

Year 1 Curriculum Advisory Committee Meeting

Tuesday, August 11, 2020

Present: C. Anderson, B. Bany, A. Braundmeier-Fleming, J. Cheatwood, R. Clough, J. Davie, L. DiLalla, B. Hales, C. Hamilton, A. Johnson, T. Johnson, D. Klamen, P. Narayan, A. Pond, G. Rose, D. Sarko, M. Sullivan, A. Sutphin, D. Torry, R. Weilbaecher, N. Weshinsky

Guests: J. Arnold, W. El-Amin, M. Buchanan, N. Henry, G. Hoffmann, D. Quamen, B. Suh

N. Weshinsky called the meeting to order at 8:30 a.m.

Minutes

The August 4 minutes were approved as distributed.

Announcements

W. El-Amin presented a slide show entitled “Moving the Needle: Adding Value Through Equity, Diversity, and Inclusion.” The presentation outlined historical and current problems with racial bias in medical education and practice, as well as new developments and innovations in promoting equity, diversity, and inclusion, and discussed ways to break down and deconstruct stereotypes and implicit bias in the curriculum, recognizing how stereotypes impact every level of medical school and patient care. W. El-Amin discussed the Marginalized Student Network and explained how critical the first year of medical school is in creating “courageous spaces” where people feel respected and multiple voices can be heard, as well as the importance fostering an inclusive environment by taking such steps as becoming an anti-racist organization and providing Crossroads and other cultural competency trainings. W. El-Amin also discussed the creation of a strategic plan to address and minimize implicit bias and promote equity and inclusion, and informed the group of ways to get involved through such programs as the Equity Ambassadors, the Anti-Racism Task Force, and the Anti-Bias Curriculum Committee. The purpose of the Anti-Bias Curriculum Committee is to identify and eliminate elements of the curriculum that promote stereotypes and bias. Race and ethnicity should only be mentioned when they are pertinent to the diagnosis and representations of healthy, normal people should be diverse and inclusive and stereotypes avoided in representations of pathologies. Limitations of research, such as the population selection method, should also be acknowledged and differences in health outcomes and responses to treatment should be explored. Additionally, we should consider our informal attitudes and behavior, replacing microaggressions with microaffirmations. The four main areas of the curriculum on which to focus are clinical vignettes, standardized patients, visual images of patients, and images of physical findings. W. El-Amin reported that students, faculty, and staff can reach out to the Equity Response Team with any concerns and provided the following link to the anti-bias reporting form: <https://www.siumed.edu/oec/webform/anti-bias.html>. Exit interviews with underrepresented students will also be held.

N. Weshinsky announced that W. El-Amin had discussed the Anti-Bias Curriculum Committee and cultural competence training at the EPC.

B. Hales reported that the Executive Committee discussed the logistics of furloughs. B. Bany noted that Sue Hingle discussed the wellness survey and the AMA questionnaire about the personal/professional impact of COVID. J. Davie reported that local respondents reported levels of stress similar to those in more heavily impacted areas.

B. Bany reported that Faculty Council discussed the revised Conflict of Interest Policy and faculty members' questions about the document were addressed. B. Bany shared that Colin Hitt, chair of the Committee on Committees, did not have all of elections completed due to COVID but that nominations are out now and should be finished this month.

Reports

C. Anderson announced that the first two history-only cases will be held virtually via WebEx and that observers will double as standardized patients. Doctoring is preparing for continued virtual clinical sessions but will reassess in September the possibility of students practicing physical exam skills on each other. C. Anderson reported that standardized patients are not willing to come in and that clinical skills sessions will be held virtually until the situation is safer but that mentors are still willing to have students.

B Bany announced that the first tutor meeting will be held Thursday, August 13 to organize the tutors for CRR. CRR tutor groups will be held virtually this year, taking advice from ERG tutors, who conducted tutor groups virtually last year. Resource sessions will either be pre-recorded and posted at their scheduled date and time on the calendar or held via WebEx. Students will be asked to post questions to the discussion forum on D2L. L. DiLalla asked whether notes could be posted ahead of time. B. Bany replied that PowerPoint slides should be released at the same time as their corresponding recording to encourage students to focus on self-directed learning. J. Cheatwood shared concerns about connectivity problems with live WebEx resource sessions. J. Davie noted that WebEx events can be recorded so that students will be able to access them afterwards. The Unit Directors have access to WebEx Events and R. Weilbaecher offered to set up live sessions for faculty members only giving one or two sessions but recommended that those who will be giving many live resource sessions set up their own WebEx Events account. J. Cheatwood noted that in the past, PowerPoint slides were posted the night before their corresponding resource session. D. Klamen noted that in a hybrid or virtual curriculum, there is a delicate balance between providing the students with the information in a timely fashion but not before they have a chance to do self-directed learning. B. Bany shared that he always released his slides after the case was finished, especially during the first unit, so that students learn that they are responsible for finding their own information. J. Cheatwood commented that some resource sessions are scheduled before a case finishes. D. Klamen stated that faculty members should post them at the time of the scheduled resource session so as not to impede self-directed learning.

A. Sutphin reported that remediation was done remotely this summer and individualized to the students' needs. Three of the remediating students were promoted to Year 2 and one will repeat Year 1. This year, students were allowed to decide when to take the remediation exams; A. Sutphin recommended going back to set remediation exam dates this year. J. Davie agreed that set dates would be best and suggested that the Unit Directors meet well in advance of this year's remediation to discuss planning. J. Cheatwood recommended also discussing whether to remediate by discipline again next year.

Other Business

J. Cheatwood reported that it has not yet been decided whether MPEE/CARE will occur this year due to COVID-19 and budgetary concerns but he will update the committee as more information becomes available

Next Meeting

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

The meeting was adjourned at 9:45 a.m.