunch for mentors and mentees to connect. However, both mentors and students have busy schedules and there was difficulty scheduling events and fostering the mentoring relationship. Currently, the pathway has six engaged mentors and a cohort of 20 students. The pathway wants to work out how to optimize the mentoring program (what is the ideal number of mentors per student, etc.).

QUESTION – This pathway is administered in partnership with the Gonzaga School of Leadership Studies. Does the scalability of the pathway (especially across multiple campuses) hinge on a local, leadership-oriented entity?

ANSWER – Not necessarily, all that is needed is a local champion. An important consideration for scalability is the nature of the phases. The first phase requires more of the faculty’s time than the second and third phases. The second and third phases are more self-directed (modules and self-reflections).

See meeting handouts for details.

<input checked="" type="checkbox"/> DECISION REQUIRED?	[9] VOTES FOR	[0] VOTES AGAINST
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**Decision:** The Curriculum committee approved continuing the Spokane Leadership Pathway as a pilot.