

**UPSOM CURRICULUM COMMITTEE  
MEETING MINUTES  
APRIL 1, 2019**

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

**Members present:** Aaron Brown, MD, Thuy Bui, MD, Peter Drain, PhD, Kevin Duffy, MS2, Areeg El-Gharbawy, MD, Giselle Hamad, MD, Scott Herrle, MD, MS, Heather Hohmann, MD, Laurie Knepper, MD, Cynthia Lance-Jones, PhD, John Mahoney, MD, Robin Maier, MD, Melissa McNeil, MD, Michelle Nanni, MS1, Brigid O'Donnell, MD, Chnits Pettigrew, Jr., PhD, Martin Schmidt, PhD, Ann Thompson, MD, Jake Waxman, MD, PhD, Claire Yanta, MD

**Invited Colleagues:** John Maier, MD, PhD, Lisa Borghesi, PhD, Joseph Yanta, MD, Evelyn Reis, MD, Reed Van Deusen, MD, Humberto Trejo Bittar, MD, William Walker, PhD

**Next meeting: Monday, April 1, 2019; 4:00--5:30**

Jason Rosenstock, MD, UPSOM Curriculum Committee Chair convened the meeting at 4:00 PM. This was the 399th meeting of the Standing Curriculum Committee since its first meeting on November 26, 1991.

**NEW BUSINESS – CCQI SUBCOMMITTEE UPDATE**

Dr. Mahoney presented the CCQI Subcommittee report.

**5.11 Satisfaction with Storage Space and Study Space at Clinical Sites; and Relaxation Space**

Clerkship student satisfaction with the adequacy of study and storage space is now approaching 100% on monthly study and storage space surveys. Information on accessing storage and study space is now integrated into clerkship orientations and handouts. Lounge space satisfaction was higher on the December 2018 follow-up survey and the Baierl exercise facility was kept open during the undergraduate spring break for use by medical students and others. End of clerkship monitoring will continue through the end of the academic year with a reduced monitoring schedule to be introduced later in 2019. Tentative locations for the new/relocated lockers have been identified. Plans are in development for access to Baierl during the August campus break.

**9.4 Observation of Student Skills**

For 2018-2019 through February, 88-99% of students are reporting that they were observed during history taking and physical exam. On clerkship director reports, this is occurring 99-100% of the time. The overall increase in direct observation of student skills demonstrates meaningful quality improvement for the educational program and progress toward accreditation goals.

**9.7 Formative Assessment and Feedback**

Clerkships continue to document a nearly 100% completion rate for delivery of mid-clerkship feedback. Student satisfaction with this feedback varies from 68-95%. Clerkship directors are continuing efforts to help their faculty improve the quality of feedback. The general trend is improving.

**9.8 Timely Grade Submission**

100% of clerkships and electives achieved timely grade submission (28 days or sooner). Reminders begin at the end of a rotation with additional reminders 14 days post rotation and 21-25 days.

**Site Visit**

The LCME site visit is April 7-10, 2019. The LCME report will be issued in October or November 2019.

**8.3, 8.5 Clerkship Evaluation Portfolios**

All clerkship portfolios for winter 2018-19 are completed. The Evaluation Subcommittee work is ongoing.

**8.4 Alumni Survey**

Surveys for classes of 2007 and 2012 are completed. Data analysis is underway. Approximately 95% felt they were well-prepared for residency. Detailed data will be reviewed and surveys will continue each fall for classes 6 and 11 years post-graduation.

## **NEW BUSINESS – ORGAN SYSTEMS BLOCK REPORT**

Dr. Jared Chiarchiaro presented. Dr. Chiarchiaro, along with Dr. Jamie Johnston, are the Organ Systems Block Directors. The organ systems block covers the courses of Neuroscience, Psychiatry, Cardiology, Renal, Pulmonary and Digestion and Nutrition Hematology, Skin and Musculoskeletal, Endocrine, Reproductive & Developmental Biology and Integrated Case Students. The block learning objectives mapped to the School of Medicine learning objectives were listed and are met in each class.

The workshops are the consensus highlight of each course and include case-based discussions that encourage critical reasoning. Some of the challenges in the workshops are that variable facilitation makes for different student experiences, difficulty in encouraging student engagement and participation and that cases need to reflect more diversity of patient populations. Potential solutions to these challenges have been to develop “best practices” for facilitators, provide brief, conceptual content prior to the workshop and eliminate descriptors and identify social determinants of health. Some of the new workshop innovations included several courses that created small group sessions to deliver pathology content (renal, neuro, reproduction). Neuroscience now uses online modules with workshops to teach anatomy. Pulmonary uses pre-workshop quizzes to improve preparation and student engagement.

The organ systems block overall continues to face the challenge of poor lecture attendance. Dr. Chiarchiaro is proposing holding lectures in smaller rooms, wired for podcasting and create true interactive content. Some of the student feedback presents challenges for faculty. Dr. Chiarchiaro would like to see course directors be more proactive in debriefing faculty on their performance and evaluation and also teach students on providing professional feedback.

Positive student feedback shows that students really enjoy the workshops and interactive content. They like conceptual preparation for workshops, board question review sessions and a concise syllabus with pathology images in color. On the other end, the negative feedback reflects that the exams do not reflect the boards, syllabi are too detailed and not in-line with the lectures, a lot of repetitive material, workshops are either too early, too late or too close to lecture and activities marketed as “flipped” are actually traditional lectures. In response to the student feedback, all courses are integrating board review questions and eliminating lectures in favor of small group activities. Other specific changes in courses includes:

- Renal – converted pathology content into a workshop
- Reproduction – spaced learning in pathology
- Hematology – using modified scholar Rx online modules
- Neuroscience – integrated review of pharmacology and physiology
- Pulmonary – new labs on physiology and oxygen delivery
- Cardiology – midterm to assess physiology mastery
- Skin and Musculoskeletal – replaced online content with discussion groups

The Organ Systems Block’s plans and innovations for 2019-2020 are that most courses will be improving student engagement by incorporating audience response system. Courses will be revising select workshop case content to assess and identify social determinants of health. Inclusion of NBME style questions will be increased and incorporated into lectures and the final exam. Pulmonary will be developing case-based integrated pathology-radiology labs, Digestion and Nutrition will be combining clinical and pathology content, Cardiology will be integrating review of anatomy and embryology and Reproduction will be looking to hold lectures in smaller rooms.

## **NEW BUSINESS – FINAL LCME QUESTIONS/PREPARATIONS**

Dr. Mahoney reviewed with the group what to expect during the LCME site visit. The site visit meetings will begin at 8:00 am on Monday, April 8<sup>th</sup>. There will be 5 LCME site visitors. Between Monday and Wednesday, there will be 23 meetings with different small groups; 2 meetings with groups of students,

one with a group of residents, one with faculty early in their careers, and the rest with course directors, curriculum and program leaders and clerkship directors. The LCME group will be on a “quest” to check on how things are going, to cross check that with what they read in the DCI, their impressions coming from each group and if we have addressed the areas of concern. It is anticipated that some features of Scaife Hall (storage space, small group rooms, etc.) students identified as most in need of improvement will be reviewed by the LCME to ensure that we have addressed these issues. Students also indicated that they wanted more training on the EMR (Electronic Medical Record). Free-standing learning modules are currently in development for those students who would like more EMR training. Dr. Mahoney’s final recommendations were to smile and stay positive! The LCME site visitors will provide a report of their findings on Wednesday, April 10<sup>th</sup>; however, this report could change in the final report that will be received in October or November 2019.

The meeting adjourned at 5:30 p.m. All reports presented were received for filing.

Respectfully submitted by,

Betsy Nero, Recording Secretary

Approved by:

Jason Rosenstock, MD, Chair Curriculum Committee