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Medical Student Education Committee Minutes

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5-1-2012

### 2012 May 1 - Medical Student Education Committee Minutes

Medical Student Education Committee, East Tennessee State University

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**EAST TENNESSEE STATE UNIVERSITY  
 QUILLEN COLLEGE OF MEDICINE  
 Medical Student Education Committee  
 Minutes  
 May 1, 2012**

The Medical Student Education Committee of the Quillen College of Medicine  
 met on Tuesday, May 1, 2012 at 4:15 p.m.  
 in the Academic Affairs Conference Room, Stanton-Gerber Hall.

**Voting Members  
 Present:**

Ken Olive, MD  
 Caroline Abercrombie, MD  
 Rich Feit, MD  
 Dave Johnson, PhD  
 Ramsey McGowen, PhD  
 Paul Monaco, PhD  
 Jamie Reagan, M3  
 Jessica White, M2  
 Jeremy Brooks, M1

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

Joe Florence, MD  
 Howard Herrell, MD  
 Tom Kwasigroch, PhD  
 Melissa Robinson, M2  
 Cindy Lybrand, MEd  
 Cathy Peeples, MPH  
 Lisa Myers, BA

**1. Approval of Minutes**

Drafts of the minutes from 4/10, 4/24 and this meeting will be distributed to the committee in advance of the next meeting.

**2. Topics**

**a. Proposed Senior Elective**

*EXCERPT:*

|                             |  |
|-----------------------------|--|
| <b>Department:</b> OB/GYN   | <b>Rotation Title:</b> Clinical Laboratory   |
| <b>Location(s):</b>         | ETSU Clinical Labs-STAT, ETREL, Microbiology<br>VA Building 119, Room 328, CEB I   |
| <b>Instructor(s):</b>       | Kevin Breuel, Ph.D., HCLD<br>Donald Ferguson, Jr., Ph.D.<br>Tiffany Ford, B.S., MT   |
| <b>Responsible Faculty:</b> | Kevin Breuel, Ph.D. 423-439-8031, breuel@etsu.edu  |
| <b>Goal:</b>                | To develop a general understanding of the establishment and operation of a Physicians Office Laboratory (POL) and the development of a comprehensive understanding of the appropriate usage and interpretation of laboratory tests as they apply to patient care.  |
| <b>Course Outline:</b>      | 1. The student will be assigned to rotate through the various laboratory disciplines (Phlebotomy, Chemistry, Hematology, Microbiology, Immunology, Endocrinology, Allergy and Specialty Testing).<br>2. The student will be introduced to laboratory regulations (CLIA and State) which govern the operation of clinical laboratories.<br>3. The student will learn how laboratory information systems work in conjunction with Electronic Health Records to provide laboratory data to the physician in a timely and efficient way. |

|                    |  |
|--------------------|--|
|                    | <p>4. The student will gain insight into the differences between the various categories of tests (Waived, PPM, Moderate Complexity and High Complexity) and the requirements for performing these tests.</p> <p>5. The student will perform or observe laboratory procedures in the various testing disciplines and categories of tests.</p> <p>6. The student will be introduced to the role of quality control, quality assurance and proficiency testing in the clinical laboratory.</p> <p>7. Students will gain fundamental knowledge and assess proficiency in the various laboratory disciplines via completion of online educational modules and/or unknown samples.</p>   |
| <b>Objectives:</b> | <p><b><i>At the conclusion of this rotation, the student should be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Acquire and utilize laboratory information along with clinical information to formulate a differential diagnosis.</li> <li>2. Demonstrate the appropriate application of diagnostic studies, including laboratory testing, in patient care.</li> <li>3. Gain an understanding of the importance of the proper handling of laboratory specimens during the pre-analytical, analytical and post analytical phases of testing.</li> <li>4. Gain a working understanding of insurance limitations in the coverage of tests ordered by physicians and how the physician can become a patient advocate with regard to providing cost effective care.</li> <li>5. Learn the importance of staying up-to-date with current diagnostic and screening tests and the role and limitations of research only or investigational tests in patient care.</li> <li>6. Have working knowledge of the role of the clinical laboratory as a team member in providing laboratory testing in a timely and cost-effective manner to their patients.</li> </ol> |

Discussion regarded the Elective's goals, outline and objectives; the learning objectives were felt to be appropriate for fourth year students and consistent with institutional commencement objectives.

*On a motion by Dr. McGowen and seconded by Dr. Feit, the rotation was approved.*

#### **b. Academic Affairs / Section of Medical Education Residency Questionnaire (RQ)**

At the November 2011 and January 2012 meetings, members reviewed different aspects of the 2011RQ Program Directors' report – directors' assessment of how Class of 2010 graduates were progressing and how prepared they were to function as residents.

February 2012 to the present, a revision of the RQ has been in progress; questionnaire items are being aligned with the Commencement Objectives so that program directors will rate residents' specific skills, abilities or attributes in the general areas of Medical Knowledge, Patient Care, Practice-Based Learning & Improvement, Interpersonal Communication, Professionalism and System-Based Practice.

Discussion continued; additional recommendations included:

- Changing the 4-point scale to a 5-point scale
  - With a percentage assigned to each category, e.g., Outstanding = Top 5%
  - And/or with guidance for the category, e.g., Satisfactory = “Meets expectations”
- More specifically assessing residents’ competency related to teamwork, patient safety and cost effective care
- Keeping the questions –
  - Is this resident fulfilling your expectations of a first year resident?
  - How would you assess this resident's performance relative to other first year residents in your program? [Much better, Better, About the same, Weaker, Much weaker]
  - Will he/she continue in your program after PGY-1?
- Replacing the strengths/weaknesses narrative questions with one general comment field
- Making the same changes in the corresponding graduate/resident questionnaire – at the end of PGY-1, self-assessment of how they are progressing in their program and how they now view the education they received at Quillen

*On a motion by Dr. Johnson and seconded by Dr. Monaco, today’s changes were agreed upon, and the revised Residency Questionnaire was approved.*

**c. STANDARD: ED-33** There must be integrated institutional responsibility in a medical education program for the overall design, management, and evaluation of a coherent and coordinated curriculum.

**Milestones for Student Achievement** – Faculty/student groups (as listed below in Recent Documents) brought back revisions of the milestones in the domain they reviewed. The committee systematically examined and further refined each group’s edited milestones, including close attention to the wording as it relates to assessment.

General discussion regarded:

- This being an iterative process in which successive iterations of the milestones will be approved as input is received from various groups
  - *Today’s MSEC modified and approved milestones*, felt to be a more workable starting point for re-writing course objectives to align with Commencement Objectives, will be made available to course/clerkship/selective directors in advance of their scheduled faculty development workshop
  - Directors’ input and perspective may result in further modification by MSEC and will advance the curriculum mapping process
- Topics including validity and use of personality/temperament tests, true meaning of teamwork, merits of student self-assessment and peer review and need for spiritual assessment of patients

**3. Recent documents / topics** {Linked or on file in Academic Affairs – contact [myers@etsu.edu](mailto:myers@etsu.edu)}

*Senior Elective Proposal: OB/GYN – Clinical Laboratory*

*Residency Questionnaire – Program Director & PGY-1 Resident Survey Items*

*Curriculum Development Tables by Kern Thomas Hughes*

*Verbs*

*Types of Objectives*

*Matching Educational Methods to Objectives*

*Advantages / Limitations of Educational Methods*

*Uses, Strengths / Limitations of Assessment Methods*

*M1-4 Developmental Milestones – Groups' edits*

*1.1 & 1.2 Drs. Feit & Monaco, Jeremy*

*1.3 Dr. McGowen, Jamie*

*2.0 Drs. Herrell, Tuell & Abercrombie*

*3.0 Drs. Monaco & McGowen, Jamie*

*4.0 Dr. Florence*

*5.0 Drs. Kwasigroch, Lura & Herrell*

*6.0 Drs. Florence, Denham & Olive*

#### **4. Announcements**

*Tentative schedule for Drs. Barzansky and Hunt's consultation visit, May 24 - 25*

*There will be a called meeting, Tuesday, May 15 at 4:15 p.m.*

*The next regularly scheduled meeting will be on June 5, 2012.*

#### **5. Adjournment**

The meeting adjourned at 6:10 p.m.