

Themes Committee Minutes

Date	May 31, 2017
Time	4:00-5:00 PM PT
Location and/or connection info	E308

Chair	Marj Wenrich and Amanda Kost
Attendees	<i>Voting members:</i> Paul Borghesani, Jeanne Cawse-Lucas, Sharon Dobie, Susan Merel, Kate Mulligan, Karen Segerson, Jamie Shandro <input type="checkbox"/> QUORUM REACHED <i>[#] voting members required for quorum</i> <i>Non-voting members:</i> Michael Campion, Michael Ryan <i>Guests:</i> Meredith Pothoven, Kellie Engle, Leo Morales
Regrets	<i>Voting members:</i> Bruce Abbotts, Marivern Easton, Jordan Lewis, Mike Spinelli, Monica Shin, Ryan Smith <i>Non-voting members:</i> Samantha Pollack,

Agenda

#	ITEM	LEAD	TIME	ATTACHMENT(S)	ACTION
1	Week 1 of EHM Content	Amanda Kost	45 Minutes	Session Planning Documents	Information
2	Approach to whole curriculum review/revision regarding theme content	Amanda Kost	15 Minutes		Discussion
3	Lessons learned from E16 theme sessions thus far	All	15 Minutes		Discussion
4	Faculty development on high stakes theme content	All	15 Minutes		Discussion

1. Week 1 of EHM Content		
Discussion: The EHM workgroup had a retreat in February to create more concrete plans for each of the weeks. From there, session planning documents were filled out to create more fleshed out sessions. EHM will start on Tuesdays and end on Fridays and there will not be any FCM activities. There will not be pre-class work coming into classes on Tuesdays. Week 1 includes 16 hours of in class time and 2 hours of out of class prep time for classes on Wednesday, Thursday, and Friday. The EHM workgroup is trying to be very mindful of student stress levels and assigning the appropriate amount of materials. Attendance is one issue the workgroup is trying to figure out; a number of people have recommended that attendance be required because there is no way to replicate this content. The week 1 EHM Lockdown is June 20 th .		
<input type="checkbox"/> DECISION REQUIRED?	[##] VOTES FOR	[##] VOTES AGAINST
Decision:		

2. Approach to whole curriculum review/revision regarding theme content		
Discussion: How do we think about a curricular wide approach to theme content? In the past, cases have been one aspect of the curriculum to add theme content, but we need to be careful in regards to the patient identifiers in the case. Identifiers should not be in cases unless it is relevant, but are pre-clinical students ready to know when demographics are relevant to a case? It would be helpful if there was a curricular wide approach to this and then have guidance from the theme leads. From a clinical perspective, sometimes one cannot develop a plan for a patient without knowing the patient's background. Also, if we do not always include identifiers, it may seem as if the social background does not matter. It may be helpful to add social history to cases. Moving forward, make this a discussion point for the Curriculum Committee. This group would like to keep identifiers.		
ACTION: Add a discussion on patient identifiers in cases to the Curriculum Committee agenda		
<input type="checkbox"/> DECISION REQUIRED?	[##] VOTES FOR	[##] VOTES AGAINST
Decision:		

3. Lessons learned from E16 theme sessions thus far		
Discussion: There has been a lot of feedback for themes in the 2016-2017 AY. Some students thought theme content was not covered at all while others thought it was fine. The main feedback was that CPR theme sessions felt disjointed from each other – the sessions only talked about the SDH of a certain disease but had no follow up or interventions. It is clear that better block integration is needed. Students would like more of a chance to discuss and debrief theme topics instead of having didactic lectures. Debriefing sessions outside of class hours is an option.		
<input type="checkbox"/> DECISION REQUIRED?	[##] VOTES FOR	[##] VOTES AGAINST
Decision:		

4. Faculty development on high stakes theme content		
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Discussion:		
<p>What does faculty across the region like in terms of faculty development and how can we do this across all sites? Sites have varying resources at their universities. Faculty guides with additional materials as a bare minimum are necessary as they are helpful to refer to when students ask questions. We can also recruit faculty based on their ability to navigate difficult conversations instead of their expertise. Including Lynne Robins and the CLIME team would be helpful.</p>		
<p>Meeting adjourned at 5:31 pm pt.</p>		
<input type="checkbox"/> DECISION REQUIRED?	[##] VOTES FOR	[##] VOTES AGAINST
Decision:		