

CHAIR:

Dr. Irene Alexandraki, MD, MPH, FACP

VOTING MEMBERS:

Colby Genrich, MD; Fatima Gutierrez, MD; Fuhrman Brad MD; Houriya Ayoubieh, MD; Jessica Chacon, PhD; Niti Manglik, MD; Osvaldo Padilla, MD; Patricia Ortiz, MD

EX-OFFICIO:

Beinhoff Lisa PhD; Busey Blake, MS; Ellis Linda S, MD; Francis Maureen, MD; Hogg Tanis, PhD; Batiz Julio

STUDENT REPRESENTATIVES:

Rowan Sankar MS1 (Voting); Nick Malize MS1 (Ex Officio); Shaffer Whitney MS2 (Voting); Rereddy Rohan MS2 (Ex Officio); Tran Daniel MS3 (Ex Officio); Palvadi Karishma MS4 (Voting); Ratnani Runail MS4 (Ex Officio)

INVITED/GUESTS:

Brower, Richard, MD, FAAN; Christiane Herber-Valdez, EdD; Martin, Charmaine, MD; Dr. Priya Harindranathan

APPROVAL OF MINUTES

Minutes will be attached.

ANNOUNCEMENTS/UPDATES

Presenter(s):

ITEMS FROM STUDENT REPRESENTATIVES

Presenter(s): Students

ITEM I MS4 ELECTIVES

Presenter(s): Dr. Francis New/ revised MS4 electives

ITEM II THE ANNUAL EVALUATION REPORT

Presenter(s): Dr. AY 2020-21 Clerkship Annual Evaluation Report
Harindranathan

OPEN FORUM

ADJOURN

MEMBERS IN ATTENDANCE:

Charmaine Martine, Colby Genrich, Christiane Herber-Valdez, Fatima Gutierrez, Houriya Ayoubieh, Irene Alexandraki, Jessica Chacon, Julio Batiz, Lisa Beinhoff, Maureen Francis, Nick Malize, Niti Manglik, Richard Brower, Rohan Rereddy, Rowan Sankar, Tanis Hogg, Whitney Shaffer

MEMBERS NOT IN ATTENDANCE:

Blake Busey, Brad Fuhrman, Linda S. Ellis, Osvaldo Padilla, Patricia Ortiz, Palvadi Karishma, Ratnani Runail, Tran Daniel

PRESENTERS:

Dr. Francis Maureen, Dr. Priya Harindranathan

REVIEW AND APPROVAL OF MINUTES

**Dr. Alexandraki CEPC
Chair**

- Having met quorum, the meeting minutes from December 8, 2021 meeting were voted on and approved as presented.

Decision:

Dr. Ayoubieh moves the motion for approval.
Dr. Chacon seconds the motion.
No objections: Motion was approved.

ANNOUNCEMENTS/UPDATES

Dr. Alexandraki

- Welcomed the new CEPC member: Batiz Julio is designated a participant from IT Academics and will serve as ex-officio member.

Dr. Hogg

- Dr. Hogg made a nomination for the vacant CEPC seat. The position is expected to be filled shortly.

Dr. Alexandraki

- Pre-clerkship cycle review in progress. Completion is expected in early spring.
- Provided an update about the SITAC committee. There hasn't been enough interest among the students to revive this committee.

- Dr. Brower**
- Explained that interest for this committee would have to arise from the grassroots level and that he would not try to start something where interest is lacking. He added that potential reorganization of the E-learning committee might happen but he would rather not discuss institutional initiatives at the CEPC. He added that it is up to the CEPC to decide whether they would like to sunset the document or not.
- Dr. Alexandraki**
- The Chair was in favor of sunsetting the document, and queried members for their input. Dr. Brower suggested that there was no need for further action because members were not prepared to express their opinion. Dr. Alexandraki agreed to leave the matter as is until they are ready to provide their feedback.

ITEMS FROM STUDENT REPRESENTATIVES

- MS1 – Rowan Sankar & Nick Malize**
- Discussion held regarding:
- Concerns about the IHD unit were discussed with Dr. Hogg. They are all working towards a resolution.
- MS2 – Rohan Rereddy**
- Students shared concern about the shelf exams.
 - The class is planning to meet with Dr. Francis to discuss the timeframe, layout and organization of the shelf exams.
- Dr. Francis**
- Encouraged students to develop a study plan that will incorporate progressive studying and revisiting of all 3 shelf exams throughout a period of 6 months.
 - Students will have 2 weeks for 3 shelf exams that will be held on Friday, Tuesday and Friday.
 - There is an option for early testing for one of the exams. Exams will be spread out during the regular testing period. If someone takes their 1st Friday exam early, they would have the option to move their Tuesday exam to Friday. This approach is now offered to current year 3 students. Dr. Francis pointed out that exams scores are same or higher than in previous years.
- Rohan Rereddy**
- Students are concerned because the studying techniques for clerkship differ from the pre-clerkship. In pre-clerkship they focus only on one unit and the exam about that unit follows. That is not the case in clerkship. They asked if an extra week for testing could be added so they could have time to adjust to this shift.

- Dr. Francis** ○ School has already added an additional week for testing while implementing the new curriculum model.
- MS3 & MS4** ○ Not present.

ITEM I MS4 ELECTIVES

- Dr. Francis** Presented 5 new electives for AY 2022-2023
*Please see attached report.
- The following objectives were summarized: Clinical Pathology; From bench to bedside: How to use lab techniques in clinical research; Introduction to Wilderness Medicine; Physical Medicine and Rehabilitation clinical rotation; Introduction to Emergency Medical Services.
 - Students are expected to take electives during the 4th year.
- Decision:** Dr. Genrich moves the motion for approval.
 Dr. Chacon seconds the motion.
 No objections: Motion was approved.

ITEM II THE ANNUAL EVALUATION REPORT

- Dr. Harindranathan** Presented AY 2020-21 Clerkship Annual Evaluation report
*Please see attached report.
- Brief summary of limitations of students' clinical experiences caused by pandemic was addressed.
 - Dr. Harindranathan presented survey results from block 1, virtual telemedicine experience of all 6 core clerkships (Internal Medicine/Psychiatry/Family Medicine/ Pediatrics/OB-GYN/Surgery).
 - She identified strengths and areas of improvements in second and third block as well as discussed overall satisfaction results from clerkship evaluations
- Dr. Alexandraki** ○ Explained that a standardized set of evaluations is developed, revised by the Evaluation committee and integrated in the Elentra. Incorporated questions directly relate to the GQ. This will allow the school to assess whether students' perceptions and satisfaction with the new clerkship (LIC) model.

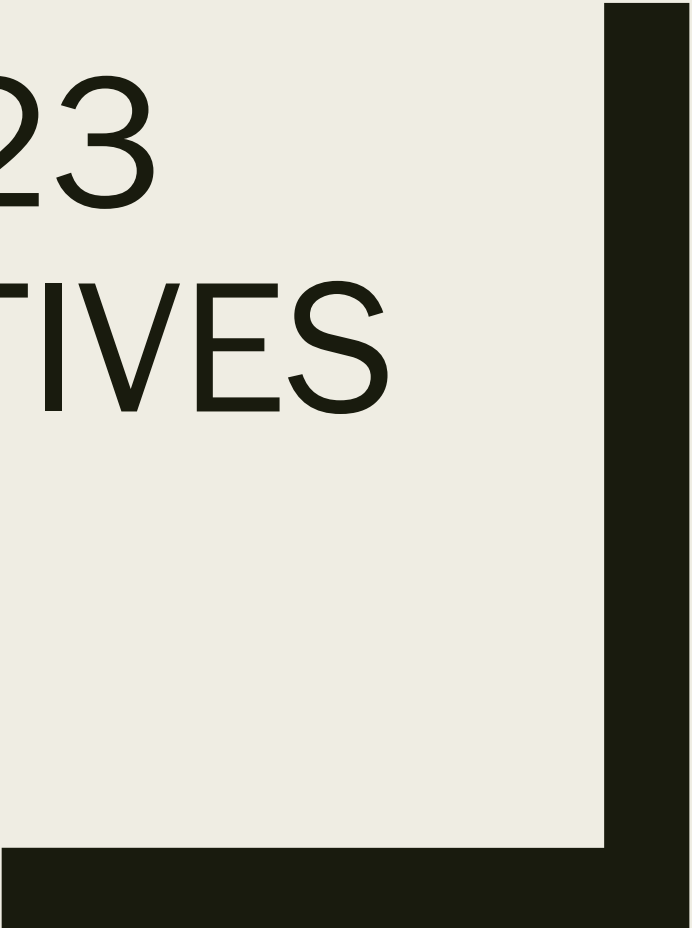
ADJOURN

Meeting adjourned at 6:06pm.



AY 2022-2023 4TH YEAR ELECTIVES

Maureen Francis, MD, MS-HPed, FACP
Assistant Dean for Medical Education
December 8, 2021



Overview

- 5 new electives
 - *Clinical Pathology*
 - *From bench to bedside: How to use lab techniques in clinical research*
 - *Introduction to Wilderness Medicine*
 - *Physical Medicine and Rehabilitation clinical rotation*
 - *Introduction to Emergency Medical Services*

Clinical Pathology

- Elective Director : Jude Abadie, PhD., DABCC^{C,T}, FAACC, DABMG, FACMG, Director of Clinical Pathology
- Department: Pathology
- Clinical elective – 2 weeks (2 credits)
 - 2 students per block maximum offered up to twice per year
- Course Description
 - *The purpose of this elective course is to provide an overview of CP and to develop a basic understanding of clinical microbiology, clinical chemistry, toxicology, molecular pathology, hematology/coagulation, blood bank, and transfusion medicine in the context of patient care.*
 - *The course will meet for ten days during a two week period. The topics and material will be divided approximately equally among the CP areas to include transfusion medicine, blood bank, coagulation/hematology, clinical chemistry, toxicology, microbiology, molecular pathology, and pathology lab regulatory requirements. A specific, more detailed syllabus will be provided prior to the start of each iteration.*

Clinical Pathology Objectives

- *Demonstrate the ability to organize and contribute to in-service education of medical and laboratory staff.*
- *Interpret clinical presentations in the context of clinical laboratory analytical testing and test results.*
- *Compare and contrast physiologic and pathophysiologic laboratory results as related to the clinical presentation.*
- *Explain the regulatory purposes of the College of American Pathologists requirements for clinical lab testing.*
- *Evaluate literature in CP areas to demonstrate an understanding of lab tests and their interpretation.*
- *Explain clinical decisions that are based on a variety of clinical laboratory test results.*
- *Describe patient preparation, specimen collection, processing, and storage requirements for CP lab tests.*
- *Discuss testing performed in CP areas (to include send-out testing) with respect to their analytical characteristics and clinical utility.*

From bench to bedside: How to use lab techniques in clinical research

- Elective Director : Jorge Cervantes
- Additional faculty: Tanis Hogg, Jessica Chacon, Cynthia Perry, Dale Quest, Niti Manglik
- Department: Medical Education
- Non- Clinical/ Research elective – 4 weeks (4 credits)
 - 5 students per offering maximum
- Course Description
 - *The course will be centered on students assisting with research projects. Specifically, the course will consist of 4 sections: 1) Instructional, theoretical basis of techniques; 2) Hands-on experience with the instrumentation (includes set-up and calibrate); 3) Application of instrumentation; 4) Significance of research conducted, including generating research question and presentation in Journal Club.*
 - *Asynchronous modules will be created by faculty as a learning tool for the students. Students will work with faculty to develop a research question and obtain skills needed to facilitate lab techniques for the scientific project.*

From bench to bedside: How to use lab techniques in clinical research - Objectives

1. Identify ways basic science techniques are used in clinical practice
2. Select appropriate research methodology to answer basic science/clinical questions.
3. To gain an understanding of the scientific method by designing and writing a research protocol.
4. Acquire skills necessary to conduct research, such as laboratory techniques, conducting primary literature search and data analysis.
5. To demonstrate communication skills by presenting research results

Introduction to Wilderness Medicine

- Elective Director : Robert Root, DO, Assistant EMS Director
- Department: Emergency Medicine
- Simulation/training elective – 2 weeks (2 credits)
 - *2 to 6 students offered in month of July*
- Course Description
 - *Two week introduction to Wilderness Medicine. Spine of course will be Wilderness Medical Society curricula for Advanced Wilderness Life Support. AWLS will be taken alongside Emergency Medicine interns, and includes both didactic lectures and experiential wilderness exercises. Students will also participate in training exercise for Guadalupe Mountains National Park Search and Rescue team.*

Introduction to Wilderness Medicine - Objectives

- Patient care and procedural skills
 - *Student will become familiar with all medical, diagnostic and surgical procedures considered essential for the area of practice. Student must demonstrate familiarity in the practice of technical skills of patients of all ages and genders requiring austere medical care by:*
 - Introduction to principles of care in an austere environment
 - Patient assessment in the austere environment
 - Patient packing and evacuation
 - Water purification and field sanitation
 - Developing medical kits
 - Wound and musculoskeletal injury management
 - Introduction to Search & Rescue operations and management

Introduction to Wilderness Medicine - Objectives

- Medical Knowledge
 - *Student must demonstrate familiarity with established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care. Demonstrate familiarity with the following:*
 - Animal, Insect, Arthropod, Marine Bites & Stings
 - Avalanche
 - Dive Medicine
 - Head, Eye, Ear, Nose, Throat, Skin
 - High Altitude Related Problems
 - Hyperthermia
 - Hypothermia & Frostbite
 - Infectious Disease
 - Lightning
 - Medical Problems
 - Submersion Injuries

Introduction to Wilderness Medicine - Objectives

- Interpersonal and Communication Skills

- *Student must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. Students must demonstrate competence in the following:*
 - The ability to relate, with compassion, respect, and professional integrity, to patients and their families, as well as to other members of the health care team, sensitive issues or unexpected outcomes
 - The ability to work effectively as a member or leader of a health care team in an austere environment
 - Effective teaching techniques including teaching peers, emergency medical services personnel, other health care professionals, and patients
 - Maintaining comprehensive, timely, and legible medical records in an austere setting

Physical Medicine and Rehabilitation clinical rotation

- Elective Director : Dr. Zainab Jaber Al-Lawati MD, FAAPMR, FRCPC, Assistant Professor
- Department: Surgery
- Clinical elective – 2 weeks (2 credits)
 - *4 to 6 students per academic year with 60 days advance notice*
- Course Description
 - *Students will gain a basic understanding of the practice of Physical Medicine and Rehabilitation (PM&R)*
 - *Students will appreciate the elements of patient care as they apply in both inpatient acute rehabilitation and outpatient settings*
 - *Rotation will take place in the SICU and the outpatient Surgery clinic*

Physical Medicine and Rehabilitation clinical rotation - Objectives

- The student at the completion of this educational experience should be able to:
 - *Demonstrate comprehensive neurologic and MSK history taking skills.*
 - *Demonstrate comprehensive neurologic, spine, and peripheral joint examinations.*
 - *Describe changes in function imposed by pathology of nerves, muscles, joints, bones, brain, or spinal cord.*
 - *Discuss rehabilitation medicine intervention in preventing the complications of disabling illness.*
 - *Formulate a Rehabilitation program for the most common disabling conditions in the United States.*
 - *Outline the common psychosocial issues which occur following the onset of disabling illness.*

Introduction to Emergency Medical Services

- Elective Director : Robert Root, DO, Assistant EMS Director
- Department: Emergency Medicine
- Clinical elective – 2 or 4 weeks (2 or 4 credits)
 - *8 student maximum per offering in April and October (depending on Fire Department availability)*
- Course Description
 - *Two week introduction to EMS operations. Bulk of course will consist of six EMS ride-along shifts, primarily with El Paso Fire Department. Weekly didactics will include lectures on: History of EMS, EMS organization, Equipment and Techniques in EMS, Overview of Tactical EMS, Disaster/Mass Casualty Response and Management, and Search and Rescue operations.*
 - *If a 4 week course format is used, the additional two weeks will include clinical shifts totaling 48 hours in the UMC Emergency Department.*

Introduction to Emergency Medical Services - Objectives

- Patient Care and Procedural Skills

- *Student will become familiar with all medical, diagnostic and surgical procedures considered essential for the area of practice. Student must demonstrate familiarity in the practice of technical skills of patients of all ages and genders requiring emergency medical services by:*
 - E.g. spinal immobilization, pre-hospital cardiac arrest management, pre-hospital airway management

- Medical Knowledge

- *Student must demonstrate familiarity with established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care. Demonstrate familiarity with the following:*
 - E.g. disaster management and response, procedures and techniques necessary for the stabilization and treatment of patients in the pre-hospital setting, provision of care in mass gatherings

Introduction to Emergency Medical Services - Objectives

- Interpersonal and communication skills
 - *Student must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. Students must demonstrate competence in the following:*
 - E.g. diagnostic findings, end-of-life issues and death; and medical error

Clerkship Annual Evaluation Report AY 20-21

Priya Harindranathan, Ph.D.

Associate Director of Assessment and Evaluation

Office of Medical Education

Paul L. Foster School of Medicine

Effects of pandemic on the clerkship experience of the students

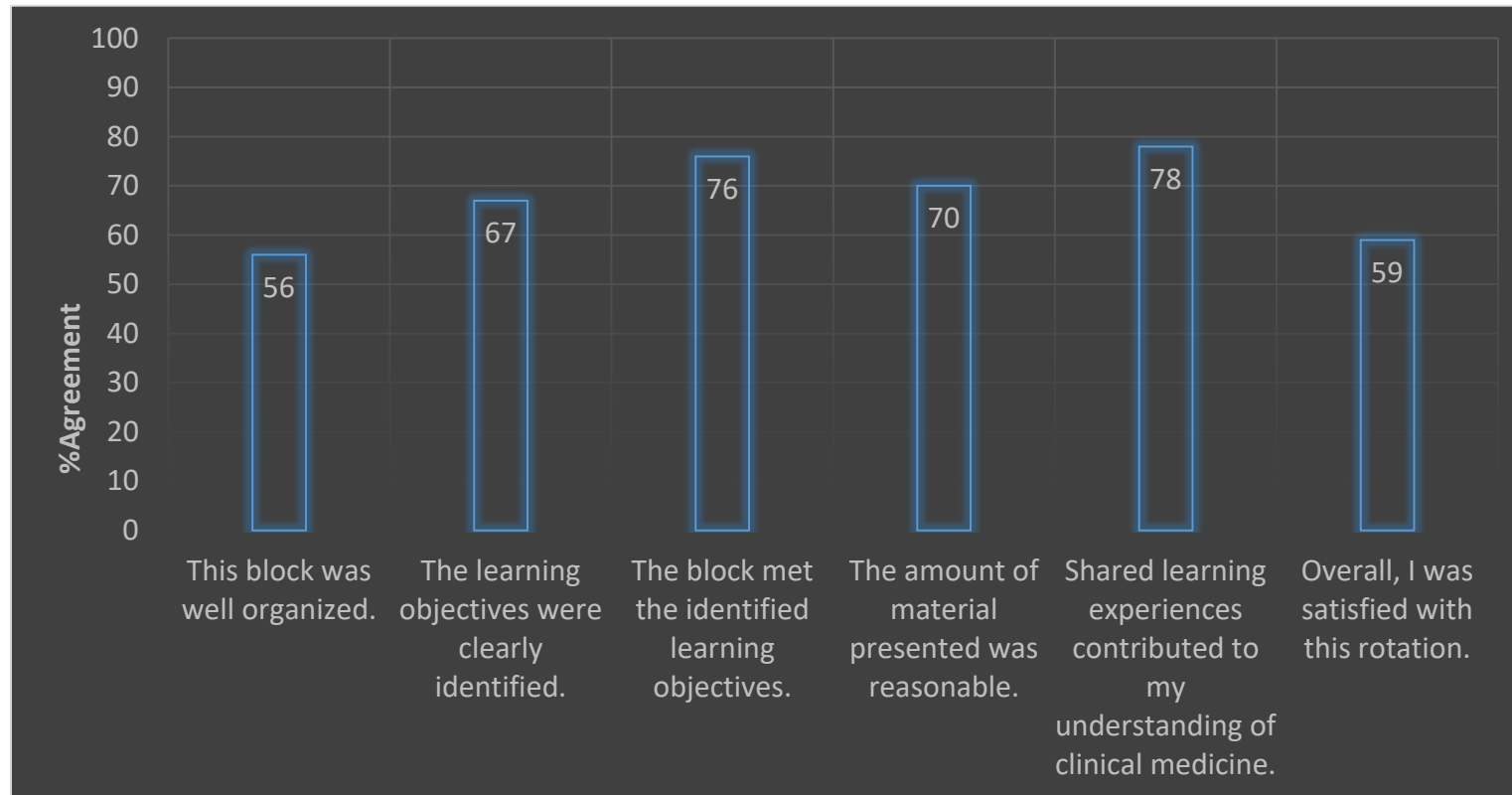
1. Students were pulled from all clinical rotations on March 16, 2020.
 - a. Students in Class of 2020 (4th year): completed all graduation requirements remotely online and graduated on time in May 2020.
 - b. Students in Class of 2021 (3rd year moving to 4th year): completed the requirements for 3rd year remotely online and returned to clinical rotations for 4th year
 - c. Students in the Class of 2022 (2nd year moving to 3rd year): not able to begin clinical rotations due to the surge of COVID 19. Testing centers for Step 1 were closed and number of openings restricted once the testing centers reopened. The **third year curriculum was restructured to balance flexibility for Step 1** while ensuring that the clinical experiences needed to become competent physicians were available in an environment conducive to learning.
2. Limitations in students' clinical experiences were for several reasons:
 - a. Started on rotations on July 27 – **delayed** from May 11, 2021
 - b. **Not allowed to participate in the care of patients with COVID** or suspected COVID until February 20, 2021 when all students were given the opportunity to be fully vaccinated. This **decreased the pool of eligible patients** for the students.
 - c. **Not allowed to scrub in the OR/L&D** until March 2021 when COVID cases came down and PPE was available. Students could only observe in the OR outside of the sterile area prior to this.
 - d. **Community preceptors did not accept students** rotating in their offices
 - e. **Affiliated sites were closed** (e.g., San Angelo, Alpine) to students until January 2021
 - f. Clinics at TTUHSC EP **converted to telemedicine** and **number of in person visits was down**

AY 2020-2021 with Changes due to Pandemic

Virtual Block with Telemedicine Experience and Integration of all 6 Core Clerkships 11 weeks																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
Block 2 (19 weeks total)																			Integration with Internal Medicine/Psychiatry/Family Medicine																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
IM wards 2 weeks	Abulatory Psychiatry 3 weeks					Ambulatory Psychiatry 4 weeks					Inpatiet Psych 2 weeks				IM Selective 2 weeks			CL Service 1 week		IM Ward 3 weeks				Testing/ NBME 2 weeks (Note OSCE testing in November)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
	Family Medicine					Family Medicine																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											

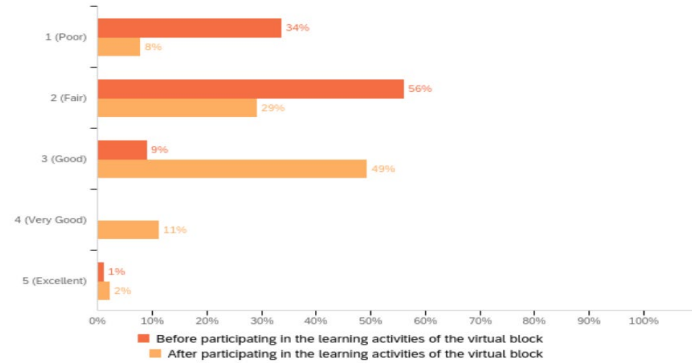
Francis, M. (2020, Sep 14). *curriculum revision plans updated*
[PowerPoint presentation]. CEPC 9-14-2020, PLFSOM, TTUHSC

Virtual Block 1

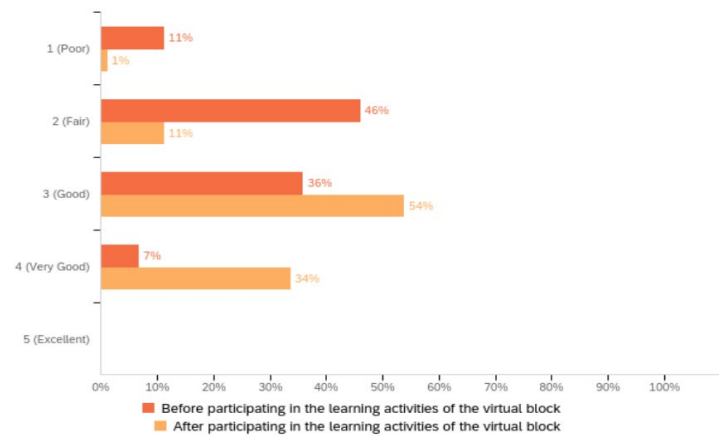


Clerkship Readiness Survey: End of the Virtual Block 1

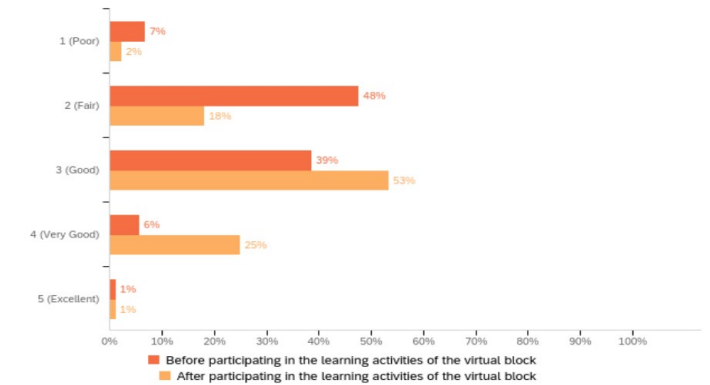
My overall readiness to begin my clinical clerkships.



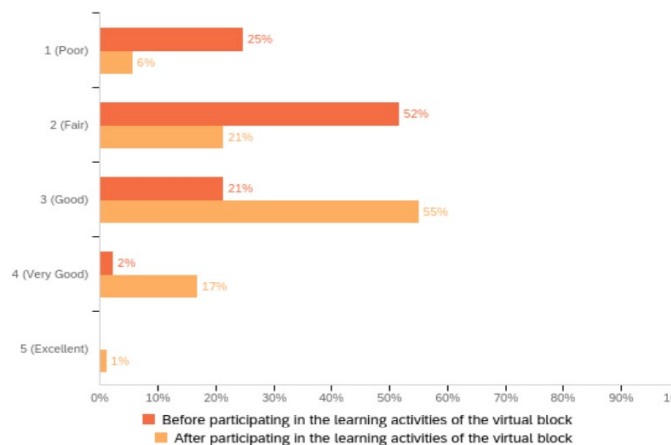
Perform a history and gather essential information from a patient and/or caregiver.



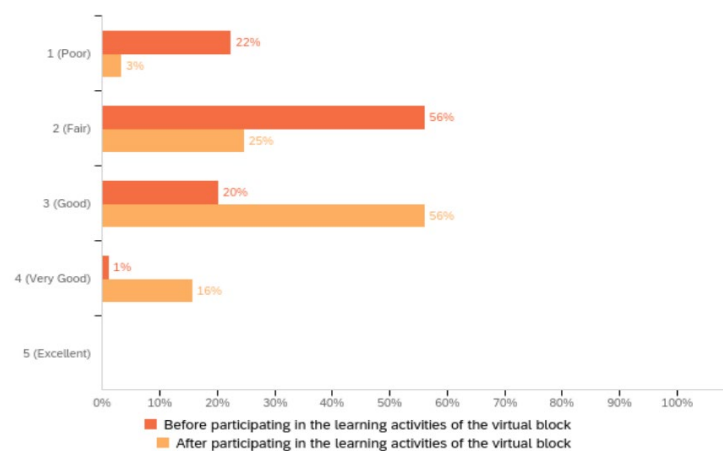
Utilize information obtained in the history and physical to recognize the severity of the patient's illness.



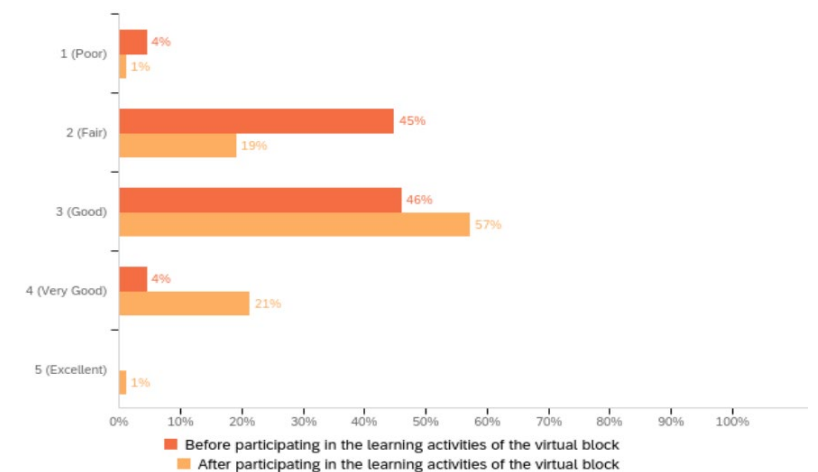
Develop a broad differential diagnosis for a given patient presentation.



Formulate a plan for initial diagnostic work-up and treatment.

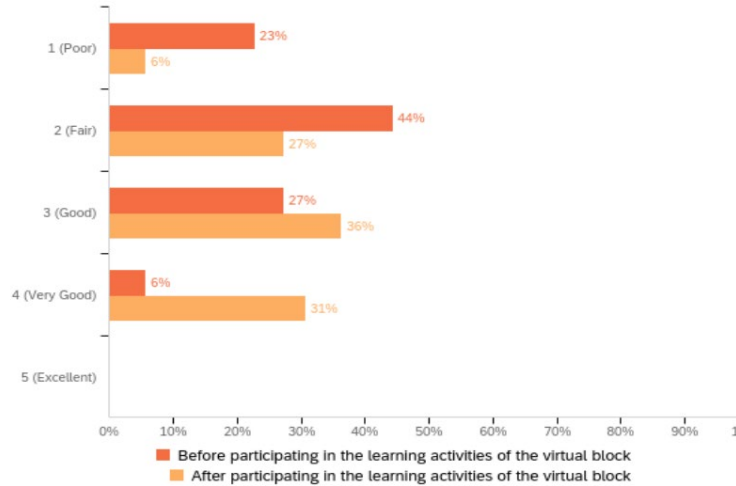


Apply basic science principles/concepts in the clinical context.



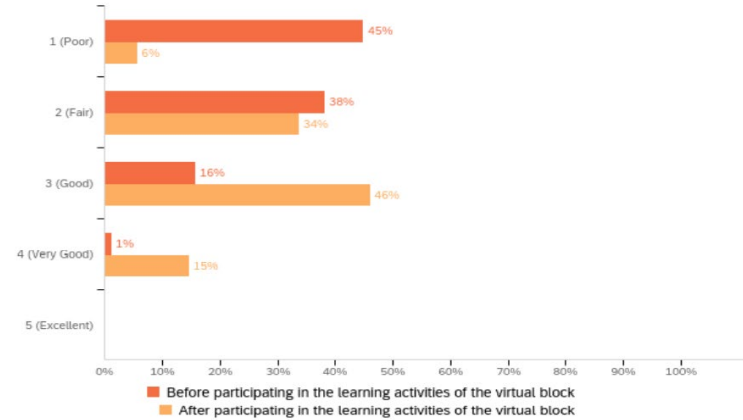
Clerkship Readiness Survey: End of the Virtual Block 1

Document a clinical encounter in the patient record.

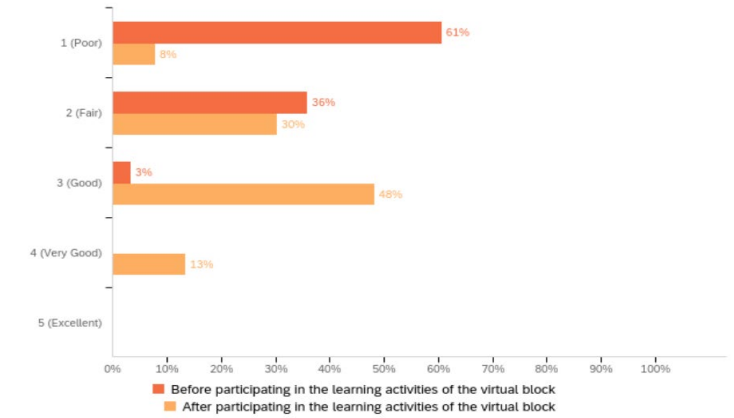


AT 2020-2021

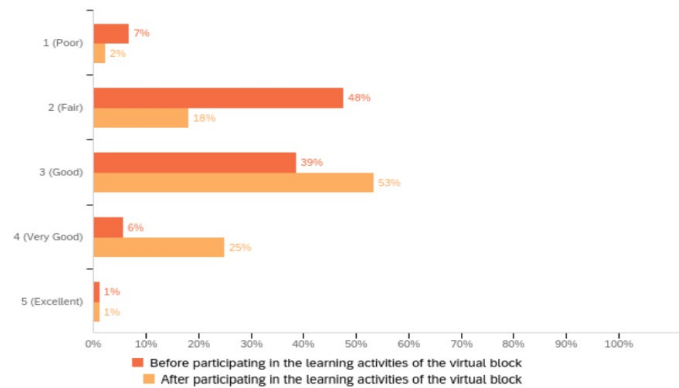
Perform an oral case presentation to communicate pertinent information and your diagnostic reasoning and plan to your supervisor.



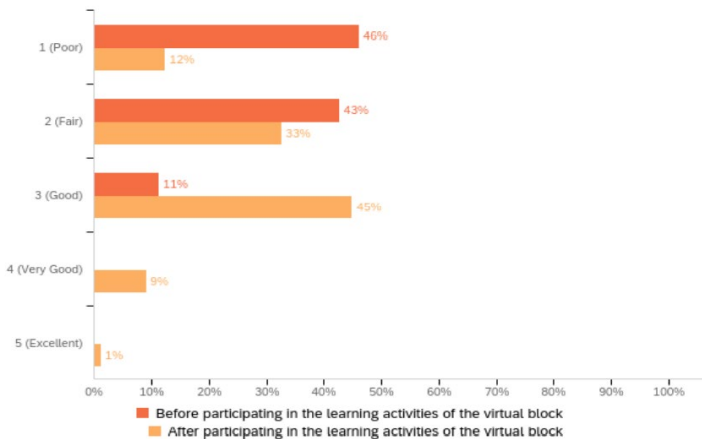
Interpret an EKG.



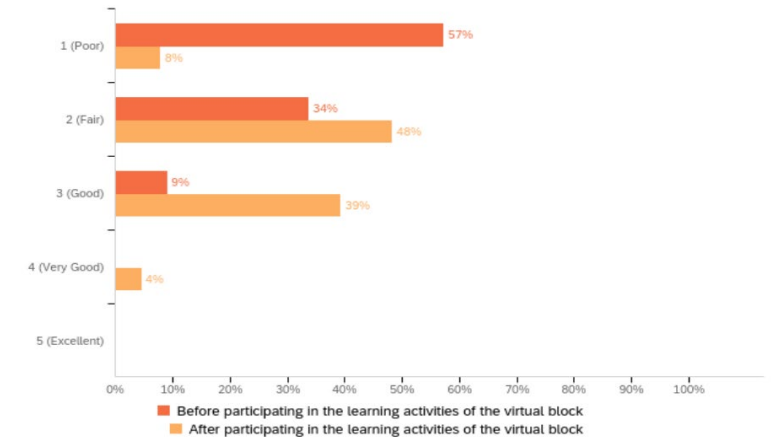
Utilize information obtained in the history and physical to recognize the severity of the patient's illness.



Understand the key components of a safe hand-off during transitions of care.

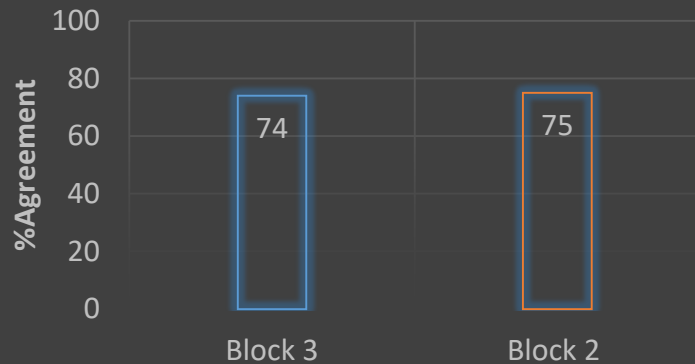


Interpret a CXR.

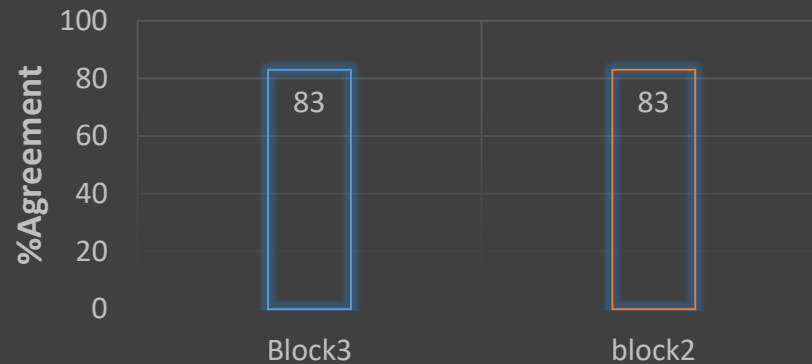


FM/IM/Psych Block

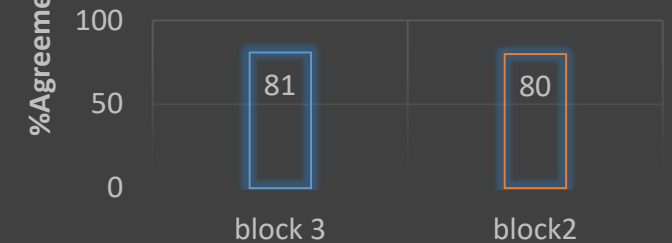
This block was well organized.



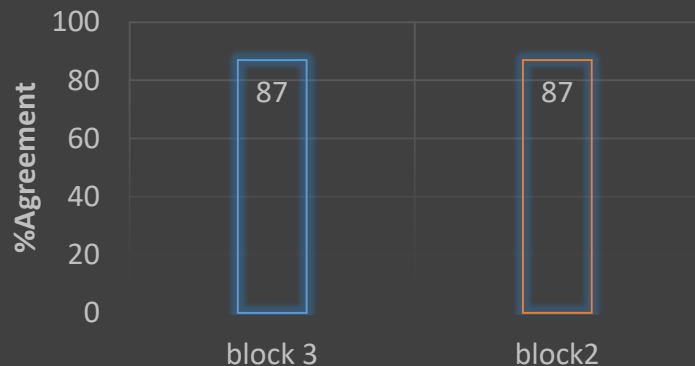
The learning objectives were clearly identified.



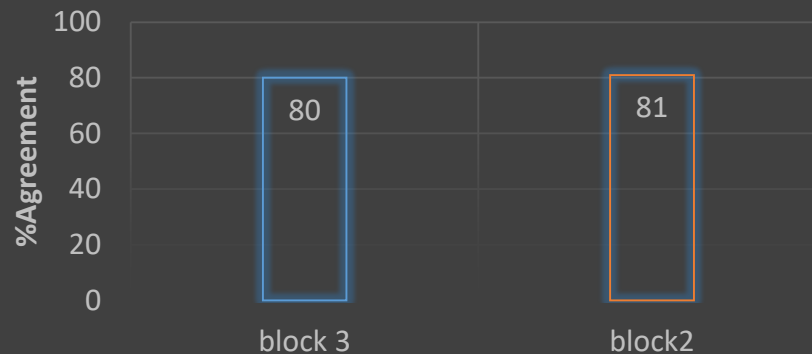
Shared learning experiences between the disciplines in this block contributed to my...



The block met the identified learning objectives.

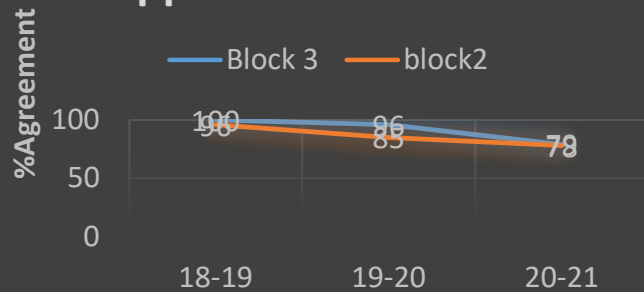


The amount of material presented was reasonable

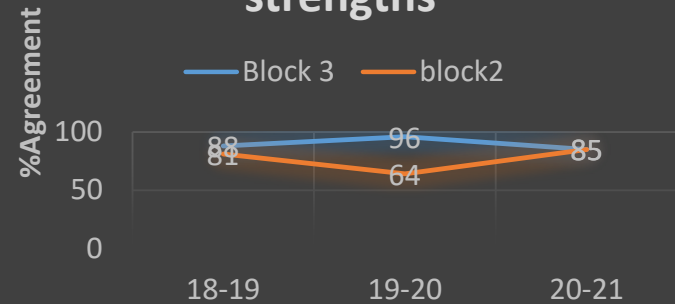


FM

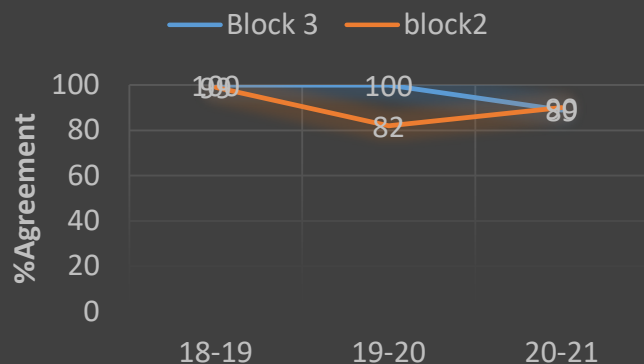
I had enough patient management opportunities



Mid-clerkship feedback helped me identify my strengths



I was observed delivering patient care



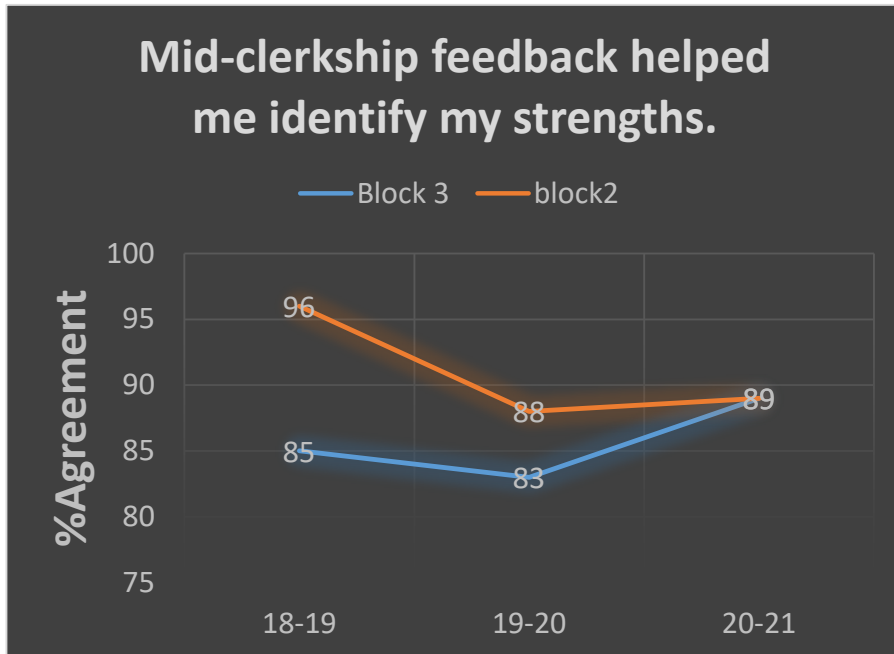
Suggested Improvements

- More continuity
- More variety of patients
- More physical exam
- Residents etc. allowing students to be more involved
- Better scheduling (late and not balanced)
- Student evals sent to wrong faculty
- Community visits (Mixed opinion in block 3, block 2)

Identified Strengths

- Autonomy (one on one with physicians and feedback)
- Hospice weeks, jail
- San Angelo, Kenworthy

IM



Suggested Improvements

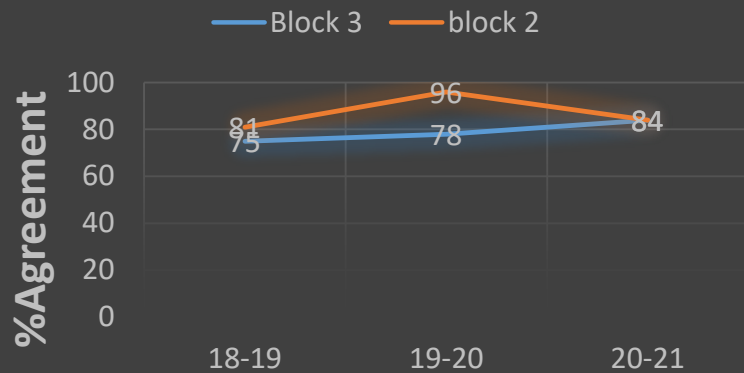
- History & physical exam skills
- More interaction with attendings
- Better evaluation process (vague feedback, less interaction with evaluator etc.)

Identified Strengths

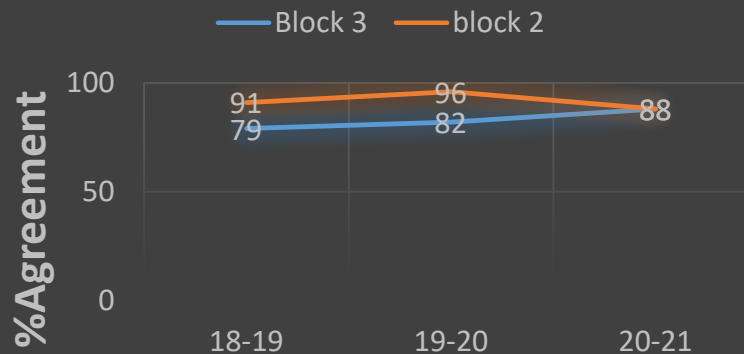
- Better continuity than rest
- Good variety of patients
- IM wards selective
- Residents and Faculty

Psych

I had enough patient management opportunities



Mid-clerkship feedback helped me identify my strengths.



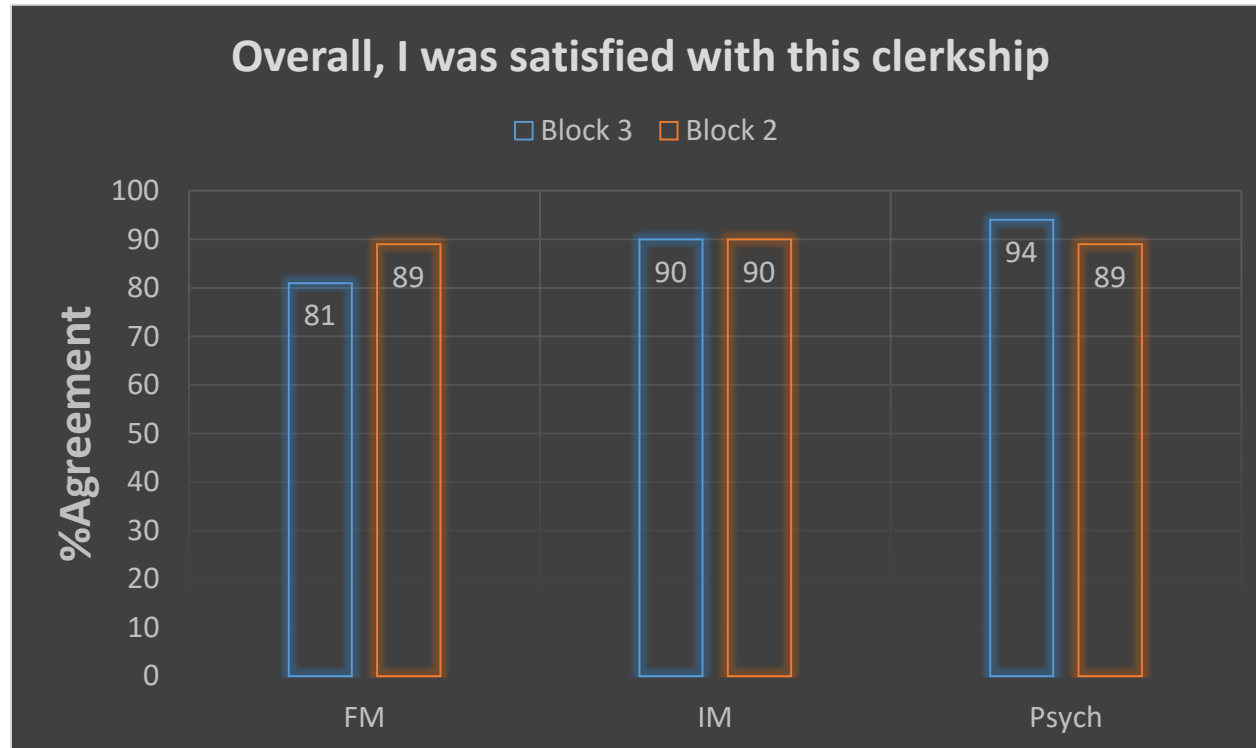
Suggested Improvements

- More continuity
- More opportunities to interview patients
- More Child Psych
- More pharmacology
- Better inpatient experience (reduce no: of students in a group)
- Scheduling: late/wrong evaluations sent to faculty

Identified Strengths

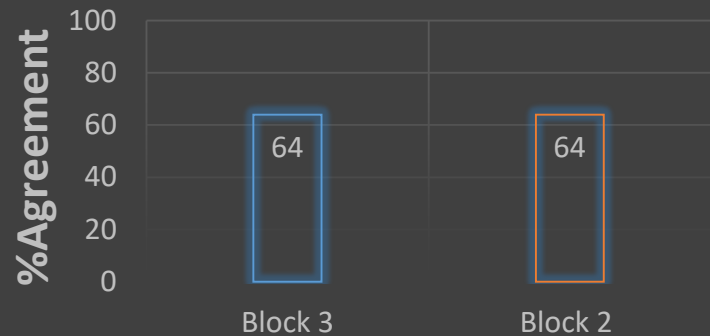
- Involvement in CL rotation
- Faculty, residents

Overall Satisfaction FM/IM/Psych Block

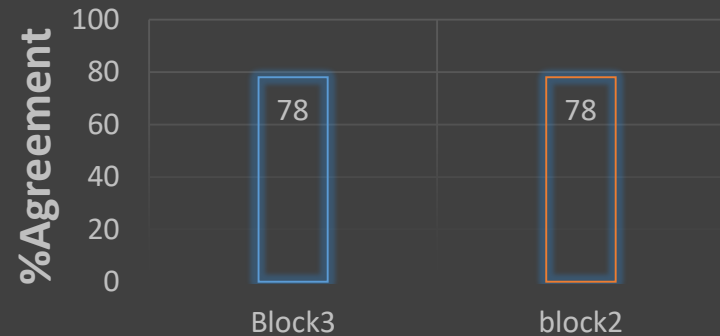


ObGyn/Peds/Surgery Block

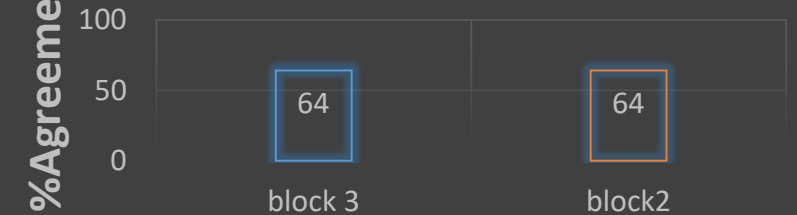
This block was well organized.



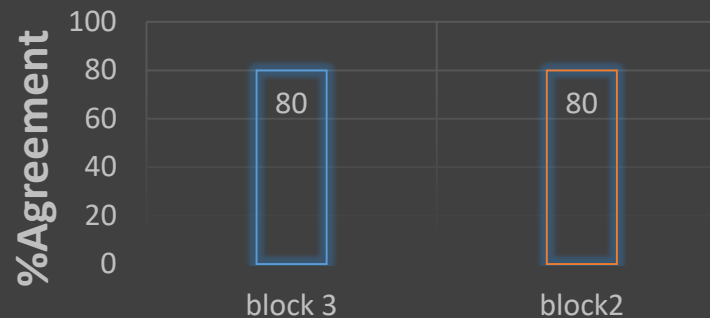
The learning objectives were clearly identified



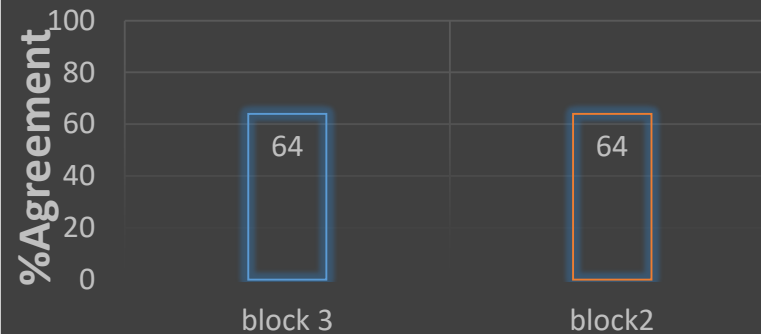
Shared learning experiences between the disciplines in this block contributed to my understanding of clinical...



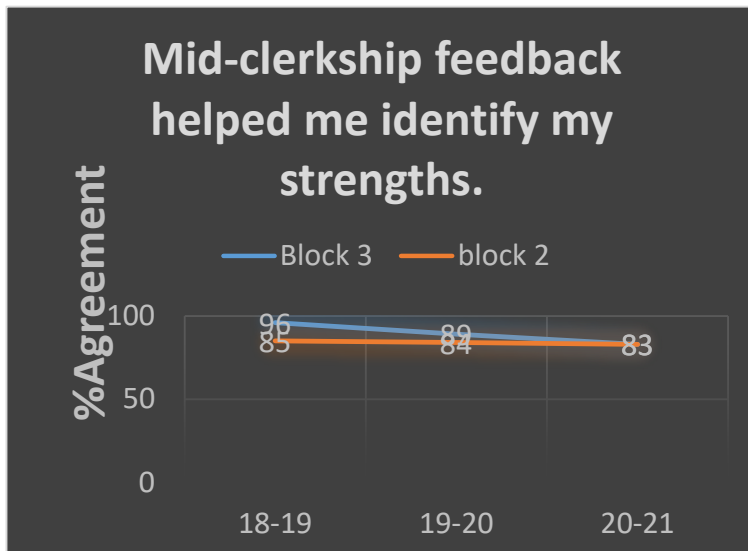
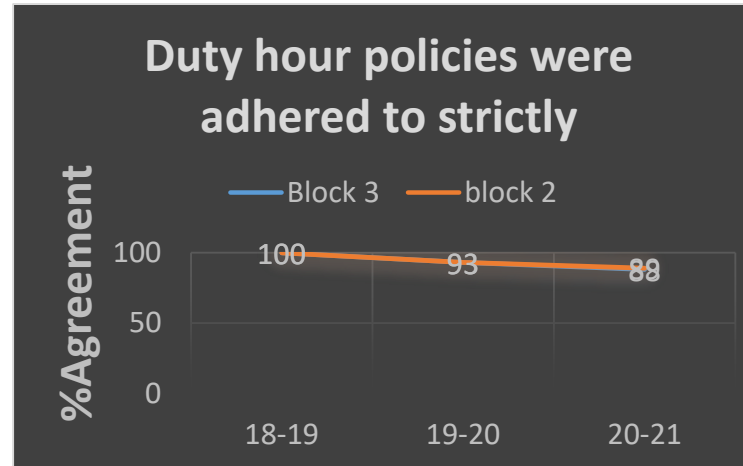
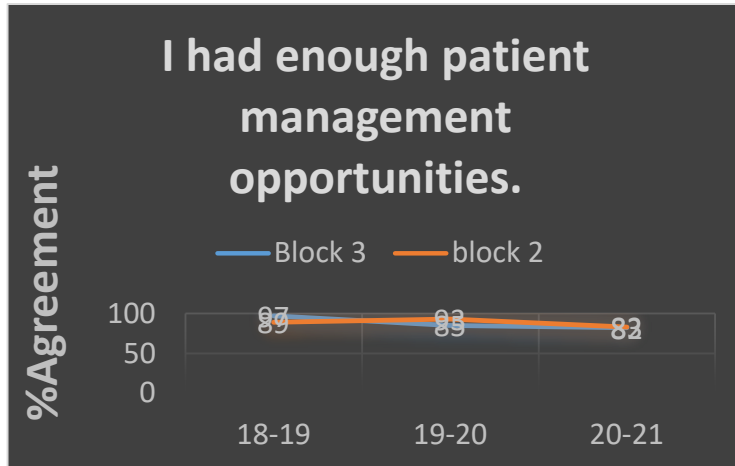
The block met the identified learning objectives.



The amount of material presented was reasonable.



ObGyn



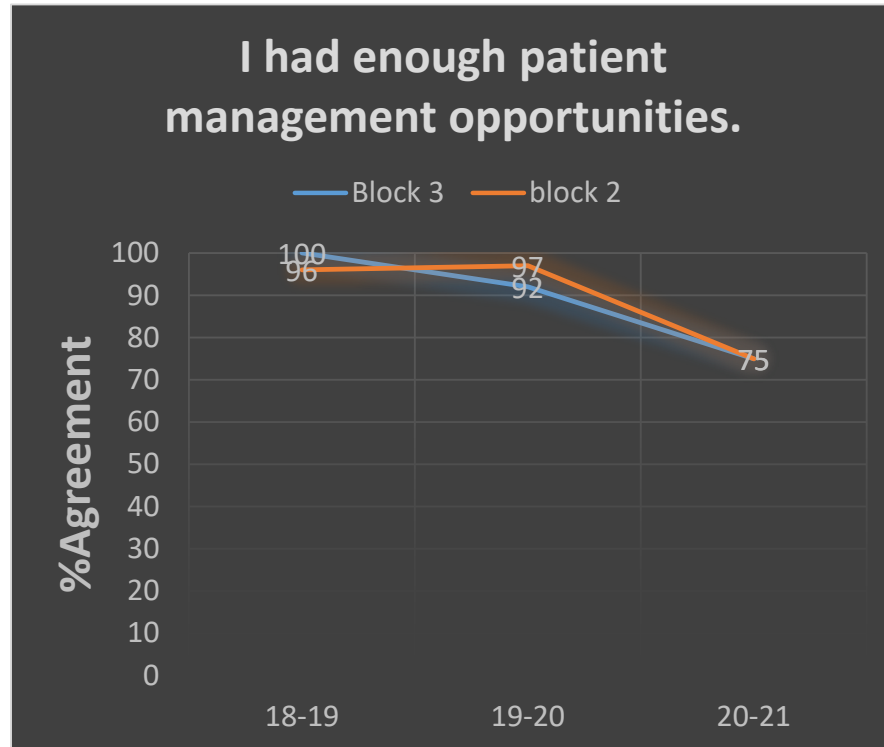
Suggested Improvements

- Continuity
- More patient encounters and variety
- Pelvic exam, Gyn Surgery, suturing, pap smears
- More student involvement in procedures and patient care allowed by residents etc.
- More opportunities and clarity on expectations : L&D

Identified Strengths

- Balanced experiences between clinic, procedures, L&D
- Hands on participation with residents, attendings, midwives

Peds



Suggested Improvements

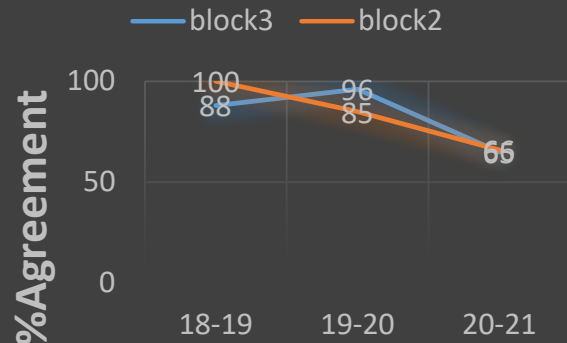
- Continuity
- Limited variety in patients (Covid related)
- More history, physical exam for different age groups
- More emphasis on assessment and plan
- Not all assignments contributed to learning
- Opportunity to explore selectives
- Difficulty to get meaningful daily evaluations

Identified Strengths

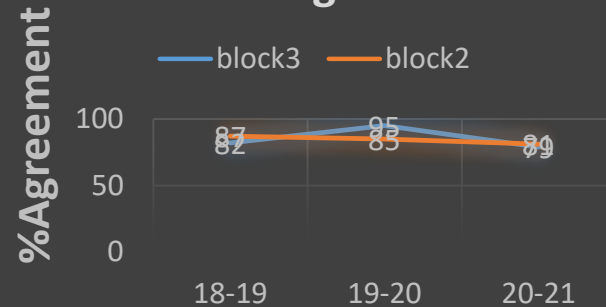
- Wards
- Residents, Attendings

Surgery

Duty hour policies were adhered to strictly.



Mid-clerkship feedback helped me identify my strengths.



Suggested Improvements

- Duty hours
- Interpretation of imaging, Suture Experience, Lap cam
- Clear expectations on role of students
- More involvement in OR
- Mid-clerkship feedback: late/none

Identified Strengths

- Most continuity and organization in the block
- Variety of cases and experiences
- Selectives, Trauma nights

Overall Satisfaction ObGyn/Peds/Surgery Block

