

Meeting Date: November 16th, 2022
Time: 4:00 – 6:00 p.m.
Meeting Location: Zoom
Approval:
Recorded By: Amy Rose

Attendance

Present = X, Absent = 0

Faculty Voting Members

Chamberlin, Mary (Clinical - Medicine)	X	Boardman, Maureen (Preclinical & Clinical- Family Medicine, Community Preceptor Rep)	0	Pellegrini, Vin (Department of Orthopaedics)	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	Black, Candice (Department of Pathology and Laboratory Medicine)	X	Guthknoda, Kiran (Department of Anesthesiology)	X
Saunders, James (Clinical-Surgery)	0	Sorensen, Meredith, Chair (Clinical-Surgery)	X	Thompson, Rebecca (Clinical – Neurology)	X		

Student Voting Members

Year 1

Hernandez, Eli	X	Li, Kevin	X	Pfaff, Mairead	X	Plona, Kelsey	X
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Year 2

Fong, Justin	0	Gil Diaz, Macri	0	Maosulishvili, Tamar	X	Thomason, Helen	X
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Year 3

Carhart, Briggs	0	Fitzsimmons, Emma	X	Thomson, Chris	X	Xu, Jane	0
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Year 4

Banerji, Sarah	0	Cheema, Amal	X	Hanley, Meg	X	Morris, Linda	X
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MD/PhD

Emiliani, Francisco	0	Zipkin, Ronnie	0	Keim, Abigail	X	Reiner, Timothy	0
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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)	X	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)	X	Reid, Brian (Associate Director, Educational Technology)	X
Ricker, Alison (Clinical - Director, Clinical Curriculum)	X	Rose, Amy (Administrative Support, UME Affairs)	X	Cameron, Justine (Director, Accreditation & CQI)	X	Shaker, Susan (Preclinical- Manager)	0
McBride, Lisa (Associate Dean, Diversity, and Inclusion)	0	Weissburg, Paul (Associate Dean, Evaluation and Assessment)	0	Levy, Campbell Phase 3 Director	X		

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

Tersio, Isabelle	0						
Vice Chairs for Academics – Student Government							
Thomson, Chris	X	Morris, Linda	X				

Former MEC Student Members – Student Government

Guest(s)							
Timothy Gardner		Scottie Eliassen					
Andrew Crawford		Steve Bensen					

Call to Order

Meredith Sorensen, MD Chair – Medical Education Committee

Meredith Sorensen, called the meeting to order at 4:02.

Announcements

Meredith Sorensen, MD

1. Working Groups – We have finalized the members and chairs for the working groups. Pathways group is larger because this group is tasked with a new initiative and the other groups will likely dissolve after their work is finished. Charges and timelines are in progress. Ex-officio MEC members can reach out to Chairs to get involved or may be asked to get involved if expertise is necessary for any of these working groups.
2. December MEC Meeting will be in person at DH (room location – TBD) with cookies. We are going to try and have quarterly in person meetings.

Approval of Meeting Minutes

Meredith Sorensen, MD

Approval of October 2022 meeting minutes.

Leah Matthew made a motion to approve the October 2022 MEC meeting minutes. The motion was seconded by Barbara Homeier. The motion passed by a unanimous vote.

Student Issues & Feedback

No student issues were brought to the meeting.

Consent Agenda

1. On-Doctoring Course Objective Change – Dr. Rosh Pinto-Powell & Dr. Leah Matthew

- Following up on the MEC course review of On Doctoring in September, we propose the removal of one course objective, “Demonstrate effective use of shared decision-making using patient decision aids.”
- Rationale: On Doctoring covers shared decision making but does not assess it sufficiently to include it as a course objective. Any session-level objectives mapping to this course objective will be remapped. Shared decision making is covered in all clerkships, so students will still be able to meet the shared-decision-making program-level objective.

Meredith Sorensen made a motion to accept the On-Doctoring Course Objective Change. The motion was passed with 1 abstaining.

2. MEC Subcommittee Membership Vote – Dr. Meredith Sorensen

- The MEC voted on the membership of the Phase 1, Phase 2, Phase 3 and LC Subcommittee members.

Mairead Pfaff made a motion to accept the Phase 1 Subcommittee Members. Seconded by Paul Hanissian. The motion was passed by a unanimous vote.

Sarah Crockett made a motion to accept the Phase 2 Subcommittee Members. Seconded by Linda Morris. The motion was passed with 1 abstaining.

Leah Matthew made a motion to accept the Phase 3 Subcommittee Members. Seconded by Chris Thomson. The motion was passed by 1 abstaining.

Leah Matthew made a motion to accept the LC Subcommittee Members. Seconded by Abby Keim. The motion was passed by a unanimous vote.

3. Preclinical Student Hours Policy – Dr. Virginia Lyons

- Current Policy States:
 - Required non-course/curriculum related activities should not exceed 5 contact hours per week. Course/curricular time should be scheduled first, and non-course/curricular hours scheduled subsequently with the intention to schedule these activities in weeks when scheduled course hours are 24 hours or less.
- Revision to policy:
 - Required non-course/curriculum related activities should not exceed 4 contact hours per week. Course/curricular time should be scheduled first, and non-course/curricular hours scheduled subsequently ~~with the intention to schedule these activities~~ in weeks when scheduled course hours are 24 hours or less.
- The preclinical calendar was examined for this academic year and there were no weeks when non-course/curriculum activities exceeded 4 hours so changing from 5 to 4 will not impact the schedule. Additionally, by eliminating the phrasing of “with the intention”, these activities must be scheduled in weeks with 24 hours or less and eliminates the possibility of scheduling them in weeks with 26 hours. This will allow us to provide 12 unscheduled hours per week to students.

Leah Matthew made a motion to accept the revisions to Preclinical Student Hour Policy. Seconded by Barbara Homeier. The motion was passed by with 1 abstaining.

Old Business

1. Preclinical Calendar – Dr. Virginia Lyons

Discussion

- During the October meeting, the MEC requested some additional data about the percentages of M1 students that participated in summer research. Student Affairs estimated that 80-85% of M1 students did research last year, unsure of how many may not have attended due to the calendar conflicts.
- Student MEC reps conclusion – it makes sense to create an M1 calendar that ends a week early but to delegate this task to the Phase 1 Subcommittee so that curricular changes can be done thoughtfully across the whole year rather than just taking a week away from the block 4 courses.
- Much of the discussion revolved around the same thoughts shared during the October MEC meeting ([October Minutes Link](#))
- Since this calendar adjustment will be made in the future, there will need to be a group that develops a framework around flexibility with students’ requests for missing core curricular weeks for this academic year.

Larry Myers made a motion to accept the M1 calendar AY 2023-2024 with a July start date and June 14th end date. Seconded by Linda Morris. The motion was passed with 2 not in favor.

New Business

1. GI, Metabolism & Nutrition Course Review – Dr. Larry Myers, Dr Steve Bensen & Dr. Virginia Lyons

MEC Recommendations	Course Leader Action Plan
Re-evaluate course objectives that have a low % of mapped content. Some course objectives (e.g., #7, 11, 15 & 18) may be better suited as session objectives, could be combined, or may not have content appropriately mapped to those objectives.	The objectives listed as low % mapped do not correlate with our outliers which are 15, 18 and 7. Would delete objective 15 and 18 and would make objective 7 a session objective for the pediatric session one hour lecture.
Students felt that at times, the volume of pre-work was excessive. We ask that faculty revisit the amount of prework for each session and potentially move some material into the "supplemental material" section of Canvas. Material should be tailored to what is necessary for students to learn <i>prior to</i> Phase 2 of the curriculum.	Will review all prework and label as "required" for class, "recommended" for boards prep or supplemental or reference. Worth noting that this critique was cited on 4 (out of 78) evaluations in S2022, and was not mentioned at all in S2021 (n=71) and S2020 (n=89) versions of the course, where the amount of pre-work was virtually identical. Will monitor to see if this is a trend.
Some students felt that the metabolism portion of the course was excessive, i.e., too much focus on biochemical pathways and not enough emphasis on clinically relevant material or material that would be examined on Step I. We recommend that the course leaders review this content with input from clinical colleagues to reevaluate the appropriate level of detail.	Will reevaluate. Metabolism course and session objectives are consistent with, and in many cases only a subset of, the metabolism objectives approved by the national association of medical biochemical educators. They are designed to align closely with step 1. That being said, there is a working group that is seeking to more closely align these objectives with clinical scenarios. The progression of this work should allow for a clearer correspondence between content and clinic in the near future. Similar to critique 2 above, this critique was only cited on 3 (out of 78) evaluations in S2022, was mentioned once in S2021 (n=71) and was not mentioned at all in S2020 (n=89), where the content was virtually identical. Will monitor to see if this is a trend.
Students find it beneficial to have slides prior to class so they can take notes during the session on the slides. For sessions that are currently not distributing slides in advance, we suggest providing a version of the slides either without answers, or with "flags" indicating that answers are coming in subsequent slides. This method has worked well for other courses and students know not to "look ahead" until the answers are discussed.	Will work with large group leaders to have some version of powerpoints accessible for students during class, which maintain the problem solving challenge of the case/exercise, but still provide a framework to follow the instructors suggested answer.
The organization of the material on the liver was cited as less than ideal. We suggest thinking creatively about how this content could be better organized.	We have reordered the liver content.
Improve the format and consistency with the way that Pathology is presented in the course. At times a short lecture was presented at the start of the session that was the same as the prework. We suggest avoiding this type of repetition or at least clearly communicating the format of the sessions. Slides used during the session would ideally not be the same as the prework slides so students can practice applying their knowledge to new slides.	Path content is being reviewed and Dr Liskovsky will do the first three labs and the 4th lab will become a lecture now. All prework and learning objectives are being reviewed.

<p>Many exams in the course are missing "teaching points". These need to be entered so that the strengths and opportunities reports are useful to students.</p>	
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Marc Hofley made a motion to accept the GI, Metabolism & Nutrition Course Leader Action Plan as presented, Seconded by Barbara Homeier. The motion was passed with 1 abstaining.

2. Endocrinology Course Review – Dr. Andrew Crawford & Dr. Virginia Lyons

MEC Recommendations	Course Leader Action Plan
<p>Lectures are considered a strongpoint of this course, but the percent of lecture content is above the MEC required 40%. We recommend converting some lectures to more interactive methods, for example the histology and pathology lab sessions were converted to lectures due to the pandemic - could be changed back into labs. Additionally, consider utilizing the new pharmacology LC leader (Michael Lee) to introduce active learning for insulin pharmacology.</p>	<p>Will plan to combine the didactic lectures "Diabetic Ketoacidosis" and "Hypoglycemia" into one combined interactive session (TBL). Diabetes in America: Social Determinants of Health session will be transitioned to a required large group discussion format. Will relabel required Parathyroid/Metabolic Bone disease session as "large group discussion". Finally, it does not appear that the PBL sessions that fall during our course are mapped to our course during Ilios. I will discuss with the preclinical office mapping at least a portion of those sessions to our course, which should bring us under the 40% threshold for lectures.</p>
<p>Re-evaluate course objectives that have a low % of mapped content. Some course objectives (e.g., #2, 3, 6 & 7) may be better suited to session objectives, could be combined, or may not have content appropriately mapped to those objectives.</p>	<p>Combined course objectives 21, 22, 23, 25-28 which have low % mapping and are overlapping in their scope.</p> <ul style="list-style-type: none"> • Develop effective and respectful communication skills through promotion of a safe and respectful learning environment, listening actively and incorporating diverse perspectives, participating actively in classroom discussions and activities, and engaging in peer teaching and debate with the goal of advancing knowledge and understanding, improving decision-making and facilitating effective team performance (combines 21, 22, 26-28) • Demonstrate accountability for professional responsibilities by preparing appropriately for class sessions, being punctual, present, meaningfully engaged in educational activities and completing assignments on time. (combines 23 and 25).
<p>Reduce redundancy between prework and lecture material or notify students if the pre-work is the same material that will be covered in class (e.g., lecture slide set to preview is the same set the lecturer will use).</p>	<p>I will meet with course assistant after the launch of the canvas course page and prior to the course to ensure that it is clear that any materials that will be reviewed during the session are marked as "Session materials" and any resources that are necessary for prework are clearly marked as such</p>
<p>Students would like more content on diabetes management, specifically new diabetes technology (e.g., insulin pumps, etc...)</p>	<p>Dr Crawford met with Dr Lee (pharmacology LC leader) to discuss ways to enhance/expand discussion of diabetes medications including insulins. We will provide additional background resources/reading material to be posted to the session "Type 1 Diabetes Mellitus" for students interested in learning more about Continuous Glucose Monitors and Insulin pumps.</p>

Ensure that the difficulty level of formative quizzes/practice questions reflects difficulty of exam questions. Students praised the number of questions available on formative quizzes, but consider identifying additional USMLERx questions for formative quizzes/practice questions.	I will review the posted formative quiz questions on canvas including the % of students who answered the questions correctly. I will work to adjust the difficulty of the questions to better match the difficulty of the midterm and final exams.
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Discussion:

- Since students considered the lectures to be a strongpoint of the course, there was discussion around modifying the 40% or under language around lectures in the Principles of Pedagogy Policy. A potential solution was to make sure courses with in each block add up to under 40% lecture.

Vin Pellegrini made a motion to accept the Course Leader Action Plan as presented, Seconded by Abby Keim. The motion was passed with 1 abstention.

3. CITI Training Discussion – Dr. Tim Gardner & Scottie Eliassen

Proposal: Medical Education Committee (MEC) approval to consider one of the following approaches to facilitating Geisel Student completion of CITI training during medical education. The two options to consider:

1. Add CITI training as a graduation requirement for all students, beginning with the class of 2027. Facilitate completion for Classes of 2023-2026 (currently enrolled students).
2. Facilitate student completion of CITI training for all students, without making completion a requirement.

CITI training involves roughly 12-18 hours of time. The training fulfills the majority of the LCME requirement for clinical/translational research and ethics in research education, and would complement what Geisel offers in the preclinical and clinical curriculum. The modules would be offered at prematriculation, and students would be asked to complete the training by the end of the M1 year, if added as a graduation requirement for the Class of 2027. For all currently enrolled students, access will be provided with the opportunity to complete CITI training by the end of the curricular year of their current enrollment (ideally), or by the date of graduation.

Background: Both Dartmouth College and Dartmouth Health require researchers to complete training in research ethics for working with human subjects prior to conducting research on their respective campuses. Both institutions provide courses free of charge via CITI (the Collaborative Institutional Training Initiative). Among the courses required are:

- Human Subjects Research (HSR)
- Biomedical Responsible Conduct of Research (RCR)
- Conflict of Interest (COI)
- Good Clinical Practice (GCP) with FDA Focus

The expected time to complete the modules is 12-18 hours. Certification is valid for three years, after which refreshers are required.

Student Benefit: The required courses provide learners with a background in research ethics and best practices for working with human subjects. *Students must complete these requirements prior to engaging in any research projects at Dartmouth College and/or Dartmouth Health.* Credentialing students early in their training will allow for a smoother on-boarding process for their research endeavors.

Process: On behalf of the Office of Student Affairs and the Office of Undergraduate Medical Education, we bring forward to the MEC this proposal to add CITI training as a graduation requirement for all students graduating in 2027 and thereafter, or to facilitate training for all students, if not added as a graduation requirement.

Questions to consider, if the proposal is moved forward as a graduation requirement:

- Prematriculation vs after matriculation
- Curricular vs co-curricular
- If curricular, distributed across multiple courses as a possibility

Discussion:

- The discussion mainly focused on the timing of CITI training along with if it should be a curricular vs co-curricular requirement.
- There would need to be some type of tracking system/portal for student to upload there documents to track completion.
- If we are using this to meet the curricular standard that we are teaching students translational and clinical sciences and the ethics behind it we need assessments and show that students achieved those objectives. There is a hybrid way to do this – have students complete this prematriculation and then in a preclinical course, it could be assessed.
 - Currently, the LCME has cited Element 7.3 Scientific Method/Clinical/Translation Research an unsatisfactory element, adding this as a curriculum requirement could help make progress on this element.
- There was a suggestion made about the Phase 1 Subcommittee look at weaving this into courses.
- The MEC will vote on this during the December meeting.

4. LC Review Update – Dr. David Mullins

- Postponed to December MEC meeting.

Ongoing Business

- Working Groups Charges & Timelines
- CITI Training
- LC Review
- Phase 2

Future Meetings

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

- December 14th (in person)
- January 18th