



HMS/HSDM Faculty Council

Faculty Council Minutes
December 14, 2022

Present: Agudo, Bauer, Becker, Bi, Biddinger, Chang, Chen, Daley, D'Amico, Desrosiers, Fregni, Giannobile, Goldstein, Greenberg, Haberer, Hedt-Gauthier, Haigis, Hatfield, Huang, Ingelfinger, Katz, Meyerson, Molina, Murray, Nayak, Okereke, Parangi, Rosen, Subramian, Treister, Wagers

Guests: Drs. Bates, Golan, Hundert, Hussain, Kuritzkes, Muto, Rabanni, Reede, Schwartzstein, Westlund; Mr. Serwald; Mss. Fang, Lewis, Moslehi, Peet

Staff: Mss. Carter, Ryan, Spearman; Messrs. Shacar, Wells-Bogue

This Faculty Council meeting was held virtually, via Zoom.

Dean Daley welcomed everyone to the meeting at 4:06pm and thanked them for their time. Dean Daley thanked Dean Joan Reede for their remarkable leadership in promoting excellence in mentoring. Dean Daley introduced Dean Reede to announce the 2022 Program Award for Culture of Excellence in Mentoring (PACEM).

Dean Reede invited the audience to take a moment to recognize and celebrate the recipients of the 2022 PACEM which was established to recognize the efforts of a department, division, office, or program to foster innovation and sustainability in mentoring while building a culture of mentoring. Programs that facilitate the mentoring of learners at any level at Harvard Medical School, Harvard T.H. School of Public Health, and the Harvard School of Dental Medicine. An advisory committee recommended this year's recipients of the PACEM.

The first recipient of the PACEM is Career Catalyst at Harvard Catalyst, The Harvard University Clinical and Translational Science Center. The program leaders are Dr. Francine Grodstein, ScD, Harvard T.H. School of Public Health adjunct professor of Epidemiology and Professor of Internal Medicine at Rush Medical College, and Dr. Christine Sieberg, PhD, Harvard Medical School Associate Professor of Psychology and Co-Director of the Biobehavioral Pediatric Pain Lab at Boston Children's Hospital. The second recipient is the Richard A. and Susan F. Smith Center for Outcomes Research Mentoring at Beth Israel Deaconess Medical Center. The program leaders are Robert W.Yeh, MD MSc, HMS Katz-Silver Family Associate Professor of Medicine in the Field of Outcomes Research in Cardiology and Rishi Wadhera, MD MPP, Harvard Medical School Assistant Professor of Medicine; General Cardiologist; Section Head of the Health Policy and Equity Research at the Smith Center. Lastly, the Special Innovation Award, which recognizes a new student-emphasis program, was given to the Pediatric Dermatology Student-Faculty Collaborative at Boston Children's Hospital and Harvard Medical School. The program leaders are Jennifer Huang, MD, Harvard Medical School Associate Professor of Dermatology; Section Chief, Dermatology and Sadaf Hussain, MD, Harvard Medical School Instructor of Dermatology; Attending Physician, Dermatology Program. A short video was shared about the 2022 PACEM awardees.

Dr. Rose Molina called the meeting to order at 4:16pm and asked for and received approval for the November 9, 2022, meeting minutes. Next, she called upon Dr. Richard Schwartzstein, Ellen and Melvin Gordon, Distinguished Professor of Medicine and Medical Education and chair of the Learning Environment Committee (LEC) to give an annual update.

The LEC is charged with monitoring the quality of the learning environment for students in the classroom, laboratories, and clinical settings. Dr. Schwartzstein shared data from the last quarter and went over the LEC focus of the 2022 academic year, specifically making definitions of feedback more explicit to understand challenges. Respecting patient confidentiality, dignity and autonomy leads to an improved learning environment. Dr. Schwartzstein stated that procedural specialties continue to struggle, however improvement has been observed across all the sites in surgery. Dr. Schwartzstein explained that it takes a lot of work on the part of the faculty to take the student to the bedside and give them meaningful feedback. Dr. Schwartzstein focused on psychological safety and explained that they are teaching respect as a framework. Dr. Schwartzstein then spent some time on areas of focus for the 2023 academic year, including: ongoing student evaluations of learning environment, faculty development (what are best ways to disseminate teaching modules? Continue to push on “respect” as an overarching framework), continue to monitor procedural specialties, meet with hospital presidents, and address mistreatment – consider reorganization of processes to enhance reporting to students, address fear of retaliation. He noted the LEC will continue to focus on fixed versus growth mindset and effort versus performance, as well as the importance of respect and the relationships between faculty and students.

Following Dr. Schwartzstein’s presentation, a discussion ensued. Dean Daley asked Dr. Schwartzstein to what extent is the lack of feedback due to accelerated clinical pace, which leaves less and less time for teaching (and feedback)? Dr. Schwartzstein explained that there are a lot of pressures on people and that it is imperative to make some effort to let students demonstrate their skills so actionable feedback can be given. We must continue to redouble our efforts in this area. Dr. Matthew Meyerson asked Dr. Schwartzstein about clinical pressures and the need for salary support for clinicians who are dedicated educators. Dr. Schwartzstein explained that when busy clinicians are seeing students, they are then seeing fewer patients. Is there a way that Harvard Medical School can work towards supporting dedicated clinician/educators so that it becomes economically neutral and not harmful for the physician? Funding must be provided, and we need to track where the money is going. We must be creative in thinking about this.

Dr. Molina thanked Dr. Schwartzstein.

Next, Dr. Molina called upon Dr. Dan Kuritzkes, Harriet Ryan Albee Professor of Medicine and chair of the HMS Student Promotion and Review Board (PRB) to give an annual update. Dr. Kuritzkes was not yet present, so Dr. Molina pivoted to Dean for Medical Education, Ed Hundert to discuss the Educational Policy & Curriculum Governance.

Dean Hundert explained that the Educational Policy & Curriculum Committee (EPCC) is responsible for the oversight and conduct of the four-year MD curriculum (including both pre-clerkship

curricula – Pathways and HST) and educational policies for the MD program at HMS. Dean Hundert explained the difference between the HST curriculum and the Pathways curriculum. The EPCC is governed through a series of sub-committees:

- Committee on Admissions
- Medical Student Promotion and Review Board
- Learning Environment Committee
- Financial Aid Committee
- Council of Academic Societies
- Pathways Preclerkship Subcommittee
- HST MD Curriculum Subcommittee
- PCE Subcommittee
- Post-PCE Subcommittee
- Assessment Subcommittee
- Anti-Racism Subcommittee

Dean Hundert touched on the major EPCC/Medical Education agendas for this year including a major revision of Pathways curriculum, launching summer '23, an HST curriculum reform, launching summer '24, a PCE reform – enhancing longitudinal relationships with patients and faculty), the Professional Growth and Educational Support System, and the LCME “mid-cycle” full-curriculum review. Dean Hundert explained that the EPCC is rethinking support for clinician-educators at affiliates and enhancing curricular/societal “themes,” specifically improving climate change and health themes in the curriculum. They are also continuing anti-racism work and working to enhance student wellness initiatives.

Dean Hundert showed data from the graduation questionnaire, comparing HMS to all schools between 2014-2022, specifically looking at the trend for “satisfaction with career planning services”. The percentage satisfied and very satisfied has increased from 48% at HMS in comparison to 65% at all schools in 2014, to 77% at HMS in comparison to 65% at all schools in 2022. Dean Hundert concluded with evidence for new pedagogies, specifically that learning is enhanced by high levels of engagement, spaces, effortful learning, practice revival, interleaving subjects, elaboration, and generation.

Following Dean Hundert’s presentation, a discussion ensued. Dr. Julie Ingelfinger asked: Would there be any merit to identifying residents in the first postgraduate year who would be formally involved in a hybrid type of mentoring in which they form a relationship with a given student jointly with core faculty mentors as a partnership? Dean Hundert explained that one great opportunity at HMS that is untapped is to make the link to GME. Dr. Anthony D’Amico asked: Would the HLT (Health Leadership Transformation) track replace the current MD MBA program that students apply to in the M2 year? Dean Hundert explained that it would not necessarily replace the current MD MBA program. There is a possibility that they will keep the opportunity. Dr. Felipe Fregni asked how to connect to training opportunities. Dean Hundert explained that there is a website available pertaining to HMS teaching faculty development which has interactive modules, videos, teaching tools, and articles pertaining to medical education.

Dr. Molina introduced Dr. Dan Kuritzkes, Harriet Ryan Albee Professor of Medicine and chair of the HMS Student Promotion and Review Board (PRB) to give an annual update.

Dr. Kuritzkes' primary focus of PRB is to ensure that HMS students meet the standards of professional conduct and responsibility of the school and verify that students have made satisfactory academic progress at the end of each phase of the MD curriculum. The PRB addresses why particular students have trouble at HMS and helps students through those difficulties. Dr. Kuritzkes noted that in the 2021-2022 academic year 38 student cases have been reviewed. The student concerns include academic and/or clinical performance, exam and/or assessment failure, professional behavior, and atypical progress through the curriculum. PRB activity to date in the 2022-2023 academic year includes 22 student cases with similar student concerns. Dr. Kuritzkes also noted that they need more diversity on the Promotion and Review Board.

Following Dr. Kuritzkes's presentation, a discussion ensued. Dr. Matthew Meyerson asked if students who are having difficulty generally make up for it over time or if they continue to run into difficulties. Dr. Kuritzkes noted that students who have been called out for professionalism issues are more likely to crop up with behavioral issues with licensure after graduation. Dr. Meyerson also asked if there are any characteristics of students before admission that may predict academic difficulty. Dr. Kuritzkes said that he would hate to generalize, however, students who come from smaller schools may be at a greater risk because they face significant social challenges in terms of acclimatizing to Boston. <https://pubmed.ncbi.nlm.nih.gov/31895703/>

Dr. Molina thanked Dr. Kuritzkes welcomed three HMS/HSDM Student Council members, Geraldine Serwald, Class of 2026 Student President, Kacey Fang, Class of 2026 Vice President of Operations, and Dorsa Moslehi, Class of 2026 Vice President of Mental Health and Wellness. Ms. Serwald, Ms. Fang, and Ms. Moslehi introduced themselves and discussed the goals of the HMS/HSDM Student Council which include cultivating a harmoniously diverse, cohesive community amongst the first-year medical students, fostering a class culture rooted in wellness, and mobilizing as HMS Class of 2026 *for* our surrounding Boston communities and beyond. They went over the National Data on Medical Student Burnout and touched on future goals for HMS mental health infrastructure, including student-led well-being grants. Ms. Serwald, Ms. Fang, and Ms. Moslehi explained the structure of the student council including the roles of the Vice President of Operations, the Vice President of Programming, the Vice President of Diversity, Equity and Inclusion, the Vice President of Health and Action, the Vice President of Health and Wellness, and the HSDM President.

Ms. Serwald, Ms. Fang, and Ms. Moslehi ended their presentation on financial aid and the importance of an affordably medical education. Free stethoscopes will be given to each student entering the HMS class of 2027, HMS students have continued access to the medical student Emergency Fund, and a new financial aid survey is set to be sent out to the student body shortly. Ms. Serwald, Ms. Fang, and Ms. Moslehi also touched on the Resilience, Excellence, Achievement, Compassion and Commitment to Helping the underserved (REACH) scholarship as well as HMS' ability to recruit a diverse pool of students before taking questions from the Faculty Council.

Dr. D'Amico asked if the pandemic has influenced the priorities for wellness. Ms. Moslehi explained that the pandemic highlighted physician burnout and burnout among medical students and the social isolation during the pandemic played a role. Dr. Erica Greenberg asked if there was a link between HMS students and the psychiatry department and/or a way for med students who are interested to have more involvement in the field of psychiatry. Ms. Serwald explained there is a need for more outreach interest in medical students.

Dr. Joshua Goldstein thanked Ms. Serwald, Ms. Fang, and Ms. Moslehi for their presentation and adjourned the meeting at approximately 5:31 pm.