Curriculum Committee Minutes

Date	May 6, 2024
Time	4:00 – 5:30PM PT
Attendees ☒ QUORUM REACHED:	***Academic Co-Chair****: Laura Goodell;* ***Executive Chair:*** *Heather McPhillips* ***Voting Members:*** *Heather McPhillips, Laura Goodell, Chris Jons, Zach Gallaher, Cat Pittack, Seth Pincus, John Willford, Cindy Knall, Leanne Rousseau, Matt Cunningham* ***Guests:*** Emmanuel Wright, Justin Lo, Karrisa Tu, Cynthia Sprenger, Teresa Borrenpohl, Tiffany Luu, Sarah Wood, Sarah Gerrish, Sara Kim, Darryl Potyk, Devin Sawyer, Bruce Silverstien, Cynthia Sprenger, Geoffrey Scott Jones, Gina Campelia, Jeff Seegmiller, Jerome Graber, Jordan Kinder, Jung Lee, Karrissa Yamaguchi, Karla Kelly, Kathy Young, Kellie Engle, Maya Saresai, Megahn Filer, Sarah Gerrish, Sawyer Colvin, Martin Teintze, Maya Sardesai, Meghan M Keifer, Gerald Tolbert
Regrets	***Voting members:*** *Kristine Calhoun, Esther Chung, Eric LaMotte, Colette Inaba, Shelby Snyder, Lukas Schwarz, Ryan Richardson, L'Oreal Kennedy*

Agenda

	ITEM	LEAD	TIME	ATTACHMENT	ACTION
1	Approve April Minutes	Laura Goodell	5 Min	Attachment A	Decision
2	ANPHI Pathway Pilot Update	Sawyer Colvin/ Savanna Yann/ Karrissa Yamaguchi/Karrissa Tu	15 Min	Attachment B	Decision
3	Themes Restructure	Heather McPhillips	15 Min	TBD	Decision
4	Intro of New CLOOM Program Level Objectives	Heather McPhillips	15 Min	Attachment C	Discussion
5	Comprehensive Cohort Competency Report	Matt Cunningham	40 Min	Attachment E	Discussion

1. Approve Meeting Minutes		
Discussion: The Curriculum Committee reviewed the April meeting minutes .		
☒ DECISION REQUIRED?	[10] VOTES FOR	[0] VOTES AGAINST
Decision: Curriculum committee approved the April meeting minutes.		

| 2. ANPHI Pathway Pilot Status |

Discussion:

The Committee discussed updates and plans for the ANPHI Pathway, a pilot program set to start in 2024 and run for two years, involving 6 to 10 students from MS1 to MS4 interested in serving the ANPHI community. Key points included the application process, funding, clinical requirements, core courses, non-clinical electives, and ongoing developments. The committee also addressed questions regarding clinical site criteria and the allowance for students to participate from different regions within the WHAMMI program.

Questions and Concerns
- The Committee discussed:
    - Is the list of clinical sites that meet the 25% ANPHI population requirement exhaustive?
    - Is it common for pathways to allow students to go outside the WHAMMI region for clinical rotations?
- The Committee discussed:
    - Will the pathway start with the class of 2024, and can MS2s, MS3s, and MS4s join midstream?
    - Is the pilot open to all WHAMMI regions, or will it be site-specific initially?

Resolutions
- **Regarding the List of Clinical Sites:**
    - The list is not exhaustive and will be updated as more sites are identified. The Committee discussed reaching out to program directors and medical directors to confirm additional spots.
- **Allowance for Clinical Rotations Outside WHAMMI:**
    - The committee is open to allowing students to arrange their own clinical experiences outside the WHAMMI region, pending approval from the director and administration.
- **Pathway Starting with Class of 2024 and Inclusion of Upper Classes:**
    - Applications are open to MS1 through MS4 students. Those who have completed their clinical requirements can still join by fulfilling alternative options and completing online modules.
- **Pilot Open to All WHAMMI Regions:**
    - The pilot will be open to students from all WHAMMI regions to ensure inclusivity and accessibility.

Conclusion

The ANPHI Pathway pilot program was discussed in detail, addressing funding, clinical and non-clinical requirements, and plans for implementation. Questions about the scope and application process were clarified, ensuring that the program remains inclusive and accessible to students across the WHAMMI regions. The committee approved the ANPHI Pathway for a two-year pilot.

☒ DECISION REQUIRED?	[] VOTES FOR	[] VOTES AGAINST
Decision: Curriculum committee approved		

| 3. Dissolving the Themes Committee for Governance Structure |

Discussion:
The Committee discussed the status and proposed changes for the Themes Committee within the governance structure. The Themes Committee has been on hiatus for four years, and the proposal is to formally dissolve it while ensuring representation of themes across other committees, such as Foundations, Curriculum, Patient Care, Explore and Focus, and PEAC. This representation aims to integrate equity and social justice perspectives into the governance structure, aligning with the strategic priorities of the medical student program. The committee also plans a review of governance and membership structures to address term limits and vacancies.

Questions and Concerns
- Clarification on which committees currently have themes representation.
- The necessity and specifics of maintaining dedicated seats for themes in various committees.
- Ensuring alignment with the strategic plan and avoiding potential redundancy in committee roles.
- Clarification on whether themes representation is tied specifically to the themes curriculum or to broader equity objectives.
- Concerns about potential gaps in understanding between themes curriculum and equity perspectives.

Resolutions
- Confirmation that the existing seats on other committees will be filled by representatives from the current themes group.
- Assurance that the governance structure review will address any misalignments and vacancies.
- Acknowledgment of the importance of having an equity and inclusion lens in the governance committees.
- Agreement to discuss the broader governance structure and membership in upcoming meetings.
- Confirmation that themes representatives will participate in governance structure reviews to ensure their perspectives are included.

Conclusion
The Committee agreed to dissolve the Themes Committee as a standalone governance entity and integrate its roles into other committees, ensuring that an equity and social justice perspective is maintained. The committee will conduct a broader review of governance structures to ensure alignment with strategic priorities and address existing vacancies. A motion was passed to dissolve the Themes Committee and proceed with the integration plan.

☒ DECISION REQUIRED?	[] VOTES FOR	[] VOTES AGAINST

Decision: Curriculum committee approved a motion was passed to dissolve the Themes Committee and proceed with the integration plan.

---

4. Consolidation of Curricular Themes Topics to the Following Four Topics
    a. Health Equity and Justice
    b. Health Systems Science
    c. Ethics
    d. Global and Population Health

Discussion:
The Committee discussed aligning the curriculum with the Lcme Dci document for an upcoming Lc visit. They noted discrepancies between the current themes and actual curriculum usage, leading to a proposal to reduce the number of themes from ten to four. These proposed themes are Health Equity and Justice, Health System Science, Ethics, and Global and Population Health. The committee debated the dissolution of the Themes committee and the incorporation of equity and justice lenses across all themes.

Questions and Concerns:
- How will lifelong learning be integrated into the curriculum without the theme structure?
- Where will reduction of bias be taught?
- How do we bring an equity and justice lens to each committee?
- What is the current status of self-directed learning in the curriculum?
- Who will oversee the incorporation of self-directed learning in the MHS themes curriculum?
- How will the dissolution of the Themes committee impact the review of non-theme content from a health equity lens?

Resolutions for Concerns:
- Lifelong learning will be part of the work done by Molly Jackson in professional identity formation, integrated into the curriculum through various sessions.
- Reduction of bias will be incorporated under the Health Equity and Justice theme.
- The equity and justice lens across committees will be a separate issue to address, with ongoing work by the committee to integrate this perspective.
- Self-directed learning will be tracked alongside lifelong learning, with some aspects already part of the professional identity formation and clinical assessments.
- Discussion about the broader scope of incorporating self-directed learning and the potential use of learning portfolios will continue, ensuring all relevant parties are involved in the process.
- The review of non-theme content for health equity will be managed through the bias reduction team, ensuring targeted interventions and continued tracking of student feedback.

Conclusion:
The committee decided to dissolve the Themes committee and consolidate the curriculum themes into four main categories: Health Equity and Justice, Health System Science, Ethics, and Global and Population Health. These changes reflect the current work being done and aim to streamline and update the curriculum to align with current standards and practices

☒ DECISION REQUIRED?	[] VOTES FOR	[] VOTES AGAINST
Decision: Curriculum committee approved		

5. Intro of New CLOOM Program Level Objectives
Discussion: The Committee discussed the process and progress of updating the Medical Education Program Objectives (MEPOs). These updates aim to align the objectives with national foundational competencies, streamline the number of objectives, and ensure they are relevant and comprehensive for medical graduates.

Questions and Concerns
- Timeline for Implementation: Clarification on when the new MEPOs will be fully integrated into the curriculum.

- Professionalism Definition: Concerns about the potential misuse of the professionalism domain and how to clearly define it to avoid marginalization.
- Incorporation of Lifelong Learning: How will lifelong learning and self-directed learning be effectively incorporated into the new MEPOs?
- Review Mechanism for Equity: Ensuring an equity lens is consistently applied across all curriculum content.

Resolutions
- Implementation Timeline: The committee aims to finalize the MEPOs by June, with the possibility of extending to September. This will include mapping the objectives to specific courses, clerkships, and sessions.
- Professionalism Definition: The professionalism domain will focus on clear, specific behaviors and ethical principles to prevent subjective interpretations. The emphasis will be on service, ethical conduct, and compassion.
- Incorporation of Lifelong Learning: Lifelong learning will be integrated through various activities, including professional identity formation, self-assessment, and reflective practices. This ensures students develop the skills necessary for continuous personal and professional development.
- Review Mechanism for Equity: The curriculum will maintain robust mechanisms for equity reviews, including bias reduction teams and student feedback systems. This ensures all content is reviewed for fairness and inclusivity.

Conclusion

The Committee is making significant progress in updating the MEPOs to align with national standards and ensure they are comprehensive and relevant. The focus is on clear definitions, especially for professionalism, and incorporating lifelong learning and equity throughout the curriculum. The finalization and implementation of the new MEPOs are targeted for the upcoming academic year, with ongoing feedback and adjustments to ensure they meet the needs of students and the evolving medical landscape.

---

6. Comprehensive Cohort Competency Report

Discussion:

The Committee discussed the comprehensive competency cohort report, emphasizing its significance for the LCME (Liaison Committee on Medical Education) and the processes involved in evaluating educational program outcomes. The report details how various sources of outcome data are collected and used to assess student performance.

Questions and Concerns
- How is the outcome data collected and utilized in the evaluation process?
- What are the current gaps in assessment data?
- How will the upcoming changes in the evaluation process address existing gaps and ensure comprehensive coverage?
- What steps are being taken to improve the reliability of OSCEs (Objective Structured Clinical Examinations) in measuring student performance?

Resolutions for Questions

- **Collection and Utilization of Outcome Data:** Outcome data is collected from multiple sources, including block exams, clinical assessments, and OSCEs. This data is used to evaluate student performance comprehensively.
- **Current Gaps in Assessment Data:** The report identifies existing gaps in assessment data. Efforts are being made to address these gaps through improved data collection and evaluation methods.
- **Addressing Gaps in Evaluation Process:** Upcoming changes in the evaluation process aim to eliminate existing gaps by aligning assessments more closely with program requirements and ensuring comprehensive coverage.
- **Improving OSCE Reliability:** Plans are in place to enhance the reliability of OSCEs by revising their mapping to ensure accurate measurement of student performance.

Conclusion

The committee recognized the high overall performance in student competencies but highlighted the need for improvements in data collection and assessment mapping. The upcoming revisions in the evaluation process and the enhancement of OSCE reliability are expected to address current gaps and provide a more accurate and comprehensive evaluation of student performance.