



**Medical Student Education Committee**

**Minutes: November 13, 2018**

The Medical Student Education Committee of the Quillen College of Medicine met on Tuesday, November 13, 2018 in Classroom C-000 of Stanton-Gerber Hall.

**Attendance**

**Faculty Members**

Ramsey McGowen, PhD, Chair  
Caroline Abercrombie, MD  
Thomas Ecay, PhD  
Russell Hayman, PhD  
Dave Johnson, PhD  
Paul Monaco, PhD  
Mark Ransom, MD  
Amanda Stoltz, MD

**Student Members**

David Cooper, M4  
Hunter Bratton, M3  
Erin Lutz, M2  
Sarah Allen Ray, M1

**Guests**

Robert Acuff, PhD  
David Taylor, M2

**Academic Affairs Staff**

Lorena Burton  
Mariela McCandless, MPH  
Skylar Moore, BSPH  
Cathy Peeples, MPH

**Ex Officio Voting Members**

Theresa Lura, MD

**Ex Officio Non-Voting**

**Member**

Kenneth Olive, MD, EAD

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Shading denotes or references MSEC Concurrence and/or Action Items

**1. Approve: Minutes from October 16, 2018 Retreat Meeting & Announcements**

Dr. McGowen called the meeting in session at 3:30 pm with a quorum of voting members. There were no changes identified for the October 16, 2018 minutes.

Dr. Monaco made a motion to approve the October 16, 2018 minutes as presented. Sarah Allen Ray seconded the motion. MSEC unanimously voted to approve the minutes.

Dr. McGowen made the following announcements:

- There is a Faculty Development Session today and it will be offered again on November 20, 2018. The topic is *“The Top Ten Evidence-Based Learning Strategies: What They Are and How to Use Them”*. It will be delivered by Michele Williams, PhD, Student Success Specialist, from the Gatton College of Pharmacy.
- The Faculty Development Session on December 13, 2018, will run from 3-4 pm, and will be delivered by Ivy Click, EdD. The topic will be *“Getting Started in Medical Education Research”* which focuses on preparing faculty to conduct research in medical education topics.

- Ivy Click, Rural Program Course Director and Director of the Research Division in Family Medicine, will begin serving as an MSEC member in January 2019. Dr. Olive presented Dr. Click's name to the Faculty Advisory Council (FAC) for consideration and received confirmation of her appointment.
- The optional delivery of the M2 CBSE on December 3, 2018 has 61 student signups.

**The agenda was adjusted to present Items 3 and 8 prior to resuming with the published order.**

### **3. Report: Attendance Quiz Policy – Student MSEC Members**

David Cooper, M4 MSEC Representative, presented on behalf of the MSEC student representatives. The MSEC student members were tasked with identifying key issues, searching for options, and making recommendations to MSEC regarding overall student attendance and quiz policies at Quillen.

Discussions at MSEC with M2 and M3 student representations on September 18, 2018, resulted in a decision to seek further research on the issues and options for addressing requested actions. A similar presentation about Quillen's attendance policy was made by student representatives at the May 23, 2018, M1/M2 Course Directors meeting.

Mr. Cooper included a review of relevant published research, findings of surveys conducted on student attendance, student use of time, student-faculty interaction, student learning preference, and faculty's use of instruction methods and assessment methods, including the use of pop-quizzes. Students indicated these concerns contribute to students' stress and impeded their long-term learning. Suggestions and recommendations by the student representatives were made based on the presented findings. The presentation concluded with six (6) suggestions and five (5) recommendations for MSEC to consider. Among the recommendations were: preclerkship courses should avoid mandatory attendance at lectures; eliminate graded quizzes presented throughout a class session; and clearly communicate when mandating attendance to students at the outset of a course. These suggestions and recommendations are included in the presentation.

Dr. Olive thanked David Cooper and the MSEC Student Representatives for a very well-organized presentation. The presentation will be forwarded to all MSEC members for further review.

#### **MSEC Discussion and Comments:**

- Whether information not covered in a recorded lecture should or should not be included in an exam
- Curricula-organization and policies vary widely and are changing, which makes it hard to nail down a tried and true approach
- Accountability and professionalism needs to be monitored and acknowledged
- Social interaction is needed because it facilitates students learning how to interact with patients, other physicians, peers, and medical staff – each learn from each other
- The importance of Step I preparation can't be ignored.
- Watching recorded lectures can assist a student learning of content, but recorded lectures can be watched in different environments (some helpful, some not)

MSEC Minutes November 13, 2018 Approval December 11, 2018

- Whether all new materials should be recorded
- Students not wanting to attend a “lecture” and watch a PowerPoint being read to them
- Blame for student failing – student or school
  
- The difference between and relative importance of learning styles and learning preferences
- Review sessions have been replaced by practice exams.

Dr. McGowen thanked the students for their presentation and providing the background that is needed for making well-informed decisions.

**The Power Point presentation and reference document will be re-distributed to MSEC with a request to review and be ready to discuss and take action on at the January 8, 2019 MSEC Retreat.**

*The student presentation and reference document on the Attendance Policy is shared with MSEC members via a One Drive document storage option.*

#### **8. Report: M1M2 Review Subcommittee – 2017-2018**

Dr. Acuff presented each of the M1M2 Review Subcommittee Annual Reports for 2017-2018 courses.

The **M2 Practice of Medicine** is directed by Dr. Patricia Amadio. Note that course is now a component of the Doctoring II course with the 2018-2019 academic year.

There were no short- or long-term recommendations made for the course. The overall student evaluation of the course was 4.29/5.00. The course is a Pass/Fail with the final exam being an oral case presentation by each student. Dr. Amadio does an excellent job of providing quick turn-around/feedback to the students on each of their required assignments.

Dr. Amadio continues to address student needs and their feedback, making adjustments where applicable and good for the course.

The ability to recruit, train, and retain clinical faculty for small group teaching sessions was identified in the last review and continues as an area of challenge given the clinical faculty’s demanding schedules and course schedule, but the course has sufficient faculty to cover-sessions.

MSEC discussed the course director’s comment about Pathophysiology and the students’ perception that the Practice of Medicine was the sole source of teaching Pathophysiology. Dr. Acuff stated that the Pathology course review will be delivered to MSEC at the January 2019 meeting and will allow a closer look at the content covered. Dr. Olive identified that many of the Pathology course objectives specifically address Pathophysiology. It may be that the students do not recognize the Pathology discussions as they are not labeled as such. Data from past student questionnaires identify that Pathophysiology is covered in the curriculum and not just in the Practice of Medicine course/component. Dr. Lura confirmed that it may be a matter of semantics when talking about Pathophysiology and Pathology curriculum content coverage as both are

MSEC Minutes November 13, 2018 Approval December 11, 2018

covered in Pathology didactics. Dr. Olive, as Doctoring II course director, will speak with Dr. Amadio on the coverage of Pathophysiology in the Quillen curriculum.

MSEC unanimously voted to accept the 2017-2018 M2 Practice of Medicine Course Annual Review as presented.

The **M2 Intro to Clinical Psychiatry**, was directed by Dr. Martha Bird in 2017-2018. Dr. Steven Kendall is the course director for the 2018-2019 academic year.

There were no short- or long-term recommendations made for the course. The overall student evaluation of the course was 3.52/5.00, an improvement over last year (2.93/5.00). The course's NBME Exam Mean was 78.8 compared to the National Mean of 75.2. The percent of students scoring at or above the National Mean was 75.36%.

Dr. Bird reported that MSEC has taken action to lessen inappropriate student responses received in prior evaluations of the course and course director. Dr. Olive stated that students have been receiving informational sessions about professionalism and in turn, students are writing comments for a course and its teaching faculty in a manner that is professional and allows action by the course director as needed/able.

Beginning this academic year, Academic Affairs has implemented a process by which the preclerkship evaluations are reviewed by Academic Affairs and an "Executive Summary" is developed, removing any comments which were not of a professional nature or could not be acted upon by the course director. The Academic Affairs Executive Summary is sent to the class representatives of the Academic Environment and Relations Committee (AERC) for final review and approval or update to the Executive Summary before being sent to the course director. MSEC asked about the added time that would be needed for completion of Self-Studies by the course director. The added reviews should increase time only by two (2) weeks.

MSEC unanimously voted to accept the 2017-2018 M2 Intro to Clinical Psychiatry Course Annual Review as presented.

*Both of the M1M2 Review Subcommittee Annual Reviews are shared with MSEC members via a One Drive document storage option.*

**The agenda returned to its published delivery order of items.**

## **2. Follow Up: Strategic Plan Submission**

Dr. Olive followed up from the MSEC Retreat in October 2018, where the Medical Educational portion of the College of Medicine Strategic Plan was reviewed with suggestions given for rewriting this section. Administratively, the October 2018 suggestions were identified into three (3) main goals with bullet points under each: Curriculum, Assessment, and Resources.

MSEC Discussion included:

- Relooking at the Evidence-Based Medicine curriculum in the clerkship phase.

MSEC Minutes November 13, 2018 Approval December 11, 2018

- Review of the ETSU Strategic Plan to ensure that the College of Medicine Medical Educational goals are in alignment with and support the ETSU Strategic Plan.
- No separate Strategic Plan is identified for the Academic Health Sciences Center but rather separate Strategic Plans for the different colleges.

*The Strategic Plan Submission document and the ETSU Strategic Plan are shared with MSEC members via a One Drive document storage option.*

#### **4. Report/Update: CBSE Scores with comparison to Step I scores**

Dr. Olive presented a comparison of student scores on CBSE to Step I scores for the past four years. All Step 1 failures occurred in students who were in the CBSE predicted failing rate, but most students in the predicted failing rate did not fail. Only about 15% of those that scored below the CBSE predicted failure score actually failed Step 1, which confirms that students receiving early notification of a predicted Step I failure allows them to focus their studies in selected areas before actually taking Step I. In general, there is a correlation of higher CBSE scores with higher Step I scores.

MSEC asked if this has been presented to students recently. Dr. Olive stated that this has not, but any student who comes to Academic Affairs to discuss their grades and preparation for Step I is shown the comparison. MSEC student members confirmed they had received the comparison with their CBSE score in the 2017-2018 academic year.

*The CBSE presentation document is shared with MSEC members via a One Drive document storage option.*

#### **5. Content Report: Chronic Obstructive Pulmonary Disease - COPD**

Dr. Olive presented the content report on COPD. The report summarized review of the New Innovations' Curriculum Database for USMLE and Plus List related to COPD (respiratory system) terms, the New Innovations Materials Module for clerkship documents, course D2L sites, and direct conversation with course and clerkship directors. Coverage was found in:

Anatomy, Cellular and Molecular Medicine, Cell and Tissue Biology, Pathology, Doctoring II, Community Medicine Clerkship, Family Medicine Clerkship, Internal Medicine Clerkship, and the Rural Primary Care Track Clerkship.

MSEC discussion included:

- Review of Physical Exam Skills component for added coverage.

Dr. McGowen noted that it is important to monitor and accurately document what content we have in the curriculum so it can be identified and assessed for possible gaps or redundancies. MSEC was asked if they felt that the COPD content was adequately covered in the College of Medicine curriculum.

David Cooper, M4, made a motion to accept the content report for COPD as adequate coverage in the curriculum. Dr. Lura seconded the motion. MSEC unanimously voted to accept the content report as delivered.

*The COPD report is shared with MSEC members via a One Drive document storage option.*

## **6. LCME Standard/Element Report: 6.4 Inpatient/Outpatient Experiences & 6.5 Elective Opportunities**

Dr. Olive presented each Element review in terms of what is required in the Data Collection Instrument (DCI) and the Survey Team Report (required tables and narratives).

**6.4 Inpatient/Outpatient Experiences** - *The faculty of a medical school ensure that the medical curriculum includes clinical experiences in both outpatient and inpatient settings.*

Examples of the clerkships that reported ambulatory and inpatient percentages were provided as well as the identification of a question in the clerkship directors' self-study asking clerkship directors to respond on how the reported percentages of each meet the objectives for clinical education.

Dr. Olive concluded that this is an area that MSEC may need to look at as part of the annual and comprehensive reviews with determination of the reported percentages as being adequate in meeting the objectives for clinical education.

MSEC may also need to look at the curriculum as a whole to review and make a determination that "Inpatient and Outpatient Experiences" are adequate in meeting the institutional objectives for clinical education.

**6.5 Elective Opportunities** - *The faculty of a medical school ensure that the medical curriculum includes elective opportunities that supplement required learning experiences and that permit medical students to gain exposure to and deepen their understanding of medical specialties reflecting their career interests and to pursue their individual academic interests.*

There is no required elective time in the Preclerkship phase of the curriculum, but the Clinical phase of the curriculum has the M3 students completing two (2) weeks of elective time in the Jr. Clinical Experience (this is separate from the time that may be built into the clerkships).

The M4 students complete eighteen (18) weeks of elective time during their 4<sup>th</sup> year. Recently, a policy was approved that allows students to complete non-clinical options, away electives, on-line electives, individually arranged electives, and in some clerkships (Internal Medicine, Surgery, OB-Gyn) an option to complete an elective as part of their clerkship period rotation. Students in the Preclerkship phase of the curriculum may also participate in optional enrichment electives offered during the fall and/or spring semesters.

MSEC discussion included:

- Review of the 18 weeks maximum set for electives, and the 12 weeks maximum in one specialty, due to the change in length of the M4 year.

*The Power Point presentation on Elements 6.4 & 6.5 is shared with MSEC members via a One Drive document storage option.*

### **7. Report: Comparability between Sites – Family Medicine Clerkship**

Dr. Olive presented a comparison of the Family Medicine clerkship assignment locations used for each of its clerkship rotation periods. Students are assigned to one of the three (3) locations for the duration of their assignment: Johnson City, Kingsport, or Bristol.

LCME Element 8.7 requires that educational sites within a given course and clerkship provide comparable educational experiences: *Comparability of Education/Assessment: A medical school ensures that the medical curriculum includes comparable educational experiences and equivalent methods of assessment across all locations within a given course and clerkship to ensure that all medical students achieve the same medical education program objectives.*

The following areas were included in the comparison of Family Medicine sites to determine comparability: OSCE grade, mid-clerkship review, NBME score, final clerkship grade, documentation of patient types and procedures, work hours, Step 2 CK, Step 2 CS, and clerkship evaluation score. The same clerkship director oversees all sites where the same learning objectives and didactics are offered.

MSEC discussion included:

- Inpatient versus Outpatient percentages for each of the sites
- The accreditation requirement

MSEC concluded that the Family Medicine sites offer comparable educational experiences. A like report for the Rural Programs Clerkship will be presented in January 2019.

*The Family Medicine Comparability between Sites report is shared with MSEC members via a One Drive document storage option.*

### **9. Report: AAMC Annual Meeting**

Both Dr. Olive and Dr. McGowen presented highlights from the November AAMC conference they attended.

Dr. Olive's highlights were grouped by: Alumni Accomplishments, LCME Planning, Workforce Projections, and Challenges to M3/M4 Experiences.

Dr. McGowen's highlights were grouped by: Job Roles of the 2025 Medical Educator, Next Generation of Curricula, USMLE Scoring, Recurrent/Common Topics/Interesting Ideas, and Plenary Sessions.

*Both of the summary reports delivered by Drs. Olive and McGowen are shared with MSEC members via a One Drive document storage option.*

**MSEC was reminded that all meeting documents are shared via a One Drive option. MSEC members may contact Matthew Carroll, Instructional Design and Technology Manager at [CARROLL@etsu.edu](mailto:CARROLL@etsu.edu) for assistance. Matthew Carroll's telephone number is: 423-439-2407. He is located in the COM Library.**

The meeting adjourned at 5:50 p.m.

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### MSEC Meeting Documents

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

Quick access to the files can be made by clicking on: [https://etsu365-my.sharepoint.com/personal/mckinley\\_etsu\\_edu/layouts/15/onedrive.aspx?id=%2Fpersonal%2Fmckinley%5Fetsu%5Fedu%2FDocuments%2FMSEC%20Meeting%20Documents](https://etsu365-my.sharepoint.com/personal/mckinley_etsu_edu/layouts/15/onedrive.aspx?id=%2Fpersonal%2Fmckinley%5Fetsu%5Fedu%2FDocuments%2FMSEC%20Meeting%20Documents)

**If you are unable to access the One Drive link or have not set up your One Drive contact:**

Matthew Carroll, Instructional Design  
and Technology Manager  
[CARROLL@etsu.edu](mailto:CARROLL@etsu.edu) / 423-439-2407

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### MSEC Meeting Dates 2018-2019: \* **NOT 3rd Tuesday**

- December 11 – 3:30-6:00 pm\*
- January 8, 2019 – Retreat – 11:30 am-5:00 pm
- February 19 – 3:30-6:00 pm
- March 19 – 3:30-6:00 pm
- April 16 – 3:30-6:00 pm
- May 21 – 3:30-6:00 pm
- June 11– Retreat 11:30 am-3:30 pm\*
- June 11 - Annual Meeting - 3:30-5:00 pm\*