

CEPC MEETING AGENDA
5:00 PM - 6:30 PM
02/12/2024

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; Neha Sehgal DO

STUDENT REPRESENTATIVES:

Lee Spencer MS1 (Voting); (Ex Officio – pending); 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.

REVIEW AND APPROVAL OF MINUTES

Minutes Attached

ANNOUNCEMENTS – Updated Diversity Statement

Presenter(s): Dr. Francis

ITEMS FROM STUDENT REPRESENTATIVES

Presenter(s): Students

ITEM I Curriculum as a Whole Review – Overview of the Process

CEPC 02/12/2024

Presenter(s): Dr. Francis

ITEM II New Electives AY 2024/25

Presenter(s): Dr. Sehgal

ITEM III A Culture of Wellness – Pilot Program

Presenter(s): Dr. Sehgal

ITEM IV Policy Update

Presenter(s): Dr. Francis

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CEPC Monthly Meeting Minutes
5:00 PM - 6:30 PM
02/12/2024

MEMBERS IN ATTENDANCE:

Maureen Francis, Colby Genrich, Dale Quest, Fatima Gutierrez, Patricia Ortiz, Jessica Chacon, Khanjani Narges, Lisa Beinhoff, Tanis Hogg, Lee Spencer, Katherine Asmis, Joshua Salisbury, Munmun Chattopadhyay, Martin Charmaine, Neha Sehgal, Jose Lopez

MEMBERS NOT IN ATTENDANCE:

Houriya Ayoubieh, Marwaha Komal, Wajeeha Saeed, Nikolas Malize, Whitney Shaffer, Rowan Sankar, Rohan Rereddy,

PRESENTERS/GUESTS IN ATTENDANCE:

Thwe Htay, Priya Harindranathan

INVITED/GUESTS NOT IN ATTENDANCE:

Richard Brower

REVIEW AND APPROVAL OF MINUTES

Dr. Francis CEPC Chair

- Having met quorum, the meeting minutes from the January 08, 2024 meeting were voted on and approved as presented.

CEPC 02/12/2024

Decision:

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

ANNOUNCEMENTS – Updated Diversity Statement

Presenter(s): Dr. Francis

Presented modified diversity statement

- There is an updated diversity statement awaiting final approval by Dr. Lange. Dr. Francis explained that, according to Texas Senate Bill 17, schools can no longer use diversity categories as they did in the past. The statement was approved by the Faculty Council and is currently undergoing revision by Dr. Lange.

ITEMS FROM STUDENT REPRESENTATIVES

MS1/MS3/MS4

MS2

- No issues to report.
- Student, Katherine Asmis, noted that while the information regarding Step was helpful, it was provided somewhat late in the registration process. By the time students were able to register, all slots in El Paso, including Las Cruces, were fully booked.
- Additionally, it was noted that students were not aware that financial aid reserves a portion of the allowance for the Step. Dr. Martin said that she would check with the Office of Financial Aid to ensure this information is released to students sooner. Dr. Martin noted that Dr. Hogg previously sent detailed emails about the registration for the STEP to students. The suggestion was made to ask his department to continue this practice as early as possible.
- Dr. Hogg added that TAs are also involved and should consider offering workshops earlier in the year. Katherine explained that TAs usually send out informational presentations in November. However, it would be more helpful if students received information about the necessary payment earlier in the semester.

- In summary, there was a consensus on the importance of establishing a clear timeline for the Step registration process to be presented during the MS2 orientation. In addition, details on financial aid, and the registration process should be disseminated in the fall semester. This adjustment was suggested for the next academic year.

ITEM I Curriculum as a Whole Review – Overview of the process

Presenter(s): Dr. Francis

Presented an overview of the process

*Please see attached report.

- Dr. Francis explained that we are reviewing the curriculum through a three-year cycle: pre-clerkship, clerkship, and now the entire curriculum. The goal is to ensure that we adequately cover all of our program goals and objectives. We aim to assess whether we are effectively teaching and evaluating these goals and objectives and whether students are competent in them upon graduation.
- Dr. Francis noted that extensive preparation work was conducted in the fall, including the provision of annual reports covering both phases, pre-clerkship, and clerkship, and reports from the three subcommittees that report to the CEPC. In addition, curriculum mapping reports are built to identify where each of the program goals and objectives (PGOs) is taught and assessed.
- She outlined the process, explaining the timeline and the PGOs that will be reviewed by four teams. Each team is assigned two competency domains with associated PGOs and provided with guiding questions to assist them in their review. Questions regarding students' satisfaction with the utility of the medical education program objectives have been incorporated into our internal surveys and will be shared with the teams.

ITEM II New Electives AY 2024/25

Presenter(s): Dr. Sehgal

Presented the two new 4th year electives: Program Evaluation and Family Medicine Elective at the TT Kenworthy Clinic

*Please see attached report.

- The Program Evaluation Elective is research-based and non-clinical in nature.
- Dr. Hogg raised a question about whether there would be different expectations for students since the proposed course length is two or four weeks. Dr. Sehgal responded that the outcomes would remain the same regardless of the length. Members agreed that the faculty should offer it for a set time (either 2 or 4 weeks, not both) to avoid any confusion since outcomes are listed as the same. Alternatively, outcomes could be adjusted with a set for 2 week rotation and a more advanced set for 4 weeks.
- The Family Medicine Elective is a clinical elective designed to assist students in mastering competencies necessary for evaluating and managing general family medicine patients in the clinic. Approval from the lead faculty is required at least two weeks prior to the start of the course. Dr. Francis noted that students' schedules are prepared for the year, so faculty need to inform in advance when this course will be offered. Dr. Sehgal mentioned that faculty typically do not have their clinical schedules a year in advance but will communicate with the faculty offering the course. Dr. Francis concluded that pre-approval 2 weeks ahead is not feasible for fourth-year schedules.
- Dr. Khanjani inquired about how students will be assessed in these classes. Dr. Francis explained that there is a standard clinical assessment form, along with the standard form for research that could be utilized.
- Members agreed that both electives need to be reassessed and modified, and then they will vote asynchronously and electronically.

ITEM III A Culture of Wellness – Pilot Program

Presenter(s): Dr. Sehgal

Presented Wellness Pilot Program

*Please see attached report.

- Dr. Sehgal explained that this is an initiative aimed at addressing student well-being challenges during their third year. She shared that students experience

CEPC 02/12/2024

numerous challenges, and uncertainties when transitioning from the pre-clerkship to clerkship phase, leaving them with less time for self-care. The program consists of five one-hour workshops focusing on various aspects of wellness: creative self, essential self, coping strategies, physical health, and social well-being. The effectiveness of the program will be evaluated through pre-and post- intervention data to determine whether it should continue in the next academic year.

- Concerns were raised about the program's impact on the current course schedule. Student, Katherine Asmis commented that if this becomes an extra class, it may not be favorably received by students. Dr. Sehgal explained that after the data is received in April, further discussion will be held on how these workshops could be integrated into the existing sessions to avoid overburdening students.

ITEM IV Policy Update

Presenter(s): Dr. Francis

Course Evaluation and Reporting Policy

- Dr. Harindranathan noted that the policy section pertaining to away rotations was revised by the evaluation subcommittee. It was agreed that responses, even if fewer than four, should be shared with the Office of Student Affairs and the associate dean. Dr. Francis elaborated that this approach would help identify any issues with the rotation site, enabling future students to be informed accordingly.
- The policy will be updated to reflect the change, and members will vote asynchronously and electronically.

Review of Educational Program Policies

- The committee discussed revising the policies every three years, ensuring regular updates of policies. Consensus was reached to eliminate the requirement of sending policies five days before meetings. Instead, policies will be distributed

prior to meetings, with members having the option to request additional time for review if necessary.

- Dr. Quest moves the motion for approval.
- Dr. Ortiz seconds the motion.
- No objections: Motion was approved.

Adjourned

Meeting adjourned at 6:30pm

FSOM Proposed Diversity Statement
Faculty Council Agenda Item
January 16, 2023

Dr. Maureen Francis, Associate Dean for Medical Education, will address the Faculty Council to present the proposed revisions to the Diversity Statement. The medical school's Diversity Statement was last approved in 2021 by the Faculty Council.

"Texas Tech University Health Sciences Center El Paso (TTUHSC El Paso) is a Hispanic Serving Institution situated on the US-Mexico border that is committed to addressing current and emerging health concerns affecting the El Paso community, our region and beyond. ~~diversity, inclusion, and health equity.~~ Grounded in the compelling evidence that diversity of thought and perspective provides richer solutions to complex challenges, the Paul L. Foster School of Medicine strives to recruit, develop, and retain those best prepared to support its mission.

With these intentions, and mindful of our setting, regional history, and status as a state sponsored school in Texas, the Paul L. Foster School of Medicine actively recruits students ~~particularly emphasizes and encourages diversity~~ from the following categories: Students who are from the US/Mexico border region, who are economically disadvantaged, and those who identify as first generation. ~~Hispanic or African American/Black. Residents, faculty, and senior administrative staff who are from the US/Mexico border region, or who identify as Hispanic or African American/Black.~~ Access to the School of Medicine for talented residents, staff, and faculty from all groups is a priority."

health
is
here.



Curriculum as a Whole Review

AY 2023-24

Presented to CEPC

2/12/2024

Maureen Francis, MD, MS-HPed, MACP

Associate Dean for Medical Education

Mirjana Babic, MPA

Program manager

Curriculum as a whole – Review Phase Planning

- Process: Based on a ‘top-down’ evaluation of educational program goals and objectives
- Presented over a series of four CEPC meetings
 - March through June 2024
- Conclusion with summary report by Associate Dean for Medical Education with specific findings for each competency domain
 - July 2024
- Review team evaluation to be based on the following data provided by the OME:
 - The Annual Program Evaluation Report for Pre-clerkship and Clerkship – presented in Fall 2023
 - Course/clerkship reviews presented over the last 2 years
 - Syllabi for courses and clerkships
 - Subcommittees reports – presented in fall 2023
 - Student evaluations of curriculum as a whole – 2023 GQ and Y2Q and in-house evaluations
 - Curriculum mapping report
 - Teaching
 - Assessment

Example of Big Picture Curriculum Map

		Course Level M1 – M4				Event Level M1 to M4			
	PROFESSIONALISM Demonstrate understanding of and behavior consistent with professional responsibilities and adherence to ethical principles.								
PRO-5				X	X			X	
PRO-5.1	Demonstrate sensitivity, compassion and respect for all people.			X	X	X	X	X	X
PRO-5.2	Demonstrate knowledge of and appropriately apply ethical principles pertaining to patient privacy, autonomy and informed consent.			X	X	X		X	X
PRO-5.3	Demonstrate accountability to patients and fellow members of the health care team.			X	X	X		X	X
PRO-5.4	Demonstrate and apply knowledge of ethical principles pertaining to the provision or withholding of care.				X	X		X	
PRO-5.5	Demonstrate and apply knowledge of ethical principles pertaining to health care related business practices and health care administration, including compliance with relevant laws, policies, regulations and the avoidance of conflicts of interest.			X	X	X	X	X	X
PRO-5.6	Demonstrate honesty and integrity in all professional and academic interactions.			X	X	X		X	X
PRO-5.7	Meet professional and academic commitments and obligations.			X	X	X	X	X	X

Example of Detailed Map for MS3 Year

PRO-5.2	Demonstrate knowledge of and appropriately apply ethical principles pertaining to patient privacy, autonomy and informed consent.	
Course Name	Instructional Method (medbig)	Link Type
Emergency Medicine I (M&M)		Course Level Link
Emergency Medicine II (OPSEF)		Course Level Link
Internal Medicine Clerkship (LIC)	Case-Based Instruction/Learning	Session Level Link
	Clinical Experience - Ambulatory	Session Level Link
	Clinical Experience - Inpatient	Session Level Link
	Patient Presentation - Learner	Session Level Link
	Ward Rounds	Session Level Link
Neurology Clerkship (LIC)	Clinical Experience - Ambulatory	Session Level Link
	Clinical Experience - Inpatient	Session Level Link
Obstetrics and Gynecology Clerkship (LIC)	Clinical Experience - Ambulatory	Session Level Link
	Clinical Experience - Inpatient	Session Level Link
Pediatric Clerkship (LIC)	Case-Based Instruction/Learning	Session Level Link
	Clinical Experience - Ambulatory	Session Level Link
	Clinical Experience - Inpatient	Session Level Link
	Patient Presentation - Learner	Session Level Link
Psychiatry Clerkship (LIC)	Lecture	Session Level Link
Surgery Clerkship (LIC)	Mentorship	Session Level Link

Example of Big Picture Assessment Map

		M1	M2	M3	M4
PRO-5	PROFESSIONALISM Demonstrate understanding of and behavior consistent with professional responsibilities and adherence to ethical principles.			X	X
PRO-5.1	Demonstrate sensitivity, compassion and respect for all people.		X	X	X
PRO-5.2	Demonstrate knowledge of and appropriately apply ethical principles pertaining to patient privacy, autonomy and informed consent.	X	X	X	X
PRO-5.3	Demonstrate accountability to patients and fellow members of the health care team.			X	X
PRO-5.4	Demonstrate and apply knowledge of ethical principles pertaining to the provision or withholding of care.	X	X		
PRO-5.5	Demonstrate and apply knowledge of ethical principles pertaining to health care related business practices and health care administration, including compliance with relevant laws, policies, regulations and the avoidance of conflicts of interest.				X
PRO-5.6	Demonstrate honesty and integrity in all professional and academic interactions.			X	X
PRO-5.7	Meet professional and academic commitments and obligations.			X	X

Curriculum as a whole (AY 2023-24) – Review Phase Planning

- Four teams – each to include 2 clinicians and two basic science faculty and student representatives
 - Team 1 - presentation March 11, 2024
 - Knowledge for Practice (IE*) (PGO 2.1 – 2.6)
 - Personal and Professional development (PGO 8.1- 8.4)
 - Team 2 – presentation April 8, 2024
 - Patient Care (IE*) (PGO 1.1 – 1.8)
 - Professionalism (PGO 5.1 – 5.7)
 - Team 3 – presentation May 13
 - Interpersonal and communication skills (IE*) (PGO 4.1-4.4)
 - Systems-Based Practice (PGO 6.1 – 6.4)
 - Team 4 – presentation June 10
 - Practice-Based Learning & Improvement (PGO 3.1-3.6)
 - Interprofessional Collaboration (IE*)(PGO 7.1 – 7.4)

*Also used for Institutional Effectiveness review)

Curriculum as a whole – Review Phase Planning

Review teams to perform a structured analysis based on the following questions:

I. CONTENT:

- Does the educational program have adequate learning objective linkages for each goal and its objectives?
 - If so, by what criteria?
- If not, are there other curriculum or program features that promote and/or ensure fulfillment of the program objective?

Curriculum as a whole – Review Phase Planning

Review teams to perform a structured analysis based on the following questions:

II. TEACHING METHODS:

- To what extent does the curricular phase/whole curriculum use a variety of effective teaching methods in order to engage students in attaining the learning objectives?
- What active learning strategies are used during the curricular phase?
- Are there opportunities for self directed learning?

Curriculum as a whole (AY 2022-23) – Review Phase Planning

Review teams to perform a structured analysis based on the following questions:

III. ASSESSMENT METHODS:

- Evaluate the quality and frequency of formative assessment for assisting students in attaining the learning objectives.
- To what extent does the curricular phase/whole curriculum use a variety of effective assessment methods in order to ensure that learners have achieved competency in each PGO?
- Are the assessment methods appropriate for the PGO?
 - Is narrative assessment used when the circumstances allow?
- Does the educational program adequately assess each PGO?

Curriculum as a whole – Review Phase Planning

Review teams to perform a structured analysis based on the following questions

IV. STUDENT PERFORMANCE:

- Would it be possible for a student to graduate from PLFSOM with deficiencies in any of the goal/competency domains?
- Would the school know if a student were deficient in any of the goal/competency domains and, if so, how?
- Summarize student perceptions of the utility of the medical education program objectives

Curriculum as a whole – Review Phase Planning

Each team – Summary of the review

- Should identify strengths in teaching and assessment for each competency domain and PGO
- Should identify and prioritize programmatic weaknesses in teaching and assessment for each assigned competency domain and PGO
- Provide ideas/recommendations for improvement and tracking of identified weaknesses



TTUHSC EL PASO

Texas Tech University Health Sciences Center El Paso

FOSTER SCHOOL OF MEDICINE

AY 2024-2025 4th Year Electives

Neha Sehgal, DO

Assistant Dean for Medical Education, Clinical Instruction

January 20, 2024



TTUHSC EL PASO

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Two new electives

- Program Evaluation
- Family Medicine Elective TT Kenworthy Clinic



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Program Evaluation: Course details

Course Description: An examination of the theories, methodologies, and practice of program evaluation, with particular emphasis on the application of accountability models to evaluate outcomes and improvement strategies for programs/projects and services.

❑ Elective Director : Christiane Herber-Valdez

❑ Additional faculty: N/A

❑ Department: Medical Education

➤ Course Length: 2 wks (2 credits) or 4 wks (4 credits)

➤ Online

➤ Max students per offering: 10 students

➤ Offered: August and February

➤ Research, nonclinical experience

➤ Intentional Inter-professional Collaboration: No

➤ Non-faculty instructor interactions: No

Program Evaluation: Goals & Objectives

GOALS:

- ❑ Integrate the principles of program evaluation into medical practice.
- ❑ Teaching students the application of theoretical models and scientific methods in order to determine the value (worth or merit) of a program, project and/or service.

OBJECTIVES: By the conclusion of this two or four-week elective, participants will be expected to:

- ❑ Students will demonstrate their understanding and analytical skills through discussions and responses to discussion questions, that analyze and compare strategies for the evaluations of programs/projects/services.
- ❑ Students will explain, analyze, and discuss theoretical models utilized in program evaluation.
- ❑ Students will learn about evaluation approaches and methodologies, and justify the selection of approach and strategy for the evaluation of a program/project/service.
- ❑ Students will apply learned concepts of program evaluation to the development of a written evaluation plan (design).

Family Medicine Elective

TT Kenworthy Clinic: Course details

Course Description: Its purpose is to assist the student in reviewing and mastering competencies necessary for the evaluation and management of general Family Medicine patients in the clinic. During the rotation, students will hone many of the skills used in the management of patients in the ambulatory setting. These skills include the evaluation and management of medical conditions and also practical skills that will enable them to be ready to function as interns from the start of their residency programs. These skills include, but are not limited to, transitions of care, order entry, time management, visit efficiency, documentation and billing necessities, preventative health metrics and longitudinal care planning.

- ❑ Elective Director : Katherine Hartl, M.D.
- ❑ Additional faculty: Sarah Sepulveda , M.D.
- ❑ Department: Department of Family and Community Medicine
- Course Length: 2 weeks (2 credits)
 - In person: TT Kenworthy Family Medicine Clinic, 9849 Kenworthy St, El Paso TX
 - Max students per offering: 1 (one) students
 - *Requires pre-approved by Drs. Sepulveda & Hartl at least 2 weeks prior to start date*
- Clinical
- Offered: Any month based on faculty availability
- Intentional Inter-professional Collaboration: No
- Non-faculty instructor interactions: No

TT Kenworthy Clinic: Goals & Objectives

GOAL: Patient Care

- ▶ Provide patient-centered care that is compassionate, appropriate and effective.

Assessment:

- Clinical performance as evaluated by supervising residents and faculty.

OBJECTIVES:

- Demonstrate proficiency in coordinating a comprehensive and longitudinal patient care plan through documenting a complete history, physical examination, laboratory data and images (1.1, 1.2)
- Prioritize tasks for daily patient care in order to utilize time efficiently (1.3,1.4)
- Patient notes and presentations are accurate, organized and focused (1.1, 4.4)
- Retrieve and interpret laboratory data, imaging studies, and other tests required for the area of practice through the EMR (1.3)
- Develop appropriate differential diagnosis and management plan using the given patient information and following up-to-date scientific evidence (1.2, 1.2).
- Recognize life threatening conditions and patients requiring immediate attention (1.5).
- Communicate effectively with the patients and families, involving the patients in decision making, and providing them with preventive health care services (1.6, 1.7).
- Recognizes when a patient's condition or preferences requires deviation from general treatment guidelines and algorithms (1.2).

TT Kenworthy Clinic: Goals & Objectives

GOAL: Knowledge for Practice

- ▶ Demonstrate knowledge of established and evolving knowledge in Family Medicine and apply this knowledge to patient care.

Assessment:

- Clinical assessments

OBJECTIVES:

- Demonstrate knowledge of health problems, risk factors, and treatment strategies of commonly encountered health conditions (2.4, 2.6).
- Apply basic and updated evidence based medicine to patient care (2.2, 2.3).

TT Kenworthy Clinic: Goals & Objectives

GOAL: Practice-Based Learning and Improvement

- Demonstrate ability to continuously improve patient care based on self-evaluation and feedback.

Assessment:

- ☐ Clinical assessments

OBJECTIVES:

- Identify and address self-limitations (3.1).
- Accept feedback from faculty and residents, and continue to work on self-improvement (3.3).
- Use the available resources and references to access evidence based medicine to solve clinical problems (3.4,3.5)

TT Kenworthy Clinic: Goals & Objectives

GOAL: Interpersonal and communication skills

- ▶ Demonstrate the ability of effectively communicate with Patients, families, staff and health care professionals.

Assessment:

- Clinical assessments

OBJECTIVES:

- Communicate effectively with patients and patient's family members (4.1)
- Communicate effectively with physician and non-physician members of the health-care team (4.2)

TT Kenworthy Clinic: Goals & Objectives

GOAL: Professionalism

- Demonstrate understanding of and behavior consistent with professional responsibilities and adherence to ethical principles.

Assessment:

- ❑ Clinical assessments
- ❑ Timely submission of clinic notes

OBJECTIVES:

- Demonstrate sensitivity to cultural issues and to patient preferences and incorporate knowledge of these issues into discussion with patients (5.1)
- Show respect for patient autonomy and the principle of informed consent (5.2)
- Demonstrate respect for patient's rights and confidentiality (5.2)
- Show respect for, and willingness to, assist all members of the health care team (5.3)
- Demonstrate compliance with local and national ethical and legal guidelines governing patient confidentiality in both written documentation and verbal communication with the patient's family members (5.5)
- Respect time, and meet all the academic commitments during the rotation (5.7)

TT Kenworthy Clinic: Goals & Objectives

GOAL: System-Based Practice

- ▶ Demonstrate the ability to use the system resources to provide optimal care.

Assessment:

- Clinical assessments

OBJECTIVES:

- Access the clinical information system in use at the site of health care delivery (6.1)
- Demonstrate the ability to work effectively with physician and non-physician members of the health care team including nursing staff, physician assistants and nurse practitioners, social workers, therapists, pharmacists, nutrition support staff and discharge planners (6.4)

TT Kenworthy Clinic: Goals & Objectives

GOAL: Interprofessional Collaboration

- Demonstrate the ability to engage in an Interprofessional team in a manner that optimizes safe, effective patient and population-centered care

Assessment:

- ☐ Clinical assessments

OBJECTIVES:

- Recognize one's own role as well as the roles of other health care professionals (7.1, 7.2)
- Engage effectively as a team member during clinic and be able to manage conflicts appropriately (7.3, 7.4)

TT Kenworthy Clinic: Goals & Objectives

GOAL: Personal and Professional Development

- Demonstrate the qualities required to sustain lifelong personal and professional growth.

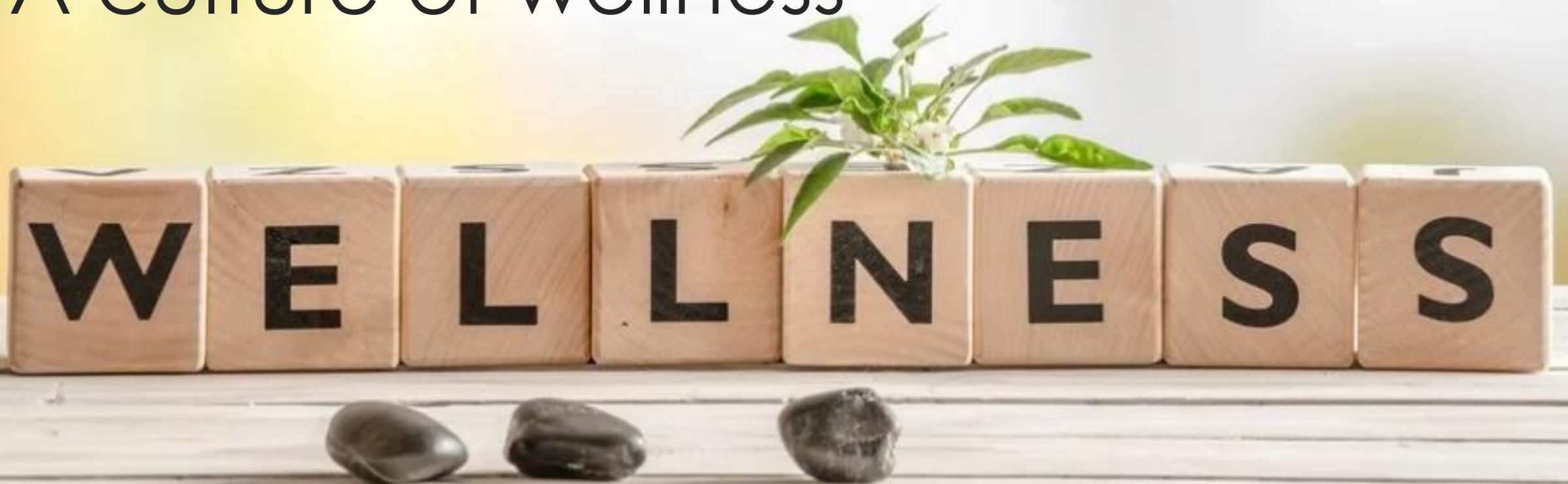
Assessment:

- ❑ Clinical assessments
- ❑ One article review weekly with 3-5 minute oral presentation to supervising faculty

OBJECTIVES:

- Recognize when to call a consult for a patient (8.1)
- Identifies one's limitations and seek self-improvement through problem identification and critical appraisal of information (8.1, 3.1)
- React appropriately to stressful and difficult situations (8.2, 8.3)
- Demonstrate improvement following mid-rotation feedback (3.1)

What you do matters:
A culture of wellness



Why are we doing this



- **3rd Year is challenging:**
 - Uncertainty
 - Displaced frustration
 - New work environment and expectations
 - Constant need to study for exams and patient assessment and management
- **4th year schedule & residency**
- **Less time for self care – sleep, healthy diet choices, exercise, family/friends**

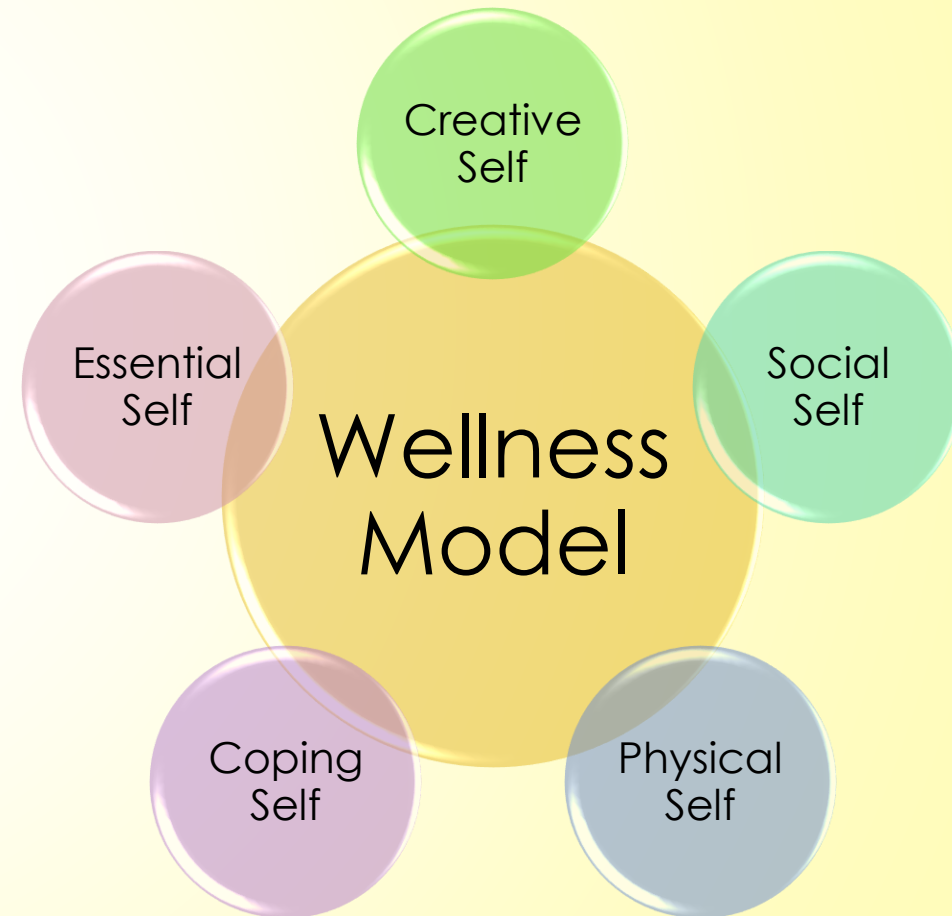
A culture of wellness starts from within



- Recognizing the pillars of what makes you a healthy and well balance person so you can help others
- Carving out time for structured reflections with follow up workshops to help provide you with strategies and resources
- Helping you strengthen the framework to maintain the positive skill set and outlook you have

How are we doing this

- 5 one hour interactive workshops – strategy focused.
 - Mind and Medicine block - Pilot
 - Lead by Drs. Leiner & Calvo
 - Dr. Sehgal will attend several as an observer/participant
- Pre-workshop reflections – Elentra
 - Reviewed by Dr. Leiner, Calvo, and I
 - Used to help guide workshop topics
- Follow up resources available.
 - Dr. Leiner and I will be available for you.



- Personal assets & coping strategies
 - Family/friends to talk to
 - Health & fitness – exercising, healthy & balanced diet
 - Faith & Positive mindset – adaptability, time management/organization, interpersonal communication, open-minded
 - Therapy, cooking, painting, listening to music

Example

Coping Strategies

- Negative: Procrastination, screen time (TV, social media), shopping splurge, junk food/alcohol, internal criticism



Medical Education Program Policy

Policy Name:	Course Evaluation & Reporting				
Policy Domain:	Evaluation		Refers to LCME Element(s):	8.3 Curricular Design, Review, Revision/Content Monitoring 8.5 Medical Student Feedback 3.5 Learning Environment/Professionalism	
Approval Authority:	Curriculum and Educational Policy Committee (CEPC)	Adopted:	1/09/2017	Date Last Reviewed:	February 2023
Responsible Executive:	Associate Director of Assessment and Evaluation or their Designee	Date Last Revised:	February 2023		
Responsible Office:	Office of Medical Education	Contact:	Mirjana Babic, M.P.A. mbabic@tuhsc.edu		

- Policy Statement:** All course evaluations shall be collected centrally by the Office of Medical Education (OME). The associate director of assessment and evaluation shall collect course evaluation data and report the results to the faculty, the course/clerkship director, relevant department chairperson, the assistant deans for medical education and the associate dean for medical education. In addition, the associate director of assessment and evaluation shall collect information on the learning environment, reporting the results to the course/clerkship director, the assistant deans for medical education, the associate dean for medical education and the associate dean of student affairs, who is charged with addressing learning environment issues. The associate dean for graduate medical education shall also receive a copy of the learning environment reports so that they can assist in addressing learning environment issues involving residents.
- Reason for Policy:** In order to fulfill the educational mission, PLFSOM needs to understand student perceptions of courses and the learning environment.
- Who Should Read this Policy:**
 - Faculty with teaching responsibilities
 - Course & clerkship directors
 - Department chairpersons
 - Program directors
 - Office of Medical Education personnel
 - The assistant deans for medical education
 - The associate deans for medical education and student affairs



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
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Paul L. Foster School of Medicine

4. Definitions:

- Course – any course or clerkship offered by PLFSOM
 - Away rotation – any course or clerkship offered by an institution other than PLFSOM.
- These are subject to approval by the Office of Student Affairs.

5. The Policy:

- 1) The course evaluations data shall be collected using anonymous forms. The forms shall, however, capture course specifics and academic term specific to the evaluation.
 - a) Data Collection –In order to ensure adequate student participation to produce meaningful feedback, students will be required to submit a course evaluation for each course or clerkship offered at PLFSOM. Students who do not complete evaluations on time will receive 1 negative professionalism report per block/unit for missed evaluations.
 - b) Data collection timing
 - i) MS 1&2 courses offered on a unit basis shall be evaluated and reported on a unit basis.
 - ii) MS 3 clerkships shall be evaluated on a block basis
 - iii) All other courses and clerkships shall be evaluated at the end of the course/rotation.
- 2) For each course offered by PLFSOM, the Office of Medical Education will collect evaluations using forms specific to that course. Each course evaluation shall consist of
 - a) A set of standard elements set by the evaluation committee.
 - b) A set of tailored items specific to the course
 - c) No more than 3 items requested by the course/clerkship director
 - d) A learning environment assessment
 - i) Policy awareness
 - ii) Preclinical –
 - (1) 2 general measures
 - (2) Comment field
 - iii) Clinical
 - (1) Items shall mirror the AAMC Graduate Questionnaire items on learning environment
 - (2) Open comment field
- 3) Reporting
 - a) Content
 - i) All regularly produced course evaluation reports for specific courses will include unedited comments. Any aggregate results reported will not include comments unless otherwise specified by the CEPC.
 - ii) All evaluation content, including the learning environment data, shall be included in regular course evaluation reports.
 - (1) For the MS 1 & MS 2 courses
 - (a) Quantitative and qualitative data will be included in the individual course reports

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TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
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Paul L. Foster School of Medicine

(2) For MS 3 & MS 4 courses

- (a) For all required courses and elective courses, each report shall contain both quantitative and qualitative data relative only to that course

b) Distribution

Course reports with aggregated results where total number of responses are greater than 4 are shared with faculty and other stakeholders (with an exception for away rotations)

- i) Pre-clerkship course evaluation reports shall be sent to:
 - (1) The Department of Medical Education faculty
 - (2) The relevant course director(s)
 - (3) The assistant deans for medical education
 - (4) The associate dean for medical education
 - (5) The associate dean for student affairs
 - (6) The data is shared with the Student Curriculum and Evaluation Committee (SCEC) by the assistant dean of medical education, pre-clerkship during the end course review session.
- ii) Clerkship course evaluation reports shall be sent to:
 - (1) The associate dean for student affairs
 - (2) The associate dean for graduate medical education
 - (3) The associate dean for medical education
 - (4) The assistant dean for medical education – basic sciences
 - (5) The assistant dean of medical education-clinical sciences
 - (6) Relevant clerkship director
 - (7) Relevant department chairperson
 - (8) The data is shared with the Student Curriculum and Evaluation Committee by the assistant dean of medical education, clinical sciences during the end of the block review session.
- iii) All aWay rotation reports are sent to:
 - (1) The associate dean for medical education
 - (2) The assistant dean for medical education- clinical sciences
 - (3) The associate dean for student affairs

4) Timeline

- (1) Reports are distributed by the Office of Medical Education to the faculty after the grading is complete, typically 4 weeks after the last day of the unit.

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Medical Education Program Policy

Policy Name:	Review of Educational Program Policies				
Policy Domain:	Educational program policy administration	Refers to LCME Element(s):			
Approval Authority:	Curriculum and Educational Policy Committee (CEPC)	Adopted:	3/20/2017	Date Last Reviewed:	
Responsible Executive:	Associate Dean for Medical Education	Date Last Revised:			
Responsible Office:	Office of Medical Education	Contact:	Mirjana Babic, M.P.A. mbabic@ttuhsc.edu		

1. Policy Statement: All educational program policies shall be subject to periodic review by the Curriculum and Educational Policy Committee (CEPC). Each policy shall be reviewed within the three academic years following its initial approval or its last review and/or revision. Within this framework, a policy may be reviewed at any time based on educational program needs and/or regulatory imperatives.
2. Reason for Policy: This policy is intended to ensure that the school's educational program policies are monitored and subject to continuous improvement through periodic review.
3. Who Should Read this Policy: All members of the CEPC and its support staff in the Office of Medical Education.
4. Resources:
 - The Office of Medical Education administers and supports this policy.
5. Definitions:
 - **Educational program policy:** All policies approved by the CEPC that relate to the structure and function of the school's M.D. degree program
6. The Policy: See the policy statement above. Educational policy reviews will include:
 - a. Dissemination of the educational policy/policies to be reviewed to the members of the CEPC (regular and ex officio) and its participating student representatives for critical independent/asynchronous review ~~at least five days~~ prior to the meeting at which the policy is scheduled to be discussed.
 - b. The policy's responsible executive will present the policy to the CEPC and discuss its role in educational program management, including any directly related outcomes, continued relevance to accreditation, and/or perceived flaws.

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c. The CEPC will conduct an open-ended discussion of the policy, and it may request additional information, additional time for review and/or sponsor additional study of the policy.

e-d. Policies with no or minimal changes may be sent out for asynchronous review and voting.

e-e. Before the end of the third academic year following the initial approval, or last review and/or revision, the CEPC shall re-approve, revise, or eliminate the policy.

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