

**UPSOM Curriculum Committee
Minutes of the 441th Meeting
May 3, 2021**

Jason Rosenstock, MD, Chair
Bill Yates, PhD, Vice-Chair

Business of the Curriculum Committee on May 3, 2021

Motion	Vote Tally	Approved?
Approval of minutes of April 19 meeting	14 Yes, 0 No	YES
Addition of Dental Medicine week within Specialty Care clerkship	21 Yes, 0 No	YES
Policy revision: USMLE Examination	Tabled	--
EMAIL MOTION: Revision of grading format for Psychiatry clerkship	14 Yes, 0 No	YES

Due to COVID-19 pandemic, the meeting was held virtually using the Zoom platform. All members and guests remotely participated.

Voting Members Present: A. Brown, MD; A. McCormick, MD, FAAP; B. Yates, PhD; B. O'Donnell, MD; C. Yanta, MD; E. Ribar, MS4; G. Hamad, MD, FACS, FASMBS;; J. Rosenstock, MD; J. Zimo, MS4; J. Duehr, MS2; L. Borghesi, PhD; M. Peretti, MS2; M. DeFrances, MD, PhD; M. Schmidt, PhD; M. Granovetter, MSTP; M. Zhang, MS3; N. Douglas, MS1; O. Torres, MD, MS; P. Campos, MS4; P. Drain, PhD; R. Schuchert, MD; R. Maier, MD, MA; S. Herrle, MD, MS; S. Sweat, MS1; S. Truschel, PhD; T. Bui, MD; V. Mandi, MS1; V. Agarwal, MD

Ex-Officio Members Present: A. Gonzaga, MD, MS; A. Thompson, MD, MHCPM; B. Piraino, MD; C. Lance-Jones, PhD; J. Losee, MD, FACS, FAAP; M. McNeil, MD, MPH; P. Veldkamp, MD, MS; R. Buranosky, MD, MPH, R. Steinman, MD, PhD

Invited Colleagues and Guests: A. James, MD, PhD; A. Shoukry, MD; A. Strong; B. Civi; C. Balaban, PhD; C. Schott, MD, MS, RDMS, FACEP; E. Reis, MD, FAAP; F. Yates, MLIS; G. Cooper, MD, PhD; G. Null, MA; J. McGee, MD; J. O'Donnell, DMD, MEd; J. Szymusiak, MD, MS, FAAP; K. Scott, MA; K. Maietta; K. Critelli, MD; L. Rapkin, MD; M. Nance, MD; M. Elnicki; M. Sergent, MPH; R. Van Deusen, MD, MS; R. Powers, PhD; S. Gonzalez, MD; S. Gabrielson, MSLIS; W. Mars, PhD; W. Walker, PhD

Dr. Rosenstock opened the meeting at 4:00pm.

A motion to approve the minutes of the 440th meeting of the Curriculum Committee was brought before the Curriculum Committee. The minutes were APPROVED unanimously.

Standing Committees

CCES: CCES continues to meet regularly. Recently, CCES worked with the School of Dental Medicine to complete the proposal that will be explained in today's meeting. CCES has also worked through MS3 and CCQI recommendations.

CCQI: Grade turnaround metrics for AY20-21 were reviewed. All core clerkships submitted grades within school policy timelines. Faculty, clerkship directors and student coordinators were thanked for their diligence. Elective grade turnaround was reported and shows an increase in on-time submission. Elective

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course directors will now receive the enrolled student list two weeks prior to the deadline. If course directors see a discrepancy or know of an issue that may delay the grades, they are urged to reach out to Greg Null in OMED. PittMed's policy calls for submitted and available grades within 28 days of the end of the course. This satisfies LCME element 9.8.

CCQI's Interprofessional Education and Social Medicine recommendations are moving forward. PittMed finalized a school-wide definition of Interprofessional Education along with a better assessment of teamwork goals approved by CCES and the IPE thread. Clerkship directors are reviewing the anchor points within the global ratings.

Social Medicine: At CCQI's recommendation, CCES and the Social Medicine thread leads added two questions on future course evaluations concerning perception of course coverage of diverse populations and social determinants of health.

Content Change Requests

Shelf Score Cut Offs

Students expressed concern on the use of Shelf score minimums to receive an Honors grade. After clerkship subcommittee review, Pediatrics and Neurology will eliminate Shelf cutoffs for Honors. At the start of Academic Year 2021-22, no clerkships will use such cutoffs.

Psychiatry Clerkship Grading Format

On May 6, Dr. Rosenstock emailed the Curriculum Committee members with a request to change the grading format within the Psychiatry clerkship. The change includes removing the essay (previously 10%), adding professionalism (5%), and increasing weight of MSE assignment (from 10% to 15%). The proposed grading format for Psychiatry clerkship follows: Clinical = 50%; Shelf exam = 30%; MSE assignment = 15%; Professionalism = 5%. Reasons for the change include redundancy and possible subjectivity of the essay, rebalancing the importance of MSE as a sign of proficiency, and better consistency with faculty and resident evaluation by including professionalism.

A motion to approve the revised grading format was brought to the Curriculum Committee via email on May 6. The Curriculum Committee APPROVED the grading format on May 7, 2021.

USMLE Examination Policy Revision

The motion to revise the USMLE Examination policy was tabled to allow for more discussion and student input in the formulation.

Addition of Dental Medicine in to Specialty Care Clerkship

Dr. Rosenstock reported on the proposal to add a Dental Medicine week to the Specialty Care clerkship, which will replace the Pediatrics Emergency Medicine week that now sits in the Pediatrics clerkship. First dental topics within the current curriculum were reviewed, with a focus on interprofessional education. Structure of the week would include multiple and revolving sites such as screening clinics, emergency clinic, oral surgery observation, biopsy service, special needs and pediatrics clinics. Dr. Stephanie Gonzalez, MD, Specialty Care clerkship director and Jean O'Donnell DMD, MEd, Associate Dean of

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Academic Affairs at the School of Dental Medicine spoke of the collaboration and both voiced their support for the addition.

A motion to approve the addition of the Dental Medicine week within the Specialty Care Clerkship was brought before the Curriculum Committee. The addition was APPROVED unanimously.

Online Curriculum Review

JB McGee, MD and Cynthia Lance-Jones, PhD reviewed the online curriculum over the last year. Dr. McGee reviewed the infrastructure and process changes that began in March 2020 and continued throughout the academic year. The evolution of Zoom live lectures and Panopto asynchronous lectures, along with active small groups and Zoom office hours grew to over 626 sessions over the academic year. Better coordination between students, OMED, and the Education Technology lab was another positive result. Faculty training increased and improved. Other improvements include Examsoft, new small group room hardware, and an online learning studio. Downsides such as a loss of social aspect of learning and 'Zoom fatigue' were also acknowledged. On a positive note, PittMed saw gains in online teaching, created a large library of pre-recorded didactic lectures, and grew the inventory of hardware/software.

Dr. Lance-Jones compared asynchronous and synchronous didactics and staff/faculty perception. For the upcoming academic year, faculty are urged to use both synchronous and asynchronous methods. Blending small lectures within active learning experiences is another strategy to use within a hybrid model. Remote office hours are recommended. Giving breaks, smaller workshops, and polling/game systems are encouraged. This fall, faculty are also encouraged to use the provided tools for active learning (whiteboard, polls, breakout rooms). Lecture halls should be used for hybrid active learning with medium-sized groups.

Students wish to review exams. In-class and proctored review sessions are encouraged. Students also wish for more practice questions. Using Panopto for short chunks of a lecture, followed by synchronous discussion on the content, is a strategy that works. Students also wish for more executive summaries of answers and an increase in clinical stems. All of these items are being explored.

Faculty discussed additional strategies and thoughts from their own remote teaching experiences.

MS4 Class Report

Fourth year Curriculum Committee representatives Patricia Campos, Ellen Ribar, and Jessica Zimo gave the results of a class-wide survey that covered the following areas: Equity and Inclusion, Step 2CK, MS4 Life, Graduation requirements/AI/ILS, and SOAP.

A majority of students surveyed did receive equity, diversity, and inclusion materiel within their coursework, with the majority of students receiving this information in non-clinical electives, among other places. Step 2CK scheduling data was reviewed. Students averaged around five weeks of study prep for Step 2CK, and felt this was adequate. Students felt well prepared for Step 2CK from core clerkship experiences. UWorld, Online MedEd, and ANKI were popular third party study resources.

MS4 students are averaging four in-person electives, three online electives, and three specialty-related electives. MS4 students felt somewhat unsupported with ERAS deadlines. Students mostly relied on classmates and peer resources for information and encouragement. Students appear unaware of

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whether to send thank you notes or letters of intent. Students were mostly aware of curricular requirements in the final year, particularly the requirement of a clinical elective requirement after period 7. Students are mostly relying on classmates and not official channels. One third of students also felt there was not an ILS course offering that was relevant to their particular specialty. AI expanded offerings were popular with students. Overwhelmingly, students felt that the AI prepared them for intern year. Students who needed to SOAP were split on how satisfied they were with the amount of support they felt once it was needed.

MS4 students offered the following suggestions for improvement. Graduation requirements should be advertised in a clearer fashion on the OMED website and Navigator. In addition, two separate MS4 meetings with a focus on graduation requirements and residency applications would help all students. Students encourage an expansion of ILS options to include Critical Care Medicine, Pediatrics, Psychiatry, Surgery, and Community Health. Additional SOAP support is needed for the small group that require it and should include a step-by-step guide for completing SOAP and excused absence from rotations until completed. Students recommend longer days and a shortened duration for Boot Camp. Requirements should also be adjusted for those who will not be entering residency. Match data was shared. Overall, students felt well-prepared for the next step and praised the third and fourth year curriculum.

Many of these items are already being worked on. A new graduation requirement page has been added to the Student Affairs website. A review of advising is underway. Four new ILS courses are in development. Other items will be reviewed by CCES to determine what actions need to be taken.

The fourth year representatives were thanked for their service and wished well in their residencies.

The next meeting is May 17 at 4pm. The meeting was adjourned at 5:25.

Respectfully submitted by Gregory Null, recording secretary. Approved by Jason Rosenstock, MD