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## M.D. Program Curriculum Committee Meeting Minutes

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**Date:** October 21, 2022

**Time:** 2:02 PM – 3:32 PM

**Chaired by:** Dr. David Harris

**Voting members present:** Drs. Beg, Castiglioni, Dil, Gros, Kay, Khan-Assad, Martinez, Piazza, and Rubero; Maag (M4), Patel (M2), and Press, (M2)

**Attendees:** Drs. Bradshaw, Gorman, Hernandez, Kauffman, Kibble, Pasarica, Plochocki, Selim, and Torre; Ms. Berry, Ms. Borges, Ms. Castro-Pagan, Mr. Quigley, Mr. Van Blaricom, and Mr. Voorhees, and Ms. Walton

### Approval of Minutes

- **September 16, 2022:** Members approved the minutes as circulated.

### Student Updates

- **M4s:** Students are doing well. Some are interviewing. No issues or concerns.
- **M3s:** Students completed 'Block' 5 of M3, and the year seems to be progressing well for most students. Most academic advising leaders have been helping students prepare to navigate the grey areas created by Step 1 being pass/fail for the class. Students have also been enjoying time allotted for electives this year. (M2 representatives were unable to attend. Student update report was submitted via email).
- **M2s:** Students just completed the content for S2. Overall, students are doing well.

### M3/M4 Subcommittee

- **Members approved the 2023-2024 Academic Calendars for M3 and M4.**
  - M3 calendar change: The OB-GYN and the Pediatric clerkships are going to be six weeks compared to four weeks last year. Students will only have one elective in M3.
  - No changes to the M4 calendar.

## PES

- Members approved the following PES recommendations.

### P1 Module

- Change the format of score reports from Learning Space to be natural score (i.e., 3 out of 5) rather than percentage (i.e., 60%). This is more in line with the actual meaning of the score since the module is not on the A/B/C/F grading system.
- Begin a proactive process with the Chief Residents for recruiting UCF Internal Medicine Residents to participate as faculty in the P1 sessions. This will help improve their participation and alleviate some of our staffing problems.

*The committee recommended to include other residents besides Internal Medicine residents.*

- Continue to work with faculty and SPEs to make sure feedback to students in the MI sessions is constructive and actionable.
- Continue ongoing faculty recruitment efforts with the goal to obtain a cadre of faculty who can be consistent across the instructional sessions.

### P2 Module

- Support new MD in new role (current leadership, staff, and faculty development).
- Evaluate the use of IM residents to provide supervision and feedback as an alternate for faculty. They started using residents this year but haven't evaluated their involvement.
- Create a plan for longitudinal feedback to students over the course of the module.

## CREATeforce Update

- The task force objectives were to develop a map of the content, ensure that learning activities, assessments and competencies are aligned, and make recommendations about a new curricula assessment system.
- The guiding principles was a competency-based curriculum. A set of competencies and milestones were developed by the previous taskforce. Milestones defined the expected progress at three points of the programs: 1) before the clerkship, 2) at the of the clerkship and, 3) before graduation.
- Timeline: The ADDIE model was used.
  - **Analysis:** January 2022 – August 2022
  - **Design:** August 2022 – December 2022
  - **Update MSAR:** January 2023 (class matriculating in 2024)

- **Development:** January 2023 – July 2023  
August 2023 – July 2024 (pilot-evaluation of the product before implementation)
- **Implementation:** August 2024
- **LCME:** AY 2025-26 (reporting on either AY 2023-24 or 2024-25)
- The following were completed during the Analysis Phase.
  - Interviews with module and clerkship directors
  - Collecting information on instructional methods and assessments in the curriculum
  - Mapping of assessments to competencies
  - Review of student evaluations of curriculum
  - Review of AAMC residency readiness surveys
  - SWOT analysis
- Summary of the opportunities for enhancing the curriculum from the Analysis Phase are:
  - Enhance meaningful integration between basic and clinical sciences across the curriculum
  - Consistent implementation of educational strategies
  - Decrease use of passive learning methods like traditional lectures
  - Enhance longitudinal application of assessments across modules and clerkships
  - Ensure alignment of assessments with competencies and reduce use of MCQ-based assessments
- The proposed new curriculum align with the milestones for the competencies is as follows:
  - **Phase 1:** Foundational Integrated Sciences (FIS) – includes M1 and M2 will connect to phase
  - **Phase 2:** Core Clinical Sciences (CCS) – includes M3
  - **Phase 3:** Individualization (I) – includes M4
- Next steps are:
  - Finalize design phase and curriculum schematic (working groups)
  - Identify, select main educational and assessment methods (working groups)
  - Initiate the Development and Implementation phases
  - Prepare and repurpose material, build integration, evaluate resources needed including re-alignment of existing resources during the development phase.
  - Evaluate new curriculum once implemented
- The CCom committee members recommended further discussion of the next phase of the task force to be held at the next curriculum committee meeting in November before moving forward. The committee would also like to discuss the following questions at the next meeting.
  - Will the curriculum committee approve (yes or no) the need to change the academic calendar for 2023-24?

- Will the curriculum committee agree (yes or no) to identify at least one or two critical teaching strategies that will be used such as case-based learning?
- Will the curriculum committee agree (yes or no) to change the program of assessment in the academic year 2023-24 to be a progressive program of assessment for competency?

## **Action Items**

- Further discussion of the next phase for CREATEforce to be held at the next meeting in November.