

Curriculum Committee Minutes

Date	July 13, 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	Voting members: Brenna Ostertag, Eric LaMotte, John Willford, Laura Goodell, Leanne Rousseau, Margaret Isaac, Mark Whipple, Malika Hale, Peter Fuerst, Sherilyn Smith, Zach Gallaher, Ruth Lewinski (12) Guests: Cynthia Sprenger, Kellie Engle, Darryl Potyk, Doug Paauw, Edith Wang, Marj Wenrich, Susan Merel, Jenny Wright, Kathy Young, Haya Jamali, Jeff Seegmiller, Meghan Kiefer, Sarah Thomson, Roger Tatum, Raye Maestas, Heidi Combs, Kathi Sleavin, Laura Yale, Martin Teintze, Morgan Flake, Carmelita Mason-Richardson, Jaime Fitch, Margie Trenary, Bruce Silverstein, Lan Nguyen, Erik Kraus, Gloria Rayo, Songhee An, Sarah Wood, Timothy Robinson, Leanna Muzquiz, Hamilton Tsang,
<input checked="" type="checkbox"/> QUORUM REACHED [10] voting members required for quorum [12] 60% Threshold	
Regrets	Executive Chair: Michael Ryan Voting members: Amanda Kost, Brandt Buckner, Eva Jahan, John Scott, Kristine Calhoun, Mara Rendi, Tim Chestnut

Agenda

	ITEM	LEAD	TIME	ATTACHMENT	ACTION
1	Approve June Minutes	Margaret Isaac	5 min	Attachment A	Decision
2	<ul style="list-style-type: none"> Academic Co-chair Recruitment Governance Committee Elections Update Scholarship Committee – Ratify New Chair (Cynthia Sprenger) 	Michael Ryan / Linda Ho	5 min	-	Announcement
3	Patient Care and Explore and Focus Phase Pass/Fail Grading for clerkship year 2020-2021	Mark Whipple	30 min	-	Discussion
4	Foundations 2022 Data Workgroup	Edith Wang / Meghan Kiefer	30 min	-	Discussion / Decision

Next Meeting: August 3, 2020

1. Approve June Minutes		
Discussion: The committee voted to approve the June meeting minutes.		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[12] VOTES FOR	[0] VOTES AGAINST
Decision: The committee approved the June meeting minutes.		

2. Announcements		
Academic Co-chair Recruitment		
Dr. Margaret Isaac is our current Academic Co-chair, and her term is ending August 2020. If you are interested in this position, please contact Dr. Michael Ryan or Linda Ho.		
The role of the Academic Co-chair is primarily to work with Dr. Ryan each month to prepare the Curriculum Committee meeting agenda and to run the meeting.		
Governance Committee Elections Update		
This year's committee elections will be run in two phases. The first phase will begin this week and it will be to elect clinical student (students currently in Patient Care or Explore & Focus phase) positions. We have open clinical student positions in all committees this year. We are breaking up the elections into two phases because we want to align the clinical student member terms more closely with the clinical academic calendar.		
The second phase will be to elect faculty and Foundations student positions. This will occur in September when new students begin classes.		
Scholarship Committee – Ratify New Chair (Cynthia Sprenger)		
Cynthia Sprenger was introduced in our last meeting as the new Director of Scholarship. She needs to be ratified by this committee to become the new Scholarship Committee Chair.		
<input checked="" type="checkbox"/> DECISION REQUIRED?	[12] VOTES FOR	[0] VOTES AGAINST
Decision: The committee votes to ratify Cynthia Sprenger as the new Scholarship Committee Chair		

3. Patient Care and Explore and Focus Phase Pass/Fail Grading for clerkship year 2020-2021		
Discussion:		
Background:		
Both the Patient Care and Explore & Focus phases were shortened this past year. In Patient Care, clerkships were shortened from 6 and 12 week required clerkships to 4 and 8 week required clerkships. In the past two weeks, an increasing number of students have been quarantined or sent home from clerkships for up to two weeks of time. It is challenging to grade a student who has missed a significant amount of time, so clerkships directors have started discussing the option of Pass/Fail clerkship grading. Students are currently halfway through their first clerkships, so if we make a change, we should do it as soon as possible.		
Proposal:		
<ul style="list-style-type: none"> • The grading change to Pass/Fail would apply to all clerkships but is open to discussion. • Pass/Fail grading would only apply for one year. 		

- Clinical grade would be Pass/Fail. Whether the final exam score is captured, is up for discussion. Final grade would be Pass/Fail. Comments would still be captured.
 - If we report an exam score, that score may be overly valued by residency programs.

VA Medical Center situation

- One in-patient student at the VA tested positive and two other students who had interactions with the first student tested positive.
- 5-8 students are currently at home awaiting testing/results.
- The facility is asking that students get tested and those who do not test positive can return.
- It's unclear who/what is the source of the infection.
- The VA is now broadly testing all members on all Medicine teams plus ~200 staff members.

Other situations where students were sent home

- Some Montana students have been sent home, though some may be related to VA situation.
- All Harborview Psychology students were all sent home today. They have had issues having enough space for social distancing.

What are other Medical Schools doing?

- Pre-COVID, there are ~12 schools that have Pass/Fail clerkship grading.
- More recently, ~8 schools are planning on changing to Pass/Fail due to COVID.
- Another ~24 schools are considering Pass/Fail grading.
- AAMC queries schools weekly.
 - Currently ~10% of schools have moved required clerkships to Pass/Fail. ~10% are undecided.
 - 18% have moved to Pass/Fail for sub-internships.
 - 34% have moved to Pass/Fail for electives.

Considerations:

- LCME requires that students spend at least half the time in direct patient care to receive credit.
- Our students could be disadvantaged from students in other schools that do have tiered grading.
- It should be equitable in that students are in a clerkship in the winter versus students who are in that same clerkship in the spring should both have the chance to receive the same grading.
- If one clerkship has tiered grading while others do not, does that put an unfair burden on faculty who have the tiered grading?
- It's difficult to grade students in some cases even with the same amount of time spent. At the Roosevelt clinic, an Internal Medicine educator commented that the chaos of juggling phone visits, telemedicine and regular visits has made it more difficult to assess students even with the same amount of interaction time as pre-COVID.
- By making the choice not to harm any one student's residency application, are we harming all the students?
- Student member suggests polling students for their input.
- Student member thinks the biggest student concern will be how Pass/Fail will impact their competitiveness in applying to residency programs. Student member finds it concerning that only 10-20% of schools are currently moving to Pass/Fail.
- If we move grading to Pass/Fail, does everything then hinge on Step1 scores?

- Sites may not offer the same clinical experience for students, so students are able to always demonstrate their abilities. For example, one site indicated they may pause elective surgeries.
- Would students take risks if there was an option to get Honors?

Suggested options:

- Could we make it optional or a contingency to be graded Pass/Fail?
- Could it be Pass/Fail for some blocks but not others?
- Could we make grade changes retroactively if we needed to?
- Could we provide feedback now, but not the grade? Currently we need to submit grades at the end of the quarter. Could we ask for a dispensation from UW to submit grades later? We could document notes and assessments, but not provide a grade yet. Downside is that students would relate the comments to a grade and if they don't get the grade, they could be frustrated.
- Some other professional schools are having students graduate later so they can have enough time to be fairly evaluated. Is that a possibility for us?
- Could we communicate a grade, plus the level of certainty for the grade. Could also communicate factors affecting why there is not the usual level of certainty for the grade (e.g., if time on the rotation was limited).
- Could students get an Incomplete and make the weeks up later? It may be challenging to schedule make up time if a large number of students need to do this.
- This could be an opportunity to focus on richer narrative assessments.
- Could we have 3 tier grading – Fail/Pass/Honors?

Process:

- This will be further discussed in Tuesday's (7/14) clerkship huddle. Everyone is invited to attend.
- It'd be advantageous to have a decision this week if possible.
- We'd like to send an eVote to Curriculum Committee to make a decision after the Clerkship Huddle.

Action: Linda Ho will send a copy of the chat to Dr. Whipple.

We will not poll students or faculty. Students representatives could reach out to other students as needed and can bring up different perspectives.

4. Foundations 2022 Data Workgroup

Discussion:

See slides for details.

A student suggests that in addition to incorporating more time, could there be a focus on teaching strategies to help students better integrate concepts? The workgroup agrees that in addition to a summative review at the end of Foundations, there should be more time spent on helping students integrate material throughout Foundations.

Student also suggests that the primary literature provided to them be more integrated into the curriculum. This is related to Research Methods.

--

Adjourn: 5:30 PM PDT



2022 Foundations Data Workgroup

Curriculum Committee 7.13.20

Meghan Kiefer, MD MPH & Edith Wang, PhD

Background

- November 2019: US Dept of Ed released new guidelines for standard terms lengths for quarter to be 9-13 weeks
- Foundations phase fall quarters (Term 1 and Term 3) are 15 weeks long and need to be reduced by two weeks each.
- This change will take place beginning in Fall 2022
- Acknowledgement these adjustments require and allow reassessment of current Foundations phase
- May 2020: workgroup formed

Charge

- Keep in mind that the **current curriculum is working well**
- Consider ways to improve the curriculum further in terms of overall **length** of Foundations phase, **order** of content, optimal **combinations** of content in blocks, **depth** and **adequacy** of coverage of specific topics, the potential need for more study **time**, more time for final **examinations** in all blocks, the desire for more **comprehensive assessment** approaches, and **student wellness**.
- Review/develop guiding principles to be used in development of new Foundations phase structure.

Members

- Edith Wang
- Meghan Kiefer
- Tim Chestnut
- Joanne Estacio-Decker
- Peter Fuerst
- Kiran Gill
- Martin Teintze
- Dustin Worth
- Laura Goodell
- Max Kullberg
- Karen McDonough
- Douglas S. Paauw
- Catrin Pittack
- Timothy J. Robinson
- John Willford

With special thanks to Matt Cunningham, Michael Campion, Sara Kim, Marj Wenrich, Jack Darrell, and Linda Ho

Process

- Workgroup met 7 times, May-June
- Divided into 4 subcommittees which looked at all blocks*
 - Student end-of-block surveys
 - Student block partner documents
 - Step 1 performance
 - CBSE performance
 - Relevant content from End-of-Foundations, AAMC Y2Q and GQ surveys
- Additional faculty input
 - Foundations Faculty survey
 - Block/thread director interviews

*except EHM (own workgroup)

What We Didn't Cover

- Optimal schedule
- Curriculum delivery

Recommendations

- Length
- Order
- Combinations of Content
- Depth & Adequacy of Specific Topics



Length: Curriculum

Expand the length of Foundations Phase

1. Several areas would benefit from more time
 - Hematology, Oncology, MSK, Immunology, Nephrology
2. We agree with PEAC and recommend cumulative assessments for blocks ≥ 3 weeks.
3. We agree with PEAC and recommend set time aside within the curriculum for review and consolidation.
4. We recommend the inclusion of break periods between blocks to support student wellness.

Length: Block

- The length of individual blocks should be more uniform
- Blocks which are ≥ 8 weeks are too long and need to be compressed or divided into shorter blocks.

Recommendations

- Length
- Order
- Combinations of Content
- Depth & Adequacy of Specific Topics

Order

- Hematology should be placed prior to cardiovascular medicine, and adjacent to immunology.
- The labor-intensive nature of HFF and the cadaver “lifecycle” should be considered in any adjustments to Foundations schedule

Recommendations

- Length
- Order
- **Combinations of Content**
- Depth & Adequacy of Specific Topics

Combinations of Content

- Threads should have a larger and more systematic/consistent presence in each block.
- Curriculum leadership should develop a framework for block/thread planning that can be applied by block and thread leaders to determine how to best teach relevant thread material within a block.

Combinations of Content

- Students and faculty should be able to gauge student performance within a thread. We did not reach consensus on thread grading process.
- To develop a holistic understanding and encourage knowledge retention, we recommends setting time aside throughout Foundations for integration and multisystem disease.

Recommendations

- Length
- Order
- Combinations of Content
- Depth & Adequacy of Specific Topics

Depth & Adequacy of Specific Topics

- Consider burden of disease when determining depth of coverage of topics such as diabetes, obesity, cancer, and addiction, and increase coverage accordingly
- Offer more time in the following areas: cell biology, immunology (especially cytokines and adaptive immune response); nutrition; diabetes; oncology (especially solid tumor and cancer immunology), cell biology

Depth & Adequacy of Specific Topics

- Pharmacology: dedicated neuropharmacology; diabetes, gynecologic/reproductive pharmacology, MSK pharmacology
- HFF: overall and specifically back/spine, nasal cavity, cavernous sinus and middle ear, muscles of mastication and gut anatomy, nervous system anatomy
- Pathology: histology overall and specifically gynecologic pathology, cardiac and pulmonary pathology

Questions?

