



University of California
San Francisco

School of
Medicine

Medical Student
Education

Committee on Curriculum & Educational Policy (CCEP)

Annual Report

Robert Hiatt, MD, PhD
Chair, CCEP

7/20/2018



Key Actions in 2016-2017

- Approved the following changes to the Core Clerkship Grading beginning in the 2016-2017 Academic Year
 - Increase cap on honors from up to 25% to up to 45%
 - Institute grading committee in each core clerkship, and have or develop plans for including UIM faculty in committee, or someone identified in department as representing awareness of diversity issues
 - Develop criteria for honors; clerkship directors should work with colleagues and Medical Education to develop criteria
 - Standardize contribution of shelf exam to clerkship grade –approved by CCEP in 2015/2016

Key Actions in 2016-2017, Cont.

- Charged Susan Masters to create a working group to develop a new curriculum governance model for review and approval by CCEP, which was subsequently approved by CCEP in May 2016; model was implemented in the fall of 2016
- As part of the new governance structure, CCEP will only meet quarterly beginning in the 2016-2017 Academic Year
- Approved the Duality of Interest Policy
- Approved modifications to Time to Degree Policy of $n+2$ year time limit for the MD program; modifications include:
 - Formal degree programs highly related to the practice of medicine at UCSF or elsewhere (PhD, MPH, MBA, MSW) plus School-supported research programs be included in the “ n ” part of the equation as standard practice
 - Full-time research supported by the School through funding or approval be included in the “ n ” part of the equation as standard practice
 - Leaves for employment continue to be excluded from the n calculation
 - The Associate Dean for Curriculum has the authority to decide what is and isn’t included in the “ n ” for an individual student.

Key Actions in 2016-2017, Cont.

- CCEP approved modifications to Appendix IV of Bylaws which included:
 - Elimination of Student Welfare Committee
 - Modified membership of CCEP to not include chairs of UME Curriculum Governance subcommittees as it was determined the Associate dean for Curriculum, who chairs the Executive Committee was sufficient representation
 - Amplified the description of the membership and procedures for the Committee on Admissions
- Went into effect on September 1, 2017
- Initiated preparation for LCME Accreditation Review Process across SOM (January 2019)

Administration and Discussions

Search for Associate Deans for Students and Curriculum

- Since last year, the Office of Medical Education has hired Dr. Lee Jones, as the Associate Dean for Students.
- Initiated search for Associate Dean for Curriculum to replace retiring Susan Masters, PhD and Dr. John Davis began as the Associate Dean on July 1, 2017.

Standard for policies

- Developed a new policy template that includes the person who is accountable for enacting the policy and continual review, as well as indicating date of next review
- Policies affecting work of standing committees within Appendix IV Bylaws to be considered by CCEP whereas other policies considered by governance committees charged by CCEP
- Assoc. Dean for Curriculum to decide on what policies are brought to CCEP vs other committees for decisions.

Administration and Discussions, Cont.

Educational Funds Flow

- High Intensity Teaching and Leadership model has been implemented, reflecting a significant increase in spending on education with $\frac{3}{4}$ of funding going to faculty and the remainder to staff to support them

Advocacy

- Discussion of the core advocacy values at UCSF, the rules around advocacy and the role of leadership, communication and fundraising around of advocacy

Match and Diversity

- Moving in a positive direction of the % of UCSF's UIM students matching at UCSF and overall % of new UIM residents coming to UCSF in part as a result of the impactful diversity work of the Deans and the Differences Matter program. Ongoing plans to expand these efforts.

The Bridges Curriculum Update

Foundations 1. Successes

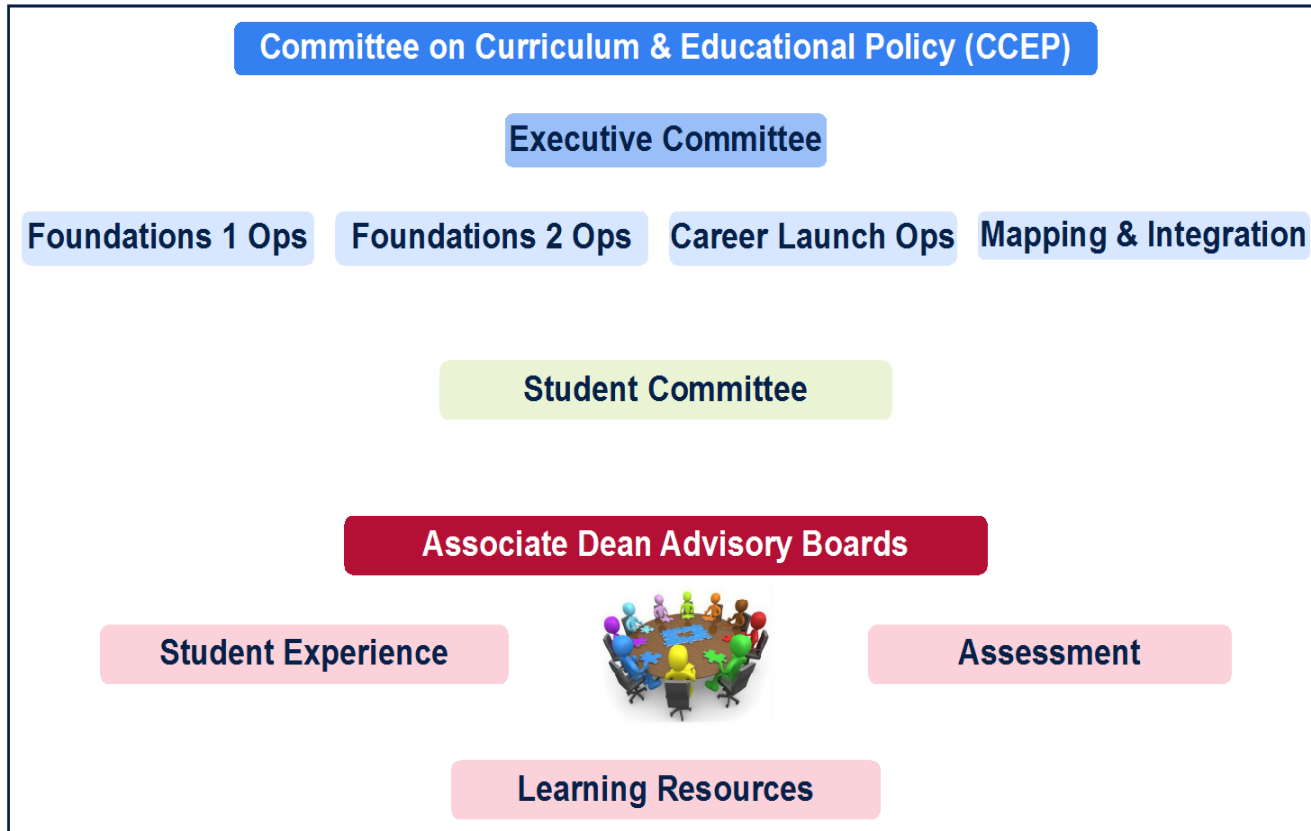
- Students & faculty extremely pleased with the student coaching program
- Assessment, Reflection, Coaching, Health (well-being) (ARCH) weeks in first year
- Early focus on clinical systems skills and quality improvement
- 2 week Inquiry Immersion Mini-Courses to dive deep into relevant world issues/topics
- Students have demonstrated unprecedented levels of clinical skills following the first year of the curriculum
- Highly engaged students in governance structure.
- Implementation of a strategy to accommodate the overlap in January 2018 of two classes in core clerkships.

The Bridges Curriculum Update, Cont.

Opportunities

- **Challenge: Ebb and flow of workload across the first year in Foundations 1.** Response: Adjustments to the footprint to allocate more appropriate time to more dense content; review and adjustment of online to lecture ratio; review and adjustment to open ended assessment strategy vs all multiple choice questions; student initiated and lead workload study to inform further curricular changes, ongoing evaluations/QI.
- **Challenge: governance- operations vs oversight**
Response: Based on feedback from faculty, staff and students, we reorganized our governance structure to fit the new 3 phased model which has streamlined communication, incorporated more students, including a student committee, increased role-based representation and Deans' presence across committees.

SOM Curriculum Governance Structure



The Bridges Curriculum Update, Cont.

Foundations 2 and Career Launch Plans

- Foundational Science in Foundations 2 Days to integrate core foundational science concepts into the core clerkship phase.
- Longitudinal Family and Community Medicine core clerkship.
- Plans to accommodate Bridges students and existing 3rd year students in overlap period beginning Jan. 2018
- Designed new Clinical Immersion Experiences (CIExs) to allow for career exploration of specialties not represented by core clerkships, subspecialties, and interdisciplinary healthcare settings, and develop clinical skills in an area of focus.
- Designed Career Launch graduation requirements in a manner that accommodates students with previous inquiry deep explore scholarly work (e.g. JMP, MSTP, gap year research or degree).



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