



M.D. Program Curriculum Committee Meeting Minutes

Date: January 19, 2024

Time: 2:01 PM – 3:07 PM

Chaired by: Dr. Jeffrey LaRochelle

Voting members present: Drs. Beg, Gros, Kay, Martinez, Piazza, Plochocki, and Rubero; (M1) Brandt, (M2) Dagley, (M3) Patel, and (M4) Williams

Attendees: Drs. Bradshaw, Dexter, Harris, Hernandez, Kauffman, Kibble, Lone, Pasarica, Selim, Smith, and Torre; Ms. Berry, Ms. Borges, Ms. Brooks, Ms. Castro, Ms. Corsi, Mr. Quigley, Mr. Van Blaricom, and Mr. Voorhees

Approval of Minutes

- December 15, 2023: Minutes were approved as circulated.

CREATe Task Force – Dr. Kauffman

- **Members approved the Pre-clerkship Learning Plan:** As reflected in the competency-based, developmental nature of pre-clerkship course learning objectives, student expectations evolve from day one of medical school until graduation. However, regardless of course or faculty member, the goal is to create a consistent experience for students as they move through the first two years of the M.D. program. To that effect, guidelines have been set for both in person and asynchronous activities.
- **Members approved the Case Directed Learning Overview:** The purpose of CDL is to provide a scaffolded week (using a serial cue approach) built around a clinical case that directs student learning by assigning deliverables/tasks to address a topic or concept. It utilizes facilitated small groups to leverage peer learning coupled strategically with other learning activities (asynchronous and synchronous). CDL is structured for learners to have time to struggle, define, and resolve the problem. However, when learners begin to explore tangents, the facilitators use guiding questions to bring them back to the main learning objective. The activity concludes with a debrief by a content expert that covers big principles or key points from the clinical case/scenario.
- **Members approved Team Based Learning:** TBL emphasizes the application of teacher-specified knowledge to address real-world problems in autonomous teams in a whole-class setting. Learners benefit most from the opportunity to apply previously learned information through problem-solving discussions in teams and to receive immediate feedback about their teams' solutions. The session allows for assessment of both individual knowledge and

team-based reasoning skills, which reinforces teamwork-based competencies. The pedagogy is flexible enough to allow for the coverage of completely novel material that is narrower in scope or for use as a review and application of previously covered material on a broader scale.

Students Updates

- M2: Students are excited and nervous about scheduling M3. Students completed and enjoyed the life patient session with the rheumatologic patients. Overall, no issues or concerns.
- M3: Students recently completed Intersession I, which gave them a lot to think about regarding what specialty to go into as well as what next year will look like, in terms of, scheduling away, applications, and planning for Step 2. Students suggested to have Intersession in December prior to the winter break to allow them time to do research and use the break to get a little ahead.
- M4: Students have no general concerns or updates. Most students are finishing the interview season. Ranking opens on February 1. Many programs are offering in-person second look events during February.

Announcements/Updates

- Dr. LaRochelle will be attending Deans Day in Tallahassee next week and will share any information at the next CCom.
- Dr. Kay shared information about a program (RenewU) that was developed by her, Dr. Pasarica, and other interprofessional faculty from the UCF Academic Health Science Center. The program is an opportunity for faculty and staff to learn about how to maintain their health and build resilience. Participants will also receive incentives for their feedback. The website is up. Faculty and staff are encouraged to participate.

Action Items

- No action items.