



Curriculum Committee Minutes

| | |
|---|--|
| Date | October 2, 2023 |
| Time | 4:00 – 5:30PM PT |
| Attendees | Academic Co-Chair: Laura Goodell; Executive Chair: Heather McPhillips |
| <input checked="" type="checkbox"/> QUORUM REACHED: | <p>Voting Members: Laura Goodell, Esther Chung, Seth Pincus, Chris Jons, Kris Calhoun, Leanne Rousseau, Matt Cunningham, Ryan Richardson, Zach Gallaher, Cat Pittack,</p> <p>Guests: Collette Kirchoff, Jordan Kinder, Peter Rabinowitz, Stefan Wheat, Ceradwen Tokheim, Meghan Kiefer, Sarah Wood, Jung Lee, Desiree Jones, Sara Kim, Cynthia Sprenger, Maddie Isler, Edith Wang, Maya Sardesai, Janelle Clauser, Karla Kelly, Bruce Silverstein, Jerome Graber, LeeAnn Muzquiz</p> |
| Regrets | Voting members: Eric LaMotte, Courtney Francis, Colette Inaba |

Agenda

| | ITEM | LEAD | TIME | ATTACHMENT | ACTION |
|---|---|-------------------------------------|--------|-----------------------------------|----------|
| 1 | Approve September Minutes | Laura Goodell | 5 Min | Attachment A | Decision |
| 2 | USMLE Step 1 Policy Revision | Heather McPhillips/ Edith Wang | 30 Min | Attachment B | Decision |
| 3 | Planetary Health | Coco Kirchoff / Peter Rabinowitz | 30 Min | Attachment C | Decision |
| 4 | Humanities and the Arts Pathway Permanent Status | Andrea Kalus | 15 Min | Material Available at the Meeting | Decision |



| | | |
|---|------------------------------------|--|
| 1. Approve Meeting Minutes | | |
| Discussion: The meeting minutes will be reviewed and approved through e-vote | | |
| <input checked="" type="checkbox"/> DECISION REQUIRED? | <input type="checkbox"/> VOTES FOR | <input type="checkbox"/> VOTES AGAINST |
| Decision: Curriculum committee will conduct e-vote to approve the September meeting minutes. | | |

| |
|--|
| 2. Endorsement for Planetary Health Phase 2 Implementation and Workforce Recharge |
| <p>Discussion:</p> <p>The Planetary Health Work Group presented their report on integrating planetary health into the medical curriculum. The group recommends that planetary health be a new theme in the curriculum, with a focus on integrating it into all four years and across most domains. The work group proposes that content in planetary health be included in every block and clerkship, with facilitator guides and information for each session to ensure that every block has content in planetary health. The group discussed the challenges of implementing a four-year curriculum for a diverse student body across six campuses.</p> <ul style="list-style-type: none"> • History, and risks of climate changes effect on healthcare resources, demographics and facilities were presented to the committee. • Development of Climate Change awareness into medical school curriculum can provide understanding of risks to human health. • The UW is a part of the GCCHE who mandates the curricula as well as shares resources and educational opportunities. <p>Planetary Health Report Card has 5 metrics:</p> <ul style="list-style-type: none"> • Curriculum • Interdisciplinary Research • Community Outreach and Advocacy • Support for Student-Led Initiatives • Sustainability <p>UW Past Report Cards and Commitments</p> <ul style="list-style-type: none"> • 2021 PHRC report: UW SOM scored in the bottom quartile among 62 US Schools of Medicine. Worst score for curriculum metric. • December 2021: UWSOM Curriculum Committee votes to recognize climate change as an important curriculum aspect, implement in E-22 curriculum and beyond. • Summer 2022: Charge to create Planetary Health Workgroup <p>Recommendations:</p> <ul style="list-style-type: none"> • Student engagement with planetary health content should be a requirement, rather than a self-driven process. We recommend incorporating planetary health concepts into small group case-based exercises in both the foundational science curriculum and the required Themes in Medicine course. |



Four workgroup subgroups developed for curriculum proposal:

- 1. Group 1: Philosophy/ Mission Statement,** Develop mission and philosophy statement, learning objectives for Planetary Health curriculum.
- 2. Group 2: Review** where climate change and planetary health content currently exists in the required elective curriculum. Identify topic areas in the curriculum where climate change and Planetary Health content could be added or amended to augment sustainable healthcare.

Recommendations

- Excel Database of curriculum elements and gaps with recommendations
 - Recommendations: Make Planetary Health a Theme
 - Blocks: incorporate sessions on planetary health aspects of each block
 - FCM: Teach environmental history (“Social E”), ROP workshop, culinary medicine mentor dinner.
 - Integration Week
 - Medicine Health and Society
 - Pathway Program
 - Clerkships
- 3. Group 3: Recommend Assessment Methods.**

Assessment of the Planetary Health Curriculum will be performed in order to:

 - Establish iterative improvement of the curriculum based on student and faculty feedback
 - Evaluate student competency with stated curriculum learning and objectives
 - Ensure approximation to evolving national standards and external metrics (PHRC)
 - 4. Group 4: Faculty Education, Recommend how faculty will be recruited and onboarded to teach this content as well as how to integrate and develop Regional Partners.**
 - Renew charge and admin support to begin implementation
 - Create position and recruit Themes Director (s) to implement and oversee curriculum (0.3 FTE)
 - Engage affiliate faculty at UW and in regions
 - Faculty development and resource materials

- The excel spreadsheet from Workgroup Subgroup Group 2 was presented and navigated with the committee to help staff use the report.
- Faculty discussed where the curriculum could be incorporated into the current curriculum as well as how to fully integrate the content.
- This planning is potentially for 2024 curriculum.

The Planetary Workgroups overall ask of today’s Curriculum Committee is to review and approve the following:

- Mission Statement and Philosophy
- Approval of Learning Objective’s
- Making Planetary Health a Theme
- Approve integration of specific curriculum elements into each year-pending final course e.g., with leadership and committees.



- Approve renewed charge to workgroup.

Mission Statement

We believe medical education has an opportunity to address planetary health threat related to human disruptions to Earth’s natural systems. The Planetary Health Longitudinal Curriculum will provide medical students with the knowledge and skills to recognize and manage the planetary health consequences facing patients, marginalized communities, and the greater public, to empower future physicians to become leaders in sustainable health care and environmental justice.

Preclinical Learning Objectives

- **Core Content:** Establish a foundation of planetary health knowledge around various exposure pathways.
- **History and Physical Exam Skills:** Introduce a framework for planetary health informed history taking (Social Economics) including how to take environmental history.
- **Planetary Health Communication:** Demonstrate the ability to communicate planetary health topics to different stakeholder groups.
- **Social Vulnerability and Planetary Health: Identify social** determinants of health that makes individuals and communities more vulnerable to planetary health related exposures.
- **Environmental Determinants of Health:** Describe some of the major chemical, biological, and physical factors that affect health status.
- **Community Learning and Social Medicine:** Listen to and engage with local community concerns around planetary health impacts.
- **Healthcare Operations:** Recognize planetary health factors as potential hazards to the delivery of healthcare.
- **Healthcare Systems Decarbonization:** Identify strategies for reducing the carbon footprint of health care delivery, from the hospital setting to the outpatient setting, based on “green health care” principles.

Clinical Learning Objectives

- *Recognize, assess, and address environmental health concerns in different clinical settings.
- *Apply knowledge of planetary health core content to clinical encounters.
- Provide patient centered anticipatory guidance and support for planetary health related content.
- Demonstrate the ability to detect sentinel cases of adverse health outcomes related to environmental factors.
- **Interprofessional Engagement:** Collaborate across specialties and broader health professions to promote health and ensure the continued delivery of care in the face of planetary health.
- **Quality Improvement:** Engage in environmental sustainability and healthcare decarbonizations efforts; support adaptations designed to promote the uninterrupted delivery of healthcare.

Note: The “*” denotes core learning objectives for all students. Other learning objectives are opportunities in electives, clerkships, or pathways.

The committee decided to table discussion for next meeting to allow members more time to review materials and talk with stake holders to help with the decision-making process. Committee will revisit for a motion next meeting

| | | |
|--|------------------------------------|--|
| <input checked="" type="checkbox"/> DECISION REQUIRED? | <input type="checkbox"/> VOTES FOR | <input type="checkbox"/> VOTES AGAINST |
|--|------------------------------------|--|

Decision: Invite speaker to future meeting for more discussion on topic.



3. USMLE Step 1 Policy Revision

Discussion: The group was presented with proposed policy revisions to improve USMLE Step 1 preparation for medical students, based on feedback from various stakeholders. The revision includes a four-week consolidation course with question-based content reviews, stress management, test-taking and study strategies, and personalized advice based on a practice exam.

Step 1 Policy Statement

Students who are scheduled to enter Patient Care Phase in spring quarter must sit for the USMLE Step 1 exam on or before March 1* of the same year. MSTP students must sit for the USMLE Step 1 exam on or before March 1 after completing Foundations and prior to entering graduate school.

Short-Term Step 1 Extension and Policy Statement

Students may request an extension of one week (March 8 or earlier) under the following circumstances:

1. Personal Illness
2. Personal/Family Emergencies: Examples of emergencies may include, but are not limited to: accidents, hospitalizations, or death of a close family member.

Procedure:

1. The student must complete the Step 1 Short Extension Attestation Form before March 1st (see link). The attestation form will be forwarded to the student's Foundations Dean.

Long-Term Extension Policy

Students who are not yet academically ready (as defined below) to sit for USMLE Step 1 by March 1 or have not taken USMLE Step 1 by March 8 for any reason will complete their scheduled Spring quarter Patient Care rotations and will have their Summer A and B rotations dropped to provide additional dedicated study time.

The term "academically ready" refers to those with either a documented NBME CBSSA (National Board of Medical Examiners Comprehensive Basic Science Self-Assessment) test score which suggests >90% probability of passing or those with a written statement from a Learning Specialist indicating they are considered ready to take Step 1.

Students enrolled in spring quarter clerkships with long-term Step 1 extensions are discouraged from taking Step 1 during this time, as it takes focus off clinical learning and performance. Attendance and Absentee Policy — Clinical Phases Policy requirements apply during this time.

Procedure: Long Term Delay Policy Timeline

1. Students who did not take Step 1 for any reason by March 8 and sit for USMLE Step 1 after March 8 may contact the registrar (somreg@uw.edu) and the Assistant Dean for Student Development



(admins@u.edu) after they have taken and passed their Step 1 exam to request the addition of next quarter clerkships.

2. Students who need to delay taking Step 1 beyond summer quarter will have the following impact on their Patient Care schedule: † ‡

- a. If not taken by September 1st, Autumn A will be dropped
- b. If not taken by the end of Summer B, Autumn B will be dropped
- c. If not taken by the end of Autumn A, Winter A will be dropped
- d. If not taken by the end of Autumn B, Winter B will be dropped, and the student will be referred to Student Progress Committee.

The workgroup also proposed a new policy for students who have completed Foundation Phase by Spring Quarter must sit for the USMLE Step 1 exam on or before March 1 of the same year. The proposed policy includes a one-week extension for students who are academically read to sit for Step 1 at the student's request. With long-term extension policy for students who are not academically ready to take the exam. The group discussed the impact of delaying clerkships on students' clinical skills and equity. Suggestions were made to remove the language "passed" to allow student to complete current quarter of clerkships" and set a retake deadline of the end of the next quarter.

Concerns addressed by the committee:

- Is short term extension exclusively for personal and medical emergencies only?
- Will there be a notification requirement to assist with the rescheduling process?
- Does the long-term extension policy give students too much time?
- What is the actual deadline, there is a little confusion on what deadline should be communicated to the students.
- Does it reflect poorly on students if they don't complete all clerkships consecutively.

Resolutions

- Yes, but the terms are used loosely, and practices should be to honor student's request.
- Possible talks of allowing a 2-week delay for USMLE Step 1 rescheduling.
- The long-term extension allows students more time who feel its necessary.
- March 1st should be the deadline to communicated to students, and for students with unforeseen family or medical emergencies that they can reschedule until March 8th.
- Delaying should improve their test scores, and students who take SASC, the course would be reflected on their transcript.

Committee decided to send the Step 1 Policy changes out for e-Vote for approval.

| | | |
|---|------------------------------------|--|
| <input type="checkbox"/> DECISION REQUIRED? | <input type="checkbox"/> VOTES FOR | <input type="checkbox"/> VOTES AGAINST |
|---|------------------------------------|--|

Decision: Curriculum committee will vote on Step 1 Policy changes through e-vote.

4. Humanities and Arts Pathways Regional Status

Discussion: The Humanities Pathway Program, which provides medical students with unique educational opportunities to engage creatively with patients and reflect on the process of becoming a physician. The program includes a ten-week survey course, humanities-based electives, self-paced modules, community involvement, and a capstone project. The program aims to build observation skills and increase empathy,



reflection, and resilience in medical students through art-based experiences and has received positive feedback from students who have participated in humanities curricular events. The group briefly discussed the possibility of making the Humanities Pathway region-wide and would like to hear more about the work currently being done.

| | | |
|--|------------------------------------|--|
| <input checked="" type="checkbox"/> DECISION REQUIRED? | <input type="checkbox"/> VOTES FOR | <input type="checkbox"/> VOTES AGAINST |
|--|------------------------------------|--|

Decision: Invite speaker to next meeting for more discussion on topic.