Minutes: Meeting of November 13, 2002

Present:
Drs. Craig Byus (via telephone), Thomas Drake, Theodore Hall, Earl Homsher, Mark Noah, Stuart Slavin, Michael Sofroniew, Susan Stangl, Randolph Steadman, Margaret Stuber (Co-Chair), Jan Tillisch, John Tormey (Co-Chair), and LuAnn Wilkerson and Joan Kaplowitz

Students: Mailan Cao MS II, Amy Olin MSIII, Sirach Selassie MSI, Jason Tarpley MSI, and Donna Zulman MSII

Guests: Drs. Sally Krasne and Shelley Metten

Staff: Patricia Anaya, Gezelle Miller and Christina Yoon

HB&D - Foundations Course for Year 1

Drs. Drake and Krasne, Chairs of the Foundations Course for Year I, gave a presentation on current course planning. Please refer to the attached slides (PDF format).

Discussion

In response to a question, Dr. Drake explained that radiology would primarily be integrated through anatomy and case-based learning. Most of the radiology would be in the other three blocks, while fundamental materials would be covered in the Foundations Block. Dr. Trelease is coordinating the integration of imaging.

Dr. Tillisch commented that the cases are critical components that will need to anchor the curriculum. Dr. Slavin concurred that case development and how cases tie the content together will be very important. Faculty development will be key in getting all basic scientists and clinicians educated about the goals and process. Dr. Krasne suggested that a clinician present each week’s case, including some interviewing skills, other doctoring issues, and providing background and structure. Amy Olin was enthusiastic about the idea that a clinician would begin the case. Dr. Noah recommended more structure for students’ independent learning.

Dr. Sofroniew recommended that clearer guidance be given to students, including goals and objectives for each week, and that the block schedules be very clear to provide better transition between the weeks. He also suggested having reading guides and extra reading online.

Dr. Wilkerson informed that the faculty do not need to write all new cases as there are many existing resources from other schools as well as the cases used in CABS, PPD, etc. Expert guest faculty can also be invited to conduct case writing workshops.

Dr. Homsher suggested giving students a series of questions to investigate and answer with the cases so that they will take them more seriously. This idea may be good training wheels for the first block, then less guidance in the subsequent blocks should be required.
Drs. Drake and Krasne were enthusiastically thanked for their excellent work.

**Minutes**

The minutes were approved as written.

**Announcement**

The December meeting will be in the Madden Conference Room, 13-265 CHS.

**New Fourth Year Electives**

The following electives were approved by the College Chairs Committee and recommended for approval by the Medical Education Committee.

- Emergency Radiology
- Musculoskeletal Pain Management

A motion was made and seconded to approve these two electives. The committee members approved the motion unanimously.

**UCR Update**

Dr. Byus informed that UCR has decided to phase in its new admissions policies. Freshman admitted to UCR in the coming academic year will no longer be admitted directly to the Biomedical Sciences Program. However, students currently enrolled in Biomedical Sciences Program will continue to have exclusive access to the 24 medical school slots for the next three years. After then, the new open admission policy to the medical school years will be implemented.

**Medical Spanish**

At the last meeting, the MEC agreed to organize a subcommittee to review options for teaching Spanish in greater detail. Due to scheduling difficulties, this committee will not begin to meet until January.

**Calendar Options for HB&D Phase**

Dr. Tormey shared a some options for the HB&D Phase calendar. These just are ideas to open a discussion about calendaring issues. In the next few months, a decision on exactly how the two phases will be structured will be necessary. Please see the attached handout (PDF format).

**Discussion:**
If Option 2 were selected, the time gained could be used for various activities, including but not limited to:
- Summer research program
- Additional transition block
- Early start clerkships
- College specific or required electives
- Clinical skills review

Several members commented on the transition block as an appealing idea. Dr. Slavin noted that fundamental clinical skills are difficult to teach adequately in a longitudinal fashion only, so that a transition would be an excellent addition to the curriculum.

Dr. Wilkerson commented that the University of Rochester has a five-week integrative basic and clinical science seminar series at the end of year 2 during which they integrate several traditional disciplines and revisit some basic science content as planned redundancy. In the same time frame, clinical skills are reviewed. The schedule is as follows:
- Week 1 Weak Patient (revisit in greater detail the CNS and peripheral neurology)
- Week 2 Aging (material related to geriatric medicine)
- Week 3 & 4 Revisit Medical Genetics (molecular biology and genetics in a clinical context)
- Week 5 Challenges to Homeostasis

Rochester also has a two-week testing period in which each student goes through a battery of assessments (multiple choice exams, performance exams, self-, peer-, faculty-assessments). The data are summarized and discussed in a retreat setting. Each student writes an independent learning plan.

Since some of the year 2 content will be moved into the first year, there would be opportunities in the second year for additional integrative work. Members were most favorable to having the integrated transitional block. The time could also be used for remediating clinical skills as well as the blocks. Dr. Tormey informed that the blocks do not have to be shortened in order to add the transitional block. However, to do other activities, such as electives, blocks might have to be shortened.

There was also discussion about weekly vs. biweekly assessments. These could be online and would be designed to help students organize and assimilate the material. Student members thought they might prefer having biweekly assessments. Members were asked to think about what was discussed and convey their ideas to Drs. Stuber and Tormey.

The meeting was adjourned at 6:15 pm.