



QUILLEN
COLLEGE of MEDICINE

EAST TENNESSEE STATE UNIVERSITY

The Medical Student Education Committee (MSEC) of the Quillen College of Medicine met for a Meeting on Tuesday, February 15, 2022 via Zoom meeting.

Attendance

<u>FACULTY MEMBERS</u>	<u>EX OFFICIO NON-VOTING MEMBERS</u>
Ivy Click, EdD, Chair	Beth Anne Fox, MD, Vice Dean
Caroline Abercrombie, MD	Ken Olive, MD, Assoc Dean for Accreditation Compliance
Martha Bird, MD	
Jean Daniels, PhD	<u>SUBCOMMITTEE CHAIRS</u>
Thomas Ecay, PhD	Robert Acuff, PhD
Jennifer Hall, PhD	Keelin Roche, MD
Russell Hayman, PhD	
Jon Jones, MD	<u>ACADEMIC AFFAIRS STAFF</u>
T. J. Mitchell, MD	Kortni Dolinger, MS, Staff
Paul Monaco, PhD	Mariela McCandless, MPH, Staff
Jason Moore, MD	Aneida Skeens, BSIS, CAP-OM, Staff
Jerry Mullersman, MD	
Antonio Rusinol, PhD	<u>GUESTS</u>
	Stephanie Alu, M3
<u>STUDENT MEMBERS</u>	Patti Amadio, MD
Andrew Hicks, M2	Tiffani Carrasco, M1
Helen Mistler, M1	Alex Crockett, M3
	Leon Dumas, MMED
<u>EX OFFICIO VOTING MEMBERS</u>	Tom Kwasigroch, PhD
Deidre Pierce, MD	Ryan Landis, MD
Amanda Stoltz, MD	Caitlin McBride, Med Student Ed Coord/FM
Robert Schoborg, PhD	Skylar Moore, MPH, HCMC
Rachel Walden, MLIS	Diego Rodriguez-Gil, PhD
	Myron Sailors, M1
	Tory Street, Assistant Dean
	Michaela Williamson, M2

Meeting Minutes

1. Approve: Minutes from the MSEC January 18, 2022 Retreat Meeting.

Dr. Click opened the meeting at 3:35 p.m. and asked for comments/updates to the January 18, 2022 Retreat meeting minutes, which were distributed to MSEC members via email on Monday, January 17, 2022.

A motion was made to accept the January 18, 2022 Retreat minutes and seconded. MSEC approved the motion.

The MSEC Retreat minutes for January 18, 2022 are shared with MSEC Members via Microsoft Teams document storage.

Announcements:

- Faculty Development
 - Wednesday, March 9, 4:30 PM – **College of Medicine Finances** (postponed from February 16)
 - Dr. Bill Block
 - Wednesday, March 16, 12:15 PM – **How to Run an Inclusive Recruitment and Interviewing Search**
 - Rachel Walden, Lori Erickson, and Kasey Hommel
 - Wednesday, April 20, 12:15 PM – **Stress Management**
 - Dr. Katherine Bartek
- Other Announcements
 - Course Director meeting will be February 24 at 3:30 PM
 - Leo access for faculty and staff coming very soon
 - Welcome new MSEC Members
 - T.J. Mitchell, MD
 - Jerry Mullersman, MD
 - Jean Daniels, PhD

2. Report: M1/M2 Review Subcommittee 2021-2022

Clinical Epidemiology and Biostatistics

Please see the Clinical Epidemiology and Biostatistics Annual Review Report for additional information.

Dr. Acuff presented a course review for the Clinical Epidemiology and Biostatistics course. Dr. Jerry Mullersman is the course director. The reviewers were Dr. James Sheffey and Drew Millar, M1.

- Goals, Outcomes, and Objectives: Met expectations.
- Content, Delivery, and Environment: Student satisfaction with the learning environment was below expectations. Other categories met expectations.
- Assessment, Feedback, and Grading: Content integration and formative assessment and feedback met expectations. Grading transparency and fairness exceeded expectations. This course does not require narrative assessments.
- Educational Outcomes: Grade breakdown exceeded expectations. There is no NBME exam for this course.
- Student Feedback: Student satisfaction with course organization exceeded expectations. Other categories met expectations.
- Previous Reviews: Met expectations.

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

Comments from Course Director: I think the challenge for the new TRAILS Curriculum will be to integrate the varied content of this course into the new courses in a way that is natural and

meaningful. I believe the context in which epidemiological and biostatistical concepts are presented will be key.

Recommended Changes to the Course Director: None.

Recommendations for MSEC: None.

A motion was made to accept the M1/M2 Review Subcommittee Clinical Epidemiology and Biostatistics report as presented and seconded. MSEC discussed and approved the motion.

The presented Clinical Epidemiology and Biostatistics course review document is shared with MSEC Members via Microsoft Teams document storage.

3. Report: M3/M4 Review Subcommittee 2021-2022

Community Medicine Clerkship

Please see the Community Medicine Annual Review Report for additional data.

Dr. Roche presented a review for Community Medicine Clerkship. Dr. Roche noted that this clerkship will be replaced by the Underserved Medicine Clerkship in the 2022-23 academic year and will be the final review of the Community Medicine Clerkship. Dr. William Fry is the clerkship director. The reviewers were Dr. Keelin Roche and Shannon O'Connor, M3.

- Goals, Outcomes, and Objectives: Met expectations.
- Content, Delivery, and Environment: Student satisfaction with educational methods, resources, and learning environment were below expectations. Faculty and resident teaching met expectations.
- Assessment, Feedback, and Grading: Met expectations.
- Educational Outcomes: Grade breakdown exceeded expectations. There is no NBME exam for this clerkship.
- Student Feedback: Student satisfaction with clerkship quality and clerkship organization were below expectations. Student satisfaction with quality of resident and attending teaching exceeded expectations.
- Previous Reviews: Not applicable.

Strengths and weaknesses of the course were discussed. Please see the M3/M4 Review Subcommittee Community Medicine Clerkship report for further details.

Comments from Clerkship Director:

- Plans for a lower number of students per site to allow for more 1:1 educational experiences
- Students will continue to attend the health fairs
- Hired a new coordinator who is highly organized
- Plans to continue to utilize Mountain Hope and highly praised preceptors

Recommended changes to the Clerkship Director:

- Given that the Community Medicine Clerkship is being replaced with the Underserved Medicine Clerkship as of next year, no changes were recommended for the current clerkship. In discussing with Dr. Kincer, the new clerkship plans to address all the concerns raised by students and carry over the strengths of the prior clerkship.

- If internet access issues arise with new locations, consider use of “hotspots” from undergraduate library.

Recommendations for MSEC: None. Dr. Roche noted that a CQI Plan would have been recommended given the below expectation student ratings in several areas but since the Community Medicine Clerkship will be replaced with a new clerkship next year, the M3/M4 Review Subcommittee felt it would not be necessary. Dr. Click commented that it was felt the student concerns of this clerkship would be addressed in the new Underserved Medicine Clerkship.

A motion was made to accept the M3/M4 Review Subcommittee Community Medicine Clerkship report as presented. MSEC discussed and approved the motion.

The presented Community Medicine Annual Clerkship review document is shared with MSEC Members via Microsoft Teams document storage.

4. Report: CQI Plan – Transition to Clinical Clerkships – Component of Doctoring III

Please see the Transition to Clinical Clerkships CQI Plan for additional information.

Dr. Caroline Abercrombie presented the CQI Plan for Transition to Clinical Clerkships. Dr. Abercrombie noted the following goals are in progress or complete:

- Goal 1
 - Simplify overall organization by streamlining three-day schedule, which determines organization of content, assignment deadline alignment, distribution of prep-work hours, and logistical complexity.
 - Logistical Complexity
 - Draft complete with 12 groups. Event model being built in Leo to plan approach
 - Expand use of HTML files to help students navigate content and ensure each session has the description, objectives, and resources for review easily accessible.
 - Draft complete; exploring transition to Leo with Academic Affairs team for final plans. Final content due April 4.
 - Prep Work
 - Draft complete. Final content due April 4.
- Goal 2
 - Avoid virtual skills
 - Overcome space and logistical issues to allow in-person sessions for all skills.
 - In progress. Draft complete and instructors and spaces are booked. Finalize April 4, one week before content opens to students (one month prior to course).
 - Work with OSCE director and Doctoring II director to explore the use of EHRGo to move OSCE to asynchronous virtual patients and provide Friday as an additional day to hold sessions and still meet logistic requirements in case capacity limits return.
 - In progress. Demo complete and free faculty access established.
 - SP recruitment with emphasis on diversity.
 - Temp position has been posted. Reaching out to specific interest groups.

- Goal 3
 - Clarify clear division of responsibilities, content, and approach to evaluation between this three-day Transition to Clinical Clerkships component, the M3 Orientation hosted by the Office of Academic Affairs, and the Clinical Proficiency M3 OSCE Competency.
 - Regular monthly meetings with Academic Affairs staff to ensure roles and responsibilities are clear for the Transitional week
 - In progress. Recurring monthly meetings are scheduled.
 - Work to have evaluations include session-level feedback specific to each TCC session to address needs for faculty/session continued improvement and grant reporting needs.
 - Discussed with Academic Affairs team and is on agenda for future meeting.
 - Take advantage of opportunities to clarify the individual pieces of the transitional week
 - In progress. Content due April 4.

A motion was made to accept the CQI Plan for the Transition to Clinical Clerkships course as presented and seconded. MSEC discussed and approved the motion.

The presentation slides for the CQI Plan for Transition to Clinical Clerkships course document are shared with MSEC Members via Microsoft Teams document storage.

5. Discussion: Diversity and Inclusion Council Presentation

Rachel Walden gave a presentation on considerations for incorporating diversity and equity issues into the TRAILS curriculum.

The “big picture” content considerations given were:

- Consider how to incorporate content about race; gender; sexuality; disability; and other diversity, equity, and inclusion (DEI) topics intentionally throughout the curriculum.
- Expand beyond brief touches on DEI aspects to weave throughout the curriculum more deliberately.
- Support faculty in any learning or resource needs to support greater attention to DEI topics.
- Use the opportunity of a new curriculum to expand student knowledge of health equity, social determinants of health, experiences of minoritized patients, and history of the medical profession related to DEI.

Ms. Walden presented several specific topics for MSEC to consider in the new TRAILS curriculum. Some of the topics included:

- Retain curricular thread on Discrimination/Access to Care/Cultural Competence/Health Disparities in new curriculum.
- Incorporate DEI topics throughout the Learning Communities curriculum.
- Consider how diversity is represented in cases used for standardized patients, IGR, and IPE.
- Consider whether some standardized patients may need additional training for roleplaying cases which have DEI aspects.
- Diversity and Inclusion Council members have volunteered to review newly developed cases for TRAILS through a diversity and health equity lens.

Ms. Walden also noted some policy/procedure considerations that included:

- Implement additional ways of looking at how DEI topics are addressed throughout the curriculum.
- Continue student involvement in IGR planning.
- Include DEI concepts in curriculum mapping in new Leo system.
- Strengthen relationships between Diversity and Inclusion Council and course directors and other instructors.
- Recognize course directors and other instructors who demonstrate commitment to teaching excellence on DEI topics – new award?

Ms. Walden noted that the Diversity and Inclusion Council could regularly provide resources to teaching faculty to support these efforts and would advocate for additional training and recognition opportunities for faculty working on these topics.

MSEC discussed the recommendations and Dr. Click commented that the items that need to come back to MSEC are:

- If felt there should be a question on an evaluation, MSEC would need to write out the question
- If we do a review of the mapping keywords as a whole, this would require a review from MSEC.

Additional discussion was held and Dr. Abercrombie made a motion to ensure that DEI is mapped in the new TRAILS curriculum. Dr. Click noted that this will help to ensure that other things discussed, such as looking at the PlusList and working with CIS, will have a motion behind them. Dr. Click stated that any changes will need to come back for specific approvals.

Dr. Schoborg made a motion that a working group draft DEI questions for course and instructor evaluations and bring back to MSEC for discussion and approval. Discussion ensued and comments were made regarding ensuring these questions not be used for rating the course or instructor on whether they included DEI content but to ask for feedback of what additional content might be included to enhance DEI in the course. Dr. Jones commented that he felt the questions should be for the course only and not individual instructors. Dr. Click stated that this could be passed on to the working group for them to determine.

Dr. Click noted that she would work on creating the working group for drafting the DEI questions.

Dr. Schoborg also commented that we consider writing more exam quiz questions that include these issues and possibly have a workshop on how to write such questions. Dr. Click stated that this was a great idea and noted this is something that can be discussed in faculty development or with course directors in general.

Please see the DEI Considerations for the TRAILS Curriculum slide presentation for additional topics and detailed information.

A motion was made to ensure that DEI is mapped in the new TRAILS curriculum and seconded. MSEC discussed and approved the motion.

A motion was made that a working group make recommendations for DEI related questions for course and instructor evaluations and bring back to MSEC for discussion and approval and seconded. MSEC discussed and approved the motion.

The slide presentation for DEI Considerations for the TRAILS Curriculum document is shared with MSEC Members via Microsoft Teams document storage.

6. Report: Standard/Element Review – Element 3.5 Learning Environment

Dr. Olive gave a presentation on LCME Element 3.5 Learning Environment. Dr. Olive noted that this Element is a commonly cited citation in general, but we have not had any issues with this Element. Dr. Olive noted that this Element pertains more to professional behaviors.

Dr. Olive reviewed learning environment questions from the 2021 AAMC GQ, 2020 AAMC Year 2 Questionnaire, M1 End-of-Course Evaluations, M2 End-of-Course Evaluation, M3/M4 End-of-Course Evaluations, M3 End-of-Clerkship Evaluations, M4 End-of-Selective Evaluations, and Retrospective Surveys and overall, the learning environment is healthy.

Dr. Olive noted areas for improvement:

- Respect for diversity
- Providing student feedback
- Nurturing students as people
- Showing empathy and respect
- Using professional language

Dr. Olive noted QCOM has taken actions to improve the learning environment. They include:

- Associate Dean for Student Affairs has systematically met with all students over the past year and attempted to address all issues raised.
- Students are an active part of institutional committees
- QCOM grievance officer
- Anonymous online concern/complaint reporting system
- Anonymous care and concern form for concern of students – not grievances
- Regular systematic review of evaluations for evidence of learning environment issues.
- Presentation of data such as this to constituent groups, e.g., Administrative Council, FAC, MSEC, course directors
- Implementation of learning communities
- Wellness workshops

Dr. Click commented that she would go back and review data to see if some of the issues raised by students (e.g., patient interactions with preceptors or instructors and feeling of disconnect) might have been related to the pandemic and share her findings with MSEC at a future meeting.

Please see the presentation slides for Element 3.5 Learning Environment for additional data and information.

No voting action required.

The presented Element 3.5 Learning Environment document is shared with MSEC Members via Microsoft Teams document storage.

7. Demonstration: Leo Curriculum Management System

Aneida Skeens gave a presentation on Evaluation and Mapping in Leo, the new curriculum management system.

Evaluations

A short video tutorial on evaluation was viewed by MSEC. Aneida stated that the same evaluations used in New Innovations will be used in Leo but will have a little different formatting. There will also be an option for additional evaluation types in Leo if we choose. These include student peer evaluation, student self-evaluation, and faculty evaluation of course.

Aneida stated that the main difference you will notice in the Leo evaluation reports is how the report will look. The summary reports from Leo will include more data for each question such as rating percentages and a pie chart that New Innovations did not provide. In addition to individual reports, you will also be able to run group reports (e.g., overall faculty summary report showing statistics for faculty as a whole and an overall summary report of the student's evaluations).

Mapping

Aneida noted that the mapping process in Leo will be different than in New Innovations. Certain information, such as goals, competency sets, course objectives, and Medbiquitous terms, will be preloaded in Leo with drop-down menus provided for faculty to select an event. Event mapping in Leo can be done directly in the system within the courses so no paper forms for each event will need to be completed.

Aneida stated that different types of reports can be run in Leo to query mapping content. Summary reports can be run by year, faculty/course, session objectives, session objectives by course, and goals and objectives that have not been tied to anything.

Dr. Click noted that Leo uses the term “themes,” which are traditionally what we thought of as keywords. EPAs are also listed in themes. Dr. Click stated that any theme can be tagged to course, event sessions, evaluation questions, assessments and more. For example, the EPAs will be tagged to what is on the clinical evaluations and you will be able to do a summary at the end of the year that will show where the students are on all the EPAs. We have never been able to get this kind of data that easily before. Dr. Click stated that there is a report you can run on themes that will show your keywords down one side and all the courses at the top with a grid count of where all these things occur in your courses. It will be really helpful in getting a true understanding of what is in our curriculum.

Please see the presentation slides for Evaluation and Mapping in Leo for additional information.

No voting action required.

The presented Leo Curriculum Management System document is shared with MSEC Members via Microsoft Teams document storage.

The MSEC Retreat meeting adjourned at 6:05 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)

MSEC Minutes – February 15, 2022

January 18, 2022 Retreat – 12:00-5:00 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)