



Curriculum Committee Minutes

Date	November 7, 2022
Time	4:00 – 5:30PM
Co-Chairs	<i>Heather McPhillips, Laura Goodell</i>
Attendees	Academic Co-Chair: <i>Laura Goodell</i> ; Executive Chair: <i>Heather McPhillips</i>
<input checked="" type="checkbox"/> QUORUM REACHED:	Voting Members: <i>Audrey Mossman, Courtney Francis, John Willford, Kris Calhoun, Leanne Rousseau, Peter Fuerst, Zach Gallaher</i> Guests: <i>Edith Wang, Cassie Cusick, Karen Segerson, Colette Kirchhoff, Michael Campion, Amanda Kost, Sarah Wood, Sara Kim, Cynthia Sprenger, Jung Lee, Kellie Engle, Martin Teintze, Bruce Silverstein, Frank Batcha, Debbie Blackstone, Karla Kelly, Ceradwen Tokheim, LeeAnna Muzquiz, Kathy Young, Gina Campelia, Christine Ibrahim-Rizkalla, Jordan Kinder, Jaime Fitch, Meghan Kiefer, Bessie Young</i>
Regrets	Voting members: <i>Cindy Knall, Elizabeth Buhler, Eric LaMotte, Esther Chung, Matt Cunningham, Ryan Richardson</i>

Agenda

	ITEM	LEAD	TIME	ATTACHMENT	ACTION
1	Announcement: Curriculum Committee Retreat	Laura Goodell	5 min		Announcement
2	Approve October Minutes	Laura Goodell	5 min	Attachment A	Decision
3	Academic Grading Policy Revisions	Amanda Kost / Frank Batcha	20 min	Attachment B	Decision
4	Planetary Health Workgroup Update	Coco Kirchhoff	15 min	Attachment C	Discussion
5	Themes Updates: <ul style="list-style-type: none"> • Medicine, Health & Society I & II • Block Level Objectives 	Gina Campelia / Bessie Young / Karen Segerson	45 min	Attachment D, E	Decision



1. Announcement: Curriculum Committee Retreat		
<p>Discussion: The Curriculum Office will schedule a half-day retreat in spring 2023 for voting members of the Curriculum Committee. The retreat will be used to:</p> <ul style="list-style-type: none"> • Discuss vision • Set priorities for the near future • Review the UW School of Medicine’s strategic plan <p>Stay tuned for more.</p>		

2. Approve October Minutes		
<p>Discussion: The meeting minutes were reviewed.</p>		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[7] VOTES FOR	[0] VOTES AGAINST
<p>Decision: The Curriculum committee approved the October meeting minutes.</p>		

3. Academic Grading Policy Revisions		
<p>Discussion: Faculty presented proposed revisions to the Academic Grading Policy for the committee’s endorsement. Policy changes are needed for the WRITE 2.0 launch. The WWAMI Rural Integrated Training Experience Program (or WRITE) is a Longitudinal Integrated Clerkship (LIC) that offers selected third-year medical students a mix of ambulatory and hospital training through a clinical education experience at a rural primary care teaching site. In January 2022, Curriculum committee approved WRITE as an outpatient Longitudinal Integrated Clerkship (LIC) experience structured as a 21-to-24-week clerkship administered by the Department of Family Medicine. Twenty-one to 24 weeks is predicated on whether or not there would be an OB/GYN experience at that location. The WRITE inpatient clerkship experience would be six weeks of Internal Medicine, three weeks of Pediatrics, three weeks of Psychiatry, three weeks of OB/GYN, and six weeks of Surgery, administered independently by respective departments.</p> <p>The proposed policy revisions allow for 3-week required Patient Care WRITE clerkships to be graded on the Honors, High Pass, Pass, and Fail grading system. These changes would be effective Spring 2023.</p> <p>See meeting handouts for details.</p>		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[8] VOTES FOR	[0] VOTES AGAINST
<p>Decision: The Curriculum committee endorsed revisions to the Academic Grading Policy.</p>		

4. Planetary Health Workgroup Update		
<p>Discussion: In December 2021, Curriculum committee voted to “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.”</p> <p>A workgroup was charged in July 2022. The scope of the Planetary Health workgroup includes:</p>		



- Review where climate change and Planetary Health content currently exists in the required and elective curriculum. (Planetary Health is defined as climate change as well as other environmental change including air pollutions, toxics, vector borne / emerging infections and pandemics, food, disasters, and sustainability.)
- Develop learning objectives for climate change and Planetary Health curriculum.
- Identify topic areas in the curriculum where climate change and Planetary Health content could be added or amended to augment sustainable healthcare.
- Recommend assessment methods.
- Recommend how faculty will be recruited and onboarded to teach this content.

Workgroup representatives presented an update to the committee. The workgroup is comprised of 17 faculty members and 17 students. The workgroup has had two meetings to date and established subgroups to clarify scope, timelines, and deliverables. Subgroups include:

- Group 1: Develop a philosophy and mission statement of planetary health. Develop learning objectives and competencies for climate change and planetary health curriculum.
- Group 2: Review where climate change and planetary health content currently exists in the required and elective curriculum. Identify topic areas in the curriculum where this content could be added or amended to augment sustainable healthcare.
- Group 3: Recommend assessment methods.
- Group 4: Faculty education, recommend how faculty will be recruited and onboarded to teach this content. Integration and development of regional partners.

5. Themes Updates

Discussion: Faculty provided an update on themes material in the curriculum. Themes content has been undergoing curricular and faculty changes since 2020. In Winter quarter 2022, planning began for the new curriculum, “Medicine, Health & Society” (MHS). Utilizing feedback from students and faculty, priorities were identified, including: delivering content without harming Black, Indigenous, and people of color (BIPOC) / marginalized students, centering marginalized voices and communities, increasing transparency and collaboration with students, spend more time on action-oriented content (tools/skill-building to counteract health disparities and engage in difficult conversations), and allocating resources for course development and facilitation.

Medicine, Health & Society I & II

Draft mission statement: “Equipping students to be informed and collaborative participants of more just healthcare systems and communities.”

Block level Objectives

MHS I

Health Equity & Social Determinants of Health (SDOH)

1. Health Equity & SDOH: Recognize the impact of axes of oppression and social determinants of health on healthcare equity and health outcomes.
2. Health Equity & SDOH: Identify relationships of power in interpersonal, systems, global and environmental relationships.



Health Systems Science (HSS)

3. HSS: Identify the complex system of health care delivery as a social construct influencing healthcare outcomes
4. HSS: Explain how human values and behavior impact health care system function, finance, legislation, and reform.

Ethics

5. Ethics: Recognize how medical decision making is connected to social norms, moral values, and systems of justice.

MHS II

Health Equity & SDOH

1. Health Equity & SDOH: Analyze patient care practices centering diversity, inclusion, health equity and justice of marginalized individuals, families, and communities.
2. Health Equity & SDOH: Utilize equity driven tools to evaluate and create a plan to counteract institutional racism and other unjust systems, tools, policies or practices in healthcare.

HSS

3. HSS: Propose strategies to close existing gaps in health care delivery and medical education through application of improvement methodology, data analysis, and change agency.
4. HSS: Explain how human values and behavior impact health care system function, finance, legislation, and reform.

Ethics

5. Ethics: Use critical thinking and ethical frameworks grounded in justice to reason through ethical conflicts and uncertainty, justifying pathways forward.
6. Ethics: Demonstrate humility, curiosity, and culturally responsive communication in situations of ethical conflict and uncertainty.

Next steps:

- November 2022 – scaffold the Session Level Objectives (SLOs) and sessions
- December 2022 – MHS 1 lockdown meeting
- February 2023 – Finalize MHS 1 materials

Ongoing questions/concerns:

- Change the title from “Medicine, Health & Society” to “Health Equity, Systems and Ethics (HSE).”
- Require in-class attendance in MHS and blocks for theme sessions.
- Compensation/support for more developers, small group facilitators, and possibly traveling expert facilitators.
- Compensation/recognition for student collaboration.
- Consideration for student peer facilitators.
- Missing leads/content: climate justice, public health, and global health.

<input checked="" type="checkbox"/> DECISION REQUIRED?	<input type="checkbox"/> VOTES FOR	<input type="checkbox"/> VOTES AGAINST
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Decision: The Curriculum committee approved the Block Level Objectives (BLOs) for the Foundation's Phase portion of Medicine, Health & Society I & II.