UCSF Bridges Curriculum Charge Document  
Project Strand: Inquiry  
Faculty Leads: Dan Lowenstein and Carrie Chen

Background and Purpose:

By way of this charge document, the UCSF Office of Medical Education is defining the scope of work and deliverables for the Inquiry Group. This charge document appoints Dan Lowenstein, MD and Carrie Chen, MD as the Faculty Leads of the Inquiry Group. In addition, the charge provides guidance on roles, processes, and deliverables through June 30, 2015.

The purpose of this group is to design, develop and plan the implementation of the new inquiry curricular thread for the Bridges Curriculum. These experiences will take place throughout the Foundations I, II and the Career Launch Phase of the Bridges Curriculum. The first class to fully participate in this new curriculum will enter UCSF in 2016.

The educational goals of this curriculum include standardized outcomes with individualized pathways: students must master the competencies needed to perform well in their internship but should have the opportunity to tailor their educational experience based on career interests and unique needs. The work of the group directly supports the successful completion of Bridges Project Goal 4, Objective 4.1 and Objective 4.2.

**Goal 4:** Design strategy to instill learning activities throughout all aspects of the curriculum to ensure that all students master core competencies in inquiry, discovery, and innovation in the six domains of science needed to solve complex problems in health care and medicine.

**Objective 4.1.** Develop an inquiry program that provides time within the core curriculum for all students to pursue an individualized program of intensive learning and scholarship related to a topic in biomedical sciences or healthcare of particular interest to the student.

**Objective 4.2.** Integrate inquiry activities into the core teaching across the medical school curriculum.

Please take a minute to review the comprehensive Bridges Curriculum Charter in Appendix A prior to your group kickoff meeting and share the charter with group members.

**Inquiry Group Goal:**  
The goal for the group is to produce a blueprint, curriculum plan and implementation plan for the inquiry core curriculum and deep explore elements of the Bridges Curriculum.

**Deliverable Process Map**

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**UCSF Bridges Curriculum**  
*Help us improve health and reduce suffering - One Bridge at a Time*  
[http://meded.ucsf.edu/bridges](http://meded.ucsf.edu/bridges)  
October 21, 14
**Faculty Leads:** Dan Lowenstein and Carrie Chen

**Oversight Team Members:** Michelle Hermiston, Scott Oakes, David Wofsy, Nancy Adler, Matt Trojnar

**Final Deliverable Approvals:** Faculty Leads

**Deliverable Summary:**

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Oversight</th>
<th>Core Inquiry Curric.</th>
<th>Deep Explore</th>
<th>Due Date</th>
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<tr>
<td><strong>Sprint #1: Blueprint</strong></td>
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<td>Inquiry definition and principles</td>
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Sprint #4: Learning Activities
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Inquiry case design | X | 6/30/2015
Immersion block design | X | 6/30/2015
Capstone event plan | X | 6/30/2015

4.1 Blueprint (core curriculum and deep explore): (due October 31, 2014)
A blueprint of the inquiry curriculum including a set of guidelines that define inquiry requirements, both core curriculum and deep explore, for all students across the curriculum.

Blueprint Quality Criteria:
The final 4.1.1 deliverable must include the following elements:

- Definition and principles of inquiry
- Glossary of terms (to include inquiry immersion, deep explore, etc.)
- Roadmap of inquiry activities across curriculum (Already completed)
- Description of design elements for inquiry cases and inquiry immersion blocks
- Guidelines for the inquiry immersion cases
- Explicit set of requirements for all students, including those in specialized programs
- Vetted recommendations with key stakeholders (Curriculum Dean, Student Affairs Dean, students, faculty)

4.1 Curriculum Plan (core curriculum and deep explore): (due December 15, 2014)
A curriculum plan for the inquiry core and deep explore elements, including, goals, competencies, learning objectives, learning activities, assessment methods and tools, and milestones by curricular phase (F1, F2, Career Launch)

Curriculum Plan Quality Criteria:

- Follows the designated template linking inquiry elements to EPAs and core competencies
- Includes opportunities for learning across the six domains of science
- Provides flexibility in learning activities to support different areas of interest/science
- Defines assessment targets and milestones and identifies relevant tools
- Is deliverable in the time allotted for inquiry cases in F1 and inquiry immersion blocks
- Vetted recommendations with key stakeholders (F1 block 1 leaders, assessment group, Pathways to Discovery leaders, Curriculum Dean, students and faculty)

4.1 Implementation Plan (core curriculum and deep explore): (due March 15, 2015)
An implementation plan for the new inquiry elements of the curriculum for the class entering in 2016 which will include the following:

- A project plan for developing and integrating new curricular element
- An operational and administrative plan for the governance and administration of the inquiry curriculum component that includes infrastructure needs, faculty and staff resources, technology support, etc.
- A deliverable approval and communications plan
Implementation Plan Quality Criteria:

- An overall timeline for delivering inquiry activities in 2015-2016 and strategies for full rollout in 2016-2017
  a. A transition plan for integrating new and enduring curriculum, including integration into special programs (e.g. Pathways to Discovery for UME to Inquiry Immersion)
- A menu of opportunities or examples for students of different interest and backgrounds to complete the deep explore
- Strategy for development and implementation of inquiry block and inquiry cases including:
  a. course completion requirements
  b. policies and procedures
- Recommended plan for matching students to relevant projects or faculty
- Identification of implementation interfaces (contingencies) and a risk assessment
- An operational and administrative plan for the governance and administration of the curriculum element that includes infrastructure needs, faculty and staff resources, technology support, committee reports, etc
- A leadership and governance plan for learning activities including:
  a. job descriptions and selection criteria for faculty/clinical leadership
  b. a recruitment plan
- An assessment of faculty readiness and recommended plan for faculty development for new curriculum
- A deliverable approval and communications plan
- A program evaluation strategy (in collaboration with Evaluation Group)

4.1 Learning Activities (core curriculum and deep explore): (due June 30, 2015)
A set of cases for the inquiry core curriculum, including the immersion sessions, to be used across the Foundations I and II phases.

Learning Activity Development Quality Criteria:

- Inquiry Cases: (contingency: F1 Block structure and content)
  a. will occupy no more than ½ day during F1
  b. are designed to integrate into the F1 Block in which they occur
  c. address advanced or cutting edge concepts in two or more scientific domains
  d. engage faculty from all domains of science
  e. includes learning objectives and documented policies and procedures for students, including grading requirements and student guidelines
- Inquiry Immersion blocks: (informed by F1 design work)
  a. Time limited
  b. Provide opportunities for students to engage across domains of science
  c. includes learning objectives and documented policies and procedures for students, including grading requirements and student guidelines
- A plan for a deep explore capstone event to celebrate students’ work
Required Activities at Each Phase:

- Hold kickoff team meeting including Bridges Project Manager, Lindsey Cannon, following an agenda that includes all topics outline in the template
- Complete a project plan including a project timeline and identified working groups
- Develop a project Responsibilities Assignment Matrix (template provided)
- Identify interworking group dependencies; integrate other Bridges subgroup members into working groups as appropriate
- Engage stakeholders for feedback
- Receive deliverable approval
- Execute communication plan for final product in collaboration with the Project Manger, Sponsor and additional Bridges stakeholders, as necessary

Roles and Responsibilities:

**Faculty Lead**
The Faculty Lead will be responsible for the following:

- Develop charge letters for working group team leads
- Work collaboratively with the Project Manager and team leads to establish deliverable tasks and activities
- Submit biweekly (or as otherwise discussed) status reports (template provided) to Project Manager to share project status including accomplishments, next steps, and outstanding issues
- Schedule and lead meetings (as frequently as necessary) with team leads to ensure ongoing project progress and request status updates to inform overall working group biweekly project updates
- Work collaboratively with the Project Manager and Team Lead to establish deliverable tasks and activities and utilize project management software to organize and update activities
- Disseminate monthly Bridges Project Management Update to the members of the supporting working groups to highlight ongoing work and progress across the Bridges project.
- Serve as approver for all work or completion of activities leading up to final deliverable completion
- Escalate any disagreements or issues for higher level consultation to the Project Manager in timely manner
- Represent the working group in broader cross-Bridges stakeholder meetings as appropriate
- Plan and implement communications strategy to engage stakeholders and publicize the work of the project in collaboration with the Project Sponsor and Project Manager

**Workgroup Team Lead**
Working group team leads will be asked to serve in this role for a defined and limited time. More specifically, they will:

- Communicate with the Faculty Lead on a weekly basis to share project accomplishments, next steps, and outstanding issues.
• Work collaboratively with the Project Manager, Faculty Lead, and Team Members to plan activities, resources, responsibility charts, and deadlines.
• Lead working group meetings with team members and/or stakeholders, as needed.
• Bring conflicts or problems to the Faculty Lead and project manager, as needed.
• Work with the Faculty Lead to communications strategy to engage external stakeholders and publicize the work of the project in collaboration with the Project Sponsor and Project Manager.

**Workgroup Team Member**
Working group team members will be responsible for the following:
• Collaborate with team members to complete the assigned activities
• Participate in meetings with Team Lead, as needed
• Bring conflicts or problems to the Team Lead, as needed

**Team Stakeholder**
Team stakeholders will contribute in the following ways, as necessary:
• Offer input and feedback to team members regarding overall deliverable
• Bring conflicts or problems to the Team Lead, as needed

**Staff Lead:**
The staff lead role will vary depending on the working group needs. In general, senior staff members are participatory members of working groups and may provide some administrative support as agreed to by the staff member, Faculty Lead and staff member’s supervisor. Each Faculty Lead will discuss the needs for staff support with the Project Manager leading up to the kickoff meeting.

**Resources:**
The Office of Medical Education will be able to provide some limited resources to support complex project activities, for example, support for stakeholder and outreach events. Please contact the Bridges Project Manager at **Bridges@ucsf.edu** to discuss the group’s specific needs.