

Year 1 Curriculum Advisory Committee Retreat

Tuesday, June 15, 2021

Present: B. Bany, J. Cheatwood, J. Davie, L. DiLalla, C. Hamilton, A. Johnson, T. Johnson, D. Klamen, P. Narayan, A. Pond, R. Reeder, G. Rose, D. Sarko, M. Sullivan, A. Sutphin, R. Weilbaecher, N. Weshinsky

Guests: A. Bae, M. Barton, M. Buchanan, V. Dasher, W. El-Amin, M. Gastal, N. Henry, K. Hurst, L. Montgomery, D. Quamen, K. Sarraf, C. Smyre, C. Todd, M. Volle

N. Weshinsky called the meeting to order at 9:30 a.m.

N. Weshinsky commended the group on all of their hard work this year and started the meeting with an icebreaker.

Meeting Organization

N. Weshinsky asked the group if they would like to set any boundaries or time limits on the discussion of the agenda items. A. Sutphin noted that the “ID badges/MRC” agenda item could be removed from the agenda. N. Weshinsky asked if we should identify an indication of when it is time to move on to the next item. K. Hurst suggested giving ourselves permission to move on and come back to a given item in order to allow more time to reflect on it. N. Weshinsky explained that the meeting would focus on looking toward both the past and the future.

Review of 2020-21 Remote RS/Tutor Group Adaptations

N. Weshinsky explained that this agenda item would be an autopsy of the past year, with discussion of what worked really well and would be beneficial to continue next year, as well as what did not work well. G. Rose shared that incorporating quizzes and student feedback into resource sessions this year through Zoom polling was extremely helpful and that it would be beneficial to incorporate this into in-person sessions anonymously. W. El-Amin suggested that Slido, which was purchased for EDI and will be used by K. Hurst later in this meeting, could be a useful tool. A. Pond asked whether any polling software was available in the lecture halls. C. Todd reported that using Poll Everywhere could be an option, although it is not anonymous and there is no option for written feedback. W. El-Amin informed the group that Slido allows the user to generate a report with written feedback. D. Klamen reported that she and E. Constance had used Mentimeter for the student abuse sessions; K. Hurst shared that there is a free limited account for this program; M Buchanan added that there is also a \$7/month per person license. N. Henry asked what polling software G. Rose used. G. Rose replied that he used to use ParticiPoll, which cost about \$100/year, and he switched to Zoom polling this year with remote learning. G. Rose added that it would be good for everyone to use the same platform, and that anonymous responding would be a necessary feature. D. Klamen suggested trying the polling software programs that have been used in Springfield.

N. Henry reported that M. Thurber sent out a PowerPoint explaining how to use Google Docs to keep track of case development and learning issues, and recommended continuing to do this in addition to using the whiteboards when tutor groups are in person. L. DiLalla inquired as to whether using Google Docs would cause everyone to look at their laptops instead of each other

during tutor group. N. Henry noted that students usually bring their laptops to tutor group and that they can share their screens to the large monitors, which are now in all of the tutor rooms; the P.A. program uses the television screens to go over LIs but does case development on the boards, with one student acting as scribe. G. Rose commented that sometimes not all of the students can see the whiteboards but they do allow students to draw anatomical structures as a learning tool. W. El-Amin mentioned the importance of intentionally engaging even with technology is present. D. Klamen remarked that it is better not to have a lot of laptops open during tutor group because students can use them as auxiliary brains, they do not know the material as well as they think if they rely on laptops, and laptops can cause them to disengage from the group. N. Weshinsky asked R. Reeder about his experience with remote tutor groups. R. Reeder shared that he went back and reviewed the tutor group PowerPoints when doing SAQs and studying for exams. R. Reeder added that his class has adapted their self-directed learning to using laptops so it would be difficult for them to transition to not using laptops at all during tutor group. N. Henry stated that it is very rare for students not to have laptops in tutor group but there are more discussions when groups are in person. N. Henry noted that the whiteboards have always been the most helpful when students prepare diagrams before tutor group begins and leave blanks to quiz their group since one of best ways to learn is to teach; since the whiteboards also have to be erased, it is beneficial to take pictures first. N. Weshinsky noted that M. Thurber's document also includes ways to best use the whiteboards.

B. Bany recommended continuing the option of having Springfield faculty give Zoom resource sessions rather than having to drive down, as this has been really useful this year. G. Rose noted that some sessions are really helpful to hold in person such as the session with the Parkinson's patients. M. Volle remarked that sometimes, there is more participation in Zoom sessions than in-person sessions. R. Reeder asserted that holding sessions remotely increases accessibility for many discussions but can also take away some of the discussion due to having to mute when not talking, and that these sessions can be more focused on lecture time rather than discussion, inhibiting student engagement. N. Henry added that when everyone is muted, they cannot add small comments or clarifying questions, and that this restricts discussions since only one person can talk at once. N. Henry also mentioned that remote sessions did not allow for as much connection among students as being together in person. W. El-Amin noted that the chat function can be helpful for side comments but that things can also be missed on Zoom. C. Anderson recommended the short story, *The Machine Stops* by E.M. Forster as a cautionary tale about relying too much on machines to get things done.

2021-22 Doctoring

N. Weshinsky initiated a discussion of the plan for Doctoring next year. C. Anderson reported that she is putting the latest versions of her documents and notes on a thumb drive for the next Doctoring Director. N. Weshinsky announced that C. Anderson is retiring, G. Hoffmann is taking a new position, and the two part-time nurse educators for the PDL will not be coming back next year. N. Weshinsky thanked C. Anderson for her years of service. N. Weshinsky stated that he will provide updates about the plan for Doctoring next year and that the Office of Education and Curriculum is working to ease the transition and complete the summer Doctoring tasks.

Equity/Diversity/Inclusion, Population Science and Policy, and Medical Humanities

N. Weshinsky reported that efforts are underway to increase the presence of EDI, PSP, and MH, as well as BSS, across all four years of the curriculum, and initiated a discussion of what that expanded presence could look like and how to include everyone in process. W. El-Amin introduced K. Sarraf and C. Smyre, new additions to the EDI team. C. Smyre is in the department of Family and Community Medicine and is the Director of Research and Innovation, focusing on promoting EDI for students and the institution. K. Hurst is the EDI coach and is working on emphasizing EDI themes throughout all 4 years. C. Todd remarked that there is great value in tying MH into the cases, and that it requires no studying on the part of the students; rather, the integration of the material happens in real time and helps tie patient cases to human experiences. C. Todd added that it is important to work with Year 1 to come up with more opportunities for students; ideally, this would eventually be mandatory but as a first step, MH topics could be integrated into cases while honoring students' time commitments. B. Bany requested an example of a topic that would not require study. C. Todd replied that if a new biochemical topic were introduced, students would need additional study time but that MH topics would be more experiential with no preparation or post-study necessary. M. Volle noted that there is a lot of overlap among PSP, MH, and EDI topics and that students would like PSP topics such as social determinants and health equity to be introduced earlier in the curriculum. M. Volle added that it is better to integrate these disciplines into the curriculum, rather than teaching them separately, and that faculty could possibly work with students in the first few weeks of Year 1 in the evenings/weekends to introduce and discuss these topics. W. El-Amin noted that while health consists of 20% clinical outcomes and 80% social determinants of health, the curriculum does not reflect this, and faculty need skills to facilitate these discussions. C. Todd added that introducing these subjects in the first year is important as graduates have said they may have chosen a different specialty had they been exposed to these topics earlier. W. El-Amin reported that most students do not become aware of these issues until they go into clinic, citing the example of PFT being calculated differently for African Americans than for everyone else.

K. Hurst noted that people can feel ill-equipped to address issues of race, class, etc., and that with last year's COVID-19 pandemic and police shootings, we do not know how to have this conversation in this country. K. Hurst discussed the importance of psychological safety and used a Slido poll to ask participants questions regarding this topic, including their perceived safety learning, challenging, and sharing about EDI, as well as where they see opportunities to prepare our students to care for diverse patients, what training/support they need to address race-based medicine and create a more inclusive curriculum, what resources are required for this task, what logistical hurdles are anticipated, and if there have been situations or interactions that have been uncomfortable when discussing patients from marginalized communities with students. W. El-Amin emphasized the importance of continuity across all four years of the curriculum and asked the group about the biggest barriers to including DEI topics in cases. B. Bany mentioned that faculty comfort level is one barrier, and that students have not been told that DEI will be a part of the curriculum. B. Bany stated that it would be good to have DEI on the students' radar early, for example, whether race should be included in a patient's chart and that while these issues can be discussed in tutor meetings, there is a need for training in how to talk about them. W. E-Amin suggested that perhaps an EDI expert could come to a tutor meeting, and noted that faculty do not have to be experts, but just have to approach discussion of these issues with humility. W. El-Amin explained that it is racism, not race, which impacts patient care. N. Henry suggested a faculty training early in the year on how to have these conversations.

W. El-Amin asked R. Reeder to comment from a student perspective. R. Reeder shared that this discussion often came up at end of cases, along with the BSS learning issues, but that it started with the basic science LIs, and that some students read literature on race and medicine. W. El-Amin initiated a discussion of how to move forward with further integration into the curriculum. N. Weshinsky recommended ongoing EDI training and consults since cultural issues are constantly evolving and are difficult to name and discuss. M. Volle suggested training and resources for faculty as well as students, as is done with PSP. W. El-Amin reported that one of the Equity Ambassadors started a book club. W. El-Amin explained that SIU SOM is unique in that it has two different campuses and recruits from very segregated counties, while minority students come from all over, so students must feel comfortable to share their full selves. D. Klamen agreed that this is incredibly important content and one reason the LCME decided to make Step 1 pass/fail was to emphasize the importance of disciplines other than the hard sciences. D. Klamen added that we will have to be strategic about how to add this content since we cannot add additional hours to the curriculum. W. El-Amin suggested building on elements that are already in the curriculum. C. Todd noted that there is a lot of ambiguity in PSP/EDI/Medical Humanities topics, unlike the basic sciences, and that these discussions can be uncomfortable; therefore, in addition to training, providing support is also important. K. Hurst informed the group that the chancellor, chancellor's cabinet, and dean all attended anti-racism training.

Behavioral Sciences in Year 1

L. DiLalla initiated a discussion of the Year 1 behavioral sciences curriculum, noting that there are a lot of similarities to the EDI/PSP/MH discussion, as all of these subjects fall under the umbrella of BSS. L. DiLalla explained that while the BSS department closed down in 1999, behavioral science faculty have always fought to include BSS topics in the curriculum and to prepare tutors to discuss them in tutor group. L. DiLalla noted that this is a very important topic, and that BSS is a science explaining how people tend to behave, respond to things, etc. and is constantly evolving as a discipline. L. DiLalla added that it is important not to add EDI/PSP/MH content to the exclusion of BSS content and to introduce these topics in the first year. In the past, tutors have told students that BSS is not important so there needs to be consistency in how these discussions are led in terms of language, what topics are covered in tutor group, etc. L. DiLalla and C. Hamilton are currently the only BSS faculty. L. DiLalla recommended training on language, ex. POC/Black/minority, sexual minority/LGBTQIA, etc. L. DiLalla shared that the PPR sessions started in 1995, with the goal of addressing critical issues related to medical humanities and BSS but since these sessions are optional, attendance is low, and often the same group of students attends all year. J. Davie noted that often, there is no right answer with these topics and that sometimes, BSS questions are not understood due to cultural differences. J. Davie raised the question of how to mandate these sessions. L. DiLalla suggested bringing these disciplines together. D. Klamen shared that she writes BSS and communication skills questions for the Step 1 exam, and that the number of these questions is increasing; therefore, the students should be tested more on BSS content. D. Klamen noted that the PPR sessions could be made mandatory or kept optional but should now be more explicitly tested on now that programmatic assessment is in place; BSS essay questions could be added to better test students' knowledge of this topic. M. Volle reported that the number of PSP questions had been increased, and that PSP and BSS questions can be incorporated into basic science knowledge MCQs, and that components from these disciplines can be integrated into the curriculum; in Year 2, SPs provide

prompts, for example, “How did I get this disease?” L. DiLalla affirmed the importance of the integration of the disciplines, as well as starting early to emphasize the importance of BSS throughout the year.

LGBTQ-Inclusive Curriculum

N. Weshinsky reported that M. Thurber initiated an email discussion of adding LGBTQ topics to some of the ePBLM cases. L. DiLalla remarked that it would be easy to add sexual behavior to many cases but raised the question of whether it would be advisable to assign labels. C. Anderson reported that sexual history taking is introduced in the doctoring curriculum in ERG, and brought up the possibility of moving it earlier in the year. B. Bany noted that the Introduction to BSS resource session was moved from NMB to CRR last year. L. DiLalla stated that it would be great to introduce this subject earlier and reinforce it throughout the year. D. Sarko noted that all of the ePBLM cases involve cis, straight patients or parents and that it would be easy to organically add more gay and trans patients. N. Henry stated that many of the ePBLM cases could be modified to include LGBTQ patients and that only 3 cases (Durand, Johnson, and Salasoo) involve children. D. Sarko suggested adding questions about how patients would be treated differently if they were part of the LGBTQ community. B. Bany suggested incorporating more SAQs throughout the year, since SAQs demonstrate to students what is important for them to know. N. Henry recommended adding prompts to the tutor guide. P. Narayan noted that the SAQs are focused mostly on the basic sciences, with some BSS content added, and that it would be helpful to incorporate SAQs for all cases. N. Weshinsky reported that he would recruit a team to review content and identify and propose where LGBTQ topics could be added to the curriculum, and invited anyone interested in participating to reach out.

ERG Mid-Unit Exam

M. Barton reported that some of the students in her tutor group asked why there was no formal ERG mid-unit exam. D. Klamen replied that there was originally no ERG mid-unit exam in order to prepare students for Year 2, which only has a mid-unit exam in HII, but that with programmatic assessment, it is fine to add more data points from a curriculum standpoint. J. Davie noted that while it would be positive to have extra data points, it would be a challenge to implement an ERG mid-unit exam with the current schedule, and that by ERG, the students are prepared; the mean this year was 80%, which is similar to last year’s mean. N. Henry reported that this year, students created their own ERG mid-unit exam, for which students wrote their own questions. N. Henry added that there is a lot of material in ERG, and that she supports the idea of an ERG mid-unit exam. P. Narayan explained that one case would have to be omitted in order to add this exam. N. Weshinsky commented that ERG is already very packed and it would take a lot of time and energy on the part of faculty to create an additional exam. N. Weshinsky suggested taking all of these factors into consideration and revisiting this discussion. B. Bany inquired as to whether only a mid-unit basic science exam could be added and not mid-unit lab practical exams. D. Klamen responded that this would be possible and that there could be flexibility in the length and format of the mid-unit basic science exam. B. Bany requested R. Reeder’s input. R. Reeder shared that there were mixed opinions from the students, with some expressing a preference for a mid-unit exam to encourage more studying earlier on and others appreciating not having the exam to allow them extra time to focus on the cases. R. Reeder stated that he thought a mid-unit basic science exam would be helpful.

R. Reeder asked whether the mini cases are always done in one day, as some groups struggled to finish them all in one session and students found it difficult to stay focused for so long. R. Reeder proposed adding mini cases individually to other cases in order to allow more students to participate in each one. R. Reeder added that this could free up a day on the schedule. C. Anderson added that there could be a main case plus related mini cases. R. Reeder noted that tutor groups sometimes finish cases in less than the allotted time. N. Henry agreed that the mini cases often feel rushed, leading to the groups not being able to cover them adequately, noting that in one set, seven mini cases must be covered in only three hours, and the pituitary and growth and development mini cases are only allotted two hours for each set. N. Henry noted that there would be logistical challenges to making this change. B. Bany mentioned that in the past, tutors did not cover the mini cases but that experts were brought in to facilitate them. B. Bany added that it may be better for the mini cases to be fresh in students' minds for the exams, and that they can still read and prepare for them early since they are distributed in advance. P. Narayan explained that it would be challenging to roll the mini cases into all different cases because some cases would have many related mini cases and others would have none, but that it might be possible to include some mini cases into other cases to allow more time to discuss the remaining mini cases. M. Barton stated that it would be really helpful if even one mini case could be rolled into another case.

D. Sarko noted that the fact that students made their own ERG mid-unit exam shows a need for a formal mid-unit basic science exam, and that they could also have a mock anatomy exam. N. Henry mentioned that there used to be mock anatomy and histology exams, and that students consider the basic science exam to be of high value. A. Pond asked R. Reeder if students would like a short, scored take-home ERG mid-unit exam to encourage further study. R. Reeder replied that he liked the idea of a shortened mid-unit basic science exam in the same format as the end-of-unit exam, as well as a mock anatomy exam. R. Reeder added that the SAQ format is not similar enough to the exam format to fully prepare students for the basic science exam. N. Weshinsky noted that further discussion is needed, especially to address the logistics of implementing curricular changes. R. Reeder offered to poll to class about their feelings about adding an ERG mid-unit exam.

Whole Number Exam Scores

N. Weshinsky reported that he would move this agenda item to another meeting. J. Davie reported that she ran the ERG scores with whole numbers and nothing changed, and that the scores could be run both ways next year to see if it makes a difference.

Time Distribution Tables in End-of-Unit Reports

N. Weshinsky noted that he would discuss this agenda item with the Unit Directors.

Year 1 D2L Page

M. Sullivan reported that she had polled the Year 1 leadership about their thoughts on switching to one Year 1 D2L page, as is done in Year 2, and that the faculty supported the idea. J. Cheatwood noted that the only risk of this would be that of deleting the whole page. M. Sullivan stated that she could rebuild the page and recover and replace the files in that event.

Other Business

B. Bany inquired about progress on the Dashboard. N. Weshinsky reported that the Unit Directors compile all exam data and round them to two decimal points, after which J. Arnold loads them to the Dashboard. N. Weshinsky added that he looks for inconsistencies and checks the data from the spreadsheet against the Dashboard.

B. Bany asked whether tutor groups would be live this year. D. Klamen replied that we will be live this fall now that state of Illinois is in Stage 5, and that unvaccinated students should wear masks, with vaccinated individuals having the option to wear masks. L. DiLalla asked how to keep people accountable and whether there was a plan for vaccination stickers for Carbondale. D. Quamen reported that she will be distributing the stickers today. J. Cheatwood noted that we do not wear badges in Carbondale. D. Klamen responded that the stickers could be placed somewhere else. A. Sutphin noted that if students wore ID badges like the P.A. students do, it would be easier to identify who has been vaccinated. C. Anderson added that with the new PDL audiovisual system, students might need badges to enter the room and start the recording. A. Johnson clarified that the P.A. students have a separate card that works for the recording system, which fits into the same case as their ID badge. D. Klamen stated that badges are outside the scope of the Y1CAC.

N. Weshinsky thanked the group for their service this year.

Next Meeting

The next meeting will be held on Tuesday, July 13 at 8:30 a.m.

The meeting was adjourned at 12:27 p.m.