



JOINT MEETING MINUTES:
Patient Care Phase Committee and Explore & Focus Phase Committee

Date	May 13, 2024
Time	4:00 – 5:30PM PT
Attendees	Academic Chair: Kris Calhoun; Executive Chair: Joshua Jauregui
<input checked="" type="checkbox"/> QUORUM REACHED:	Patient Care Phase Committee Voting Members: Abena Knight, Devin Sawyer, Jennifer Wright, John McCarthy, Matt Cunningham, Paul Borghesani, Serena Brewer, Toby Keys, Alicia Scribner
Regrets	Patient Care Phase Committee Voting members: Kris Calhoun, David Horn, Evan Johnson, Jesse Tonkinson, Leslee Kane, Mike Spinelli, Paula Silha, Johnson Huang
Attendees	Academic Chair: Esther Chung; Executive Chair: Joshua Jauregui
<input checked="" type="checkbox"/> QUORUM REACHED:	Explore & Focus Phase Committee Voting Members: Esther Chung, Alson Burke, Barb Doty, Emily Myers, Matt Cunningham, Daniel Robinson, Roger Tatum, Sarah Thomson, Nadia Marnani, Hanna Ahuja
	Guests: Erik Malmberg, Carmelita Richarson, Alexis Rush, Amy Dettori, Bekah Burns, Chris Jons, Claire Sandstrom, Darryl Potyk, Debbie Blackstone, Eric Kraus, Erik Malmberg, Frank Batcha, Geoff Jones, Gerald Tolbert, Heather McPhillips, Jordan Kinder, Julie Bould, Jung Lee, Karla Kelly, Kristen Seiler, Margie, Trenary, Mary Sargent, Meghan Filer, Nadejda Bepalova, Neils Beck, Plinette Sanchez, Robin Scott, Ruth Sanchez, Sara Fear, Sara Kim, Sarah Wood, Sarah Villarreal, Teresa Borrenpohl, Vickie Mendiratta, Doug Schaad, Lenasi
Regrets	Explore & Focus Phase Committee Voting members: Mahesh Karandikar, Mike Spinelli, Nam Tran, Ralph Ermorian, Troy Johnston, Erich Garland,

Agenda

	ITEM	LEAD	TIME	ATTACHMENTS	ACTION
1	Announcement New Student Members Explore and Focus March e-Vote Passed	Emmanuel Wright	5 Min	N/a	Announcement



2	Announcements Interest Call for New ACC	Joshua Jauregui	5 Min	N/a	Announcement
3	Approve Meeting Minutes	Kris Calhoun	5 min	Attachment A	Decision
4	Approve March Meeting Minutes	Esther Chung	5 min	Attachment B	Decision
5	LCME for Clerkship and Clinical Governance Committees	Dr. Sara Kim and Jung Lee	25 Min	Attachment C	Discussion
6	New clerkship approval: MEDECK 648 Infectious Disease – Missoula, MT	Susan Merel/ Chris Jons	10 Min	Attachment D	Decision
7	WRITE Site Approval, Helena MT	TBD	10 Min	Attachment E	Decision
8	Technical Standards and Accommodations	Erik Malmberg	15 Min		Discussion
9	Duty Hours Policy for UWSOM Medical Students	Joshua Jauregui	10 Min	Attachment G	Decision



1. Announcements

Discussion: The following announcements were made to the Patient Care Phase and Explore and Focus Phase Committees:

- New student members have been added to the Explore and Focus Phase Committee.
- The Explore and Focus Phase Committee's March e-votes have passed.

2. Announcements

Discussion: The following announcements were issued to the Patient Care Phase and Explore and Focus Phase Committees:

The terms of the Academic Co-Chairs for the Clinical Phase Committees are concluding this year. The Patient Care and Explore and Focus Phase Committees are seeking interested members to self-nominate for the upcoming vacancies in the Academic Co-Chair positions.

3. Approve Meeting minutes

Discussion: The committee reviewed the previous meeting's minutes.

<input checked="" type="checkbox"/> DECISION REQUIRED?	[10] VOTES FOR	[0] VOTES AGAINST
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Decision: The Patient Care Phase Committee approved the April minutes.

4. Approve Meeting minutes

Discussion: The committee reviewed the previous meeting's minutes.

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Decision: The Explore & Focus Phase Committee approved the April minutes.

5. LCME for Clerkship and Clinical Governance Committees

Discussion:

The Committees discussed the roadmap to the 2026 LCME site visit, emphasizing the need for continuous improvement and compliance across various standards. This discussion highlighted past citations from 2010 and 2018, particularly focusing on student mistreatment, an issue that remains unresolved despite various initiatives. The LCME's critique noted, "The school has implemented a variety of initiatives to address high reported rates of medical student mistreatment, but with no improvement to date," underscoring the urgency of effective resolution strategies.

For clinical education, the LCME emphasizes the importance of a supportive clinical learning environment, clear clerkship objectives, consistent medical student teaching, assessment, supervision, and comprehensive program evaluation and management. In preparation for the site visit, a detailed timeline has been set, starting with confirming the site visit date by March 2024, launching self-study committees by September 2024, and initiating an independent student analysis survey by October 2024. This timeline is crucial for ensuring all preparation phases are systematically addressed.



Additionally, a new 10-question survey for Clerkship Directors is planned to better understand and evaluate the learning environments and the effectiveness of current practices in meeting LCME standards. This survey will be instrumental in gathering necessary data to guide improvements.

Questions

- How can the monitoring of clinical experiences be improved to avoid past issues such as insufficient documentation?
- What steps are needed to better document and track formative assessments and feedback in alignment with clerkship objectives?
- How can faculty development programs be enhanced to meet LCME standards for clinical education?
- What mechanisms are in place to ensure all faculty who teach are properly appointed and meet LCME standards?
- How will conflicts of interest in student assessments and healthcare provisions be managed and transparently reported?

Resolutions for Questions

- Plans were made to establish robust monitoring systems for clinical experiences to address and rectify previous citations related to the oversight of required clinical experiences.
- Emphasis was placed on documenting formative assessments and ensuring that feedback is tied directly to clerkship objectives to meet the LCME's focus on educational alignment and effectiveness.
- Faculty development programs are to be revised to ensure that all teaching staff are adequately prepared and informed about their roles, particularly in providing feedback and assessing student performance according to clerkship objectives.
- The Committee discussed ensuring all faculty appointments are formally documented and that these appointments comply with LCME standards, as past citations have highlighted gaps in this area.
- Conflict of interest policies are under review to ensure proper management and transparency, with plans to implement mechanisms that allow for the prospective and retrospective identification of conflicts in student assessments and healthcare settings.

Conclusion

The Committee's discussion highlighted the urgency of addressing long-standing issues such as student mistreatment and compliance with LCME standards in clinical education. The self-study committees play a crucial role in these improvements, focusing on ensuring that all aspects of the medical program—from faculty preparation to curriculum assessment—are aligned with LCME requirements. The introduction of the 10-question survey for Clerkship Directors will help collect vital data to assess and enhance the educational environment. These efforts are essential in maintaining accreditation and improving educational outcomes for medical students. The detailed timeline ensures that all preparation phases for the LCME site visit are systematically addressed, allowing for thorough readiness and compliance verification.

6. New Clerkship Approval; MEDECK 648 Infectious Disease – Missoula MT

Discussion:

The Committees Discussed the MEDECK 648 Infectious Disease course, specifically after a change in oversight. The course offers a detailed curriculum in both inpatient and outpatient settings, aiming to



provide students with a comprehensive educational experience in infectious disease management. This elective allows students to engage deeply in patient management plans, incorporating both routine outpatient practices and specialized areas such as Hepatitis C and HIV management.

Questions

- What are the expected outcomes for students in terms of skill development and practical knowledge from the MEDECK 648 Infectious Disease course?
- How does the course balance inpatient and outpatient experiences to maximize learning opportunities?
- What criteria are set for student involvement in creating management plans for complex infectious diseases?
- What support systems are in place for students during this elective, particularly when handling challenging cases?
- How does the course ensure integration of current best practices and medical guidelines into its curriculum?

Resolutions for Questions

- The MEDECK 648 Infectious Disease course is designed to provide comprehensive training in infectious disease, ensuring students gain both practical and theoretical knowledge suitable for hospital and outpatient settings.
- The elective includes two weeks of focused inpatient experience involving primary patient management and consultations, complemented by up to two weeks of outpatient care, to offer a balanced and thorough educational experience.
- Students are encouraged to actively participate in creating management plans under the guidance of infectious disease specialists, ensuring approaches are both sound and practical.
- The course includes robust support systems, featuring direct supervision and mentorship by seasoned infectious disease physicians to provide expert advice and guidance.
- The curriculum is regularly updated to include the latest medical guidelines and best practices in infectious disease care, preparing students for future professional challenges.

Conclusion

The committee's examination of the MEDECK 648 Infectious Disease course highlighted a well-structured program aimed at delivering comprehensive training in infectious disease management. The course is adeptly balanced to provide rich learning experiences in both inpatient and outpatient settings, enhancing educational outcomes and preparing students for future healthcare roles. The course's emphasis on active student participation and expert guidance ensures that it significantly enhances the educational experience for fourth-year medical students, equipping them to adeptly handle complex cases in their forthcoming medical careers.

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Decision: The Explore and Focus Phase Committee approved the MEDECK 648 Infectious Disease course. The course is adeptly balanced to provide rich learning experiences in both inpatient and outpatient settings, enhancing educational outcomes and preparing students for future healthcare roles.

7. WRITE Site Approval, Helena MT

Discussion:

The Committee discussed a proposal for a new Montana WRITE site in Helena, which is intended to replace two closing sites in Hardin and Libby, Montana. This new site will be based at a Federally Qualified Health



Center (FQHC) and will serve an underserved population with a broad range of medical services, including family medicine, psychiatry, urgent care, ER, and inpatient hospital care. The site will offer a 21-week WRITE experience, though it will not initially include obstetrics, with potential future expansions into inpatient pediatrics and other areas.

Questions

- What will be the impact of the new WRITE site on the overall number of WRITE sites in 2025?
- How will the new WRITE site in Helena ensure a comprehensive educational experience for students?
- What are the key services and specialties available at the new WRITE site in Helena?
- How will the site integrate with the existing medical community in Helena for a broader range of experiences?
- What are the plans for future expansion of services at the Helena WRITE site?

Resolutions for Questions

- The new WRITE site in Helena will replace the two closing sites, maintaining the total number of WRITE sites. If another proposed site in Plains, Montana, is also approved, the total number of sites will remain net neutral.
- The Helena WRITE site is designed to provide a comprehensive educational experience, with a full spectrum of family medicine practices and opportunities for students to engage in urgent care, ER, and inpatient hospital care.
- The key services at the Helena WRITE site will include family medicine (both outpatient and inpatient), psychiatry, and potentially urgent care. The site director and program administrator have confirmed their commitment to providing a robust educational experience.
- The site will collaborate with the broader medical community in Helena to potentially expand into areas like inpatient pediatrics and other specialties, ensuring a well-rounded clinical training for students.
- Future plans for the Helena WRITE site include potential expansions to include obstetrics and other specialties, contingent on collaboration with the local medical community and resource availability.

Conclusion

The Committee's discussion on the new WRITE site in Helena, Montana, highlighted the site's potential to provide comprehensive and diverse medical training for students. The replacement of the two closing sites with the new Helena site ensures continuity in offering robust WRITE experiences. The commitment to expanding services and integrating with the local medical community underscores the site's potential to significantly enhance educational outcomes for medical students.

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Decision: The Patient Care Phase Committee approved the new WRITE site in Helena, Montana. Highlighting the site's potential to provide comprehensive and diverse medical training for students.

8. Technical Standards and Accommodations

Discussion:

The Committee discussed accommodating students with disabilities in the clinical phase, emphasizing the importance of creating an inclusive learning environment. The university's obligations under federal law, such as the Americans with Disabilities Act and the Rehabilitation Act, were highlighted. The importance of viewing disabilities as a form of diversity rather than a deficit was stressed. The Committee also examined



the challenges and responsibilities of providing reasonable accommodations, ensuring that all instructional personnel are aware of their roles in implementing these accommodations.

Questions

- How do we ensure that accommodations in the clinical phase are reasonable and do not impose undue hardship or fundamentally alter the program?
- What are the university's obligations under federal and state laws regarding students with disabilities?
- How can we support students who develop disabilities later in their education or who may not be aware of available accommodations?
- What steps should be taken if an instructor feels that a requested accommodation is unreasonable?
- How do we articulate and document the core technical standards for each clinical course to prevent civil rights complaints and ensure inclusivity?

Resolutions for Questions

- The university must provide reasonable accommodations that do not impose an undue hardship or fundamentally alter the program. The process involves a thorough evaluation and, if necessary, a dialogue with the Disability Resources for Students (DRS) office to determine the appropriateness of accommodations.
- Federal and state laws, including the ADA and Section 504 of the Rehabilitation Act, mandate that educational institutions provide an inclusive learning environment and reasonable accommodations for students with disabilities.
- To support students who develop disabilities later or are unaware of accommodations, the university should offer continuous education and reminders about the DRS process, especially during transitions between different phases of their education.
- Instructors who believe an accommodation request is unreasonable should follow the formal process outlined by the DRS to raise their concerns and seek a resolution.
- The Committee needs to work on articulating and documenting the core technical standards for clinical courses, ensuring that these standards are inclusive and clearly define the skills, knowledge, and evaluation criteria for students with and without accommodations.

Conclusion

The Committee's discussion underscored the importance of creating an inclusive educational environment for students with disabilities. By adhering to federal and state laws, providing clear guidelines for accommodations, and continuously educating both students and faculty, the university aims to support all students effectively. The focus on articulating core technical standards for clinical courses will help ensure that the educational experience is fair and accessible to all students, thereby minimizing the risk of civil rights complaints and fostering a more inclusive learning community.

9. Duty Hours Policy for UWSOM Medical Students

Discussion:

The Patient Care Phase and Explore and Focus Committee have deferred this agenda item to a subsequent meeting due to the expiration of the allocated meeting time.

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Decision: The Patient Care Phase and Explore and Focus Committee have deferred this agenda item to a subsequent meeting due to the expiration of the allocated meeting time.

