

**UPSOM Curriculum Committee
Minutes of the 491th Meeting
February 5, 2024**

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

Business of the Curriculum Committee on February 5, 2024

Motion	Vote Tally	Approved?
Approval of 12/18 Meeting Minutes	10 Yes, 0 No	YES
OBGYN Clerkship Report	13 Yes, 0 No	YES
MS1 Class Report	15 Yes, 0 No	YES

Voting Members Present: A. McCormick, MD, FAAP; B. Yates, PhD; B. Spataro, MD, MS; B. O'Donnell, MD; C. Yanta, MD; F. Kehinde, MS2; G. Null, MA; H. Hohmann, MD; J. Waxman, MD, PhD; L. Carlson, MS2; M. DeFrances, MD, MS; M. Schmidt, PhD; M. Rahman, MS1; M. McDowell, MD; M. Sergent, MPH, MSL; N. Iyanna, MS2; O. Torres, MD, MS; P. Drain, PhD; R. Schuchert, MD; R. Maier, MD, MA; S. Yagobian, MS2; S. Truschel, PhD; T. Bui, MD; V. Agarwal, MD

Ex-Officio Members Present: E. Ufomata, MD, MS; L. Borghesi, PhD; R. Buranosky, MD, MPH

Invited Colleagues and Guests: A. Brown, MD; A. Clark, MD; A. Serra, MD, MPH; A. McGinness, MD; C. Schott, MD, MS, RDMS, FACEP; C. Isitan, MD; E. Lovallo, MD; E. Reis, MD; G. Cooper, PhD; J. Chang, MD; J. McGee, MD; J. Suyama, MD, FACEP; J. Fowler, MD; J. Maier, PhD, MD; K. Scott, MA; K. Senko, Ed. D., APTD; K. Maietta, MPPM; N. Copley-Woods, MD; P. Workman, MD; R. Van Deusen, MD, MS; R. Powers, PhD; R. Al-Ramadhani, MD; R. Peterson, MD; S. Templer, DO, FACP, FIDSA; V. Arias, MD

All members and guests remotely participated.

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

A motion to approve the minutes from the 12/18 Curriculum Committee meeting was brought before the Curriculum Committee. The Committee APPROVED the minutes.

Standing Subcommittees

CCES: CCES continues to meet weekly. There has been discussion regarding Streams replacing the AOCs, ROMs, and research on medical students. Emphasis is placed on the importance of the ROMs Committee approval for studies involving medical students as subjects. Additionally, there is a distinction between roles within Pitt and UPMC regarding medical student projects. The distinction is that medical students always complete research projects through Pitt versus UPMC.

CCQI: CCQI reviewed duty hours for medical students from period one to period eight and found no violations. They also discussed grade turnaround and identified a minor issue with grades being one day late due to a discrepancy between the School of Medicine and university calendars. They plan to address this for the next academic year. Additionally, they discussed the compendium from the program evaluation office and introduced Quality Matters, an auditing tool being piloted with the Anatomy section to ensure courses are student-centered. They anticipate providing more information on these matters in the future.

Social Medicine: Dr. Bui discusses the Feb Challenge, the Fostering Equity and Belonging Challenge, which began on February 1st and is in its second year. They emphasize that participants can still register and join the community on Elentra for discussions and reminders until the end of the week. Dr. Bui then introduces the topic of critical pedagogy, referencing the January issue of the AMA Journal of Ethics for further exploration. They emphasize the need to conceptualize social and structural adversity beyond

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individual risk factors and advocate for interventions to change the status quo. The group highlights Paolo Freire's "Pedagogy of the Oppressed" as a model for team-based, non-hierarchical decision-making and critical reflection. They suggest integrating critical pedagogies into curricular programs and clinical experiences to actively engage students in dismantling oppressive social structures. Social Medicine leads suggest encouraging students to ask critical questions during rounds and providing credits for in-depth exploration aligned with ACGME competencies.

POCUS Qstream

Anelah McGinness, a Pediatric Emergency Medicine fellow, presents her work on using Qstream for the third-year aspect of the medical school focus curriculum. She identifies a gap in knowledge retention for third-year medical students and proposes adaptive-based education as a solution. Adaptive-based education involves repeated exposure to questions over time, prioritizing incorrect cases for more frequent review to enhance learning efficiency and retention. The team designed a curriculum to assess the effectiveness of using spaced education to teach focused interpretation of ultrasound images to third-year medical students. The curriculum involved mastering 100 ultrasound cases over six months, with pre-tests and post-tests administered to measure learning outcomes. Results show significant improvements in interpreting cardiac and vascular ultrasounds, with a notable increase in the understanding of vascular ultrasounds. McGinness suggests implementing proficiency standards and offering rewards, such as elective credits, to enhance adherence to the curriculum. She also discusses the scalability of the curriculum through obtaining an enterprise license for class-wide implementation.

OB/GYN Clerkship Report

The OB/GYN Clerkship is a 4-week clerkship emphasizing sexual and reproductive care across the lifespan. Faculty pay attention to students' feedback about their learning environment to ensure they have meaningful opportunities to participate and learn. Changes have been made to the curriculum and clinical rotations, including merging faculty and resident clinics, to create a more integrated and diverse learning experience for students. Faculty are also working on improving feedback mechanisms and increasing student involvement in various clinical settings. There is an awareness of challenges, such as lack of student involvement in the emergency room, and they are actively seeking solutions to address these issues.

Overall, Dr. Workman outlined plans to enhance the clerkship curriculum through simulation sessions, increased feedback mechanisms, and a focus on social determinants of health. The overarching goal is to improve student engagement, learning experiences, and the integration of community partners into the curriculum. The clerkship is committed to enhancing the clerkship experience for our students and ensuring they have the support and resources they need to succeed.

The OB/GYN Clerkship Report was APPROVED.

MS1 Class Report

The presentation summarized feedback from students regarding various aspects of the curriculum. Students generally felt satisfied with the curriculum but had some suggestions and concerns. Most students were satisfied with the overall structure of the curriculum, but there were concerns about the balance between required and optional activities. Students appreciated having free time for self-study and integration of resources but felt that some outside resources were better than in-house ones. Feedback regarding basic science integration, grading style, exam formats, and access to review materials was mixed. There were concerns about the commute to clinical sites and communication about scheduling. Regarding PBLs (Problem-Based Learning), opinions were mixed, with some students

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preferring workshops for their clinical relevance. Anecdotally, around 25-30% of students watched recorded lectures asynchronously.

The MS1 Class Report was APPROVED.

The next meeting is Monday, February 19 at 4PM. Dr. Yates closed the meeting at 5:25PM.

Respectfully submitted by Michelle Sergent, recording secretary. Approved by Jason Rosenstock, MD