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Medical Student Education Committee, East Tennessee State University

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**EAST TENNESSEE STATE UNIVERSITY
JAMES H. QUILLEN COLLEGE OF MEDICINE
Medical Student Education Committee
Minutes
July 6, 2010**

The Medical Student Education Committee of the James H. Quillen College of Medicine
met on Tuesday, July 6, 2010 at 4:15 p.m.
in the Academic Affairs Conference Room, Stanton-Gerber Hall.

**Voting Members
Present:**

Ken Olive, MD
Dave Johnson, PhD
Forrest Lang, MD
Ramsey McGowen, PhD
Paul Monaco, PhD

***Ex officio* / Non-Voting & Others
Present:**

Tom Ecay, PhD
Ron Hamdy, MD
John Kalbfleisch, PhD
Theresa Lura, MD
Jerry Mullersman, MD, PhD
Penny Smith, EdD
Cindy Lybrand, MEd [Admin]
Lisa Myers, BA [Admin]

1. Approval of Minutes

The minutes from the 6-1-10 meeting were approved as distributed.

2. Topics

a. Retrospect: M-1 Spring Semester Block 2

Human Genetics (Dr. Monaco)

- Course was a residual of material from disbanded HDBG (F09) directed by Dr. Skalko (Dr. Skalko began as the director of this new course; due to illness, Dr. Monaco stepped in as the acting course director)
- Course Objectives:
 - 1. Gene structure and the organization and function of the human genome
 - 2. Complexities of gene regulation in normal and disease states
 - 3. Role of epigenetics in normal and disease states
 - 4. Basic principles of cytogenetics and chromosomal abnormalities
 - 5. Classical Mendelian patterns of inheritance and pedigree analysis
 - 6. Consequences of mutation and genetic variation on health and disease in human populations
 - 7. Impact of genetic screening and counseling as related to diagnosis and management of disease
- Grade distribution: 38 As, 26 Bs, 1C; cumulative mean from two exams was 90.09 with a standard deviation of 5.03
- Student evaluations
 - ~ Course was well received, well taught; Dr. Bill Allen was highly praised for his teaching; Dr. Monaco, as well, and expressed that he should be course director
 - ~ Good job emphasizing important points, but not stressing too much detail

- ~ Excellent clinical correlations, “best of the entire first year”
- ~ Notes need to be available on D2L sooner; need more opportunities for grades
- ~ Numeric score for overall evaluation of course = 4.371
- Additional comments
 - ~ Dr. Allen should be allowed to continue teaching in this course, and a decision about who will direct the course needs to be made soon
 - ~ A genetics course based on history at Quillen should cover three major areas: 1) Basic Mendelian genetics, 2) Disease and cancer & 3) How does genetics relate to development – use a few specific examples related to HOX genes

Biostatistics & Epidemiology (Dr. Kalbfleisch)

- 5-week time span worked well
- Course included guest lecturers / clinical correlation; Medical Director of TN Dept of Health had to cancel due to the flooding in Nashville
- Grade distribution: 41 As, 24 Bs (similar to past years)
- Numeric score for overall evaluation of course improved from last two years = 3.94
- Discussion regarded possibilities for next year of increasing public health context and collaborating with Profession of Medicine, e.g., dual projects

Lifespan Development (Dr. McGowen)

- Some material from former Behavioral Sciences and Lifespan Development course was moved to the Profession of Medicine and Intro to Clinical Psychiatry courses; some was deleted
- Introduction to fundamental concepts and research in the biological, intrapsychic, interpersonal and sociocultural aspects of human development, from conception to death
- Taught by Dr. McGowen; Dr. Hamdy (guest lecturer)
- Generally enjoyed by students
- Numeric score for overall evaluation of course = 4.26
- Assessment was a challenge in 5-week block; quizzes that counted toward grade were added, plus a written assignment
- Serious concern regarding many students' poor writing skills, including not using appropriate sources &/or not properly citing sources

COL – Case Oriented Learning (Dr. Monaco)

- Course is pass / fail and has always been reasonably well received by students
- Numeric score for overall evaluation of course = 4.518
- Evaluations varied from group to group, but generally were very positive
- Most significant point of concern for students continues to be the variability from group to group related to work expectations and rigor; also, re patient exposure, which is an independent component of only one group

The Profession of Medicine: Patients, Physicians & Society (Drs. Lura & McGowen)

- Dr. Lura presented an overview of the first year of this course; *abridgment*:

History	Increasing concern over lack of professionalism; Delphi study in 1992, followed by various Professionalism committees
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Opportunity	USMLE Step 1 began including questions about medical ethics/professionalism; Fall09 M1 curriculum revision provided the impetus and opportunity for a course
Timeline	Drs. Lura & McGowen asked to be co-course directors in Spring 2009; committed to creating a high-quality course, reviewed volumes of materials to prepare – draft syllabus presented to MSEC June 2, 2009 – first class session August 4, 2009
Assumptions	Presenting medical professionalism at the beginning of medical school would demonstrate its significance; students would be eager to learn more about the expectations of the profession they were entering and enjoy having a break from intense basic science studies
Strengths	Commitment of course directors, value of content added to curriculum, strength of specific sessions/presenters, individualized & self-directed learning, (community) service learning, introduction to CME/lifelong learning, Medical Humanities
Challenges	<p>Students' perception - the "assumptions" turned out to be accurate only for ~25-30% of the class (attitudes ranged from enthusiastic to indifferent to resistant; some students perceived much of the content as political)</p> <p>Time constraints; attempting to maintain creative educational approaches/variety of teaching modalities; tying topics together</p> <p>Finding facilitators and space for small groups</p> <p>Evaluating students' professional behaviors</p>
Opportunities (Second iteration)	<p>Better idea of M-1's level regarding appreciation of certain topics and of materials to use or not, including how to approach the material</p> <p>Increase use of small groups and computer-based learning, quizzes; develop personal tie-in to topics by having students develop their own</p> <p>Increase correlation with COL & Communications</p> <p>Improve service learning component</p> <p>Possibly schedule intersessions to avoid distractions and conflicts with other courses</p> <p>Consider:</p> <ul style="list-style-type: none"> Methods in addition to final grade for acknowledging and recording students' achievements A student-developed Honor Code

Institutional support (committee) for evaluating behavioral issues; reference to “Pyramid of Professionalism” article

Expanding medical professionalism & ethics topics / training across curriculum into M2, M3 & M4

Dr. Olive expressed his appreciation to the faculty for the gargantuan amount of work.

b. New 2009-2010 M-1 Curriculum Overall

Discussion regarded:

- Opinion that all things considered, the year went well; expected to be better for students and faculty next year
- Global data – Student “Overall Evaluation of Course” – ratings varied, but were lower compared to the last two years for Anatomy, Biochem/CMM, Cell & Tissue and Physiology; significant number of students liked the configuration
- Issue of faculty contributing to students’ discontent
- Student performance being satisfactory, although NBME Subject (shelf) Exam scores were down
- Content – Relevancy and continuing to work on volume being appropriate for time frame
- Time – Allowing for reflection and retention (not additional contact hours)
- Improved sequencing for better integration in both semesters
- Suggestions to combine Cell & Tissue and Physiology courses &/or exams; also to allow more time for review and exams
- Question of whether M-1 Orientation could take place in fewer than five days

Dr. Olive asked if there was a motion; on a motion by Dr. Monaco and seconded by Dr. McGowen, Spring semester 2011 will be extended by one week, with the stipulation of NO added content. Drs. Ecay, Monaco, Lura and McGowen will confer in regard to scheduling details and bring recommendations back to MSEC.

3. Recent documents / topics {Linked or on file in Academic Affairs – contact myers@etsu.edu}

Educating Physicians: A Call for Reform of Medical School and Residency - Molly Cooke, David M. Irby and Bridget C. O'Brien. [\[Summary\]](#)

[UNNATURAL CAUSES: Is Inequality Making Us Sick? INTERVIEW WITH SIR MICHAEL MARMOT](#)

[“The Pyramid of Professionalism: Seven Years of Experience with Assessing Professionalism Among Medical Students”](#) Parker, et al, Academic Medicine, August 2008

Report: M-1 Curriculum Survey Sp2010

Presentation: Profession of Medicine Course – First Year, 2009-2010

Student Evaluation Global Data, rev. June2010

4. Announcements

The next meeting will be on August 3, 2010.

5. Adjournment

The meeting adjourned at 5:55 p.m.

*During the meeting, the committee received the sad news
of Dr. Mark Airhart's passing.*