



CUMED 05/11/2020

Virtual Meeting was called to order at 3:00 pm

Attended: J. Boulger, R. Christensen, K. Diebel, B. Englander, P. Fernandez-Funez, A. Greminger, P. Guisfredi, J. Lasswell, L. Liskiewicz, C. McCarty, R. Michaels, K. Nordgren, E. Onello, M. Owen, J. Pearson, A. Seip, A. Shaw, A. Zachwieja,

Absent: M. al'Absi, R. Harden, K. Nelson (TC), A. Skildum M. Statz, S. Stover

Welcome:

- A. Shaw entertained a motion to approve the April minutes.
 - A. Greminger seconded the motion. All in favor of approval, none opposed, none abstained.

Student Updates:

MSI (J. Lasswell)

- First year students are looking forward to completing their first year, and waiting to hear what is in store for next year.

LCME Update (B. Englander)

- LCME virtual site visit with the UMMS scheduled for July 15-17, 2020 (Wednesday - Friday).
 - All Course Directors should block these dates on their schedules.
 - Regular updates will be provided, as the process evolves and the plan is solidified.
- However, the accreditation body for accreditation bodies requires at least some of the visit to be done on-site, in-person, so we won't be completely done in July.
- The Site Team is currently reviewing our Self-Study materials. They will draft a report identifying areas of concern and areas in which they need more information. We do not know what those will be at this time. After the virtual site visit, they will draw up a report, and that will be the focus of their on-site visit (date TBD).
 - Originally, LCME had hoped to have the final report in by October 2020, but depending on the COVID-19 situation, this could be pushed back until Spring 2021.
- There are 12 standards total. Standards 6, 7, 8, 9 focus specifically on curriculum and assessment of students and are areas that are often cited.
- Review materials will also be sent out to faculty who will be meeting with the virtual Site Team. We may have mock visit meetings before the virtual site visit.

Curriculum Office Updates (K. Diebel)**Step 1 Testing Update**

- Prometric, the company who does secure testing for Step 1, has gone through a process of cancelling half of student appointments with the hope of achieving appropriate social distancing measures. This is being done across the country. This has stretched out Step 1 Exams into October for our students.
- Step 1 is a requirement for our students. In Year 3, they can only do 18 weeks of curriculum before completing Step 1.
 - Discussion about potentially rearranging what 3rd year looks like, and if we will allow students to progress deeper into year 3 before taking Step 1.
- Things we know for sure:
 - Our students won't be done with Step 1 testing until October 2020.
 - MS 3 students will be in a virtual environment until late August.
 - The intention is to get 4th year students into the clinics first, when this is possible.
- Discussion occurring on whether Step 1 should be converted to a Pass/Fail exam sooner than originally planned. There is a lot of pressure, but it doesn't sound like it's going to change for this year. Discussion also taking place on whether Step 2: CS should be continued.
- No word yet on whether instruction/teaching will be in-person, virtual, or a hybrid, for Fall. Hopeful that we will get an update from President Gabel soon.

Google Drawing/Virtual Whiteboard Spaces

- After much discussion, the Curriculum Office has endorsed the use of Google Drawings as the virtual whiteboard platform. It is a good platform for this, and we want to encourage consistency in its use for teaching.

- We have training videos that we will release shortly on how to get to and use Google Drawings.

Best Practices in Health Sciences Education

- The majority of the content has been published into a Canvas course.
- Amy Greminger and Kendra Nordgren presented on GDL. Jen Pearson presented on Nutrition. We had an excellent keynote speaker that focused on virtual education as well.
- If you have any issues accessing the Best Practices Canvas course, contact Kevin Diebel.

Social & Behavioral Medicine (SBM) Integration (C. McCarty)

- At the February 2020 CUMED meeting, members proposed a subcommittee to explore the integration of social and behavioral medicine content. As the SBM I course director, C. McCarty agreed to chair this committee.
- The subcommittee met recently and spent some time discussing and developing guiding principles for this process.
- This topic was also discussed at a department meeting last week. Would like to identify thread leads to insure that content isn't lost.
- Discussion Points:
 - Integration efforts so far have led to an increase of social and behavioral science content in the curriculum, as the basic science faculty and course directors have been really open and willing to include this content.
 - The subcommittee is trying to align and identify additional opportunities to integrate content.
 - A student could, in theory, fail all the social and behavioral content and still graduate. If it is integrated rather than a separate course, how do we ensure that students have passed the individual thread?
 - All disciplines in basic science are integrated and threaded and the standards we hold for these disciplines would be the same for social and behavioral content.
 - Ethics has been threaded and is working well.
 - It could be powerful to have fluidity between physiology and social and behavioral aspects of disease.
 - Important to note that by integrating this content we are using a more holistic model rather than just a disease model.
 - E. Onello expressed opposition to integration and threading. She is not in support of this effort.
 - E. Onello was invited to join the subcommittee to provide a different perspective, and share her knowledge, as the subcommittee explores how to integrate the content.
 - Course directors would appreciate guidance from content experts in how to meaningfully incorporate this material.
 - C. McCarty has been trying to reach out to the Twin Cities to get faculty expertise for SBM content.
 - One plan that has been proposed is having 3 course directors (basic, clinical, behavioral director). This suggestion is still up for debate but still within the realm of possibility.
 - Discussion about identifying content experts moving forward:
 - Thread lead - champion for content across the curriculum
 - Discipline lead - champion for specific content within a course
 - Need a person who is a champion for social and behavioral content who will steward it well. We can recognize their limitations of knowledge and we may need to find a person who is an expert in every area.
 - We recognize that Social and Behavioral Medicine and Social Determinants of Health are separate fields.
 - What specific models and references the subcommittee consulted, that provide evidence that integration or separate course is better.
 - Did not have documents for the initial meeting, but will certainly consult literature as the process moves forward.
 - Mary Owen cited [this paper](#) that can be used as a reference
 - In the FMBH department meeting, K. Jacklin described the Northern Ontario School of Medicine (NOSM) hybrid model, where content is integrated in the curriculum, but assessed separately.
 - Discussion about how to cover normal human lifespan development and whether that should be a free-standing course.
 - Initial thought is to integrate this material into the Intro to Rural Family Medicine and Native American Health course.
- Discussion about where to go from here. Is there faith in the work that the subcommittee has done already to proceed with the proposals in the document. The subcommittee will proceed, with the additional members of Mary Owen and Kristen Jacklin.

Clinical Skills Teaching (*S. Stover*)

- Looking for thoughtful guidance about what can be done virtually, what can be done in person, and what can be done as a hybrid?
- Tabled for June 2020 CUMED meeting.

Virtual Teaching (*K. Diebel, A. Shaw*)

- Tabled for June 2020 CUMED meeting.

Important Note: We need to consider holding CUMED meetings in July and August for two reasons:

- With the upcoming LCME site visit, we may need a meeting in July to prepare and/or debrief and in August.
- We may potentially need to have some really hard discussions on how to teach in the fall. It would be beneficial to have a meeting to make sure we are prepared for virtual or hybrid teaching.
- Please try to keep schedules open for the 2nd Monday in July and August. If we need to change the meeting date/time we can send out a poll to try to find one that works better.

Meeting adjourned at 4:40pm. Next CUMED meeting: **June 8, 2020**

Minutes transcribed by A. Seip and reviewed by A. Shaw (Chair) & K. Diebel (ex-Officio)