By way of this charge document, the UCSF Office of Medical Education is defining the scope of work and deliverables for the Inquiry Project Strand, Core Inquiry Curriculum workgroup branch. This charge document appoints Michelle Hermiston, MD, PhD as the Faculty Lead of the Core Inquiry Curriculum workgroup. 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 Core Inquiry Curriculum (CIC) 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.

**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.

**Inquiry Group Goal:** The goal for the group is to produce a blueprint, curriculum plan, implementation plan, and curricular details for the Core Inquiry Curriculum of the Bridges Curriculum.

**Deliverable Process Map**

- **Blueprint:** Design a set of guidelines that define inquiry requirements for the core curriculum which includes all medical students (four years).
  DUE: 10/31/14

- **Curriculum Plan:** Develop curricular plan for core inquiry including: goals, competencies, learning objectives, activities, assessment methods, tools, milestones, grading requirements and student guidelines.
  DUE: 12/15/14

- **Implementation Plan:** Outlay a detailed implementation plan for the curriculum.
  DUE: 3/15/15

- **Curricular Details:** Prepare detailed plans for each immersion block, a set of cases to be delivered during this time, and a capstone event plan.
  DUE: 6/30/15
## Project Strand 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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Oversight Team Members (Invited)

1. Michele Hermiston (lead)
2. Dan Lowenstein
3. Meredith Bock (CTR Pathway student)
4. Peter Chin-Hong
5. Hannah Harrison (GH Pathway student)
6. Kathy Hyland
7. Rebecca Jackson
8. Mark Rollins
9. Sasha Targ (MS2/MSTP Student)
10. Sharon Youmans
11. Jason Satterfield
12. Naomi Wortis
13. Matt Trojnar

Core Inquiry Curriculum Workgroup - Deliverable Plan Details

Deliverable 4.1 Blueprint: due October 15, 2014
A blueprint of the inquiry curriculum including a set of guidelines that define requirements of core inquiry for all students across the curriculum.

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

- 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

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

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
- Is well-integrated with the courses and other formal learning activities associated with the Deep Explore program
- 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)

**Deliverable 4.1 Implementation Plan:** 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)
- Strategy for development and implementation of inquiry block and inquiry cases including:
  a. course completion requirements
  b. policies and procedures
- 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 recommended plan for integration of interprofessional education
- A deliverable approval and communications plan
- A program evaluation strategy

**Deliverable 4.1 Learning Activities:** 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
• Inquiry Immersion blocks: (informed by F1 design work)
  a. Time limited
  b. Provide opportunities for students to engage across domains of science

**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**

**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.