1. **Update from UC Riverside – Dr. Craig Byus.** Dr. Byus announced the recent LCME accreditation of UC Riverside and thanked the faculty for contributing their expertise. The first class of 50 students will be accepted in the fall of 2013. Facilities are being remodeled to accommodate up to 80 students per year. New faculty and administrators are being hired. UC Riverside’s chancellor, Timothy P. White, is stepping down in December to become chancellor of the California State University system.

2. **Interprofessional Education–Dr. Margaret Stuber.** Graduating medical students should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and information resources. Dr. Stuber reported on the Systems-Based Healthcare course in which Advanced Practice Nursing students have been participating with the third-year medical students. There is interest from the School of Dentistry in adding third-year dental students to this course.

   [Link to full presentation]

**Discussion:** For Dr. Gorin suggested that medical students on rotations of four weeks or longer spend one full shift shadowing a nurse or technician or physical therapist as part of their clerkships or as a part of the System-Based Healthcare course. The committee supported cooperation with the School of Dentistry.

3. **Graduation Questionnaire – Dr. Paul Wimmers.** The AAMC Graduation Questionnaire results from the Class of 2012 were presented. UCLA remained at or above national scores in a majority of curricular categories and preparation during the pre-clinical years for the clerkships. 80% agreed or strongly agreed that they were satisfied with the quality of their medical education compared to 89% nationally. Areas in need of increased curricular emphasis included environmental health, public health, disaster management, and law and medicine.

   [Link to presentation]

4. **Introduction to the Profession – Dr. LuAnn Wilkerson.** In 2012, Drs. Wilkerson and Parker revised the activities of the Introduction to HB&D to focus more on the competencies and
values that will come to form the core of the student’s identity as a new member of the medical profession.

The refocused objectives include:

1. Demonstrate enthusiasm for life-long learning (PBL)
2. Make a commitment to humanistic, compassionate, and ethical care of the individual and family. (Entering the World of the Patient, Doctoring, White Coat Ceremony)
3. Begin to develop skills in effective communication, and commitment to education, including teaching students, colleagues, patients and the community. (PBL)
4. Begin the development of a broad and flexible base of knowledge and skills that integrates basic, clinical, social, and behavioral sciences with the art of medicine. (All activities of the week)
5. Consider the role of evidence in medical decision making. (Evidence-based lecture and workshop)
6. Understand the special challenges and requirements of a diverse society. (Slice of Rice, Frijoles, and Greens with discussion groups)
7. Develop a perspective on career choice in the setting of a rapidly changing health care system and societal needs. (Career exploration)
8. Appreciate the importance of teamwork in addressing the complex societal and medical issues. (Club Med renamed, i.e., Discovery Lab, Team Building, Approaching Challenges Through Innovation).

Motion: Dr. Wilkerson asked for a motion to change the name of Introduction to HB&D to Introduction to the Profession. The motion was passed.