



## Explore & Focus Phase Committee Minutes

<b>Date</b>	April 17, 2023
<b>Time</b>	4:00 – 5:30PM
<b>Co-Chairs</b>	<i>Esther Chung; Joshua Jauregui</i>
<b>Attendees</b>	<p><b>Academic Chair:</b> <i>Esther Chung</i>; <b>Executive Chair:</b> <i>Joshua Jauregui</i></p> <p><input checked="" type="checkbox"/> <b>QUORUM REACHED:</b> <b>Voting Members:</b> <i>Alson Burke, Emily Myers, Matt Cunningham, Roger Tatum, Sarah Thomson, Troy Johnston</i></p> <p><b>Guests:</b> <i>Jerome Graber, RaQuel Harwick, Bekah Burns, Julie Bould, Mary Sargent, Christine Rizkalla, Darryl Potyk, Vanncy Crookes, Niels Beck, Jordan Kinder, Susan Merel, Eric Kraus, Laura Ortiz, Claire Sandstrom, Jung Lee, Margie Trenary, Kellie Engle, Erin Gunsul, Gina Franco, Sarah Wood, Sara Fear, Alexis Rush, Megan Osika-Dass, Debbie Blackstone</i></p>
<b>Regrets</b>	<b>Voting members:</b> <i>Barb Doty, Mike Spinelli, Nam Tran Ralph Ermoian</i>

### Agenda

	ITEM	LEAD	TIME	ATTACHMENT	ACTION
1	Announcements: <ul style="list-style-type: none"> <li>• <a href="#">Attendance &amp; Absentee – Clinical Phase Policy</a></li> <li>• <a href="#">Student Access to Anticipated Healthcare Policy</a></li> </ul>	Joshua Jauregui	5 min		Announcement
2	Approve March Minutes	Esther Chung	5 min	Attachment A	Decision
3	Clinical Integrations Weeks: Structure and Learning Objectives	Jerome Graber	40 min	Attachment B	Decision
4	697 and 699 Electives Application Process	Esther Chung / Erin Gunsul	25 min	Attachment C	Discussion



## 1. Announcements

**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.



2. Approve March Minutes		
<b>Discussion:</b> The committee reviewed the previous minutes.		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[7] VOTES FOR	[0] VOTES AGAINST
<b>Decision:</b> The Explore & Focus Phase Committee approved March meeting minutes		

3. Clinical Integrations Weeks: Structure and Learning Objectives		
<p><b>Discussion:</b> Faculty presented the objectives and plan for the Clinical Integration Weeks (the first Clinical Integration Week is scheduled for June 12-22, 2023 for the E-2021 cohort). The proposal will be reviewed and endorsed by the Patient Care Phase Committee and the Explore &amp; Focus Phase Committee in April and reviewed and approved by the Curriculum Committee in May.</p> <p>The Foundations Integration Weeks' objectives were approved by Curriculum Committee on <a href="#">June 6, 2022</a>:</p> <ol style="list-style-type: none"> <li>1. Develop a holistic framework to link basic science knowledge to clinical features of human health and disease.</li> <li>2. Apply concepts from disparate basic science disciplines to solve clinical problems in order to build clinical reasoning skills.</li> <li>3. Analyze and improve personal metacognitive skills and awareness to develop strategies to promote effective learning and retention of material throughout the Foundations curriculum.</li> <li>4. Reflect on professional identity formation and progress as a life-long learner of medicine.</li> </ol> <p>Proposed Clinical Integration Weeks objectives:</p> <ol style="list-style-type: none"> <li>1. Develop a holistic framework to link basic science knowledge and knowledge of health disparities to clinical features of human health and disease.</li> <li>2. Apply concepts from disparate basic science disciplines to solve clinical problems in order to build clinical reasoning skills.</li> <li>3. Develop and apply holistic and humanistic skills across the lifespan and populations.</li> <li>4. Reflect on professional identity formation.</li> <li>5. Practice approaches for self-care, sustainability, and life-long learning for medical students and physicians.</li> </ol> <p>The committee reviewed the detailed plans and schedule for the June 19<sup>th</sup> week. See meeting handouts for details.</p>		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[7] VOTES FOR	[0] VOTES AGAINST
<p><b>Decision:</b> The Explore &amp; Focus Phase Committee endorsed the Clinical Integrations Weeks' plan and learning objectives:</p> <ol style="list-style-type: none"> <li>1. Develop a holistic framework to link basic science knowledge and knowledge of health disparities to clinical features of human health and disease.</li> <li>2. Apply concepts from disparate basic science disciplines to solve clinical problems in order to build clinical reasoning skills.</li> <li>3. Develop and apply holistic and humanistic skills across the lifespan and populations.</li> <li>4. Reflect on professional identity formation.</li> <li>5. Practice approaches for self-care, sustainability, and life-long learning for medical students and physicians.</li> </ol>		



#### 4. 697 and 699 Electives Application Process

**Discussion:** The committee discussed [Special Assignment Electives](#) in the clinical phases. Students interested in participating in an away rotation at an outside institution or facility have the opportunity to receive UWSOM clinical elective credit for the experience (referred to as “Away Special Assignments” or 697s). Students apply for these away rotations through the Association of American Medical Colleges’ Visiting Student Learning Opportunities program (VSLO). Once approved, students use the Special Assignment Elective application to receive UWSOM clinical elective credit. Students may also use the application to receive UWSOM clinical elective credit for one-off clinical experiences offered at various hospitals/clinics within the WWAMI region (referred to as “WWAMI Special Assignments” or 699s). Before students can receive UWSOM credit, Special Assignment Electives must be approved by the department that administers the preceptor’s specialty for the experience.

WWAMI Special Assignments - 699	Away Special Assignments - 697
Both use the <a href="#">same application form</a> . Both count toward the required 32 credits needed for graduation.	
<ul style="list-style-type: none"> <li>• WWAMI Clinical Electives (not part of our general catalog).</li> <li>• One-off (i.e., the site can take one student at a time).</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Electives outside of WWAMI.</li> <li>• One-off.</li> </ul>
Not approved for distance learning (per Kualii).	

Faculty have noticed an increase in 699 applications from students. Many are rejected because the application is incomplete, resulting in an inefficient use of administrative and student time. The Curriculum Team and APC Director have been discussing updates to the application form and intranet webpages to streamline the process and reduce the number of incomplete applications. The Explore & Focus Phase Committee was asked to share their experience with the current application form and process and provide ideas for improvement.

The committee provided feedback:

- The departments use to the application form to review:
  - The rigor of the learning experience
  - Learning Objectives (to ensure the objectives match the clinical experience)
  - The identified educator/mentor to ensure students are not working with relatives or personal contacts.
  - The dates of the rotation and credit numbers.
- Suggested edits and additions to the application form:
  - Include the Regional Clinical Assistant Dean’s contact information.
  - Separate the 697 and 699 applications.