

# **CUSOM Committees with MS-1 and/or MS-2 Student Vacancies**

## **1. The Community and Belonging Committee (*Chair: Dr. Lowe-Clayton; Vice-Chair: Dr. Holmes*)**

(Committee meets quarterly or as needed)

The Community and Belonging Committee develops strategies which promote the training of academically excellent, and culturally competent physicians from diverse backgrounds who will provide compassionate care to the patients in rural and underserved regions of North Carolina, the Southeast and the nation. In addition, the Committee provides recommendations to aid in achieving the CUSOM and university Mission and associated diversity outcomes among its students, faculty, staff, and other relevant members of the academic community. The Committee also collaborates with the Curriculum Committee, Course Directors, the CPHS Diversity Committee, student representatives and other stakeholders to foster a collaborative approach to developing interprofessional, educational, administrative, and community-based programs related to diversity and the understanding and recognition of bias along with effective strategies for prevention and intervention and initiatives to facilitate meaningful and long-lasting change.

## **2. Facilities and Learning Resources Committee (*Chair: Dr. Foster; Vice Chair: Chuck Toscano; Vice-Chair- Dusty Barbour*)**

(Committee meets quarterly or as needed)

The Facilities, Learning and Resources Committee advises the Dean on all technologies related to the operation of CUSOM. As part of this advisory function the Committee develops a long-range plan to address the current and future technology and learning resource needs within CUSOM, annually reviews the technology needs within CUSOM, communicates to the Dean as to funding priorities for technology needs, and recommends software packages for installation on student, faculty and staff computers. At least one student is appointed to this committee.

**3. Holistic Student Support Committee (*Chair: Dr. Hinkelman; Vice- Chair: Debi Pipes*)**

(Committee meets monthly or as needed)

The Holistic Student Support Committee—comprised of students, faculty, and staff members—represents the major domains of student support services at CUSOM and provide a mode for regular communications and collaborative efforts to address student support from a holistic approach for effective and successful navigation by students, faculty, and staff across the continuum of matriculation through graduation. The Committee is charged with identifying student support needs and opportunities to improve current programs, providing recommendations to the Associate Dean of Clinical Integration, and implementing initiatives and programming accordingly. The Council prepares a monthly report to the Associate Dean of Clinical Integration. The Chair and Vice-Chair preside over the Committee, report to the Associate Dean of Clinical Integration monthly, and present progress reports to the Dean's Council as needed.

**4. Research and Scholarship Committee (*Chair: Dr. Hamrick; Vice-Chair: Dr. Motyka*)**

(Committee meets quarterly, or as needed)

The purpose of the CUSOM Research Committee is multi-faceted and the Committee aims to foster a culture of research and scholarly activity at CUSOM and integrate these efforts with research throughout Campbell University by supporting the efforts of the Campbell University Research Committee. At least one student is appointed to this Committee.

**5. Doctor of Osteopathic Medicine (DO) Curriculum Committee (*Chair: Dr. Lushia; Vice-Chair: Dr. Powers*)**

(Committee meets quarterly or as needed)

The DO Curriculum Committee oversees development of the curriculum and advises the Dean regarding changes to the osteopathic medicine curriculum of CUSOM. Responsibilities include initiating or acting upon items related to course designations, course prerequisites, course content, and course sequencing within CUSOM's 4-year curriculum. The Committee ensures the curriculum is representative of each of the various disciplines within the school and in keeping with the major educational objectives of CUSOM by maintaining a current file of course syllabi and course learning objectives linked to AACOM core competencies. At least one student is appointed to this committee from each matriculating class. The Entrustable Professional Activities Committee is a subcommittee

of the Curriculum Committee which advises the CUSOM faculty to optimally assess students' ability to perform 13 core competencies required of a medical school graduate when beginning residency as *published by the American Association of Colleges of Osteopathic Medicine (AACOM)*.

**6. Entrustable Professional Activities Committee (*Chair: Dr. Cappola; Vice-Chair: Dr. Agnello*)**

(Committee meets as needed)

The Entrustable Professional Activities (EPA) Committee is a subcommittee of the Curriculum Committee and advises the CUSOM faculty to optimally assess students' ability to perform 13 core competencies required of a medical school graduate when beginning residency as published by the American Association of Colleges of Osteopathic Medicine (AACOM). CUSOM assesses these “entrustable professional activities” through an Objective Structured Clinical Examination (OSCE+), video evaluations, and evaluations of students by attending physicians on clinical rotations. The Committee evaluates assessment methods and the data obtained through these processes and reports to the Curriculum Committee.