

**UPSOM CURRICULUM COMMITTEE
MEETING MINUTES
FEBRUARY 18, 2019**

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

Members present: Aaron Brown, MD, Thuy Bui, MD, Patricia Campos, MS2, Ankur Doshi, MD, Peter Drain, PhD, Areeg El-Gharbawy, MD, Giselle Hamad, MD, Paul Herman, MS2, Cynthia Lance-Jones, PhD, Robin Maier, MD, Brighid O'Donnell, MD, Martin Schmidt, PhD, Eloho Ufomata, MD, Jake Waxman, MD, PhD, Claire Yanta, MD

Invited Colleagues: Rose Turner, MLIS, Brady Marburger, MS, Carey Balaban, PhD, Alaina James, MD, PhD, Lisa Borghesi, PhD, John Szymusiak, MD, Mike Elnicki, MD

Next meeting: Monday, March 4, 2019; 4:00--5:30

Jason Rosenstock, MD, UPSOM Curriculum Committee Chair convened the meeting at 4:00 PM. This was the 396th meeting of the Standing Curriculum Committee since its first meeting on November 26, 1991.

NEW BUSINESS – CCQI SUBCOMMITTEE UPDATE

The report was tabled.

NEW BUSINESS – BLOCK REPORT: FOUNDATIONS OF MEDICINE

The Foundations of Medicine Block is the largest component of the MS1 curriculum and contains seven classes organized into three blocks. These courses are comprised of Medical Anatomy, Cell Communication and Pharmacology, Fuel Metabolism, Human Genetics, Tissues in Health and Disease, Immunology in Health and Disease and Medical Microbiology. Drs. Martin Schmidt and Cynthia Lance-Jones are the block directors.

Organization:

- Section 1 – Medical Anatomy – 7 weeks
- Section 2 - Cell Communication and Pharmacology (2 weeks), Fuel Metabolism (3 weeks), Human Genetics (3 weeks) and Tissues in Health and Disease (4 weeks)
- Section 3 – Immunology in Health and Disease (3 weeks), Medical Microbiology (5 weeks)

Format:

Each course can include some lectures, small groups (PBL, TBL, or workshops), labs, simulation sessions, and clinical lectures.

Grading

Each course has specific Pass/Fail grading guidelines that can include a percentage of small groups, mid-term exams, lab practicals, final exam (in house) or final exam (shelf). Failure is defined as >2SD below mean.

Student Evaluations

Medical Anatomy was evaluated the highest (5) in organization with the remaining courses having ratings between 3 and 4.8. All courses were evaluated highly with regard to respect by faculty and others.

Educational Objectives:

The block learning objectives support and meet the UPSOM-wide learning objectives with regard to the Scientific Foundations (1-4).

Themes

Critical reasoning is being taught through small groups and challenging exam questions. However, social determinants of health is currently not taught within the block.

Challenges 2018-2019

There was a loss of a half day from the original scheduled time (Tuesdays afternoons are independent learning time) along with an increased class size (162 vs. 146). This affected laboratory space and small

group sizes. The FOM block responded to these challenges by cutting extraneous or repetitive material, combining lectures and having an earlier daily start time.

Innovations and Improvements

There were several changes made within the block such as moving embryology from Genetics to Anatomy. Histology transitioned from glass slides to virtual slides allowing better annotation (Pathology). Self-assessment quizzes were added in several classes and a mechanism to identify students performing poorly at the mid-point was added along with the addition of tutoring in Pathology. Narrative assessments were added to 6 of the 7 courses with >4 small group sessions. More attention and emphasis was given to Step 1 topics along with added links in the syllabus and lectures to topics covered in other sources (Pathoma, First Aid, and Robbins) and the addition of mnemonics. The FOM block is continuously improving in response to student feedback and course director innovations.

Changes Based on Student Feedback

In Anatomy, upper level students are contacted after they complete their general surgery and other anatomy-heavy rotations. Their recommendations have significantly influenced the content coverage. More challenging practice questions have been added to the courses and many of the courses utilize *Poll Everywhere* to assess learning. There were quality improvements to the syllabus by offering a more uniform format with defined learning objectives along with improved organization and clarity. To address students' concerns about Step 1, most course directors reviewed First Aid or equivalent and removed/added content in the syllabus.

Changes in Leadership

Drs. Milcarek (Immunology) and McClane (Microbiology) will be retiring this year and Dr. Oddis will be joining Dr. Borghesi as course directors for Immunology, while Dr. Bina will be joining Dr. Veldkamp as course directors for Microbiology.

Schedule Changes

The block directors are proposing a schedule change for next year (AY19-20) with the goal of arranging courses in a logical order that facilitates student learning and retention, minimizes the number of courses split by holidays and maximizes the number of courses with exams on Fridays. The proposed change would shift the order of courses by moving Immunology and Pharm. The shift would provide a more congruous flow and prevent courses from being "paused" during the Thanksgiving and winter break. The adjustment would also allow courses to have exams on Fridays (except Anatomy). The block components and grading would also shift. The proposed course schedule is:

FOM1: Anatomy

FOM2: Genetics, Fuel, Immunology

FOM3: Pharmacology, Pathology, Microbiology

Concerns of timing or conflicts in other courses, particularly within the IPC (Introduction to Patient Care) block, were expressed and discussed by faculty. Overall, the schedule change was well received.

NEW BUSINESS – STEP 2CS UPDATE

Dr. Reed Van Deusen presented information on Step 2CS. The exam consists of a 12-station OSCE, taken during the MS4 year, and typically during the fall and before December 31st. Students must pass to graduate. The pass rate for UPSOM students declined somewhat between AY2016 and AY2018 (although not as much as the national average). Changes that were made based on these results included adapting a risk stratification strategy with the idea of increasing the sensitivity of the screening methods. Scoring for Step 2 CS consists of three domains:

Spoken English Proficiency – assessment of clarity of spoken English communication within the context of the doctor-patient encounter and assessed by the SPs using a global rating scale.

Communication and Interpersonal Skills – subdomains of fostering the relationship, gathering information, providing information, helping patient make decisions and supporting emotions and assessed by the SPs who record these skills using a checklist based on observable behaviors.

Integrated Clinical Encounter – includes assessments of both data gathering and data interpretation skills with a scoring of this component that includes a checklist completed by the SPs for the physical examination portion of the encounter and global ratings provided by trained physician raters of the patient note.

Dr. Van Deusen went over some of the reasons why students may fail Step 2CS which included test taking anxiety, poor time management, leaving sections of the note empty, and coming back from research year/LOA without a clinical refresher, to name a few.

UPSOM's preparation of students for Step 2CS, aside from the whole curriculum, is a Clinical Competency Assessment (CCA) that takes place at the end of the MS3 year and includes 10-station OSCE and a mock Step 2CS format. At risk students who score in the bottom 10% overall on their CCA receive extra practice sessions with an experienced clinician and SP. Additional remediation involves a video review with self-reflection and faculty feedback, practice with SP feedback, practice with faculty and SP with feedback and individual coaching. Dr. Van Deusen also attends Retention and Promotion committee meetings to identify students who are struggling clinically. He gives evening lectures to MS4s about Step 2CS in the months before their exam dates. 2CS-style patient notes were added to the CAMPC OSCE, AIMC OSCE and OBGYN OSCE. There is also tracking of students returning from LOA into the MS4 year.

Future improvements and plans for the upcoming year are to improve teaching the students the format of the exam by editing the current OSCE format to mirror Step 2CS.

The meeting adjourned at 5:45 p.m. All reports presented were received for filing.

Respectfully submitted by,
Betsy Nero, Recording Secretary

Approved by:
Jason Rosenstock, MD, Chair Curriculum Committee