

CEPC Monthly Meeting

03.12.2018 05:00 PM - 06:30 PM

Purpose:	
Presenters:	Brower, Richard, Hogg, Tanis, Lacy, Naomi, Pfarr, Curt
Note Taker:	Brower, Richard, Morales, Trinidad, Saucedo, Dianne
Attendees:	De-Lara, Veronica, Baatar, Dolgor, Beinhoff, Lisa, Blunk, Dan , Brower, Richard, Cervantes, Jorge, Coue, Martine, Dankovich, Robin, Francis, Mark, Francis, Maureen, Gajendran, Mahesh , Gest, Thomas, Hogg, Tanis, Horn, Kathryn , Kassar, Darine, Lacy, Naomi, Lopez, Jose , Maldonado, Frank , Martin, Charmaine, Morales, Trinidad, Padilla, Osvaldo , Perry, Cynthia, Pettit, Diana, Pfarr, Curt, Saucedo, Dianne, Uga, Aghaegbulam H , Wojciechowska, Joanna, Woods, Gordon
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, kristoffer.gonzalez@ttuhsc.edu, laura.palmer@ttuhsc.edu, maggie.scribner@ttuhsc.edu, Paul.Ogden@ttuhsc.edu, rima.r.patel@ttuhsc.edu, roberto.l.garcia@ttuhsc.edu
Location:	MEB 1140

1. Review Prior Meeting Minutes

Presenter(s): Brower, Richard

 CEPC_Feb_Sign_in.pdf  REMINDER CEPC Monthly Meeting - Feb_2018_Final.pdf

Brower, Richard

Dr. Brower asked CEPC to review the February CEPC minutes and rather than ask for a motion to approve the minutes, he asked if there were any objections to the minutes as written. No one had any objections or comments to the February CEPC minutes and minutes were approved as written.

ACTION: February CEPC meeting minutes approved.

Dr. Brower reminded the CEPC to review Dr. Lacy's video review of the 2016-17 Annual Report and Independent Student Assessment by the next CEPC meeting in April.

ACTION: Trinidad will send the link to the video (needs eRaider authentication) about a week before the April meeting.

 [Annual Report Summary - Pre-Clerkship Focus \(LCME 8.4\)](#)

Dr. Brower briefly introduced Dr. Ogden, new Provost for TTUHSC-El Paso, and informed CEPC that Dr. Ogden will show up to the CEPC monthly meetings as time allows. Dr. Ogden was given the floor to introduce himself to the CEPC and he talked about his various past positions (referred to himself as a collector of jobs) and looked forward to learning more about the CEPC and emphasized his open-door policy.

ACTION: Prior to the start of the CEPC meeting, Dr. Brower tasked Trinidad with obtaining a Meeting Booster account for Dr. Ogden and also setting up a brief tutorial.

2. SCEC Report

Presenter(s): Brower, Richard

Brower, Richard

Dr. Brower requested updates from MS1 through MS4.

2. 1. MS1

General Note

Students present, nothing to report.

2. 2. MS2

General Note

Students present, nothing to report.

2. 3. MS3

General Note

No students from MS3 present.

2. 4. MS4

General Note

No students from MS4 present.

3. Follow-up: Feedback on what should be included in pre-clerkship phase "Super-Syllabus"

Presenter(s): Hogg, Tanis

Hogg, Tanis

Dr. Hogg reminded the CEPC of the goal of creating a common template to present pre-clerkship syllabi (the 'Super-syllabus'). There was an attempt to make syllabi uniform, better looking, more interactive, because students were not using syllabi through CANVAS. The overall goal is to make everything more interactive. Drs. Hogg and Pfarr worked together in an attempt to create a "one-stop shop" for the pre-clerkship phase, using feedback from colleagues and students. Jose Lopez will update the CEPC on the progress of syllabus interaction through CANVAS.

Dr. Hogg used the attached 'Super-Syllabus Guidelines' document as a guide during this portion of his presentation.

Dr. Hogg discussed what should be included in the syllabus including: keys on how to succeed in medical school; review past literature, including the "Make It Stick- The Science of Successful Learning" to assist students with any struggles they may have early in medical school; assistance in transition to the clerkship phase; and the Bring Your Own Device (BYOD) policy, which will be void of IT information and will point students towards IT for any technical computer/software specifications, in addition to being able to provide a laptop to students without one on exam days.

Other goals of the super-syllabus:

Making sure each objective within the syllabus can be assessed; explaining the purpose/usefulness of the CBSE; clarifying policies to ensure exam security; avoiding any clashes in scheduling and interference with classes and other things students may be working on/committed to; introduce students to e-Portfolio; obtain feedback from students, emphasize *good* feedback that is anonymous; give students links to all resources present in the e-Library because often students are not aware of the resources; and finally, links to university-wide policies.

Feedback is welcomed if there are any opinions/comments/suggestions on what has been proposed to be included on the Super-Syllabus thus far.

 Super Syllabus guidelines.pdf

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Including calendars will be very helpful. Also, helpful to have explanations on different policies/committees and an explanation of the usefulness of CBSE so students can see why things are done the way they are.

Brower, Richard

Avoid overlapping documents, perhaps include links to parts of the Academic Catalog, especially in regards to links Student Affairs manage to ensure links are up-to-date. Dr. Brower recommended Dr. Hogg reach out to Dr. Dankovich for guidance on using existing policies to avoid duplication and possibly loss of fidelity.

TASK: Dr. Hogg will reach out to Dr. Dankovich for guidance on using existing policies to avoid duplicating existing guidance.

4. Course reviews (PICE, SARP, and SPM) (LCME 8.3)

 AY2017-18 Pre-clerkship Review Plan v09JAN2018.pdf  Curriculum-Review-Cycle-Policy.pdf
 Presentations to CEPC meeting on March 12, 2018 (PRE-CLERKSHIP PHASE REVIEW).pdf

Brower, Richard

Dr. Brower gave a quick review of the course directors tasks (PPT attached here) for March and April. The assumption is directors should know

the courses, but the point is to refresh and familiarize others in regards to the course and any changes within the courses. The CEPC will need to approve the course syllabus. If any questions on the courses syllabi, let the CEPC know.

General Note

 AY2017-18 Pre-clerkship Review Plan v09JAN2018.pptx

4. 1. SARP course and syllabus review (Dr. Coue)

Presenter(s): Pfarr, Curt

General Note

Dr. Coue presented SARP overview.

The goal of SARP is to "engage and educate" while fulfilling SARP I, II, and III requirements. Students create and faculty review their SARP plan and provide feedback. Students can earn a passing grade by respecting the deadline (pass/fail course). SARP I done early in the academic trajectory, SARP II done in fall of Year 2 or fall between Years 3 and 4, and SARP III in the spring of the fourth year so not to interfere with residency.

The types of projects students can do is *unlimited*, yet SARP data shows most projects have a clinical science theme. And projects can be done anywhere, but data suggests most projects are performed with PLFSOM faculty. Students may also apply at external institutions, and about a third do so and a few apply for competitive internships in the summer, that are related to SARP. This may suggest student engagement, students may be taking these seriously and may be doing research beyond their SARP.

Past data shows SARP outcomes result in publications (~1/3 of time). The SARP project allows students to achieve a more scholarly activity and pursue research beyond their SARP.

Hogg, Tanis

Dr. Hogg asked how SARP outcomes are tracked. Dr. Coue replied that student Curriculum Vitae are examined, since these are updated constantly as they are used for residency applications. Sometimes faculty provide data in an attempt to be as thorough as possible. Perhaps using the syllabus that was created last year.

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Maggie asked if a note can be placed in SARP syllabus that if a student is pursuing an Anatomy Distinction, their SARP topic should align with anatomy. Dr. Hogg mentioned that perhaps students in the Anatomy Distinction should know to pursue a project with an anatomy theme and Dr. Brower remarked that the pre-clerkship syllabus should include a note about the Anatomy Distinction.

Hogg, Tanis

Dr. Hogg asked if there are any challenges in SARP, perhaps shifting deadline dates. Dr. Coue replied that about 20-25% of students wait until MS4 to complete their SARP, while some students perform work that does not fulfill the SARP requirements. Or students wait until the last semester to complete their SARP and are short on time to complete the SARP requirements. Students may have different expectations, but overall, SARP is successful, a small number of faculty are able to guide a large number of students. Thus far, no students have failed SARP.

General Note

Dr. Ogden (new Provost) asked about the timeline of SARP completion. Dr. Coue explained the SARP project is selected in the first summer between MS1 and MS2. Progress reports are due between every year, but the data is self-reported, so students who may not be progressing on their SARP may not be providing accurate reports.

Dr. Ogden then asked if the deadlines were being moved up and Dr. Coue said yes and this was helping SARP completion and also preparation to use SARP project in residency applications. Dr. Brower mentioned some students may need later deadlines due to the magnitude of their projects.

 CEPC presentation 03-12-2018.pptx

Conclusion

ACTION: Dr. Brower asked the CEPC, based on the presentation provided by Dr. Coue, to authorize Dr. Hogg to review and approve the final SARP syllabus for AY2018-19. This was approved.

4. 2. PICE course and syllabus review (Dr. Lacy)

Presenter(s): Lacy, Naomi

Lacy, Naomi

Dr. Lacy presented the PICE overview.

The goal of PICE is for students to grasp the basic science knowledge and skills to be a practicing clinician. The course involves self-directed learning with assessment, ACLS training and certification examination, students have to participate in all of the sessions. A good effort likely leads to a passing grade.

OSCE has not changed in last two years and results have shown that high-risk students benefited. Although as the PLFSOM cohort size expands, the time to take OSCE may need to change.

Tankside uses anatomy and basic sciences and students give a presentation. This involves a rubric-based assessment and was recently compressed from 8 weeks to 5 weeks and off-cycle students do not know when they will take Tankside.

Students also see the CBSE and they are graded on their professionalism.

 2018 CEPC PICE Presentation.pptx

General Note

Following up on Dr. Lacy's brief discussion about a student removing an ACLS test, Dr. Ogden asked about the consequences for a student removing a test (ACLS) and Dr. Lacy replied "remediation" involving writing a paper, talking about what caused the error, the consequences to student and faculty for doing this during a national exam. The incident in question was an error, an "honest" mistake. Dr. Ogden said it was a serious error/gaffe.

Dr. Brower interjected, saying while it was a big lapse, the faculty should not have allowed this to happen. Dr. Ogden replied it is difficult to believe it was an honest mistake.

Francis, Maureen

Dr. (Maureen) Francis also wanted to remove the line in syllabus where students have to review peer-reviewed articles, all references to doing this should be removed. Maggie agreed, anything peer-reviewed should be removed altogether, this does not help students who are preparing for STEP.

Dr. (Maureen) Francis also mentioned the timeline needs to be fixed as the latest students can take STEP is May 11th.

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Maggie asked if there is any possibility PICE can become a semester-long courses with more time for components and faculty can have more time to create an assessment plan. Dr. Brower said no, PICE caps everything.

Dr. Ogden inquired if PICE helps students do better in STEP or if students intentionally tank CBSE to get more time to prepare for STEP. Dr. Brower said there is not enough data to answer this and Dr. Lacy added there is only bad data and inquiry cannot be answered at this time.

A student suggested better informing students when PICE schedule is released to help students manage their schedules better.

Francis, Maureen

Dr. (Maureen) Francis asked if the CBSE requirement could be reviewed, perhaps giving a good honest effort on CBSE and passing STEP 1 will result in passing PICE. Dr. Brower answered it may difficult to gauge what is a "good, honest" effort.

General Note

A student asked if the OSCE score is supposed to show up in e-Portfolio and Dr. Lacy clarified that students will not hear from OSCE unless they are at risk. OSCE is a competency assessment, OSCE will present a pass or fail or remediated grade on the grade sheet. Dr. (Maureen) Francis said students do not want a grade for OSCE and Dr. Ogden said the grade does not help as a student with a high score cannot be seen as more competent than a student with a lower passing score.

Dr. Brower asked the CEPC, based on the presentation provided by Dr. Lacy, to allow Dr. Hogg to review and approve the final PICE syllabus for AY2018-19. This was approved.

Conclusion

ACTION: Dr. Brower asked the CEPC, based on the presentation provided by Dr. Lacy, to authorize Dr. Hogg to review and approve the final PICE syllabus for AY2018-19 and this was approved.

4. 3. SPM course and syllabus review (Drs. Baatar and Pettit)

General Note

Drs. Pettit and Baatar presented the SPM overview

Dr. Pettit began the overview by discussing how the course goal is to help students learn the material they need to become an experienced

clinician. The course syllabus is in compliance and the student scores look pretty good.

Units REP and MHD had to be re-structured to the same length. A hard pass was introduced, 1.5 standard deviations below the mean is failure, but cannot use 1 semester's worth of data to see if the hard pass is effective. Also, ID numbers should be removed from questions to prevent "gaming".

Dr. (Mark) Francis mentioned the examination should be all or none (pass/fail) because scores place too much stress on students.

 SPM Report CEPC 031218.pptx

Dr. Pettit relayed to the CEPC Cardiovascular and Renal are still in progress. There are 10 system based units and there haven't been huge rises in the results of failure from raising the passing score. REP has been moved into the last semester and the course is looking to integrate the removed weeks more smoothly into another unit. However, REP now contains three weeks of material and we might want to consider a higher standard. The HEME standard might also be too low.

Additional results from changing the passing score: CO2021 had better anatomy scores on the GIS and IMN Units, wanting to say that this is helping the students; saw a significant improvement for students in the lower quartile; and overall students liked changes done regardless of the score they earned.

Also, this year it became a requirement for students to take weekly formatives and take a cumulative exam. The formatives will be used to review the material and students may go back to them when studying for STEP.

Some difficulties experienced included having technical problems every week, figuring out who should get an event card. Students are also not putting much effort into the formatives. There are problems with the cumulative exams, there are IDs for each question and they can go back in and get a 100%. A solution is to remove this ID. *****Dr. Brower reached out to Jose and IT after this CEPC meeting and the question IDs are being removed*****

Possible solutions for taking the formatives more seriously include incentives for students taking and putting work into the formatives by giving them a 1% bump on their overall score if completed and passed. However, this would allow some students to pass with the 1% bump. The 1% may not be overly generous, but it can be discussed. Perhaps removing the current cumulative exam format and revert to the one used previously.

Dr. Baatar then introduced a proposed change in grading curriculum

Dr. Baatar noticed that there is a loophole for students to pass, some students failed 5 units but passed the overall exam, and perhaps changing the grading system to see if they actually do pass and also to improve discipline accountability. He proposed grading exam by the total number of questions and questions passed, which will result in a reduction of less than 1% for this new method exam grade mean.

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Maggie inquired if more students might be failing, but perhaps this might encourage students more to study. How will this proposed change really affect passing outcomes? Perhaps Dr. Lacy could run analysis to see what impact it might have.

Dr. Pettit suggested making the test longer.

Pfarr, Curt

Dr. Pfarr suggested having the number of questions on the exam correspond to the number of session hours of the course.

Francis, Maureen

Dr. (Maureen) Francis suggested increasing the number of questions, maybe look at the quality of the items.

Lacy, Naomi

Dr. Lacy suggested a minimum number of questions, adding more questions if more material was covered.

Pfarr, Curt

Dr. Pfarr suggested looking at the exam content again, seeing what is being triaged. Perhaps students are gaming the exam.

General Note

Dr. Woods discussed a talk he had with his students and how they do not wish to student components they will not pursue.

Francis, Mark

Dr. (Mark) Francis said students may not be happy if they fail due to adjusting the grading method.

General Note

Dr. Ogden said students will not want to change the way the test is weighted. If the goal is to improve performance, place weight on the number of questions.

Conclusion

ACTION: Based on the committee discussion, Dr. Brower suggested that Dr. Hogg arrange for the proposed revisions to the SPM course provided by Dr. Pettit and Dr. Baatar to be discussed by the Year 1-2 Committee. The input of the Year 1-2 Committee will be presented by Dr. Hogg at a subsequent CEPC meeting (with Dr. Baatar and Dr. Pettit invited). Authorization for final review and approval of the SPM syllabi for AY2018-19 is deferred pending the above.

5. Roundtable

Presenter(s): Brower, Richard

Brower, Richard

Dr. Brower apologized for the length of the meeting, but relayed the importance of the pre-clerkship course review.

6. Adjourn

Presenter(s): Brower, Richard

Brower, Richard

ACTION: Dr. Brower dismissed the March CEPC monthly meeting at 7:02 p.m.