

Meeting Date: May 18, 2022
Time: 4:00 – 5:35 p.m.
Meeting Location: Zoom
Approval: June 15th, 2022
Recorded By: Amy Rose

Attendance

Present = X, Absent = 0

Faculty Voting Members

Ahmed, Nayla (Clinical-Medicine)	X	Boardman, Maureen (Preclinical & Clinical- Family Medicine, Community Preceptor Rep)	X	Chow, Vinca (Clinical-Anesthesiology)	X	Crockett, Sarah (Clinical-Emergency Medicine)	X
Hanissian, Paul (Preclinical & Clinical- Obstetrics and Gynecology)	X	Hartford, Alan (Clinical-Medicine)	0	Hofley, Marc (Clinical – Pediatrics)	X	Homeier, Barbara (Preclinical- Pediatrics)	X
Matthew, Leah (Clinical-Family Medicine)	X	Myers, Larry (Preclinical- Medical Education)	X	Nelson, Bill (Preclinical - TDI)	X	Robey, R, Brooks (Preclinical & Clinical- Medicine; Faculty Council Rep)	X
Saunders, James (Clinical-Surgery)	0	Sorensen, Meredith, Chair (Clinical-Surgery)	X	Thompson, Rebecca (Clinical – Neurology)	X		

Student Voting Members

Year 1

Fong, Justin	X	Gil Diaz, Macri	X	Maosulishvili, Tamar	X	Thomason, Helen	X
---------------------	---	------------------------	---	-----------------------------	---	------------------------	---

Year 2

Carhart, Briggs	X	Fitzsimmons, Emma	X	Thomson, Chris	X	Xu, Jane	0
------------------------	---	--------------------------	---	-----------------------	---	-----------------	---

Year 3

Banerji, Sarah	X	Cheema, Amal	X	Hanley, Meg	X	Morris, Linda	X
-----------------------	---	---------------------	---	--------------------	---	----------------------	---

Year 4

Bertalan, Mia	0	Demas, Falen	X	Minichiello, Joe	X	Sramek, Michael	0
----------------------	---	---------------------	---	-------------------------	---	------------------------	---

MD/PhD

Chidawanyika, Tamutenda	0	Kamal, Yasmin	0	Keim, Abigail	X	Reiner, Timothy	X
------------------------------------	---	----------------------	---	----------------------	---	------------------------	---

Non-Voting Members

Albright, Amanda (Instructional Designer)	X	Borges, Nicole (Chair, Dept. of Medical Education)	0	Chimienti, Sonia Senior Associate Dean for Medical Education	X	Dick III, John (Clinical - Associate Dean Clinical Curriculum)	X
Eastman, Terri (Preclinical - Director, Preclinical Curriculum)	X	Eidtson, Bill (Director, Learning Services)	0	Fountain, Jennifer (Assessment)	0	Holmes, Alison (Associate Dean, Student Affairs)	X

Jaeger, Mikki (Registrar)	X	Kerns, Stephanie (Director, Biomedical Libraries)	X	Lyons, Virginia (Preclinical - Associate Dean Preclinical Curriculum)	X	McAllister, Steve (Director, Educational Technology)	0
Barbour, Nancy (Director, Assessment & Evaluation)	X	Mullins, David (Associate Dean, Biomedical Science Integration Chair, Geisel Academy of Master Educators)	X	Pinto-Powell, Roshini (Associate Dean, Admissions)	0	Reid, Brian (Associate Director, Educational Technology)	X
Ricker, Alison (Clinical - Director, Clinical Curriculum)	X	Rose, Amy (Administrative Support, UME Affairs)	X	Vacant (Director, Accreditation & CQI)		Shaker, Susan (Preclinical- Manager)	X
Vacant (Associate Dean, Diversity, and Inclusion)		Vacant (Associate Dean, Evaluation and Assessment)					

**Student Non-Voting Members
Diversity and Inclusion & Community Engagement (DICE)**

Tersio, Isabelle	0	Conn, Stephen	0				
-------------------------	---	----------------------	---	--	--	--	--

Vice Chairs for Academics – Student Government

Minichiello, Joe	X	Morris, Linda	X				
-------------------------	---	----------------------	---	--	--	--	--

Former MEC Student Members – Student Government

Lindqwister, Alex	0	Morgan, Allie	0				
--------------------------	---	----------------------	---	--	--	--	--

Guest(s)

Dr. Alex Fuld							

Call to Order

Meredith Sorensen, MD Chair – Medical Education Committee

Meredith Sorensen, called the meeting to order at 4:15pm.

Announcements

Meredith Sorensen, MD

- Linda Morris and Chris Thomson announced the new executive board and other student government reps.

Approval of Meeting Minutes

Meredith Sorensen, MD

Approval of April 2022 meeting minutes.

Joe Minichiello made a motion to approve the 2022 April MEC meeting minutes. The motion was seconded by Chris Thomson. The motion passed by a unanimous vote.

Student Issues & Feedback

The timing of Step1 Policy – see details in timing of Step 1 Policy discussion.

Consent Agenda

Nothing on the consent agenda for this meeting.

New Business

1. Hematology Course Review – Dr. Lyons & Dr. Fuld

MEC Recommendations	Course Leader Action Plan
<p>Course objective #6 maps to 1% of sessions. Consider whether there might be additional mapping that hasn't been captured, or whether it is more appropriate as a session objective.</p> <p>6. Describe the coagulation cascade and laboratory assessment involved in normal hemostasis.</p>	<p>Reviewed the course mapping and updated it. Additional items do map to objective 6.</p>
<p>Remove course objectives #20 (redundant with #19) and #22 (not assessed).</p> <p>19. Practice and develop effective communication skills by listening actively, participating in classroom and simulation activities, and engaging in peer teaching and debate.</p> <p>20. Communicate effectively and respectfully with colleagues, faculty and staff members.</p> <p>22. Reflect on your own personal values and biases and the influence of these on your relationships with colleagues and patients.</p>	<p>Objectives updated to remove those two course objectives.</p>
<p>Consider ways to make the material on hematological malignancies more accessible for students (e.g., "roadmap" such as is done for anemias).</p>	<p>Will work with faculty to structure and frame the malignant hematology sessions and incorporate a "visual roadmap."</p>

There was discussion about sharing exemplar courses, such as Hematology. There is a standing end of year meeting that discusses what worked well in each block and course strengths are shared at this time. When the MEC restructure is put in place, the Phase 1 Subcommittee will also be a forum to share exemplar courses.

Joe Minichiello made a motion to accept the Hematology Course Leader Action Plan as presented, Seconded by Barbara Homeier. The motion was passed by a unanimous vote.

2. Inflammation, Infection & Immunity (I3) Course Review – Dr. Lyons & Dr. Mullins

MEC Recommendations	Course Leader Action Plan
Review the small number of course objectives that are mapping to less than 1% of course sessions to determine whether there are missed opportunities for mapping, or whether particular objectives are better suited for session objectives.	Review course objectives to determine 1) the necessity for those mapping to less than 1% of course sessions, 2) potential missed opportunities for mapping, 3) whether some course objectives are better suited for session objectives, and 4) whether course objectives are overlapping or redundant with LC objectives, particularly Pharmacology (PHARM).
Continue to work on having Canvas materials posted in a timely fashion (e.g. prework). The subcommittee recognizes that this has improved since the course was created, and that it is time-consuming to create materials for a new course, thus at times leading to "last minute" posting. We suggest better communication with students around this issue so they can plan their study time appropriately - in other words, if something is going to be late let them know.	Provide all course materials via Canvas a minimum of 10 days prior to any course session.
Students noted that the format for some small groups was more conducive to learning (e.g., the exercise to create a differential before coming to the session). We suggest faculty development to encourage a "standard approach" for the small group pedagogy so all students benefit from activities that promoted learning	Provide faculty development and instructional frameworks to create a standard approach for instruction in Small Groups.
Re-evaluate/improve activities associated with several of the LC's, most notably leadership and RHE. Currently some students perceive the amount of time spent for leadership to be excessive and that the format of sessions don't contribute to developing leadership skills. Suggestions to improve RHE content mainly focused on its lack of integration within the course and the format of sessions (e.g., suggestions for a small group format).	Reassess the Leadership LC content to improve the delivery of leadership training, and to reduce the time commitment and enhance the relevance of the team projects. Improve LC integrations and relevance, particularly RHE and EHV, through enhanced and improved integration of LC content across the I3 course.
Move benchmark #3 prior to the Thanksgiving break so that students can utilize the break for wellness.	Reschedule benchmark 3 before Thanksgiving break (for 2022, scheduled for Monday 11/14).

	Map course content to Step-1 content. Provide specific lists of Step-1-relevant microbes, viruses, diseases, and drugs.
	Revise formative quizzes to more closely resemble the benchmark/final exam items. Increase the number of NBME-formatted items on summative assessments. Eliminate repetitive questions.

Joe Minichiello made a motion to accept the I3 Course Leader Action Plan as presented, Seconded by Chris Thomson. The motion was passed by a unanimous vote.

3. Timing of Step 1 Policy Discussion – Dr. Dick & Dr. Sorensen

- Prior to the Step 1 Policy discussion, Dr. Sorensen mentioned that she would like to the MEC to get into the habit of having a discussion and then a vote at the subsequent meeting. This would allow for additional data points to be gathered and time for questions to be answered prior to voting.
- Dr. Dick presented the overarching goals of the Step 1 Policy along with the purpose of Step 1. Dr. Dick summarized the differences between the previous Step 1 Policy and current Step 1 policy (as of August 2020). He also reviewed the current Step 1 process, recent experiences and outcomes for different cohorts and the guidelines other schools are using for timing of Step 1.
- **Current Policy (as of August 2020)**
 - Students must take Step 1 no later than June 30 following the completion of Phase 2
 - Allowed more flexibility in timing (as precipitated by COVID disruptions AND as experimented with by other schools prior to COVID)
 - June allowed for study period at start of Phase 3 but was not delayed further due to need for results, time for remediation if needed prior to residency application in late Sept
 - Student will have a minimum of 6 weeks for independent study prior to taking Step 1
 - Students who request to delay taking Step 1 until after June 30 following completion of Phase 2 will be required to go on a leave of absence and may not return until Step 1 has been completed.
 - If fail on first attempt, Student will be allowed to finish current rotation but not proceed to the next until they have passed a reattempt.
 - Fail on second attempt will result in needing to take a leave and work with SADME, OLS. CSPC will review situation.
 - Separation will be discussed by CSPC whenever a student fails Step 1 for a 3rd time.

- **Prior Policy**
 - All students were required to take Step 1 prior to start of first clerkship
 - Time built into curriculum for this
 - Consolidation of foundational knowledge prior to application in clerkships
 - Help prevent clerkship failures due to NBME shelf exam failures
 - All students were given 5-6 weeks of “dedicated” study time prior to start of clerkship year.
 - National average, Geisel Student Surveys supported this
 - Students requesting or recommended additional study time would be given their first 6-week block of year 3 as open time.
 - Allowed for additional time but still assured knowledge consolidation prior to start of clerkships
 - Additional delay request would need to be approved by SADME and OLS and result in taking a leave.
 - Prior to this, had a handful of students that put off clerkships for months resulting in schedules that effectively forced split years

- **Current process**
 - Students enrolled in a longitudinal foundational study course run by Dr. Eidtson.
 - OLS provides two comprehensive basic science exams during phase 1 to prepare students.
 - Students given 6 weeks of “dedicated” study time prior to starting Phase 2.
 - Students may request or be recommended for an additional 6 weeks of study time on credit-earning study elective.

- **Recent Experiences**

Cohort Finishing Phase 1 April 2022	Cohort Finishing Phase 1 April 2021
<p>93 Students (March 16 – average date of those who took it prior)</p> <ul style="list-style-type: none"> • 18 (19%) Pushed it past start of Phase 2 <ul style="list-style-type: none"> ○ 13 were 1st block elective <ul style="list-style-type: none"> ▪ 7 will have taken it during that time ○ 4 were split, ASY, MD-PhD ○ 1 neither 	<p>91 Students</p> <ul style="list-style-type: none"> • 23 (25%) Pushed it past start of Phase 2 <ul style="list-style-type: none"> ○ 3 were 1st block elective ○ 18 pushed it off further

• **Considerations**

Complete Prior to Clerkships	
Pros	Cons
<ul style="list-style-type: none"> • Consolidation of knowledge • Geisel curriculum designed for this • Earlier identification of standardized testing challenges before (? Fewer shelf failures) • Allows for focus on clerkships • Allow for scores for visiting rotation applications* • Avoid bunching of study for Step 1 and Step 2 in time sensitive period of Spring/Summer prior to residency applications 	<ul style="list-style-type: none"> • Less flexibility • Less clinical context • Less experience with NBME style questions • Burnout • Last minute pull out from clerkships • Promotes gorge and purge learning
During or After Clerkships	
Pros	Cons
<ul style="list-style-type: none"> • Increased flexibility • Increased clinical context • “Stickier” learning • Promote enduring basic science learning • More time to work on test taking strategies 	<ul style="list-style-type: none"> • Clinical curriculum light on foundational sciences • Cannot guarantee specific schedules • Tendency to attempt to study both clerkship material and Step 1 • Longer amount of time needed at start of Phase 3 in critical time for Subs/Step 2/etc • No scores to provide for visiting rotation applications • If fail shelf, then fitting in remediation plus step 1 plus step 2 is a challenge • Paradox of Choice • Misguided specialty choices

Discussion

- There was a question about whether students need to pass Step 1 prior to visiting rotations. VSLO (Visiting Student Learning Opportunities) asks the registrar if the student has passed with a choice of yes, no or other.
- Students want increased communication about the flexibility in timing of Step 1 and alternative pathways. Students also mentioned creating more of a process to support struggling students and increasing communication between preclinical, clinical and academic support offices.
- Suggestions to improve support around timing of Step 1 included
 - Coaching Program involvement
 - Additional touchpoints both revisiting class wide and individual meetings with Careers in Medicine
 - Additional Step 1 panels
 - Step 1 tutoring/mentoring program – tapping into students
- It was mentioned that additional support services would need faculty development to be successful.
- There was discussion around the emotional impact on a student if the student was forced to take time off after a first failure and that it would be better for the student to continue to take clerkships after a first failure.
- A subcommittee of faculty, students and staff will convene prior to the next MEC meeting to draft a revised policy.

Ongoing Business

- MEC Restructures
- Phase 2 Review
- Student Advancement & Promotion Policy - Vote
- CITI Training Discussion
-

Future Meetings

MEC meetings are the 3rd Wednesday of each month from 4:00 – 5:30 p.m.

- June 15th, 2022
- No July Meeting
- August 17th, 2022