Minutes from 9/16/19 Education Committee Meeting:

SHS5 and SOM curriculum changes, now longitudinal courses

Motivation: SHS5 and SOM felt confusing in that it was an "add-on" to clinical content and diminished the value of the clinical experience as well as the SHS5/SOM content. Often it was paired with unrelated clinical rotation. Instead the proposal is to transition to a longitudinal curriculum with remote and flexible curriculum.

SHS5 – capstone-like experience, CME structure, a change to apply what has been learned during SHS1-4, equipping students to affect change in social and health systems around them, and simulate a professional conference promoting oral and poster presentations

SOM – provide an in-depth experience to research including CITI training and research products in a longitudinal environment

Both would be a 3-credit course instead of split 6-credit courses with included clinical content. Now it would be de-coupled from a clinical experience. Both would include an immersion day(s), different dates would be offered from off-cycle students (LOA, PhD, delay, etc). Roughly the calendar includes in immersion day in March/April, project proposals in August, and a final presentation during Transition to Residency.

Details about SHS5 and SOM
- SHS5:
  - Build upon previous content and experiences in SHS1-4
  - Create capstone-like SHS educational experience in Individualization Phase
  - Provide model for their future learning as professionals (longitudinal CME)
  - Allow students flexibility to apply SHS concepts in the context of their chosen fields
  - Provide tools and resources to equip students in affecting change in the social and health systems around them
  - Simulate a professional conference, promoting oral and poster presentations
- SoM:
  - Provide a more in-depth exposure and understanding of biomedical research
  - Allows more interactions with scientific mentors and time for actual research
  - Increase hands-on experience, acquire better skills, maintain continuity
  - Enhance training for student's career (CITI, IACUC, ethics, presentation skills)

SHS5
- 3 credits (80 hours)
- Immersion Day and 1 dayback (8 hrs total)
- IHI Patient Safety and Leadership Modules (6 hrs)
- Complete 2 of 10 Systems Based Projects (based on existing projects) (12 hrs)
  - 1 module completed every 4-6 months over the year.
- Complete Geomapping module (6 hrs)
- Participate in Peak Performance Simulation and Debrief (4 hrs)
- Participate in IPE Web-Based Modules (8 hrs)
- Final Social and Health Systems Improvement Project (36 hrs)
  - Can be continuation of an Application Phase project

- Final presentation in TTR (oral or poster)

		Immersion Day				Immersion Day (off cycle students)							Dayback			
							Module 1 due			Module 2 due				Module 3 due		
							IHI Modules									
							Peak Performance									
IPE Modules		IPE debrief (during Immersion Day)				IPE debrief (during Immersion Day)										
							Project Proposal			Project Update		Project Draft		Project Presentation (During TTR)		
January	February	March	April	May	June	July	August	September	October	November	December	January (Students officially registered for SHSS)	February	March	April	May
Application Phase 2020		Individualization Phase 2020										Individualization Phase 2021				

SOM
- 3 credits (80 hours)
- <u>Main Campus</u>: Immersion Day, Dayback and Presentation Day (16 hrs total, 20%)
  - Goal: Intro to course, HSL-librarians present, Ethics training
  - Science Day: medical students present and attend research award ceremony
- <u>Asynchronous Learning</u>: PubMed, Modules and Online Trainings (28 hrs total, 35%)
  - Selection of topic and literature review
  - Experimental research training (IACUC, resp. conduct of research- NIH, presentation skills)
  - Clinical research training (EHR, CITI, good clinical practices, human subject protection)
  - Webinars
- <u>Local work:</u> Remote Learning, Requirements and Poster (36 hrs total, 45%)
  - Meet regularly with mentors and discuss project and progress
  - Write mini-review, abstract, specific aims page
  - Journal club, poster and/or slide presentation

Block 11	Block 12	Capstone	Block 14													
		Immersion Day (TEC timeline)				Immersion Day (off cycle students)							Dayback			
		Continuous Research Project														
							Module 1 due			Module 2 due		Module 3 due				
							Requirement 1 due			Requirement 2 due		Requirement 3 due		Final Presentation (During TTR)		
January	February	March	April	May	June	July	August	September	October	November	December	January (Students officially	February	March	April	May
Application Phase 2020						Individualization Phase 2020						Individualization Phase 2021				

Annual Goals from Education Committee
In response to mistreatment:
1. Enhanced reporting through SOM
2. Hospital reporting: Safety awareness for everyone (SAFE)
3. Learning environment committee with 20+ faculty volunteers
4. Medical system updated patient rights and responsibilities to include an expectation for patients to treat providers with respect without harassment
5. In 2019, decrease from 40.4% to 38.8% of students *experiencing* mistreatment, now below national average, while there has been an increase in the number of students *reporting* mistreatment which has been helping to highlight negative experiences of students and address those issues

Professional Identity and Education
1. To enhance the professional development and accountability of students including performance on both standardized tests and the TEC curriculum
2. New ungraded and informal curriculum within the advisory colleges, giving structure to monthly meetings including topics such as: feedback, time management, career planning, finances, mindfulness, reflection, etc
- Faculty, Resident & Students picked professionalism topics & topics will be discussed at Brown Bag Lunches
- Original list were topics course leaders identified
- Plan:
1. Powerpoint will be given at class meetings w/ practical lessons
2. Talking points & cases discussed at brown bags

Promoting integration of curricular topics across all topics:
1. Curriculum map the five societal problems 1) Opioid addiction,2) Racial and ethnic disparities in health care, 3) Obesity, 4) Domestic violence and Child abuse, and 5) Tobacco use adopted by the Education Committee in 2017 to ensure their coverage in a clinically relevant manner.
2. All topics are included in all phases of training and have been mapped at the following link: https://www.med.unc.edu/md/curriculum/governance-policies-and-educational-standards/md-program-competencies-enabling-competencies/

Faculty and Resident Development
1. Mainly through Academy of Educators with new leadership council including 10 faculty members and growth in both faculty and resident membership
2. Development of longitudinal medical educator development programs and AOE events for both residents and faculty members
3. Basic teaching skills bootcamp
4. Formal scholarship training for faculty

Highlights from student questionnaires (Y2Q and GQ, the second year and graduation questionnaires from AMMC)
1. Students reports a higher than national average confidence in clinical skills, common conditions and management, communication, understanding social sciences in medicine, understand ethical and professional values, preparation to care for patients from different backgrounds
2. Downward trend in self reporting that medical school has done a good job in fostering and nurturing development as a person, however still above national average
3. Questions from these results: what are the national trends and have they been trending towards the mean nationally? (we cannot see other school's data)
4. UNC SOM graduates reported they felt particularly ill-prepared in microbiology and pharmacology (these reflect students who graduated in 2018 and thus started in 2014 or earlier)