



Explore & Focus Phase Committee Minutes

Date	March 18, 2024
Time	4:00 – 5:30PM PT
Attendees	Academic Chair: Esther Chung; Executive Chair: Joshua Jauregui
<input checked="" type="checkbox"/> QUORUM REACHED:	<p>Voting Members: Joshua Jauregui, Esther Chung, Matt Cunningham, Daniel Robinson, Roger Tatum, Sarah Thompson, Erich Garland</p> <p>Guests: Alexis Rush, Claire Sandstorm, Debbie Blackstone, Eric Kraus, Erik Malmberg, Geoffry Scott Jones, Gerald Tolbert, John McCarthy, Julie Bould, Jung Lee, Karla Kelly, Kellie Engle, Kristen Seiler, Margie Trenary, Mary Sargent, Megan Mast, Megan Osika-Dass, Neils Beck, Pam Pentin, Paul Borghesani, Plinette Sanchez, Roger Tatum, Sara Fear, Doug Schaad</p>
Regrets	Voting members: Alson Burke, Barb Doty, Emily Myers, Mahesh Karandikar, Mike Spinelli, Nam Tran Ralph Ermoian, Troy Johnston

Agenda

ITEM	LEAD	TIME	ATTACHMENT	ACTION	
1	Announcement The Following Items Passed via e-Vote January Meeting Minutes Clerkship Communication Policy Write Clerkship Updates and Approval of Changes	Emmanuel Wright	5 min		Announcement
2	Approve February Minutes	Esther Chung	5 Min	Attachment A	Decision
3	Explore and Focus Phase APC/Elective Assessment Form	Esther Chung	30 Min	Attachment B	Decision
4	Summary of Clerkship Review	Joshua Jauregui	20 Min		Discussion
5	Emergency Medicine Clerkship Objectives	Joshua Jauregui	10 Min	Attachment C	Decision
6	Clinical Assessment Workgroup Update: Phase 2	Joshua Jauregui	20 Min		Discussion



1. Announcements		
Discussion: The Committee was announced that the following e-Votes has passed:		
<ol style="list-style-type: none"> 1. Annuary Meeting Minutes 2. Clerkship Communication Policy 3. WRITE Clerkship Updates and Approval of Changes 		
<input checked="" type="checkbox"/> DECISION REQUIRED?	<input type="checkbox"/> VOTES FOR	<input type="checkbox"/> VOTES AGAINST
Decision: The Explore & Focus Phase Committee was announced the e-Votes from the February have passed.		

2. Approve Meeting Minutes		
Discussion: The committee reviewed the previous meeting's minutes.		
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Decision: The Explore & Focus Phase Committee approved the February meeting minutes.		

3. Explore and Focus Phase APC/Elective Assessment Form		
<p>Discussion: The Committee engaged in detailed discussions about updates to the evaluation forms used in medical education, particularly focusing on the consistency across different departments and phases of education. The conversation revolved around the "student performance submitted to registrar form," which is universally utilized across departments, and the "educator medical student form," which feeds into the final grade form. It was acknowledged that while some departments have customizations on their educator forms, these would remain largely unchanged except for necessary alignments with the final grade form. The emphasis was on ensuring that the educator forms accurately reflect the prompts and rating items that feed into the final grade form, thereby maintaining a coherent and logical assessment process. The discussions also touched on the Pediatric department's customization for splitting questions into areas of strength and areas for continued growth, aiming to align with the final grade form while addressing department-specific needs. The intent was to make the evaluation process as transparent and straightforward as possible, benefiting both educators and students.</p> <p>Questions</p> <ul style="list-style-type: none"> • How will department-specific customizations on the educator forms align with the final grade form? • Will the Pediatric department's customization for splitting questions into areas of strength and areas for continued growth be maintained? <p>Resolutions for Questions</p> <ul style="list-style-type: none"> • Department-specific customizations on the educator forms will be maintained, except for necessary changes to ensure alignment with the new aspects of the final grade form, particularly concerning rating items and professionalism items. • The Pediatric department's customization for splitting questions will be considered, with an emphasis on ensuring that the front-end input matches the output in the final grade form, maintaining consistency across all evaluations. <p>Conclusion</p> <p>The Committee's discussion highlighted a concerted effort to refine and align evaluation tools across departments, ensuring that the assessment process is consistent, transparent, and conducive to both</p>		



educators' and students' needs. By maintaining department-specific customizations where necessary and seeking to align evaluation prompts with the final grade form, the Committee aims to enhance the clarity and effectiveness of the evaluation process. This initiative is part of a broader effort to revamp assessment tools in the clinical phase, with an eye toward further improvements and refinements in the future.

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Decision: The Explore & Focus Phase Committee sent the Explore and Focus APC Elective Assessment Form out for an e-Vote. This initiative is part of a broader effort to revamp assessment tools in the clinical phase, with an eye toward further improvements and refinements in the future.

4. Summary of Clerkship Review

Discussion: The Committee engaged in a thorough discussion about the clerkship review process, incorporating feedback and improvements based on the LCME requirements. The meeting delved into the revised review process, which now occurs annually for each required clerkship in the patient care phase, aimed at presenting a summary of reviews to the committee and approving significant changes.

Questions

- How can the curriculum better support students who struggle with USMLE Step 1, despite performing well academically?
- What are the early predictors within the curriculum for identifying students who might struggle with USMLE Step 1?

Resolutions for Questions

- Recognize that external factors such as family issues, medical conditions, and mental health can significantly impact students' performance on USMLE Step 1. Providing holistic support systems for students is essential.
- Continuous improvement efforts, including identifying early predictors of students who may struggle with USMLE Step 1, are crucial. Engaging with learning specialists and foundation deans to support students proactively is a key strategy.

Conclusion

The discussion emphasized the necessity of regular reviews and improvements in the clerkship review process to ensure compliance with LCME accreditation standards and to address areas of growth identified through student evaluations. The Committee highlighted the importance of faculty teaching and residency teaching as strong aspects of the medical education program, while also acknowledging areas for growth such as evaluation methods and clerkship site recruitment and retention. Proposed changes for the upcoming academic years were discussed, emphasizing the importance of committee approval in these processes to maintain high standards in medical education.

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Decision: The Explore & Focus Phase Committee was presented the Summary of Clerkship Review

5. Emergency Medicine Clerkship Objectives

Discussion: The discussion centered on updates to program objectives for emergency medicine, highlighting collaboration and the regular necessity for these updates. Attention was given to ensuring accommodations for learners with disabilities, underscoring the need for anti-ableist practices in curriculum design. Incorporating technical standards to support students with disabilities was proposed,



along with approval for the discussed updates. The focus was also on the importance of inclusivity and consistency in assessment practices.

Questions

- How do the updated objectives account for learners with disabilities?

Resolutions for Questions

- Integrating technical standards into the objectives was proposed to ensure accommodations for learners with disabilities, emphasizing anti-ableist curriculum design.

Conclusion

The discussion aimed at enhancing emergency medicine program objectives to ensure inclusivity for learners with disabilities. This collaborative effort towards updating objectives underscores a commitment to continuous improvement and anti-ableist practices in medical education. The proposed updates mark a significant step towards more equitable and effective educational practices.

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Decision: The Explore & Focus Phase Committee sent the Emergency Medicine Clerkship Objectives changes out for an e-Vote. The proposed updates mark a significant step towards more equitable and effective educational practices.

6. Clerkship Assessment Workgroup Update: Phase 2

Discussion: The committee discussed an update regarding the clinical assessment change, aiming to transition to a Pass/Fail model using Entrustable Professional Activities (EPAs). The prepare phase involved engaging various stakeholders and forming a work group that decided on this new direction. The design and build phase for 2023-2024 focuses on creating specific subgroups to address different elements of the new assessment system, including workplace-based assessments, milestones, clinical competency committees, systems, and technology, APCS and electives, and educator development.

Questions and Concerns

- **Integration of Faculty and Site Directors:** Concerns were raised about ensuring faculty and site directors, especially those in regional areas, are involved and informed about the changes. The importance of not appearing as if the changes are dictated from the "ivory tower" was highlighted.
- **Student Involvement and Input:** The need for student participation in the process was emphasized, with a suggestion for more student representation in the work groups.
- **Communicating Changes:** The committee discussed the importance of over-communicating the changes to ensure all stakeholders, including students affected by the transition period, are well-informed.
- **Technology Implementation:** Questions were raised about how technology will support the new assessment methods and the interaction between different subgroups to ensure cohesive planning and implementation.

Resolutions for Concerns

- **Engaging Regional Faculty:** It was suggested to include a segment on the upcoming changes during faculty development sessions in regional sites like Cheyenne to invite participation and input.
- **Student Engagement:** It was agreed that student input is vital, and efforts will be made to include more student voices in the planning process, particularly to address concerns about maintaining motivation across all clerkships.



- **Stakeholder Communication:** Plans were discussed to keep various stakeholders, including students transitioning during the grading system change, well-informed through clear communication strategies.
- **Subgroup Coordination:** The importance of ensuring the different subgroups work in tandem and share insights was acknowledged, with technology playing a critical role in facilitating the new assessment model.

Conclusion

The committee underscored the importance of thorough planning, stakeholder engagement, and clear communication as critical to the successful implementation of the new clinical assessment system. Efforts will be made to involve faculty from regional sites, ensure student participation, and facilitate coordination among subgroups to address technology and assessment methods comprehensively.

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Decision: The Explore & Focus Phase Committee was presented the Clerkship Assessment Workgroup Update: Phase 2