



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
EL PASO

Paul L. Foster School of Medicine

CEPC MEETING AGENDA

5:00 PM - 6:30 PM

9/11/2023

CHAIR:

Dr. Maureen Francis, MD, M.S.-H.P.Ed.,MACP

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

EX-OFFICIO:

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

STUDENT REPRESENTATIVES:

Katherine Asmis MS2 (Voting); Joshua Salisbury MS2 (Ex Officio); Rowan Sankar MS3 (Voting); Nicholas Malize MS3 (Ex Officio); Whitney Shaffer MS4 (Voting); Rohan Rereddy MS4 (Ex Officio)

INVITED/GUESTS:

Richard Brower, MD, FAAN; Jose Manuel De La Rosa, MD; Thwe Htay, MD; Priya Harindranathan, PhD

REVIEW AND APPROVAL OF MINUTES

Minutes Attached

ANNOUNCEMENTS

- Presenter(s): Dr. Francis**
- New CEPC members - Dr. Komal Marwaha (voting member) and MS1 student reps
 - Dr. Neha Sehgal – Assistant Dean for Clinical Instruction

CEPC 9/11/2023



TEXAS TECH UNIVERSITY
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ITEMS FROM STUDENT REPRESENTATIVES

Presenter(s): Students

ITEM I AAMC SURVEYS FROM AY 2022-23

Presenter(s): Dr. Francis

ITEM II POLICY UPDATES

Presenter(s): Dr. Francis

ITEM III CLERKSHIP DIRECTORS UPDATE

Presenter(s): Dr. Francis ○ Dr. Patrick Popieluszko, the new EM Assistant Clerkship Director

OPEN FORUM

ADJOURN



MEMBERS IN ATTENDANCE:

Colby Genrich; Jessica Chacon; Joshua Salisbury; Katherine Asmis; Kamal Marwaha; Jose Lopez; Patricia Ortiz; Wajeeha Saeed; Dale Quest; Charmaine Martin; Lisa Beinoff; Khanjani Narges; Whitney Shaffer

MEMBERS NOT IN ATTENDANCE:

Fatima Gutierrez; Houriya Ayoubieh; Munmun Chattopadhyay; Tanis Hogg, Jose Lopez; Rowan Sankar; Nicholas Malize; Rohan Rereddy

PRESENTERS/GUESTS IN ATTENDANCE:

Priya Harindranathan

INVITED/GUESTS NOT IN ATTENDANCE:

Richard Brower; Jose Manuel De La Rosa; Thwe Htay

REVIEW AND APPROVAL OF MINUTES

- Dr. Francis CEPC Chair**
- Having met quorum, the meeting minutes from the July 10, 2023 meeting were voted on and approved as presented.
- Decision:**
- Dr. Saeed moves the motion for approval.
 - Dr. Quest seconds the motion.
 - No objections: Motion was approved.

ANNOUNCEMENTS/ ITEMS FROM STUDENT REPRESENTATIVES

No comments/objections from students.

Dr. Francis announced that the committee will be conducting the review of the Curriculum as a Whole. She provided and a brief outline of the curriculum review phase:

- Pre-Clerkship Review – completed in AY 2021-2022
- Clerkship Phase - completed in AY 2022-2023
- Curriculum-As-A-Whole – will start in the current year

Dr. Francis explained the general plan for this year as follows:

- Fall Semester – provide in depth background information regarding the state of the curriculum
 - AY 2022-2023 AAMC survey results and outcomes of Step 1, 2, and 3
 - Annual Program Evaluation Report
 - Phase Updates – including review of SARP and Spanish
- Spring Semester – Review PGO mapping and coverage in teaching and assessment
 - Identify gaps and action plans
 - Consider updates in PGOs

ITEM I AAMC Surveys from 2022-2023

Presenter(s): Dr. Francis Presented the AAMC – Y2Q 2022 Survey Outcomes

*Please see attached report.

- The survey was administered in the fall of 2022. Dr. Francis provided the highlights of the selected questions that might need some improvement:
- Q: Overall, I am satisfied with the quality of my medical education; Dr. Francis noted that the drop was in 2021 and 2022 but there was a significant gain in the overall satisfaction in 2023.
- Q: I often feel isolated at school; Dr. Francis addressed that this trend needs to be understood and resolved because students should not feel isolated at school.
- Q: I often feel as if my performance is being judged as a member of the identity group that I belong to more than as an individual; Dr. Francis noted that this question should be incorporated into the evaluation of block 1.
- Dr. Francis explained that the data outcomes related to the learning environment, and the emotional climate should be closely observed.
- Q: Please how often the following professional behaviors/attitudes are demonstrated by your medical schools faculty (see slides 9-12); Dr. Francis pointed out that student – faculty Interactions need to be improved.

Dr. Francis presented the 2023 STEP 1 Outcomes (Class of 2025). She noted that in 2022 PLFSOM pass rate was 96% which was higher than the national average of 93%. (Note: National reports include data from January 1 to December 31; 2023 report is pending).

Dr. Francis presented the following highlights of the GQ survey results:

- Dr. Francis highlighted that our school had an 80% response rate, which is considered high compared to the previous two years.
- The overall satisfaction of quality of education rebound in 2023 compared to lower scores received in 2022.



- Dr. Francis explained how the basic science course work rebounded after a couple of years of low scores, and so did integrated experiences.
- Family Medicine, internal medicine, peds, OBGYN, also recovered in 2023.
- Neurology and Surgery need some improvement, while psych has been getting closer to the national average.
- Dr. Francis stated that outcomes related to students' preparedness for residency needed to be addressed better.

Dr. Francis asked Dr. Martin to comment on some of the current efforts in the OSA.

- Dr. Martin stated that the goal is an early match of the 2025 current 3rd year students. In addition, she noted that Committee on Student Affairs is focused on reinvigorating relationships with students. Dr. Martin explained that they are working with other departments to break out of silos. .

Dr. Francis presented the emerging themes from the GQ comment section for the pre-clerkship and clerkship (slides 44-45). In addition, she presented the NBME scores for all specialties and noted that in the last 2 years students have scored well in NBME's. She also talked about USMLE STEP 2 Results (class of 2024). The current data shows that 101 students took the exam, and there have been no fails (average score is 250.6). Moreover, Step 2 CK – 3 Year Performance (slide 51) illustrates a good trend.

Dr. Francis concluded the presentation with CQI proposals (slides 52-53).

- Dr. Ortiz commented on the fact that clinical faculty would benefit from incentives to get involved in teaching/ participate more in pre-clerkship phase. Dr. Francis explained that clinical faculty do participate and reimbursement process is outlined in the EVU Policy. Dr. Genrich agreed with Dr. Ortiz's comment about consistency of time and protected time to teach. Dr. Francis acknowledged that not all the departments are the same and that she would bring this up for discussion at the next department head meeting.
- Dr. Francis also raised the issue of lead time for clinical staff. Dr. Genrich commented that he agreed that the scheduling is a challenge. Dr. Francis suggested that this issue be discussed in the year 1 and 2 committee meetings.

ITEM II Policy Review

Presenter(s): Dr. Francis

Medical Student Enrollment Requirements Policy was reviewed.

- Dr. Ortiz motioned to approve the policy.
- Dr. Quest and Dr. Komal second the motion.
- No objections. The policy was approved.



Education Program Participation by Non-Faculty Members Policy Revision:

- Dr. Francis suggested to take this policy to the departments and directors so they could review stated hours, and then bring it back again for a vote.

The Year 1-2 and Year 3-4 Committees Policy Revision:

- Dr. Francis noted that this policy will be sent to members for review and vote electronically. Members voted electronically and asynchronously and adopted the policy.

ITEM III Clerkship Director Updates

Presenter(s): Dr. Francis

Dr. Francis announced the following:

- Dr. Patrick Popieluszko, the new EM Assistant Clerkship Director.
- Introduced Dr. Marwaha, newest member of the CEPC.
- Dr. Neha Seghal appointed as the Assistant Dean for Clinical Instruction

Meeting Adjourned at 6:30pm

Discussion AAMC Surveys

MAUREEN FRANCIS, MD, MS-HPED, MACP
ASSOCIATE DEAN FOR MEDICAL EDUCATION
SEPTEMBER 11, 2023

Curriculum Review Phases

Pre-clerkship Review – completed in AY 2021-2022

Clerkship Phase Review – completed AY 2022-2023



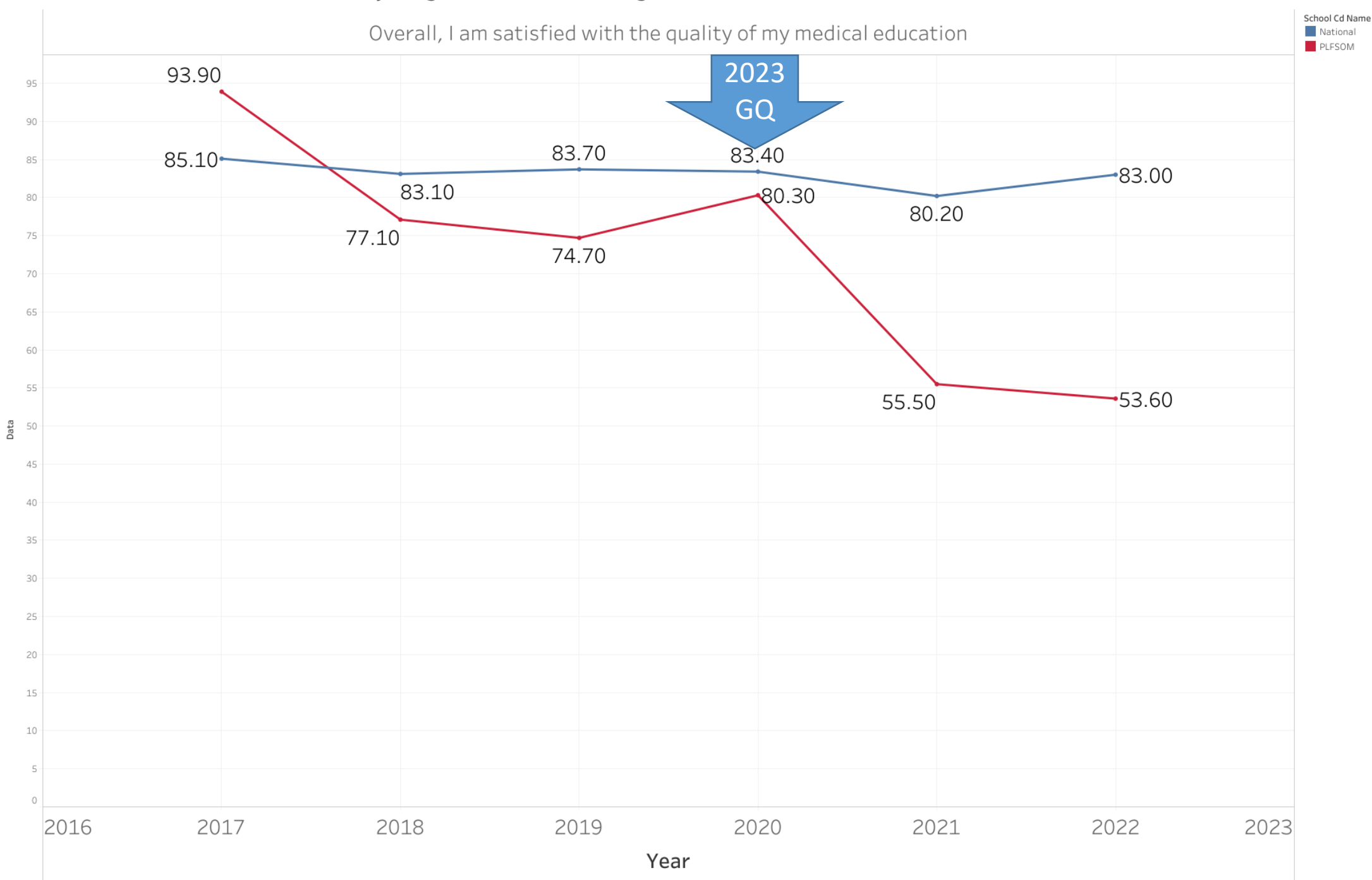
Curriculum as a Whole – this academic year

- General plan
 - Fall Semester - Provide in depth background information regarding the state of the curriculum
 - AY 2022-2023 AAMC survey results and outcomes of Step 1,2, and 3
 - Annual Program Evaluation Report
 - Phase updates
 - Including review of SARP and Spanish
 - Spring Semester – Review PGO mapping and coverage in teaching and assessment
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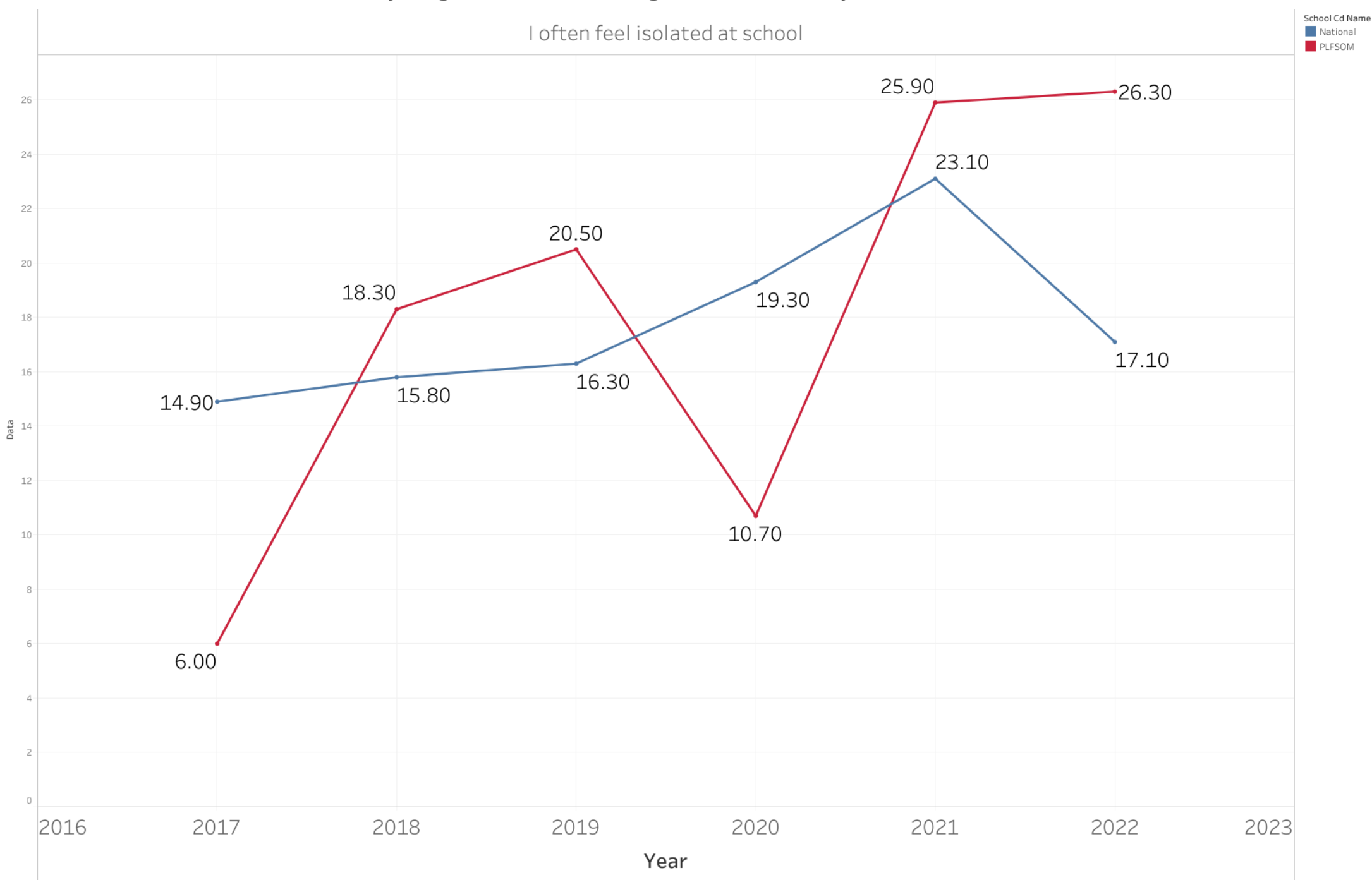
Y2Q 2022

Selected results

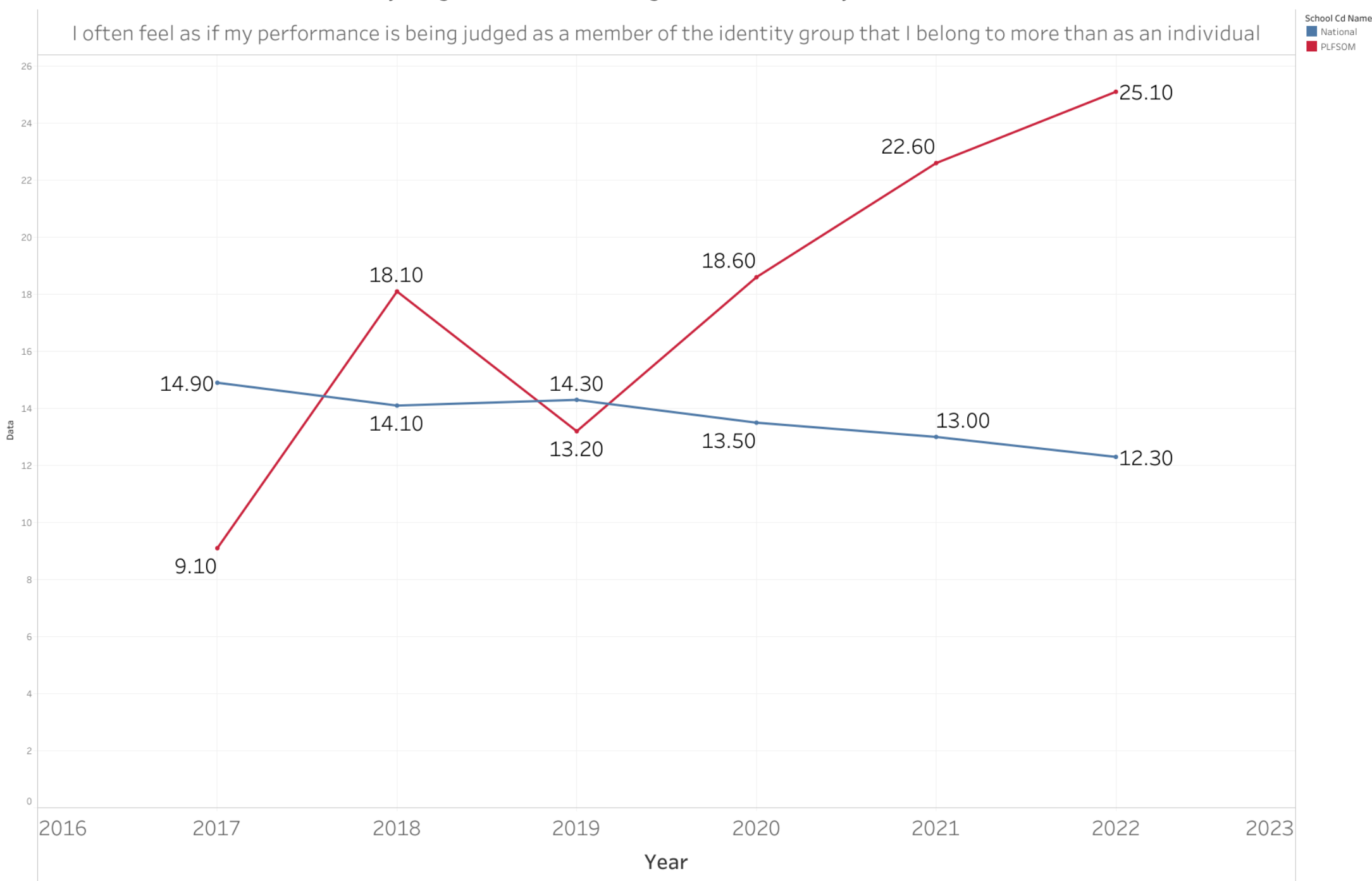
Q6. Please indicate the extent to which you agree with the following statement:



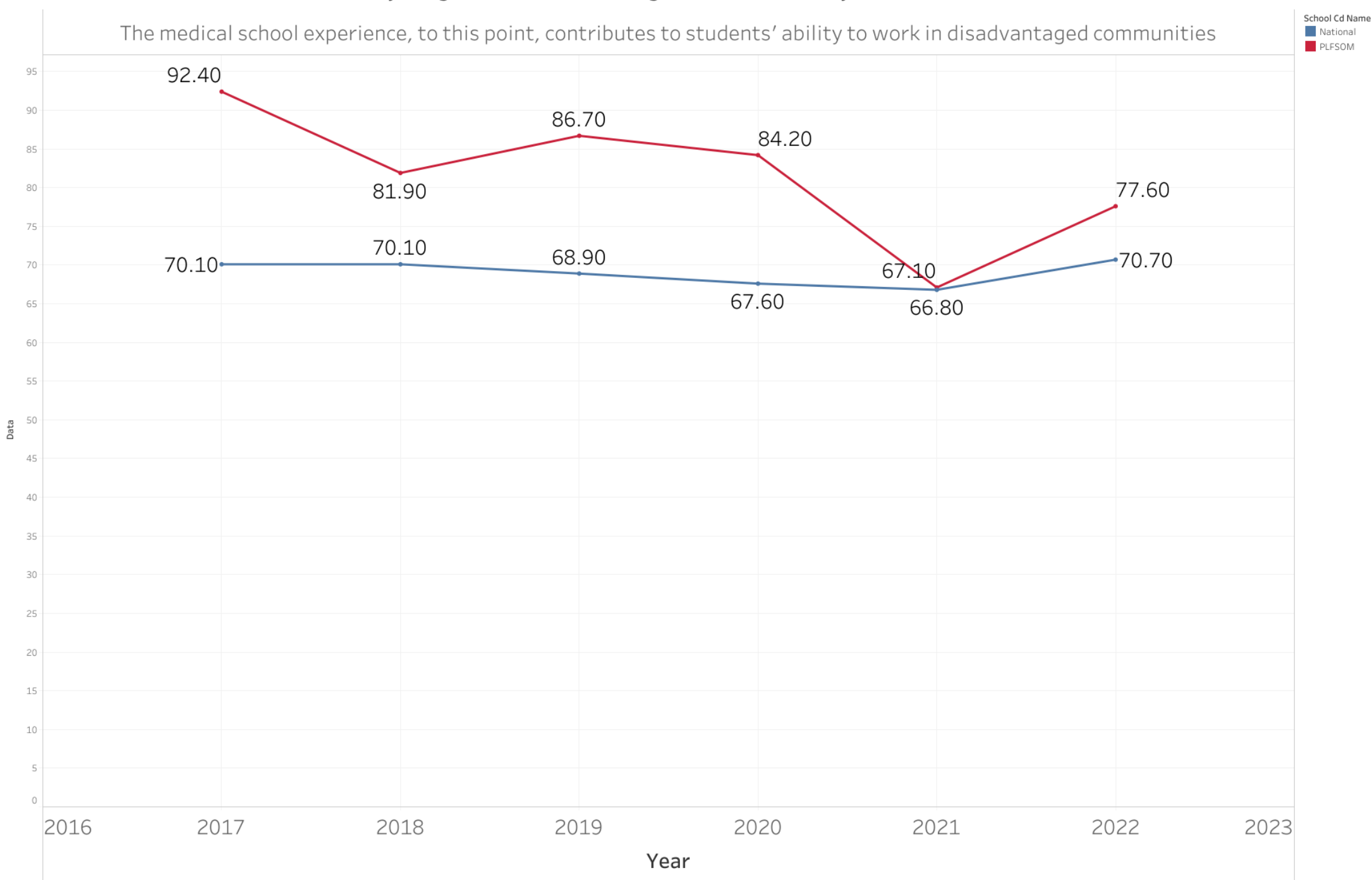
Q12. Please indicate the extent to which you agree with the following statements about your medical school:



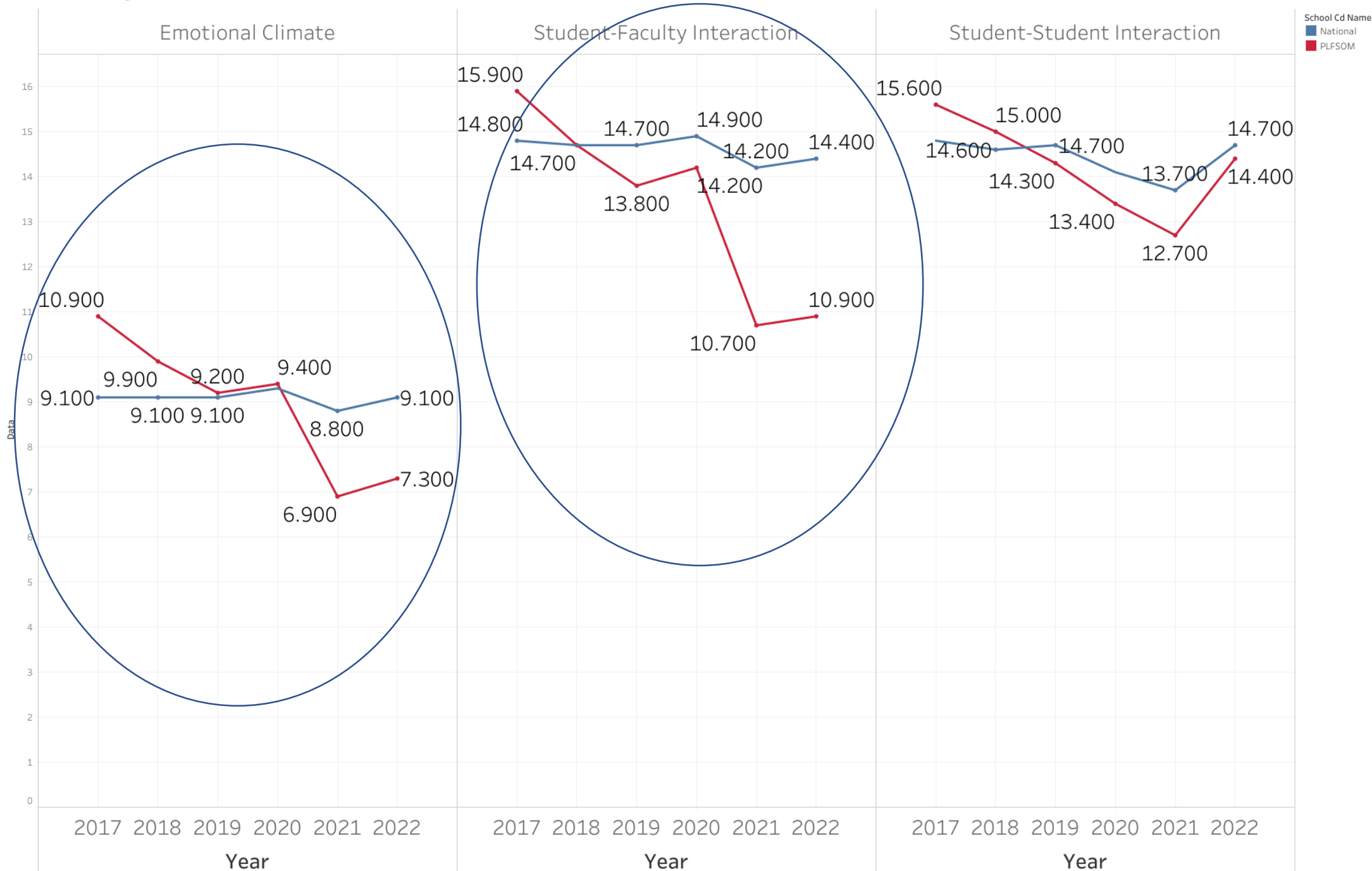
Q12. Please indicate the extent to which you agree with the following statements about your medical school:



Q12. Please indicate the extent to which you agree with the following statements about your medical school:

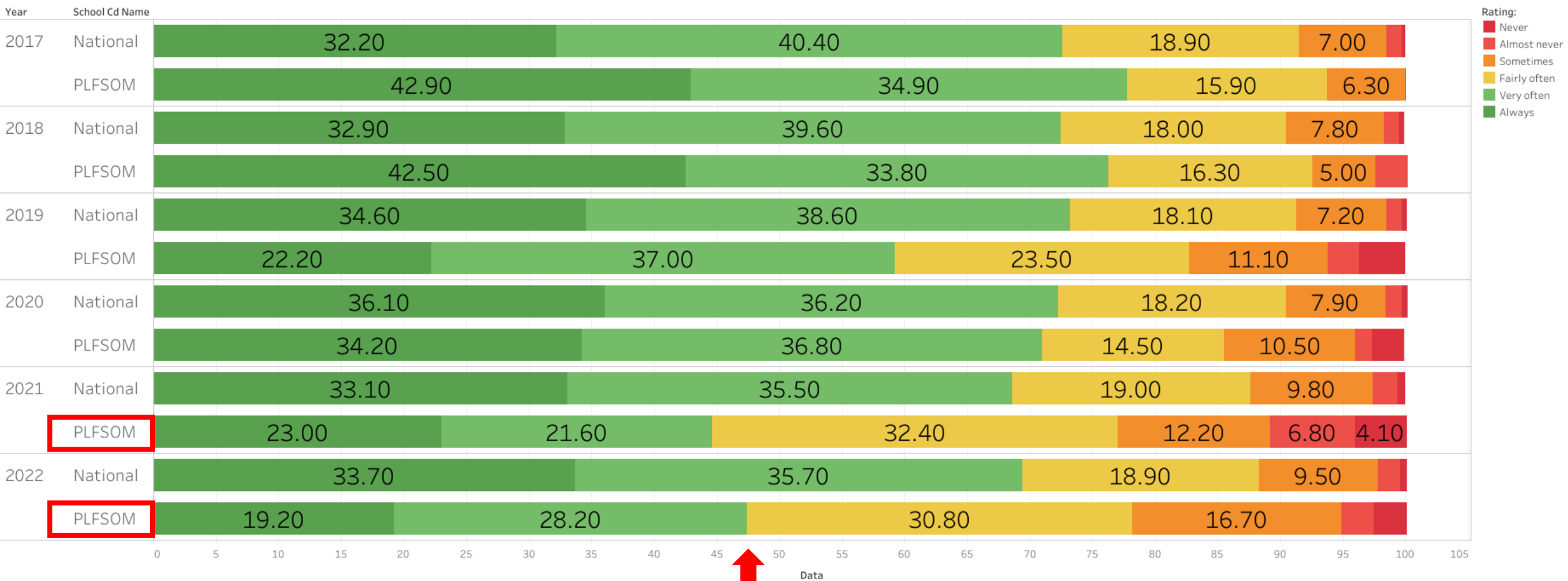


Q13. Learning Environment



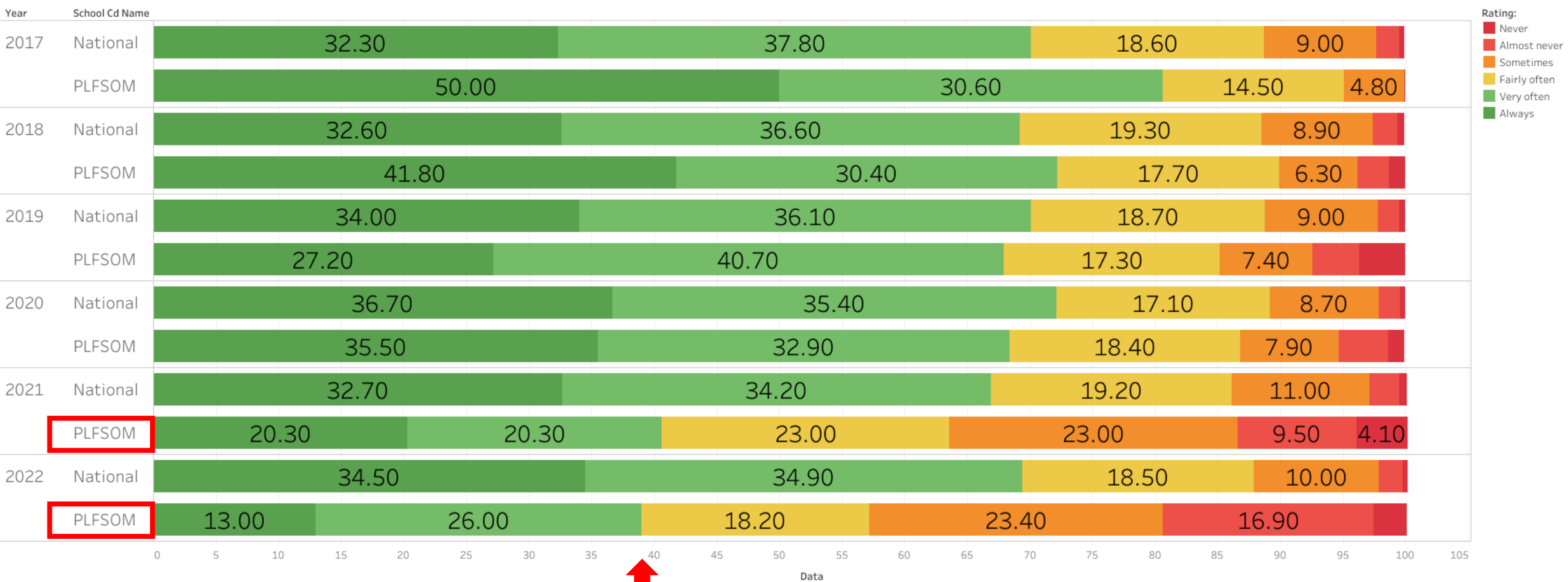
Q15. Please rate how often the following professional behaviors/attitudes are demonstrated by your medical school's faculty:

Being on time and managing a schedule well



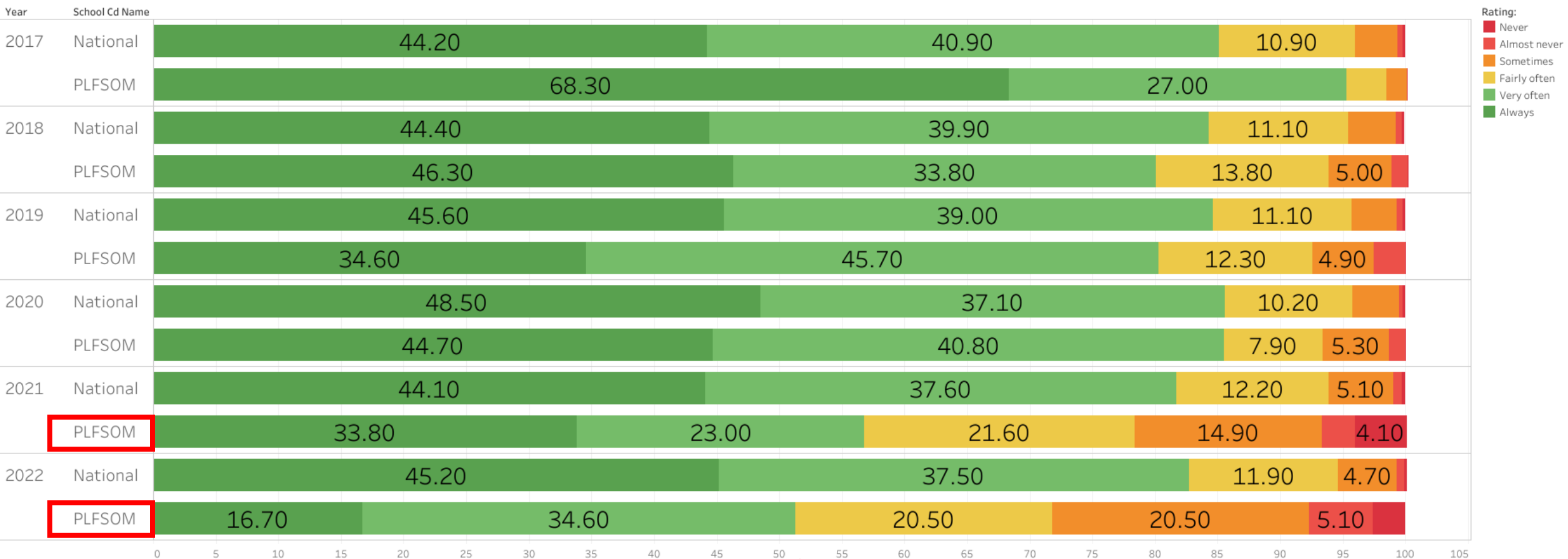
Q15. Please rate how often the following professional behaviors/attitudes are demonstrated by your medical school's faculty:

Providing direction and constructive feedback



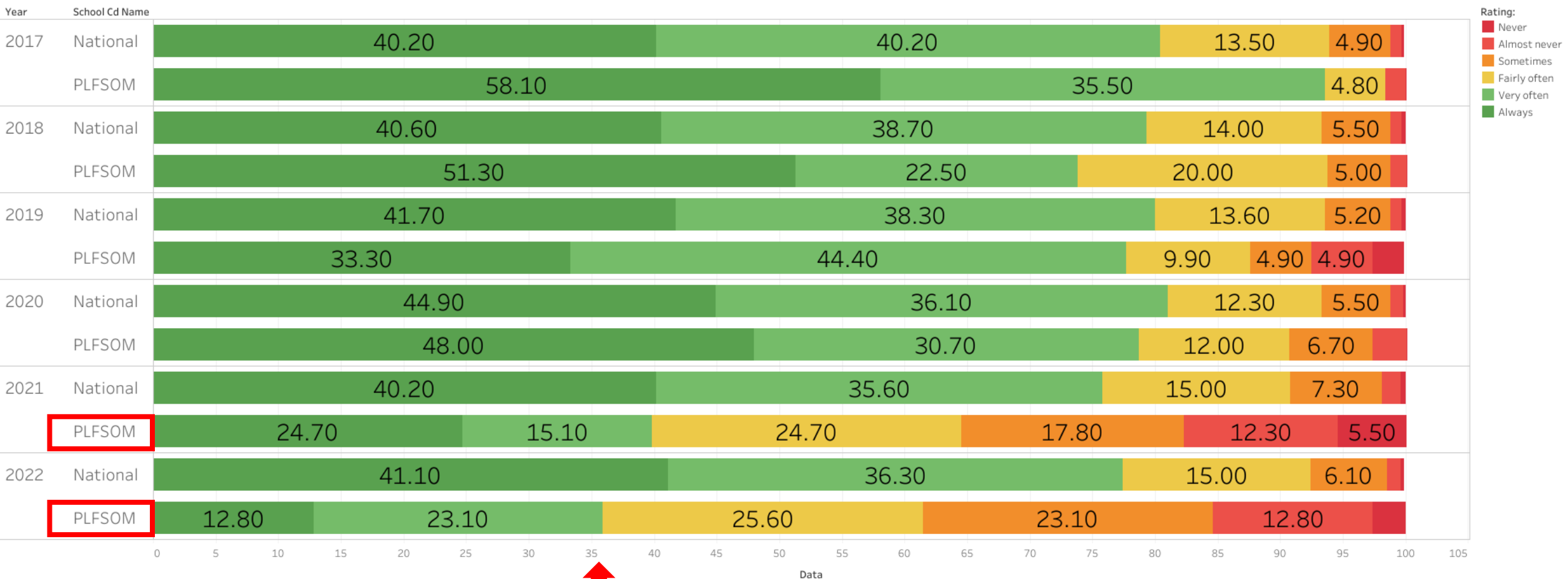
Q15. Please rate how often the following professional behaviors/attitudes are demonstrated by your medical school's faculty:

Showing respectful interaction with students

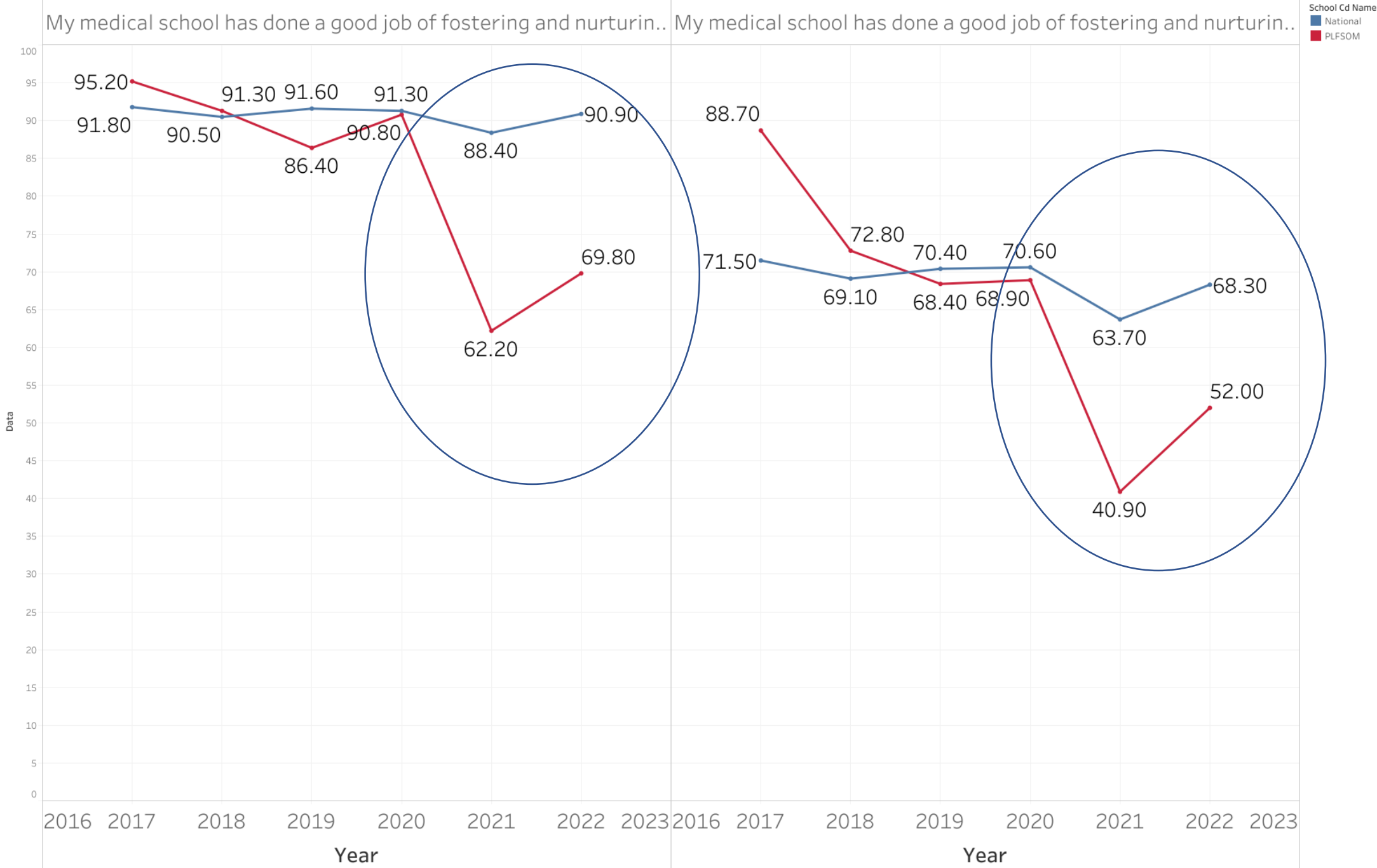


Q15. Please rate how often the following professional behaviors/attitudes are demonstrated by your medical school's faculty:

Showing empathy and compassion

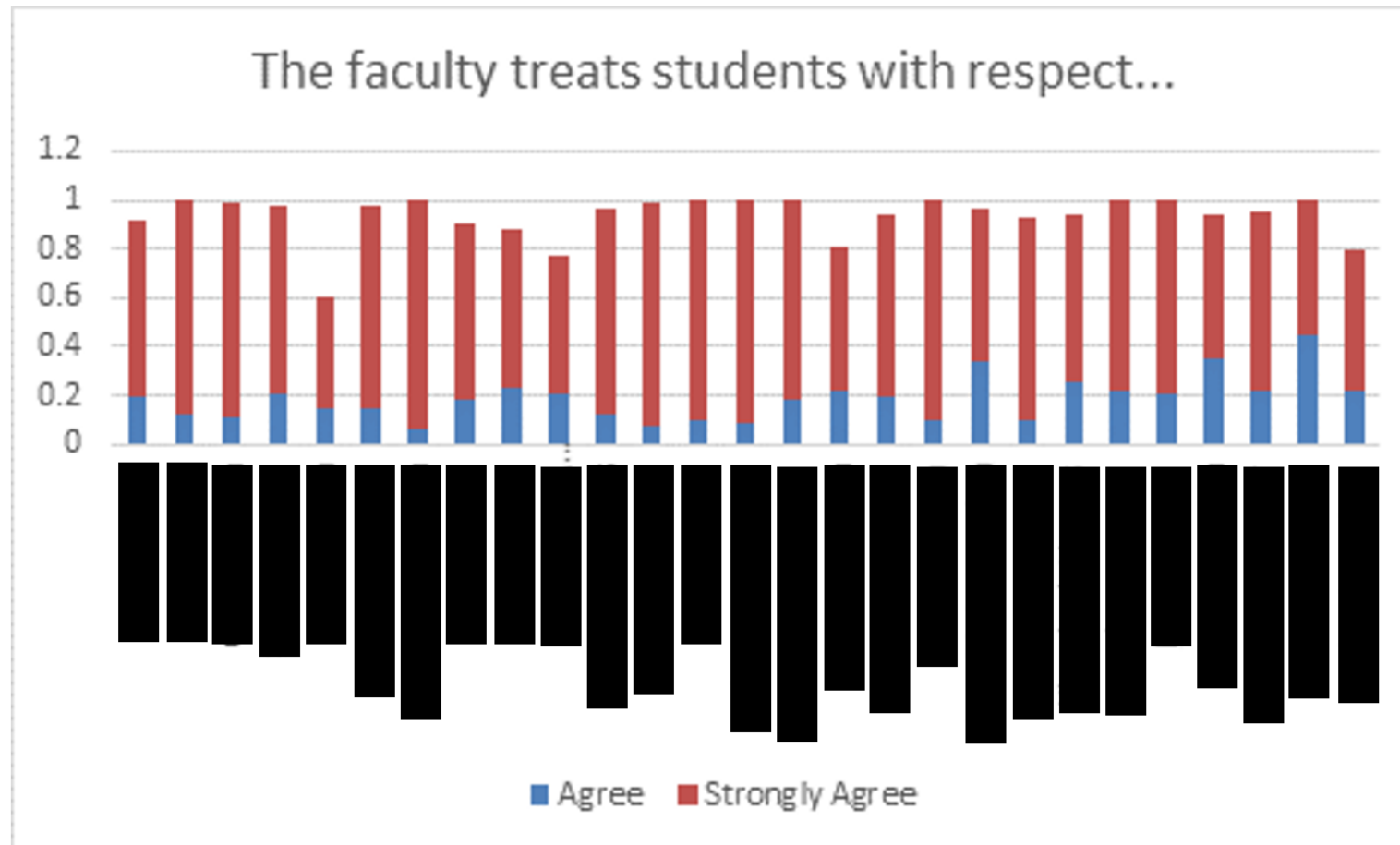


Q16. Indicate whether you agree or disagree with the following statement.

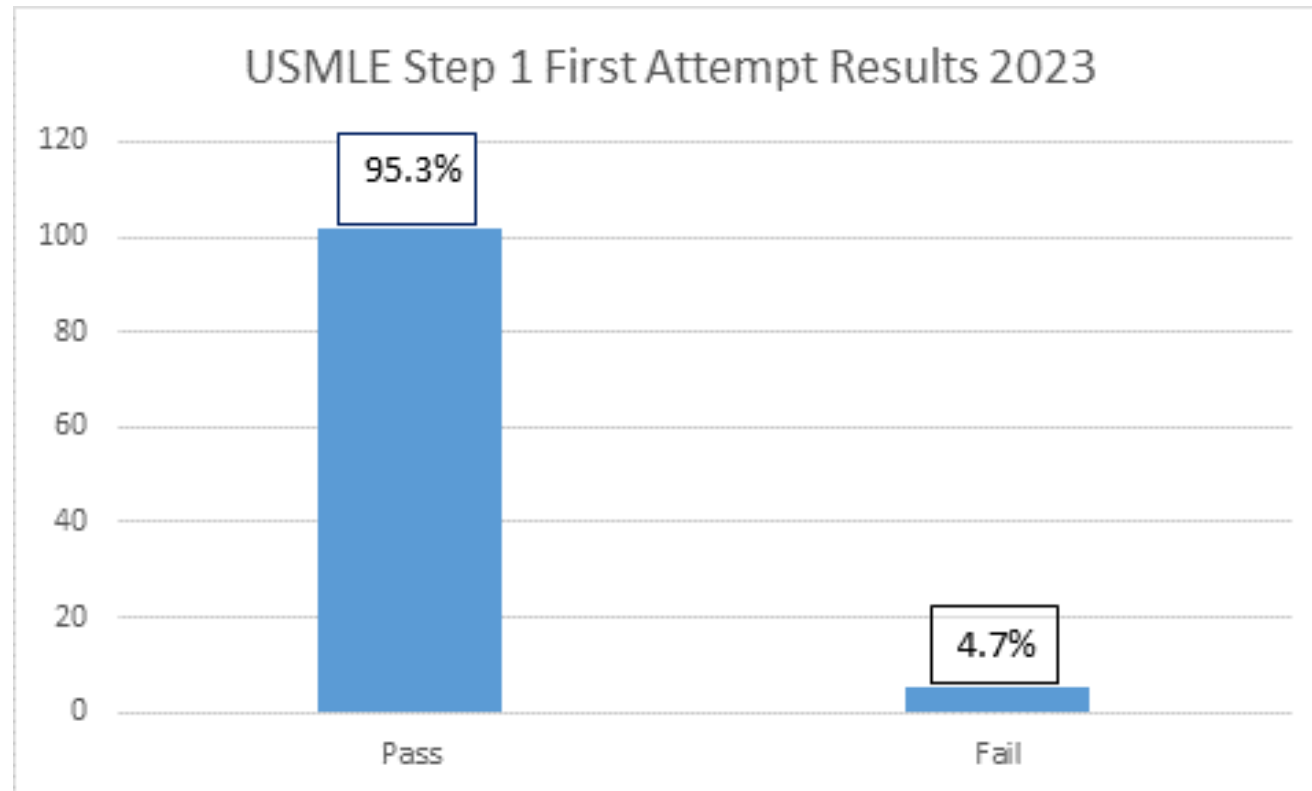


Pre-clerkship In-house Evaluations and Outcome Data

AY 2022-2023 Learning Environment: In-House Pre-clerkship Faculty Evaluations



2023 Step 1 Outcomes (Class of 2025)



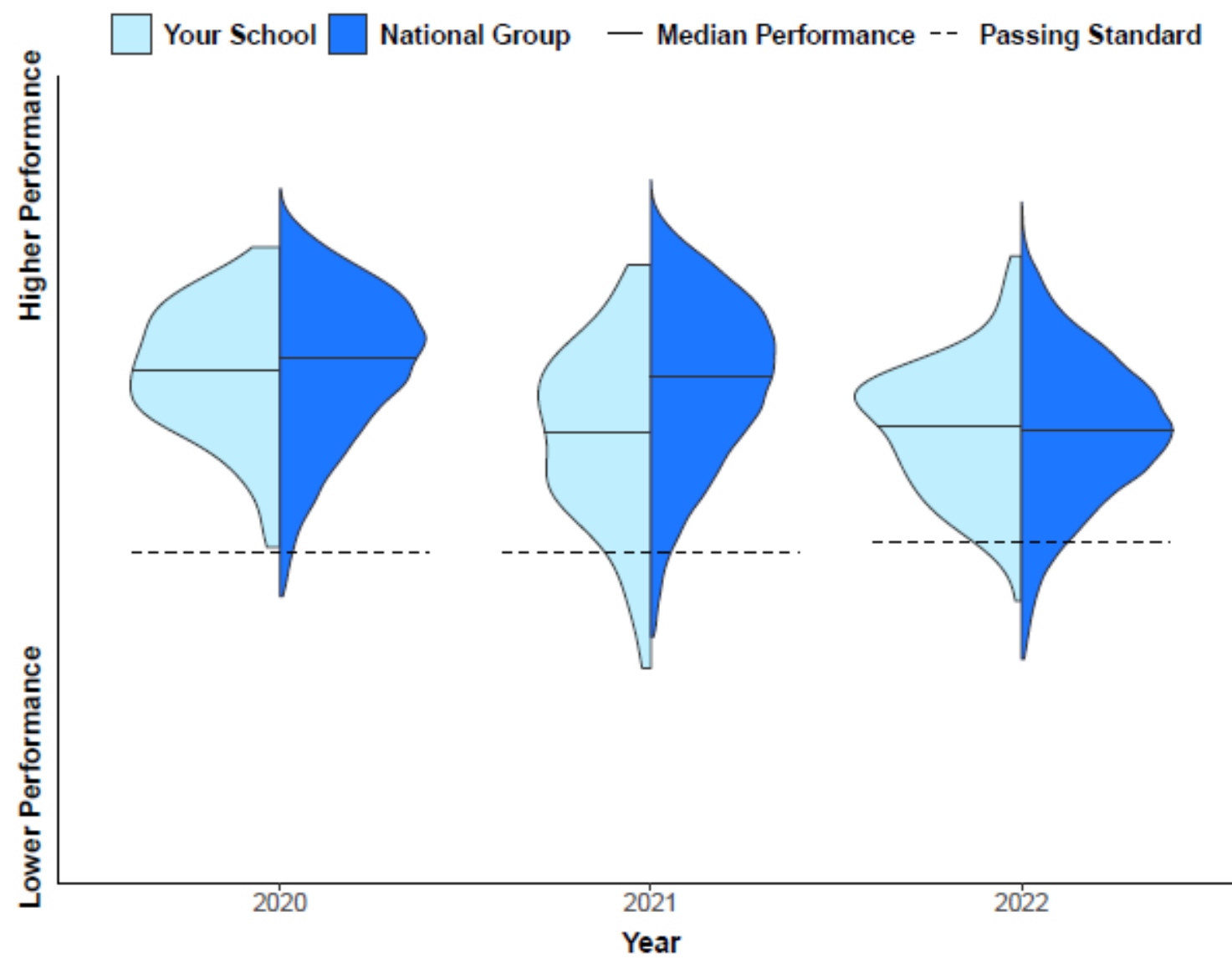
*Based on student roster and score reports available on NBME Portal; 2023 USMLE report pending

Step 1 Outcome History

First-Time Examinees

Year	Minimum Passing Score*	Examinees Tested	School Pass Rate	National Pass Rate
2022**	Increased	112	96%	93%
2021	No Change	123	91%	96%
2020	No Change	70	100%	98%

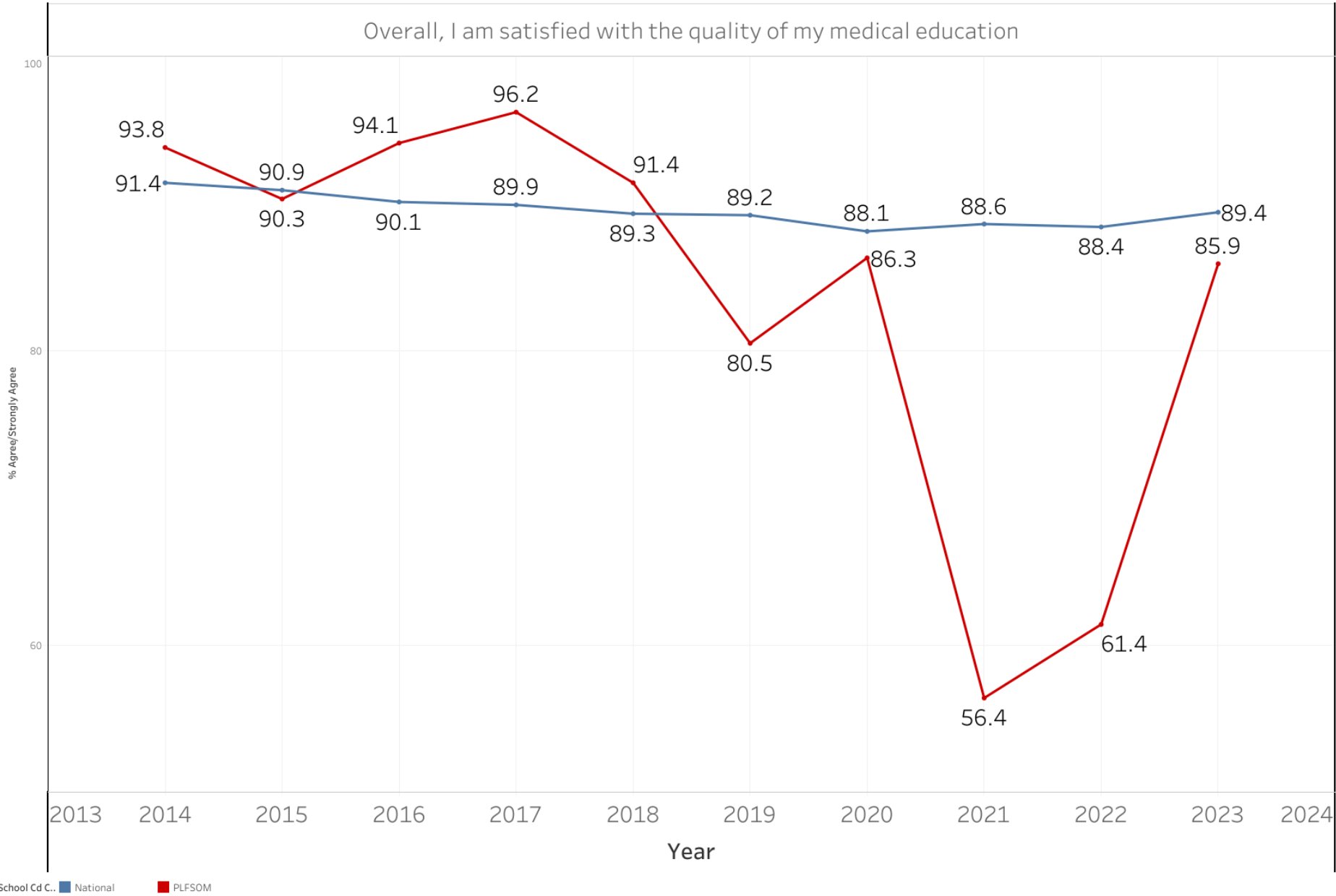
NOTE: National reports include data from January 1 to December 31; 2023 report pending



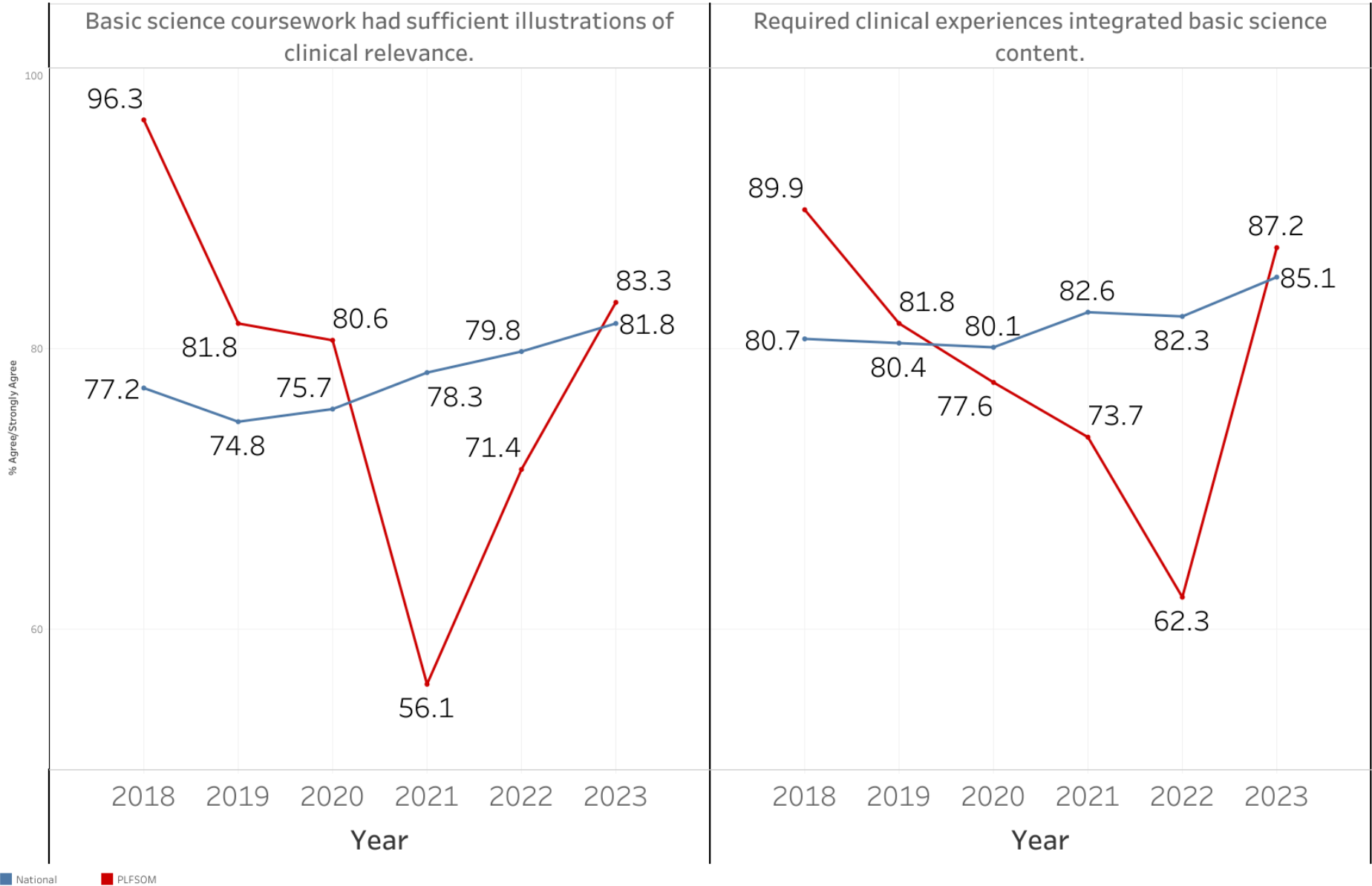
GQ – Class of 2023

Selected graphs

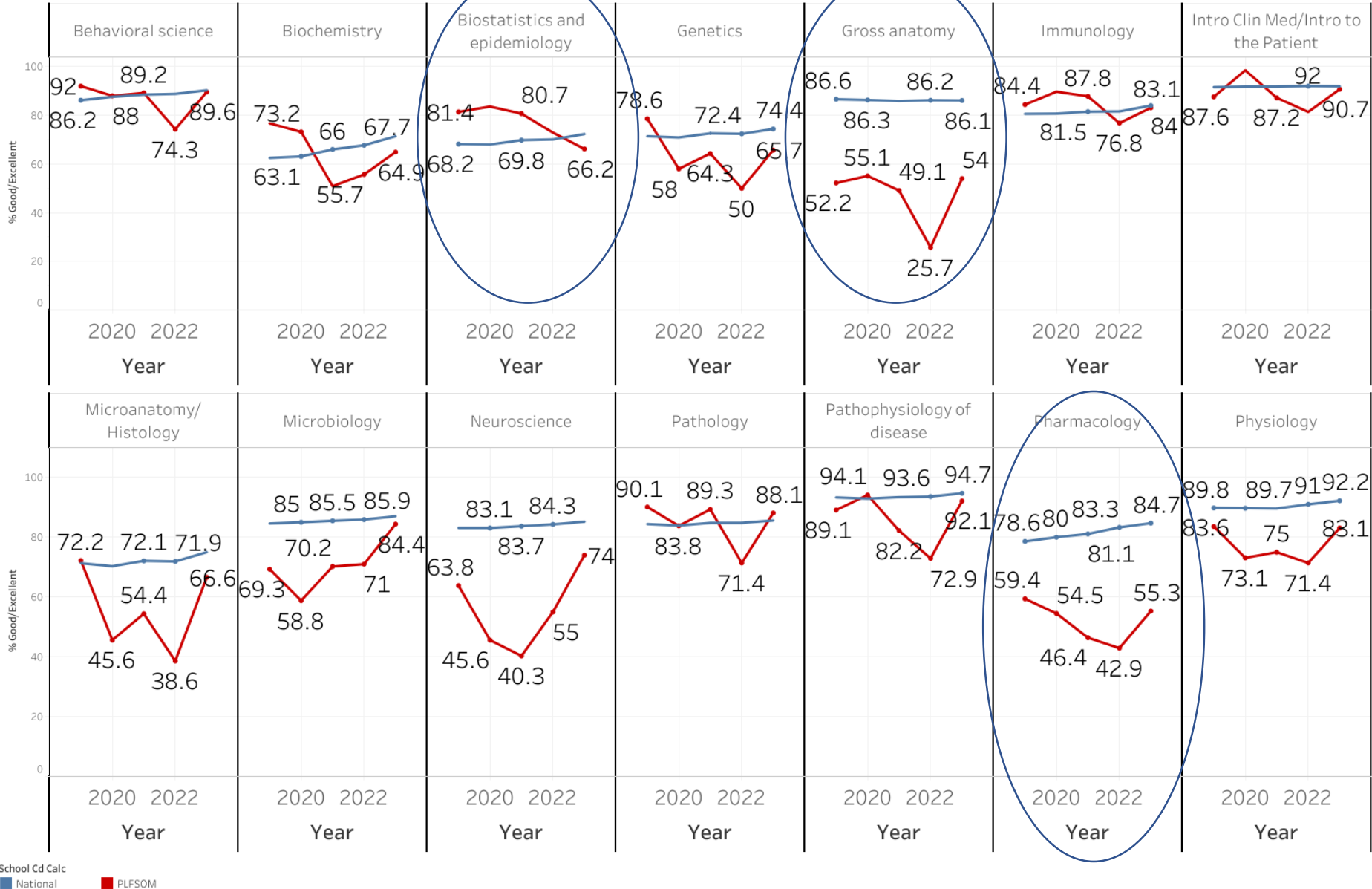
Q7. Please indicate the extent to which you agree with the following statement:



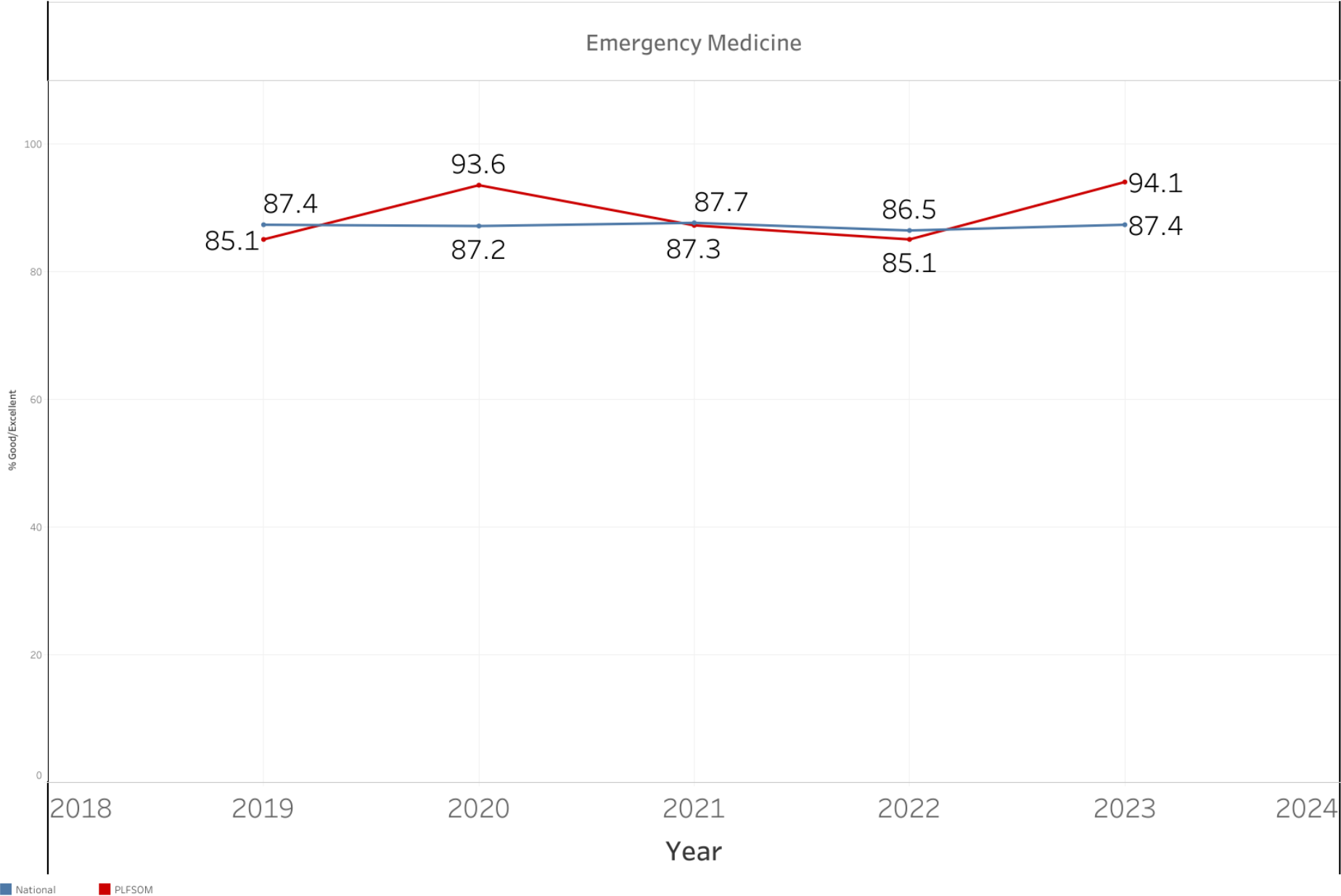
Q8. Based on your experiences, indicate whether you agree or disagree with the following statements about medical school:



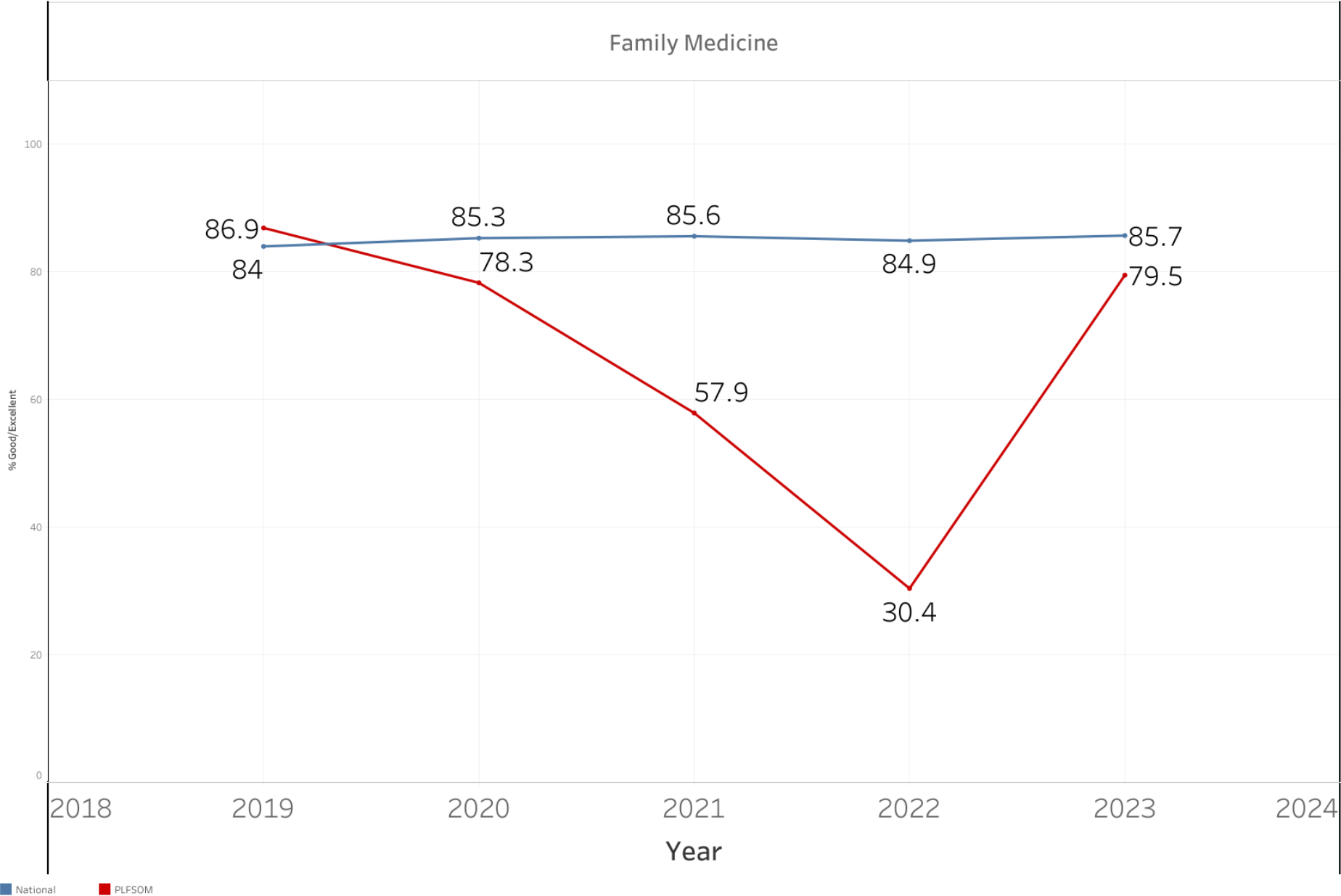
Q9. How well did your study of the following sciences basic to medicine prepare you for clinical clerkships and electives?



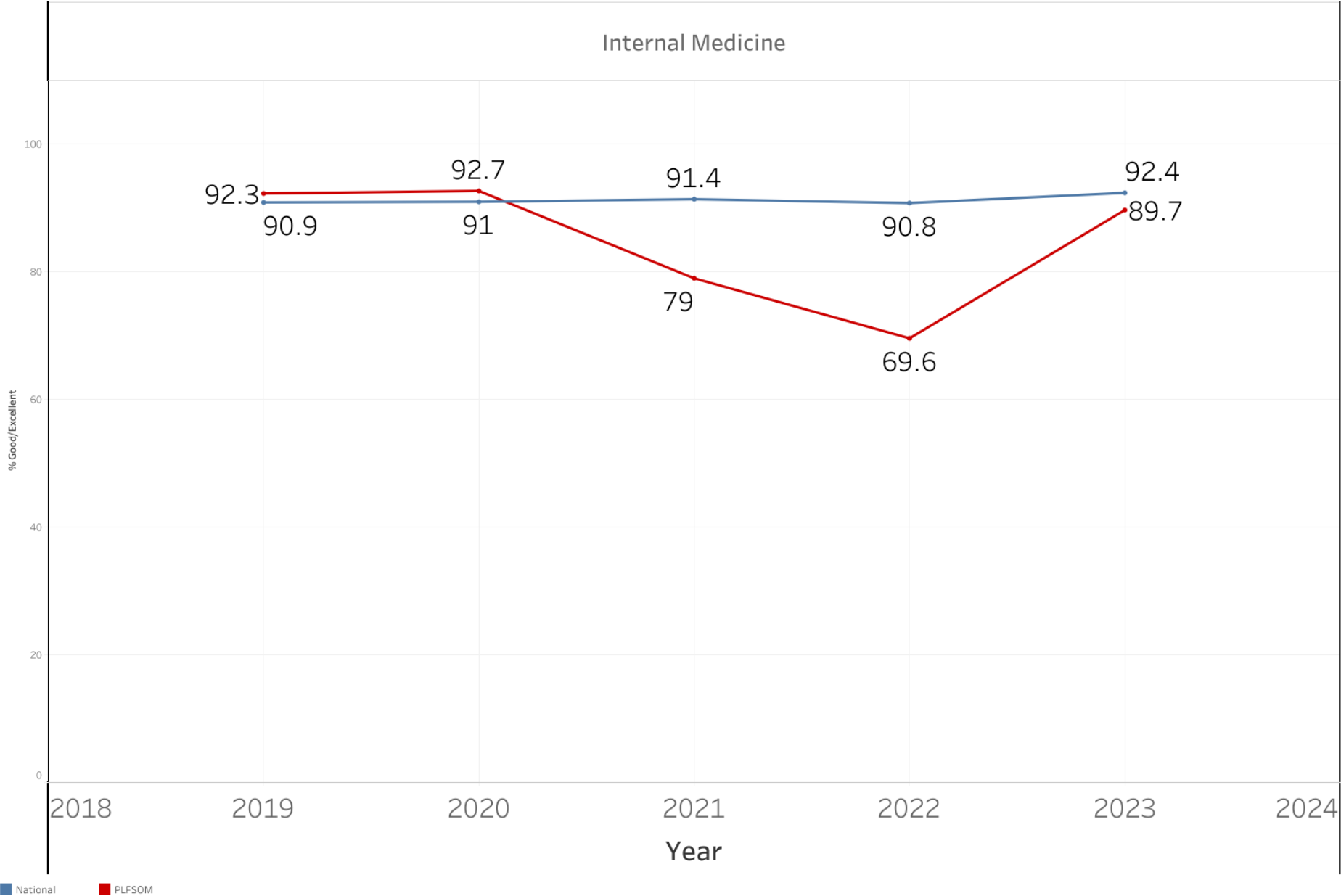
Q.10 Rate the quality of your educational experiences in the following clerkships.



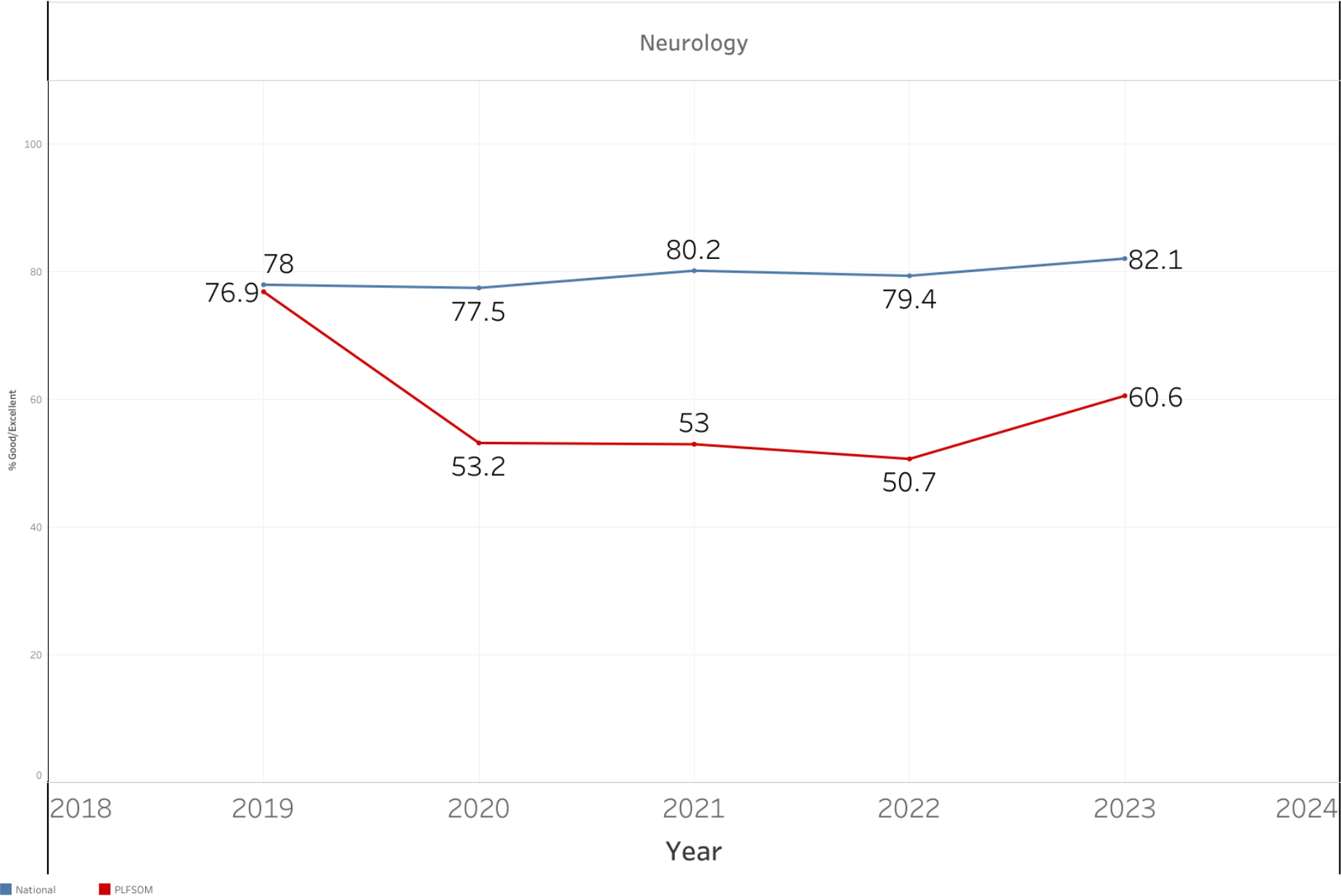
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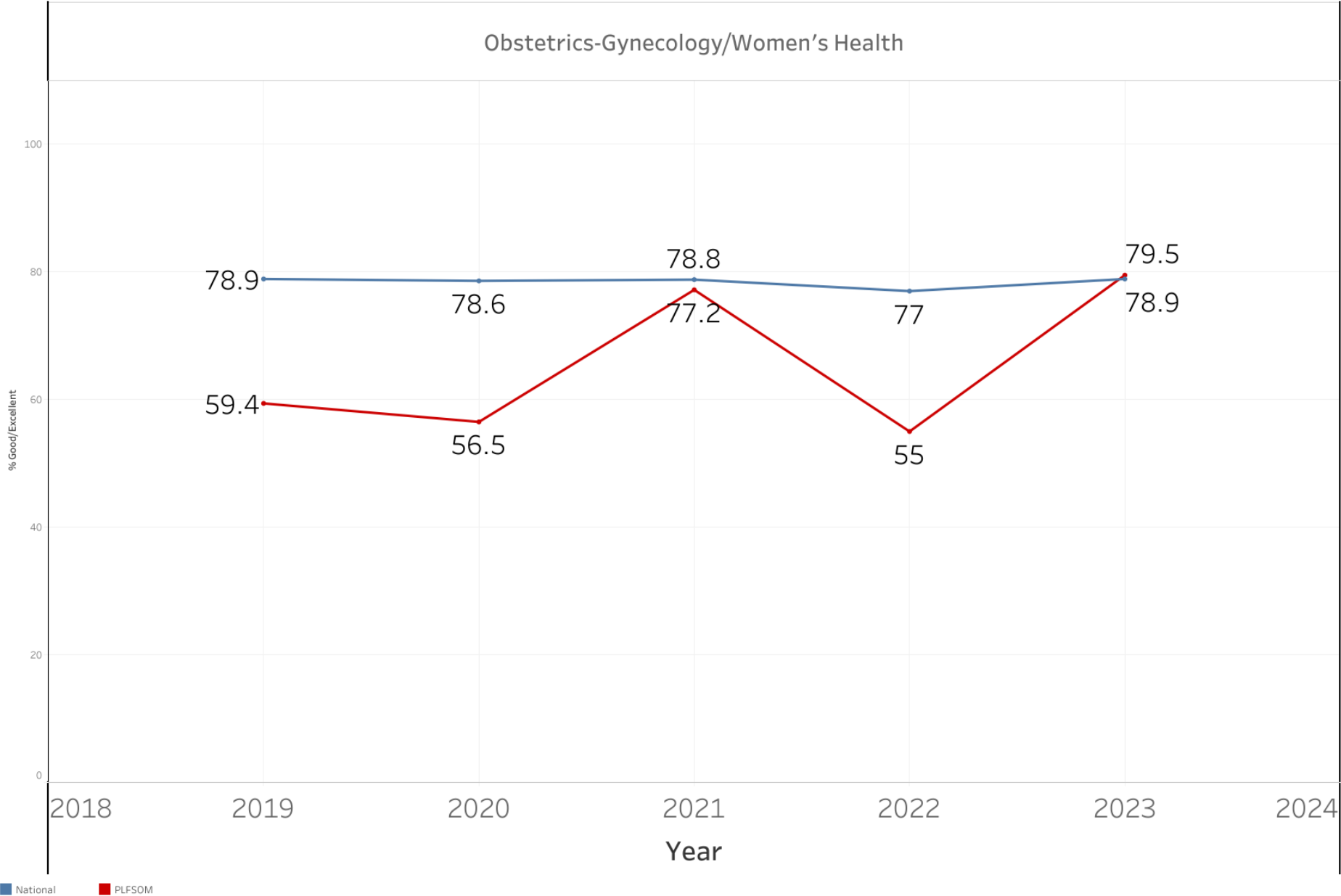
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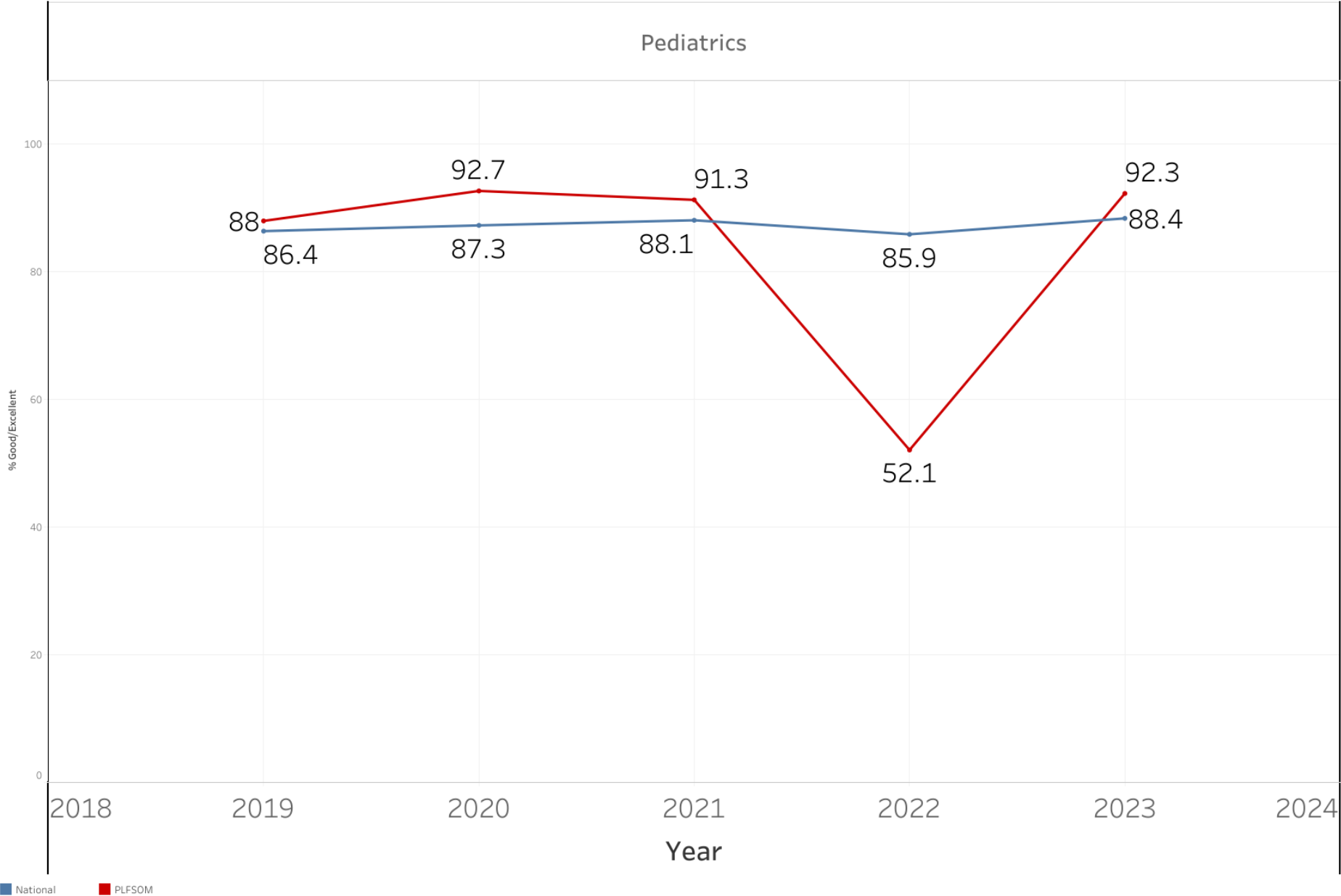
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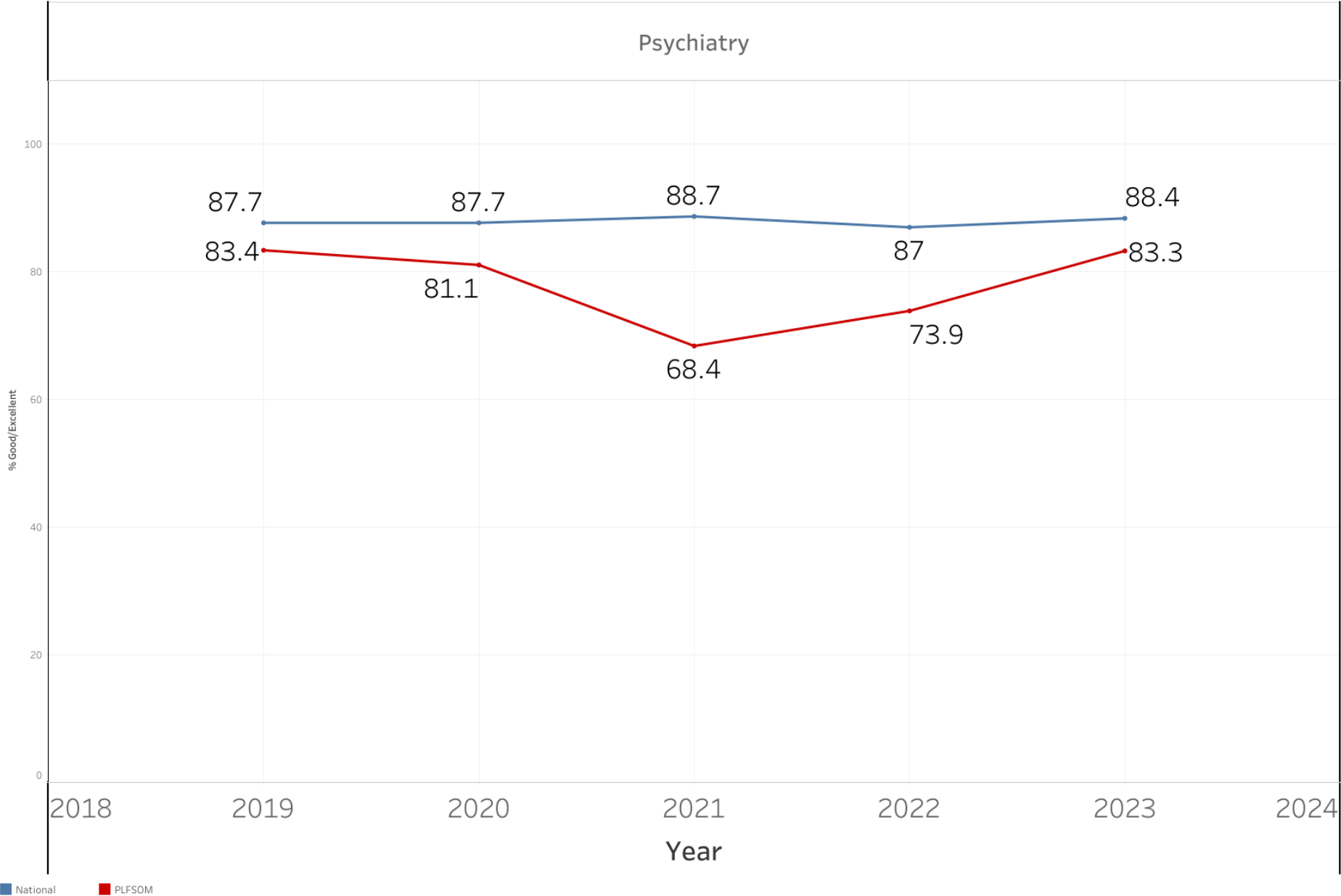
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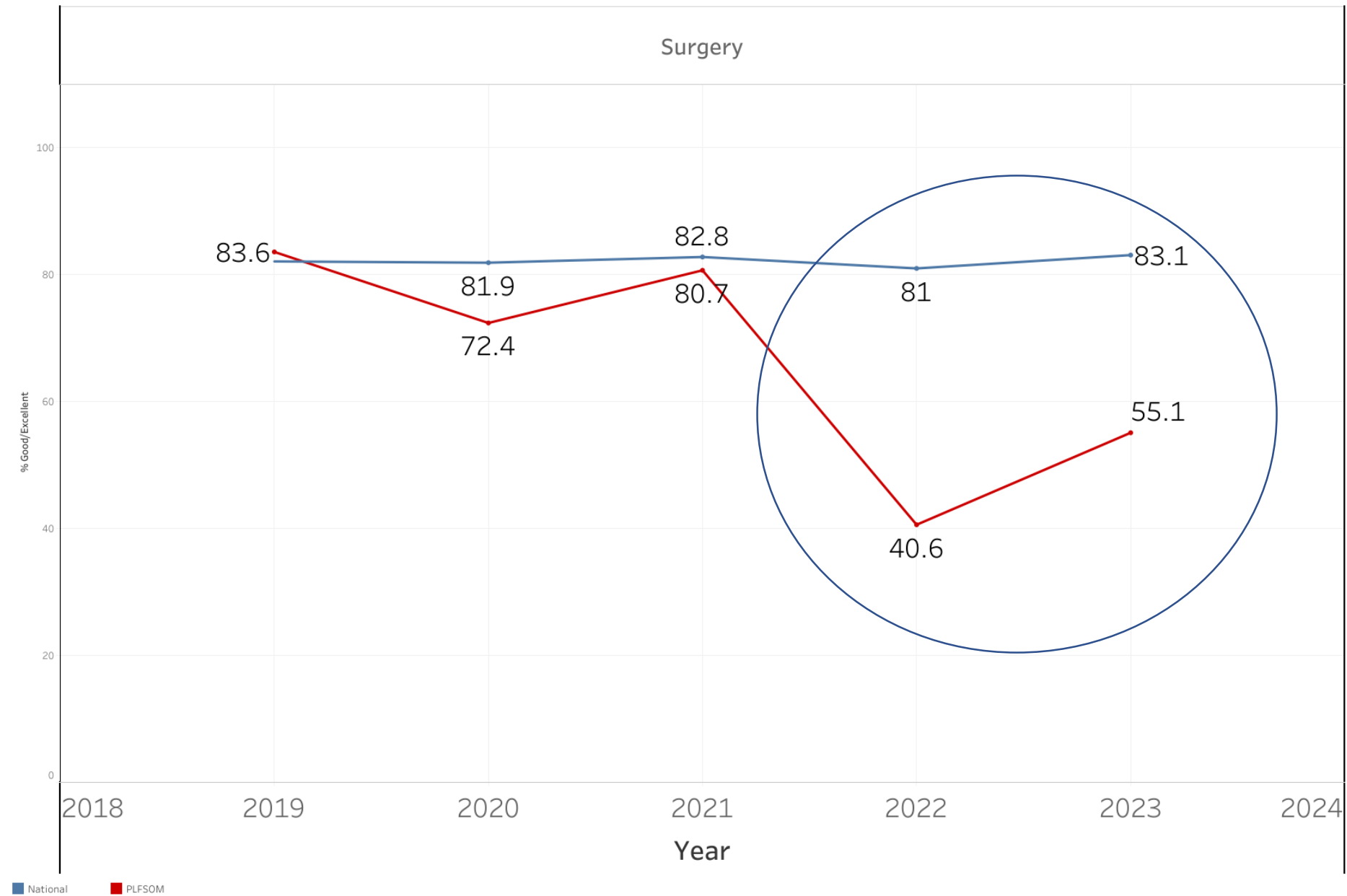
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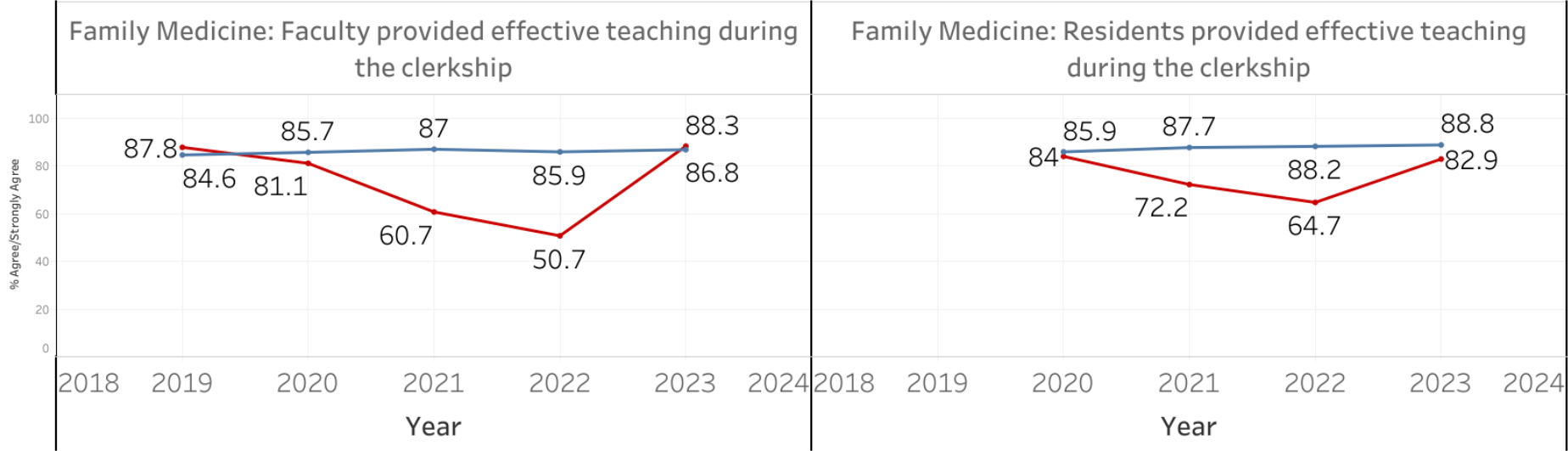
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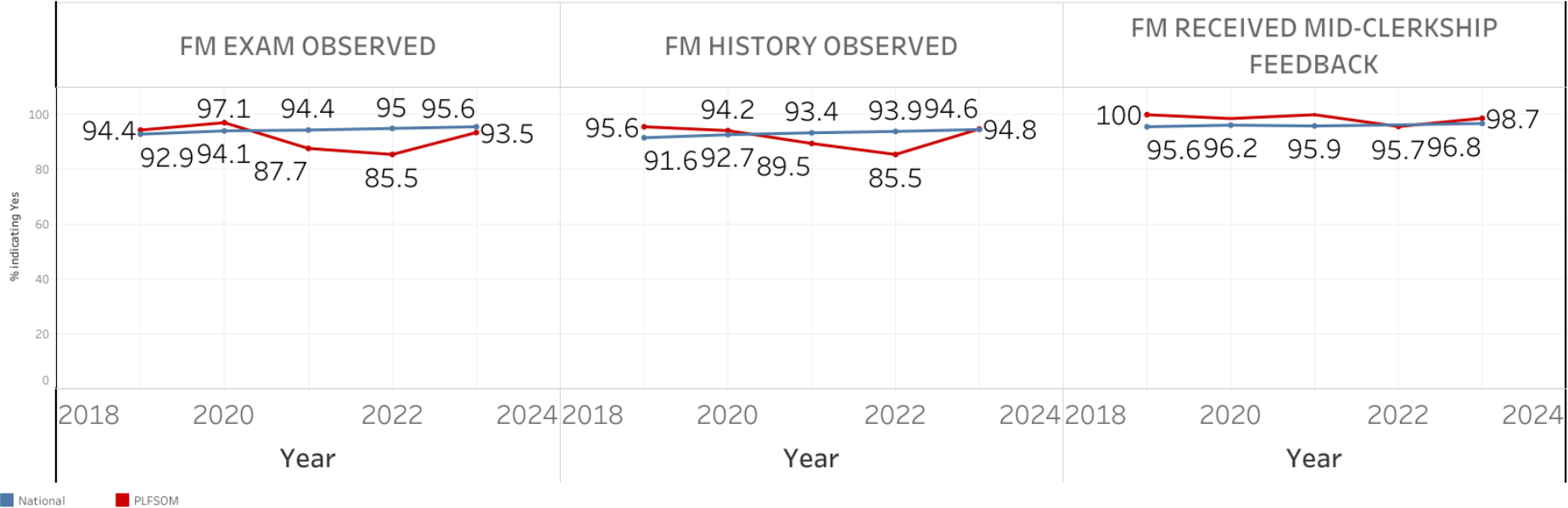


Q.11 Teaching Effectiveness: Faculty and/or Resident

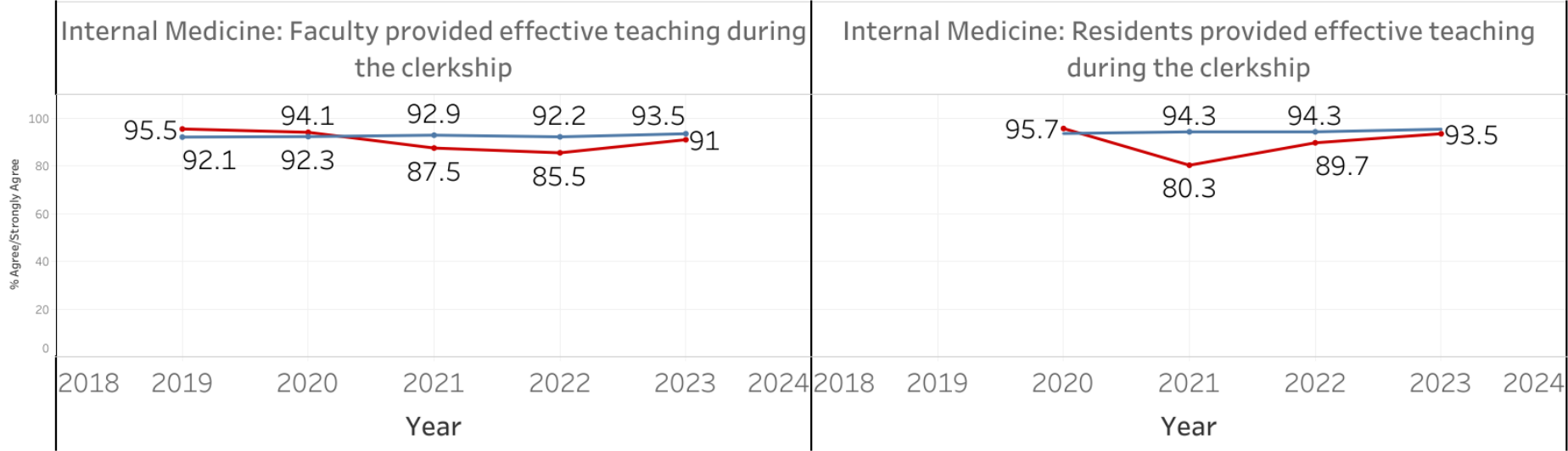


** AAMC reported that the 2019 data for this item are missing due to an error in the collection instrument.

Clerkship Experiences - MID-CLERKSHIP FEEDBACK, OBSERVED PERFORMING EXAM, OBSERVED TAKING HISTORY

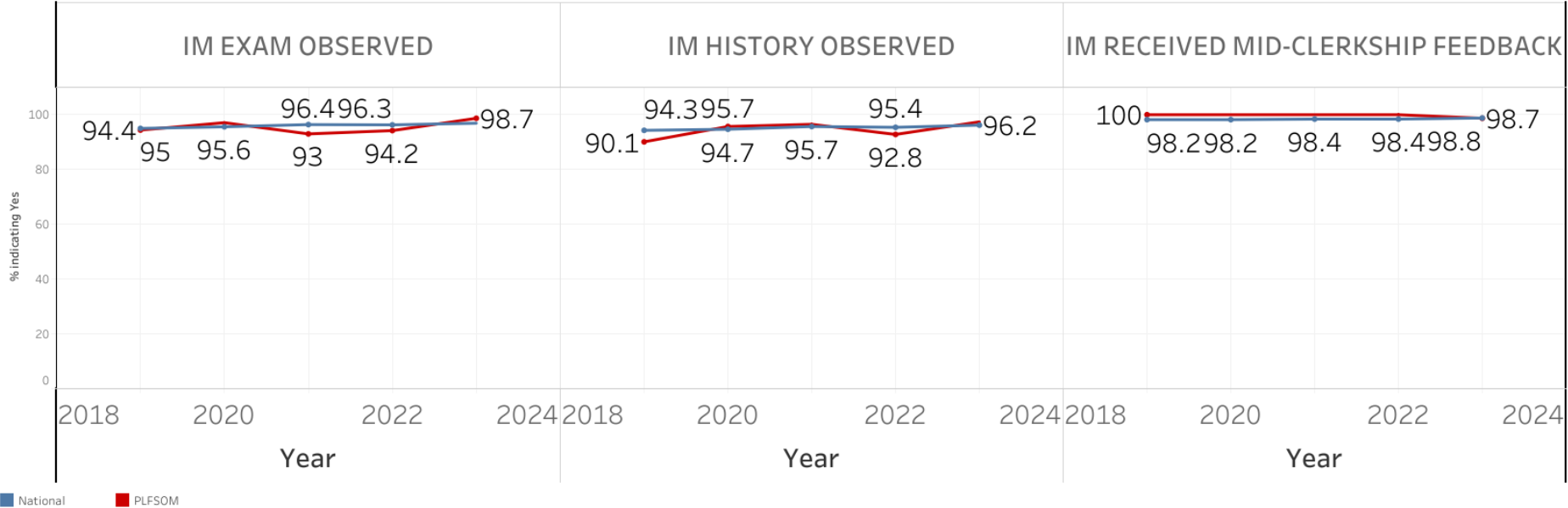


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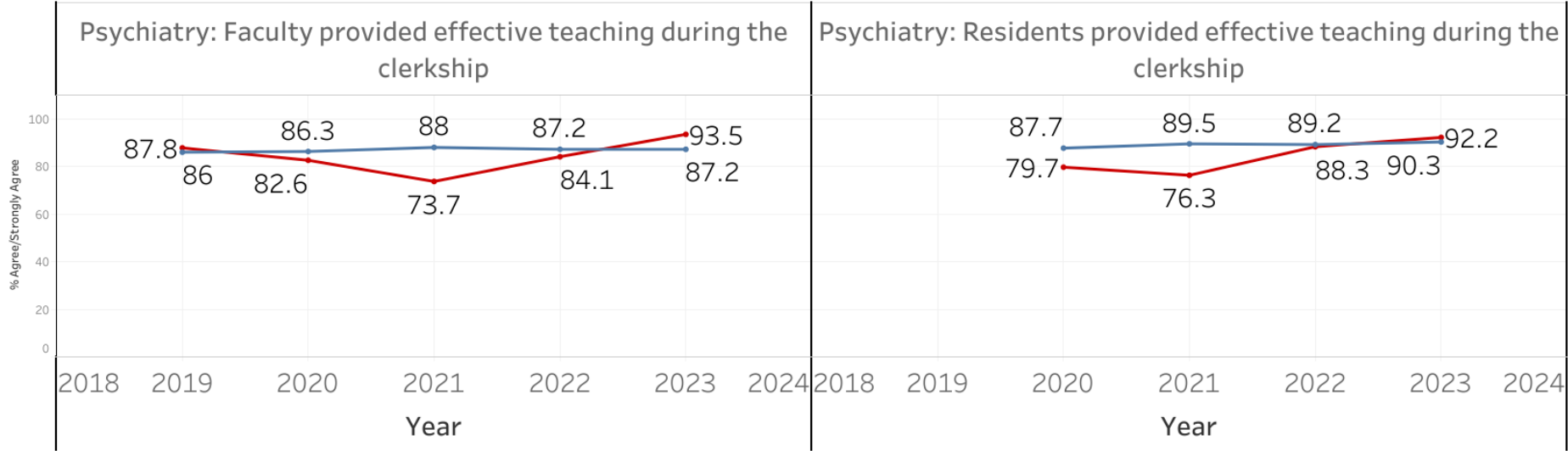


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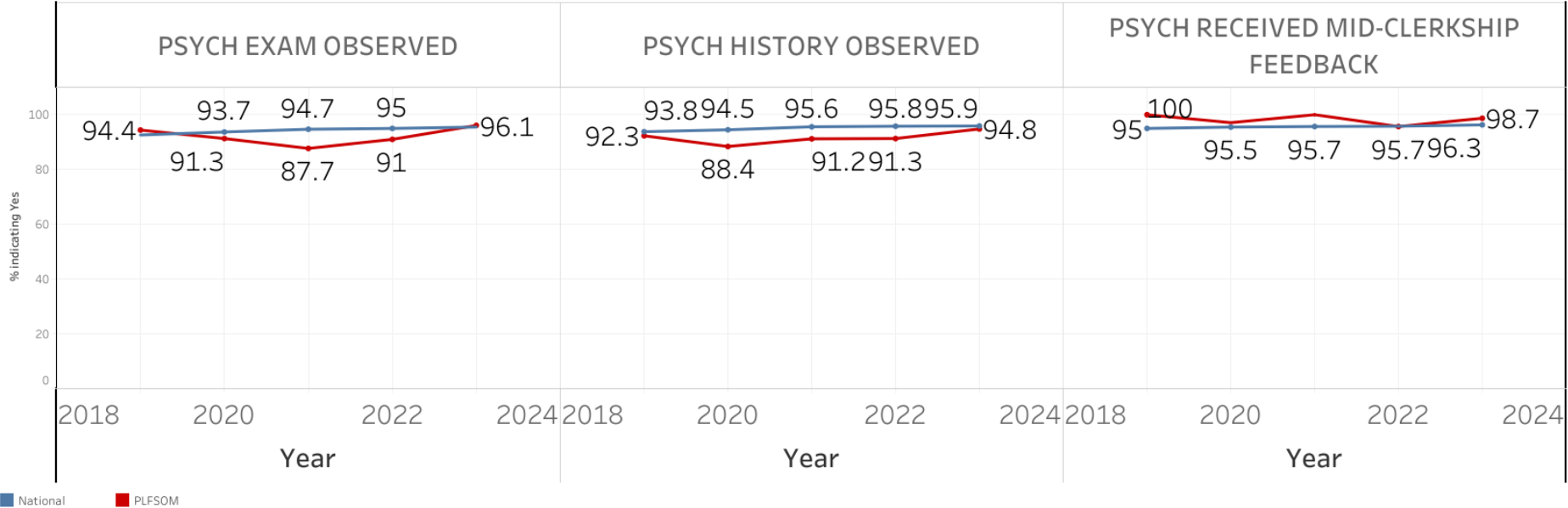


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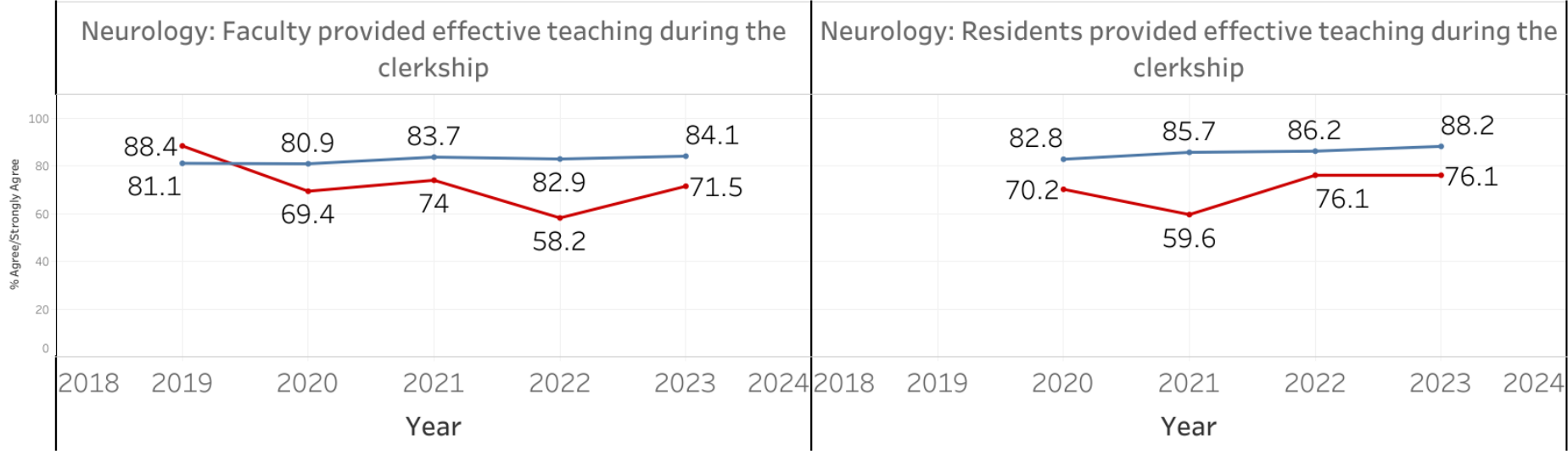


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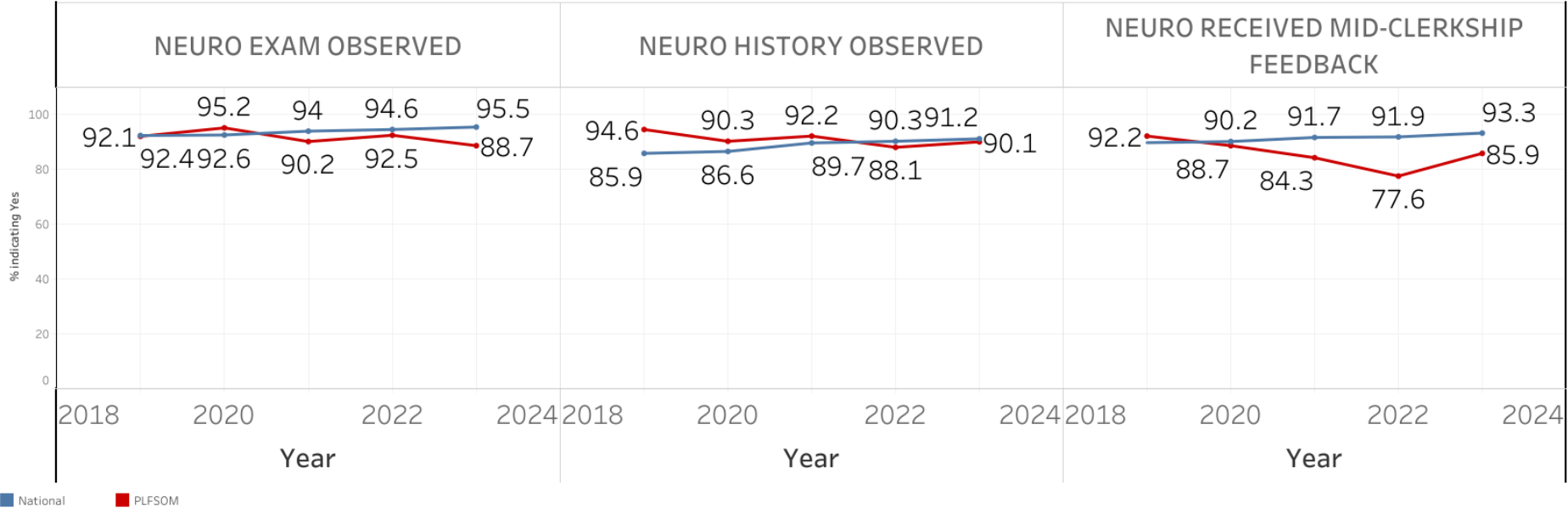


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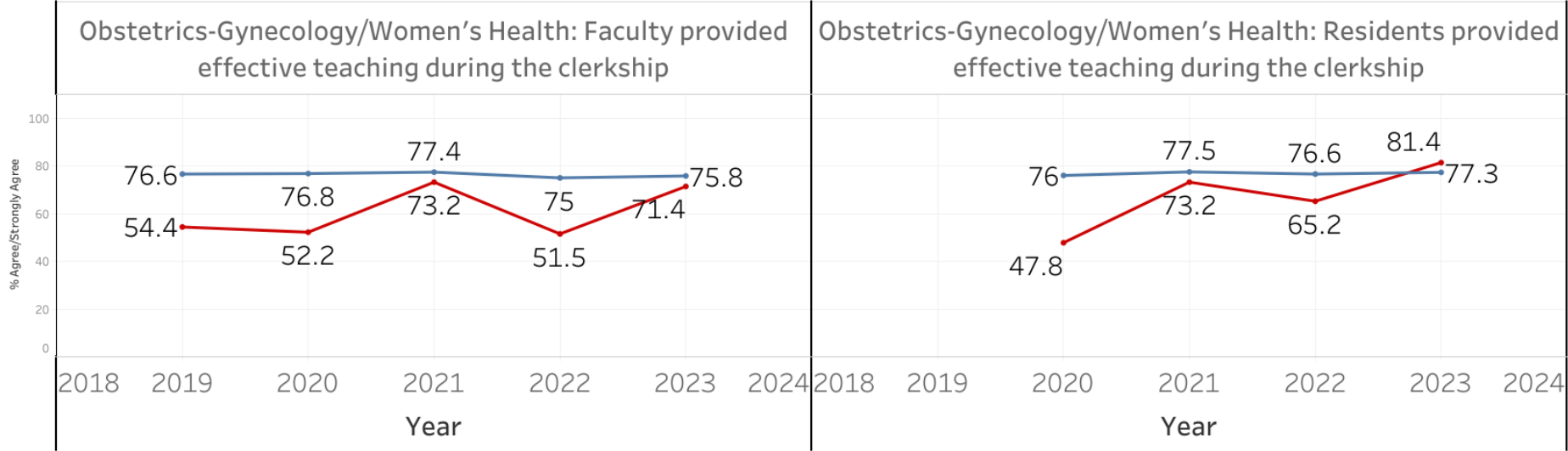


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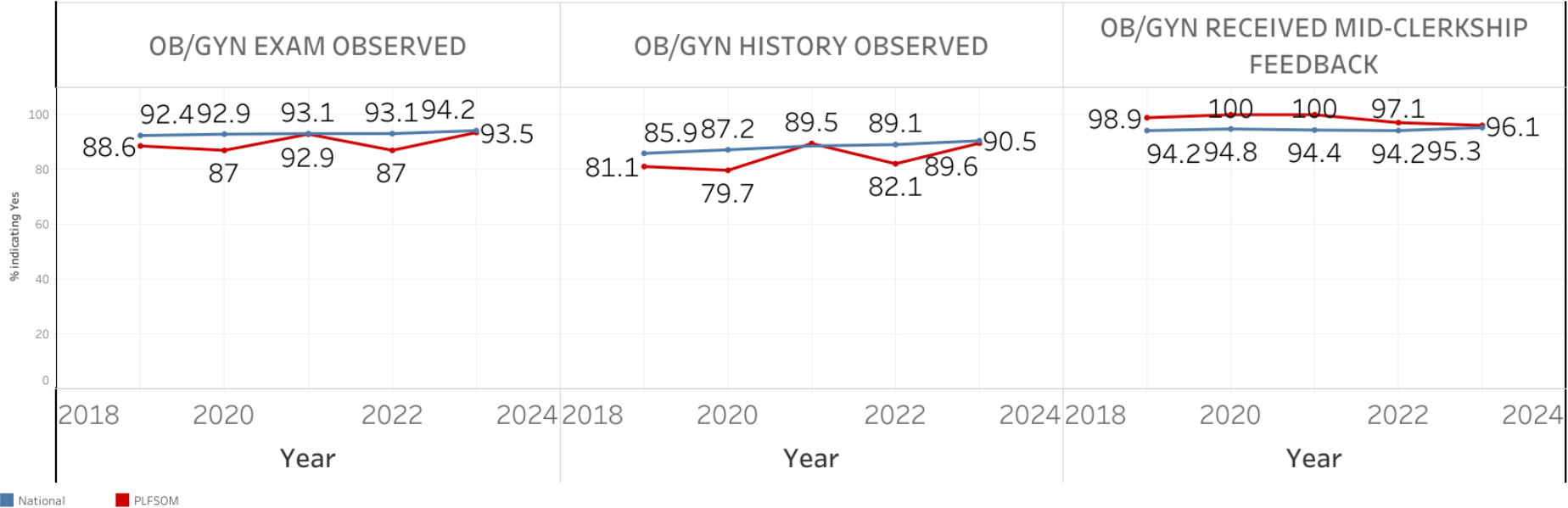


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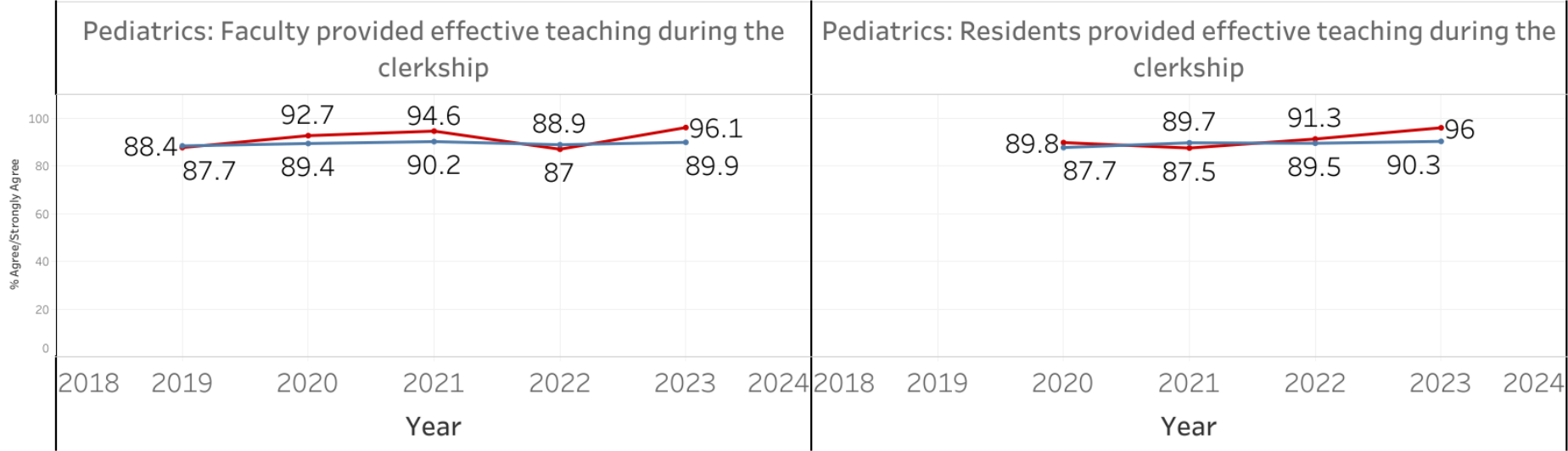


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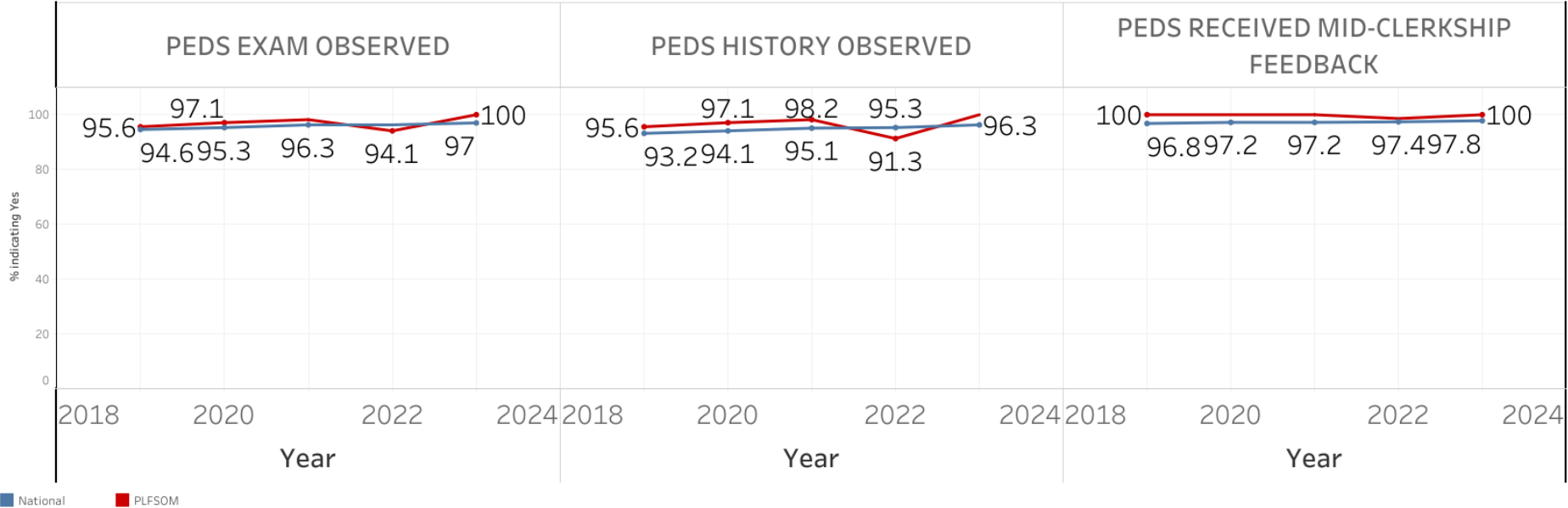


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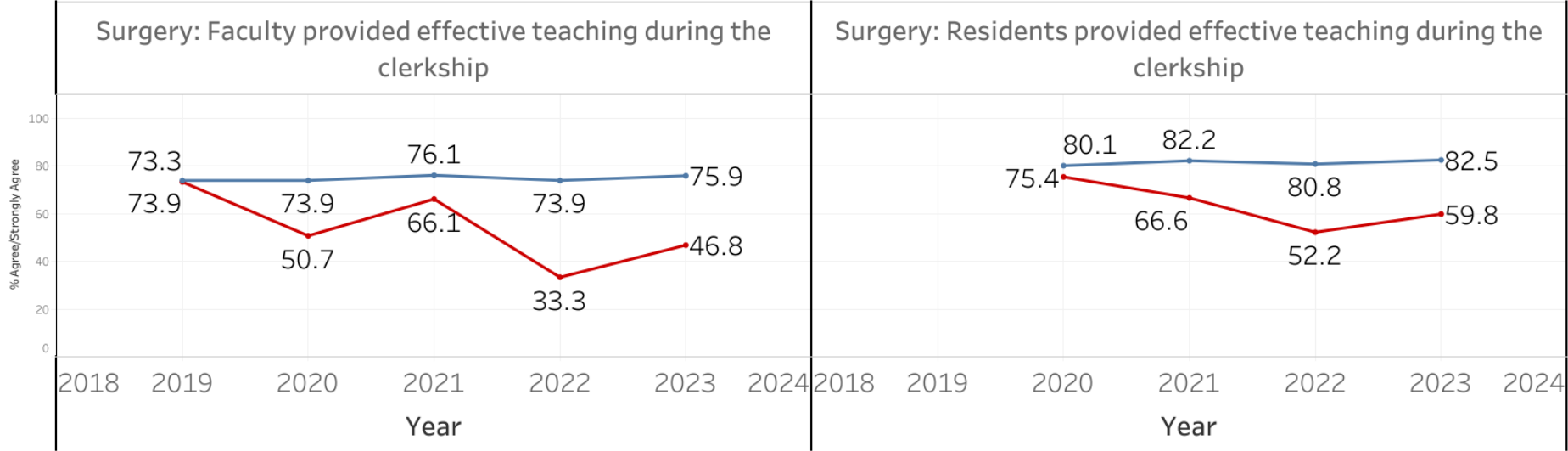


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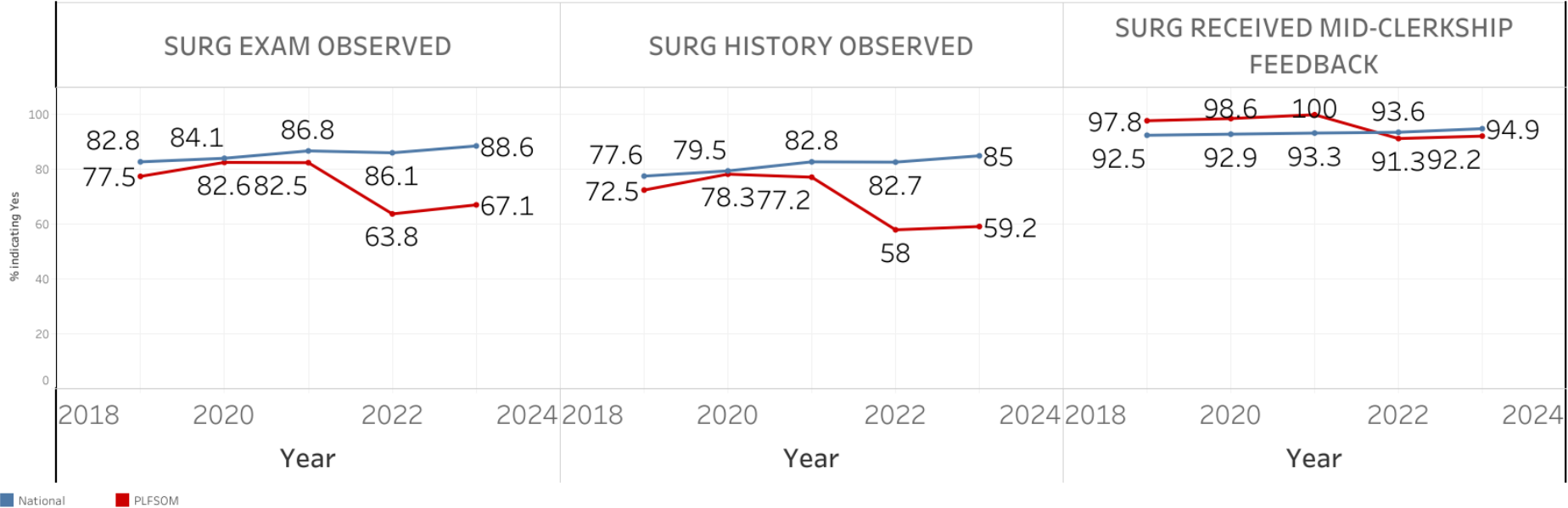


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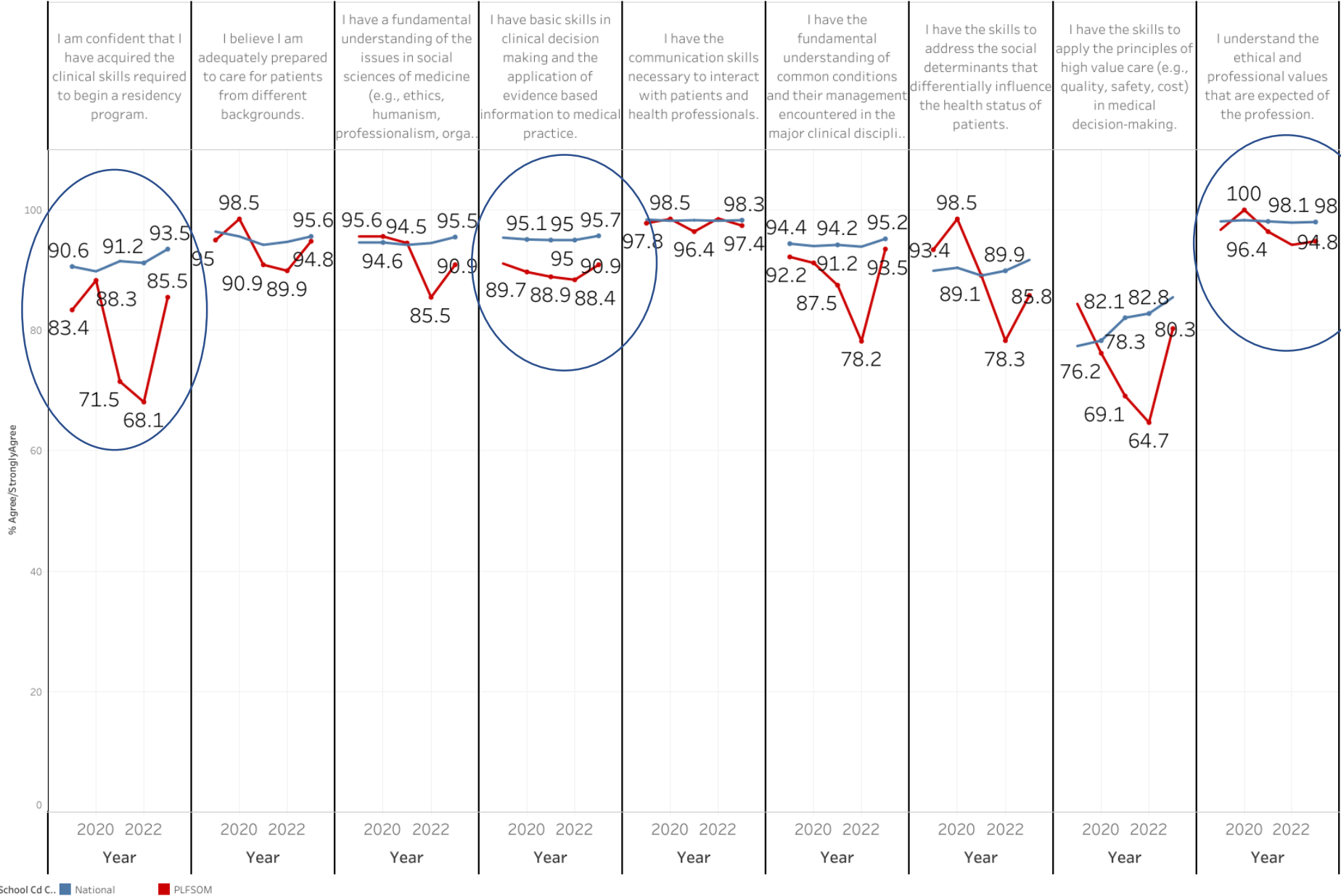


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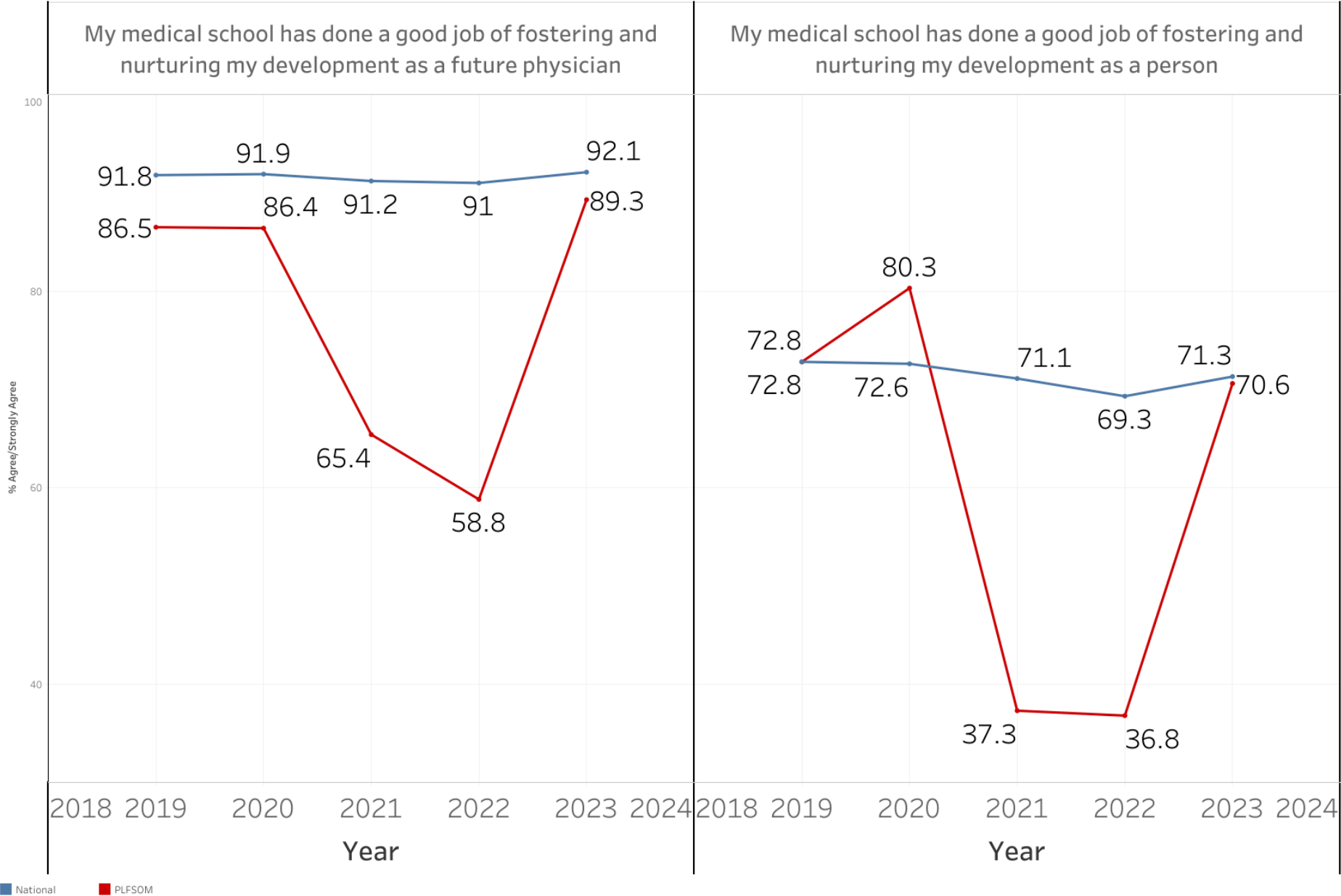
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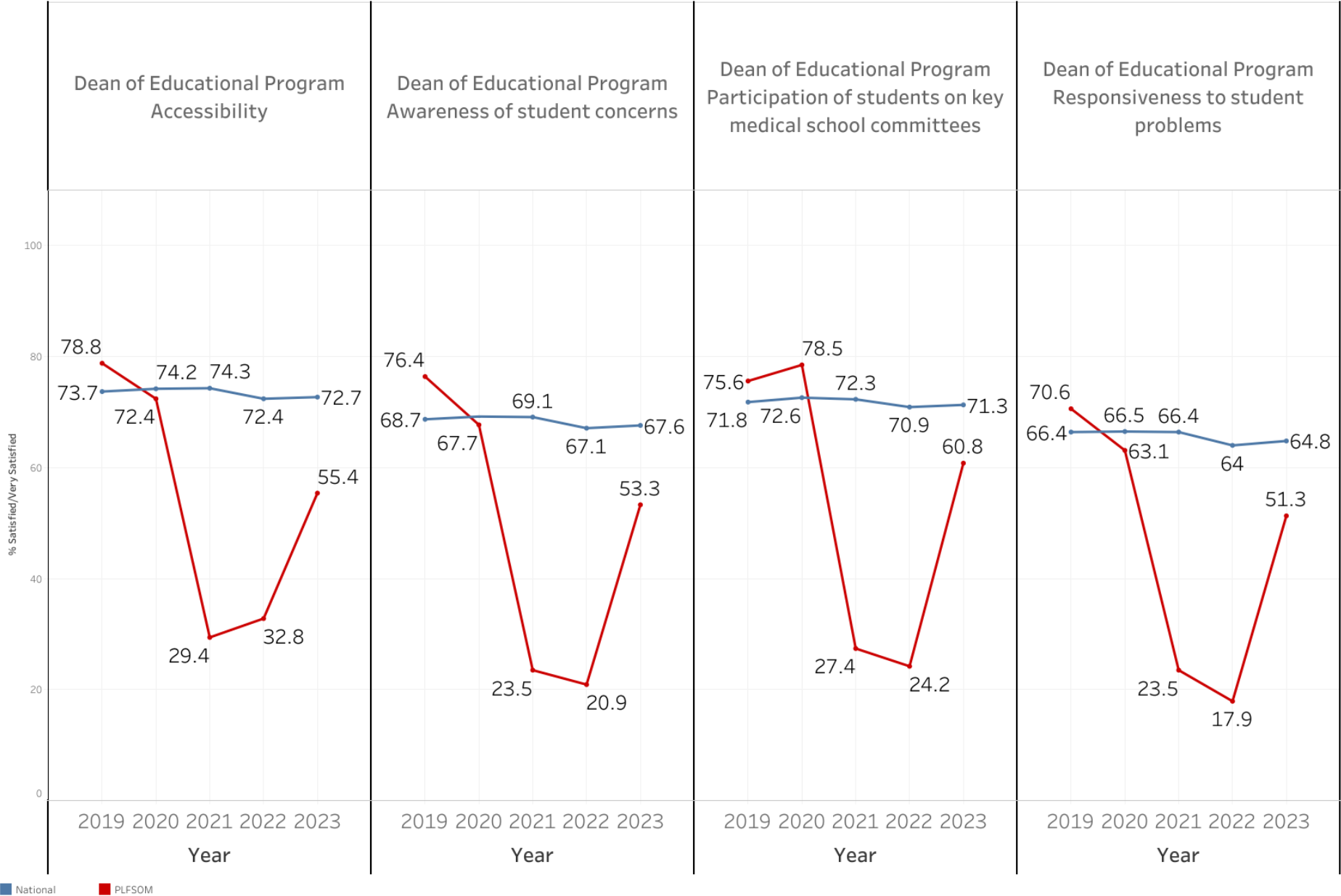
Q12. Preparedness for Beginning Residency Program:



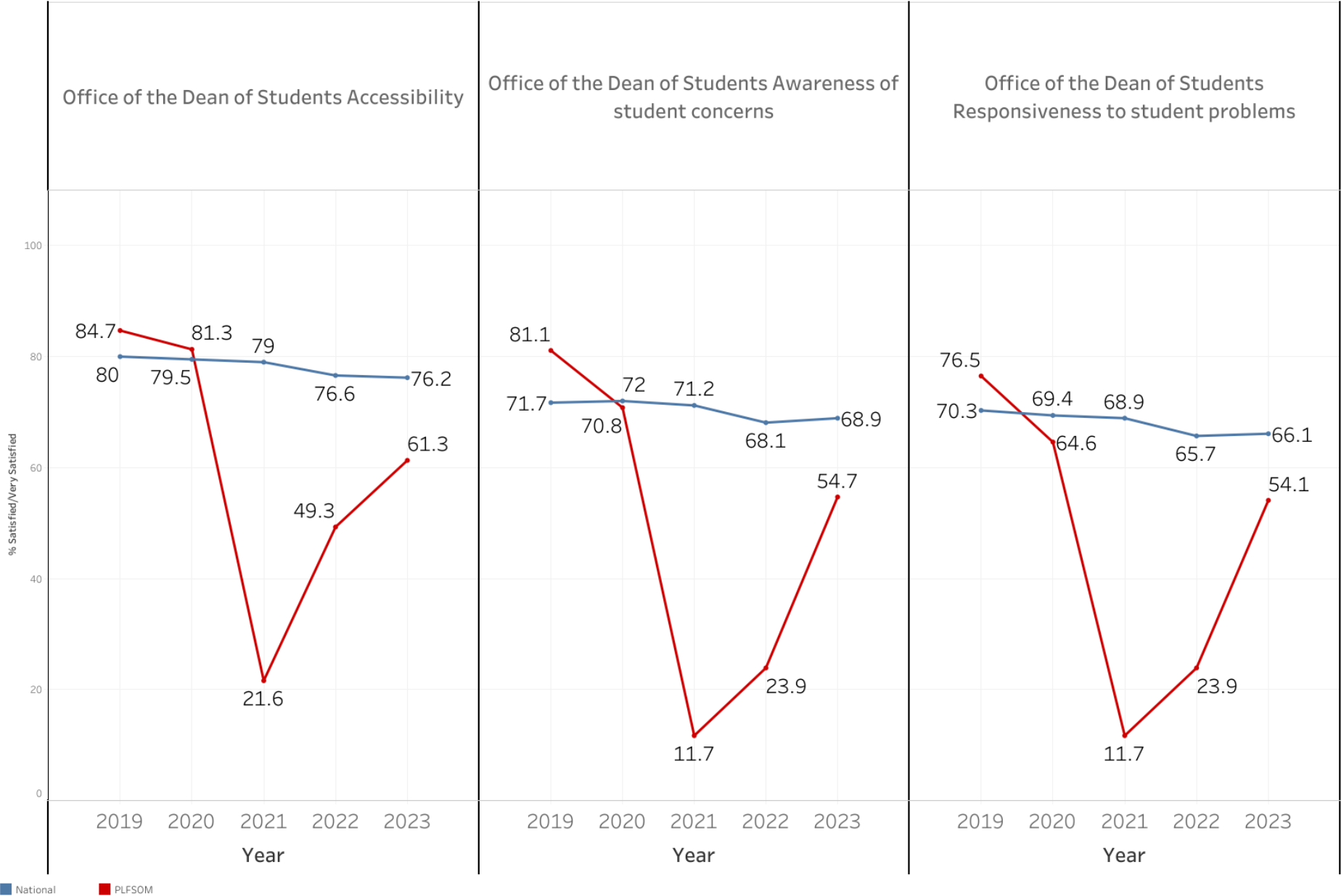
Q22. Indicate whether you agree or disagree with the following statements:



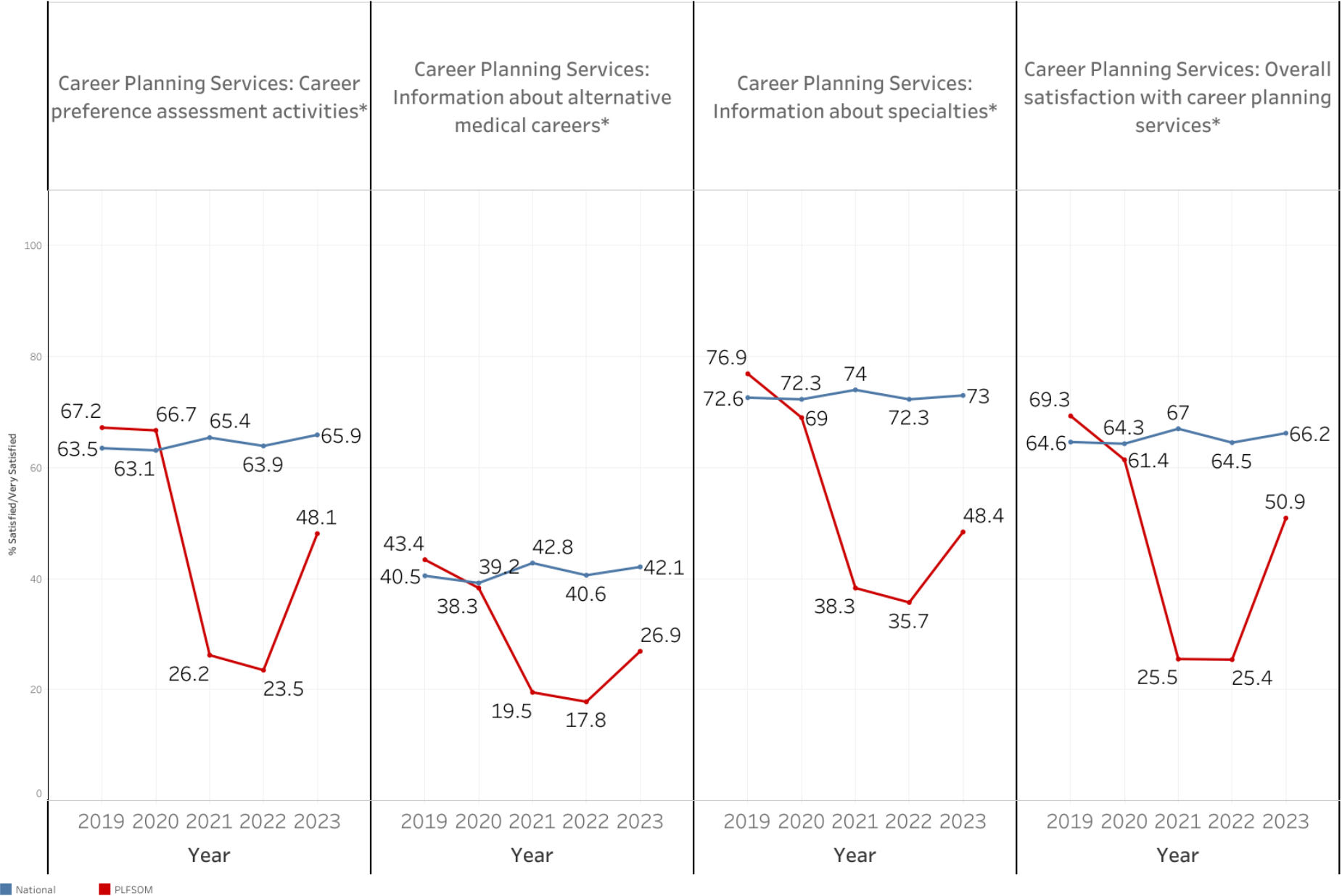
Q36. Satisfaction Services *Dean Ed Program*



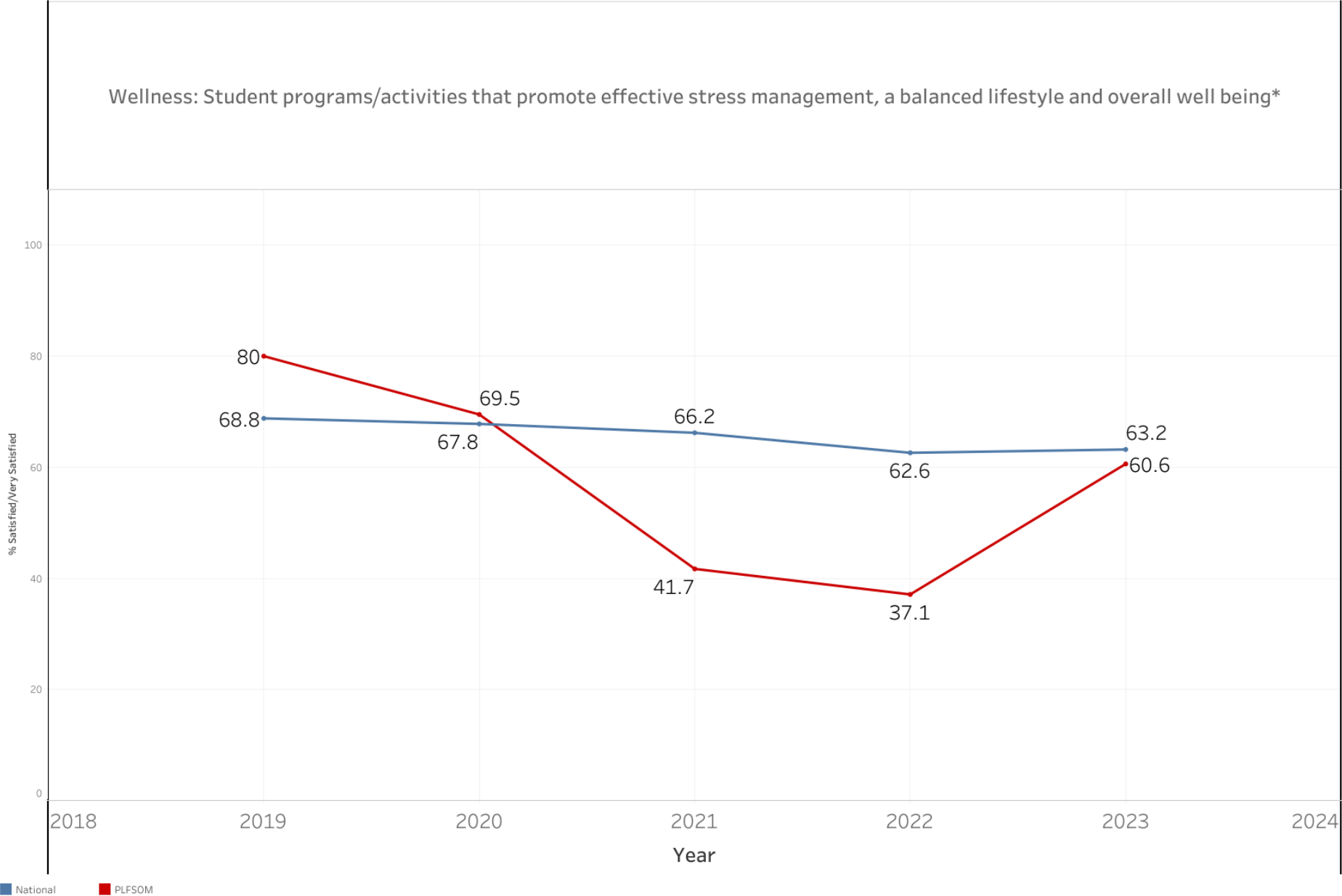
Q36. Satisfaction Services *Dean of Students*



Q36. Satisfaction Services *Career Planning Services*



Q36. Satisfaction Services *Wellness*



Themes in GQ Comments – Pre-clerkship

- Basic Science Strengths:
 - Clinical presentation based curriculum/organ system based units/clinical relevance
 - Pass/Fail grading
 - Ample independent study time
 - NBME exams for better STEP prep Standardized patient encounters
 - WCE, Med skills and Spanish
 - Faculty available
- Basic science areas for improvement
 - Frequent changes in exam formats/ need consistency
 - Anatomy and pharm need improvement
 - Turnover of faculty
 - Culture of antagonism between faculty/admin and students
 - More openness to feedback from students
 - Ask for alignment between lectures/quizzes and NBME/step

Themes in GQ Comments -Clerkships

- Clinical education strengths
 - Integration of the rotations/longitudinal curriculum is a benefit (11+ comments)
 - More time to immerse and prepare for shelves/ties things together/shows how specialties are integrated/helps to develop resilience/helps to prepare for Step 2
 - Loved the continuity patient in OB
 - Clerkship Directors and Coordinators care about students
 - Faculty and residents are good teachers/have interest in teaching
 - Patient population is diverse/unique cases/wide variety of cases/plenty of opportunities to participate in care
- Clinical educations area for improvement
 - Too many assignments
 - Better organization/scheduling
 - Want more continuity in outpatient setting/want whole day in one setting
 - Did not like taking 3 shelf exams at the end of the semester
 - Longitudinal curriculum is terrible (2 comments)
 - Decrease integration to 2 specialties (2 comments)
 - Toxic environment in some clerkships
 - Faculty turnover

Clerkship In-house Evaluations and Outcomes

“Overall I am satisfied with this clerkship”

	Class of 2024 GQ		Class of 2023 GQ		Class of 2022 GQ		Class of 2021 GQ		
% Positive ratings	AY 22-23 (Phase 2 LIC)		AY 21-22 (Phase 1 LIC)		AY 20-21*		AY 19-20		
	Block 2	Block 1	Block 2	Block 1	Block 3	Block 2	Block 3	Block 2	Block 1
Surgery	98.0%	100%	90.5%	81%	79%	81%	91%**	93%**	99%**
OB/GYN	96%	98.3%	100%	90.9%	93%**	100%**	100%**	93%**	93%**
Pediatrics	94.3%	98.2%	100%	90.5%	79%	79%	100%**	97%**	97%**
IM	100%	96%	95.7%	97.6%	90%	90%	97%**	100%**	100%**
FM	98.2%	100%	97.8%	90.7%	81%	89%	99%**	85%**	96%**
Psychiatry	96.2%	98.0%	95.6%	100%	94%	89%	93%**	96%**	96%**
Neurology	83.0%	89.6%	NA	NA	NA	NA	NA	NA	NA
EM	88.2%	95.2%	NA	NA	NA	NA	NA	NA	NA

*AY 20-21 Block 1 was virtual due to the COVID 19 pandemic

**Question revised in 20/21 (all but OB)— Prior questions was “Overall, I learned useful knowledge and/or skills”

NBME Equated % Score Comparison

		OB/ GYN	Peds	Surgery	FM	Psych	IM
LIC 2	AY 22/23	79 [78.2 (7.8)]	79 [78.5 (8.3)]	75 [74.4 (8.6)]	77 [75.8 (7.5)]	85 [84.5 (6.3)]	76 [74.9 (9.3)]
LIC 1	AY 21/22	76 [78.2 (7.8)]	77 [78.5 (8.3)]	72 [74.4 (8.6)]	75 [75.8 (7.5)]	84 [84.5 (6.3)]	74 [74.9 (9.3)]
	AY 20/21	78 [78.2 (7.8)]	78 [78.5 (8.3)]	74 [74.4 (8.6)]	75 [75.8 (7.5)]	85 [84.5 (6.3)]	75 [74.9 (9.3)]
	AY 19/20	77 [78.6 (7.7)]	76 [78.5 (8.0)]	74 [74.9 (8.4)]	75 [76.8 (7.3)]	82 [84.1 (6.2)]	73 [75.3 (9.0)]

AY 22/23 – Phase 2 LIC

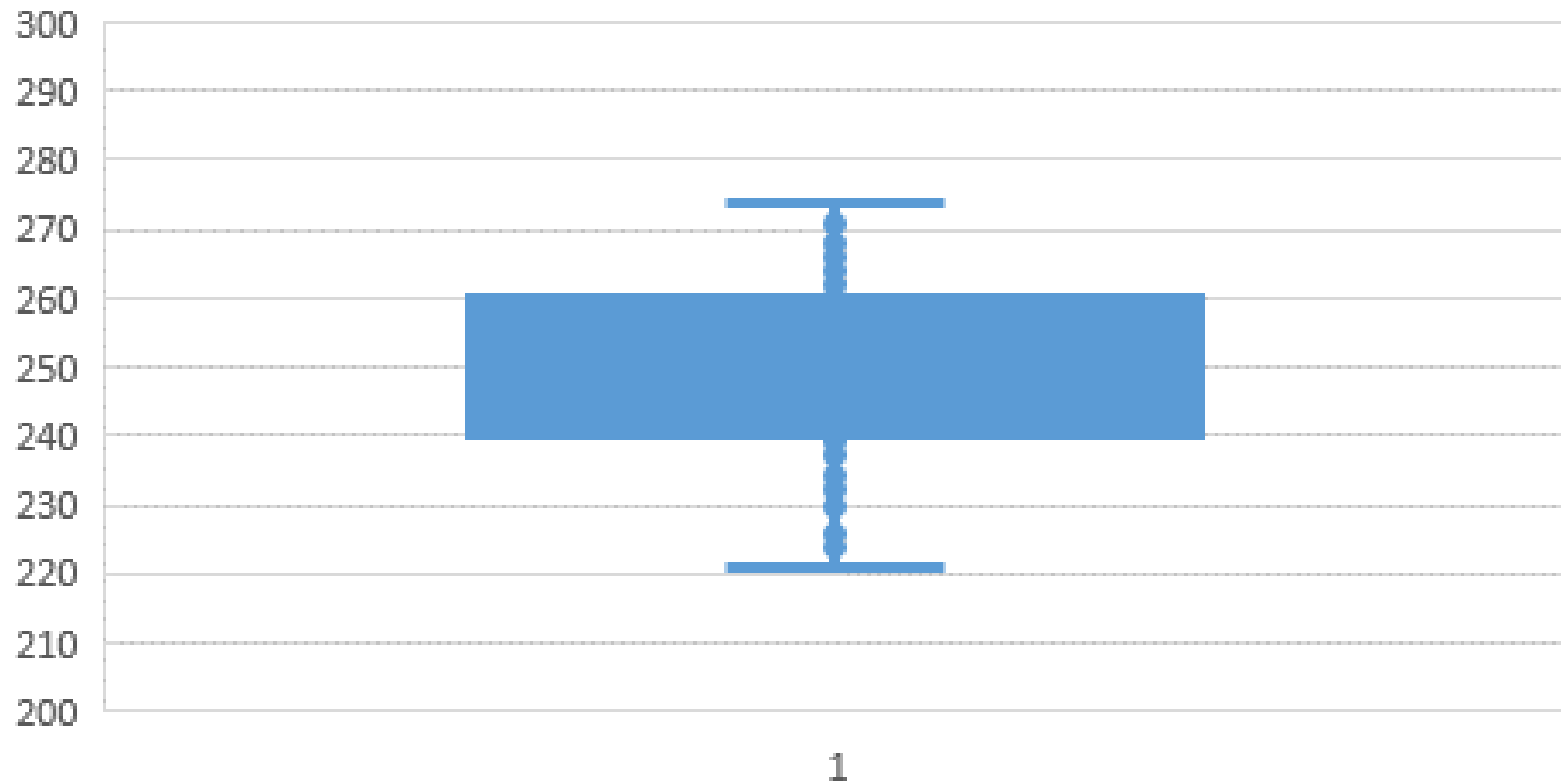
AY 21/22 – Phase 1 LIC

AY 20/21 - Curriculum altered by COVID

AY 19/20 – Usual curriculum w/ 3 blocks

* [Comparison group (SD)]

Class of 2024 USMLE Step 2 Results



Average 250.6

101 results

Based on roster and score reports available on NBME portal for Class of 2024

Step 2 CK – 3 Year Performance

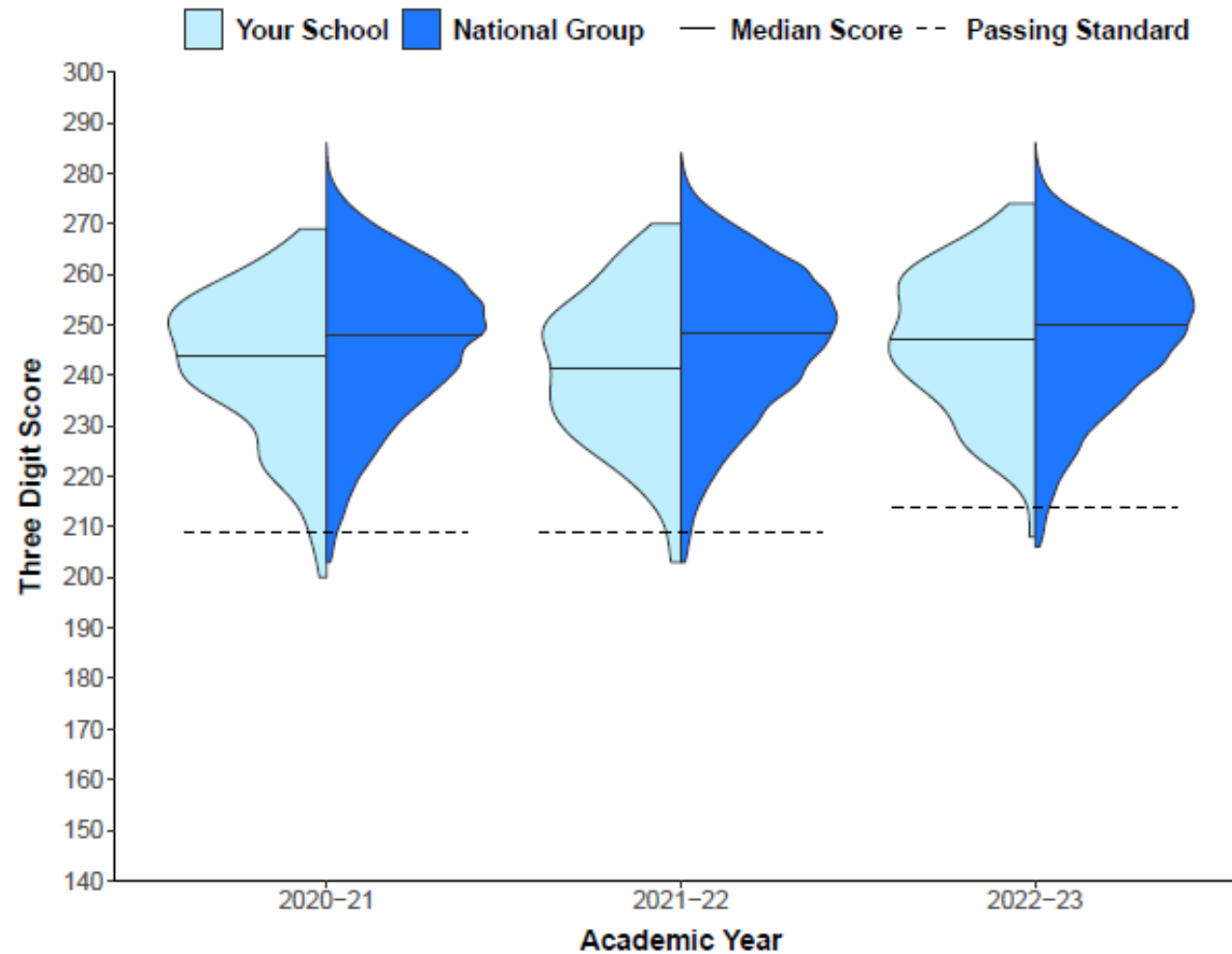
First-Time Examinees

Academic Year	Number Tested	Minimum Passing Score	School Pass Rate	National Pass Rate	School Mean (SD)	National Mean (SD)
2022-23	91	214	99%	98%	247 (14)	248 (15)
2021-22	111	209	98%	99%	241 (14)	247 (15)
2020-21	100	209	97%	99%	242 (15)	246 (15)

LIC Phase 1

**National reports include data from July 1 to June 30

Step 2 CK – 3 Year Performance



Data from July 1 to June 30 for each academic year

Moving forward...

CQI proposal for improvement from

- Pre-clerkship
 - Anatomy and Pharmacology
- Clerkship
 - Surgery and Neurology

Continue regular meetings with all classes

- Respond if possible to concerns in real time

Analyze data and track progress for improvement

- Focus on “top box” for satisfaction but balance with outcomes

Continuous quality improvement in scheduling/continuity in Clerkship phase

Increase active learning strategies –mainly applies to pre-clerkship but can be incorporated in clerkship didactics as well

Faculty and resident development – continue efforts

- collaborate with Departments
- Role modelling
- Feedback

Moving forward...

Work closely with everyone on campus to improve the learning environment and wellness!

Promote the joy in medicine

Work on student perceptions and involvement

In curriculum

- Move up the ladder of student involvement

Address imposter syndrome and low self-efficacy that seems to be a problem

Create a space for student, faculty and resident success stories

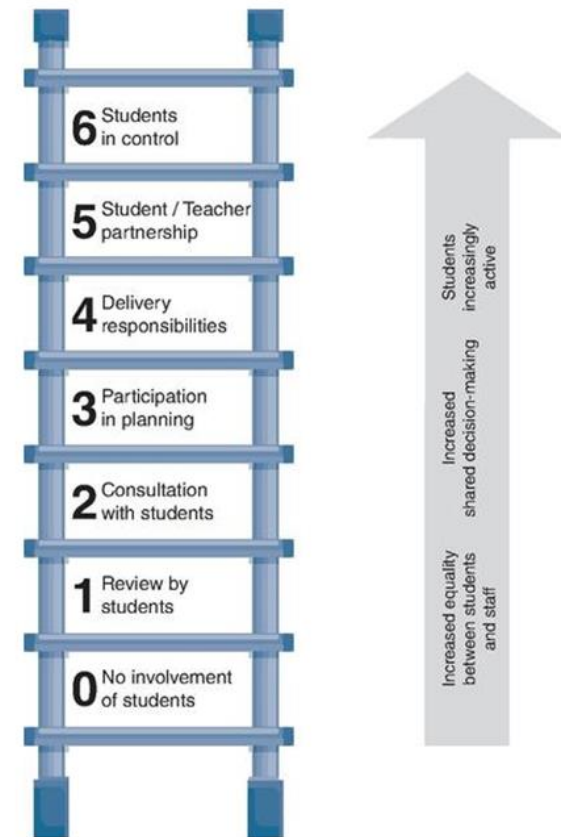


FIGURE 11.2 The student participation ladder. The six steps in the ladder are identified. A side arrow highlights the three trends as we move up the ladder.

Questions??



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
EL PASO

Paul L. Foster School of Medicine

Medical Education Program Policy

Policy Name:	Medical Student Enrollment Requirements				
Policy Domain:	Overall UME	Refers to LCME Element(s):	10.3		
Approval Authority:	Curriculum and Educational Policy Committee	Adopted:	4/3/2020	Date Last Reviewed:	NA
Responsible Executive:	Associate Dean for Medical Education	Date Last Revised:	4/13/2020		
Responsible Office:	Office of Medical Education	Contact:	Mirjana Babic, M.P.A. mbabic@ttuhsc.edu		

1. **Policy Statement:** In general, other than under specific exceptions for individual students as may be approved on a case-by-case basis by the school's Committee on Student Grading and Promotion (GPC), or as specified in the educational program policy on Grading, Promotion, and Academic Standing (GPAS) in relation to the passing of Step 1 and the third year clerkships, partial enrollment in the M.D. program is not permitted.
2. **Reason for Policy:** This policy is intended to promote timely progression, preserve curricular integration, and to ensure appropriate stewardship of student financial aid and tuition funds.
3. **Who Should Read this Policy:** The registrar, associate and assistant deans of medical education, student affairs, and admissions, the director of student financial aid, and all medical students.
4. **Resources:** This policy is maintained by the Office of Medical Education and administered in direct coordination with the Office of Student Affairs, the Committee on Student Grading and Promotion, the Office of the Registrar, and the Office of Student Financial Aid.
5. **Definitions:**
 - **Enrollment (including full vs. partial):** For the purposes of this policy, enrollment refers to registering and incurring tuition and fees as a student in order to attend classes for academic credit as part of an approved educational program. In the context of the PLFSOM M.D. degree program, full enrollment refers to registering for all intended components of a semester, in their approved order and course relationships, according to the degree plan as outlined in the PLFSOM academic catalog. Partial enrollment refers to anything less than full enrollment.
6. **The Policy:**
 - A. In general, other than under specific exceptions for individual students as may be approved on a case-by-case basis by the GPC, or as specified in the GPAS policy

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.



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in relation to the passing of Step 1 and participation in the third year clerkships, partial enrollment in the M.D. program is not permitted.

- i. Due to the integrated nature of the PLFSOM curriculum, each semester of the pre-clerkship phase, each block of Year 3 of the clerkship phase, and the mixture of required and elective components of Year 4 leading to graduation and transition to residency, are designed to be taken in their entirety according to the standard degree plan (excepting the limited flexibility under the GPAS policy as referred to in section 1 above).
 - ii. Students engaging in research programs, additional degree or certificate programs, or other special experiences during which they are not participating in the school's standard curriculum plan according to their assigned class (based on their year of matriculation, or as adjusted by the GPC) shall not be concurrently enrolled at PLFSOM. Such activities are to be managed under the PLFSOM educational program policy on student leaves of absence.
 - iii. The GPC shall otherwise permit partial enrollment only on a case-by-case basis and when justified by exceptional individual circumstances that meet both of the following criteria:
 - a. Partial enrollment for a semester is required for a student to avoid dismissal based on the timeline constraints established by the GPAS policy (sections 13.c and 13.d).
 - b. The proposed plan for partial enrollment is reviewed and approved by an ad hoc committee consisting of the associate dean for medical education (or their designee) and three regular/at-large members of the school's committee on curriculum and educational policy (CEPC), as fair, educationally valid, and equivalent to the originally intended integrated curricular elements under the standard curriculum plan in fulfilling the school's educational program goals and objectives.
- B. A student may appeal determinations by the GPC in relation to this policy according to the appeal process outlined in the GPAS policy (section 14).

Patrick Popieluszko

165 W Castellano Dr. Apt 3209

El Paso, TX, 79912

(915) 996-3337

ppopieluszko@proton.me

Education

07/2021 – 06/2022 University of Tennessee Health Science Center. Fellowship training in Emergency Medical Services

07/2018 – 06/2021 Texas Tech Health Science Center El Paso. Residency training in Emergency Medicine

07/2014 – 05/2018 Jagiellonian University Medical College. MD, graduated with distinction

07/2010 – 06/2013 Loyola University Chicago. BA, Spanish, graduated magna cum laude.

Honors and Awards

06/2013 Selected for membership to Phi Beta Kappa honors society.

06/2013 Bestowed highest departmental honor, the Key of Cervantes.

Work Experience

02/23 – Present Assistant Professor Dept of Emergency Medicine, Associate Medical Director for Emergency Medical Services. Texas Tech University Health Science Center

- Faculty supervision, assisting with didactics of resident physicians
- Supervision and response with the Tactical EMS team as well as assistance with continued training and didactics
- Assistant to the Medical Director of the El Paso Fire Department

07/22 – 12/22 Emergency Medicine Physician. ApolloMD

- Physician with ApolloMD staffing services in Murphy, NC working at a critical access emergency department.

07/2021 – 06/2022 Emergency Medicine Services Fellow

- Attending physician with ApolloMD physician staffing services at Erlanger facilities
- Assist Hamilton County's EMS system in radio medical control, scene response, quality assurance and improvement, protocol development
- Participate in resident and pre-hospital professional education
- Flight physician with Life Force

07/2018 – 06/2021 Resident Physician. Texas Tech University Health Sciences Center

- University Medical Center El Paso Emergency Department. Level 1 Trauma Center, 60k Annual volume.
- El Paso Children's Hospital Emergency Department. 22k annual volume.
- Chief of Communication

10/2013 Emergency Room Technician. Advocate Illinois Masonic Medical Center, Chicago, IL.

- Provided patient care, assessment and triage, assistance in trauma cases.
 - Maintenance and stocking of equipment in the department
- 10/2012 – 05/2013 Emergency Medical Technician. Elite Ambulance, Mokena, IL.
- Provided care and transport to patients in emergent and non-emergent cases.

Volunteer Experience

09/2011 – 05/2013 Volunteer 911 Responder, Supervisor, Loyola University Chicago, Chicago, IL.

- Responded to and provided care in on-campus emergencies.

10/2010 – 05/2013 Volunteer, Lurie Children's Hospital, Chicago, IL.

- Assistant to the Rainbow Dogs Therapy Program.

Institutional Service

04/2020 – 06/2021 Chief Resident. Texas Tech University Health Sciences Center

- Serve as the Communications Chief, liaison between faculty, nursing, residents and other services.
- Assist with clinical scheduling, education planning.

05/2015 – 05/2018 President, Student-Led Educational Society. Jagiellonian University Medical College.

- Planned and coordinated review and tutoring sessions for underclassmen.

Presentations

2019 Presenter at the 2019 Region II EMS Conference in Las Cruces, NM

- Presented on recognition non-accidental trauma and in field management of agitated patients

Research

09/2015 – 06/2018 Team Leader. International Evidence-Based Anatomy Working Group, Cracow, Poland.

- Lead a team of researchers on new projects.

Current projects

Peer Reviewed Book Chapters

R Woolard, N Weber, R Baker, P Popieluszko. Emergency Department Design. Disaster Medicine, Edition: 3, Chapter 24, Elsevier. pp. 140-147

KA Tomaszewski, BM Henry, P Popieluszko, PA Pekala, M Bonczar. Evidence-Based Approach to the Treatment of Cubital Tunnel Syndrome. Evidence Based Data In Hand Surgery And Therapy, Edition: 1, Chapter: 4.4.2, Iris Publications, G Giddins, G Leblebicioğlu, pp.547-563

Peer-Reviewed Journal Articles

P Popieluszko, BM Henry, B Sanna, WC Hsieh, K Saganiak, PA Pekala, JA Walocha, KA Tomaszewski. A Systematic Review and Meta-analyses of Variations in Branching Patterns of the Adult Aortic Arch. Journal of Vascular Surgery. June 2017. PMID: 28865978

PA Pekala, E Mizia, BM Henry, P Popieluszko, M Loukas, KA Tomaszewski. Injury to the infrapatellar branch of the saphenous nerve during tendon graft harvesting for knee ligament reconstruction: An ultrasound simulation study. Clinical Anatomy. June 2017; DOI: 10.1002/ca.22904. PMID: 28514510

P Depukat, BM Henry, P Popieluszko, J Roy, E Mizia, T Konopka, KA Tomaszewski, JA Walocha. Anatomical variability and histological structure of the ulnar nerve in the Guyon's canal. Archives of Orthopaedic and Trauma Surgery. Feb 2017; 137(2): 277-283. DOI: 10.1007/s00402-016-2616-4.

KA Tomaszewski, P Popieluszko, MJ Graves, PA Pekala, BM Henry, J Roy, WC Hsieh, JA Walocha. The evidence-based surgical anatomy of the popliteal artery and the variations in its branching patterns. Journal of Vascular Surgery. Feb 2017; 65 (2): 521-529. DOI: 10.1016/j.jvs.2016.01.043.

KA Tomaszewski, P Popieluszko, BM Henry, J Roy, B Sanna, MR Kijek, JA Walocha. The surgical anatomy of the lateral femoral cutaneous nerve in the inguinal region: a meta-analysis. Hernia. Oct 2016; 20(5): 649-657. PMID: 27115766.

KA Tomaszewski, MJ Graves, BM Henry, P Popieluszko, J Roy, PA Pekala, WC Hsieh, J Vikse, JA Walocha. Surgical anatomy of the sciatic nerve: A meta-analysis. Journal of Orthopaedic Research. Feb 2016; 34(10): 1820-1827. PMID: 26856540.

Certifications

AHA Advanced Cardiovascular Life Support (ACLS)

Expires 06/2024

AHA Advanced Cardiovascular Life Support Instructor

Advanced Hazmat Life Support (AHLS)

Issued 09/2018

AHA Pediatric Advanced Life Support (PALS)

Expires 09/2024

Advanced Trauma Life Support (ATLS)

Expires 09/2023

Advanced Trauma Life Support Instructor

Advanced Wilderness Life Support (AWLS)

Expires 07/2024

Advanced Wilderness Life Support Lead Instructor