



RIME Pre-Clerkship Committee (RPCC) Minutes

Approved

November 28, 2025

10:30 am-1:00 pm

Meeting took place via Zoom

Attendees: A. Adel, A. Bass, K. Black, N. Boechler, A. Bromley, S. Buffel (admin), J. Desy, S. Facchini, J. Gill, P. Lee, J. Ornstein, M. Paget, M. Sohn, L. Willetts, T. Wu (chair)

Regrets: J. Bertram, G. Bendiak, S. Coderre, L. Harper, M. Hsu, K. Huartson, S. Ivaturi, T. Killam, M. Lee, S. Leskosky, A. Randhawa, M. Sobczak, C. Svrcek, S. Tally, G. Taneja, H. von Engelbrechten, S. Weeks, C. Wong

Call to Order:

Dr. Theresa Wu welcomed all attendees and confirming that recording was in progress. In lieu of a formal land acknowledgment, Dr. Wu reflected on recent experiences in clinical service, emphasizing the importance of health equity and the responsibility of those with a platform to advocate for systemic improvements. This set a thoughtful tone for the meeting, underscoring the committee's commitment to meaningful change and collaboration.

Approval of Agenda

All in favor

Approval of Minutes from October 10, 2025

All in favor

STANDING UPDATES

4.1 Student Reports

The Class of 2027 reported that they are in the final week of the pre-clerkship curricular content, with their last class taking place on the day of the meeting. Students recently attended an OSCE information session with Dr. Ornstein and are in the midst of their second elective round, which has been met with greater satisfaction due to improved familiarity with the AFMC portal and elective planning strategies. Additionally, representatives from Emory University visited a few weeks prior to discuss the RIME curriculum and share lessons learned.

The Class of 2028 shared that they are in Week 1.4.1, completing the last unit of Block 1. They recently finished Career Development Week, which received very positive feedback from students. Preparations for their first OSCE are underway, and formative assessments and review sessions have helped alleviate anxiety and provided clarity on expectations. Students also noted that their recent Unit 3 exam was better received compared to Unit 2, and overall, the class is adjusting well to the RIME curriculum and medical school structure.

4.2 Undergraduate Medical Education Committee Update

Dr. Bromley provided the UMEC update, noting that the revised "Big Ten" objectives were recently approved by both UMEC and the Strategic Education Committee. These updates primarily involved changes to language and preamble to reinforce the program's commitment to health equity, while the core objectives themselves remain largely unchanged. The committee is also working on replacing banners and promotional materials to reflect these updates over the coming year. Additionally, Amy shared that a major initiative is underway to redesign the Student Academic Review Committee (SARC) process, which has been identified as overly resource-intensive and stressful for students.



This redesign, led by Dr. Glenda Bendiak, will introduce a new policy suite clarifying progression, remediation, and competency committee roles. Future discussions at UMEC will include integrating anti-ableist principles into functional abilities (formerly technical standards) and improving representation of Black health content in both pre-clerkship and clerkship curricula.

4.3 Clerkship Committee Update

Neither Dr. Weeks nor Dr. Harper was able to attend the meeting; however, both submitted written updates, which were shared in the chat for members to review. These updates ensured that the committee remained informed on current clerkship activities and progress. No discussion or decisions were required during the meeting regarding these items.

The Clerkship Handbook for the Class of 2027 has been streamlined and formally approved. In response to student feedback, the schedule for clerkship exams was revised, with the first summative exam moved one month earlier to avoid overlapping with the CaRMS application period. The committee will also hold a retreat on December 9, focusing on workplace accommodations and featuring a guest speaker.

For the Class of 2026, CaRMS applications were submitted by November 27 at 10:00 a.m. Students have received results from their first summative progress test, which showed improvement compared to the formative assessment. Those below the mentoring threshold will be connected with SUCCESS mentoring program and meet with the Clerkship Director. Additionally, plans are underway to provide PCEs with performance data by clinical presentation after the second summative exam to identify areas for improvement.

For the Class of 2027, work continues with the AFMC portal to manage home and visiting electives.

4.4 Student Evaluation Committee Update

Dr. Desy reported that OSCE preparation sessions hosted by the clinical skills group were well received, and students appear to be well-prepared for upcoming assessments. A key motion passed at the recent SEC meeting focused on streamlining the post-exam feedback process. Survey questions for MCQ exams will now be distributed directly from the evaluation office, which is expected to accelerate the release of exam results. Additionally, the committee is exploring the option of publishing specific release dates for unit exam results rather than broad timeframes, to reduce stress and uncertainty for students. From a research perspective, preparations are underway for the upcoming Eclipse event, scheduled for Monday, December 1st, featuring a keynote by Dr. Chris Watling and poster presentations from students in collaboration with the RISE Center.

4.5 Academic Team Update

Mr. Paget reported significant progress on multiple initiatives aimed at improving efficiency and enhancing the student experience. Updates included work on automating the shadowing request process in Osler to speed up approvals and reduce administrative burden. The team is also updating taxonomies in FreshSheet to reflect new MCC presentations and CANMEDS roles and adding visual labels for SAMP-specific content in preparation for Trailblazer Week in January. Additional efforts involve improving reporting capabilities in Dolphin for clinical presentations and disciplines, as well as implementing changes to RIME Cards—such as separating anatomy content from randomized play—to provide a more balanced study experience. Planning for the MedSys implementation is accelerating, and the team is preparing competency-related data for Blocks 1 and 3. Finally, the team highlighted the upcoming Eclipse event, which will feature 106 student abstracts and a keynote by Dr. Chris Watling, marking a strong increase in engagement compared to previous years.

4.6 Quality Improvement/Curricular Management Update

The majority of Dr. Lea Harper's update was addressed under the Undergraduate Medical Education Committee (UMEC) update.



OLD BUSINESS

No old business was discussed, as all previous items had been closed.

NEW BUSINESS

6.1 Tutorial Group Facilitators

This update was deferred to a future meeting.

6.2 Curriculum Innovations

This update was deferred to a future meeting.

6.3 Career Exploration Course Report

Dr. Melanie Sohn presented an overview of the Career Exploration Program, a key component of the Professional Role course designed to help students make informed decisions about their future medical careers. The program consists of three main elements.

1. Career Coaching matches students with a faculty coach early in Block 1 to guide reflection and planning. Coaches meet with students three times during pre-clerkship. Beginning with the Class of 2028, faculty will confirm these meetings via a short form.
2. Career Conversations provides students with the opportunity to meet three faculty members from different disciplines in the fall of their first year. These conversations allow students to learn about specialties, work-life balance, and career paths. Feedback has been overwhelmingly positive, with most students reporting expanded or clarified career options.
3. Career Development Weeks (CDWs) involves three one-week clinical experiences during pre-clerkship. The first occurs in Block 1, and two more in the summer. For the Class of 2027, 95% of students received their first or second choice for CDW placements. Students complete EPA0 (Professional Role) and one additional EPA during each CDW. Optional surveys indicate high satisfaction, with strong ratings for safety, professionalism, and exposure to sensitive issues.

Dr. Sohn highlighted several strengths of the program, including its broad scope of clinical exposure and strong synergy between coaching, conversations, and CDWs. Student feedback has been positive, and match rates for preferred placements remain high.

Challenges identified include the heavy administrative workload and complex logistics for matching students to placements, limited access to ConnectCare (which students feel hinders participation), occasional mistreatment concerns and lack of structured debriefing after difficult experiences, and the suitability of certain rotations (e.g., ICU, oncology) for early learners.

Planned changes include adjusting timelines so career conversations occur before CDW ranking to better inform choices, streamlining evaluation forms for CDWs into a single document, and exploring earlier integration of wellness and professionalism sessions to prepare students for challenging experiences. Additional initiatives include investigating options for view-only ConnectCare access during CDWs and considering pre-brief and debrief sessions around CDWs to support student wellness.

Dr. Sohn acknowledged the significant contributions of Heather Roberts, Sue-Ann Facchini, and faculty who support career coaching and conversations. Special recognition was given to Dr. Huntae Kim (Psychiatry) for his extensive involvement in coaching and conversations.

6.4 Anatomy Report

Dr. Willetts provided an update on the anatomy component of Block 2, which includes Fundamentals 5, 6,



7, and 8. Anatomy sessions are delivered through podcasts, learning cards, and workbook-based lab sessions designed to integrate clinical reasoning with anatomical knowledge. Labs occur every other week opposite clinical skills and include structured rotations through stations guided by clinicians and anatomists. Pre-lab preparation involves podcasts and cards for independent study, while in-lab activities combine specimen-based learning and clinical case discussions. Attendance for the first lab in each unit has been optional due to resource constraints, though the content remains mandatory.

Key changes from previous iterations include reorganizing topics for better integration with the clinical curriculum, such as moving upper extremity content to Unit 6 and shifting lower extremity content earlier. Adjustments were also made following resource challenges and a flood in ATSSL, which required one lab to run in Libin as a large-group session.

Dr. Willetts highlighted several strengths of the program, including high engagement and enthusiasm from anatomy faculty, strong integration and spiraling of content across units, and the value students place on anatomy for clinical reasoning and problem-solving. However, challenges remain, such as gaps in integration and coordination with the broader curriculum, inconsistent quality and structure of learning materials and delivery, overloaded schedules with limited protected time, and reports of unsafe learning environments when students are put on the spot during sessions.

Future directions include making all anatomy labs mandatory to ensure consistent learning experiences, introducing a new format that combines a live pre-quiz, co-teaching by clinicians and anatomists, and open lab time for self-directed learning. Plans also include incorporating formative self-assessments and OSCE-relevant questions to enhance preparation, reducing reliance on large numbers of preceptors by restructuring sessions, and improving consistency and inclusivity of podcasts and learning materials. Additionally, the team is exploring integration of EPA0 evaluations for meaningful student-preceptor interactions.

Dr. Willetts emphasized the need for logistical support to implement these changes and acknowledged the contributions of faculty and staff, including Mary Casement, Dr. Rebecca Charbonneau, and Dr. Kate Wiley, for their outstanding efforts in teaching and curriculum development.

CLOSING

Dr. Wu thanked everyone for their participation and confirmed that any remaining agenda items would be deferred to the next meeting. She noted that the next RPCC meeting will be held on January 9 and reminded attendees about the upcoming retreat on December 5 for those attending.

Dr. Wu also took a moment to acknowledge Dr. Adam Bass, as this was his final RPCC meeting before transitioning to his new role as nephrology program director. She expressed appreciation for his contributions over the years, and Dr. Bass shared his gratitude and offered to assist with teaching in the future.

The meeting concluded with well wishes and a lighthearted comment about seeing everyone at future events.

Meeting Adjourned at 1:00 pm

Next Meeting: Friday, January 9, 2026