



Explore and Focus Committee Minutes

Date January 27, 2025

Time 4:00 – 5:30PM PT

Attendees **Explore and Focus Phase Committee: Academic Co-Chair: *Eshter Chung*;**

QUORUM REACHED: **Executive Chair: *Joshua Jauregui***

Voting Members (See Below)

Guest: Emmanuel Wright, Alexis Rush, Alisa Ulrich-Herrera, Claire Sandstorm, Debbie Blackstone, Doug Schaad, Erik Malmberg, Heather McPhillips, Jerome Graber, Joey Salazar, John McCarthy, Jordan Kinder, Jung Lee, Karla Kelly, Kellie Engle, Laura Ortiz, Lena Sibulesky, Margie Trenary, Mary Sargent, Megan Mast, Meghan Filer, Niels Beck, Pam Pentin, Pati Notario, Sara Fear

Voting Members			
Gina Campelia		Daniel Robinson	x
Mathew Cunningham		Troy Johnston	
Jenny Wright	x	Ralph Ermoian	x
Sarah Thomson		Roger Tatum	x
Esther Chung	x	Eric Kraus	x
Nam Tram		Ivan Henson	
Ashley Amick		Vancy Crookes	x
Mahesh Karandikar		Nadia Marnani	
Emily Myers		Hanna Ahuja	
Erich Garland		Kayla Cayton	x
Barb Doty	x	Colton Kray	x



AGENDA

ITEM	LEAD	TIME	ATTACHMENTS	ACTION	
1	December Meeting Minutes	Esther Chung	5 Min	Attachment A	Decision
2	Clinical Phase Incomplete Policy Approved by FCAA	Emmanuel Wright	5 Min	N/A	Announcement
3	New Clerkship Application: PEDS 606	Dr. Patricia Notario/ Esther Chung	15 Min	Attachment B	Decision
4	LCME data: Visiting Student Rotations.	Kellie Engle	20 Min	Available at Meeting	Discussion
5	Annual Clerkship Review Summary	Joshua Jauregui	30 Min	Available at Meeting	Discussion

1. December Meeting Minutes (Esther Chung)

The meeting minutes were reviewed and discussed and prepare for an e-Vote with a Motion and Second recorded at the meeting.

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Decision: A Motion and Second was recorded at the meeting and the December Meeting Minutes were sent out for an e-Vote.

2. Clinical Phase Incomplete Policy Approved by FCAA (Emmanuel Wright)

Summary:

The Committee discussed the recent approval of the clinical phase incomplete policy by the FCAA. The policy allows clerkship directors to assign an incomplete grade to students unable to complete coursework due to medical or personal circumstances. It also ensures that deadlines support graduation timelines while considering individual schedules.

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3. New Clerkship Applications PEDS 606 (Dr. Patricia Notario. Esther Chung)

Summary:

The Committee discussed a proposed APC (Advanced Patient Care) elective focused on advanced pediatric skills, particularly in the care of children with special healthcare needs and medical complexity. The course would provide medical students with hands-on experience evaluating pediatric patients independently, developing comprehensive care plans, and receiving training from pediatric subspecialists. Additional components include:

- A structured reading list with relevant guidelines.
- Training in systems-based complex care planning.



- Opportunities for home or school-based patient visits to better understand the lived experiences of children with complex medical needs.

The proposal highlighted the unique aspects of the practice location, which serves a diverse regional population, including Native American, Hutterite, Mennonite, and Amish communities. The course aims to prepare students for pediatric care in underserved and rural settings.

Questions & Concerns:

- How will this elective align with existing outpatient APC and Sub-I opportunities?
- What criteria will be used to assess student performance in this independent, hands-on setting?
- Will there be sufficient patient volume and diversity to meet learning objectives?
- How will the course ensure a balance between student independence and appropriate supervision?

Resolutions:

- The elective was recognized as a valuable addition, particularly given the limited number of outpatient APCs currently available.
- Student performance will be assessed through faculty evaluations of clinical reasoning, patient management, and engagement in learning activities.
- The patient volume and diversity in the practice location were deemed sufficient to provide a robust learning experience.
- Structured oversight will be provided by faculty and pediatric subspecialists to ensure students receive adequate guidance while gaining independent clinical experience.

Conclusion:

The Committee expressed strong support for the elective, emphasizing its potential benefit for students pursuing pediatrics and family medicine in underserved areas. The proposal was prepared for a formal vote on approval.

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Decision: A Motion and Second was recorded at the meeting and the Clerkship Application for PEDS 606 was sent out for an e-Vote.

4. LCME Data: Visiting Student Rotations (Kellie Engle)

Summary:

The Committee discussed the request from the LCME to provide data for the self-study process related to element 5.10, which focuses on resources used by visiting students. A survey was distributed to elective and APC administrators and directors to gather information on how departments determine the number of visiting students they can accommodate.

Key points of discussion included:

- Identifying the individuals or groups responsible for reviewing personnel and patient resources to decide on the number of visiting students.
- Variations in decision-making processes across departments and elective types.
- Ensuring adequate space is reserved for University of Washington students before accommodating visiting students.
- Clarification on whether WWAMI sites working with multiple medical schools should be included in the LCME response.

Committee members shared insights on their department-specific approaches, emphasizing factors such as faculty availability, resident workload, and site capacity. The importance of providing precise responses to



LCME without over-explaining was highlighted. The committee will review submitted survey responses and follow up if additional details are needed. Members who have not yet completed the survey were encouraged to do so.

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5. Annual Clerkship Review Summary (Joshua Jauregui)

Summary:

The Committee discussed the annual clerkship review summary, including the review process, findings, and potential implications for future curriculum decisions. The clerkship review process aligns with accreditation requirements and involves an annual evaluation of data from previous and current academic years to identify areas for improvement and potential changes.

Key points from the review included:

- The process for reviewing and approving clerkship changes to meet accreditation standards.
- The evaluation timeline, which considers data from the prior academic year, ongoing trends, and proposed changes for the upcoming year.
- Challenges related to formal evaluations and the effectiveness of feedback mechanisms for students.
- Student concerns about receiving timely and meaningful performance feedback.
- The importance of improving the clerkship feedback loop to ensure students recognize when changes are made based on their input.
- The positive perception of teaching quality across clerkships, as reflected in student feedback and evaluations.

Additionally, an update was provided on the newly approved pilot program for clinical assessment changes in patient care clerkships. The pilot involves workplace-based assessments (WBAs) tied to clinical grading, allowing students to earn up to 2% extra credit based on assessment completion. The implementation timeline and potential future impact on the fourth-year curriculum were discussed.

Questions & Concerns:

- How will the new workplace-based assessment system impact the fourth-year curriculum?
- What strategies can be implemented to improve communication with students regarding evaluation and grading changes?
- How can clerkships ensure consistency in feedback and performance evaluations across sites?
- How will students be advised on residency applications given the shift toward competency-based assessment models?
- What unintended consequences might arise from pass/fail grading, and how could they impact student differentiation for residency applications?
- How can the institution ensure equitable access to extracurricular opportunities, such as research and volunteer experiences, that may become more emphasized in residency selection?

Resolutions:

- The impact of workplace-based assessments on the fourth-year curriculum will be revisited after further data is gathered from the pilot program.
- Improved communication strategies will be developed to ensure students are aware of how evaluations contribute to their overall performance and residency applications.



- Clerkship leaders will continue efforts to standardize feedback processes to enhance consistency across different sites and specialties.
- Ongoing discussions with residency program directors will be prioritized to address concerns about student differentiation in applications and ensure holistic review processes align with the evolving grading structure.
- Faculty and advisors will monitor potential inequities in extracurricular access and explore ways to support all students in engaging in meaningful professional development activities.

Conclusion:

The Committee acknowledged the importance of maintaining high-quality clerkship experiences while adapting to changes in assessment and grading practices. There was strong support for ongoing discussions on improving student feedback mechanisms and ensuring transparency in communication about curricular changes. Future meetings will revisit the impact of assessment pilots and explore strategies to support students in their transition to residency application

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