**MEDICAL EDUCATION COMMITTEE**
**MINUTES: MEETING OF JULY 9, 2014**

*Members Present:*
- Dr. Tomer Begaz
- Dr. Michael Lazarus
- Maya Smolarek, MSII
- Dr. Daphne Calmes
- Dr. Lee Miller
- Dr. Carl Stevens (ex-officio)
- Dr. Wendy Coates
- Dr. Mark Noah (co-chair)
- James Weinberger, MSI
- Dr. Tom Drake (co-chair)
- Dr. Jessica O’Connell
- Dr. LuAnn Wilkerson
- Dr. Ronald Edelstein
- Rikke Ogawa (ex-officio)
- Dr. Isaac Yang
- Dr. Michael Gorin
- MacLean Sellars, MSI

*Guests:*
- Dr. Clarence Braddock
- Joyce Fried
- Laura Pescatore
- Dr. Margaret Stuber
- Dr. Michelle Braddock
- Dr. Margaret Govea
- Gezelle Miller
- Zachary Terrell

*Time Called to Order:* 4:38 PM  
*Time Adjourned:* 6:27 PM

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<td>Review &amp; Approval of May Minutes – Dr. Mark Noah</td>
<td>Dr. Noah asked MEC members to review the May minutes and send revisions to Zachary by the end of the week. Past MEC meeting minutes are posted on the website, <a href="http://www.medsch.ucla.edu/mec/Minutes.htm">http://www.medsch.ucla.edu/mec/Minutes.htm</a></td>
<td>Minutes were approved.</td>
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| Announcements – Dr. LuAnn Wilkerson | New Appointments:  
- Dr. Sheila Naghashineh was appointed Co-Chair of Doctoring 1  
- Dr. Jane Weinreb was appointed Co-Chair of Block 7  

- New MEC members were appointed for a 3-year term:  
  Carolyn Alexander, MD – Obgyn, Cedars-Sinai  
  Tomer Begaz, MD – Emergency Medicine, Olive View-UCLA  
  Yvette Bordelon, MD – Neurology  
  Ron Edelstein, PhD – Dean, Academic Affairs, Drew  
  Isaac Yang, MD – Surgery  

- MEC members rotating off are Drs. Wendy Coates, Tim Fong, and Jonathan Hiatt.  
- Dr. Sebastian Uijtdehaage will serve as Chair of the MEC Evaluation Subcommittee. Dr. Begaz has resigned from the subcommittee. His replacement is pending.  
- Healers Art Initiative – Dr. Wilkerson announced a new elective to enhance compassion and healing. Dr. Iljie Fitzgerald will oversee the | Informational |
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<td>New Senior Electives – Gezelle Miller and Dr. LuAnn Wilkerson</td>
<td>Throughout the year the College Chairs Committee review proposals for new senior year elective courses. As part of the review process, the chairs discuss the quality of the course objectives, the activities in the weekly schedule, the level of student responsibility, and the qualifications of the course chair and faculty. If there are questions about any of these aspects of the proposal, one of the college chairs takes responsibility for contacting the course chair to discuss how the proposed elective should be improved. 17 new electives were approved by the College Chairs Committee representing 7 departmental courses and 3 multidisciplinary global health courses.</td>
<td>Motion: A motion to approve all of the 17 electives recommended by the College Chairs Committee passed with a unanimous vote.</td>
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| Entrustable Professional Activities for Entering Residency – Dr. LuAnn Wilkerson | In June of 2014, the Association of American Medical Colleges published a new report prepared by a national panel to identify core clinical behaviors that all residency programs should be able to expect of beginning interns prepared by a panel of faculty drawn from multiple fields and representing both medical school and residency education: Entrustable Professional Activities for Entering Residency. Dr. Wilkerson presented the recommendations of the report so that the MEC would be aware of this new paradigm for preparing graduates for residency and asked the members to consider whether the school should change the curriculum to align it with the EPA report. If so,  
  - Are there any changes needed in our Graduation Competencies?  
  - What Milestones underlie each EPA and where should they be integrated into the curriculum?  
  - What opportunities exist to improve or develop assessments to demonstrate entrustability?  
  - EPAs are units of professional practice, defined as tasks or responsibilities that first day interns are entrusted to perform WITHOUT DIRECT SUPERVISION once they have attained sufficient specific competence.  
  - EPAs are independently executable, observable, and measurable in their process and outcome, and, therefore, suitable for entrustment decisions.  
  - EPAs are a subset of integrated competencies -- not a replacement.  
  - EPAs require that students demonstrate trustworthiness and self-awareness of limitations that lead to appropriate help-seeking behavior. | Motion: It was moved and seconded that the Dean’s Office submit a Letter of Interest in the national EPA collaboration. It passed unanimously.                                                                                                                                 |
• EPAs represent a necessary but not sufficient set of competencies for beginning residency.

• There are 13 EPAs defined in the report, and only 4, 8, and 10 are not currently in the DGSOM Graduation Competencies:

1. Gather a history and perform a physical exam
2. Prioritize a ddx following a clinical encounter
3. Recommend and interpret common diagnostic and screening tests
4. Enter and discuss orders and prescriptions
5. Document a clinical encounter in the patient record
6. Provide an oral presentation of a clinical encounter
7. Form clinical questions and retrieve evidence to advance patient care
8. Give or receive a patient handover to transition care responsibility
9. Collaborate as a member of an interprofessional team
10. Recognize a patient requiring urgent or emergent care and initiate evaluation and management
11. Obtain informed consent for tests and/or procedures
12. Perform general procedures (CPR, ventilation, venipuncture, IV)
13. Identify system failures and contribute to a culture of safety and improvement

• The ideal EPA implementation will require the development of high quality assessment tools, many opportunities to practice with feedback, repeated low stakes formative assessments, milestones distributed across the curriculum, and summative assessment by the time of graduation.

• The AAMC is forming a collaboration of medical schools to develop curriculum and assessment tools for these EPAs. Any school wishing to be considered for participation must submit a Letter of Interest by July 31.

Discussion: There was general agreement that these are important activities that our students should be able to accomplish prior to graduation. Students were supportive of the idea and recommended that the vignettes from the EPA report used to describe the desirable level of performance be shared with students early to more clearly define what is expected. Several faculty members expressed concern about ways in which the curriculum discourages help seeking, a critical attitude on which the EPA concept rests.

The annual UCLA Science of Learning in Medicine conference will focus on EPAs -- Preparing Learners to Contribute to the Clinical Workplace: The Role of Entrustable Professional Activities with the plenary by Dr. Olle ten Cate, Professor of Medical Education and Director of the Center for Research and Development of Education, University Medical Center, Utrecht, the Netherlands.
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<td>and Professor of Medicine, University of California, San Francisco. The conference is scheduled for <strong>Friday, October 10, 2014, from 1-5:30 PM in Carnesale Commons</strong>. Registration is free.</td>
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<td>Update from the Faculty Executive Committee – Dr. Mark Noah</td>
<td>Dr. Noah reported that the FEC has approved the calendar change leading to an earlier start to year three for the class entering in the fall of 2014. The Deans Office was charged to monitor the effects of the changes in the year one examination schedule to determine whether the second year of this proposed curricular change will be approved. The new Clinical Immersion Week was approved as a required year one course.</td>
<td>Informational</td>
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| Update from Drew – Drs. Daphne Calmes and Ronald Edelstein | • Cesar Barba, MD, a DGSOM graduate and CDU faculty member in Family Medicine has been named the Chair of the Drew Urban Underserved College.
• The Educational Policy and Curriculum Committee has established a task force to review the current research curriculum with the goal of helping students to start their thesis research earlier. | Informational |