

## MEDICAL EDUCATION COMMITTEE

### MEETING MINUTES

Meeting Date: Tuesday, April 21, 2015  
 Time: 4:00 – 6:00 pm  
 Meeting Location: DHMC – Auditorium F  
 Approval: Tuesday, May 19, 2015  
 Recorded By: Rachel A. Hammond

#### ATTENDANCE

Voting Members		Voting Members		Non-Voting Members		Non-Voting Members	
Abdelghany, Mazin (4 <sup>th</sup> Yr. Rep)	--	Morrow, Cathleen (FC-Family Med)	X	Cousineau, Laura (Library Sciences)	X	Lyons, Virginia (Year I)	X
Barnes, Aaron (3 <sup>rd</sup> Yr. Rep)	X	Morton, Stephanie (2 <sup>nd</sup> Yr. Rep)	X	Dick, III, John (Yrs III, IV)	0	McAllister, Stephen (IS)	--
Black, Candice (Clinical-Pathology)	0	Nierenberg, David (Clinical- Pharmacology)	X	Eastman, Terri (On Doctoring)	--	Noble, Geoffrey (PhD Rep)	--
D'Agostino, Erin (1 <sup>st</sup> Yr. Rep)	X	Rees, Christiaan (PhD Rep)	0	Eliassen, Scottie (Fam Med. Clerkship)	--	Ogrinc, Greg (SADME)	X
Freemantle, Sarah (Basic Science)	X	Sachs, Marlene (Clinical-CPEB)	X	Fall, Leslie	--	Reid, Brian (IS)	X
Hyde, Robert (Clinical-EM)	X	Sharma, Swapna (4 <sup>th</sup> Yr. Rep)	X	Frew, Julia (SBM)	X	Shoop, Glenda (Academic Support)	X
Igberasa, Oluwayinka (3 <sup>rd</sup> Yr. Rep)	0	Smith, Marietta (2 <sup>nd</sup> Yr. Rep)	X	Grollman, Diane (Assessment)	X	Swenson, Rand (LCME)	X
Johansen, Sarah (Chair)	X	Usherwood, Edward (Basic Science)	X	Hahn, Cynthia	--	Todd, Frances (TDI)	--
Madden, Dean (Basic Science)	X	Weinstein, Adam (Clinical-Pediatrics)	X	Jaeger, Michele (Registrar)	0	Library Sciences	
Manning, Harold (Clinical-Pulmonary)	0	Basic Science		Kidder, Tony (Simulation Lab)	--	Student Advising	
Montana, Philip (1 <sup>st</sup> Yr. Rep)	X	Basic Science		Lahey, Timothy (Curriculum)	0	Hammond, Rachel (Admin. Support)	X

Guest(s)		Guest(s)	
Sirovich, Brenda (HCDS)	Albright, Amanda (HCDS)	Schiffman, Jennifer (HCDS)	Murray, Carolyn (HCDS)
Kinlaw, William (SBM Endo)	Stebbins, Cori (OME)		

Present = X / Absent = -- / Excused = 0

**1. Call to Order – Sarah Johansen, MD**

Dr. Sarah Johansen, Chair, called the meeting to order at 4:01 pm.

**2. Approval of March's meeting minutes – Sarah Johansen, MD**

*Dr. Sarah Freemantle made a motion to approve the March 2015 minutes. The motion was seconded by Dr. Edward Usherwood with one abstention. The motion passed.*

**3. Announcements – Sarah Johansen, MD**

- Year IV: Clinical and Therapeutics: CPT Course Review group has met and reviewed the materials. Dr. John Dick has been on service and has been unable to compile all the data for review to the MEC.
- Dr. Sarah Johansen announced that she appreciates the notifications from the members regarding their attendance, such as being late and unable to attend. She encourages everyone to continue to notify herself or Rachel on their availability as this is important as we enter the summer months as a quorum is needed to pass any votes.
- Dr. Sarah Johansen encourages everyone to sign up as a Leader for the next 8-9 months of course/clerkship reviews. Dr. Johansen distributed a spreadsheet that included years 1-2 courses and clerkships to the group for sign-ups.

**4. Old Business – Sarah Johansen, MD****5. New Business****• Year II: SBM Endocrine Course Review – Julia Frew, MD**

The course occurs in the third term of Year 2 (January through mid-February). The course includes 54 curriculum hours over 5+ weeks. The course aligns very well with the NBME curriculum and specialty society in regards to all four years.

Not all faculty have included session objectives in an appropriate format (is that true? What are they doing about it?). The course objectives have been written in the approbation format and have been mapped to the new/current Geisel competencies. The major highlight of this course is that there are 19 hours of small group. This requires an amazing amount of coordination and is highly rated by both the faculty and the students. There are two areas of feedback from the students

- Students would like narrative feedback from the small group leaders
- Anxiety in the small groups, as answer keys are not given

Dr. William Kinlaw and his faculty have agreed to create study guides for the students.

The final exam has a major strength as it includes questions other than multiple choice. This allows the students who might struggle on multiple choice to show their knowledge in other ways with a combination of multiple choice and short answer. This year new multiple choice questions were introduced and it was found that the questions were more directed

at the Fellow or Faculty skill level rather than a 2<sup>nd</sup> year medical students level and because of this the mean fell noticeably.

Additional coordination of coverage for obesity/appetite/weight control across the curriculum is not working as well as it could. There is redundant and conflicting information. It was suggested that there be a faculty meeting or symposium to help with this.

### Student Comments

The students felt that the information provided does not necessarily need to be the same, but perhaps present different viewpoints but the student shouldn't walk away from each lecture feeling that is dramatically different from what they have learned previously.

An example of obesity lectures are as follows.

- Dr. Higgs, Year 1 Metabolism  
Long term efficacy of weight loss, metabolism in obesity, and a small amount of pharmacology
- Dr. Rothstein, Year 1 Metabolism  
Etiologies of obesity and bariatric surgery
- Dr. Welch, Year 2 Cardiology  
BMI and mortality
- Dr. Berman, Year 2 Psychiatry  
Efficacy of weight loss and BMI and mortality
- Dr. BelBruno, Year 2 Endocrinology  
Etiologies of obesity, BMI and mortality, pharmacology of obesity, and bariatric surgery

There was also concern for the use of outdated terminology and materials, and to consider further improvement between lectures. Also, to consider providing an answer key for small groups, and to broaden the scope of the final exam to ensure proportional representation of the materials.

There was a discussion based around expertise of writing exam questions and the content in Step I. Dr. Sarah Johansen offered the expertise of the MEC and GAME to support faculty members in the writing of test questions, such that the format reflects course content and specifications of Step I.

Dr. Dean Madden commented regarding courses on Step I in 2012 where scoring about .5 above mean and have dropped to about .2 below mean in 2014 across the board with the exception of one to two courses. Every course has dropped its standard deviation. The performance metrics continues to go down each year, that has not been the driving focused of the reviews but recommends that MEC take this into consideration.

See attachments.

***Dr. Robert Hyde made a motion to approve the Year II: SBM Endocrine Review. The motion was seconded by Dr. David Nierenberg. The motion passed by a unanimous vote.***

- **(HCDS) H2P3: Continued Proposal/Discussion – Brenda Sirovich, MD**

The practice of medicine is grounded in the relationship between medicine and the health of individuals and population; the course will cultivate in students and understanding of the nature of that relationship, and the critical thinking skills to evaluate and improve both.

LCME is evolving and has increasing emphasis on the domains of this course, along with the new Geisel competences are quite rich these domains.

By the end of the course, students will understand the relationship between health care and individual and population health, and be able to combine that knowledge with critical thinking to identify, evaluation and address issues in health care and population health, collaboratively.

How will this fit into the current curriculum? The content will build with the existing courses. Epi/Bio is currently 29 hours, and Fundamentals of Health Care Science is currently 12 hours. There will be a net increase of 19 hours in year 1. The Vertical Integration Groups (VIG) will be integrated into the course.

The name on the course syllabus H2P3 is open for discussion.

Comments

1. Dr. David Nierenberg commented on the importance around use of vocabulary, “critical thinking”, and “clinical Reasoning” should be defined. Can be confusing. “clinical reasoning” is the integration of the history, physical and the labs to come up with a differential diagnosis. “Critical thinking” is more about understanding the literature and problem solving.
2. Marietta Smith commented on her excitement around the topics of professional development.
3. Marietta Smith asked that the small group have continuity.
4. Marietta Smith ask that time be built for opportunity to practice skills they are teaching.
5. Dr. Greg Ogrinc commented on the skills and systems component for Year 1 will focus on getting to know these skills, and the plan for Year 2 the students will be working at Systems Clinical sites. This isn’t just about learning how to think, there is a component with the leadership, professional development and systems and improvement and doing “action” and how you understand local systems of care and make changes in systems of care to make care better for patients.
6. Dr. Dean Madden commented on the consistency of vocabulary and shared vocabulary.

Discussion around small groups and the universal value of keeping the small groups the same. Some students feel it is a safe way of developing and others want to escape their small group. Whether the small group is On Doctoring, or Epi/Bio there doesn’t seem to be a preference but rather that the group come together and form somewhat of group setting beforehand. It is very important that H2P3 collaborate/communicate. with On Doctoring as both substantial Yr one courses use small groups, team development, communications and professionalism. Having consistent language and complementary educational goals is essential.

See attachments.

***Dr. Dean Madden made a motion to approve the H2P3 Course Proposal without a formal name. The motion was seconded by Dr. Cathleen Morrow. The motion passed by a unanimous vote.***

- **Course Review Process – Sarah Johansen, MD**

There are many courses that are delinquent in reviews, and there will be a lot of work that will take place over the next eight months. Dr. Sarah Johansen encourages there to be an MEC leader to schedule meetings, gather faculty, students, GAME members to assist in the review. For the courses without self-selected MEC leaders, Dr. Johansen will assign members. The student assigned to each course will not be required to attend the course review, but will be responsible for assuring there is a student representative working on each review committee.

- **Policy/Procedure for classifying and counting Contact Hours in Pre-Clinical Curriculum – Glenda Shoop, PhD**

This topic will require a conversation as to how Geisel will count contact hours and will need more time to present this. This will be added to the agenda for next month.

## **6. Student Report/Feedback**

A course where attendance is non-required added clicker questions that are worth 5% of the overall grade, and if you chose not to attend class you lose 5% of your grade. The question is; is it ok to allow courses to include things that require you to show up for non-required lectures, or there is a penalty against your grade.

Dr. Virginia Lyons commented that Anatomy have approximately 15 readiness quizzes over the course of the term, and 5% of their grade is based on readiness scores. In the past the students took them outside the class, this year they were moved into the class. The motivation was not to have students attend class, but had planned to do a team based format where the first 10 minutes of class would be taking the readiness quiz and then rest of the time would be to go over the question in the readiness quiz and as they go over the quiz go over the main concepts where there was confusion. Early on however, it became clear that those who scored high on the quiz did not want to go over the quiz. The plan is not to do this in class next year.

Microbiology found that students learned better if they participated in class with the audio response system. The discussion was that it wasn't a situation of penalizing the students, if they felt they needed the 5% of points they came to class, if they felt they could forfeit the 5% then they would not come to class.

### Proposal

*"A portion of the course grade cannot be determined by attendance at non-required class sessions."*

Marietta Smith commented that in year 2 there are required courses which meet the official MEC policy and there are essential sessions as defined by the course director as being essential for your education that you must sign-in at and count toward a portion of your grade. To be clear the grade in year 2 is based on your performance on the final exam that

you must pass, as well as your performance in your point gaining activities for required essential and other activities such as reflecting or writing.

Dr. Virginia Lyons will work with Microbiology and report back to the MEC. This will be discussed at the next MEC meeting.

**7. Adjournment – Sarah Johansen, MD**

Dr. Sarah Johansen, Chair, adjourned the meeting at 6:05pm.

**8. Future Business**

**9. Action Pending**

**10. Future Meetings**

*\*\*\* Please note these meetings are on the 3<sup>rd</sup> Tuesday of each month, 4:00p-6:00pm*

- May 19, 2015
- June 16, 2015
- July 21, 2015
- August 18, 2015