

## MINUTES OF THE CURRICULUM PLANNING COMMITTEE

January 21, 2009

PRESENT: John Bigbee, Craig Chiefetz, Mary Ellen Cleary, Cindi Cornelissen, Linda Costanzo, Steve Crossman, Susan DiGiovanni, Alan Dow, Margaret Grimes, Richard Krieg, Virginia Pallante, Evan Reiter, Jeanne Schlesinger, Russ Seneca, Ike Wood.

ABSENT: Darryn Appleton, Georgia Blackwood, Kate Bowers, Bob Diegelmann, Doug Franzen, Frank Fulco, Mark Kovacs, Sahar Lotfi-Emran, Julia Messina, David Reines, Vibin Roy, Crystal Shrestha.

The meeting was called to order at 3:10 p.m. by Ike Wood, Committee Chair. Minutes of the January 7, 2009 meeting were approved. The ground rules for planning the curriculum were again reviewed.

A member from each of the four teams who proposed changes for the clinical curriculum presented their plans in more detail and committee members selected the features from each proposal that seemed the most desirable. In general, all plans had three phases: core clerkships; a period for professional development in terms of electives, work with mentors and societies to assist students in making decisions about their career paths; and assignment to tracks that would further prepare the student for his/her given specialty. It was believed that there should be a comprehensive assessment at the end of the core clerkships. There was general consensus that the tracks should include pertinent basic science material, they would end in a high level clinical experience and a scholarly project, and the tracks should utilize the continuity clinic allowing advanced level students to teach beginning students.

A summary of the three components with specific areas that need to be clarified followed:

### Core Clerkships

- What will they be?
- How long will each clerkship be?
- What is the best clinical setting to offer the clerkships?
- When will assessments (e.g., Shelf exams) be offered?
- What will be the source and nature of the comprehensive examination at the end of the clerkships?

### Professional Development Period

- What will be the length and content of the professional development period to assist students in career decisions?
- Outside of career decisions, are there other components of professional development that should be included in this period?
- How can we best use the societies, e-portfolios and mentors to assist students?

### Tracks

- What will be the specific tracks that could meet the various career decisions of our students?
- How long will each track last?
- What should be the basic science requirement for each track?
- What should be the clinical requirement for each track?
- How could a track result in a high level end of the year clinical experience?
- How could student teaching and the continuity clinic be tied back into the tracks?
- How would the tracks result in a scholarly project?

Ike Wood recommended that the committee break up into three subcommittees for each of these areas. Committee members for each component are:

### Core Clerkships

- Darryn Appleton
- Alan Dow\*
- Craig Chiefetz\*
- Mark Kovacs
- David Reines
- Vibin Roy
- Crystal Shrestha

### Professional Development Period

- Georgia Blackwood
- Kate Bowers
- Mary Ellen Cleary
- Steve Crossman\*
- Sahar Lofti-Emran\*
- Julia Messina
- Jeanne Schlesinger
- Russ Seneca

### Tracks

- John Bigbee
- Cindi Cornelissen
- Linda Costanzo\*
- Bob Diegelman
- Susan Digiovanni\*
- Doug Franzen
- Frank Fulco
- Margaret Grimes
- Virginia Pallante
- Richard Krieg

- Evan Reiter

\*Denotes co-chairs for each subcommittee.

The next meeting of the subcommittees will be on Wednesday, February 4<sup>th</sup> from 3:00-4:30 p.m.

The Core Clerkships Subcommittee will meet in Sanger 1-050.

The Professional Development Period Subcommittee will meet in Sanger 1-038.

The Tracks Subcommittee will meet in North Hospital, 9<sup>th</sup> Floor, Rooms 9-011 through 9-013.

The meeting was adjourned at 4:30 p.m.

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