

Curriculum Committee Minutes

Date	May 2, 2022
Time	4:00 – 5:30PM
Co-Chairs	<i>Heather McPhillips, Sherilyn Smith</i>
Attendees	Academic Co-Chair: <i>Sherilyn Smith</i> ; Executive Chair: <i>Heather McPhillips</i>
<input checked="" type="checkbox"/> QUORUM REACHED: 14	Voting Members: <i>Audrey Mossman, Carolyn Bell, Cindy Knall, Courtney Francis, Elizabeth Buhler, Esther Chung, John Willford, Kris Calhoun, Laura Goodell, Leanne Rousseau, Matt Cunningham, Peter Fuerst, Ryan Richardson, Zach Gallaher</i> Guests: <i>Kellie Engle, Edith Wang, Michael Campion, Geoff Jones, Ash Malhi, Cynthia Sprenger, Darryl Potyk, Erica Crittendon, Gerald Tolbert, Jordan Kinder, Jung Lee, Karla Kelly, Kathy Young, Meghan Kiefer, Martin Teintze, Sara Kim, Judy Swanson, Sarah Wood</i>
Regrets	Voting members: <i>Ben Trnka, Eric LaMotte</i>

Agenda

	ITEM	LEAD	TIME	ATTACHMENT	ACTION
1	Approve March and April Minutes	Sherilyn Smith	5 min	Attachment A, B	Decision
2	Announcements: <ul style="list-style-type: none"> • New academic co-chair • Summer break • Zoom-only through 2022 	Sherilyn Smith / Heather McPhillips	5 min		Announcement
3	Foundations 2022 Update	Edith Wang / Meghan Kiefer	35 min		Discussion
4	2020-2021 End of the Explore & Focus Phase Report	Matt Cunningham	25 min	Attachment C	Discussion
5	Step 1 Report	Matt Cunningham	25 min	Attachment D	Discussion

Next Meeting: June 6, 2022

1. Approve March and April Minutes		
Discussion: The April minutes were reviewed.		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[11] VOTES FOR	[0] VOTES AGAINST
Decision: The Curriculum committee approved the March meeting minutes.		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[10] VOTES FOR	[0] VOTES AGAINST
Decision: The Curriculum committee approved April meeting minutes.		

2. Announcements
<p>Announcements:</p> <ul style="list-style-type: none"> • Dr. Laura Goodell will be taking over as Curriculum Committee Academic Co-Chair in June after Dr. Sherilyn Smith retires. Dr. Goodell works in the Foundations Phase as the Montana Lifecycle site lead. She has served on Curriculum Committee since 2018. A very warm welcome to Dr. Goodell! • The governance committees will take a summer break. No meetings will be scheduled in July or August of this year. Meetings will resume in September 2022. • The governance committees have committed to continuing via zoom-only for the next two years. This approach has supported equitable participation in meetings for regional and Seattle-based members.

3. Foundations 2022 Update
<p>Discussion: There was an in-person Foundations 2022 Retreat in Seattle held on March 14th and 15th. Approximately 60 faculty and staff attended. The retreat covered the following topics:</p> <ul style="list-style-type: none"> • Clarity on content location (what material is going where. If content moves out of block X, where does it go?) • Teaching delivery innovation and improvement (taking a more systematic approach, active learning, case-based, alternatives to large lectures) • Schedule specifics (block order and dates) • Threads/Themes 2022 (coordinating with blocks on content and delivery across blocks) • Cross-block coordination (how blocks build on each other, avoiding redundancy, integration between blocks) • Integration Weeks (what are they, what will they cover) • Assessment (cumulative finals) <p>Following up from the January meeting, Curriculum leadership returned to present:</p> <ul style="list-style-type: none"> • Allocation of hours for blocks and threads (both in the legacy curriculum and the 2022 curriculum). See meeting handouts for details. • Whether the eight guiding principles approved by Curriculum Committee in July 2020 were met: <ol style="list-style-type: none"> 1. Foundations should be longer Currently there are 788 instructional hours in the Foundations phase. Starting in 2022, there will be 830 hours. First-year courses will begin in mid-July (clinical immersion is planned for early September to accommodate faculty availability). 2. Blocks should be ≤ 8 weeks and more uniform in length

Blocks have been shortened to a range of 5 to 7 weeks, instead of the current range of 2 to 9 weeks.

3. Hematology should be earlier & before cardiovascular

Hematology will be in autumn of year one (after cell biology content and before cardiovascular content). The Cancer, Hormones & Blood block is scheduled for Fall quarter and the Cardiovascular System block is scheduled for Winter quarter of year one.

4. Special attention to HFF complexities when constructing schedule

HFF faculty feel their considerations have been considered. Changes for 2022 include:

- Scheduling considerations were made for the delivery of cadavers to regional campuses
- Reducing overlapping quarters (where faculty instructors are teaching both first- and second-year medical students)
- Returning to dedicated head and neck anatomy content
- Expanded musculoskeletal anatomy period to include spine content.

5. Threads should have a larger and more systematic/consistent presence in blocks

Thread faculty were able to collaborate and discuss thread integration with block faculty at the retreat.

6. Set time aside during Foundations for review & integration

Three weeks of integration have been added. These weeks will be graduation requirements. No new content will be delivered during these weeks. This is dedicated time to review, consolidate, and integrate materials from all previous blocks.

Part of accomplishing this principle included changing the current Consolidation & Transition (C&T) three-part course series. Currently, C&T includes:

- Foundations Capstone (2 weeks, 4 credits) – intensive review of Foundations phase concepts
- Consolidation (8 weeks, 10 credits) – dedicated study period with a small amount of learning science theory
- Transition to Clerkships (1 week, 2 credits) – prepare students for the Patient Care Phase

For 2022, C&T will change into a two-part course series: retiring Foundations Capstone and extending consolidation by one week (adding more learning science theory and a student panel) and extending Transition to Clerkships by one week. Retiring Foundations Capstone is based largely on student feedback. Students prefer to integrate material as they move through the curriculum. Block Level Objectives (BLOs) comparable to Foundations Capstone will be added to the integration weeks.

7. Consider burden of disease when determining depth of coverage

Faculty experts in oncology are being consulted to guide depth of coverage of burden of disease in the blocks, with the goal to think about Oncology from an overarching standpoint, add consistency across the blocks, and support the blocks.

8. Give more time to B&C, MSK, Immunology, & threads

This has been accomplished.

4. 2020-2021 End of the Explore & Focus Phase Report

Discussion: The committee reviewed the end of Explore & Focus Phase Report for the 2020-2021 clinical year. This clinical year was impacted significantly by the COVID-19 pandemic, some students took virtual clerkships in the Spring quarter and in-person clerkships resumed in Summer quarter. This report presentation was scheduled for the [December 2021 meeting](#) agenda but was tabled.

Key takeaways:

- The required clerkships in the Explore & Focus Phase include Emergency Medicine, Neurology and Neurosurgery.
- Most of this data represents the E-17 cohort (graduation date: Spring 2021), a small portion are expanded students (between 15-25%).
- Clerkship grades are composed of two parts:
 - Clinical grade (assigned by preceptors)
 - Final exam grade
- No students received a fail for the clinical grade, but a few students failed the final exam and thus failed the clerkship (this policy is no longer in effect. Currently, students can fail the exam but still pass the clerkship).
- Emergency Medicine and Neurology used an NBME subject exam for the final exam. Neurosurgery used an NBME Customized Assessment Service (CAS) exam. Students performed similarly across the exam types and when compared to the national average for the Emergency Medicine and Neurology subject exams.
- The committee reviewed differences in Honors grades (both for exam and final grades) for Underrepresented Minority (URM) and non-URM students.
- The committee reviewed the 12 common clerkship rating items students were graded on across all clerkships. Students scored slightly higher on clinical skills rating items and slightly lower on items related to communication, professionalism, etc.
- The committee reviewed student feedback from the Explore & Focus end-of-phase survey (an internal survey administered around the same time as the AAMC Graduation Questionnaire):
 - All three required clerkships were rated highly (between 5.2-5.4 on a scale of 6) on the item, "Clerkship as a whole." APCs and Sub-Internships were also rated highly on this item.
 - 70% of respondents said they were satisfied with "opportunities for career exploration."
 - Overall, the UWSOM scored highly on learning environment items, however, only 48% of respondents said the UWSOM "is a comfortable place for students from underrepresented backgrounds or LGBTQ students to learn medicine."

See meeting handouts for details.

The committee provided feedback: It would be helpful to see data across multiple years to determine if interventions put in place are making a difference. **ACTION:** Matt Cunningham and the Educational Evaluation Team will include the requested data in future reports and presentations.

5. Step 1 Report

Discussion: This item was tabled until a future meeting.