

**UPSOM Curriculum Committee**  
**Minutes of the 412<sup>th</sup> Meeting**  
**January 6, 2020**

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

Dr. Rosenstock, ~~MD~~ and Chair of the Curriculum Committee, convened the meeting at 4:00pm. This was the 412<sup>th</sup> meeting of the Curriculum Committee.

**AGENDA**

Preview of Boot Camp, a new fourth-year requirement  
Policy discussion on Parental Accommodation for Medical Students  
Procedures around curricular content  
Clerkship report for Psychiatry (Dr. Shenai)

**SUBCOMMITTEE REPORTS**

**CCES:** Last two meetings have been cancelled; no new business.

**CCQI:** Greg Null presented a subcommittee report.

- Curriculum Function – Keeping a scorecard for getting through everything that is required of committee during an academic year.
- LCME, as part of the monitoring process, has asked us to do a school-administered survey that will be issued over the next few months. Some people do not understand the meaning of the questions asked in LCME-required surveys (e.g., the GQ); we will provide a better breakdown of topics. The survey will hopefully be 10-15 minutes with a 75%+ return rate.

**NEW BUSINESS- Boot Camp**

Presentation by Course Directors, Drs. Anna Donovan and Adam Tobias.

Overview: Students are signed up for either Period 11 or Period 12. All MS-4 students must complete a Boot Camp course, unless they are signed up for ILS – Surgery. ILS – Surgery meets both the ILS and Boot Camp requirement. There are 5 specialty tracks in the regular Boot Camp: Emergency Medicine, Internal Medicine, OBGYN, Psychiatry, Pediatrics. All students will have core content sessions, standardized patients, and simulation sessions. Students will receive ALS and BLS certification.

Core Content: 16 1-2-hour sessions, with a mix of lecture, panel discussions, and small group sessions. This core content will be the same across all specialty tracks, and the workshops.

Evaluation: Pass/Fail, which is based largely on professionalism and attendance. Evaluations will be conducted to receive feedback for the course next year. So far, there is not a set decision on how to handle failures. This is more of an experiential learning course rather than testing on competency.

**NEW BUSINESS- Policy proposal on Parental Student Accommodation**

**Policy Proposal:** To determine what we want to adhere to in regards to accommodations for students who are pregnant or adopting a child.

**Overview:** We wanted to try to make this as ‘student-friendly’ as possible, while making this legal and similar to our Graduate Studies Department policy. We want to give students up to 6 weeks of parental accommodation, that should be taken within 6 months of birth or adoption. During the accommodation,

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students are still enrolled and will not take a Leave of Absence (LOA). This allows students to abide by the curriculum, but be a parent as well. If additional time is needed, a student may request it through Student Affairs. This applies to both mothers and fathers. If students are having a child together, each parent can take up to 6 weeks separately.

**Discussion:** How can students take time off intermittently, and how do we monitor these absences particularly for MS-1 and MS-2 courses? Students in clerkships can notify course coordinators and directors regarding absences. Who will track absences? How many days consist of 6 weeks? If we have a new mother who is pumping, we must accommodate them. We must provide space and times for new mothers to pump. The procedure currently states that this should typically take about one hour, but there should not be limitations.

**Decision:** 6 weeks applies to calendar days; students must take one week at a time unless there are special circumstances; usual notification procedures; breastfeeding is ongoing and does not apply to these limitations; students can take accommodation periods for each academic year. The CCES will revise the policy, and CC can vote next meeting.

**NEW BUSINESS- Curriculum Content Change Procedure**

This relates to course/clerkship directors wanting to make a major change in the content of their course or clerkship. How will this happen operationally? Minor changes, for instance who teaches on a topic, do not require vetting or approval. Major changes, such as key content elimination or major assessment changes, are important changes that must be discussed and approved by the Curriculum Committee. Clerkship or Course Director will submit a request about content change, and the subcommittees will review and present to the full Curriculum Committee.

**NEW BUSINESS- Psychiatry Clerkship Report**

Dr. Neeta Shenai gave a presentation on the Psychiatry Clerkship, which is 4 weeks.

The **structure** includes an orientation, a core clinical site, didactics, an AA/NA meeting, and the Learning Log (16 patients total). She highlighted core changes from last academic year, which included the removal of shelf cut off scores for Honors and the addition of the VA site (Inpatient and consults). Shelf outcome data shows that about 40% of students pass with Honors.

**Initiatives** include an optional individual case conference (30 minutes) with a senior resident, with discussion of doctor-patient relationship.

**Ongoing Challenges/Plans**

1. Essay subjectivity – Essays will be evaluated on a 10-point scale with certain criteria in mind.
  - a. Suggestions: Have more than one essay reader, give a breakdown of 10-point scale
2. Lack of integration of ambulatory experience and securing ambulatory sites
  - a. Some students take CAMPC prior to the clerkship, which makes it difficult for students to fully appreciate the experience.
3. VA site
  - a. Diversity of patient diagnoses at the VA. Dr. Shenai remains in discussion with site lead to promote consistency and how to respond to negative staff interactions.

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**Next Meeting:** The next meeting will be Monday, February 3, 2020 at 4pm.

The meeting was adjourned at 5:30pm.

Respectfully submitted by: Michelle Sergent

Approved by: Jason Rosenstock, MD