

Curriculum Committee Minutes

Date	December 6, 2021
Time	4:00 – 5:30PM
Co-Chairs	<i>Mark Whipple, Sherilyn Smith</i>
Attendees	Academic Co-Chair: Sherilyn Smith
<input checked="" type="checkbox"/> QUORUM REACHED:	Voting Members: Ben Trnka, Carolyn Bell, Courtney Francis, Elizabeth Buhler, Eric LaMotte, Esther Chung, John Willford, Kris Calhoun, Laura Goodell, Leanne Rousseau, Matt Cunningham, Peter Fuerst, Zach Gallaher Guests: Sonja France, Sumner Lawson, Jordan Nichols, Marley Realing, Kellie Engle, Scott Bailey, Amanda Kost, John McCarthy, Signe Burchim, Meghan Kiefer, Ceradwen Tokheim, Ruth Lewinski, Kathy Young, Kelley Goetz, LeeAnna Muzquiz, Michael Campion, Gerald Tolbert, Edith Wang, Tara Gates, Brenda Martinez, Sarah Wood, Cynthia Sprenger
Regrets	Voting members: Cindy Knall

Agenda

	ITEM	LEAD	TIME	ATTACHMENT	ACTION
1	Approve November Minutes	Sherilyn Smith	5 min	Attachment A	Decision
2	Ratify new phase committee members	Sherilyn Smith	5 min	Attachment B	Decision
3	Student Presentation: Climate / Health Impacts	Sonja France / Sumner Lawson / Megan Meyer / Jordan Nichols / Marley Realing	30 min	Attachment C, D	Discussion / Decision
4	2020-2021 End of Patient Care Phase Report	Matt Cunningham	25 min	Attachment E	Discussion
5	2020-2021 End of the Explore & Focus Phase Report	Matt Cunningham	25 min	Attachment F	Discussion

Next Meeting: January 10, 2022

1. Approve November Minutes		
Discussion: The November minutes were reviewed.		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[8] VOTES FOR	[0] VOTES AGAINST
Decision: The Curriculum committee approved the November meeting minutes.		

2. Ratify new phase committee members		
Discussion: Each year, elections are held for open positions on the UW School of Medicine governance committees (Curriculum committee and the phase committees: Foundations Phase, Patient Care Phase, and Explore & Focus Phase). Interested individuals are asked to self-nominate and submit a statement of interest. A faculty nominating committee and student nominating committee review the statements and recommend individuals for open phase committee seats. Phase committee bylaws require the roster of candidates be approved by the Curriculum Committee. The committee reviewed the roster.		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[10] VOTES FOR	[0] VOTES AGAINST
Decision: The Curriculum committee ratified the new phase committee members.		

3. Student Presentation: Climate / Health Impacts		
Discussion: A student group interested in climate change and its effects on healthcare presented to the Curriculum Committee. Climate change disproportionately affects vulnerable and marginalized groups. It is critical to educate UW School of Medicine (UWSOM) medical students on the impact climate change will have on their practice and on the lives of their patients.		
<p>This group completed a planetary health report card for the UWSOM last year. This report card is a student-driven, metric-based initiative to inspire planetary health education and sustainable healthcare in medical schools globally. The UWSOM was evaluated across five sets of metrics (Curriculum, Interdisciplinary Research, Community Outreach and Advocacy, Support for Student-Led Initiatives, and Sustainability). UWSOM's results were published alongside 62 other medical schools across the U.S., Canada, and the U.K. The UWSOM ranked in the bottom quartile for all U.S. medical schools. The UWSOM scored lowest on the Curriculum metric.</p> <p>The UWSOM's total score of 19 was much lower than comparable medical schools across the U.S. For example, the University of California San Francisco (UCSF) School of Medicine scored 42 points. UCSF has found numerous, creative ways to improve their curriculum on climate change. They scored higher in areas related to environmental health electives and lectures on climate change and the disproportionate effect it has on people of color and those of lower socio-economic status.</p> <p>Climate change material aligns with UWSOM's existing Program Level Objectives, the following examples were highlighted:</p> <ul style="list-style-type: none"> • KP.06 – Demonstrate a knowledge of the effects that environmental stressors have on health, and the inequalities in distribution of and vulnerability to stress across demographic groups. • KP.10 – Apply established and emerging scientific principles fundamental to health care for patients and populations. • KP.12 – Apply principles of epidemiological science to the identification of health problems, risk factors, treatment strategies, and disease prevention/health promotion efforts for patients and populations. 		

The student group suggested making the following changes, with the goal of implementing changes for the Foundations Phase for the E-22 cohort:

1. Add an introductory, one-hour lecture (either live or pre-recorded) on the health effects of climate change early in the Foundations Phase (during Immersion and Orientation, one of the first blocks or the first Themes in Medicine week).
 - There are several open-access resources the UWSOM can use for this lecture (from the American College of Physicians (ACP) and/or the Centers for Disease Control (CDC)).
2. Add/integrate content into cases throughout the Foundations Phase.
 - Discussion questions centered on climate change could be integrated relatively seamlessly in existing small group cases in many Foundations blocks. Additionally, this content would enhance student learning by giving students a systems-wide perspective.
 - This presents a good opportunity to reach all UWSOM students.
 - The active learning component of cases lends itself to this content.
 - The student group would revise cases (adding bullet points and discussion questions) on planetary health content with guidance and input from block leads and the Washington Association of Physicians for Social Responsibility (who have offered to review literature for accuracy).

The committee provided feedback and asked questions:

- This is a good topic for the Integration Weeks starting in the 2022 academic year.
- This content could be a module in the Pathways.
- An important consideration is timing. The blocks undergo a review process and have established timelines for finalizing content, usually several months in advance. Adding this content may need to occur on a rolling basis, as the blocks go through their review process.
- A long-term goal should be to widen the diseases discussed in the context of climate change (fetal effects for example) and center social justice in this content.

QUESTION – Are there disease categories that would be prioritized in this curriculum?

ANSWER – Areas to prioritize include: infectious diseases, cardiovascular diseases, air pollution and asthma, psychological effects on vulnerable populations, and social effects of climate change (incorporated into Themes content).

QUESTION – The UWSOM curriculum is already quite full. How much climate change content is the group interested in adding?

ANSWER – The group’s goal and vision are to help UWSOM medical students become more literate in climate change by covering five to ten key topics per block and adding one discussion question in each of those case sets. The group suggests starting small by adding questions to existing cases and building out from there.

Next steps:

- Foundations 2022 is undergoing a curriculum renewal. The students should present to the faculty at an upcoming Block / Thread / Themes Leaders meeting. Included in this presentation should be a list of priority topics, blocks, cases, etc.
- A workgroup should be established to work on how this project will be implemented. The workgroup should put together a three-year plan (including how success will be measured) and come back to Curriculum Committee to present.

<input checked="" type="checkbox"/> DECISION REQUIRED?	[13] VOTES FOR	[0] VOTES AGAINST
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Decision: The Curriculum committee recognizes climate change is an important aspect of the curriculum and, if possible, should be implemented into the E-22 curriculum and beyond. The Curriculum Committee will charge a workgroup to address these goals.

4. 2020-2021 End of Patient Care Phase Report

Discussion: The committee reviewed the 2020-2021 Patient Care End of Phase report. The clinical year covered in this report encompasses several temporary changes that were made to clerkships due to the COVID-19 pandemic. Family Medicine, OBGYN, Pediatrics, and Psychiatry rotations were all shortened from 6 weeks to 4 weeks. Surgery maintained a total of 6 weeks but was split into a 4-week in-person clinical rotation and a 2-week virtual rotation. Internal Medicine was shortened by 12 to 8 weeks.

Final clerkship grades are composed of a clinical evaluation component (referred to as the “clinical grade”) and the final exam score. Each department has a different method for determining the final grade, resulting in differences in how the final exam score impacts the final grade. This is the first year data on the clinical grade (separate from the final grade) has been made available to the UWSOM.

Key takeaways:

- In the past four clerkship years, most departments have issued the same number of Honors grades, with only Family Medicine increasing the number of Honors.
- For the six Patient Care Phase clerkships, UWSOM students score comparably on the final exam when compared to national averages.
- Underrepresented Minority (URM) and Non-Underrepresented Minority (Non-URM) students received fewer Honors grades in the six Patient Care Phase clerkships over the past four clerkship years when compared to white students.
- In the past four clerkship years, students identifying as male received fewer Honors grades than students identifying as female.
- The UWSOM is in a transitional period currently, four clerkships (Family Medicine, OB/GYN, Pediatrics, and Psychiatry) used the “old” clinical evaluation form in 2020-2021, which features 12 common rating items. This form is largely the basis of the clinical grade. The rating items include: knowledge, data-gathering, clinical reporting, procedural (OB/GYN only), integration, management, patient-centered, communications, relationships, professional, educational, and dependability. Students scored comparably across all four clerkships.
- Two clerkships (Internal Medicine and Surgery) used the “new” clinical evaluation form in 2020-2021, which is more competency-based, and measures students on the following domains: patient care, knowledge for practice, interpersonal and communication skills, practice-based learning, systems-based practices, and interprofessional collaboration).

The committee provided feedback and asked questions:

QUESTION – Does the UWSOM have racial and gender data on attendings? (Male, female, URM, non-URM, white, etc.)?

ANSWER – We do not have demographic data on WWAMI clinical faculty. One of the barriers to collecting this data is the number of faculty (approximately 5,000).

QUESTION – What avenues do we have for more sophisticated analysis to address grading bias?

ANSWER – A group has been working on revisiting UWSOM’s earlier study on grading bias and reviewing other variables that could affect this. The group’s goal is to share their results in spring 2021.

An important note: this study analyzes several years of past data that only includes the final grade, past data did not parse out the final exam score.

QUESTION – Will future analysis take into account the site location?

ANSWER – The analysis takes into account whether the site location is a community or an academic site. There is evidence from studies done in the past indicating this variable has an effect (community sites give higher grades than academic sites).

5. 2020-2021 End of the Explore & Focus Phase Report

Discussion: This item was tabled until a future meeting date.