



Curriculum Committee Minutes

Date	April 3, 2023
Time	4:00 – 5:30PM
Co-Chairs	<i>Heather McPhillips, Laura Goodell</i>
Attendees	<p>Academic Co-Chair: <i>Laura Goodell</i>; Executive Chair: <i>Heather McPhillips</i></p> <p><input checked="" type="checkbox"/> QUORUM REACHED: Voting Members: <i>Audrey Mossman, Cindy Knall, Courtney Francis, John Willford, Kris Calhoun, Leanne Rousseau, Matt Cunningham, Ryan Richardson, Zach Gallaher</i></p> <p>Guests: <i>Joshua Jauregui, Mark Whipple, Aric Lane, Kellie Engle, Cynthia Sprenger, Jordan Kinder, Jung Lee, Kristina Dzara, Mary Sargent, Gerald Tolbert, Electra Enslow, Debbie Blackstone, Kathy Young, Bruce Silverstein, Sara Kim, Edith Wang, LeeAnna Muzquiz, Michael Campion, Sarah Wood, Jaime Fitch, Jeff Seegmiller, Martin Teintze, Ceradwen Tokheim, John McCarthy</i></p>
Regrets	Voting members: <i>Eric LaMotte, Esther Chung</i>

Agenda

	ITEM	LEAD	TIME	ATTACHMENT	ACTION
1	Reminder: 4/10 Curriculum Committee Voting Members' Retreat	Laura Goodell	5 min		Announcement
2	Clinical Attendance Policy: Updates	Joshua Jauregui	15 min	Attachment A, B, C	Announcement
3	Approve February Minutes	Laura Goodell	5 min	Attachment D	Decision
4	Clinical and Translational Research Pathway: 2023 Launch	Mark Whipple / Aric Lane	35 min	Attachment E – K	Decision
5	USMLE Step 1 Report (E-20)	Matt Cunningham	30 min	Attachment L	Discussion



1. Reminder: 4/10 Curriculum Committee Voting Members' Retreat

Announcement: There will be an in-person, half-day retreat in Seattle for Curriculum Committee voting members on Monday, 4/10. The retreat will focus on defining and measuring success for the UWSOM medical education program's curriculum.

2. Clinical Attendance Policy: Updates

Announcement: At the 2018 Liaison Committee on Medical Education (LCME) accreditation site visit, the UW School of Medicine (UWSOM) received an *Unsatisfactory* citation for 12.4 "Clinical students' access to healthcare services:"

A medical school provides its medical students with timely access to needed diagnostic, preventive, and therapeutic health services at sites in reasonable proximity to the locations of their required educational experiences and has policies and procedures in place that permit students to be excused from these experiences to seek needed care.

In 2020, UWSOM submitted a status report to the LCME detailing efforts to improve students' access to healthcare and guidance offered by the school. From this report, UWSOM received an updated rating (*Satisfactory with a Need for Monitoring*). In July 2022 UWSOM's rating was downgraded to *Unsatisfactory*.

UWSOM's Academic Affairs office, in collaboration with the Student Committee on Healthcare Access (SCoHA), monitor student satisfaction through surveys. Over the past few years, dissatisfaction with the adequacy of UWSOM's guidance on accessing healthcare has increased among clinical students. A thematic analysis of student comments revealed common concerns:

- The school's large geographic region:
 - Finding providers and scheduling regular healthcare appointments is difficult (rotations are typically six-weeks in length).
 - Health insurance and Medicaid coverage often does not carry over state lines.
- Difficulty accessing and navigating the healthcare system.
- Fear of school/faculty/preceptor retaliation (specifically to students' grades).

UWSOM is taking a multi-prong approach to improve guidance and increase student satisfaction:

1. Improve communication to students on how to report resistance and/or retaliation for accessing healthcare in the clinical phases.
2. Revise attendance policy.
3. Improve student access to telehealth services.
4. Improve communication to and faculty development for clinical site faculty.

Number two falls in the purview of the curriculum governance committees. Over the past several months, Academic Affairs administration has been in the process of revising policy language. In March 2023, the Patient Care Phase and Explore & Focus Phase committees approved policy changes that went into effect for the 2023-2024 clinical year (which began on 3/27/2023).

A summary of changes:



- [Attendance & Absentee - Clinical Phase Policy](#): Policy language and procedures for anticipated absences during the clinical phases were simplified.
- [Student Access to Anticipated Healthcare Policy](#): A new policy supporting student wellness and access to healthcare during the clinical phases. All clerkships guarantee time off for anticipated healthcare.

After announcing the grading changes (based on PEAC’s recommendations) a number of students have come forward requesting we retroactively extend the changes to the previous clinical year. We can’t do this for a number of reasons: UW’s grading policy, workload for updating MSPE for staff, **all** students’ grades would need to be recalculated and could adversely affect students.

See meeting handouts for details.

3. Approve February Minutes

Discussion: The meeting minutes were reviewed.

<input checked="" type="checkbox"/> DECISION REQUIRED?	[6] VOTES FOR	[0] VOTES AGAINST
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Decision: Curriculum committee approved the February meeting minutes.

4. Clinical and Translational Research Pathway: 2023 Launch

Discussion: Faculty presented an update on the Clinical and Translational Research (CTR) Pathway. In [June 2022](#), Curriculum Committee approved a planning year for CTR.

Overview

CTR is intended for students who wish to learn about and explore the process of creating new knowledge in the form of clinical and/or translational research. The CTR pathway is intended to introduce students to the key components and framework of designing, implementing, and disseminating the results of clinical or translational research. The elective courses are built around the book “Designing Clinical Research” by Browner, et. al., as well as training materials created by the UW Institute for Translational Health Science (ITHS). Students who successfully complete all CTR pathway requirements receive a Certificate in Clinical and Translational Research from ITHS.

Pathway Objectives

1. Design a clinical or translational research project.
2. Address ethical concerns in a clinical or translational research project.
3. Work effectively as a member of a clinical or translational research team.
4. Communicate scientific results in oral, written, and poster format.
5. Describe issues of community engagement and cultural diversity in clinical and translational research.
6. Critique the scientific literature.
7. Demonstrate proficiency in biomedical informatics.

Pathway Requirements



- CTR pathway elective courses during Foundations
 - BIME 594: Overview and Introduction to Clinical and Translational Research (AUT 1)
 - BIME 525: Designing and Developing Clinical and Translational Research (WIN 1)
 - BIME 526: Planning and Implementing Clinical and Translational Research (SPR 1)
 - BIME 527: Disseminating and Advancing Clinical and Translational Research (AUT 2)
- The Independent Investigative Inquiry (III) Scholarship of Discovery (SoD) option (SUM 2)
- A research rotation of at least 4 weeks during the Patient Care or Explore & Focus phase
- Research products
 - Poster presentation (AUT Year 2)
 - Oral symposium presentation (Transition to Residency)
 - Publication quality manuscript (Year 4)

The committee also reviewed the qualifications and student selection process, faculty and administrative support, the schedule, non-clinical elective syllabi, and the implementation timeline.

See meeting handouts for details.

<input checked="" type="checkbox"/> DECISION REQUIRED?	[8] VOTES FOR	[0] VOTES AGAINST
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Decision: Curriculum committee approved the Clinical and Translational Research Pathway as a two-year pilot (beginning with the E-2023 cohort).

5. USMLE Step 1 Report (E-20)

Discussion: The committee reviewed the USMLE Step 1 exam data for the entering cohort of 2020. Key takeaways:

- The USMLE Step 1 exam switched to a new grading system of Pass or Fail. Previously, the exam was scored as a three-digit number.
- Out of 267 E-20 students who completed Foundations Phase, 98% have taken the Step 1 examination.
- Two hundred and four (76%) of E-20 students took Step 1 prior to the 3/15/2022 deadline (set in the [USMLE Step 1 Examination policy](#)).
- The pass rate is 95% (compared with the national pass rate of 93%).
- The pass rate is comparable across Foundations WWAMI campuses.
- Students identifying as female had a pass rate of 93%. Students identifying as male had a pass rate of 98%.
- Race/ethnicity information comes from student applications via AMCAS. Race/ethnicity was divided into four mutually exclusive categories based on participant self-selection of race: [A] white, [B] underrepresented minority (URM; African American/Black, Latino/Hispanic of any race, American Indian or Native Alaskan, Native Hawaiian/Other Pacific Islander, Southeast Asian (Bhutanese, Burmese, Cham, Hmong, Khmer, Lao, Mien, Thai, Vietnamese)), [C] non-URM minority, and [D] missing response/declined to answer. Multiracial individuals were considered URM if any racial/ethnic category within URM was selected. Pass rates across race/ethnicity:
 - URM students: 89%



- Non-URM minority students: 88%
 - White students: 99%
- There were 14 students enrolled in the Comprehensive Basic Science Review course (CBSR). CBSR students had a pass rate of 58%.