



**University of Central Florida**  
**College of Medicine**  
**M.D. Program Curriculum Committee Minutes**

Meeting Date: 11/17/2017

Start: 2:00 pm

End: 3:50 pm

Chaired by: Dr. Richard Peppler and Dr. Caridad Hernandez

Drs. Berman, Castiglioni, Cendan, Davey, Daroowalla, Dil, Gros, Hernandez, Kauffman, Kay, Kibble, Klapheke, Pasarica, Payer, Peppler, Rubero, and Verduin. Ms. Berry, Ms. Borges, Ms. Castro-Pagan, Dexter, Hasegawe, Brenna (M3), Kendall (M2), Darian (M1), and Thibeaux (M1). Dr. Giraldo (by phone).

**New Committee Members**

- Dr. Hernandez introduced the new M1 student representatives -
  - o Audric Darian - primary
  - o Simeon Thibeaux - alternate

**Minutes**

- **October 20, 2017 minutes were approved by members.**

**Student Updates – Dr. Peppler**

- M3s: Students are on their last rotation for this semester. Katie asked if there was a possibility of moving the M3 August break up by a few weeks. The committee recommended that she survey the Class of 2019, and present their feedback at the next CCom meeting.
- M2s: Rotations schedule is due on Monday. S2 module scores were released and students were told the class did very well. The majority of the students are happy with their grades, and are looking forward to submitting their rotations schedule.
- M1s: Students continue to settle into their first year at COM. They are three weeks away from the HB2 mid-module exam.

### M3/M4 Subcommittee – Dr. Klapheke

- **CCom members approved the following changes to M4 requirements**
  - Emergency Medicine or Critical Care (Acting Internship or Elective) (Here or Away) (Pass/Fail) (Must be 4 weeks long)
  - Acting Internship (Here or Away) (Pass/Fail) (Must be 4 weeks long)
  - Students are encouraged to take the required M4 AI in an M3 core clerkship discipline
  - All grading in M4 year (Pass/Fail)

### PES – Dr. Hernandez

- **CCom members approved the following PES recommendations for the Internal Medicine/Family Medicine Clerkship** (four areas):
  - Clerkship Didactics
    - PES supports the plans for changes to clerkship didactics and content; specifically: 1) emphasizing and addressing key knowledge and skills content coverage; 2) reducing or eliminating extraneous activities and projects.
    - Utilize faculty content experts as well as national curricula (e.g. CDIM IM Clerkship Guide) to assist with blueprinting of topics and prioritization of instructional content.
    - Closely monitor educational outcomes and student feedback.
  - Clerkship Organization Workload
    - As above, monitor students' perception of workload following changes made this year (elimination of research project paper requirement, extra activities). In the future, carefully consider the value and impact on workload of non-patient care activities before adding such activities to the clerkship.
  - Faculty Development
    - Faculty development efforts need to be revamped to include direct and regular outreach to key clerkship teaching faculty. The use of the current online modules is unclear and special targeting of faculty who have the most contact with students merits consideration.

- Organization

- The current number of sites, site directors, and clerkship faculty has created a substantial administrative burden on the clerkship leadership and coordinator; however, if at all possible, we recommend addressing the root cause of the administrative complexity. This will require greater engagement and training of site directors, and likely will require a different model.
- Please recall, changes to clerkship learning objectives, or any other substantial change, must be approved by the M.D. Program Curriculum Committee.

## CSA

- In alignment with the overall interest in developing a competency-based curriculum at the COM, CSA Subcommittee has been focusing on the longitudinal instruction/assessment of clinical skills across the M1-M4 years. The subcommittee proposed the following for consideration and approval:
  - Formation of a **Longitudinal, Competency-based, Clinical Skills and Reasoning Task Force (TF)**, with the following goals:
    1. Develop explicit, competency-based, longitudinal milestones associated with each of the 13 core EPAs
    2. Develop common assessment language for clinical skills and clinical reasoning across all four years of training
    3. Implement longitudinal assessment tools with actionable data to track learner development across milestones
    4. Develop faculty development along longitudinal milestones and assessment tools.
  - The TF will initially focus on goals #1-3. Once consensus is reached regarding longitudinal milestones/EPAs and assessment tools, the TF will move towards faculty development efforts.
  - The TF will be chaired by Dr. LaRochelle and report back to CSA subcommittee who will in turn report back to CCom for final approval.
- **The CCom committee approved the above recommendations contingent upon changing 'Implement' to 'Identify' on #3. CSA will provide feedback to CCom in six-months.**

## **Other**

- Student Services will monitor when students take the Step 2, CK exams, and decide whether to recommend to make it mandatory for students to complete prior to starting their fourth year. Currently, students are required to take Step 2, CK by December 31<sup>st</sup>.
- Beginning the 2018-2019 school year, the clinical experience will end on Wednesday, subject exams will be scheduled on Thursday, and LCTs on Friday morning followed by Student Affairs.
- Dr. Peppler thanked the committee for all their hard work during the LCME process/visit.
- Drs. Peppler, Kibble and Klapheke will put together what they feel would be a good time line for curriculum change. They will also create an outline for the taskforce that will steer this project.
- There is a M3/M4 faculty reception Friday, December 15<sup>th</sup> with CME credit. Dr. Danielle Ofri, author of 'What Patients Say; What Doctors Hear.' will be speaking.