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Medical Student Education Committee Minutes

11-16-2021

2021 November 16 - Medical Student Education Committee Minutes

Medical Student Education Committee, East Tennessee State University

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QUILLEN COLLEGE of MEDICINE

EAST TENNESSEE STATE UNIVERSITY

The Medical Student Education Committee (MSEC) of the Quillen College of Medicine met on Tuesday, November 16, 2021 via Zoom meeting.

Attendance

<u>Faculty Members</u>	<u>Ex Officio Non-Voting Member</u>
Ivy Click, EdD, Chair	Ken Olive, MD, EAD
Caroline Abercrombie, MD	
Martha Bird, MD	<u>Subcommittee Chairs</u>
Thomas Ecay, PhD	Robert Acuff, PhD
Jennifer Hall, PhD	
Russell Hayman, PhD	<u>Academic Affairs Staff</u>
Jon Jones, MD	Kortni Dolinger, MS, Staff
Paul Monaco, PhD	Mariela McCandless, MPH, Staff
Jason Moore, MD	Aneida Skeens, BSIS, CAP-OM, Staff
Antonio Rusinol, PhD	
	<u>Guests</u>
<u>Student Members</u>	Patti Amadio, MD
Andrew Hicks, M2	Earl Brown, MD
Helen Mistler, M1	Jean Daniels, PhD
	Leon Dumas, MMED
<u>Ex Officio Voting Members</u>	Thomas Kincer, II, MD
Deidre Pierce, MD	Tom Kwasigroch, PhD
Amanda Stoltz, MD	Lindsey Henson, MD
Rachel Walden, MLIS	Skylar Moore, HCMC, BSPH
	Diego Rodriguez-Gil, PhD
	Karen Schetzina, MD
	Tory Street, AD

Meeting Minutes

1. Approve: Minutes from the MSEC November 2, 2021 Meeting.

Dr. Click opened the meeting at 3:33 p.m. and asked for comments/updates to the November 2, 2021 meeting minutes, which were distributed with the MSEC meeting reminder.

A motion was made to accept the November 2, 2021 minutes and seconded. MSEC approved the motion.

The MSEC minutes for November 2, 2021 are shared with MSEC Members via Microsoft Teams document storage.

Announcements:

- Faculty Development
 - Wednesday, November 17, 2021, 12:15 pm – 1:15 pm – Getting Involved: Steps to National Involvement
 - Panel discussion with: Dr. Beth Anne Fox, Dr. Reid Blackwelder, Dr. Michelle Duffourc, Dr. Robert Means, and Dr. Diego Rodriguez-Gil
- Faculty Book Club Discussion
 - January 12, 2022 at 4:30 pm
 - *Distracted* by Jim Lang (books are available for pickup in Academic Affairs)
- LCME Status Report
 - The status report is ready to submit to LCME as soon as additional course evaluation data is received on Lifespan Development and Neuroscience
- LCME Curriculum Modification Notification
 - The Curriculum Modification Notification Form has been submitted to LCME for review at their February 15-17, 2022 meeting

2. Discussion: Curriculum Transformation

2022-23 M3/M4 Schedule

Kortni Dolinger presented the 2022-23 M3/M4 schedule. Kortni noted that the schedule would be given to the upcoming M3 and M4 students following the MSEC meeting so they can start planning their schedule and know what their year might look like. Dr. Click noted that this schedule reflects the last period of all M3 clerkships being shortened by one week. Dr. Click stated that every period will be shortened for the Class of 2023 in order to get the clerkships starting in March in preparation for the new curriculum.

Study Skills Electives

Dr. Click presented a calendar showing dates for courses and breaks. It also included six weeks of dedicated study time for USMLE Step 1 Study Skills and four weeks for USMLE Step 2 Study Skills. Dr. Click noted that MSEC previously retained the idea of having six weeks of dedicated study time for Step 1. Dr. Click stated that one practical reason for making dedicated study time for Step 2 after the end of the clerkships is there is an overlap of time between the M3 students becoming M4 students and the current M4 students not having graduated yet. Another reason for having a dedicated Step 2 study time is there is concern and conjecture of Step 2 becoming more important as Step 1 becomes pass/fail. Dr. Click noted that having dedicated study time for Step 1 and Step 2 could impact financial aid access for students as they would not be enrolled during this time. Dr. Click stated if the Step 1 and Step 2 study times were made into courses, it would alleviate the issue with financial aid as there would not be a break in enrollment. Preliminary thoughts of course content would entail having course objectives, having students develop a study plan, include a couple of study skills workshops, and students would turn in the date/time of when they are scheduled for their Step 1 and Step 2 exams.

Dr. Click stated she wanted to put forth before MSEC the idea of:

1. Having an USMLE Step 2 Study Skills dedicated time, which we have not had before
2. Making both USMLE Step 1 and Step 2 Study Skills courses.

Rachel Walden asked if Dr. Jean Daniels had been made aware of this proposal and Dr. Deidre Pierce stated she had talked to Dr. Daniels regarding this. Dr. Click noted that Dr. Daniels could not be the

course director for these courses as it would be a conflict of interest with her being an academic counselor and she could not be responsible for assessing students. Dr. Click stated she thought it would be fine for Dr. Daniels to help students with a study plan. Rachel Walden commented that this would be important as this is something that is already part of her work.

Dr. Lindsey Henson asked the question if this made the duration of the educational program 10 weeks longer than it used to be. Dr. Olive noted this has been labeled as an elective instead of a requirement. Dr. Click commented that the reason these are electives and not required is due to students who are off cycle. If it was a requirement for them to take it, it may make it hard for them to graduate on time and this may matter for the weeks of instruction. Dr. Henson commented that this is something that needs to be thought about.

Dr. Click stated that formal elective forms for the USMLE Step 1 Study Skills Elective and the USMLE Step 2 Study Skills Elective will be presented to MSEC for review and approval at a later date.

No voting action required for these items.

The presented 2022-23 M3/M4 Schedule document is shared with MSEC Members via Microsoft Teams document storage.

Underserved Medicine/Jr. Clinical Elective/Health Fair

Dr. Thomas Kincer gave a presentation on the Underserved Medicine Clerkship layout for academic years 2022-23 and 2023-24. Dr. Kincer noted that MSEC voted to abolish the Community Medicine Clerkship previously and the Underserved Medicine Clerkship will begin in lieu of that clerkship. Dr. Kincer stated that the Underserved Medicine Clerkship will be four weeks in duration unlike the Community Medicine Clerkship, which was six weeks. This will leave two weeks of unscheduled time. Over the past couple of months, discussions were held regarding these two weeks and how the abolishment of the Community Medicine Clerkship will affect the health fairs. Dr. Kincer commented that faculty, students, and staff all agreed that health fairs were fairly synonymous with Quillen College of Medicine and no one wanted to give that up.

Dr. Kincer stated that discussions were held and a plan was developed that included moving projects in the underserved medicine weeks to a separate week and dividing those eight weeks that would have normally been Community Medicine and two weeks of an elective into the following layout:

- Half of the students will do underserved medicine for three weeks while the other half does the elective for three weeks.
- All students will come together for the health fair.
- Students will then switch and those who were doing underserved medicine will now do the elective and vice versa.
- During the last week, everyone will come together for a projects week that will include their community needs project as well as the didactic.

The content of underserved medicine will stay the same. This schedule will allow for the attainment of the health fairs, maintain underserved medicine, maintain the projects and add an extra week of elective. This also allows easier scheduling for community preceptors as only 6 are needed instead of 12.

Dr. Kincer noted that for the 2023-24 academic year, the clerkship will be shorter and things can be added to the health fair week since it doesn't take the whole week and can also put other things into the underserved medicine weeks.

A motion was made to accept the plan for the Underserved Medicine Clerkship electives and health fairs for the 2022-23 and 2023-24 academic years as presented and seconded. MSEC discussed and approved the motion.

The presented 2022-23 and 2023-24 Underserved Medicine Clerkship document is shared with MSEC Members via Microsoft Teams document storage.

Three-Year Track

Please see the presentation slides for the Three-Year Track Update for detailed information.

Dr. Amanda Stoltz presented an update on the three-year track MD program that the Curriculum Transformation Subcommittee has been discussing. Dr. Stoltz stated the goal is to have eight students accepted into academic year 2023-24 (Class of 2026). The three Family Medicine Residency Programs and one Internal Medicine Residency Program have agreed to take two students each, for a total of 8 students. Students would complete three years of medical school and then transition into the residency program they match with. Dr. Stoltz presented a schematic showing the curriculum that students would complete for this track as well as the recommended resources needed, and the criteria for deceleration to the traditional track. Dr. Stoltz commented that notification to LCME would need to be completed prior to implementation. A plan to submit this notification in April of 2022 is being discussed so LCME can review at their June 2022 meeting.

Dr. Olive noted that the presentation today was to inform MSEC members of the general discussion being had by the Curriculum Transformation Subcommittee and to allow questions regarding the new track to be submitted to MSEC prior to their discussion and approval at a later date.

No voting action required.

The presentation slides for the Three-Year Track Update document is shared with MSEC Members via Microsoft Teams document storage.

3. Report: CQI Plan – Rural Health Research and Practice Course

Please see the Rural Health Research and Practice CQI Plan for additional information.

Dr. Click noted that MSEC required a CQI Plan be submitted for the Rural Health Research and Practice course at its October 19, 2021 Retreat Meeting due to several below expectation ratings on the course review report.

Dr. Karen Schetzina presented the CQI Plan for Rural Health Research and Practice. Dr. Schetzina noted the following goals are in progress:

1. To increase percentage of students satisfied or very satisfied with course organization to 70% in next survey of spring courses
2. To increase the percentage of students who were satisfied or very satisfied with timely feedback to 80% and the percentage of students reporting that course grading components were clearly defined to 80% in the next survey of spring courses.
3. To increase both the percentage of students who were satisfied or very satisfied with teaching quality and educational methods to 80% in the next survey of spring courses.

Dr. Schetzina noted that this course has been converted to an elective course. Dr. Schetzina commented that it still remains to be seen how many students will be in the course but believes it will be less than half the number of students that they have now. Dr. Schetzina noted that having less students in the course would be a good thing for now as they do not have additional faculty resources at the moment to provide teaching. Dr. Schetzina noted that a faculty development session for faculty and coordinators has been scheduled for December 10 with Phil Smith. Dr. Schetzina noted the course will have more concise online pre-class assignments to address the concern that readings were too long and will have fewer face-to-face class time than in the past. The time from reduced face-to-face class time will be used to apply what students have learned independently in the pre-class assignments and will use it early in the spring semester to plan the fall project. Dr. Schetzina noted that the course articulates with the College of Public Health MPH degree and it was recently brought to her attention that a new course had been added to the MPH curriculum that was redundant to the Rural Health Research and Practice course. Dr. Schetzina spoke with Dr. Katie Baker, who is the course director, and she has revised the course.

Dr. Click noted that since this course is going to an elective course, it will go to an administrative review instead of being reviewed by the M1/M2 Review Subcommittee and will be reported to MSEC in that capacity.

A motion was made to accept the CQI Plan for the Rural Health Research and Practice course as presented and seconded. MSEC discussed and approved the motion.

The presentation slides for the CQI Plan for Rural Health Research and Practice course document are shared with MSEC Members via Microsoft Teams document storage.

4. Report: M1/M2 Review Subcommittee 2020-2021

Please see the individual M1/M2 Review Subcommittee reports for additional data.

Medical Physiology

Dr. Acuff presented a course review for Medical Physiology. Dr. Tom Ecay is the course director. The reviewers were Dr. David Johnson, Kayla Taylor, M2, and Noah Rutherford, M2.

- Goals, Outcomes, and Objectives: Met expectations.
- Content, Delivery, and Environment: Exceeded expectations.
- Assessment, Feedback, and Grading: Met expectations.
- Educational Outcomes: Grade breakdown: Exceeded expectations; NBME Performance: Percentage at national mean: Met expectations, Percentage of students below 10th percentile: Exceeded expectations.
- Student Feedback: Exceeded expectations.
- Previous Reviews: Met expectations.

Strengths and weaknesses of the course were discussed. Please see the M1/M2 Review Subcommittee Medical Physiology report for further details.

Recommended Changes to the Course Director: A brief look at the quizzes indicates that only about 68 students took the ones with the high stakes, so not all students are using the quizzes as they should. Consider giving the practice (formative quizzes) some grading weight, such as for class rank. After an individual take, have a group re-take the quiz and average the scores. This would increase student interactions and they will teach each other in the process.

Recommendations for MSEC: None. The CQI Focus for 2020-21 was to reduce dissatisfaction of course organization, quality of teaching, and overall quality to less than 15%. Dissatisfactions: course organization decreased to 5.71%, quality of teaching decreased to 8.75%, and overall quality decreased to 5.71%. Congratulations to Dr. Ecay on these significant improvements!

A motion was made to accept the M1/M2 Review Subcommittee Medical Physiology report as presented. MSEC discussed and approved the motion.

The presented Medical Physiology Annual Course Review document is shared with MSEC Members via Microsoft Teams document storage.

Medical Microbiology and Immunology

Dr. Acuff presented a course review for Medical Microbiology and Immunology. Dr. Russ Hayman is the course director. The reviewers were Dr. Brad Feltis and Hibah Virk, M3.

- Goals, Outcomes, and Objectives: Met expectations.
- Content, Delivery, and Environment: Exceeded expectations.
- Assessment, Feedback, and Grading: Met expectations.
- Educational Outcomes: Exceeded expectations.
- Student Feedback: Exceeded expectations.

Strengths and weaknesses of the course were discussed. Please see the M1/M2 Review Subcommittee Medical Microbiology and Immunology report for further details.

Recommended Changes to the Course Director: None identified.

Recommendations for MSEC: None identified.

A motion was made to accept the M1/M2 Review Subcommittee Medical Microbiology and Immunology report as presented. MSEC discussed and approved the motion.

The presented Medical Microbiology and Immunology Annual Course Review document is shared with MSEC Members via Microsoft Teams document storage.

Doctoring II

Note: Following the MSEC meeting, an error was noted in the numbers for the rating of Students are Satisfied with Learning Environment. The course review notes 84% and should be 97%. This will be followed up at the next MSEC meeting scheduled for January 18, 2022.

Dr. Acuff presented a course review for Doctoring II. Dr. Patti Amadio is the course director. The reviewer was Dr. Robert Acuff.

- Goals, Outcomes, and Objectives: Met expectations.
- Content, Delivery, and Environment: Exceeded expectations.
- Assessment, Feedback, and Grading: Exceeded expectations.
- Educational Outcomes: Exceeded expectations. There is no NBME exam for this course.
- Student Feedback: Exceeded expectations.
- Previous Reviews: Exceeded expectations.

Strengths and weaknesses of the course were discussed. Please see the M1/M2 Review Subcommittee Doctoring II report for further details.

Recommended Changes to the Course Director: Attempts made this year to improve inconsistencies in applying grading rubrics for SOAP notes in Generalist Track. This year, SOAP note feedback for RPCT students will be the same as for GT with same turnaround times, and RPCT faculty will be trained to apply rubrics. Oral final and midterm: See below and CQI. Career exploration: because we will be completely revising the curriculum for 2022-2023, I don't anticipate making any significant changes to Doctoring II for 2021-2022. Teaching rounds management: Standardization is attempted with the facilitator guides, but we will, in our faculty development session, again attempt to address this. In last year's session, facilitators were told to follow the guides, use their whole two-hour slot, allow two students to present, and to give whole presentation without interruption, and to facilitate rather than lecture, but comments by students seem to indicate that this may not be happening in every group every time. Basic science content alignment is attempted at the beginning of the year, but if course directors move content in mid-course and Dr. Amadio is not made aware, the content cannot be readjusted. Hopefully, the new curriculum will allow actual integration of content in organ systems rather than mere alignment. More students commented about EKG being hard this year. This probably had a lot to do with it being done on Zoom, as Dr. Blackwelder taught as he has in the past but more students seemed overwhelmed by it and mentioned Zoom as a factor. Hopefully, we will be able to be in person this year. As for more Sim Lab, Dr. Amadio is contemplating dropping an SP case and fitting that in, but the master schedule has already been made, so will probably have same ratio of sim:SP cases as last year. Pandemic considerations meant that only three SP sessions were conducted in person, and with shortened encounters due to diminished SP availability. This means that students have had <1/3 the usual practice of physical exam skills in doctoring. Additionally, their preceptorships were limiting their patient contact.

Recommendations for MSEC: None.

A motion was made to accept the M1/M2 Review Subcommittee Doctoring II report as presented. MSEC discussed and approved the motion.

The presented Doctoring II Annual Course Review document is shared with MSEC Members via Microsoft Teams document storage.

The MSEC meeting adjourned at 5:47 p.m.

MSEC Meeting Documents

MSEC Members have access to the meeting documents identified above through the shared Microsoft Teams document storage option made available with their ETSU Email account and login.

If you are unable to access Microsoft Teams MSEC Team please contact: Aneida Skeens at: skeensal@etsu.edu. Telephone contact is: 423-439-6233.

MSEC Meeting Dates 2021-2022: (Zoom meetings unless noted)

July 20, 2021 – 3:30 – 6:00 pm

August 17 – 3:30-6:00 pm

September 21 – 3:30-6:00 pm

October 19 – Retreat – 12:00 pm-5:00 pm

November 2 – 3:30 – 5:00 pm*

November 16 – 3:30-6:00 pm

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December 14 – 3:30-6:00 pm*

January 18, 2022 Retreat – 11:30 am-5:00 pm

February 15 – 3:30-6:00 pm

March 15 – 3:30-6:00 pm

April 19 – 3:30-6:00 pm

May 17 – 3:30-6:00 pm

June 21 - Retreat -11:30 am-3:00 pm (In-person meeting)

June 21 - Annual Meeting - 3:30-5:00 pm (In-person meeting)