

# CEPC Monthly Meeting

06.08.2020 05:30 PM - 07:00 PM

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## Meeting Minutes

**TTUHSC EP Paul L. Foster School of Medicine**

5001 El Paso Drive

El Paso, TX, 79905

USA

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# 1. STUDENT CONCERNS/ REPORTS

## Discussion

Discussion

### MS4

- Concern raised about accessing ERAS to which Dr. Ellis replies yes they will be sending something out.

### MS3






- Brown bag meeting tomorrow June 9th with Dr. Lange so issues will be brought up then
- Concern about access to resources for STEP 1 and 2.
  - Dr. Hogg notes they purchased 1 year extensions to UWorld subscriptions and that will be handled by library services.
  - Dr. Bienhoff mentions deployment by the end of the month, Dr. Hogg - PLFSOM was surveyed by the NBME about being a potential testing site for the STEP exams and are waiting for a reply.
  - Dr. Francis mentions the UWorld STEP 2 begins in July and runs for a year, which will help next year when they are studying for STEP 2 due to 3rd year not ending until two weeks later than before, which will push the testing date by two weeks.

### MS2

- no concerns

# 2. ANNOUNCEMENTS

# 3. MD/MBA PROGRAM PROPOSAL

-  MD-MBA dual degree options\_combined docs.pdf
-  MD-MBA Prelim Proposal\_CEPC\_08JUN2020.pdf
-  MD-MBA Prelim Proposal\_CEPC\_08JUN2020.pptx
-  Medical Students Who Pursue a Joint MD-MBA Degree-Who Are They and Where Are They Heading.pdf
-  The Md\_mba Effect\_ A Study Of How Residency Directors Perceive Ap.pdf

## Discussion

Discussion

Dr. Brower presents new proposal:

Currently PLFSOM offers only a dual MD/MPH program, but with adding a dual MD/MBA program it will raise its profile and attraction among candidate pools in comparison to other Medical Schools offering dual programs.

UTEP and TTU Lubbock are potential partners for this program, both are long established with no difference in accreditation but would require a 5th year commitment for PLFSOM students.

#### TTU Lubbock benefits:

- A fully Online option or hybrid online/on-campus. Online offering added flexibility
- Internship (but this would require a local coordinator)
- A potential of 8 credit hours shared with MD program
- A larger and more diversely skilled staff with an overall larger program in terms of degrees conferred

#### UTEP offering:

- On-campus with a hybrid possibility
- A potential of 9 credit hours shared with MD program
- Local faculty support
- Cheaper program cost
- Fewer total hours for completion. Cohort structure that emphasizes a collegial nature to cohorts that are started 3 times a year
  - Drawback MD students would have to skip from cohort to cohort reducing benefits of a cohort framework.
  - Fewer total hours for completion
    - Note however TTU's extra hours are highly relevant in that they have a healthcare organization management focus.

Dr. Brower asks if the committee endorses the idea of a 5 year dual MD/MBA program, and if so recommends going with the TTU program.

Discussion ensues

Dr. Fuhrman asks how this would impact class sizes

- it wouldn't impact PLFSOM class sizes with the exception that there might be an imbalance in the cohorts of students that opt to take the MBA program from year to year, so there may be some marginal variation of students entering the 4th year but is more about making the school more attractive and competitive with other schools that offer similar programs rather than bringing more students in.

Dr. Cervantes asks is the idea to copy the Lubbock MD/MBA program currently offered.

- It would be the same course work, but due to the way that the school of medicine in Lubbock is structured there is greater ability for the students to complete the MBA courses during the summer breaks, so students in Lubbock can complete the program within the 4 years
- Dr. Brower recommends that we operate as many other schools do and offer it as a 5 year program.

Dr. Nino asks is this option available to current students.

- Yes, they would even advise that students enroll in the program after their first year of medical school.

Dr. Hogg asks are students required to complete all credits for the MBA program prior to graduating from PLFSOM

- no, they are separate programs.

Dr. Hogg then asks based on the information from the national data how many students enroll in this MBA program from each class

- a very small amount, probably a few from each class.

Dr. Hogg agrees that the TTU program appears to be the better fit

Dr. Brower notes that

- any student enrolled in the program has access through the distance learning methods to counseling through the business school services.
- Students complete an internship where they spend a few months working in a healthcare organization and have a project.
  - . The contact in Lubbock stated the internship it's not something that has to be a requirement and proposed a curriculum that substitutes as an option.

Dr. Brower requests the CEPC preliminary endorsement then a formal degree plan for the board of regents as well as an affiliation agreement much like we have in the MD/MPH program with UT Health.

Other approval requirements:

- The Business school in Lubbock committee approval
- Academic council approval at both institutions
- Board of Regents
- Texas Higher Education Coordinating Board notification from both institutions of the joint degree program.

### **Decision**

Dr. Hogg motions that the committee endorse the program and to charge Dr. Brower with overseeing the dual degree program. Dr. Brower recommends that he works with the contact in Lubbock to come up with a formal degree plan and draft an affiliation agreement then bring it back for approval.

Committee raises no concerns and motions to endorse the dual program.

## 4. AY 2020-21 COVID-19 CURRICULAR MODIFICATIONS (LMCE 8.3)

### Discussion

The operations plans can be found at the TTUHSC EP main page under COVID-19. PLFSOM has moved from phase 4 to phase 3 operations which includes the following changes:

- Online classes will still be offered, unless otherwise directed by Dean or Provost
- Modified research operations have become active, there will be minimal research on campus with COVID-19 mitigation protocols in place
- SARP, Distinction in Anatomy, and Remediation exams will be the only changes for Pre-Clerkship students
- Students will be allowed to engage in SARP related research projects following research operating protocols. Students will also be able to engage in the Distinction in Anatomy program, which has a plan developed that meets the specifications outlined in the research operations plan.
- Remediation exams offered either in an online proctored format or in person on campus, with on campus exams having the benefits of a more distraction free environment and the ability to use scratch paper.
  - Dr. Fuhrman mentions his college raised concerns over the equity of allowing students who take on campus exams to use scratch paper since students who have to take the exams online cannot.
    - Dr. Hogg asks the committee if they have any recommendations for this issue,
    - Issue that ExamSoft and ExamMonitor software cannot proctor in real time
    - A decision was made on what resources they would allow the students to have but in order to maintain the academic integrity of the exam - thus the fully proctored option which excludes the usage of any
    - All students were offered the opportunity to come to campus for the testing on five different dates
    - The institution is currently looking into other alternatives for remote proctoring and are in the vetting process of other solutions that will hopefully help to address these concerns moving forward.

Phase 2 operations are tentatively scheduled for Monday, June 29th and will include the following changes from phase 3:

- Limited operations on campus

- Moving online academic classes to campus where appropriate with moderate social distancing in accordance with CDC guidelines
- Clinical coursework will continue
- Simulation activities will ramp up. We are currently in communication with the TECH center to ensure a plan is implemented that will allow students to engage in Medical Skills training in the center
- PLFSOM will be transitioning some Faculty and Staff back to the office with the implementation of COVID-19 risk mitigation protocols, with details still being discussed.
- All Pre-Clerkship learning activities will be delivered as described in phase 3 with the exception of Medical Skills.
- The large auditorium will be used for social distanced on campus summative testing during phase 2.

**MSI proposed** template will see the following changes:

- a large part of PLFSOM's foundational materials in the fall be online asynchronous learning modules and pre recorded lectures. We will need to facilitate the application of knowledge to problem solving and promotion of diagnostic reasoning skills development which are things that will be tested in step 1 and 2
- Some synchronous learning will be brought back throughout the pre-clerkship phase and will be called flipped classroom activities. Faculty is currently auditing the curriculum on a week to week bases and looking at where they can add some flipped classroom activities online in SPM and SCI. There will be no more than 4 of these activities with 2 on Tuesday and 2 on Wednesday and will be split by a lunch break or classroom cleaning if on campus. Students will engage in Medical Skills on campus during phase 2 activities, we will need to go to a 4 session format due to distancing protocols.
- Friday morning worked case example sessions will utilize an online team based learning (TBL) format with a summative assessment, the summative will be broken up into two parts ( Iquiz: individual quiz and Tquiz: a team based format)..
- a break followed by a colloquium capstone experience will follow TBL
- A full additional day of independent study is added to engage in online asynchronous learning. – replaces Community preceptorships during the Fall, we may reengage during the spring depending on the COVID situation.

**MS2 proposed template** is similar to MS1 however it will be shifted by a few days and start on Wednesday and finish on Tuesday to allow for space and to engage in both classes.

Proposed changes to SPM are identical to the changes for the curriculum 2.0 – COVID-19 has accelerated plans.

- Implement two team based learning work cases and two asynchronous learning modules a week.
  - Completion of the learning modules and participation in the TBL activity will be a professionalism requirement.
- Weekly summative quizzes with individual and group components which will be completely analogous to the iRats and tRats, with real time feedback during the group component.
  - Cumulative iRat and tRat quiz performance could count for 15% of unit grade (+/-5%). The team based learning consortium recommends starting at a relative weighting of 75:25 for iRat:tRat, but also recommend it be discussed with students and negotiated with the class.
- Final unit exams via NBME customized exams - account for 85%(+/-5%) of unit
  - Dr. Nino adds that we are still deliberating the model for final grade calculation. Faculty are still addressing some concerns before coming with a formal proposal to the CEPC.

## 4.1. CLERKSHIP



AY 2020-2021 Clerkship Phase Update.pptx



AY 2020-2021 Virtual Block Syllabus final draft 5-7-2020.docx



Virtual Syllabus Vote.pdf

### Discussion

Year 3 student curricular changes

The Class of 2022 Clerkship has been rearranged in the following way:

- It will begin with an 11 week virtual block to allow more flexibility for taking step 1 and allow the clinical environment to reopen, Virtual block will be followed by two 19 week blocks with trios of clerkships instead of pairs.
- One block will be IM/ Psychiatry/ FM and the other will be OB-GYN/ Pediatrics/ Surgery.
- The change in the calendar year will be 4 weeks at Christmas for a winter break due to a large number of students taking step in December, this will extend the year by 2 weeks at the end and the January intersession material was pulled into the virtual clerkships so the third year will end two weeks later on May 21st instead of May 7th.

Virtual block framework

- integrates all 6 core clerkships around a theme each week
- SP encounter every Tuesday with a documentation exercise and/or audio recording of an oral presentation.
  - Feedback will be presented by an assigned mentor

- A telemedicine experience with a longitudinal mentor
- Exploration of the theme of the week through online cases and modules
- Threads include: evidence based medicine, patient safety and QI, EKG proficiency, and imaging and cardiac auscultation
- Students will have weekly check-in and feedback on Friday's and will complete a one minute paper which is a self-directed exercise, and will get the answers to their EKG's

#### Year 4 student curricular changes

- Class of 2021 began today (June 8th 2020)
- all required rotations are in person for clinical activities with virtual didactics
- Some electives are remaining virtual and all students are issued 2 reusable face masks and given the instructions not to care for COVID-19 cases, not to care for patients in isolation, and not to scrub into surgeries without the clerkship directors' approval. Students are signing that they will abide by these rules and follow guidelines.

## 5. SCI COURSE UPDATE

 SCI AY 20-21 CEPC Proposed Curriculum.pptx

### Discussion

SCI course will be updated to the following:

- 3 weeks of immersion will focus on Team building opportunities with ongoing participation in 3 small groups with random class activities.
- Introduction to area service learning opportunities will be deferred until fall post-immersion. Currently exploring virtual service introductions and options underway with OOEC.
- Resequencing coursework for SCI over the Pre-Clerkship so students all experience social foundations of medicine in the fall of Year 1. MSI's will now have introduction to clinical research over the spring of year 1 and fall of year 2
- The proposal for aligning SCI course assessments is to change the current assessment of requiring cumulative graded items above 75% and required elements to Exam-Only above 65% and required elements. This will hopefully simplify how the grades are calculated and give the students cleaner targets that match up across the curriculum.

Discussion ensues related to grading changes:

- Dr. Francis asks if they believe the student who was remediating who would've passed in the proposed system has an adequate knowledge base, and it feels the new proposal is aiming for no fails.
- Dr. Cervantes replies the student who is currently remediating wouldn't have passed even in the new



threshold.

- Dr. Rosenthal agrees they should look at the data and be careful how they adjust to avoid lowering the threshold for the exams

Spanish Requirement:

- PLFSOM ending contract with UTEP for Spanish, but UTEP will be helping us one last time this summer - 2 hours of classroom Spanish vs the regular 4 hours.
- new intake process that does not rely on UTEP's faculty in-person assessment but uses the TRUE NORTH software to assess Spanish proficiency.
- Post immersion- fall and spring we will be working with the online Canopy curriculum that will allow MS1's to complete the Spanish requirement as self-paced; three levels available: beginning, intermediate, and advanced.
- MS2's will begin Canopy as soon as possible, in July students would have access tentatively and would be self-paced through the academic year, and once completing the three units they will have met the requirements for Spanish.

Preceptor visits are cut from the program during COVID-19 with plans replace 14 total sessions over 2 years and move for the fall at least to on campus virtual or in person panels.

Dr. Hogg mentions associated hirings:

- in the process of hiring another faculty member who will represent Epidemiology and Biostatistics evidence based medicine - on-board by late summer/early.
- Hire Spanish faculty who will be Master or PhD level instructors and will be co-teaching between the medical school and dental school, however this is all contingent on budget.

### **Decision**

Dr. Hogg asks committee if there are any concerns. None raised, Committee approves proposal.

## 6. MEDICAL SKILLS FUTURE PLAN

 CEPC-Medical Skills Course 4 groups.pdf

### **Discussion**

Medical Skills opening with phase 1 would see no change, however opening with phase 2 would require a hybrid curriculum prioritizing SP encounters, psychical exams, and essential hands on skills at the TECHS center with teaching sessions going online. If phase 3 and 4 online curriculum go on for an extended time they will consider having a physical exam skills bootcamp once school reopens. Summative exams (OSCE) will see no changes for phase 1 and 2, but will be online for phase 3 and 4.

Medical Skills group plan currently has 3 groups with 40 per group split up into 20/20 sub-groups, with MS2's on Monday and MS1's on Thursday, starting at 10am and finishing at 5:30pm. The new group plan will have 4 groups

of 30 student split into 15/15 sub groups, with one sub group being online and one being on campus when possible. The benefits of this will be

- Smaller groups for social distancing
- Will utilize the same resources and time frame,
- Will be more cost efficient, and will be able to accommodate the larger class sizes once they increase.

The new plan will see each group time cut by 30 minutes, to fill in this gap they will have online quizzes, short physical skills online demo videos, and more open lab time for students to practice.

#### **Decision**

Committee raises no questions or concerns. Committee approves.

## 7. ADJOURN

 [CEPC Meeting Recording](#)

#### **Discussion**

Meeting Adjourned at 7PM.

In Attendance,

Hogg, Tanis, Brower, Richard, Francis, Maureen, Rosenthal, Lee, Htay, Thwe, Fuhrman, Brad, Ogden Paul, Charmaine, Martin, Nino, Diego, Ellis, Linda, Cervantes, Jorge, Dankovich, Robin, Padilla, Osvaldo, Ratnani, Runail, Palvadi, Karishma, Cotera, Mari, Stives, Barbara, Nagineeni, Lokesh, Herber-Valdez, Christiane, Garcia, Roberto, Beinhoff, Lisa, Manglik, Niti, Tran, Daniel, Woods, Kevin.