

Curriculum Committee Minutes

Date	April 5, 2021
Time	4:00 – 5:30PM
Location & Zoom Info	Zoom: https://uw-phi.zoom.us/j/414136379 Telephone: +1 669-900-6833 or +1 646-558-8656
Co-Chairs	<i>Mark Whipple, Sherilyn Smith</i>
Attendees	Academic Co-Chair: <i>Sherilyn Smith</i> ; Executive Chair: <i>Mark Whipple</i> Voting Members: <i>Amanda Kost, Carolyn Bell, Cindy Knall, Courtney Francis, Elizabeth Buhler, John Willford, Kristine Calhoun, Laura Goodell, Leanne Rousseau, Mara Rendi, Matt Cunningham, Peter Fuerst, Ruth Lewinski, Zach Gallaher</i> Guests: <i>Jaime Fitch, Meghan Kiefer, Jessica Wheeler, Michael Campion, Bruce Silverstein, Brenda Martinez, Darryl Potyk, Gerald Tolbert, Judy Swanson, Kathy Young, Kelley Goetz, LeeAnna Muzquiz, Marilyn Cope, Marj Wenrich, Martin Teintze, Pam Langer, Peter Fuerst, Sara Kim, Sarah Wood, Tim Robinson</i>
<input checked="" type="checkbox"/> QUORUM REACHED: 15	
Regrets	Voting members: <i>Ben Trnka, Brenna Ostertag, Eric LaMotte, John Scott</i>

Agenda

	ITEM	LEAD	TIME	ATTACHMENT	ACTION
1	Approve March Minutes	Sherilyn Smith	5 min	Attachment A	Decision
2	Announcements: <ul style="list-style-type: none"> • Step 1 policy COVID-19 disclaimer e-vote passed • Clerkship grading policy • Academic grading policy 	Jessica Wheeler	5 min		Announcement
3	Approve policies (Step 2 CS removal)	Jessica Wheeler	5 min	Attachment B	Decision
4	Foundations 2022: Block Level Objectives Presentation	Edith Wang	20 min	Separate attachment	Discussion / Decision
5	School of Medicine Strategic Plan presentation	Sherilyn Smith / Darryl Potyk	20 min		Discussion
6	2020 Step 1 Report	Matt Cunningham	20 min	Attachment D	Discussion

Next Meeting: May 3, 2021

1. Approve March Minutes

Discussion: The March minutes were reviewed.

DECISION REQUIRED?

VOTES FOR

VOTES AGAINST

Decision: Motion was moved to e-vote.

2. Announcements

Discussion:

- In March, the Curriculum committee discussed updating the COVID-19 waiver on the Step 1 policy to add the requirement that students must take Step 1 prior to entering the Explore & Focus phase and students considering taking advantage of the waiver must meet with a dean. The e-vote to approve these revisions passed. You can see the updated language on the [Step 1 policy webpage](#).
- Two additional policies needed to be updated in light of clerkship subject exams being made an academic requirement to enter the next phase of the curriculum and to graduate. See the [Clerkship grading policy webpage](#) for updated language. The [Academic grading policy](#) was also updated to remove any mention of passing a final exam in order to pass a clerkship.

3. Approve policies (Step 2 CS removal)

Discussion: The Federation of State Medical Boards (FSMB) and NBME, co-sponsors of the United States Medical Licensing Examination (USMLE), have permanently discontinued Step 2 Clinical Skills (CS). Mention of Step 2 CS has been removed from Curriculum Committee owned policies (Assessment policy and the Clerkship Scheduling policy). The committee will vote on the policy revisions via e-vote.

DECISION REQUIRED?

VOTES FOR

VOTES AGAINST

Decision: Motion was moved to e-vote.

4. Foundations 2022: Block Level Objectives Presentation

Discussion: Dr. Kiefer updated the Curriculum committee on how the Foundations 2022 work is progressing.

1. Block Level Objective (BLO) framework

BLOs are required for new UW course applications and to move forward with our partner universities. The BLOs for 2022 are based on current BLOs and have been re-worked slightly with the goal of applying more standardized terminology between blocks and a more standardized framework (organizing BLOs into content buckets, including threads, physiology, pathophysiology, diagnostics, etc.). These BLOs are not set in stone and will likely need to be updated in our change management process as courses are further developed.

A Foundations 2022 workgroup will be formed with broad representation (across the curriculum and region). Regional deans are invited to send Dr. Kiefer and Dr. Wang the names of individuals they would like to participate in the workgroup. Any member of the UWSOM community will be invited to send feedback on the renewal to these individuals.

2. Consolidation & Transition

Currently Consolidation & Transition (C&T) is a three-part course series that includes:

- Foundations Capstone (2 weeks, 4 credits) – intensive review of Foundations phase concepts
- Consolidation (8 weeks, 10 credits) – dedicated study period with a small amount of learning science theory
- Transition to Clerkships (1 week, 2 credits) – prepare students for the Patient Care Phase

The proposed change for 2022 (MS2 winter quarter) would turn C&T into a two-part course series: retiring Foundations Capstone and extending consolidation by one week (adding more learning science theory and a student panel) and extending Transition to Clerkships by one week. Retiring Foundations Capstone is based largely on student feedback. Students prefer to integrate material as they move through the curriculum, which was also a major reason for adding integration weeks. BLOs comparable to Foundations Capstone will be added to the integration weeks.

Consolidation & Transition would add the following BLO: Integrate and apply the learning and test-taking strategies demonstrated in Consolidation to Step 1 preparation and exam.

Transition to Clerkships would add the following BLO: Interpret and apply basic science concepts acquired in the Foundations Phase in clinical context in preparation for required clinical rotations in the Patient Care Phase.

3. EHM > Themes > Medicine Health and Society

The content for this course is still being developed. The Foundations 2022 team is proposing very broad BLOs to act as placeholders so the course can be approved by upper campus.

Introduction to Medicine Health and Society (Winter 1) – one week

BLO: Describe fundamental concepts behind ethics, health systems, systems improvements, health equity, diversity, social determinants of health, and global population and public health as they relate to medicine in today's society.

Medicine, Health and Society (Summer 2)

BLO: Contextualize, apply, and present core concepts in ethics, health systems, systems improvements, health equity, diversity, social determinants as they relate to medicine in today's society.

DECISION REQUIRED?

VOTES FOR

VOTES AGAINST

Decision: Motion was moved to e-vote.

5. School of Medicine Strategic Plan presentation

Discussion: In preparation for the 2018 LCME site visit, the UWSOM medical student educational program's strategic plan was reformatted into outcomes-based language. From here, the Educational Quality Improvement Strategic Planning Committee (EQISPC) decided to revise the School's strategic plan. The committee has gathered stakeholder feedback, reviewed other institutions' strategic plans, and undertook an iterative process of drafting the strategic plan. The goals include:

- Aligning with UW Medicine's overarching strategic plan
- Create a strategic plan that is simple and direct and will serve as a high-level guiding light for the School over the next 5-10 years.

Dr. Smith reviewed the drafted mission statement, vision statement, values, strategic priorities (see meeting handouts for details).

The Curriculum committee provided feedback:

- General feedback
 - In the past we have focused on primary care and rural medical training. Is there a place for that here?
- Strategic priorities
 - “Optimize the governance structure and resource allocation across regional sites.”
 - It’s hard to place this priority in context. What does it mean?
 - Include “equitable resource allocation”
 - “Foster ongoing collaborative innovative regional medical educational opportunities that allow each region to capitalize on its unique attributes.”
 - Wordy, too many adjectives.
 - Remove “ongoing.”
 - “Become an inclusive antiracist medical student education program that dismantles all types of oppression in the learning environment.”
 - This reads as if there is an end point. Anti-racist work is ongoing work. Edit to read as “work towards.”
 - Change to “Become an inclusive *and* anti-racist...”
 - “Invest in faculty education and support lifelong learning across the region to optimize teaching outcomes as well as fostering recruitment, retention and recognition.”
 - Is this faculty focused-only? If so, it should be stated clearer. Add pronoun – “Invest in faculty education and support *their* lifelong learning...”
 - Add in term “professional development”
 - Remove “support” (if you’re investing in something, you’re supporting it)

6. 2020 Step 1 Report

Discussion: Matt reviewed the Step 1 report (E-18s who took Step 1 in 2020). See meeting handouts for details. Takeaways include:

- 92% of student have taken Step 1
- The pass rate is comparable to last year
- There has been a general upward trend of scores over the past several years as we have gone through a few iterations of the Foundations curriculum
- The items most correlated with Step 1 performance include:
 - Average score across all Foundations blocks
 - Comprehensive Basic Science Exam (CBSE)
 - Performance in the MCBD block
 - Performance in CPR block