

CEPC Monthly Meeting

04.09.2018 05:00 PM - 06:30 PM

Purpose:	
Presenters:	Brower, Richard, Francis, Mark, Francis, Maureen, Pfarr, Curt
Attendees:	De-Lara, Veronica, Beinhoff, Lisa, Brower, Richard, Cervantes, Jorge, Dankovich, Robin, Francis, Mark, Francis, Maureen, Gajendran, Mahesh, Gest, Thomas, Hogg, Tanis, Horn, Kathryn, Kassir, Darine, Lopez, Josev, Maldonado, Frankj, Martin, Charmaine, Morales, Trinidad, Padilla, Osvaldo, Perry, Cynthia, Pfarr, Curt, Saucedo, Dianne, Uga, Aghaegbulam H, Wojciechowska, Joanna
Guests:	brittany.harper@ttuhsc.edu, carolina.blotte@ttuhsc.edu, daniel.welder@ttuhsc.edu, douglas.weier@ttuhsc.edu, hilda.alarcon@ttuhsc.edu, justin.hartmann@ttuhsc.edu, kristoffer.gonzalez@ttuhsc.edu, maggie.scribner@ttuhsc.edu, roberto.l.garcia@ttuhsc.edu
Location:	MEB 1140

1. Review Prior Meeting Minutes

General Note

Dr. Hogg and Frank Maldonado notified Trinidad they would not be present to the April 9th CEPC meeting. Dr. Gajendran e-mailed Dr. Brower late Monday after the CEPC meeting to let him know he was seeing patients late Monday and could not attend CEPC.

Brower, Richard

Dr. Brower inquired if Dr. Hogg would be missing the April 30th meeting as well. Trinidad will follow up with Dr. Hogg.

Dr. Brower asked the CEPC if anyone had any objections to the March minutes as written.

Pfarr, Curt

Dr. Pfarr made a comment to CEPC and Trinidad to change "credit hours" to "session hours" in a comment attributed to him in the March minutes. Trinidad noted the change and made the edit in Meeting Booster.

General Note

ACTION: No objections for March minutes, March minutes approved.

2. SCEC Report

Brower, Richard

Dr. Brower asked MS 1 through MS 4 for questions/comments.

2.1. MS1

kristoffer.gonzalez@ttuhsc.edu

Kris asked about changes rumored to be coming for the Endocrine unit. Hasn't heard anything from faculty, just other students.

Brower, Richard

Dr. Brower relayed to Kris and the CEPC that, while there are discussions occurring at the level of the Year 1-2 Committee about proposed modifications to the Endocrine Unit, no decision have been made. Also, as per policy, major changes to the content and/or structure of the unit would need to be reviewed and approved by the CEPC prior to implementation.

Perry, Cynthia

Dr. Perry said she could speak about this and said there might be a modifying and changing of schedules. The unit directors and the faculty will be meeting on Monday, April 16th about seeing what could be cut out from session, perhaps including more integrated sessions, TBL sessions,

some self-taught learning. All of this will be discussed on Monday (April 16th).

Brower, Richard

Dr. Brower concurred with Dr. Perry and relayed to the student that nothing has been changed.

2. 2. MS2

General Note

Nothing to report.

2. 3. MS3

General Note

No one present.

2. 4. MS4

General Note

No one present.

3. Course syllabi review (Colloquium, Med Skills, SCI) (LCME 8.3)

Brower, Richard

Dr. Brower informed the CEPC that three more course presentations for the pre-clerkship phase review will occur today.

3. 1. Colloquium course syllabus review (Drs. Blunk and Pfarr)

Presenter(s): Pfarr, Curt

General Note

Master's Colloquium presentation by Dr. Blunk (Dr. Pfarr was present, but only Dr. Blunk presented). The course uses different formats, mostly discussion, small group discussions, sometimes movie, or other type of analysis. Grades come from written assignment(s) or presentation(s). Dr. Blunk highlighted that Admissions does great job matching students into the course, maximizing gender diversity. Overall, the course allows students to get into good discussions about ethics and topics are aligned with SPM and SCI courses.

For the 2018-19 Academic Year, all the sessions remain the same, only the dates changed. The course is in compliance with the syllabus template, met with Dr. Hogg about this the previous year. All colleges are now contributing, no changes, just the dates.

The course is in compliance with LCME and syllabus templates, checked with Dr. Hogg.

Overall, student feedback is positive. Some dips in indicators from year to year, but students have been and are providing good feedback about the course.

The course strengths include topics that are taught in separate courses at other institutions are taught in a single course at PLFSOM, students develop communities with other students and also develop relationships with faculty that leads to effective mentoring.

Challenges include the course being taught by different college masters, although common topics and objectives for all college has minimized deviations in the manner the course is taught.

The proposed changes for MS 1 students include giving students with excused absences a 72 hour extension to submit papers. If the deadline is not adhered to, students lose points on the assignment and need to complete an additional paper. More than 2 unexcused absences result in 1500 word reflection papers for each missed colloquium session, due 7 calendar days after the end of the semester. Failure to meet this requirement results in a failing grade for the course.

For MS 2 students, the written assignment changes are discussed for MS 1 apply, in addition to missing team presentations resulting in written assignments of 5 pages on topic chosen by college master.

Brower, Richard

Dr. Brower made the comment that instead of using page length guidelines for the papers students may need to write, use a word limit. Dr. Blunk concurred.

Dr. Brower also asked how a student's understanding of ethics is graded and Dr. Blunk discussed writing one paper, giving an analysis of ethics, in addition to their discussion and observation during colloquium.

Cervantes, Jorge

Dr. Cervantes asked if the titles of the sessions changed and Dr. Blunk responded no, no changes, just the dates.

Brower, Richard

Dr. Brower informed CEPC that the changes were minor and he wanted CEPC to differ course approval to Drs. Hogg and Brower. No objections doing this from CEPC.

ACTION: Course approval deferred to Drs. Brower and Hogg by CEPC.

3. 2. Med Skills (Drs. Htay and Woods)

General Note

Medical Skills course was presented by Drs. Htay and Woods.

Dr. Woods began the presentation talking about presentation-based curriculum, using clinical presentations. The schemes are presented on Mondays and although students are not very confident, the arc moves from the three days of basic science content, the medical skills course towards the end of the week and finally the Worked Case Examples and Colloquium at the end of the week. This weekly arc incorporates Bloom's Taxonomy. The course overall goal is for each medical student to achieve proficiency and competence in the fundamental skills of doctoring.

2 hour weekly sessions based on clinical presentations, beginning with a Turning Point Quiz and then 2-3 activities per session that include standardized patient encounters, simulations, Team-Based Learning, and off-site clinical visits.

Dr. Htay took over presentation and talked about how in Academic Year 2017-18, the grading policy changed with attendance point percentage dropping from 30% previous to 10% in 2017-18 and 2018-19, removing generous attendance points. Data shows pre-session quiz performance is significantly higher in most sessions (2016-17 to 2017-18), and the grading policy easily identifies students who need remediation and provides assistance.

Grading policy changes have resulted in increased utilization of standardized patients, increase use of rooms at ATACS and more make-up quizzes as students want to maintain the attendance points after returning from an excused absence.

The course is the highest rated courses by students on several indicators, including course organization, meeting learning objectives, and providing useful knowledge and skills. Although the course ranks high in feedback, it is constantly reviewing feedback to improve the course and provide innovating ways to teach material (virtual reality rooms).

Ongoing challenges include faculty recruitment, standardized patient budget and standardized patient attrition and recruitment, and staff turnover.

Opportunities include standardized patients refresher training and collaboration with psychiatry faculty for future development of suicide prevention and screening module.

Dr. Htay said besides ATACS dress code changing to align with clerkship and UMC dress code, no major changes. The course is using the approved syllabus template.

Brower, Richard

Dr. Brower informed CEPC that the changes were minor and he wanted CEPC to differ course approval to Drs. Hogg and Brower. No objections doing this from CEPC.

ACTION: Course approval deferred to Drs. Brower and Hogg by CEPC.

3. 3. SCI (Dr. (Mark) Francis)

Presenter(s): Francis, Mark

Francis, Mark

Dr. (Mark) Francis presented Society, Community, and the Individual (SCI). The course follows the approved syllabus template.

Four main components (Introduction to Clinical Research; Social foundations of medicine; conversational and medical Spanish; and community preceptorships), with Service-Based Learning and an immersion experience also included.

Students have demonstrated they can read the literature well, during the immersion period students learn conversational Spanish and can do assessments of communities. Also, students receive time to bond with each other and also learn to have empathy. The course shows students how a great physician can pick up the social context of diseases. Students are learning how to interpret regression analyses, which are used in peer-reviewed articles. Students are also using problem sets, some low-level issues, four types of literature reviews.

Introduction to Clinical Research SCORE overall has been improving, moving towards from one standard deviation below the mean to near the mean or above. Preparation for STEP is going well and transition into the third year.

A plan to de-bulk MS 2 spring semester after the winter break, with an emphasis that evidence-based clinical problem can be submitted before

the holiday. Also, a journal club was started during intersessions.

SCI covers many of the hot topic issues designated by LCME, including social determinants of health; cultural intelligence; and LGBTQI.

Immersion is going well, overall positive. Links from community assessment to service-based learning is coming to fruition. Have to keep removing non-SCI material out of immersion.

Second year SCORE was poorly organized with vague instructions, some pairings did not make sense to students, exam questions not clear, and some guest lecturers did not appear to have clear goals and/or expectations.

Preceptors are being syphoned by Burrell and the upcoming US Calvary. Discussed remediation for missing a clinic, 10 page paper (although it was noted a word length may be better than a page length), with subsequent penalties for missing clinics or reflection papers, up to failure of course and referral to GPC.

Spanish is required of all students, different grade distribution between novice, intermediate, and advanced classes. CANOPY program was not being used like it should and has been abandoned. A statement of Spanish-speaking ability is worked on so students can have this at the end of their second year. Dr. Brower gave some background one why CANOPY was no longer being used, very low adoption among students.

Service-based learning is growing, many students perform at least 100 hours of this, and there is a collaboration with area high school and UTEP.

Grade distribution can change with drop of "lessons learned" presentation, although at the end of Dr. Francis' presentation, students asked if the "lessons learned" component would be replaced with anything else (no), and students relayed how much they enjoyed the "lessons learned" component and if it can be kept. Dr. Francis said he would consider this, but some student feedback from other students indicated "lessons learned" should be removed.

Padilla, Osvaldo

Dr. Padilla asked about the PCPs and how to recruit. Dr. Francis said Dr. de la Rosa would be assisting in recruitment and also to relay to students the importance of them and to prevent missing these sessions. Office managers may stop access to some PCPs because their productivity in the office may decrease if they participate in SCI. Dr. Rosenthal is doing more visits to PCP sites and students are receiving more feedback from the PCPs.

General Note

ACTION: CEPC deferred course approval, including resolution of the "Lessons Learned" experience and associated changes in the course assessment plan, to Drs. Brower and Hogg.

4. 4. AY 2018-19 Common Clerkship Policies Review

Presenter(s): Francis, Maureen

Francis, Maureen

Dr. (Maureen) Francis discussed the Common Clerkship Policies document, which was started in 2014-15 Academic Year with no uniformity in syllabi.

Dr. Francis wanted CEPC to review document, noting all the tracked changes to show how much the document has changed.

Highlights included how students could make-up assignments and time missed, some difficulty with student immunization records (credentialing) and how this affects their work in clinics/sites.

Dr. Brower informed Dr. Francis time was short, so she highlighted a few sections of the document, mostly absences, grading, and credentialing.

Pfarr, Curt

Dr. Pfarr caught a spelling/grammatical error in the document and relayed to Dr. Francis.

General Note

A student asked if a 24 hour stay was required for electives and Dr. Francis responded that no, this was not required.

Padilla, Osvaldo

Dr. Padilla and students had a few questions on absences and electives in the fourth year.

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Kris asked if the competencies are basically the goals and Dr. Francis said yes.

Brower, Richard

Dr. Brower informed CEPC the document had gone through the 3-4 committee and what he would do is send this document electronically to the CEPC for a vote.

ACTION: Dr. Brower asked Trinidad to send the document to the voting and ex-officio members and request a vote on moving forward with the document as revised.

5. Integrated Curricular Elements (ICE) Case Presentation Exercise

Presenter(s): Brower, Richard

Brower, Richard

Dr. Brower discussed wanting to table the Integrated Curricular Elements for third year students. The idea was for students to gain experience and put together a presentation displaying their teaching skills. A strong idea, but needs to be revised.

Dr. Brower proposed informing current third year students ICE is no longer a requirement, but if they have already worked on a project, a review group can be put together to review and if the project (case presentation) is of high quality and well-structured, the student may receive a letter of commendation. Propose leaving the course in the academic catalog, but revise ICE and roll it out the following year.

ACTION: CEPC agreed with Dr. Brower's proposal and ICE will no longer be a requirement for third-year students. It will be revised for the following year. Dr. Brower will notify students via e-mail about these changes next week. Students who have already done substantial work on a presentation may submit it for review by a faculty team, and if deemed to be of good quality (suitable for inclusion in Worked Case Examples) then the student will receive a letter of commendation from the Office of Medical Education/Dr. Brower.

6. Roundtable

General Note

No additional comments made during roundtable.

7. Adjourn

General Note

Meeting adjourned at 6:57pm.