

Curriculum Committee Minutes

Date	May 4, 2020
Time	4:00-5:30 PM
Location and/or connection info	https://uw-phi.zoom.us/j/414136379 Telephone: +1 669-900-6833 or +1 646-558-8656
Governance Website	http://blogs.uw.edu/somcurr4/committees/
Co-Chairs	<i>Michael Ryan</i> <i>Margaret Isaac</i>
Attendees	Executive Chair: <i>Michael Ryan</i> Voting members: <i>Brandt Buckner, Brenna Ostertag, Eric LaMotte, John Willford, Laura Goodell, Malika Hale, Margaret Isaac, Mark Whipple, Peter Fuerst, Sherilyn Smith, Zach Gallaher, Leanne Rousseau, Amanda Kost (13)</i> Guests: <i>Tim Robinson, Frank Batcha, Bill Sayres, Kathy, Young, Leo Morales, Marilyn Cope, Darryl Potyk, Marj Wenrich, Kellie Engle, Larry Kirven, Nick Cheung, Bruce Silverstein, LeeAnna Muzquiz, Kelley Goetz, Sara Kim, Raye Maestas, Matt Cunningham, Jeff Seegmiller, Edith Wang, Sarah Wood, Jaime Fitch, Martin Teintze, Michael Champion, Judy Swanson, Roberto Montenegro, Rebekah Smith, Heidi Combs</i>
<input checked="" type="checkbox"/> QUORUM REACHED [10] voting members required for quorum [12] 60% Threshold	
Regrets	Voting members: <i>Eva Jahan, John Scott, Kristine Calhoun, Mara Rendi, Ruth Lewinski, Tim Chestnut</i>

Agenda

	ITEM	LEAD	TIME	ATTACHMENT	ACTION
1	Approve April Minutes	Margaret Isaac	5 min	Attachment A	Decision
2	Academic Co-Chair Recruitment	Michael Ryan	5 min	-	Announcement
3	AAMC Y2Q Summary	Sara Kim	25 min	Attachment B	Discussion
4	COVID Topics - Triple I - Prometric Closure - Clerkship Grading - Fall 2020 – Distance Learning	Michael Ryan	55 min	-	Discussion

Next Meeting: June 8, 2020

1. Approve April Minutes

Discussion: The committee voted to approve the April meeting minutes.
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<input checked="" type="checkbox"/> DECISION REQUIRED?	[13] VOTES FOR	[0] VOTES AGAINST
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Decision: The committee approved the April meeting minutes.
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2. Academic Co-Chair Recruitment

Discussion:

Dr. Margaret Isaac's term as Academic Co-Chair will end this year. If anyone is interested in this position, please let Dr. Ryan know.
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3. AAMC Y2Q Summary

Discussion:

See report for result details.

About the survey

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| <ul style="list-style-type: none"> • Y2Q is the Year 2 Questionnaire administered by the AAMC. • This survey is administered at the end of Foundations phase to all second-year students. • This survey is administered at around the same time as the End of Foundations Phase Survey, so it's helpful to see the results of both surveys together. • This is a 2019 survey completed by E18s. • AAMC formalized Y2Q nationally only a few years ago. UWSOM focused efforts to increase the response rate last year. We do not yet have longitudinal sets of data to see 5-year trends, but that is what we are building toward. |
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Observations

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| <ul style="list-style-type: none"> • Student responses show they feel the school does a good job fostering their development as a future physician about 20% more than fostering them as a person. <ul style="list-style-type: none"> ○ There is a big response range across the region for the question about developing the student as a person. Could the question about fostering students as a person be related to class size? • For the question "Students learn effective tools for recognizing their own bias in interacting with people of different identity groups", there is a wide regional range of responses (66.7% - 95.2%). <ul style="list-style-type: none"> ○ It was suggested that it may depend on how students interpret this question. ○ In Foundations, student interactions are primarily with one another. After clerkships, they may interpret this question as interactions with patients and respond differently. • For the question "I feel isolated at school", there is a wide regional range of responses (0% - 35%). <ul style="list-style-type: none"> ○ This response does not appear closely related to attendance. Locations with higher attendance, do not necessarily have lower isolation percentages. ○ "Isolation" and "loneliness" are different. It would be interesting to understand how students interpret this question. • For Faculty Member's Professional Behaviors, UWSOM typically score well above the national average. End of Foundations Phase Survey responses supports this too. |
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- Mistreatment
 - In most mistreatment types, numbers have improved from 2018 to 2019.
 - There was an increase in “Unwanted Sexual Advances” and “Denied Opportunities Based on Race/Ethnicity” from 2018-2019.
 - Compared to the internal End of Foundations Phase survey, there appears to be underreporting for “Offensive Sexist Remarks/Names”, “Unwanted Sexual Advances”, and “Denied Opportunities Based on Race/Ethnicity”.
 - The End of Foundations Phase Survey showed that mistreatment can come from a number of different sources (e.g., Other MDs, students, college mentors, Nurses, etc).
 - For the question “Students who experienced any mistreatment behavior”, there was a wide regional range from 0% to 37%.
 - It is concerning that there is a high percentage of students experiencing mistreatment (~30%), because this is the baseline that the students carry as they begin clerkships, which is when there is frequently reported mistreatment.

Next steps

- One regional dean wants to conduct individual student interviews to better understand the details behind survey responses. Marj Wenrich and Lynne Robins will help conduct the interviews/focus groups.
- Would it make sense to engage EHM colleagues to help with focus groups? It was suggested that they help design the approach but not be directly involved in the focus groups.
- It was suggested that an independent third party may be preferable because they would not be connected to the faculty. A UC Davis group is willing to help us because they have gone through something similar with their students.
- We have a program objective demonstrating sensitivity and responsiveness to diverse patient populations. But we do not have an objective that calls out identifying our own implicit biases and how that impacts our interactions with others. This may be a program objective that we consider.
- There is a Learning Environment Committee that Dr. Ryan and Dr. Maestas is leading. It was suggested that this group could help with better understanding the details behind the survey results.

4. COVID Topics

Discussion:

Triple I

- Triple I (Independent Investigative Inquiry) is currently a graduation requirement.
- After exploring many options, it was decided that Triple I will be an elective this year for current MS1 students. Over the past few weeks, Shobha Stack and others reached out to project mentors and heard the following which contributed to the decision.
 - Some projects had funding held up.
 - Some sites are closed, so research is not occurring at those sites.
 - About 40 projects had students traveling from one WWAMI site to another. This is a challenging with many sites have travel restrictions and/or quarantine requirements.
- RUOP – almost all of these are still happening.
- TRUST students are still required to do RUOP.

- There is a Telemedicine curriculum being developed for students doing RUOP. This is for students who want to see patients at a RUOP site but who many not want to do Triple I.

NBME CAS (Customized Assessment)

- NBME is not allowing homegrown CAS exams. These are tests that consist of retired Step 1 questions that our faculty choose.
- Students find these exams helpful to identify their gaps and to experience real Step 1 questions.
- NBME created their own organ system tests. There are about 10 versions. Our school plans on using these.
- Some schools use NBME CBSE (Comprehensive Basic Science Exams) exams for progress testing. We've considered these but feel that the organ system tests are preferable.

USMLE Testing

- Prometric sites are closed until the end of May. There are about 80 students who have not yet taken Step 1. Many students had signed up for test dates which have been cancelled, so there is high student anxiety.
- We have a policy that students need to take Step 1 before clerkships. We will work with students on this because there are students who may not be able to schedule their Step 1 exam before their expected clerkship start date.
- It is challenging for Prometric centers to open and maintain 6 ft distancing, so AAMC, NBME and others are discussing the idea of allowing medical schools to proctor exams. The decision is expected in June.

Clerkships

- MS4s – Students who were pulled out of required clerkships halfway through, were graded Pass/Fail.
- Students in their last Explore & Focus clerkship are taking clerkships online. Initially, LCME did not allow this, but they changed their minds. These clerkships are also Pass/Fail.
- Anyone graduating after 2020, is not currently in a clerkship. They can be doing non-clinical electives, which are all Pass/Fail.
- There have been daily clerkship calls to discuss necessary changes. These calls have included students, whose input have been incredibly valuable.
- Students are working directly with departmental career advisors and administrators to make their summer clerkship schedules. The process has worked really well. This may be a process we consider in the future.
- Nationally, away rotations and visiting students will likely not happen for the summer.
- For Patient Care, our school, as well as most other schools are shortening clerkships. We're shortening clerkships mostly by one-third.
 - Medicine is shortened from 12 weeks to 8 weeks.
 - All other clerkships are shortened from 6 weeks to 4 weeks, except for Surgery.
 - Surgery will have 4 weeks and then a 2-week virtual component.
- There needs to be a clear statement about how social distancing works with PPE. If a student has a mask, does that mean they still need 6 ft of distance? We want to be setup so that students can truly learn and participate. Approaches may differ across sites.

Approval Process

- Changes were approved by FCAA first because of the timeline and then they were approved by the appropriate governance committee(s) after.
- We are checking with the University of Washington to make sure necessary approvals and documentation are filed. These changes are temporary changes, so they should be treated differently than changes that are intended to be ongoing.

Foundations Phase

- Currently, the Foundations phase is being taught using distance technology.
- There is variation by sites, but Bruce Silverstein's group (E&H) has been recording 10-20 min long videos for their main lectures and holding small groups over Zoom and the model has worked really well. This model has worked so well that they are considering keeping this model moving forward. Students like being able to pause, repeat, go 1.4X speed, and listen to the videos at their own pace.

Fall 2020 – Distance Learning

- Foundations Deans plan to decide by May 15 on whether Fall 2020 will be conducted using distance learning. It may end up being a hybrid approach.

Summer 2020

- Some sites may offer voluntary reviews, but the timing and logistics and whether it is offered will be up to the site. The Foundations Deans will be discussing this further.

Adjourn: 5:31 PM PDT