

**UPSOM Curriculum Committee
Minutes of the 414th Meeting
February 17, 2020**

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

Dr. Rosenstock and Chair of the Curriculum Committee, convened the meeting at 4:00pm. This was the 414th meeting of the Curriculum Committee.

AGENDA

Second-Year student report
Updates on Step 1
Outcomes from performance on Step 1
Policy that needs voted on collectively

SUBCOMMITTEE REPORTS-CCES

Dr. Rosenstock, MD states that CCES will continue to meet each week.

Dr. Reed Van Deusen has stepped down from Introduction to Medical Interviewing, and Dr. Beth Peterson will continue to be a Course Director. Additionally, Dr. Brianna Rossiter will be replacing Dr. Van Deusen. Reed will still be available to help with the course going forward.

Dr. James Johnston stepped down as Course Director for BFH – Renal. He will be replaced by Dr. Duncan Johnstone. Dr. Johnstone is a relatively new faculty member through Pitt, but has a high teaching track record.

NEW BUSINESS- MS-2 Student Representatives Report

Presentation: Overview, Consistency, Active Learning, Step Prep, and Student Perceptions on the Curriculum (open discussion).

Overview: Students are very satisfied with their experience at Pitt Med, however many have felt the need to turn to outside resources for learning. Positive Feedback similar to MS-1.

Consistency: Students are frustrated that each course varies and there is no consistency. Only 10% of students are using the syllabus as a learning resource. Students are asking for more similarities between courses, for instance getting rid of syllabi all together. Additionally, students want more board-style questions with explanations. Answering questions without feedback does not help. Overall, MS-2s want the overall curriculum to be more integrated with connecting lectures and better preparation for 3rd year.

Active Learning: Students feel that one of the pieces of the curriculum that they enjoy most are the workshops, especially when done well and are discussion based. They also prefer more 'active lecture style.' Curriculum mapping and more opportunity for cumulative questions are helpful when built into the curriculum.

STEP 1 Preparation: Mapping Step 1 content to curriculum, and supplement courses with missing content. Students prefer an in house/NBME combination for exams.

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Student Perception: Students want trust, organization, and transparency - both from faculty and staff. They want to be active participants in the communication; this is their primary concern. 'We see and appreciate the effort put into developing our curriculum, we want our peers to see it as well.'

Open discussion after PowerPoint presentation.

NEW BUSINESS- Updates and Outcomes of Step 1

The class mean was discussed; we were slightly above the national mean for Immuno. National Board data discussed, and there is limited feedback. How to determine how valid results are and how to better prepare in the future?

Discussion about the announcement of Step 1 moving from Pass/Fail no earlier than January 2022, which means this may not necessarily happen in 2022. This decision was made for several reasons for instance that tests are not stratified by exact scores, it creates a disadvantage to minorities, and the score is not an indication of how a medical student would succeed in residency.

There are several unknowns. Will the fail rate increase or decrease, and how will this affect students? How can we distinguish our students in a Pass/Fail environment? We are a top 20 school, that also relies heavily on research particularly with the Longitudinal Research Program. Clerkship grades will be looked at more, which could create more stress amongst students. Students are not happy that current Step scores are used as an indication for residency selection. Will there be a target on Step 2CK? This may force faculty to be both observers and evaluators. Data can be shared across all schools.

Will have a Town Hall Meeting in March to further discuss these issues.

NEW BUSINESS- New Policy on Student Punctuality for Exams

What do we do if a student shows up late for an exam? For ExamSoft and NBME exams, students have a set time to complete exams. This could push back proctoring, and is a recurring issue every year.

After speaking with course directors, other faculty, etc. – If you are within 15 minutes of the start time, that is okay. However, if it's after 15 minutes the student will have to reschedule the exam entirely – this includes accommodation students. There could be consequences depending on the course or clerkship this takes place in, such as professionalism.

Discussion occurred about this policy, however no set decision was made. One member brought up that it is disrespectful and unprofessional to other classmates who are late, and this also causes an inconvenience for faculty and proctors.

Next Meeting: The next meeting will be Monday, March 2, 2020 at 4pm.

The meeting was adjourned at 5:30pm.

Respectfully submitted by: Michelle Sergent

Approved by: Jason Rosenstock, MD