

**UPSOM Curriculum Committee  
Minutes of the 503rd Meeting  
August 5, 2024**

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

Business of the Curriculum Committee on August 5, 2024

| <b>Motion</b>  | <b>Vote Tally</b> | <b>Approved?</b> |
|--|-------------------|------------------|
| Approval of Meeting Minutes from 7/15                          | 10 Yes, 0 No      | YES              |
| Approval of Policy Revisions: Academic Remediation/Observation | 11 Yes, 0 No      | YES              |

**Voting Members Present:** A. McCormick, MD, FAAP; A. Yohannes, MS2; B. Yates, PhD; G. Null, MA; H. Hohmann, MD; J. Waxman, MD, PhD; J. Rosenstock, MD; M. Schmidt, PhD; M. Sergent, MPH, MSL; P. Drain, PhD; R. Schuchert, MD; R. Maier, MD, MA; S. Truschel, PhD; V. Agarwal, MD

**Ex-Officio Members Present:** A. Thompson, MD, MHCPM; B. Piraino, MD; C. Pettigrew, EdD; E. Ufomata, MD, MS; L. Borghesi, PhD; R. Buranosky, MD, MPH

**Invited Colleagues and Guests:** A. Sohnen, MD, FACP; A. Shoukry, MD; A. Young, MLIS; A. Kohli, MD; B. Oczypok, MD; C. Pacella, MD; C. Newman; G. Perez, MD; G. Cooper, PhD; J. Maier, PhD, MD; K. Senko, EdD; K. Maietta, MPPM; L. Podgurski, MD, MS, FAAHPM; L. Shutter, MD, FNCS, FCCM; M. Elnicki, MD; M. Wargo; M. Ramkumar, MD; R. Van Deusen, MD, MS; S. Templer, DO, FACP, FIDSA; T. Cyr, MD, PhD

**All members and guests remotely participated.**

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

Curriculum Committee members voted to APPROVE meeting minutes from 7/15.

**Standing Subcommittees**

**CCES:** Dr. Jason Rosenstock discussed plans to increase activities around subcommittees, including the approval of mandates and revisions. CCES will revive efforts like mapping and integration for the new curriculum. Changes in reporting to the Curriculum Committee are expected, such as reducing some standing reports and adding LCME as a regular agenda item. Social medicine reports will be shifted to an as-needed basis, and the Curriculum Design Subcommittee will provide an update at every other meeting.

**CCQI:** CCQI members have discussed preparations for the LCME reaccreditation, emphasizing its significance and outlining the process. LCME (Liaison Committee on Medical Education) accredits MD programs in the U.S. The accreditation process, which occurs every eight years, involves meeting 12 standards and 93 elements. Preparations for the next site visit in April 2027 have already begun, including assigning faculty and staff leads, gathering data, and involving students through the Independent Student Analysis (ISA).

Greg Null highlighted ongoing initiatives like a "living DCI" to identify areas needing improvement and an Accreditation and Academic Medicine Flex Week to educate students about accreditation. Additionally, efforts are being made to align school surveys with ISA questions and enhance student involvement in the process. A standing item on the Committee's agenda will be LCME.

**Curricular Design Subcommittee:** Dr. Lisa Borghesi provided updates on efforts to improve communication with students about their curriculum progress. To help students understand their academic journey, roadmaps have been created for courses spanning multiple semesters, like EDR. Aaron Brown, the EDR1 Course Director, will use these roadmaps to prepare incoming MS1 students, which will

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also aid in setting up EDR 2 and the new EDR 3 courses. Additionally, new roadmaps and websites have been established for various threads, including social medicine, clinical reasoning, IPE, and leadership.

To further enhance communication, a new weekly newsletter for MS1 and MS2 students has been introduced. The goal is to forecast upcoming curriculum content and emphasize how course material interrelates.

**Social Medicine:** Dr. Eloho Ufomata stated that there are a couple of events coming up over the next few weeks including: (1) the Racism in Medicine session for MS1s at the end of August; (2) Advocacy session led by Drs. DeKosky and Merriam. The Social Medicine Thread will continue to have sessions throughout the curriculum.

**Policy Revisions: Academic  
Remediation/Observation**

Dr. Lisa Borghesi discussed a revision of policies to enhance our support for the academic success of our students. The goal of these policies is to identify students who are struggling and assist them in reaching their academic targets. Partnering with rising M2 students, they developed a system of warnings to signal academic risks. Specifically, UPSOM is adding a "pass with concern" designation for students who achieve a "low pass" on benchmark cognitive assessments in the Foundations phase (i.e., no more than 5 percentage points above the passing threshold). Students who have three or more passes with concern would be placed on academic observation for one year, to highlight their risk/need—the Academic Success Team would then provide individualized, holistic support plans to help with academic, wellness, professionalism, or other supports. The observation status would be internal only (not on transcript/MSPE). Students with multiple unsatisfactory scores are referred to the Committee on Student Promotions for individualized assessment and support. This system aims to identify and assist students early, addressing both academic and personal challenges.

Curriculum Committee members voted to APPROVE policy revisions to the Academic Remediation and Observation policies.

**Community Alliance Program (CAP)  
Report**

Dr. Andrew McCormick provided an update on CAP after its first year. The program is designed to help students and communities build trust, respect, partnership, and humility. Teams of between 4-10 students partner for 15 months with a health-adjacent non-profit community partner organization (CPO) and spend around 8 hours monthly to build a relationship and complete a project. Partnering students with community organizations across various groups, such as immigrants, foster care, disability communities, and the LGBTQIA+ community, allows them to develop relationships and collaborate on service projects. Students have recognized the value of this program but were concerned about issues related to expectations, communication, choice/autonomy, site equity. CAP has made changes to improve program implementation, and the new Class of 2028 will be getting information about the program soon.

**Longitudinal Alliance Program (LAP)  
Report**

Drs. Lisa Podgurski and Beth Oczypok provided a similar update on LAP, which connects each student with one individual from the community to learn about their lived experience with health and health care, a relationship expected to last throughout the student's time in the curriculum. Originally optional, the program aims to help students understand patients' lives, health, and experiences. Each patient is paired with two students to ensure boundaries are maintained. LAP provides small groups for debriefing/discussion,

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along with interprofessional care conversations. The program includes six two-hour sessions with various themes, and students are required to have regular contact with their patients. Students have greatly valued the relationships (73% overall satisfaction with LAP). To address concerns, the program is refining its recruitment process, orientation, and communication of expectations. Efforts are also being made to enhance patient engagement, including the introduction of a patient newsletter and a potential end-of-year celebration. The program continues to evolve, with plans to increase community involvement and further refine the clinical phase.

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**The next meeting is on Monday, August 19 at 4PM. Dr. Rosenstock closed the meeting at 5:36PM.**

Respectfully submitted by Michelle Sergent, recording secretary.

Curriculum Committee members voted to APPROVE meeting minutes on 8/19.