

Curriculum Committee Minutes

Date	March 2, 2020
Time	4:00-5:30 PM
Location and/or connection info	A-325 https://uw-phi.zoom.us/j/414136379
Governance Website	http://blogs.uw.edu/somcurr4/committees/
Co-Chairs	Michael Ryan Margaret Isaac
Attendees	Executive Chair: Michael Ryan Voting members: Amanda Kost, Brenna Ostertag, Eric LaMotte, John Scott, John Willford, Laura Goodell, Malika Hale, Margaret Isaac, Mark Whipple, Peter Fuerst, Ruth Lewinski, Sherilyn Smith, Zach Gallaher Guests: Bruce Silverstein, Marilyn Cope, Matt Cunningham, Michael Campion, Edith Wang, Martin Teintze, Nick Cheung, Heidi Combs, Sara Kim, Kathy Young, Frank Batcha, Bill Sayres, Judy Swanson, Devin Sawyer, Raye Maestas, Marj Wenrich, Kellie Engle
<input checked="" type="checkbox"/> QUORUM REACHED [11] voting members required for quorum [13] 60% Threshold	
Regrets	Voting members: Brandt Buckner, Eva Jahan, Kristine Calhoun, Leanne Rousseau, Mara Rendi, Tim Chestnut

Agenda

	ITEM	LEAD	TIME	ATTACHMENT	ACTION
1	Approve February Minutes	Margaret Isaac	5 min	Attachment A	Decision
2	Curriculum Committee Regional Member Recruitment	Margaret Isaac	5 min	-	Discussion
3	Explore & Focus Bylaws	Mark Whipple	5 min	Attachment B	Decision
4	Foundations OSCE Results	Mark Whipple	15 min	-	Discussion
5	Patient Care OSCE Results	Mark Whipple	15min	-	Discussion
6	Step 2 CS: • Report • Next Steps	Matt Cunningham	15 min	Attachment C	Discussion
7	End of Phase Foundations Survey Summary	Sara Kim	20 min	-	Discussion
8	Foundations Update	Michael Ryan / Kellie Engle	10 min	-	Discussion
9	Clinical Clerkship Retreat Update	Mark Whipple	10 min		Discussion

Next Meeting: April 6, 2020

1. Approve February Minutes		
Discussion: The committee voted to approve the February meeting minutes.		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[13] VOTES FOR	[0] VOTES AGAINST
Decision: The committee approved the February meeting minutes.		

2. Curriculum Committee Regional Member Recruitment
Discussion: Jay Erickson has stepped down as a member of this committee. We are looking to appoint someone with a similar background as Jay. In this case, we are looking for someone from the region. This member will then be elected in the next election cycle.
Action: Work with regional, foundations, and clinical leadership to ask for a member nomination.

3. Explore & Focus Bylaws		
Discussion: <u>Background</u> There used to be an Elective Clerkship Committee and a Required Clerkship Committee. That was changed to the Patient Care Committee and Explore & Focus Committee. The Elective Clerkship Committee became a sub-committee of the Explore & Focus Committee. The Elective Clerkship Committee was responsible for approving elective clerkships. Over time the Explore Committee took on that role, so there is no more need for the Elective Clerkship Committee. See Explore & Focus Bylaw track changes for details. These bylaw changes are endorsed by the Explore & Focus committee. <u>Summary of change:</u> The Explore & Focus Committee has a seat for an Elective Clerkship representative. Disbanding the Elective Clerkship would remove that seat. To keep that member on the Explore & Focus Committee, the proposal increases the general membership seats by one so that member will serve in the new additional seat.		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[13] VOTES FOR	[0] VOTES AGAINST
Decision: The committee approved to disband the Elective Clerkship Committee.		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[13] VOTES FOR	[0] VOTES AGAINST
Decision: The committee approved to accept the Explore & Focus bylaw changes as presented.		

4. Foundations OSCE Results
Discussion: We conduct three OSCEs – two are conducted in the Foundations Phase and one is conducted in the Patient Care phase.
<u>OSCE Goals:</u>

- Assess and provide feedback on clinical skills and clinical reasoning as students move through the curriculum.
- Prepare students for USMLE Step 2 CS examination.
- Identify strengths and weaknesses in the curriculum.

Foundations OSCE Case Types:

- Standardized patient cases
- Physical exam cases
- Written cases

% Needs Development by site are similar across sites. Each site has a small number of students, so each student who receives a Needs Development can really adjust the % Needs Development for their site.

If a student has two or more Needs Development, that student will require Remediation. Overall 4% of students require Remediation. The % Needs Remediation has increased a little in the past couple years.

Remediation:

- Traditionally, once a student has been identified as needing remediation, their college faculty mentor is notified, and that faculty mentor would work with the student to remediate.
- Last year we piloted having students come to Seattle for a formal OSCE retake.
- Pilot worked out and the new process has been approved, so the % of students who require remediation will be coming to Seattle for a formal re-take.

Step 2 CS:

- Over the last few years Step 2 CS pass rate has dropped from ~99% to ~96%. For a school of our size, that means there are a number of students not passing.
- This drop has been seen nationally as well.
- Internally, we are talking about how to better align the OSCE format with Step 2 CS's format.

We want to better map all assessments to our program objectives. So, we are looking into how to map our OSCE objectives to the UWSOM program objectives. This may be a task that the new Clinical Skills Steering Committee will work on.

5. Patient Care OSCE Results

Discussion:

Students take this exam after completing 3rd year clerkships. This OSCE is more in line with Step 2 CS.

OSCE format:

- Two parts of the exam
 - Standardized patient
 - Clinical task / reasoning
- Three-point grading scale
 - Exceeds Expectations
 - Meets Expectations
 - Needs Improvement

- Students who do not meet standard on either part will need to remediate

Results (2019 Patient Care OSCE):

- Three students had two or more NDs on Standardized Patient cases
- Five students had two or more NDs on Clinical Reasoning cases
- Overall students did very well

Re-take:

- All but one student passed the re-take
- One student will be retaking the re-take with this year's student re-take

Future steps:

- We recently hired a new Clinical Skills Learning Specialist - Sherilyn Smith. She has been working with students who did not pass the Patient Care OSCE.
- Align with clerkship objectives and program objectives.
- We are working to create an exam blueprint to make sure we are testing what we think is most important.
- Increase collaboration with clerkships.

Action: Matt will send more detailed OSCE reports.

6. Step 2 CS

Discussion:

See Step 2 CS report for details. This report covers the 2019 calendar year Step 2 CS.

In 2017, NBME increased the standards for a pass, so the national pass rate and our pass rate have since declined a little.

OSCE / Step 2 CS Timing:

- Majority of our students (~75%) used to take OSCEs before Step 2 CS, now 24% of students take OSCEs before Step 2.
- This change in students taking OSCEs after Step 2 CS has to do with the shortening of the Foundations period and the earlier Clerkship start timeline.
 - Used to give OSCEs in July when Clerkship year started in June
 - Now clerkship year starts in April and OSCEs are move up to June
 - We cannot move OSCEs back to April because of space. This is when FCM is occurring so there is not enough space to accommodate the OSCEs.

Observations:

- There is no strong evidence to show that taking the OSCEs before Step 2 CS improves the Step 2 CS pass rate.
- If a student has no Pass grades, they have a 100% chance of passing Step 2 CS
 - Pass grades in a clerkship indicates borderline performance. This means they did not score Honors or High Pass. Very few students Fail a clerkship.
 - Clerkship grades used in the report are final grades, not just the clinical grade.

- If you have at least one Honors grade, you are likely to pass Step 2 CS.

Conclusions:

- Students with zero Pass grades and/or at least one Honors grade are unlikely to fail Step 2 CS.
- Students with one or more Pass grades or zero Honors are more likely to fail Step 2 CS, but most of these students still pass Step 2 CS.

How can we use this information?

- If we knew that OSCEs were helpful, then we could identify the students who have a higher chance of not passing the Step 2 OSCEs and see if they could schedule their OSCEs earlier.
- Keep an eye on students who Pass (rather than receive Honors or High Pass) their first two clerkships to see if there is something that can be worked on for their third clerkship.
 - These students could work with Sherilyn.
 - Students consistently receiving a Pass on clerkships don't always know that that is an outlier. Reaching out to these students will let them know there is something to work on.
- For students who Pass a clerkship, it can be interesting to see how their clinical grade compares to their final exam. That could help identify if there are clinical knowledge gaps that need to be addressed.

If the n is too small for analysis, it was suggested to include historical data.

7. End of Phase Foundations Survey Summary (Sara Kim – Educational Quality Improvement)

Discussion:

End of Phase Foundations Survey

- Completed by E18 class
- 265 students completed the survey
- More detailed report is available if requested
- Summary includes data on Curriculum, Student Assessment of Faculty, and Learning Environment

Goal/purpose of the summary

- Highlight the bright spots in the survey
- Understand how the areas of improvement identified from survey results, aligns with the group's understanding of Foundations Phase areas of improvement.

Bright Spots

- Anything > 80% is tracked as positive
- Student satisfaction with the Foundations Phase was 86%
- Question was asked about what aspects of the Foundations Phase were positive
 - 91% of students were satisfied with hands-on-learning
 - 83% of students were satisfied with meaningful participation in patient care
- Satisfaction with basic science content
 - Gross anatomy (87%)
 - Neuroscience (82%)

- Physiology (78%)
- Pathophysiology of disease (77%)
- Students rated fairness of evaluation and performance assessment at 88%. (Increase of 10% compared to 2018)
- 86% of students would recommend UWSOM to undergrad premed students.

Areas Needing Improvement

- Satisfaction responses ranged based on regional location. For wider ranges, there is a trend that the lower end of the range tended to be Seattle.
- Preparation for Clinical Training: 57% of students reported basic science courses prepared them well for clerkship (regional range: 41% - 80%)
- Student satisfaction with basic sciences content
 - Biochemistry (39%, 21-89%)
 - Biostatistics and epidemiology (28%, 10%-55%)
 - Immunology (55%, 39%-86%)
 - Pharmacology (55%, 42%-95%)
 - Microanatomy / histology (52%, 32%-86%)
 - No coherent trend in regional breakdown. In some cases, Montana rated the highest and then some cases where Wyoming did better.
- Satisfactions with other curricular issues
 - Social determinants of health (75%, 62%-94%)
 - Diverse patient population (65%, 54%-100%)
 - Health equity (62%, 49%-85%)

Suggestions on how to better understand survey results

- Allow students to leave comments for the questions. This can help clarify why a student provided a rating. For example, one student said that anatomy was their favorite course, but was not satisfied with it because they felt there was not enough time allocated to it.
- Stoneybrook conducts focus groups after the survey to better understand problem areas. Could our block partners participate in something like this for us?
- Sites can be very different. It may make sense to group results based on similar learning environments (in terms of class sizes, whether guides are available, etc).
- If we do a focus group, it should be led by people experienced in leading focus groups and we need a good cross section of students to represent the regions.

Action Item: Michael Ryan and Edith Wang could start by reaching out to Block and Thread partners (who include regional sites) to better understand why the large regional range in satisfaction. Then if there are representation gaps, work with Meghan Kiefer to find and include the right people.

8. Foundations Update

Discussion:

See Foundations Update slides for details.

Background

The Department of Education recently issued revised guidance related to federal student aid and academic calendar term definitions that impact medical schools. According to the Department of Education, the new guidance requires that quarters be between 9 and 13 weeks of instruction. Current Foundations Phase autumn quarters are 15 weeks, so with the new guidelines, we are out of compliance.

Recently, we received an extension to become compliant by 2022.

Regional schools may have different deadlines for making curricular changes.

Adjourn: 5:30 PM PDT