

MINUTES OF THE CURRICULUM PLANNING COMMITTEE

July 1, 2009

PRESENT: John Bigbee, Kate Bowers, Craid Chiefetz, Mary Ellen Cleary, Steve Crossman, Alan Dow, Michael Goldsmith, Margaret Grimes, Amanda Layne, Virginia Pallante, David Reines, Evan Reiter, Vibin Roy, Jeanne Schlesinger, Russ Seneca and Ike Wood.

ABSENT: Darryn Appleton, Nirjhor Bhowmik, Georgia Blackwood, Cindi Cornelissen, Linda Costanzo, Bob Diegelmann, Susan DiGiovanni, Adriana Faulkner, Doug Franzen, Frank Fulco, Richard Krieg, Sahar Lotfi-Emran, Maryann Martinovic, Julia Messina, and Charles Nottingham.

The meeting was called to order at 3:10 p.m. by Ike Wood, Committee Chair. Minutes of the June 17, 2009 meeting were approved.

The group broke down into three subgroups to develop objectives for the remaining three core competencies:

Putting Care in a Practical Context (System-based Practice)

- John Bigbee
- Steve Crossman
- Margaret Grimes
- Amanda Layne
- Jeanne Schlesinger
- Evan Reiter

Patient Engagement and Communication (Interpersonal & Communication Skills)

- Kate Bowers
- Mary Ellen Cleary
- Alan Dow
- Michael Goldsmith
- Virginia Pallante
- Vibin Roy

Professionalism

- Craig Chiefetz
- David Reines
- Russ Seneca

The summary of all recommendations is as follows;

SCHOOL OF MEDICINE OBJECTIVES

Professionalism: The ability to understand the nature of, and demonstrate professional and ethical behavior, in the act of medical care. This includes respect, responsibility and

accountability, excellence and scholarship, honor and integrity, altruism, leadership, cultural competency, caring and compassion, and confidentiality.

Students must strive for excellence in:

- The compassionate treatment of patients, and respect for their privacy and dignity.
- Honesty, integrity, and dutifulness in all interactions with patients, their families, colleagues, and others with whom students interact.
- Altruism by consistently advocating for the patient's best interests.
- The knowledge of theories and principles that govern ethical decision making.
- Accountability to the patient, society, and the profession for a commitment to excellence and on-going professional development.
- An understanding of the threats to the medical profession posed by the conflicts of interest inherent in various financial and organizational arrangements for the practice of medicine.
- Being sensitive and responsive to patients' culture, age, gender and abilities.
- Being an active member of the learning community (ex. evaluation and feedback to individual educators, as well as, components of the curriculum).

Patient Engagement & Communication (Interpersonal & Communication Skills): The ability to engage and communicate with a patient, develop a student-patient relationship, and communicate with others in the professional setting, using interpersonal skills to build relationships for the purpose of information gathering, guidance, education, support and collaboration.

- Students must be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, patient's families, and professional associates. Students are expected to:
- Create and sustain therapeutic and ethically sound relationships with patients and families.
- Use effective communication skills to elicit and provide information while building rapport with patients, families, and professional associates.
- Build collaborative relationships across the educational and clinical environments with patients, families, and professional associates.

Application of Scientific Knowledge & Method (Medical Knowledge): The ability to apply scientific knowledge and method to clinical problem solving.

- Demonstrate knowledge about established and evolving biomedical, clinical, epidemiological and social-behavioral sciences and how this knowledge is applied to patient care.
- Demonstrate an approach to clinical situations that is both investigatory and analytic.
- Incorporating current basic scientific mechanisms at the systemic, cellular, and molecular levels:
 - Describe, apply, and integrate the normal and pathologic structure and function of each major organ system of the body.
 - Describe, apply, and integrate the ways in which organ systems are affected by the various causes (genetic, developmental, metabolic, toxic, microbiologic, immune, psychosocial, neoplastic, traumatic, and degenerative) of illness and disease.
 - Given a pathologic condition, describe, apply, and integrate the underlying causative mechanisms.
- Demonstrate knowledge of the most frequent clinical, laboratory, radiographic, and pathologic manifestations of common as well as life-threatening diseases.
- Demonstrate the ability to objectively and subjectively assess and appropriately treat pain.

Patient Care:

- Obtain a complete and comprehensive history and physical/mental status examinations.
- Tailor the complete history and physical examination to clinical presentations to discover clinical information in an efficient, accurate, and complete fashion.
- Provide patients and their families with health care services and counseling aimed at preventing health problems and maintaining health.
- Know the epidemiology of common conditions within a defined population and use systematic approaches to reduce the incidence and prevalence of these conditions.
- Understand the indications, risks, limitations, complications, and interpretation of commonly used diagnostic tests.
- Perform routine testing procedures competently, and understand the indications, risks, limitations, justification, complications, and interpretation of these tests.
- Construct appropriate differential diagnoses and treatment plans for patients across the spectrum of medical presentations.
- Record, present, research, critique and manage clinical information.

- Use information technology to gather patient data, support patient care decisions, and educate patients and their families.

Putting Care in Practical Context (System-based Practice): The ability to provide clinical care within the practical context of a patient’s age, gender, personal preferences, family, health literacy, culture, religious perspective, and their economic circumstances. This goal also includes consideration of relevant ethical, moral and legal perspectives including patient advocacy and public health concerns, and as well as the resources and limitations of the healthcare system.

OVERALL GOAL, VERSION 1: Students who graduate from the VCU School of Medicine will be able to put their clinical care of patients into a practical context. Students will first be able to provide clinical care within the context off the patient’s culture, which includes the patient’s age, gender, family background, health literacy, religious preference, economic circumstances, et. al. Students will also be able to provide clinical care within the context of the health care system, including the system’s relevant ethical, legal, public health, financial, and structural elements.

OVERALL GOAL, VERSION 2: Students who graduate from the VCU School of Medicine will be able to put their clinical care of patients into a practical context. Students will first be able to provide clinical care within the context off the patients’ cultures, where culture is defined as “a conceptual framework of shared values, beliefs, and behaviors by which a group of people understand their world and make decisions about important aspects of their lives, including illness (Perkins, Supik, and Hazuda 1998). Students will also be able to provide clinical care within the context of the health care system, including the system’s relevant ethical, legal, public health, financial, and structural elements.

OVERALL GOAL, VERSION 3: Students who graduate from the VCU School of Medicine will be able to put their clinical care of patients into a practical context. First, students will be able to provide clinical care within the context of the patient’s culture, which includes the patient’s age, gender, family background, health literacy, religious preference, economic circumstances, and other factors which might potentially impact their understanding of, attitude toward, and response to their health or to specific illnesses and their treatments.. Second, students will also be able to provide clinical care within the context of the health care system, including the system’s relevant ethical, legal, public health, financial, and structural elements which might also impact a physician’s ability to diagnose and manage their patients’ illnesses and/or to maintain their health.

Students who graduate from the VCU School of Medicine will be able to:

- Obtain a patient history that includes information regarding the patient’s culture that may impact the patient’s ability to receive quality health care
- Perform a culturally-sensitive and clinically appropriate physical exam
- Identify culturally-related obstacles and barriers perceived by the patient regarding their health and health care
- Develop a plan of care which takes into account pertinent cultural attributes of the patient and minimizes any barriers or obstacles perceived by the patient

Providing care within the system's context: Students who graduate from the VCU School of Medicine will be able to:

- Compare and contrast various approaches to the organization, financing and delivery of health care
- Demonstrate understanding of the legal framework within which physicians function
- Demonstrate understanding of the ethical framework within which physicians function
- Demonstrate understanding and respect for the various roles and responsibilities of all members of the health care team
- Effectively interact with all members of the health care team to provide the best possible care for patients
- Describe ways in which public policy impacts health and health care
- Demonstrate understanding of the methods used by individuals and systems to measure and improve quality of care

Self-directed Learning & Self-Assessment (Practice-based Learning & Improvement): The ability to identify learning styles and how one thinks (metacognition); self-identify areas of strengths and weakness in knowledge and skills, and independently discover resources for improvement. This goal also includes engaging in lifelong learning, being able to critically appraise the evolving body of medical knowledge, and not only facilitate self-learning, but that of peers and other members of the healthcare team.

- Recognize the limitations of knowledge and skills and seek to engage in lifelong learning to address those limitations.
- Recognize the limitations of the role of a physician.
- Recognize the limitations of the evolving body of medical knowledge.
- Apply a scholarly attitude toward the advancement of medical knowledge.
- Facilitate the learning of peers and other health care professionals.

Dr. Wood noted that the committee will meet again on July 15, 2009 at 3:00 p.m..
The meeting was adjourned at 4:30 p.m.

Respectfully submitted,
Ike Wood, M.D., Committee Chair