

## Explore & Focus Committee Minutes

<b>Date</b>	December 20, 2021
<b>Time</b>	4:00 – 5:30PM
<b>Co-Chairs</b>	<i>Mark Whipple, Esther Chung</i>
<b>Attendees</b>	<b>Academic Chair:</b> <i>Esther Chung</i>
<input checked="" type="checkbox"/> QUORUM REACHED: 12	<b>Voting Members:</b> <i>Alson Burke, Barb Doty, Doug Schaad, Emily Myers, Madelyn Peha, Matt Cunningham, Matthew Hollon, Roger Tatum, Sarah Thomsen, Thomas Payne, Troy Johnston</i>
	<b>Guests:</b> <i>Jong Kim, Alexis Rush, Amy Say, Claire Sandstrom, Edith Wang, Eric Kraus, Erin Gunsul, Gerald Tolbert, Gina Franco, Heidi Combs, Ivan Henson, John McCarthy, Julie Bould, Karla Kelly, Kelley Goetz, Kellie Engle, Kristen Seiler, Lena Sibulesky, Margie Trenary, Paul Borghesani, Ruth Sanchez, Sara Kim, Sarah Wood</i>
<b>Regrets</b>	<b>Voting members:</b> <i>Amanda Kost, Chelsea Denney, Mike Spinelli, Nam Tran, Ralph Ermoian, Susan Merel</i>

### Agenda

	ITEM	LEAD	TIME	ATTACHMENT	ACTION
1	Approve October Minutes	Esther Chung	5 min	Attachment A	Decision
2	Welcome new members: <ul style="list-style-type: none"> <li>Emily Myers (Clerkship representative, Seattle)</li> <li>Ralph Ermoian (Clerkship representative, Seattle)</li> <li>Madelyn Peha (Student, Seattle)</li> </ul>	Esther Chung	5 min		Announcement
3	APC evaluation and mid-clerkship feedback	Esther Chung	15 min	Attachment B	Discussion
4	2020-2021 End of the Explore & Focus Phase Report	Matt Cunningham	45 min	Attachment C	Discussion

**Next Meeting: January 31, 2022**

1. Approve October Minutes

**Discussion:** The committee reviewed the October meeting minutes.

<input checked="" type="checkbox"/> DECISION REQUIRED?	<input type="checkbox"/> VOTES FOR	<input type="checkbox"/> VOTES AGAINST
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**Decision:** The Explore & Focus committee approved October meeting minutes

2. Welcome new members

**Discussion:** The governance committees have an annual election process for open seats on the phase committees (Foundations Committee, Patient Care Committee, and Explore & Focus Committee) and for the Curriculum Committee. This includes faculty and student members. Interested individuals are asked to submit a statement of interest for review by one of two nominating committees:

- A Faculty Nominating Committee - a subcommittee of individuals from the Curriculum Committee (the two chairs and three volunteers).
- OR
- A Student Nominating Committee - including one Foundations or Clinical dean, one Student Affairs dean, and two Medical Student Association (MSA) representatives (one from Seattle and one from the WWAMI region).

The nominating committees recommend candidates to fill the vacancies. These individuals are then reviewed and ratified by the Curriculum Committee.

A very warm welcome to the newest voting members of the Explore & Focus Phase Committee:

- Emily Myers (Clerkship representative, Seattle)
- Ralph Ermoian (Clerkship representative, Seattle)
- Madelyn Peha (Student, Seattle)

You can view the current membership roster [here](#).

3. APC evaluation and mid-clerkship feedback

**Discussion:** The committee reviewed student evaluations for Advanced Patient Care Clerkships (APCs) and Sub-Internships (Sub-Is) for 4/1/2020 – 3/31/2021. This reporting period includes the start of the COVID-19 pandemic and significant adjustments were made to the clinical education environment.

**Key takeaways:**

- Student feedback for making improvements included:
  - More direct feedback throughout and at the end of shifts
  - Improved orientation and expectation setting (especially around student responsibilities and expectations in Sub-Internships)
  - Improved communication (including increasing access to pagers and being involved in communication about floor patients)
- Across the board, students rated all departments high for “clerkship as a whole” and for “Clerkship contribution to education.” Both averaging 5.6 across all clerkships (out of a six-point scale).
- There is room for improvement in giving students mid-rotation feedback, with an average of 76% across all clerkships.

**Considerations and next steps:**

- Annual departmental APC director meetings
- Spring-Summer 2021 APC evaluations released (some data was shared in this presentation)
- Departmental challenges
  - Changing directors, lack of time, site-specific limitations
- Common areas for improvement across departments
  - Setting expectations; orientation
  - Formal feedback, mid-clerkship feedback
  - Adequacy of feedback
  - Promoting autonomy
  - Communication – pagers, AMC Connect being included in communications

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

**Discussion:** The committee reviewed the 2020-2021 End of the Explore & Focus Phase Report.

**Required Clerkships – Grading and Assessment**

The three required Explore & Focus Phase clerkships are Emergency Medicine (EM), Neurology, Neurosurgery. The committee reviewed the grade data, primarily for the E-17 cohort. 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.

**Key takeaways -**

- The number of clerkship final grade fails is a bit higher than the number of clinical grade fails, representing the impact the final exam score has on the final grade. The 2020-2021 clerkship year was the last year the UWSOM operated under the previous Clerkship Grading Policy, which said if a student fails the final exam, they fail the clerkship.
  - The [Clerkship Grading Policy](#) has since been updated, now students can fail the final exam and still pass the clerkship. The final exam has been made a graduation requirement and students must pass it at a later date.
- Neurology and EM use NBME subject exams. Previously Neurosurgery used a locally developed exam. 2020-2021 was the first year Neurosurgery used an NBME CAS (Customized Assessment Service) exam. The difficulty of the exam is now more aligned with other clerkships.
- Underrepresented Minority (URM) students received 7% more Honors in clinical grades than white students in EM and 5% fewer Honors in Neurology. Non-URM students received 10% fewer Honors in clinical grades than white students in EM and 5% fewer Honors in Neurology.
- Students identifying as male received 10% fewer Honors than students identifying as female and 5% more Honors in Neurology.
- URM students received 5% fewer Honors in the final clerkship grade than white students. There was parity between URM and white students’ final clerkship grades in Neurology.
- Non-URM students received more than 15% fewer Honors in the final clerkship grade than white students in EM and 7% fewer in Neurology.
- The clinical evaluation form used in 2020-2021 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 (not used in Neurology), integration, management, patient-centered,

communication, relationships, professional, educational, and dependability. Students scored comparably across all three clerkships.

#### **Medical Students' Evaluation of Clerkships**

- Students rated all clerkships highly on "Clerkship as a whole" (between 5.2 and 5.3 on a six-point scale).
- There was variation on the percent of students reporting they received mid-rotation feedback (75% for EM, 87% for Neurology, and 96% for Neurosurgery).

#### **APCs and Sub-Is**

- Students scored comparably across all 12 common rating items for APCs and Sub-Is in the following departments: Anesthesiology, Family Medicine, Internal Medicine, OB/GYN, Otolaryngology, Pediatrics, Psychiatry, and Surgery.

#### **Explore & Focus End-of-Phase Survey**

- 70% of students were satisfied with the opportunities for career exploration
- 83% of students were satisfied with the overall quality of the Explore & Focus Phase
- 76% of students would recommend the UWSOM to undergraduate premedical students
- Above 80% of respondents agree with the following statements:
  - The UWSOM educational program promotes professional behavior
  - Students are treated in a professional, respectful manner
  - The faculty are committed to my success
  - The UWSOM provides a supportive culture for learning
- 48% of students agreed with the statement "I have a sense of community with other UWSOM students"
- 48% of students agreed with the statement "The UWSOM is a comfortable place for students from underrepresented backgrounds to learn medicine."
- 47% of students agreed with the statement "The UWSOM is a comfortable place for LGBTQ students to learn medicine."
- 83% of students were satisfied with the supervision they received in required clerkships and other required clinical experiences
- 73% of students were satisfied with the mid-clerkship feedback they received
- 56% of students were satisfied with the fairness of evaluation and performance assessment

The committee provided feedback and asked questions:

- What does career exploration in the Explore & Focus Phase look like?
  - Each department has a dedicated specialty career advisor. This individual councils students on which Explore & Focus Phase rotations to take and how best to prepare for residency applications.
  - The curriculum renewal in 2015 pushed the Explore & Focus Phase earlier and the number of alumni reaching out to Student Affairs to change specialties has tripled since implementing this change. Students feel pressure to pick their specialty and finish their requirements to keep on track with residency application timelines, which is leading to less "exploring" and more "focusing."

The committee discussed that this manifests in students taking multiple E&F courses in the same department and whether there should be restrictions. The committee reviewed the [Credit Limit in a Specialty policy](#), that limits students to a maximum of 32 credits of Explore & Focus Phase elective clerkships in a given specialty.

**ACTION:** The committee should discuss the regulation of APCs, Sub-Is and electives. Some students take multiple APCs and Sub-Is, while other students struggle to enroll in one.

**ACTION:** Dr. Chung, Dr. Myers, And Dr. Borghesani will develop and send a data request to the Data Services team (the number of APCs and electives a student takes in each department and the timing of APCs, Sub-Is and electives).