

**QUILLEN COLLEGE OF MEDICINE**  
**Medical Student Education Committee**  
**MSEC Retreat Minutes\***  
**January 28, 2014**

The Medical Student Education Committee of the Quillen College of Medicine  
met on Tuesday, January 28, 2014 at 11:30 a.m.  
in the Academic Affairs Conference Room, Stanton-Gerber Hall.

**Voting Members Present:**

Ramsey McGowen, PhD  
Caroline Abercrombie, MD  
Michelle Duffourc, PhD  
Jennifer Hall, PhD  
Howard Herrell, MD  
Paul Monaco, PhD

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

Russ Hayman, PhD  
Tom Jernigan, MD, MA  
Cindy Lybrand, MEd  
Cathy Peeples, MPH  
Sharon Smith  
Lisa Myers

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Shading denotes or references MSEC ACTION ITEMS

\*Meeting shortened due to inclement weather and ETSU closure.

**1. Approval of Minutes**

The minutes from the 11-19-13, 12-3-13 & 12-17-13 meetings were approved as distributed.

**2. Reports to MSEC – [M1/M2 Review Subcommittee]**

Dr. Abercrombie

Annual Review of M2 Pharmacology; Dr. Michelle Duffourc, Course Director; Reviewers: Dr. Dave Johnson (primary), Dr. Caroline Abercrombie & Dr. Tom Ecay

- Reviewers' comments / collaboration with the course director regarded:
  - Dr. Duffourc being highly rated by students and deserving commendation for teaching and leadership
  - Opportunities to assist course faculty with upgrading lectures and improving teaching skills
  - Increased use of CIF clinical case stems in lectures
  - Practice questions being more effective if similar in construction (e.g., Bloom's taxonomy, clinical stems) and difficulty as graded exam questions
  - HPS sessions continuing to be developed or modified
  - Lecture recording and exam technologies changing as suitable systems become available; also, technical support

- Short-term recommendations:
  - Explore pharmacology as a subject around which second year courses could be integrated
  - Increase technologies and faculty training for lecture capture and video presentation
  - Add clinical faculty with excellent presentation skills to complement or replace those already contributing to the course
- Long-term recommendations: None

*MSEC discussed and accepted the M1/M2 subcommittee’s annual review of Pharmacology report.*

Annual Review of Career Exploration I, II & III; Drs. Ken Olive & Tom Kwasigroch, Course Directors; Reviewers: Dr. Dave Johnson (primary) & Melissa Robinson, M4

- Collaboration with course directors regarded:
  - Improving communication with students and the process of evaluating their CV drafts
  - Considering participation of M4s to address students’ requests for more panel discussions about choosing specialties
- Short-term recommendations: None
- Long-term recommendations: None

*MSEC agreed that the courses in this four-year process of preparing for residency and career options were meeting their objectives, but could benefit from further refinement; members accepted the M1/M2 subcommittee’s annual review of Career Exploration report.*

### 3. Update: OB/GYN Clerkship – Post-Period 4

[Reference MSEC’s [7-16-13](#) discussion and decision to monitor the clerkship based on the significant change in leadership and other issues; Periods 1–3 reports: [8-20-13](#), [10-1-13](#) & [11-19-14](#).]

Dr. McGowen

- Reported on Period 4 NBME mean score & Student Evaluation of OB/GYN Clerkship items (5 point scale) – including comparisons with Periods 1, 2 & 3:

	Period 1	Period 2	Period 3	Period 4
NBME score	76.7	74.9	73.0	72.1
Overall evaluation	4.0	4.33	3.83	4.0
Enthusiasm for specialty	4.2	4.11	3.33	3.78
Enhanced professional skills	4.1	4.56	4.0	4.33

Clinical experiences improved my competence	4.4	4.67	4.67	4.44
Mentoring	4.2	4.67	3.5	4.11
Didactic material well-presented and relevant	3.2	3.89	3.17	3.89
Reading assignment relevant	3.44	4.11	3.5	4.13
Patient load	2.0	2.0	2.0 (appropriate)	1.89
Level of responsibility appropriate	3.9	4.33	3.67	4.22
Variety of clinical problems	2.0	1.89	2.0 (appropriate)	2.0
Value of attending rounds/hospital experience	4.3	4.22	4.0	4.22
Ambulatory experience contributed to achievement	4.44	4.38	4.33	4.44
Evaluations and examinations covered important aspects	2.9	4.11	4.5	3.56
Timely evals of h&p/ddx/tx plans	3.3	3.89	3.2	3.89

- Summarized Period 4 student evaluation narrative comments, in which Strengths were similar to previous periods and Weaknesses included a few more comments about strained relationships within the department.

*Today's report completed MSEC's 7/16 action requiring special review of the OB/GYN clerkship during Fall 2013. For further review of the clerkship, members concurred with following standard procedures as outlined in the Policy for Periodic and Comprehensive Review of Curriculum.*

#### **4. Update: Benefits of full implementation of ExamSoft for assessment**

Dr. Russ Hayman presented and MSEC discussed the following in regard to ExamSoft's potential:

- Curriculum mapping  
[REF Dr. Jane Souza, PhD, Asst. Dean of Assessment, St. John Fisher College, Wegmans School of Pharmacy]
  - Track alignment and achievement of goals – institutional, program, course & lecture
  - Provide a learning “road-map” for students
  - Provide documentation for accreditation purposes
- Data mining
  - [Manage] – Exam questions with unlimited tagging and categorization
  - [Analyze] – Aggregate and measure learning outcomes, review item analysis, provide detailed student feedback, generate specific, customizable reports by student, subject or category
  - Use results of assessment to identify course gaps and redundancies; improve teaching
  - Identify student strengths and weaknesses; improve learning, tailor remediation, promote students taking responsibility for learning
  - Make data-driven decisions to support overall curricular improvement
- Proposed QCOM Category Framework – Two sections:
  - Learning: A specific, unchanging set of categories that reflect a longitudinal map (e.g., USMLE, Bloom’s Taxonomy, QCOM Commencement Objectives, course objectives, CIF cases)
  - Operational: Course specific to evaluate content delivery (e.g., block divisions, lecture topics, faculty names)
- Keys to success
  - Agree on a taxonomy
  - Have an implementation plan with objectives, timeline and pilot program
  - Have a key administrator or two, one technical, one academic
  - Training, including pilot program with small number of faculty who become experts
  - Faculty buy-in; success only if everyone participates

Dr. Duffourc is preparing for ExamSoft implementation in Pharmacology; Dr. Hayman will present again at the upcoming M1/M2 Course Development Luncheon.

## 5. Update: Curriculum Integration Framework (CIF)

Reference MSEC action & information [7-24-12](#), [10-2-12](#), [10-16-12](#), [4-30-13](#) & [10-29-13](#)

Dr. Herrell’s report about this group’s continued work and MSEC discussion regarded:

- Accomplishment of having determined appropriate clinical correlations & vignettes for session-level content in Cell & Tissue Biology and Physiology (implementation still in progress)
- Expectation to do the same for all Fall 2014 courses by May 2014
- Incorporation of an agreed upon, mutual (w/ExamSoft) taxonomy
- Uses for the growing database of content and correlations; sorting the data to track organ systems, themes and threads as a method to improve integration and to visualize potential systems-based courses; logistics and consequences of a systems-based curriculum at Quillen
- Plan to present the pilot courses and promote CIF to all course/clerkship directors at the 5/20 MSEC Annual Meeting

## 6. Update: Policy for Periodic and Comprehensive Review of the Curriculum / Subcommittee Review Process

Reference MSEC [12-17-13](#) discussion & action

The committee previously determined the need for additional tools to answer questions about curriculum effectiveness, including in regard to how well courses are integrated and sequenced and how well students are prepared for clinical clerkships and USMLE exams. It was decided that two new student surveys would be developed, one to be administered after Step 1, the other near the end of M3.

Committee discussion of the survey items drafted by Dr. Herrell regarded:

- Seeking information not provided by the AAMC Graduation Questionnaire
- Using quantifiable questions
- Prompting constructive feedback
- Possibly administering surveys during Transitions and Career Exploration courses

*Members were asked to email suggestions to Dr. Herrell, who will collaborate with Dr. McGowen to produce a final draft for MSEC review.*

## 7. Introduction to two major topics postponed until February meetings (due to weather/closure)

There was brief discussion about timely decisions that must be made regarding:

- QCOM Commencement Objectives in light of the new AAMC competencies – Physician Competency Reference Set (PCRS) – on which future LCME reporting will be based
- Comprehensive Basic Science Exam (CBSE) and progress testing in general

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## Documents / Topics

*Reports: [M1/M2 Review Subcommittee] Annual Reviews of M2 Pharmacology and Career Exploration I, II & III*

*Review: OB/GYN Clerkship, Period 4, 2013 – Dr. Ramsey McGowen*

*ExamSoft Presentation – Dr. Russ Hayman*

*Proposal: QCOM Category Framework – Dr. Russ Hayman*

[ExamSoft for Medical Schools](#)

*Proposal: Survey instruments, post-Step 1, post-Clerkships – Dr. Howard Herrell*

*QCOM Commencement Objectives*

*Physician Competency Reference Set (PCRS) = AAMC Competencies*

*Comprehensive Basic Science Exam (CBSE) Survey (re use at other schools), January 2014*

### **Announcements**

*The remaining agenda items will be addressed at the next meeting on February 4, 2014 &/or at the following on February 18, 2014.*

### **Adjournment**

ETSU closed at Noon; the Retreat adjourned at 2:12 p.m.