Project Strand: Foundations II: Advanced Clinical Learning and Clerkships
Faculty Lead: Patricia Cornett

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 Foundations II: Advanced Clinical Learning and Clerkships Group. This charge document appoints Patricia Cornett, MD as the Faculty Lead of the Foundations II: Advanced Clinical Learning and Clerkships Group. In addition, the charge provides guidance on roles, processes, and deliverables through June 30, 2015.

The purpose of this group is to re-envision the traditional clerkship year and required acting internships for UCSF medical students participating in the Bridges Curriculum. These experiences will take place during Foundations II (clinical clerkship phase) and the beginning of 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 the UCSF Bridges 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 3, Objective 3.1.

Goal 3: Implement the Bridges Curriculum to allow students to accelerate through their medical education while ensuring that all graduates can effectively execute the comprehensive set of responsibilities of the collaboratively expert physician.

Objective 3.1. Design and implement a curriculum roadmap that allows students to complete all core course and clerkship requirements by the end of their third academic year. Design a fourth year that allows students to individualize their preparation for their desired careers.

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.

Goal:
The goal for the group is to produce a blueprint, curriculum plan and implementation plan for the clinical clerkship years and required acting internships for UCSF medical students participating in the Bridges Curriculum.

Deliverable Process Map
**Initial Team Members:** Beth Wilson, Ann Poncelet, Vanja Douglas, Melissa Bachhuber, Abigail Eastburn, Andi Marmor, Lindsay Mazotti

**Deliverable 3.1 Blueprint:** (due October 30, 2014)
A blueprint for the Foundations II (48 weeks) and the required clinical component of Career Launch (20 weeks) phases of Bridges Curriculum.

**Blueprint Quality Criteria:**
The final 3.1.1 deliverable must include the following elements as defined in the template:
- Goals and purpose of the Foundations II and Advanced Clerkship/Career Launch components of the curriculum
- A set of guidelines for determining the required core foundational sciences and advanced clinical patient care experiences for every graduate, including those in specialized programs
- A recommended set of required clerkships regardless of their intended career path, including those in specialized programs
- A recommended set of required acting internships and clinical fourth year experiences that must be completed by all students, regardless of chosen deep exploration focus
- Glossary of relevant terms
- Defined scope of the curriculum including predominant learning strategies, summary of faculty and staff resources, etc.
- A list of key stakeholders who will be consulted and informed
- Vetted recommendations with key stakeholders as appropriate (Curriculum Dean, Student Affairs Dean, students, faculty) and documentation of executed stakeholder engagement

**Deliverable 3.1 Curriculum Plan:** (draft December 15, 2014, final due January 15, 2015)
A curriculum plan for overarching, trans-speciality Foundations II and Acting Internships Core Curriculum, including competencies, learning objectives, learning activities, assessment methods and tools.

**Curriculum Plan Quality Criteria:**
The final 3.1.2 deliverable must include the following elements:
- Follows the designated template linking inquiry elements to EPAs and core competencies and milestones
- Uses Medbiquitous terminology to identify assessment tools and learning activities
- Defines assessment targets and milestones and identifies relevant assessment tools
- Defines block objectives and documents the breakdown of the most represented content for each of the Foundations II blocks, ensuring continuity across Foundational Sciences I blocks and content
- Provides flexibility in learning activities to support different areas of interest/science
- Is deliverable in the time allotted for in Foundations II and the Career Launch phases
- Recommendations have been vetted with key stakeholders (F1 leaders, assessment group, Inquiry Group, Curriculum Dean, students and faculty)
- Includes a communications plan for disseminating the completed deliverable, including the framework for dissemination, list of stakeholders, proposed channel of communication (e.g.
Implementation Plan Quality Criteria:

- An overall timeline for delivering activities in the rollout period of 2016-2017
  a. A transition plan for integrating new and enduring curriculum, including integration into special programs (MSTP, PRIME, etc)
- Recommended plan for matching students to relevant projects/work sites
- 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 course directors and faculty/clinical leadership
  b. A recruitment plan for faculty
  c. Workplace site/projects descriptions
  d. A recruitment plan for sites
- An assessment of faculty readiness and recommended plan for faculty development for new curriculum
- A recommended plan for integration of interprofessional education (Only for 2016/17 plan)
- A deliverable approval and communications plan (once finalized and in collaboration with Project Manager)
- A program evaluation plan in collaboration with the Evaluations Group

Deliverable 3.1 Learning Activities: (due June 1, 2015)
A developed set of advanced foundational sciences and clinical clerkship learning activities to be implemented in the winter of 2018 for the MS2 class.

Learning Activities Development Quality Criteria:

- Defined learning objectives for all advanced core foundational science and clinical learning activities
  a. A set of optional enrichment clinical patient care activities that students interested in pursuing an inquiry project as a master clinician should undertake during year four, along with a vision for a compatible legacy project for those students (in collaboration with Inquiry Group)
  b. A strategy for allowing students who meet competency requirements to engage in an acting internship or other form of advanced training in a particular discipline prior to completing all required core rotations
- Defined centralized classroom vs clerkship learning activities
- Completion of faculty and clinical leadership and site selection/recruitment
- Defined grading requirements and supporting technology for students
- Documented policies and procedures for students
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
• 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.