



**QUILLEN
COLLEGE of MEDICINE**

EAST TENNESSEE STATE UNIVERSITY

**The Medical Student Education Committee of the Quillen College of Medicine met on
Tuesday, September 17, 2019 in C000 of Stanton-Gerber Hall, Building 178**

Meeting Minutes

Faculty Members

**Caroline Abercrombie, MD
Martha Bird, MD
Ivy Click, EdD
Thomas Ecay, PhD
Russ Hayman, PhD
Paul Monaco, PhD
Anthony Rusinol, PhD
Robert Schoborg, PhD**

Student Members

**Hunter Bratton, M4
Erin Lutz, M3
Sarah Allen Ray, M2
Rebecca (RJ) Black, M1**

Ex Officio Voting Members

**Joe Florence, MD
Theresa Lura, MD
Rachel Walden, MLIS**

Ex Officio Non-Voting Member

Kenneth Olive, MD, EAD (Acting MSEC Chair in Dr. McGowen's absence)

Guests

**Timothy Canavan, MD
David Taylor, M3
David Wood, MD**

Academic Affairs Staff

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

1. Approve: Minutes from August 20, 2019 Meeting & Announcements

Dr. Olive opened the MSEC meeting at 3:35 pm with a quorum present. The following announcements were made:

The delivery of today's meeting agenda will move from its published order as we accommodate guest speakers and their topic delivery, but all agenda items will be delivered.

- The new M1 MSEC Student Representative, Rebecca (RJ) Black was introduced and welcomed to her first meeting.
- Dr. Tim Canavan was introduced as the new OB-Gyn department chair. Dr. Canavan will be here full time in October, but until then he is working part-time.
- A subscription to UWorld has been renewed by Academic Affairs for the faculty's use. A user name and password has been distributed.
- The MSEC policy page has been updated to identify how a waiver/exception to an MSEC policy is to be requested.

Each policy has a section labeled "Scope" which identifies how the policy is applied. In the event that a course or clerkship director concludes that a policy is inapplicable in their course or clerkship, the course or clerkship director will notify the MSEC Chair to request a waiver for the policy. This request will involve presenting a rationale for the waiver at an MSEC meeting.

- The next faculty development session will be held on Tuesday, September 24th at 3:30 pm. Dr. Olive will be reviewing the LCME Standards and Elements and explaining the LCME Accreditation process and the roles faculty, institutional bodies, and administrative units have in satisfying the accreditation standards.
- The January 2020 Faculty Book Club will discuss the book, "Grit" by Angela Duckworth. The books are on order and will be made available in the near future.
- The MSEC October 15, 2019 meeting will be a Retreat meeting and MSEC members are to begin thinking about "What topics should MSEC be addressing over the next year?" Please send your thoughts to Dr. Ramsey McGowen.

Dr. Olive asked for approval of the August 20, 2019 minutes. Dr. Schoborg and Dr. Abercrombie identified minor changes to be made to clarify sentence wording/meaning, otherwise MSEC accepted the minutes as presented.

MSEC unanimously voted to accept the August 20, 2019 minutes as presented with identified updates to clarify sentence wording/meaning.

The MSEC minutes for August 20, 2019 are shared with MSEC members via OneDrive document storage option.

NOTE: The order of agenda items for the minutes is based on the presentation order during the meeting.

3. Update: Ad hoc Phase Committee Report

Dr. Olive reviewed a Curriculum Review Process schematic detailing the processes taking place in each year of the five (5) years of the Periodic and Comprehensive Evaluation of Curriculum review process. The responsibilities of each MSEC identified review subcommittee and ad hoc working/implementation groups were identified.

Currently, the review process is in Year 4 (2019-2020) with the Ad hoc Phase Review Committee looking at the phases of the curriculum (Preclerkship, Years 1 and 2; and Clinical, Years 3 and 4). The committee has convened and an Ad hoc Phase report is anticipated for delivery at the MSEC October Retreat. The next step will be the Review of the Curriculum as a Whole. At the MSEC October Retreat, we plan to discuss how the Ad hoc Working Groups will be identified. Previously, they were designed around “Curriculum Content”, “Curriculum Sequencing”, and “Pedagogy & Evaluations”. The findings of the Ad hoc Phase Review and the Ad hoc Working Groups will be brought back to MSEC for approval and planning in the Year 5 (2020-2021) Implementation Phase.

The Curriculum Review Process schematic is shared with MSEC members via OneDrive document storage option.

7. Report: Step Scores

Cathy Peeples reviewed the current STEP results. STEP 1 and STEP 2 CK currently have a 97% pass rate. STEP 2 CS has a 98% pass rate. A comparison of last year’s data (pass rate and mean) to this year’s data was provided. Dr. Olive noted that while we still have a few students needing to complete the STEP exams; we are continuing to exceed last year’s numbers.

The Step Score presentation slides are shared with MSEC members via OneDrive document storage option.

2. Update: LCME Mock Site Visit and LCME Site Visit preparation

Dr. Olive reviewed general observations, areas for improvement, and areas of vulnerability related to the recently conducted Mock Site Visit September 8th-10th. Areas identified in the exit interview to work on were: 1) Having everyone participating in the LCME visit accentuating the positive, rather than the negative; 2) MD and DO students competing for clinical placement, identifying that students can be moved based on the student’s need to obtain a full clinical experience without interruption. 3) Strategic planning efforts are in place and continue to be updated. Dr. Olive stated those who participated in the Mock Site Visit found the experience to be helpful and positive. The Mock Site Visitors were Lois Nora, MD, JD, MBA and Kevin Dorsey, MD, PhD. Both are well versed in conducting LCME site visits and are familiar with medical school administrations and curriculums.

The actual LCME Site Visit will be conducted the last part of October with the Site Visit Team arriving on Sunday evening, October 27th and leaving on Wednesday afternoon, October 30th.

MSEC suggested that the Mock Survey Visit slide presentation be sent to all College of Medicine individuals who will be participating in the LCME Site Visit and invite them to ask questions as needed/wanted before the actual Site Visit.

The LCME Mock Survey Visit presentation slides are shared with MSEC members via OneDrive document storage option.

4. Follow Up: Dr. Block – Response Regarding Clinical Chair/Protected Time

Dr. Block addressed MSEC regarding the letter he received from the MSEC Chair, Dr. McGowen with MSEC's concerns about the importance of emphasizing to Department Chairs the need for course directors to have adequate preparation time, guidance, oversight and support to fulfill their teaching responsibilities.

Dr. Block was concerned when he received the letter because the overall consensus was that our Department Chairs are not focused on the educational process throughout the four (4) years of the curriculum. Department Chairs have competing responsibilities/interests and the amount of time needed for each course can be varied and different. Dr. Block stated that he has met with Dr. Acuff, Dr. McGowen, and Dr. Olive in an attempt to find out if truly there is a systems approach that needs to be addressed. He invites MSEC to provide more information to help him figure out how to make this work more smoothly.

The issue that occurred in the Intro to Clinical Psychiatry was multifaceted. It occurred over a time with three (3) different chairs and a faculty member that is no longer with the Psychiatry department. Dr. Block thought that he may have been the Interim Dean at the time as well. The faculty member had fifty percent (50%) protected time to devote to the course work which is sufficient to manage and deliver this course. It is noted that the faculty member was new and may not have been fully vested in the course's success or it may have been that he was not the right faculty member to be selected to teach the course; but every effort was made to try and salvage the course once it was identified the course was in a downward spiral. Dr. Olive spent a lot of time discussing with both Dr. Block and Dr. Kwasigroch how best to assist the course and the course director. There were issues identified with the course that had not been seen before and it is hoped will not be seen in the future. In the end, all students passed, the NBME exam results were lower than the past year's class, but the class before had done extremely well, and while the lower exam results are not ideal, it is not considered a long-term problem.

Dr. Block assures MSEC that assistance with courses and course directors' needs is of the upmost priority. Dr. Block is open to hearing whether there are other courses where there is a perception of the Department Chairs not seriously taking the need for course directors to have adequate preparation time, guidance, oversight and support to fulfill their teaching responsibilities. Dr. Block asked if MSEC had additional concerns they wanted to discuss.

MSEC identified that having some type of training and resource materials (i.e., training manual for new course directors) would be beneficial. This might be a systems process that would assure new course directors receive training before beginning to teach a course.

Dr. Schoborg stated that a draft manual is being prepared and will soon be available. Dr. Block felt that the course directors already do an amazing job with providing educational resources and assistance to each other to make the job of teaching go more smoothly for everyone involved. Dr. Block stated he has identified more funding for faculty to attend AAMC conferences where they can receive additional professional development. He is open to hearing ideas from others.

An introduction to teaching should be offered to all faculty as it is probably not something any of the faculty were trained to do when they first began their career here at the College of Medicine. Whether it is in the curriculum review process or independent of the process, investing in the students and the people that teach the students is critical to be successful and makes sense. He heartily supports this endeavor.

5. Approve: M4 Surgery Elective – Cardiothoracic Surgery – JCMC

Cathy Peebles introduced a new Surgery elective for M4 students. Dr. Bryan Helsel, MD, will be the primary course instructor and evaluator. The course is currently open to M3 students as a two-week specialty clinical elective and to M1 and M2 students as part of their preceptor experiences. Dr. Helsel has agreed he can support a maximum of two (2) students per rotation period. Students will be provided experience in surgery with direct mentoring and education about routine clinical inpatient and outpatient cardiothoracic and vascular surgery. The elective has mapped its course objectives to QCOM Institutional Educational Objectives, Instruction Methods and MedBiquitous Assessment Methods and Resources.

Dr. Abercrombie made a motion to accept the M4 Surgery Elective – Cardiothoracic Surgery as presented. Dr. Lura seconded the motion. MSEC unanimously approved the motion.

The M4 Surgery Elective – Cardiothoracic Surgery is shared with MSEC members via OneDrive document storage option.

6. Review: Graduation Questionnaire - GQ Report

Dr. Olive reviewed the most recent Graduation Questionnaire (GQ Report). The questionnaire is sent to the M4 students at the end of their last year in medical school. This year we had a 95% response rate with 93% agreeing and strongly agreeing that they were satisfied with the quality of their medical education received at Quillen College of Medicine. Students responded to a wide range of questions covering basic science course work, clinical experiences, communication skills, basic skills in clinical decision making, understanding of issues in social sciences of medicine, emotion climate, student/faculty interaction, empathy, exhaustion, mistreatment, professional behaviors, volunteer activity, fostering development, career planning, student health, facilities, counseling, career choices, plans for practice, and debt.

MSEC discussed the responses students offered to a number of questions and how best to interpret the questionnaire, i.e. Pathophysiology course preparing them for clerkships (students exposed to pathophysiology in the 2015-2016 academic year) and mistreatment responses identifying occurrences. MSEC agreed there are still opportunities for growth in areas where weaknesses are noted.

The 2019-2020 Graduation Questionnaire is shared with MSEC members via OneDrive document storage option.

8. Review/Approve: Curriculum Content Report – Type I Diabetes

David Taylor, M4, presented the curriculum content report on Type I Diabetes. David explained the process he used to search the curriculum for Type I Diabetes content, beginning with the New Innovations Curriculum database *Keyword* search function and moving to the course or clerkship's didactic material found in D2L or the New Innovations *Material* module. Several MSEC members identified additional content and were asked to email David and/or Dr. Olive with the specifics so the report may be updated. David stated that he felt there was sufficient coverage of Type I Diabetes in the College of Medicine Curriculum Content.

Dr. Schoborg made a motion to accept the Type I Diabetes curriculum content as sufficient. Dr. Florence seconded the motion. MSEC unanimously approved the motion.

The Type I Diabetes Curriculum Content Report is shared with MSEC members via OneDrive document storage option.

10. Report/Action: M1M2 Review Subcommittee – 2018-2019

Dr. Rusinol presented each of the M1/M2 Review Subcommittee Comprehensive reports.

M2 Pathology – the course director is Earl Brown, MD

Strengths include delivery of course content through optional course lectures and review sessions utilizing Beepy cards, questions banks and notes developed by the course director and non-secured exams.

Weaknesses include reliance on Beepy cards, unclear grading policy, poor syllabus formatting, lack of course objectives mapped to the Institutional Educational Objectives, lack of student attendance and difficulty in hearing the professor.

The course director has addressed the identified weaknesses in the 2019-2020 course and has remedied the syllabus, mapping of the course objectives, and will begin interactive live streaming as a way to encourage student participation. ExamSoft will now be used for course exams and the College of Medicine exam policy enforced. There will be no mandatory online quizzes. Optional Challenge quizzes are being implemented to prepare students for Step 1 style questions. The course is now a pass/fail course.

Short- and Long-Term Recommendations to MSEC: None

Short- and Long-Term Recommendations to the Course Director: Use of a microphone during in-class sessions. The recording of lectures in 2019-2020 should also assist students with being able to hear delivered material.

Student evaluations of the course were: 2018-2019: 3.94/5.00; 2017-2018: 4.07/5.00; 2016-2017: 3.97/5.00. The 2018-2019 NBME National Mean was 69.8%. College of Medicine NBME Mean was 69.3%.

Dr. Schoborg made a motion to accept the Pathology Course Comprehensive Review as presented. Dr. Lura seconded the motion. MSEC unanimously accepted the report as delivered.

M1 Cell & Tissue Biology – the course director is Paul Monaco, PhD

Strengths include interactive slide sessions after the change to how the sessions were conducted. Podcasts prepared and available to the students were highly rated. The preparation of students for the NBME subject exam is a major strength.

Weaknesses include temperature of the lab area that has been a concern for the past six (6) years with numerous attempts to fix, but nothing has worked. The D2L site confuses students and the age of the teaching equipment and glass slide collection used for instruction is an issue in the ability to deliver the course. Students cited the lack of clinical correlation and an absence of in-depth cell biology coverage seen on the NBME subject exam.

The course director identified that class attendance is declining, but overall student performance is acceptable; we continue to see most scores above the National Mean on the NBME subject exams. The 2019 schedule, with just two major science classes running in parallel (Cell and Tissue Biology and Physiology), seemed to work better for student performance as compared to the previous academic year. The curve for grades in 2018-2019 was not used as it was in the previous year.

Short- and Long-Term Recommendations to MSEC: investigate ways to replace the slide collection (one proposed idea is to have students complete as part of a summer research project). ~~Find ways to incorporate pathology and histology together.~~ **(NOTE: MSEC action below removed this recommendation prior to approval of the report).**

Short- and Long-Term Recommendations to the Course Director: Add more interactive slide sessions with the students, which would help with the students' desire to have more of a "flipped classroom" (the previous interactive slide sessions were highly rated by the students). The course faculty should read each other's test questions to ensure there is clarity. Course faculty should teach the students how to use the multi-headed microscope to mitigate the aging/damage of the slide collection.

Academic Year	Overall numerical course evaluation score
2019	4.18
2017-18 year-long	4.38
2017	4.60

2018-2019 Faculty evaluations: 4.39 to 4.55 for three instructors.

NBME Shelf Exam Scores for Cell and Tissue Biology for the Past 3 Years*

Academic Year	National Mean %	Quillen at or above the National Mean (%)	Quillen at or below the 10 th percentile (%)
2018-2019	63.3	59.5	2.7
2017-2018	52.5	70.0	5.56
2016-2017	52.5	57.7	4.29

*Scores are not comparable as the scoring rubric has changed.

The benchmark goal to achieve 50% of students taking the NBME and scoring at or above the National Mean was reached as reported above.

MSEC discussion identified that new glass slides should be a focus for the course/department. Combining Pathology and Cell & Tissue (Histology) together would require a systems based curriculum. MSEC students stated that there is some Pathology coverage in both courses, but reminding course directors to review would be appreciated.

Dr. Schoborg made a motion to accept the Cell & Tissue Biology Course Comprehensive Review with a change to the last recommendation to read: “Explore ways to better incorporate histology and pathology”. Dr. Rusinol seconded the motion. MSEC voted to **not** accept the motion. Dr. Monaco abstained from vote.

Dr. Ecay made a motion to accept the Cell & Tissue Biology Course Comprehensive Review with the last recommendation to be removed: “Find ways to incorporate pathology and histology together. Dr. Bird seconded the motion. MSEC voted to accept the motion. Dr. Monaco abstained from vote.

M2 Rural Community Based Projects – the course directors are Joe Florence, MD and Ivy Click, EdD

Strengths include exposing students to the research process over two (2) semesters and receiving an outline of how to prepare their grant proposals. Poster preparation and presentation is good practice for future conference presentations. Students learn to use EndNote to add and format references in their papers. Students are getting IRB approval in the spring course and will be ready for the fall course. Grades are based on student participation and faculty evaluations with faculty mentoring being very helpful for student development.

Weaknesses include the variability of experiences in different groups with different faculty and communities. Project completion and students require guidance on how to get started and develop community contacts with additional information on how to write grant proposals. Projects must be able to be implemented and analyzed in one semester to be considered successful. Students must share the load of a team project. Public Health students still participate, but only a few students each year. More public health students would improve the interprofessional aspect of the course.

Short- and Long-Term Recommendations to MSEC: None

Short- and Long-Term Recommendations to the Course Director: included providing more resources to expedite the research process at the beginning of the course, checking in regularly with project teams, consider peer evaluations to ensure team sharing, identify that students are to limit feedback on this course only, include more Public Health/Appalachian Study students as possible, consider having student record poster information as videos that can be shared with the entire class and ask non-rural track students to evaluate the information, consider devising a larger study that could be applicable to different sites and have groups perform the same aspect of the long-range research project.

Student evaluations of the course were: 2018-2019: 3.33/5.00; 2017-2018: 3.92/5.00; 2016-2017: 3.31/5.00; 2015-2016: 3.75/5.00

Ivy Click, course director, noted that the recommendation to consider a larger study applicable to different sites would take away the community-based nature of the project.

Dr. Abercrombie made a motion to accept the Rural Community Based Projects Course Comprehensive Review as presented. Dr. Bird seconded the motion. MSEC voted to accept the motion. Dr. Florence and Dr. Click abstained from vote.

The M1/M2 Review Subcommittee course reviews are shared with MSEC members via OneDrive document storage option.

9. Report/Action: M3M4 Review Subcommittee – 2018-2019

Dr. David Wood presented the M3/M4 Review Subcommittee report.

Rural Programs Clerkship – the clerkship directors are Joe Florence, MD and Paige Gilbert-Green, DO

The Rural Track Clerkship has made some positive changes with the addition of Dr. Paige Gilbert-Green, who has taken on a more active role in the administration of the clerkship and is meeting regularly with the co-director and staff. Both Dr. Florence and Dr. Gilbert-Green have worked hard to integrate the clerkship objectives with the College of Medicine Institutional Educational Objectives. The recommendations from the Review Subcommittee and MSEC have helped focus the priorities for changes in the clerkship, i.e., schedule revisions to eliminate split schedules, procedure log and other aspects of the clerkship have been revised to assure they cover similar content as the Community Medicine and Family Medicine clerkship experiences, updated schedule and objectives for meeting with core faculty, a formal week of Family Medicine Residency experiences in hospital and clinic, and a complete revision of the clerkship syllabus.

Faculty Evaluations: All core teachers in the clerkship received ratings of 5.00/5.00. The faculty have a wealth of experience and expertise. The community clinics are well established teaching locations and patients accept students readily into their care team.

Short- and Long-Term Recommendations to MSEC: None

Short- and Long-Term Recommendations to the Clerkship Directors: None

Suggested areas to be included in the 2019-2020 Phase Review of the Curriculum: None

Dr. Lura made a motion to accept the Rural Clerkship Comprehensive Review as presented. Dr. Abercrombie seconded the motion. MSEC voted to accept the motion. Dr. Florence abstained from vote.

Dr. Olive clarified that the Transition to Clinical Clerkships review presented in August 2018 was for the 2018-2019 Transition to Clinical Clerkships course and the recommendations identified in the report had pretty much been incorporated into the 2019-2020 delivery of the course this past June 2019. The review of the 2019-2020 course will come to MSEC in the first part of 2020 after a post-survey is completed by the students this November 2019.

The M3/M4 Review Subcommittee clerkship review is shared with MSEC members via OneDrive document storage option.

11. Report: Curriculum Database Upload to AAMC

Lorena Burton identified that the 2018-2019 New Innovations Curriculum Database has been successfully uploaded to the Association of American Medical Colleges (AAMC) curriculum repository. Participation in the annual upload process allows the College of Medicine to request and receive a large variety of curriculum related topic reports from all LCME accredited schools. Specific College of Medicine curriculum data reports are available by request.

A printed status report of the College of Medicine courses and clerkships curriculum mapping efforts to-date was provided to attendees.

The status report of College of Medicine course and clerkship curriculum mapping is shared with MSEC members via OneDrive document storage option.

The MSEC meeting adjourned at 5:35 p.m.

MSEC Meeting Documents

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

If you are unable to access the One Drive link or have not set up your OneDrive contact: Matthew Carroll, Instructional Design and Technology Manager at: carrollmo@etsu.edu. Telephone contact is: 423-439-2407.

MSEC Meeting Dates 2019-2020: * NOT 3rd Tuesday

October 15, 2019 **Retreat** – 11:30 am-5:00 pm* - C003

November 19, 2019 – 3:30-6:00 pm – C000

December 17, 2019 – 3:30-6:00 pm – C000

January 14, 2020 – **Retreat** – 11:30 am-5:00 pm* - C003

February 18, 2020 – 3:30-6:00 pm – C000

March 17, 2020 – 3:30-6:00 pm – C000

April 21, 2020-3:30-6:00 pm – C000

May 19, 2020- 3:30-6:00 pm – C000

June 16, 2020 **Retreat** – 11:30 am-3:30 pm – C003

June 16, 2020 **Annual Meeting** 3:30-5:00 pm – Large Auditorium