

**UPSOM Curriculum Committee
Minutes of the 446th Meeting
August 2, 2021**

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

Business of the Curriculum Committee on August 2, 2021

Motion	Vote Tally	Approved?
Approval of Minutes from the July 19 meeting	11 Yes, 0 No	YES
Approval of USMLE Policy revision	20 Yes, 0 No	YES
Approval of Bridge the Gap elective	20 Yes, 0 No	YES
Approval of EPO-3- Human Behavior	19 Yes, 0 No	YES

Voting Members Present: A. McCormick, MD, FAAP; B. Yates, PhD; B. O'Donnell, MD; C. Yanta, MD; D. Luy, MS4; E. Ufomata, MD, MS; H. Hohmann, MD; J. Waxman, MD, PhD; J. Rosenstock, MD; J. Duehr, MS3; J. Perkins, MS4; J. Mocharnuk, MS2; K. Ortiz, MS3; L. Knepper, MD; L. Borghesi, PhD; M. DeFrances, MD, PhD; M. Schmidt, PhD; M. Granovetter, MSTP; N. Douglas, MS2; O. Torres, MD, MS; R. Schuchert, MD; R. Maier, MD, MA; S. Sweat, MS2; S. Truschel, PhD; T. Bui, MD; T. Weigel, MS3; V. Mandi, MS2; V. Agarwal, MD

Ex-Officio Members Present: A. Thompson, MD, MHCPM; C. Pettigrew, EdD; C. Lance-Jones, PhD; D. DeFranco, PhD; P. Veldkamp, MD, MS; R. Buranosky, MD, MPH

Invited Colleagues and Guests: A. James, MD, PhD; A. Strong; B. Civi; B. Mclvor, MD, FASA; C. Balaban, PhD; C. Schott, MD, MS, RDMS, FACEP; D. DiNardo, MD, MS; E. Lovallo, MD; E. Reis, MD, FAAP; F. Yates, MLIS; G. Perez, MD; H. Cheng, MD, MPH, MS; J. Maier, MD, PhD; K. Maietta; M. Sergent, MPH; S. Templer, DO, FACP, FIDSA; W. Mars, PhD; W. Walker, PhD

All members and guests remotely participated.

Jason Rosenstock, MD opened the meeting at 4:00pm.

A motion to approve the minutes of the 445th meeting of the Curriculum Committee was brought before the Curriculum Committee. The minutes were APPROVED.

Standing Committees and Threads

CCES: Executive Subcommittee discussed this meeting's agenda items, ROMS study reviews, and approval of clinical services. Return to in-person instruction procedures continue to be a main focus of CCES.

CCQI: CCQI is recruiting MS2 student members! If any student is interested, please contact Allison Serra, MD at serraae@upmc.edu. CCQI is happy to report that the LCME school-administered survey showed steady increases in satisfaction regarding academic counseling and tutoring. Better satisfaction with tutoring was also indicated in the 2021 GQ data.

Social Medicine: Dr. Bui reported on new two Aquifer cases covering Social Determinants of Health are available. Dr. Bui felt both cases cover social needs and cultural humility and should urge medical students to advocate beyond medical care.

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Content Change Request

Policy on USMLE exams

Dr. Rosenstock led a discussion on the draft policy for USMLE exams. Step 1 and Step 2CK deadlines and procedures for retakes, extensions, and clinical readiness were reviewed. The role of the Academic Success Team was discussed with the group. Resources after an exam failure were detailed, including access to Medical Advisor, Coaches, and resources for test preparation. Differences between Step 1 and Step 2CK processes were discussed. In order to mitigate possible bias, a structured matrix was discussed. The group decided to allow an elective in place of the clerkship to allow for re-entry after a Step 1 make-up.

A motion to approve USMLE exam policy was brought before the Curriculum Committee. The policy was APPROVED.

Bridging the Gap Elective

Dr. Rosenstock reviewed the submission for this internship that allows medical students to fully immerse themselves with community members over eight weeks. Previously this was only available over the summer, but with this submission, the course would be more widely available.

A motion to approve Bridging the Gap as an elective was brought before the Curriculum Committee. The elective was APPROVED.

Review of Educational Program Objectives: EPO-3

EPO-3 Identify basic principles of human behavior

Dr. Rosenstock reviewed EPO-3 sub-objectives and where they are found within the curriculum. The number of tags on the curriculum map were reviewed with the group. The discussion included merging different sub-objectives together and splitting others.

A motion to approve EPO-3 was brought before the Curriculum Committee. The EPO was APPROVED.

MS1 Report

Curriculum Committee representatives Joseph Mocharnuk, Nerone Douglas, Varun Mandi, and Sean Sweat gave a report from the first year. Survey results were reviewed, including MS1 class experience, course structure, clinical experiences, PBLs, and Curriculum Reform. Satisfaction with the first year curriculum was mixed, considering the remote nature of the experience. Students enjoyed the flexibility remote learning offered. Official course materials were found to be hard to find or follow with so many lecturers. MS1 students agreed that there was sufficient time outside of class for other activities. Students also felt that the coursework cultivated clinical reasoning, although some courses focused too narrowly on scientific information. Students yearn for more clinical relevance within the basic science courses.

For lectures, students felt that 20-60 minute lectures were ideal. Seventy-three percent favored access to executive summaries. Students preferred pre-recorded lectures. Students enjoyed review sessions

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and the use of PollEverywhere, and practice question banks were overwhelmingly favored. Post-exam reviews were felt to be inadequate.

In clinical experiences, some students felt clinical sites were too far away from the clinical core. Students showed preference to learning clinical skills with real students, and not Standardized Patients. Research years were discussed. Students ranked courses that had the best official materials, with Medical Anatomy winning the poll. Students offered tips for improvement, which included clear learning objectives, clear and concise syllabi, linkage to outside resources, executive summaries, question banks, and consistency in lectures. Ninety-five percent of students who responded use outside resources.

Problem-based learning and small group experiences were discussed. While students found the presentation of information to be helpful with retention, but many students found them hard to grasp since the teaching is done by fellow students. Effective facilitators had the following qualities: enthusiasm, offered questions, and were prepared. Some recommendations include standardized PBL facilitators, moving PBL further away from when content is learned so students have time to better digest it, and engagement with content review, board questions, and patient panels.

Curriculum Reform was covered next. Students appreciated anatomy and doctoring integration and the shortening of the preclinical curriculum. Students are concerned with a shortened, more intense curriculum and one that does not adequately prepare them. Students preferred case-based instruction that is board-relevant and tied to a patient. Frameworks would be helpful, with a physician walking through the first one. Student preference on how to split up a 40-hour week were reported. Board relevant identified threads are seen as key to the curriculum's success.

The Committee discussed opportunities for better exam review, research opportunities and research year strategies, and Step 1 changes. Dr. Rosenstock mapped out next steps with CCES and thanked the student representatives for their report.

The next meeting is scheduled for August 16. Dr. Rosenstock closed the meeting at 5:45pm.

Respectfully submitted by Gregory Null, recording secretary. Approved by Bill Yates, PhD.