

6:00PM – Call for Meeting & Attendance

## Guest Speakers

6:00 PM – **[Presentation/Discussion]** Dr. Rajasekaran (Senior Associate Dean for Curricular Affairs and Undergraduate Medical Education) (50 minutes)

- *Dr. Rajasekaran -*
- Thanks to all student leaders for their dedication to making this curriculum and school work for you, I really admire your hard work and timeliness in bringing issues you see or ideas you have for improvement to our attention
- I would first like to update you all on the big picture on current curricular initiatives that are ongoing and some that are in the planning stages
  - Curriculum restructuring:
    - regarding the current segment 1 and 2 curriculums - this is not a new curriculum, basically, we combined courses into 4 week blocks and removed high stakes single exam at the end of a unit. We made all exams mid-stake and evenly weighted, so that no one exam is worth more than another.
    - We also created one week blocks between blocks to allow for wellness and exam retakes before starting a new block, so that you don't have the burden of having to study for a new block while studying to retake a past exam as it has been in years past
    - So far, we have seen nothing but positive outcomes with these changes from my vantage point. We had 36 failures from foundations with last year's segment 1 curriculum. At the end of the course after implementing these changes, we reduced the number of failures to just 7, which is still too many, but better
  - This is not to say there haven't been bumps in the road with the new curriculum, but student leaders have brought issues to our attention very quickly so that we can address the issues and modify them in real time. The issues brought to our attention and addressed to date regard, the stressful nature and lack of clarity surrounding cumulative content of exams, faculty authored exam content, and too many contact hours
    - We intervened with contact hours and more evenly spread the content out so as not to front load and cause undue stress. Since this intervention, we haven't received further complaints
    - We made sure that cumulative content was much better outlined and expectations of topics on the exam were given more in advance
    - We did have a significant problem with the second exam, and came to the conclusion that this is a systems issue, not a single person's issue. This is the first time that Dr. Bosch isn't the sole course director for pathology, and onboarding new course directors clearly caused a glitch in content composition that affected exam scores. Again, your student leaders promptly brought this to our attention so that we could properly address it. Some students were upset that honors would be negatively impacted. Promotions committee received more information about curves, and it was appropriately course corrected with Dr. Booza.
  - Moral of the story, we changed things in the curriculum with an informed approach, and are addressing complications rapidly with the help of student leaders bringing the issues to our attention quickly

- *Student ?* - Regarding NBME and test format changes, in the past there have been more NBME questions vs faculty authored questions. What was the rationale for having more faculty authored content, which often seems to focus on more minutia compared to NBME clinically focused content that is more likely to appear on the board exams?
  - *Dr. R* - For all faculty authored content, we have asked faculty to create questions only directly relevant to board testable material. NBME questions we have access to use can sometimes be dated and limited in content. The available questions in the bank don't always represent the detail level that boards would test on for each subject matter. Basically, we only use faculty authored questions to fill gaps in content that are not covered by available questions in the NBME question bank
  - For segment 1, there is a significant challenge in using the NBME question bank. NBME questions (And STEP1) are often written in a pathophysiology language, including clinical vignettes, etc. Segment 1 material is learning the "normal" basic sciences of the human body, not pathology. So finding questions to test that are relevant to the foundational concepts taught in segment 1 in NBME questions banks that aren't outside the scope of knowledge for
  - *Dr. Booza* is working hard with faculty to identify questions more easily and has also been continuing to refine the "exam question challenge" process
- *Student ?* - M1 orientation, students were expressing concern and frustration on cumulative nature of exams, other than quantitative metrics, are you acquiring qualitative feedback about the courses?
  - Yes, we are starting to go through the course assessments now but they are not yet finalized. Upon first glance, it seems like students seem to be overwhelmingly supportive of the breaks, some were really negative about course components, so it was a little all over the place. They are not finalized yet so I look forward to doing a deep dive to gain as much insight into this data as we can to inform future adjustments
  - *Student ?* - Any plans to re-implement post-course focus groups?
    - Yes I want to! I have mentioned this to *Dr. Booza*, and we rely on this kind of information to continually improve our teaching. We are actively working to reinstate these and welcome any suggestions you all have.
      - *Senate* - We can use curriculum reps, meded elective students, etc.
- *Student ?* - Is it always necessary to meet a quota of questions for an exam? Like if there aren't enough NBME questions for a certain topic, do you have to fill it with faculty questions to meet a total question number?
  - No there is no quota of questions we require. While we do generally like to keep exam length consistent for question weighting, we don't add faculty authored questions because of number shortage, rather because of content shortage. For example, if we don't feel that an important subject is adequately covered by NBME questions available in our bank, we will supplement with faculty authored questions to ensure we are testing you on all material you need to know for the boards.
- *Dr. R* - Now I would like to provide you with a brief update on some larger picture items that are coming down the pipeline at the SOM
  - 3 year MD program to be implemented as a small 10 student pilot for incoming class of 2026
    - Students have to have demonstrated background and experience that would suggest the maturity and success in the program
    - Accelerated program, enter clerkships sooner and basically have a truncated 4th segment. Segment 1 and 2 are the same.
  - MD/MBA program coming for Class of 2026
    - With more schools in the country offering joint degree programs, the Dean is fully committed to adding value for students by implementing programs like this.

- This will be acquired within the 4 year MD curriculum. Classes can be taken as electives alongside the traditional curriculum
    - Students will have a lot of hoops to jump through but we think this program will allow a great opportunity, and distinguish them among Michigan schools
    - Also adding a new elective in the school of business - “Business of Medicine”
  - *Student ?* - would current students be able to participate in this MBA/MD program?
    - Not that I am aware of at this point but I will check in with the school of business
    - Segment runs from October-March, which would be when the current M2 class is studying for boards, and would likely be too late for current M1s to be able to apply and onboard
  - *Student ?* - given the many curriculum changes that have been made over the past years, resulting in a lot of volatility in curriculum structure and course correcting with new changes, how do you see these programs being developed and organized adequately as the resources already seem to be stretched very thin?
    - The dean has already supported these programs and has appointed several leadership responsibilities dedicated to ensure that they will run smoothly
    - We have a team, and are in the process of putting together position announcements and have search committees but yes, resources are stretched really thin, I will not lie to you
    - Dean is kind of stuck between a rock and a hard place in terms of balancing the budget and progressing the school to make it attractive for students to come to
  - *Student ?* - as these programs develop, we also want to make sure we take into consideration about the types of students we are recruiting and admitting to ensure DEI principles with these shorter pipeline programs to ensure that not only students from advantaged backgrounds are selected because they would be more perceived to succeed in them. Admissions to these programs should align with the schools mission
    - Yes, thank you for bringing this up, I definitely want to be sure we are accepting students that are underrepresented, underprivileged, and train them to be amazing doctors, rather than accepting students that will be accepted into any medical school in the country.
    - When you apply to residency, you want to have a uniqueness to you, which I think is enticing to some of the leadership here as to why develop some of these programs
    - We don’t want to develop these programs at the cost of our mission, but in alignment with it
    - We do need to make sure that we have the resources invested in our traditional 4 year MD program first and foremost, and these should come second in priority
- *Dr. Rajasekaran* - Thank you for having me and I am always happy to come back regularly for updates and question answering!

## **New Business / Old Business**

6:50 PM – **[Presentation]** New Student Org: Cardiothoracic Surgery Interest Group (20 minutes)

- Motion to support as a student org
  - **PASSES**

7:10 PM – **[Update]** New student spaces (5 minutes)

- The 24hr access 6th floor UHC student space is progressing along! Need a little more help with cleanup, will schedule a few more days

- Some supplies available for student run free clinics and office supplies in general that we will set up a time for students to come look through things and see what they might be able to use for things like skills training nights, etc.
- Some clinic-style items that are available (but some are expired):
  - Vacutainers
  - Needles
  - Sample collection tubes
  - Butterfly needles
  - Recently expired pregnancy tests
  - Sample collection baggies
  - Glass slides (just a few, looks like they were intended for blood smears as part of clinical trial sample collection kits)

7:15 PM - **[Elections]** Curriculum Committee Elections: Class of 2025 - and 2023 (45 minutes)

- Newly elected Class of 2023 Curriculum Committee Member :
  - Varag Abed ([varag.abed@med.wayne.edu](mailto:varag.abed@med.wayne.edu))
- Newly elected Class of 2025 Curriculum Committee Members:
  - Matthew Brennan ([mbrennan@wayne.edu](mailto:mbrennan@wayne.edu))
  - Camera Dockery ([es6581@wayne.edu](mailto:es6581@wayne.edu))

### **Executive Senate Reports –[None]**

### **Committee Reports – [None]**

### **Class Senate Reports**

8:00 PM – Class Senate Reports (10 minutes)

1. Class of 2025
  - “Please fill out our interest form if you are interested in purchasing custom branded merch!
  - Class Merch Interest Form: <https://forms.gle/kCdbYtaGm3ixa6ME6>
  - Be on the lookout for Shiffman Library surveys from LaVentra Danquah, our Interim Library Services Director, to provide input on Library open hours”.
2. Class of 2024
  - We’re inviting all classes to our next PEP! It is Thursday, Sept 23rd at The Exodus Rooftop in Greektown. Arrive before 11PM to avoid paying cover!
  - Another PEP option (just for M2s) is at the Garden Bowl, Sept 23 7-9 PM. We reserved the lanes, you just need to pay for shoes.
  - Human Disease Foundations 3 starts October 4<sup>th</sup>
3. Class of 2023
  - -
4. Class of 2022
  - Wayne deadline for certifying ERAS is next Friday 9/24
  - Drop-In ERAS Sessions ongoing for one-on-one review; see Dr. Chadwell's last email
  - MSPE Letter reviews are ongoing and will be finalized/submitted by 9/29. Be on the lookout for an email from Tracey Eady with a link to review your letter.
  - There are two virtual interview practice sessions right now; see email from Dr. K
  - [More specialties have released recommendations for the interview season](#)
  - NRMP Registration opens on Wednesday 9/15

- Final ERAS Check-In on 9/15 (will include link to recording right before we send Wayne's world out)
- 185 days until match, 266 days until graduation!

8:10 PM – Adjourn