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Medical Student Education Committee Minutes

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9-18-2012

### 2012 September 18 - 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  
 September 18, 2012**

The Medical Student Education Committee of the Quillen College of Medicine met on Tuesday, September 18, 2012 at 4:15 p.m. in the Academic Affairs Conference Room, Stanton-Gerber Hall.

**Voting Members Present:**

Ken Olive, MD  
 Caroline Abercrombie, MD  
 Reid Blackwelder, MD  
 Rich Feit, MD  
 Howard Herrell, MD  
 Dave Johnson, PhD  
 Ramsey McGowen, PhD  
 Paul Monaco, PhD  
 Jeremy Brooks, M2  
 Rebekah Rollston, M1

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

Joe Florence, MD  
 Theresa Lura, MD  
 Cindy Lybrand, MEd  
 Cathy Peeples, MPH  
 Lisa Myers, BA

**1. Approval of Minutes**

The minutes from the 9-4-12 meeting will be distributed at a later date.

**2. Topics**

**a. Update: Curriculum Report – Milestone Gaps**

**ACTION:**

*The following milestone revisions MSEC made at the 9/4 meeting were brought back to the committee and verified; no other changes were made.*

**MSEC Milestone (Gaps) Updates & Revisions 9/4/12**

**M1**

| MILESTONE  | COURSE(S)   | ACTION / NOTES   |
|--|---|--|
| 2.1.M1.A. – List the elements of the full medical history.   | IPES  | Document existing  |
| <b>Verify existing / ADD NEW: Introduction of Patient Literacy for M1</b>  | <b>Communication Skills</b>                       | <b>Existing: 2.1.M4.B, 4.1.M2.B., 4.1.M3.D, 4.1.M4.B., 4.1.M4.D,</b>                                       |
| 4.3.M1.A. – Effectively present findings of focused history and physical examination in written format.  | Preceptorship I                                   |  |
| 4.3.M1.B. – Demonstrate accurate use of medical terminology in documenting a patient's history and physical examination for a routine patient without significant disease. | Preceptorship I                                   |  |
| 4.4.M1.D. – Perform individual personality assessment.   | Career Exploration I                              |  |
| <b>5.8.M1.____. – Discuss examples of what would be inappropriate behavior in the patient/physician relationship. [Moved from 5.8.M2A]</b>                                 | Profession of Medicine<br>Human Sexuality I (COL) | Patients discuss impact of behavior; boundary issues<br>Add to checklist for faculty – learning objectives |
| 5.1.M1.B. – Explain the appropriate process to report Honor Code violations.   | Orientation / Honor Code<br>Council<br>COL        | Add statement with signature to orientation form<br>Use as part of learning examples for cases             |

| MILESTONE   | COURSE(S)                                      | ACTION / NOTES                                     |
|---|--|--|
| 5.1.M1.D. – List institutional resources available to students with concerns regarding professional behavior and/or distress amongst peers, supervisors and self. | Orientation                                    |  |
| 5.5.M1.B. – Describe the role of HIPAA in protecting patient privacy  | Orientation                                    |  |
| 5.7.M1.B. – List examples of intended and unintended representation of the medical profession in public, non-professional settings.                               | Profession of Medicine<br>Career Exploration I |  |
| 6.1.M1.E. – Demonstrate knowledge and application of Healthy People 2020 to objectives.   | Profession of Medicine                         |  |
| 6.3.M1.C. – Identify quality measures and describe how these measures are validated.  | Profession of Medicine                         |  |
| 6.5.M1.A. – Identify major categories of health care expenditures in the U.S.   | Profession of Medicine                         |  |
| 6.6.M1.A. – List examples of health and disease issues unique to a rural population.  | COL  | Add to checklist for faculty – learning objectives |
| 6.6.M1.B. – List obstacles for healthcare delivery in rural setting and discuss potential ways to overcome these obstacles.                                       | COL  | Add to checklist for faculty – learning objectives |

## M2

| MILESTONE  | COURSE(S)   | ACTION / NOTES   |
|--|---|--|
| 4.1.M2.B. – Assess the health literacy of at least one patient and discuss how health literacy impacts the care of this patient.                                 | Preceptorship II<br>Practice of Medicine<br><i>[Builds on CSHP intro]</i>                                 | <i>Students read one-page summary on health literacy on patient outcomes. Using <a href="#">REALM tool</a>, for one patient interviewed, write a one paragraph on that patient's literacy / impact on outcome.</i> |
| 4.5.M2.B. – Demonstrate effective use of spiritual assessment; discuss the role of patient values, including spirituality  | Practice of Medicine  | (M1 – CSHP or IPES - ?)  |
| 5.6.M2.A. – Discuss the role of life experiences, culture and belief systems on patient choice of diagnostic and therapeutic alternatives.                       | Practice of Medicine<br>Human Sexuality II<br>OSCE<br><i>[Builds on Profession of Medicine intro]</i>     |  |
| 5.6.M2.B. – Identify the <i>clinically important</i> contextual issues related to family, social class, ethnicity, gender and sexual orientation.                | Preceptorship II<br>Practice of Medicine  |  |
| 5.6.M2.C. – Demonstrate <i>respect</i> for and acceptance of diversity in gender, sexual orientation, culture and ethnicity among peers and patients.            | Practice of Medicine  |  |
| 5.7.M2.B. – Discuss examples of intended and unintended representation of the medical profession in public, non-professional settings. <i>[Also added to M3]</i> | Career Exploration II   |  |
| <del>5.8.M2.A. – Discuss examples of what would be inappropriate behavior in the patient/physician relationship. <b>[Moved to M1]</b></del>                      |   |  |
| 6.1.M2.B. – Demonstrate understanding of continuity of care as an important aspect of quality improvement.   | Practice of Medicine:<br>Integrated Grand Rounds (IGR)<br><i>[Builds on Profession of Medicine intro]</i> | Add to content template as basis for all cases   |
| <del>6.4.M2.A – Discuss factors impacting the current health care workforce in the United States. <b>[Moved to M3]</b></del>                                     |   |  |
| <del>6.7.M2.B. – Apply the elements of the Chronic Care Model to standardized clinical cases. <b>[Moved to M3]</b></del>   |   |  |

### M3

| MILESTONE  | COURSE(S)   | ACTION / NOTES   |
|--|---|--|
| 5.7.M3.B. – Discuss examples of intended and unintended representation of the medical profession in public, non-professional settings. | Transitions to Clerkship  |  |
| 6.4.M3.____ – Discuss factors impacting the current health care workforce in the United States.<br>[Moved from 6.4.M2A]                | Career Exploration III<br>Family Medicine<br>OB/GYN<br>[Builds on Profession of Medicine intro] |  |
| 6.7.M3.A. – Use flow sheets in the care of core patient types.   | OB/GYN  | Add as component of case lists (CREOG) for prenatal care and EHR / pap smears<br>Discuss at clerkship meeting 9/12 |
| 6.7.M3.B. – Describe the key elements of the referral and consultation process.  |   | Discuss at clerkship meeting   |
| 6.7.M3.C. – Develop a case management plan for a patient.  |   | Discuss at clerkship meeting   |
| 6.7.M3.____ – Apply the elements of the Chronic Care Model to <del>standardized</del> clinical cases.<br>[Moved from 6.7.M2B.]         | Community Medicine<br>Clerkship<br>[Builds on Profession of Medicine intro]                     | Add as standard component within case write-ups  |

#### b. Report Items [Components of new curriculum review and reporting structure]

##### Clerkship Directors / Coordinators Meeting – Ms. Peeples

At their meeting last week, clerkship directors addressed the milestone gaps and changes pertaining to M3; they will review and modify clerkship objectives in accordance with the revisions.

Directors responded to MSEC's (8-7-12) directive to review graduation and departmental skills and procedures requirements listed in students' New Innovations Case Logger. Some departmental lists were updated, and the graduation requirements will no longer be tied to specific rotations, i.e., they can be accomplished on any M3 clerkship as long as they are completed by the end of the year.

##### ACTION:

*The proposed newly formatted graduation policy, to be called Required Clinical Procedures for QCOM Students, will be submitted to MSEC for review and approval.*

##### M1&2 Course Directors Spring 2013 Planning Meeting – Ms. Lybrand

Highlighted change: Pharmacology will incorporate HPS lab sessions (previously virtual lab component) and five research cases.

#### c. Report: 2012 AAMC Graduation Questionnaire (GQ) – Quillen's Individual School Report showing data from graduating students who responded to the GQ (N=43) with comparisons to the national data

MSEC reviewed the report; discussion focused on certain topics / questions including:

- Strategies for improving the response rate; continuing to improve student perception of what was covered in their medical school education
- Validation of certain data with comparisons to curriculum audits
- Increase in percentage of students citing instruction in Rehabilitative Care as appropriate
- New question about training to address oral/dental health topics
- Physician-patient communication skills with proper use of an interpreter
  - *ACTION: Plan to assess present instruction and determine whether it should be strengthened, e.g., adding opportunities for practical application*
- Ethical decision making (emphasis increased with advent of Profession of Medicine)
- Instruction in areas such as practice management, health care systems and medical economics, global health and health policy
- New challenges and methods for instruction related to electronic medical records
  - *ACTION: Plan to assess present instruction and to incorporate the writing of notes and orders / H&P and order sets more broadly, e.g., in M1 Intro to Physical Exam, M2 Practice of Medicine, M3 Transitions, M4 Internal Medicine Selectives*

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

*Curriculum Report: Modified Milestones, rev9-4-12*

*REALM – Rapid Estimate of Adult Literacy in Medicine: 7-item word recognition test to provide clinicians with a valid quick assessment of patient health literacy (to be used in Preceptorship II)*

*Agenda: M1&2 Course Directors Spring 2013 Planning Meeting*

*2012 AAMC Graduation Questionnaire*

#### **4. Announcements**

*The next MSEC meeting will be the all-afternoon retreat on October 2, 2012 – Academic Affairs Conference Room*

#### **5. Adjournment**

The meeting adjourned at 5:27 p.m.