

## Curious Questioning Constructs Team Phase 1 Report

The Constructs Team is made up of 43 members including faculty, students, staff, and three leaders: Gino Farina, MD, Julia Caton, MD and Annette Lee, PHD.

The overarching goal of the team: complete and discuss research on innovative aspects from other schools, fields or entities, resulting in recommendations and additional questions for consideration in the next phase on the following themes in the form of questions:

Time-variable Training
Clerkship Models
Length of Curricular Phases
USMLE Step 1
Curricular Superstructures/Program Design

The team held six monthly meetings starting in December 2022. The first meeting was a meet and greet and the goals of the team were discussed. For the remaining 5 meetings, 4-6 team members volunteered to research one of the topics listed above and discussed their findings during the meetings. The meeting alternated between early morning (7:00am) and late afternoon (5pm) to maximize participation by all members. What follows is a report from each meeting with what was discussed, questions raised and recommendations.

### January 2023 Meeting

#### For schools that have adopted time-variable training, how is it operationalized?

Time variable training is a curriculum that advances students as they accomplish certain competencies or EPAs. The schools researched were recruited to be part of the EPAC program (Education in Pediatrics Across the Continuum). Pediatrics was chosen as the specialty to start/pilot because a good number of UME leaders are Pediatric GME leaders. In this program the schools use the core EPAs for assessment with a consensus that if a student can get a level 3 on the core EPAs, then that student is ready for advancement. They used the validated modified Chen scale where Level 3 means a student can perform the EPA with “supervisor immediately available and all findings double checked”. In these programs the students progress from pre-clerkship → clerkship → post-clerkship → GME with agreement that these students pursue GME within the health system affiliated with the UME program. Every student who enters EPAC is guaranteed a spot in residency in that institution. The schools have time stops over the course of the year when students could advance. Most students were able to get to level 3 on the EPAs by 3.25-3.5 years.

The University of Minnesota appears to be the model school for this program. Their clerkship model is designed to represent the entire core clerkship curriculum using, when appropriate, a pediatric patient population as the target demographic. Students progress in time-variable fashion toward entrustment with intern-level responsibilities. Once students are deemed entrustable on the 13 Core EPAs and have completed the required elements in each core discipline, they enter the transition phase which consists of 4 weeks of a general pediatrics sub-I and 4 weeks of an intensive care sub-I. They offer participating students enrichment opportunities if a learner needs more time in a certain discipline either before or after the transition phase. Once they completed these phases, students receive their MD and transition to residency at the University of Minnesota. If a student needs extra time, they can advance a few months later. They also offer longitudinal integrated clerkships (LIC) in primary fields of medicine, surgery, OB-Gyn, surgical subspecialties etc. over a 9–12-month period with an inpatient immersion in each of these fields.

#### Challenges

- Requires a large cohort of dedicated faculty to assess these EPAs and provide feedback
- Requires a lot of onboarding to the faculty and students











