CEPC Monthly Meeting

06.05.2017 05:00 PM - 06:30 PM

Purpose:	
Presenters:	Dankovich, Robin, Francis, Maureen, Hogg, Tanis
Note Taker:	Dankovich, Robin, De-Lara, Veronica, Hogg, Tanis
Attendees:	De-Lara, Veronica, Beinhoff, Lisa, Blunk, Dan, ~~Brower, Richard~~, Cashin, Laura, Cervantes, Jorge, Coue, Martine, Dankovich, Robin, Francis, Mark, Francis, Maureen, Gest, Thomas, Hogg, Tanis, Horn, Kathryn, ~~Kassar, Darine~~, Lacy, Naomi, ~~Lopez, Josev~~, Maldonado, Frankj, ~~Padilla, Osvaldo~~, Perry, Cynthia, ~~Pfarr, Curt~~
Guests:	brittany.harper@ttuhsc.edu, carolina.blotte@ttuhsc.edu, daniel.welder@ttuhsc.edu, david.e.morris@ttuhsc.edu, douglas.weier@ttuhsc.edu, hilda.alarcon@ttuhsc.edu, justin.hartmann@ttuhsc.edu, laura.palmer@ttuhsc.edu, rima.r.patel@ttuhsc.edu
Location:	MEB 1140

1. Review of Prior Meeting Minutes

Presenter(s): Hogg, Tanis

General Note

Dr. Hogg announced he would be chairing the CEPC meeting.

Minutes approved as written.

2. Student Rep Reports

General Note

MS2-
Students expressed concern about anonymity of student evaluations/feedback for PICE Course, since the course director (Dr. Lacy) is also the Director of Assessment and Evaluation in the Office of Medical Education. Dr. Hogg explained that for the PICE course student evaluation data is handled by Maria Cotera, Assistant Director in the Office of Assessment and Evaluation, and reviewed and approved by Dr. Brower. Dr. Hogg asked Dr. Lacy to explain how student anonymity is generally assured through the evaluation system. She explained that the Office of Evaluation only receives notification from Qualtrics that a student evaluation has been completed, but doesn't reveal the identity of the evaluation (whether it was for a specific faculty, course, etc.).

Student concerns about Professionalisms event cards

- Not a consistent approach to how lab attendance is being handled.
- In some cases students inform course directors of a planned unexcused absence (e.g., for a family member's wedding), but the event card doesn't specify the student made an attempt to handle their planned absence

professionally.
- Suggestion that an annotation is made on the event card to clarify if a student made an attempt to notify the course director in advance.
- Dr. Horn explained that professionalism trends, as opposed to isolated events (unless they're of significant concern), are brought to the Grading and Promotions Committee and considered for inclusion on the MSPE.

MS3s-

Started Orientation- First Block started Thursday and students who only had one week selectives-cut selective time

- Clerkship director has brought up issue in Year 3-4 meeting and asked to be moved to week 4.
  - Dr. Horn and Dr. Maureen Francis will ensure this conflict is avoided next year.

Conclusion

Statement will be added to Pre-Clerkship Syllabus about how general data is collected and how anonymity is preserved.

Dr. Hogg and Frank will review the process of the event cards, seeking to identify unique circumstances - look at how we handle it now and look at how we can add some detail

3. Announcements

3. 1. IPE Module Announcement (LCME 7.9)   Presenter(s): Hogg, Tanis

General Note
FYI to CEPC

Online Interprofessional Education modules are handled out of Lubbock and will be discontinued.

- Dr. Maureen Francis has been leading the charge to develop and implement hands-on IPE activities in place of the on-line modules. Several IPE activities have been rolled out and more are on the way.

3. 2. Summative Test Item Policy - suspended   Presenter(s): Hogg, Tanis

Summative Test Item Performance Policy v16SEP2016wAttachment.pdf

General Note

The summative test item policy which was developed by the Evaluation Committee and approved by the CEPC has been temporarily suspended. This is due to a current inability to automatically process and filter problematic exam items through ExamSoft. Assessment coordinators are still working with course directors and faculty to identify and characterize flawed items manually (according to the item performance rules outlined below), however this has been inefficient and extremely time consuming. Developing in-house software tools to automate the process is on our internal software development wish list. Once developed and tested, the summative test item policy will be re-activated.

- Item Difficulty
  - For any item with a difficulty of .2 or less, the item will be removed from the test and from the pool until

improved.
- ○ For any item with a difficulty of .9 or above, no changes to the test are required. The item is removed from the pool until it is made more difficult.
- Discrimination
  - ○ Items with discrimination of less than .1 are removed from the pool until improved.
- Foil Quality
  - ○ If 50% or more of the foils are not selected, the item is removed from the pool until improved.

4. AY 17-18 Course Revisions

4. 1. Pre-Clerkship Phase   Presenter(s): Hogg, Tanis

General Note

- Masters – already approved by CEPC
- SCI - Proposed changes for grade distribution going forward; gives more weight to the problem sets
- Med Skills – already approved
- SARP –
  - ○ Recommend to reduce to two tracks – third track was for MS4s only, however there have been issues with students missing SARP requirements right before graduation. Students who are unable to complete project in second track (i.e., by Fall of their M4 year) will be identified earlier and granted permission to participate in a special spring SARP symposium before graduation.
  - ○ Adjustment in the process to handle students switching SARP projects – students will need to alert the SARP director/coordinator directly and provide documentation to justify the change.
  - ○ Cap the # of MS1 students per mentor to a maximum of 5 new SARP students per year.
    - Aim to expand overall # of PLFSOM faculty involved in SARP
    - Aim to increase overall quality of mentor-mentee interaction
    - These new course policies will rolled out beginning with Class of 2021
- SPM changes
  - ○ Student laptop-based testing beginning with C/o 2021
  - ○ Asynchronous testing format for weekly formatives
  - ○ Students will have permanent access to formative test material
  - ○ Periodic student review of formative test material (spaced retrieval) will be incentivized by end-of-unit cumulative exams constructed of formative test material. Students will have unlimited attempts to pass each cumulative exam. Passing these exams is a requirement to receive a semester grade of pass.

Conclusion
CEPC approves and is to follow up in a year
Interim report for pre-clerkship phase AY 2017-18 to meet requirement of Curriculum Review Cycle - Policy

4. 1. 1. PICE

▣   PICE CEPC presentation.pptx

General Note

Elements

- ACLS
  - ○ All students who took ACLS training passed
  - ○ 2 students had excused absences

- 6 students failed to turn in their pre-test on time. They were allowed to continue on the basis that the instructions in the syllabus were not clear about where they needed to turn it in.
    - 1 student missed the video-lecture day and has to remediate on his own.
    - 1 student was late for the skills afternoon session (fell asleep) but allowed to continue by ACLS course director
- OSCE
    - All students passed.
    - 4 students who had marginal scores received narrative feedback
    - Administrative – no issues noted
- Tankside Grand Rounds
    - All groups presenting passed
    - 3 individual make-up presentations
        - 2 passed
        - 1 failed
- SDL Plan
    - Outcomes at deadline:
        - 1 had to remediate failure to submit plan (remediation complete)
        - 2 had missing information that was needed to complete plan (remediation complete)
    - Administrative
        - Faculty clearly had different ideas of what was acceptable.
        - Some students were confused about how the plan and assessment item differed.
- SDL Assesment
    - All but one student successfully completed assignment
    - 2 students had to address plagiarism concerns
- Administrative
    - 1 student needed help getting a faculty consortium to do his grading because of the complexity of question.
    - Need better instructions, particularly on formatting assignment
    - Several students failed to ask the reviewing faculty before selecting them
- CBSE
    - 11 students failed to score the 65 required for passing
        - 3 did not take the test (all passed Step 1)
        - 16 did not get a passing score on the first attempt
    - 1 only answered 4 questions (passed Step 1)
    - 1 answered 184 questions in 17 minutes (passed Step 1)
    - 13 took the remediation
    - 5 did not pass the remediation

Class achieved a historic high on CBSE, although additional time was provided for this class in the PICE course for preparation.

Action steps proposed by Year 1-2 committee:

- Eliminate the assessment item requirement
- Keep Tankside Grand Rounds
- Require CBSE pass (65 or better)
    - Eliminate Step 1 as a remediation route
- Consider having examples of well-crafted SDL plans on Canvas Resource Page
- Syllabus improvement
    - Clarify assignment elements of plan
    - Add "Quickstart" page
    - Add Canvas page
- Have College Master & course director discussion of plan expectations

Conclusion

CEPC approves and is to follow up in a year

General Note

General Changes

- Development of "quick guides" for EM and Neurology
- Required encounters and procedures and student level of responsibility identified last academic year and clarified during this review if needed
- PGO mapping reviewed
  - 1.10 added to mapping
- Objectives entered for all activities
- Continued efforts to find common ground across critical care and sub I selectives

Emergency Medicine

- Quick guide updated
- Op Log
  - 30 entries required to pass and 60 entries required for honors (unchanged)
  - Mandatory conditions
    - Abdominal Pain
    - Fever
    - Chest Pain
    - Nausea/Vomiting - added
    - Trauma - added
    - Cough or shortness of breath - adjusted. Requirement was listed as cough in the past.
- Shift assignments
  - Removed Del Sol and added THOP Transmountain for Clinical assignments
- Proposal to change shift assessment- new assessment form was displayed. It uses EPAs as framework. This was approved.

Neurology

- Students to round one day of the weekend when they are assigned to the inpatient service
- Order writing activity
  - Set of orders attached to H&P submitted for assessment (2)
- Formative pre-test and post-test
  - Self-assessment for students to evaluate their knowledge
- Quick guide in development

Critical Care

- PICU – see slides
- No major changes
  - MICU - 2 sites will continue to be used
    - UMC
    - Providence
- CVICU- no major changes
- NICU- no major changes
- SICU- no major changes

- NSICU- no major changes

PICU

- Table of PICU Clerkship Requirements added to the Appendix of the Syllabus as a guide for the students.
- Start time adjusted to 0600
- Faculty evaluation card
    - Residents spend more time with the students and complete the long form assessment
    - Faculty will complete a short form similar to what is in Surgery rotations. Faculty in PICU rotate and may only spend one day with the student so they don't feel that they can fill out the long form.
- Hand-off assessment – one per week- using the attached tool

Sub- Internship Family Medicine

- Addition of a check list quick guide
- Addition of a transition of care encounter card
    - included as a method of assessment under systems based practice (attached in slides)
    - 2 required
- general updates which are minor made to syllabus

Sub - Internship Internal Medicine

- Clarifications on the # days off and number of patients carried by MS4
- Already using a sign-out assessment
    - Based on iPASS and the IM resident sign-out form
- Quick guide in process

Sub Internship Pediatrics

- Hand-off assessment added (see attached in slides)
- Quick guide added for student reference
- Minor updates made

Sub Internship OB/GYN

- No major changes
- Hand-off/transition of care assessment – Clerkship Director asked to develop. CEPC members felt that this should be common across all Sub Is.
- Quick guide – will request this to be developed.

Sub Internship Surgery

- Quick-Guide developed
- Added requirement for 2 assessments of transition of care
-       - Will use current evaluation card format for this
- Other updates, including PGO mapping completed

Please note that all questions raised by the CEPC members were answered and proposed changes were approved for AY 2017-2018.

◨   Year 4 Clerkship Syllabus Review 2017.pptx

Conclusion

CEPC approved

Interim report for clerkship phase Year 4 - AY 2017-18 to meet requirement of Curriculum Review Cycle - Policy

6. Proposed actions related to high numbers of off-cycle students

Presenter(s): Hogg, Tanis

General Note

Problem- off cycle students has increased:
27 students- C/O 2018
20 students- C/O 2019

•Primary reason for students going off-cycle?
  •Performance on NBME comprehensive basic science exam (CBSE) at the end of the MS2 year predicts a fail or near-fail on USMLE Step 1

Proposed actions related to the high number of off cycle students

- Existing grading policies were reviewed, including:
  - Three SPM unit failures in an academic year, or failure of a remediation exam, leads to referral to GPC
  - Students may also fail and remediate a combination of other coursework in SCI, Skills, and Colloquium
- Performance in SPM is correlated with performance on end-of-year 2 CBSE
  - Powerful predictor is the first year performance in SPM, followed by SPM performance in second year and both years combined.
  - 62% of variance on CBSE is accounted for by aggregate performance on SPM unit examinations in first year, 52% for second year, 52% for both years combined
- Number of SPM unit failures correlates with CBSE performance
  - Most students with 2 or more SPM unit failures over 2 years (average of one per year) are predicted to fail Step 1 at end of second year
- Number of discipline-specific weaknesses correlates with CBSE performance
  - Most students with 3 or more weak disciplines (aggregate performance over 2 years of 65% or below) were predicted to fail Step 1
- Predicted student outcomes with modified curving rules, different fixed cut points, and number of permitted remediations were presented

CEPC Proposal:

- Make weekly formative quizzes required. Failure to complete weekly formative would result in professionalism event card.
- Establish a fixed cut point of 65% for SPM unit summative exams.
- Allow a combined maximum of 2 remediations per year between SPM units and SCI semesters. Permitted scenarios in a single academic year include:
  - 2 SPM unit remediations
  - 1 SPM unit and 1 SCI semester remediation
  - 2 SCI semester remediations

Anything exceeding these allowable limits (e.g., 2 SPM unit failures and 1 SCI semester failure in an academic year) would result in student referral to the GPC

The CEPC could not establish a consensus on whether to implement a formal minimum performance requirement (e.g. 65%) for individual SPM disciplines. Some members were concerned this might hinder or reverse integration at the level of curriculum planning and delivery. Instead, it was suggested that the school act on its established policy to put students on 'academic watch' if they demonstrate substantial deficiencies in one or more individual disciplines in SPM. Another suggestion was to increase the relative percentage of assessment items for 'underrepresented' disciplines on summative examinations in order to discourage students from neglecting content related to these areas.

Faculty-Assisted Small Group Tutoring (FAST) Pilot:

- Dr. Coue presented a proposal to pilot a faculty-led tutoring program for 'at-risk' students. This would involve surveillance by the Office of Student Affairs and the College Masters to identify 'at risk' students on the basis of poor formative and/or summative exam performance, or substantial discipline-specific issues. These students would be strongly encouraged by their mentor (College Master or designated faculty member) to meet periodically with specific faculty for tutoring and remediation. The CEPC was in favor of allowing the Year 1-2 curriculum committee to initiate this pilot for one year and report back on the outcomes.

6. 1. New GPC policy

Combined/overall cap on the number of SPM Unit and SCI course remediations allowed at the end of any semester and over any academic year

General Note

See proposed grading policy revisions (2 permitted remedations per year between SPM and SCI combined) noted above.

6. 2. Revision to SPM exam grading policy

Proposal to tighten the SPM exam grading policy from a 1.5 SD cut point, to a 1.0 (or 1.25?) SD cut point

General Note

See proposed revisions to SPM exam grading policy above.

7. 1. Curriculum Review Cycle Policy (revision)

🔲   Curriculum Review Cycle Policy_v2017May10_proposedRevision.docx

7. 2. Year 1-2 and Year 3-4 Commitee Policy

🔲   Year1_2_Year 3_4_CommitteesPolicy_v2017MAY11_IAreview.docx

9. Adjourn

Presenter(s): Hogg, Tanis

General Note

Meeting adjourned at 7:15 pm

Parked Items 🅿

5.	AY 2106-17 Curriculum as a Whole Review
7.	CEPC Policy Reviews
8.	Credit Hour Review AY 2017-18