

**UPSOM Curriculum Committee
Minutes of the 499th Meeting
June 3, 2024**

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

Business of the Curriculum Committee on June 3, 2024

Motion	Vote Tally	Approved?
Approval of Meeting Minutes from 5/20	10 Yes, 0 No	YES
Approval of Proposed Sequence Change for Wednesday Workshops	16 Yes, 0 No	YES
Approval of the Policy on Medical Student Enrollment in University Courses Outside the School of Medicine	12 Yes, 0 No	YES
Approval of the New Structure for Curriculum Committee Reports	12 Yes, 0 No	YES
Approval of the Family Medicine Clerkship Report	13 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; G. Null, MA; H. Hohmann, MD; J. Waxman, MD, PhD; M. DeFrances, MD, PhD; M. Rahman, MS2; M. McDowell, MD; M. Sergeant, MPH, MSL; N. Agarwal, MD; O. Torres, MD, MS; P. Drain, PhD; R. Schuchert, MD; R. Maier, MD, MA; S. Truschel, PhD; T. Bui, MD; V. Agarwal, MD

Ex-Officio Members Present: A. Gonzaga, MD, MS; A. Thompson, MD, MHCPM; C. Pettigrew, EdD; E. Ufomata, MD, MS; L. Borghesi, PhD; R. Steinman, MD, PhD

Invited Colleagues and Guests: A. Brown, MD; A. Sohnen, MD, FACP; A. Clark, MD; A. Serra, MD, MPH; E/ Reis, MD; G. Cooper, PhD; K. Scott, MA; K. Maietta, MPPM; M. Ramkumar, MD; R. Van Deusen, MD, MS; R. Powers, PhD; R. Al-Ramadhani, MD; R. Peterson, MD; S. Templer, DO, FACP, FIDSA

All members and guests remotely participated.

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

Curriculum Committee members voted to APPROVE meeting minutes from 5/20.

Standing Subcommittees

CCES: CCES continues to meet weekly. Members continue to discuss several policies and review ROMS proposals.

CCQI: CCQI had their meeting for June. The discussion focused on preclerkship survey data from the school-administered survey. Key points included the timing of survey distribution, noting that while surveys were previously sent out in January, there might be more strategic times to gather student feedback. The team is also transitioning to using Teams and SharePoint for meetings, minutes, and data management. Additionally, Lauren Stump, a fourth-year student, and Abby Johannes, a rising second-year student, were recognized for presenting at the Accreditation Preparation and Quality Improvement (APQI) conference, where they were among the few medical students presenting.

Curricular Design Subcommittee: About four weeks ago, the issue of Wednesday workshops in the new curriculum was discussed, highlighting a structural problem. Workshops occur every Wednesday covering various courses, but there is a scheduling conflict. The problem arises because students need to submit research proposals by March 1 to qualify for summer research funding, requiring them to complete the Evidence Discovery and Reasoning (EDR) courses early. This schedule crowds out other important content, such as anti-racist and health equity solutions (AHES).

To address this, the proposal deadline was moved to March 17, providing two additional Wednesdays for EDR courses. Additionally, the EDR course directors offered to move three sessions from the spring of the

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first year (MS1) to the fall of the second year (MS2), redistributing content more evenly across the curriculum. This change allows for better integration of the AHES content earlier in the curriculum and maintains the critical appraisal skills component in the later stages of the first year and a half, aligning it with students' research projects and clinical questions.

The proposed sequence change for Wednesday Workshops was APPROVED.

Social Medicine: CAP is hosting a brunch retreat for the new and upcoming class Community Partner Organizations (CPOs), on June 12th from 12 to 2 PM at the Hill CEC. Those interested in attending should contact Dr. Tara McCoy. Recommendations from the 2019 societal problems task force highlighted the need to enhance the curriculum with content on anti-racism, refugee and immigrant health, mass incarceration, housing and health, firearm injury, reproductive justice, and climate change. While progress has been made on anti-racism content, input is needed from course directors and content leads on the other topics, particularly if they have related learning objectives and assessments.

Policy on Medical Student
Enrollment in University Courses
Outside the School of Medicine

The Policy on Medical Student Enrollment in University Courses Outside the School of Medicine states that medical students occasionally are interested in taking coursework outside the University of Pittsburgh School of Medicine (UPSOM), for enrichment, skill development, or other reasons. Students pay tuition to the university and as such are eligible for this coursework, but the MD curriculum should be the priority, and different students have different issues that may affect their ability to take such courses. UPSOM should lay out the parameters for non-SOM credit enrollment. This was discussed at a prior Curriculum Committee meeting and a few minor edits were made since then.

The Policy on Medical Student Enrollment in University Courses Outside the School of Medicine – Revisions was APPROVED.

New Structure for Curriculum
Committee Reports

Greg Null presented a new structure for future Curriculum Committee reports. Generally, individual foundation courses are reviewed by the Course Design Committee, while individual clerkships are directly reviewed by the Curriculum Committee. The review process is divided into three tiers: (1) **Tier 1: Individual Courses** - Courses like Cardiology are reviewed within their respective subcommittees (e.g., Course Design Committee); (2) **Tier 2: Block Reports** - Groups of related courses are reviewed collectively within the same subcommittee, creating a comprehensive block report; (3) **Tier 3: Phase Reports** - Phase reports, such as those for the foundations phase covering the first two years, compile all block reports and are presented to the Curriculum Committee. This tiered system applies similarly to clerkships and acting internships, ensuring each phase of education undergoes rigorous review. The LCME emphasizes active subcommittees and documented continuous quality improvement processes, and this structured review approach ensures compliance while freeing up curriculum committee time for higher-level discussions and outcomes.

The new structure for Curriculum Committee reports was APPROVED.

Family Medicine Clerkship Report

The Family Medicine Clerkship Report was given by Dr. Robin Maier, who is the Clerkship Director. FMC is a four-week required program with 20 sites across western and central Pennsylvania. It begins with a full orientation day on campus, followed by students being sent to various sites. Grading comprises 65% clinical evaluations from the 20 sites, 15% NBME (National Board of Medical Examiners) shelf exams, 15%

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OSCEs, and 5% written assignments. Student evaluations and LCME (Liaison Committee on Medical Education) measures have been generally positive, though there were challenges due to staff transitions. There were no major issues with duty hour violations or maltreatment incidents reported. Shelf exam scores are on par with national averages, and the program has shown a commitment to continuous improvement based on student feedback.

New initiatives include adding new sites, refining OSCE grading to be criterion-based, and improving the grade submission process during coordinator transitions. The clerkship continues to adapt based on Student Advisory Group recommendations, aiming to enhance the educational experience and maintain high standards of clinical training.

The Family Medicine Clerkship report was APPROVED.

The next meeting is on Monday, June 20 at 4PM. Dr. Yates closed the meeting at 5:05PM.

Respectfully submitted by Michelle Sergent, recording secretary.

Curriculum Committee members voted to APPROVE meeting minutes on 6/17.