

**CEPC MEETING AGENDA**  
**5:00 PM - 6:30 PM**  
**01/08/2024**

**CHAIR:**

Dr. Maureen Francis, MD, MACP, MS-HPED

**VOTING MEMBERS:**

Colby Genrich, MD; Fatima Gutierrez, MD; Houriya Ayoubieh, MD; Jessica Chacon, PhD, Munmun Chattopadhyay, PhD; Patricia Ortiz, MD; Khanjani Narges, MD, PhD; Dale Quest, PhD; Wajeeha Saeed, MD; Marwaha Komal, MD

**EX-OFFICIO:**

Lisa Beinhoff PhD; Martin Charmaine, MD; Tanis Hogg, PhD; Jose Lopez

**STUDENT REPRESENTATIVES:**

Lee Spencer MS1 (Voting); Soni Kritika (Ex Officio); Katherine Asmis MS2 (Voting); Joshua Salisbury MS2 (Ex Officio); Rowan Sankar MS3 (Voting); Nikolas Malize MS3 (Ex Officio); Whitney Shaffer MS4 (Voting); Rohan Rereddy MS4 (Ex Officio)

**INVITED/GUESTS:**

Richard Brower, MD, FAAN; Thwe Htay, MD; Priya Harindranathan, PhD.; Namrata Singh, MD, FAAP; Madeline Goldfarb; Nathan Holland PhD, Curt Pfarr PhD; Sheralyn Sheralyn PhD

**REVIEW AND APPROVAL OF MINUTES**

Minutes Attached

**ANNOUNCEMENTS**

**Presenter(s): Dr. Francis**

**ITEMS FROM STUDENT REPRESENTATIVES**

**Presenter(s): Students**

**ITEM I SARP Course Review AY 2022/23**

**Presenter(s): Review Team**

**ITEM II Spanish Course Review AY 2022/23**

**Presenter(s): Course Director(s)**

**ITEM III Policy Updates**

**Presenter(s): Dr. Pettit**

**ITEM IV SARP Report to the CEPC**

**Presenter(s): Dr. Holland**

**ADJOURN**

**CEPC Monthly Meeting Minutes**  
**5:00 PM - 6:30 PM**  
**01/08/2024**

**MEMBERS IN ATTENDANCE:**

Maureen Francis, Dale Quest, Fatima Gutierrez, Patricia Ortiz, Jessica Chacon, Khanjani Narges, Wajeeha Saeed, Marwaha Komal, Lisa Beinhoff, Tanis Hogg, Lee Spencer, Joshua Salisbury, Nikolas Malize, Martin Charmaine, Neha Sehgal, Jose Lopez

**MEMBERS NOT IN ATTENDANCE:**

Houriya Ayoubieh, Colby Genrich, Munmun Chattopadhyay, Soni Kritika, Katherine Asmis, Whitney Shaffer, Rowan Sankar, Rohan Rereddy

**PRESENTERS/GUESTS IN ATTENDANCE:**

Richard Brower, Thwe Htay, Priya Harindranathan, Namrata Singh, Madeline Goldfarb, Nathan Holland, Sheralyn Sheralyn

**INVITED/GUESTS NOT IN ATTENDANCE:**

Jose Manuel de la Rosa, Curt Pfarr

**REVIEW AND APPROVAL OF MINUTES**

**Dr. Francis CEPC Chair**

- Having met quorum, the meeting minutes from the December 11, 2023 meeting were voted on and approved as presented.

**Decision:**

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

**ANNOUNCEMENTS**

**Presenter(s): Dr. Francis**

Regarding the 4th-year selective course - Pediatric intensive care unit (PICU)

- Dr. Francis observed a significant faculty shift within the PICU. She stated that currently, there are only two salaried faculty members, however, after this period, there will be only one faculty left. Consequently, there won't be enough shifts between these two faculties to maintain rotations. Two students are currently scheduled for the PICU, and after they finish their rotations, there won't be any more students scheduled for PICU rotations in this academic year. All previously scheduled rotations will be postponed until there are updates on faculty availability, as the current number of shifts cannot be sustained. This 4th-year selective course mandates that everyone completes 4 weeks of ICU, and PICU is one of seven options. Dr. Francis explained that for pediatrics, PICU is crucial due to the presence of two critical care units: neonatal intensive care and pediatric intensive care. For the remainder of the year, only the neonatal intensive care unit (NICU) will be available. The other six options remain viable and open.
- Dr. Ortiz asked if other rotations could absorb students originally assigned to the PICU. Dr. Francis mentioned openings in the surgical intensive care unit (SICU) and other areas, but the choice is up to the students. She concluded that until there are updates on faculty availability, accommodating all choices may be challenging. NOTE: Community physicians are admitting to the PICU and efforts are underway to recruit them as non-salaried faculty.

**ITEMS FROM STUDENT REPRESENTATIVES**

**MS1/MS2/MS3**

- No issues to report

MS4

- Not present

#### ITEM I SARP Course Review AY 2022/23

**Presenter(s):** Nikolas Malize

Presented the summary report from the review team

\*Please see attached report.

- Strengths of the SARP course include the active involvement of faculty mentors from local, regional, and national levels. The course fosters self-directed and life-long learning, imparts fundamental scientific and ethical principles of clinical and translational research, cultivates critical judgment and problem-solving skills, and emphasizes effective communication skills.
- Nikolas addressed that several improvements are underway. The distribution of the new Faculty Mentor Guide and Student Research Handbook is planned. The Annual SARP Symposium will be rescheduled from fall to spring semester, facilitating all students to fulfill requirements in the given academic year. Student evaluations will be introduced to gather valuable feedback. Additionally, rubrics will be aligned with course objectives and PGOs for better assessment.

#### ITEM II Spanish Course Review AY 2022/23

**Presenter(s):** Dr. Namrata Singh

Presented the summary report from the review team

\*Please see attached report.

- Strengths of the SCI Spanish program for MS-1 and MS-2 students include consistently high praise in evaluations for the quality of Spanish language instruction and the proficiency of Spanish course instructors. The Spanish language components are strategically aligned with the units covered in the Scientific Principles of Medicine course and Medical Skills course. This alignment ensures that the language instruction is focused on the organ systems-based curriculum

and standardized patient encounters. The Spanish instruction is tailored to the level of proficiency, accommodating basic, intermediate, or advanced Spanish language learners.

- Dr. Singh noted that recommendation for further improvement is to elevate the Spanish course to an independent, credited course. This strategic move has the potential to expand resources and opportunities for students, allowing them to enhance their proficiency in learning and practicing medicine in Spanish.

Discussion was held regarding the review of the Spanish course:

- Dr. Hogg shared with the group that the request for an additional Spanish instructor has been approved, and plans are underway to hire this person between now and early summer. Furthermore, efforts are being made to establish the number of credit hours for the Spanish course as an independent class. The course can be led by an individual who is expert in the field and is teaching staff according to our consultation with the LCME at the AAMC meeting in Seattle. However, this still needs to be confirmed with SACSCOC. Dr. Hogg emphasized the importance of having the Spanish course documented as a separate entity on students' transcripts, allowing them to highlight their unique experience at the school. This presents an opportunity to enhance narrative feedback, with the additional instructor easing the burden on current instructors and providing more time for detailed feedback. Dr. Hogg mentioned the need for further investigation into the effectiveness of the Canopy program, as the department invests funds in it.
- Madeline conveyed that students value in-person teaching experiences more than online Canopy assignments. Dr. Ortiz discussed students' historical preferences for self-learning opportunities, which Canopy was intended to provide. Dr. Harindranathan noted that students' dissatisfaction with Canopy was linked to the level of proficiency based on evaluations.

- Dr. Francis clarified that having a non-faculty member lead the course is specific to this situation, where experts in the field contribute to the Spanish language education. Dr. Francis proposed sending a survey back to the classes for discussion of additional Spanish class time and Canopy emphasizing the need to survey a larger pool of students before proceeding with multi-year implementation changes.
- Dr. Khanjani moves the motion for approval.
- Dr. Marwaha seconds the motion.
- No objections: Motion was approved.

### ITEM III Policy Updates

**Presenter(s): Dr. Francis**

#### *The Year 1-2 and Year 3-4 Committees Policy*

- Update – Committees to report to the CEPC semi-annually
- Dr. Marwaha moves the motion for approval.
- Dr. Ortiz seconds the motion.
- No objections: Motion was approved.

#### *Timely Course, Clerkship, and Curriculum Requirement Grade Release Policy*

- More explicit wording has been included for added clarity
- Dr. Ortiz moves the motion for approval.
- Dr. Khanjani seconds the motion.
- No objections: Motion was approved.

### ITEM IV SARP Report to the CEPC

**Presenter(s): Dr. Holland**

- Conversations regarding the MS4 student's grade in the SARP course were held in the absence of student representatives due to FERPA regulations

Adjourned



Meeting adjourned at 6:30pm



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# SARP Review Team AY 2022-23



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## Major Strengths:

- ☐ Involves participation of faculty mentors locally, regionally, and nationally including (TTUHSC EP, UTEP, NMSU, UT School of Public Health, and the El Paso Department of Public Health).
- ☐ Determines the demand of educational resources and infrastructures.
- ☐ Evaluates competencies.
- ☐ Promotes Self-Directed and Life-Long Learning.
- ☐ Teaches the basic scientific and ethical principles of clinical and translational research, and the methods for conducting such research.
- ☐ Attains Critical Judgment/Problem-Solving Skills.
- ☐ Ensures Communication Skills.
- ☐ Includes Fair and Timely Summative Assessment.



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# **Major Strengths:**

## **Students learn the basics of research which includes:**

-Critical Judgment/Problem-Solving Skills, Communication Skills, Ethical Principles of Clinical and Translational Research.

- *Students develop a research question or project.*
- *Students learn how to search the literature, identify previous knowledge and theory that provides context and relevance for their project.*
- *Students learn how to write a Project Plan, which includes a rationale, specific aims, methods, analysis, and timeline.*
- *Students learn how to collect data and use statistical methods for the analysis of data and interpret the information acquired for their project.*
- *Finally, students write a Final Report of their project, providing a concise summary of the project execution, data acquisition and analysis, and conclusions.*
- *Students present of their projects, which assesses their effective communication skills (oral and written).*
- *Students learn about the importance of protection of human and animal subjects involved in research.*



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# Areas of Improvement

- A new Faculty Mentor Guide will be distributed to all prospective SARP mentors to introduce the course , timelines, professional expectations, and requirements for taking on the role of a SARP mentor.
- A new Student Research Handbook will provide students with a comprehensive guide of SARP Course requirements and professional expectations along with resources available to identify mentors and plan their SARP activities.
- Consolidating the Project Plan (PSAP 5401) into a single required document with a single required deadline.
- Changing the Annual SARP Symposium from the fall semester to the spring semester to allow all students completing their SARP Course requirement in a given AY to present their posters together.
- Implementing a formal SARP student evaluation to inform future developments in the SARP course. This evaluation will help to identify strengths and areas for improvement to allow for targeted adjustments to better align with course objectives.
- Rubrics will be mapped to the course objectives and PGOs.
- Full time position of Director of SARP has been created and filled by Dr. Sheralyn Sanchez to provide administrative and developmental strength for the program.



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<b><u>LCME Element:</u></b>	<b><u>Met?</u></b>	<b><u>Comments/recommendations</u></b>
Element 4.1 Sufficiency of Faculty	X	A new Faculty Mentor Guide will be distributed to all prospective SARP mentors locally, regionally, and nationally. Outreach efforts will be developed to identify additional SARP mentors regionally. Up to date list of summer research programs
Element 5.4 Sufficiency of Buildings and Equipment	x	The medical school provides a performance site for all Department of Medical Education faculty in the Laboratory for Education in Molecular Medicine (LEMM)
Element 6.1 Program and Learning Objectives	X	The following SARP Course Goals are disseminated to all students through the SARP Course Syllabus, the Medical Student Research Handbook, the SARP website and at a series of in-person SARP presentations (SARP Series)
Element 6.3 Self-Directed and Life-Long Learning	x	
Element 7.3 Scientific Method/Clinical/Translational Research	x	
Element 7.4 Critical Judgment/Problem-Solving Skills	x	
Element 7.8 Communication Skills	x	Presentations
Element 8.2 Use of Medical Educational Program Objectives	x	
Element 8.3 Curricular Design, Review, Revision/Content Monitoring	x	



<b><u>LCME Element:</u></b>	<b><u>Met?</u></b>	<b><u>Comments/recommendations</u></b>
8.8 Monitoring Student Time	x	The time each student spends completing the SARP Course components is captured in a mandatory SARP Course Evaluation submitted at the end of the AY the student completes the course. These data are compiled by the SARP Director and summarized in a SARP Annual Report
Element 9.4 Assessment System	x	
Element 9.5 Narrative Assessment	x	<p>Pass / fail determination for each of the 3 SARP Course components (PSAP 5401, PSAP 6401 and PSAP 7401).</p> <p>These rubrics are provided to the students through their individual student ePortfolio.</p> <p>Element 9.7 Formative Assessment and Feedback</p> <p>The medical school's curricular governance committee ensures that each medical student is assessed and provided with formal formative feedback early enough during each required course or clerkship to allow sufficient time for remediation. Formal feedback occurs at least at the midpoint of the course or clerkship. A course or clerkship less than four weeks in length provides alternate means by which medical students can measure their progress in learning.</p>
Element 9.7 Formative Assessment and Feedback	x	
Element 9.8 Fair and Timely Summative Assessment	x	Elantra, Rubrics

## Summary

- SARP course offers students the opportunity to practice self directed life long learning in scientific methods and communication skills during presentations.
- Strengths include a wide variety of faculty and mentors from the community.
- Recent implementation of SARP Director, Dr. Sanchez and Student Research Handbook.
- Consolidation of SARP Symposium to Spring.
- SARP Course will start to collect Evaluations.



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# Spanish Review Team AY 2022-23

Madeline Goldfarb  
Namrata Singh  
Dale Quest



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## Major Strengths:

SCI Spanish MS-1 and MS-2 student evaluations return consistently high praise for quality of Spanish language instruction and for the Spanish course instructors

SCI Spanish MS-1 student evaluations

Questions	Spanish I		Spanish II	
	IHD	GIS	HEM	CVR
The course met the identified learning objectives.	5.30 / 96.97%	5.63 / 98.46%	5.61 / 99.18%	5.54 / 97.60%
The course workload (pacing and quantity of new material and assignments) was manageable.	5.25 / 93.94%	5.65 / 97.69%	5.62 / 99.18%	5.54 / 97.60%
I am satisfied with the methods used to evaluate my performance.	5.26 / 97.73%	5.56 / 97.69%	5.57 / 98.36%	5.53 / 97.60%
I understand how the course content is applicable to the practice of medicine.	5.41 / 98.47%	5.67 / 99.23%	5.64 / 98.36%	5.66 / 99.19%
Course materials supported my learning.	5.21 / 95.42%	5.48 / 96.88%	5.53 / 97.52%	5.50 / 97.56%
I can ask basic patient information in conversational Spanish.	4.91 / 92.31%	5.28 / 95.35%	5.53 / 98.35%	5.48 / 99.19%
In class activities helped improve my medical Spanish skills.	5.18 / 95.42%	5.47 / 96.90%	5.55 / 98.36%	5.51 / 97.58%
Overall, I was satisfied with this course/unit.	5.21 / 95.38%	5.57 / 97.67%	5.58 / 98.36%	5.57 / 99.19%

SCI Spanish MS-2 student evaluations

Questions	Spanish III __ CSS	Spanish IV __ END
The course met the identified learning objectives.	5.49 / 97.25%	5.51 / 96.30%
The course workload (pacing and quantity of new material and assignments) was manageable.	5.50 / 96.33%	5.54 / 96.33%
I am satisfied with the methods used to evaluate my performance.	5.51 / 97.25%	5.54 / 97.25%
I understand how the course content is applicable to the practice of medicine.	5.56 / 96.33%	5.59 / 97.25%
Course materials supported my learning.	5.48 / 97.25%	5.57 / 98.17%
I can ask basic patient information in conversational Spanish.	5.48 / 97.25%	5.53 / 96.30%
In class activities helped improve my medical Spanish skills.	5.47 / 97.25%	5.56 / 97.22%
Overall, I was satisfied with this course/unit.	5.48 / 96.33%	5.51 / 96.30%



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LCME Element:	Met?	Comments/recommendations
Element 4.1 Sufficiency of Faculty	yes	student evaluations across SCI Courses I...IV Spanish : consistently high praise for all of the Spanish language instructors
Element 6.1 Program and Learning Objectives	yes	
Element 6.3 Self-Directed and Life-Long Learning	no	The SCI course syllabus does not describe any self-directed learning in the Spanish component that reflects the LCME Standard definition.
7.2 Organ Systems/Life Cycle/Prevention/Symptoms/Signs/Differential Diagnosis, Treatment Planning	yes	The Spanish language components are aligned with the units of the Scientific Principles of Medicine course and Medical Skills course, so the Spanish that students are learning follows the organ systems-based curriculum, and related standardized patient encounters.
Element 7.4 Critical Judgment/Problem-Solving Skills		
Element 7.8 Communication Skills	yes	The SCI Course Syllabus, P.15 under Educational Program Objectives, ICS4.1: Participation (Spanish language assessment) Exam – Institutionally Developed, Oral (Spanish comprehension quizzes, Spanish oral conversation evaluations, Spanish doctor/patient oral interview exam)
Element 8.2 Use of Medical Educational Program Objectives	yes	
8.8 Monitoring Student Time	yes	
Element 9.4 Assessment System	yes	See SCI Course Syllabus, Pp. 18-19 under Remediation. 3. Spanish Language Assessment.
Element 9.5 Narrative Assessment	yes	According to directors reports
Element 9.7 Formative Assessment and Feedback	yes	
9.8 Fair and Timely Summative Assessment	yes	The SCI Course Syllabus, Pp.18-28 include requirements for passing SCI, including Spanish language components of SCI Courses I...IV.



## Areas for improvement

Students' suggestions for improvement: more time, more frequent practice, more practical patient experience..... more of everything Spanish.

Medical Spanish remained a component of the Society Community & the Individual courses I...IV during the AY2022-2023 period of this review.

There is much reason to anticipate that the Spanish program will be even better as a distinct, credited course. Spanish will award credits for this course. It will also help in expanding resources and opportunities for students to enhance their proficiency to learn and practice medicine in Spanish and across cultures nationally and internationally.

This course needs more Faculty as is reflected in the Course Directors' review.



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## Summary:

The Spanish language course is consistently evaluated highly by the students recognizing the teaching provided to them in the variety of instructional methods and the quality of the Spanish language instructors.

Students enjoy and look forward to the Spanish sessions because the sessions are structured as social events.

The Spanish language components are **aligned with the units of the Scientific Principles of Medicine** course and **Medical Skills** course, so the Spanish that students are learning follows the organ systems-based curriculum, and related standardized patient encounters.

Spanish instruction is **level appropriate** for students who have basic, intermediate or advanced Spanish language proficiency.

Spanish language instruction includes orientation to **US-Mexico border** culture.

Spanish language instruction is a **priority in the PLFSOM MD degree program**. This is consistent with the mission and values of this institution, and the health services needs of this US-Mexico border community.



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## Additional Student Feedback:

### Assets of the Spanish Course:

- Overall high level of praise for Spanish course!
- Size of the classes allow for great interaction
- Culture and positive learning environment
- Professors

### Actionable opportunities for growth for the Spanish Course:

- Creating a medical Spanish Anki deck students can use to practice
- Longer/more frequent classes—>recommendation for 1.5hr class instead of current 50min or 45min twice per week for more repetition
- More Spanish speaking practice with Standardized Patients
- Increased opportunity to learn conversational/informal Spanish to enhance interaction with patients, rather than just medical Spanish—>perhaps in partner practice
- Create a guideline sheet with basic Spanish grammar to help students improve their grammar and create their patient presentations for Spanish class
- Mixed reviews on Canopy effectiveness for improving language skills, not heavily practical for the amount of work it is for the students



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## Medical Education Program Policy

<b>Policy Name:</b>	Timely Course, Clerkship, and Curriculum Requirement Grade Release				
<b>Policy Domain:</b>	Assessment	<b>Refers to LCME Element(s):</b>	9.8		
<b>Approval Authority:</b>	Curriculum and Educational Policy Committee	<b>Adopted:</b>	7/11/2016	<b>Date Last Reviewed:</b>	7/11/2016
<b>Responsible Executive:</b>	Associate Dean for Medical Education	<b>Date Last Revised:</b>			
<b>Responsible Office:</b>	Office of Medical Education	<b>Contact:</b>	Mirjana Babic, M.P.A. mbabic@ttuhsc.edu		

1. **Policy Statement:** All course, clerkship and, when relevant, curriculum requirement grades shall be made official and available to the student in a timely manner, and always within 6 weeks.
2. **Reason for Policy:** This policy is intended to ensure the timely processing and release of grades.
3. **Who Should Read this Policy:** All course, clerkship and curriculum requirement Directors, Co-Directors and Coordinators, as well as all faculty responsible for administering summative student assessments.
4. **Resources:** Office of Medical Education – officers (Associate and Assistant Deans) and staff.
5. **Definitions:**
  - a. “Grades”: Final course/clerkship/curriculum requirement summative assessments, including any summative assessments required for academic promotion and/or graduation.
  - b. “Always”: Without exception.
6. **The Policy:** All course, clerkship and, when relevant, curriculum requirement grades (any summative assessments required for academic promotion and/or graduation) shall be made official and available to the student in a timely manner, and always within 6 weeks. It is expected that grades shall be released within **4 weeks**. When a course, clerkship, and/or graduation requirement Director, Assistant Director, or Coordinator determines that a final grade will not be available to a student within 4 weeks, the Office of Medical Education shall be notified as soon as possible (by contacting the relevant Assistant Dean or the Associate Dean for Medical Education), and steps shall be taken to ensure the posting and availability of the grade within 6 weeks. Any violations of this policy shall be referred to the Curriculum and Educational Policy Committee for review and action.

[e.g. Note: If a student has not completed all course/clerkship requirements or is pending allowable remediation of any component of the course or clerkship, then a temporary grade will be issued according to the \*Grade Changes and\*](#)

*Transcript Notations Policy.* The final assessment and final grade will not be issued until all components of the course/clerkship have been completed and remediation resolved.

*Policies are subject to revision. Refer to the Office of Medical Education website or contact the Office of Medical Education to ensure that you are working with the current version.*