

## Curriculum Committee Minutes

<b>Date</b>	June 6, 2022
<b>Time</b>	4:00 – 5:30PM
<b>Co-Chairs</b>	<i>Heather McPhillips, Sherilyn Smith</i>
<b>Attendees</b>	<b>Academic Co-Chair:</b> <i>Sherilyn Smith</i> ; <b>Executive Chair:</b> <i>Heather McPhillips</i> <input checked="" type="checkbox"/> QUORUM REACHED: 11 <b>Voting Members:</b> <i>Courtney Francis, Eric LaMotte, Esther Chung, Kris Calhoun, Laura Goodell, Leanne Rousseau, Matt Cunningham, Peter Fuerst, Ryan Richardson, Zach Gallaher</i> <b>Guests:</b> <i>Scott Bailey, Shannon Uffenbeck, Jordan Kinder, Cynthia Sprenger, Siavosh Naji-Talakar, Sarah Wood, Martin Teintze, Mark Whipple, Molly Secor, Bruce Silverstein, Andrea Lazarus, Ceradwen Tokheim, Jung Lee, Kathy Young, Kellie Engle, Matt Thompson, Karla Kelly, Michael Campion, Maya Sardesai, Nick Cheung, Sara Kim, LeeAnna Muzquiz, Judy Swanson, Gerald Tolbert, Janelle Clauser, Karen McDonough, Meghan Kiefer, Michaela O'Donoghue, Russell Lackey, James Nguyen</i>
<b>Regrets</b>	<b>Voting members:</b> <i>Audrey Mossman, Ben Trnka, Carolyn Bell, Cindy Knall, Elizabeth Buhler, John Willford</i>

## Agenda

	ITEM	LEAD	TIME	ATTACHMENT	ACTION
1	Approve May Minutes	Sherilyn Smith	5 min	Attachment A	Decision
2	UWSOM Residency Match Data	Sarah Wood	10 min		Discussion
3	Foundations and Patient Care OSCE Results	Mark Whipple	15 min		Discussion
4	Foundations' Integrations Weeks: Structure and Learning Objectives	Shannon Uffenbeck / Karen McDonough	25 min	Attachment B	Decision
5	Pathway Pilot: Clinical and Translational Research Pathway	Sara Kim / Matthew Thompson	35 min		Decision

**Next Meeting: July 11, 2022**

1. Approve May Minutes

**Discussion:** The May minutes were reviewed.

DECISION REQUIRED? **MOVED TO E-VOTE**

[9] VOTES FOR

[0] VOTES AGAINST

**Decision:** The Curriculum committee approved the May meeting minutes.

2. UWSOM Residency Match Data

**Discussion:** The committee reviewed the UW School of Medicine's (UWSOM) 2022 residency Match data. The UWSOM had another successful year. The UWSOM has held steady in students matching into primary care (including: Family Medicine, Internal Medicine, and Pediatrics) and students staying in the WWAMI region. The most common specialties for UWSOM graduates include: Internal Medicine, Family Medicine, Emergency Medicine, and Pediatrics.

3. Foundations and Patient Care OSCE Results

**Discussion:** The committee reviewed the 2021 OSCEs (Objective Structured Clinical Examinations) data. The OSCEs are a graduation requirement. The main goals of the OSCEs are to:

- Assess and provide feedback on clinical skills and clinical reasoning as students move through the curriculum.
- Identify strengths and weaknesses in the curriculum.

Two OSCEs are administered during the Foundations phase (Foundations OSCE I and Foundations OSCE II) and one OSCE is administered during the Patient Care phase. Foundations OSCE I is lower stakes and provides an opportunity for students to get familiar with the exam's structure and for their College mentor to see where they are. The students are assessed and evaluated, but there is not a requirement to pass. Foundations OSCE II is more summative. The Patient Care OSCE is administered when students have completed five of the six required Patient Care Phase clerkships.

There is a three-point grading system: Exceeds Expectations (EE), Meets Expectations (ME), and Needs Development (ND). Students who do not meet the standard on either part must either remediate with a College faculty (Foundations OSCE I or II) or retake the exam (Patient Care).

The committee reviewed the 2021 OSCE results. Most students received EE or ME grades on the Foundations and Patient Care OSCEs.

#### 4. Foundations' Integrations Weeks: Structure and Learning Objectives

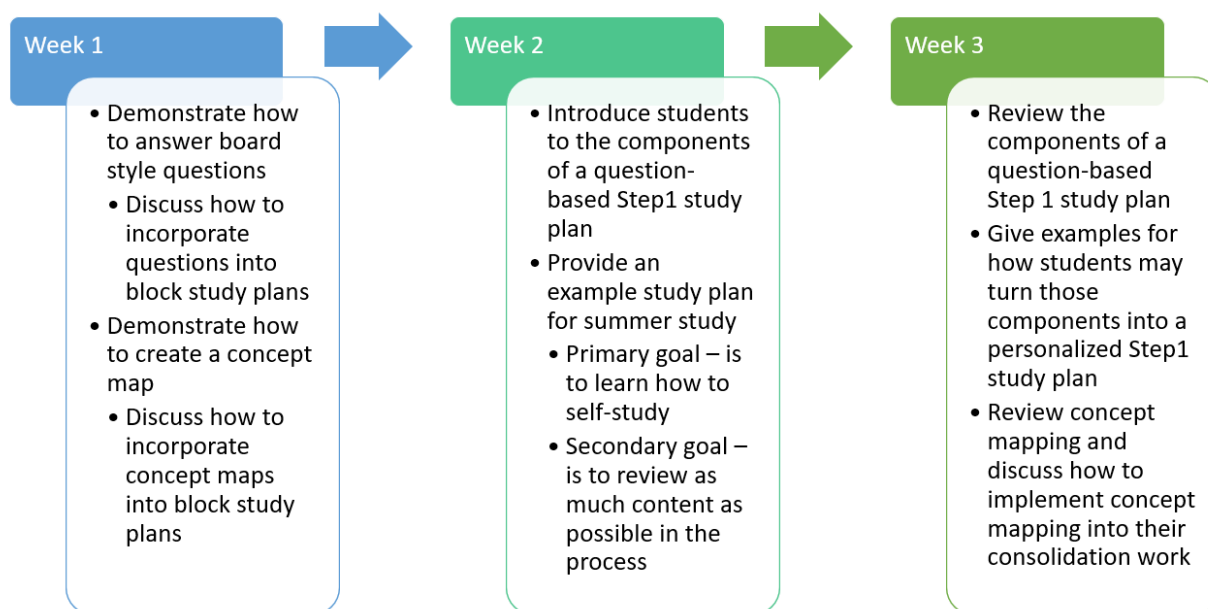
**Discussion:** The faculty leads for the Integrations Weeks presented the plans for the Foundations Phase's Integration Weeks.

##### Learning Objectives:

1. Develop a holistic framework to link basic science knowledge to clinical features of human health and disease.
2. Apply concepts from disparate basic science disciplines to solve clinical problems in order to build clinical reasoning skills.
3. Analyze and improve personal metacognitive skills and awareness to develop strategies to promote effective learning and retention of material throughout the Foundations curriculum.
4. Reflect on professional identity formation and progress as a life-long learner of medicine.

##### The content that will be covered:

- Learning skills and strategies – increase self-study efficacy by supporting students as they learn how to use more challenging study strategies
  - Question-based study - showing students how to use their q-bank for recall practice and application challenges and creating a question-based Step1 study plan where missed questions will direct their study
  - Concept mapping - encourage basing maps on SLOs and/or specific processes and introducing disease concept maps with a specific layout that encourages recall practice
- Integration of knowledge – in-person, active learning large group integration sessions. Including multiple choice questions, analysis of clinical cases, and aquifer integrated illness scripts.
- Professional identity formation – large group and individual reflection for the development of professional identity and coaching during the clinical phases.



The faculty also went over the plan for each hour:

Hr 1	Integration: Goals for these weeks and how we can achieve them	Teams review practice questions and create concept maps from those questions	Review practice questions	CAS exam
Hr 2	Intro to boards style questions		Integration: T1 versus T2DM	
Hr 3	Teams do practice questions relevant to preceding blocks	Integration: Topics 1 & 2 • EBV? • Meningitis?	Professional Skills & PIF	
Hr 4	Teams create concept maps related to practice questions			

The committee provided feedback:

- It will be important to figure out what the consequences are for students who do not attend these sessions. Would it be similar to the current practice for missing a Themes in Medicine session, where students are required to write a 5-page report? Who would review this for the Integrations Weeks?

DECISION REQUIRED? [10] VOTES FOR [0] VOTES AGAINST

**Decision:** The Curriculum committee approved the Integrations Weeks' structure (including: learning skills and strategies, integration of knowledge, and professional identity formation) and the proposed learning objectives:

1. Develop a holistic framework to link basic science knowledge to clinical features of human health and disease.
2. Apply concepts from disparate basic science disciplines to solve clinical problems in order to build clinical reasoning skills.
3. Analyze and improve personal metacognitive skills and awareness to develop strategies to promote effective learning and retention of material throughout the Foundations curriculum.
4. Reflect on professional identity formation and progress as a life-long learner of medicine.

#### 5. Pathway Pilot: Clinical and Translational Research Pathway

**Discussion:** The Translational Workforce Development team (located within the Institute for Translational Health Sciences (ITHS)) presented the Clinical and Translational Research Pathway. ITHS supports significant clinical research infrastructure at UW and partner institutions (Fred Hutch and Seattle Children's Hospital).

#### Reasons for proposing a research pathway

- Most MD students receive relatively little exposure to clinical and translational research training and practical experiences.
- Nationally very few medical graduates enter research careers, particularly those from underrepresented groups.
- UW is a national leader in clinical and translational research, yet offers relatively few opportunities for students interested in clinical research.

- LCME accreditation requirement: *7.3 Scientific Method/Clinical/Translational Research: The faculty of a medical school ensure the medical curriculum includes instruction in the scientific method and in the basic scientific and ethical principles of clinical and translational research, including the ways in which such research is conducted, evaluated, explained to patients, and applied to patient care.*

**Aim of this pathway**

- Build and deliver high-impact longitudinal clinical and translational research pathway, offered to health sciences trainees across the WWAMI region to advance research interests and opportunities specific to translational research.
- ITHS Translational Workforce Development is partnering with the UW School of Medicine (UWSOM), Washington State University (WSU Pharmacy), and Montana State University (MSU Nursing) to design and implement this pathway.
- Guiding principles:
  - Different institutions will offer different versions (pathway, certificate, etc.) tailored to their needs/curricula.
  - The UWSOM pathway would operate identically to other UWSOM pathways.

**What are the building blocks of this pathway?**

1. Core knowledge base – Research Methods/Fundamentals of Medical Science & Research (FMR) block provides instruction in study design and basic biostatistics.
2. Student interest group – Translational science lecture series, translational research journal clubs, and other peer group activities.
3. Advanced knowledge – Online and/or face-to-face learning, including equity, diversity, and inclusion in research, team science, study design, and other Clinical Translational Research competencies.
4. Research practicum – Two-to-four month mentored research project within academic or life science industry labs or research units.

Translational research learning domains that will be covered:

<b>Study design</b> (Forming hypotheses, sources of error, statistical approaches, and rigor and reproducibility)
<b>Ethical concerns</b> (Regulatory support knowledge, human subject and animal protection, data management, conflict of interest and good clinical practice)
<b>Leadership, team science, and communication</b> (Working in a research team, cross-disciplinary working, communicating science)
<b>Community engagement and cultural diversity</b> (Reasons to engage with multiple communities, methods for successful engagement, importance of diversity in research teams and participants)
<b>Literature critique</b> (How to review journal and other scientific publications, biases in publication, reporting guidelines, effective writing)
<b>Biomedical informatics</b> (Use of electronic medical record data for research, ethics and practical issues around use of data)

**Preparation and engagement work to date**

- A student survey (n=190) provided insight into why students would participate in this pathway and what the barriers might be.
- Multiple students have expressed interest through one-on-ones.
- Input from Regional Executive Council Members (include MSU, WSU, UWY, UAF, GU).
- Support from Research Methods Course.
- Funding from ITHS.
- Discussions with stakeholders throughout UWSOM.

**Next Steps**

- Timing: Use the 2022-2023 academic year as a planning year for a 2023 launch (for the E-2023 cohort)
- Assemble advisory board: Regional faculty and students will help guide content, curriculum, and monitoring efforts.
- Determine staff and faculty support needs: Secure funding for partial FTE of an administrator and faculty
- Develop institution-specific plans: Pilot pathway, application period in fall, selection criteria, etc.

**Additional Information**

- This pathway is being developed in conjunction with the Triple I program. This pathway could potentially fulfill the Triple I requirement.
- This pathway could potentially provide students with research experience to include on their resumes and in their residency interviews; publications; a certificate; and/or the opportunity to present at conferences.

The committee shared concerns:

- Lack of budget and resources for students to travel for either the research practicum or to present at conferences.
- There are existing student concerns around the Triple I (around cost).
- This pilot was developed with the understanding that electives could be leveraged to ensure it is truly a longitudinal pathway experience. Messaging needs to be deliberate: this is an elective pathway and may not be a good fit for students who need to use the elective period for graduation requirements, the Comprehensive Basic Science Review course (CBSR), etc.

**ACTION:** The Translational Workforce Development team will return to Curriculum Committee after the planning year for approval to launch the Clinical and Translational Research Pathway pilot.

<input checked="" type="checkbox"/> DECISION REQUIRED? <b>MOVED TO E-VOTE</b>	[8] VOTES FOR	[1] VOTES AGAINST
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**Decision:** The Curriculum committee approved a planning year for the Clinical and Translational Research Pathway, with a nod to the Triple I and how they work together.