STUDENT EDUCATION GROUP (SEG) MEETING AGENDA
June 4th, 2019

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<td>5:30 - 6:15</td>
<td>Guest: Dr. Karen Lounsbury</td>
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<td>6:15 – 6:20</td>
<td>SJC Updates (Jacob Weiss)</td>
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<td>6:20 – 7:00</td>
<td>Committee and Course Updates</td>
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TEAMS

- **Team 1:** Ethan Witt, Sienna Searles, Maggie Carey  
  Foundations: FoCS, PCR  
  Liaison roles: Library, Academic Supports, Communications

- **Team 2:** Daniel De Los Santos, Audrea Bose, Megan Boyer  
  Foundations: A&D, NMGI, DIV  
  Liaison roles: Elections, Position Statements

- **Team 3:** Hanna Mathers, Flora Liu, Kelly Chan  
  Foundations: Neural Science, Connections, PHP  
  Liaison roles: Teaching Academy, LIC

- **Team 4:** Chad Serels, Sidney Hilker, Rachel Harrison  
  Foundations: CRR, Generations, Convergence  
  Liaison roles: Technology, Clinical Skills

COMMITTEE REPORTS

**MCC COMMITTEE** (Chad Serels, Kalle Fjeld, Luke Higgins)  
**FOUNDATIONS COMMITTEE** (Scott Olehnik and Sidney Hilker)  
**CLERKSHIP COMMITTEE** (Hanna Mathers and Caroline Vines)  
**AAMC REP:** (Brian Rosen)
Student Education Group
6/4/2019
Minutes

Members unable to attend: Sienna Searles, Kelly Chan, Dean Zehle, Ethan Witt, Daniel De Los Santos

Members in attendance: Maggie Carey (skype), Rachel Harrison, Megan Boyer, Sidney Hilker, Flora Liu (skype), Leigh Ann Holterman, Hanna Mathers, Audrea Bose (skype), Chad Serels

Committee Members in attendance: Caroline Vines (Clerkship), Luke Higgins (MCC), Scott Olehnik (Foundations), Jacob Weiss (SJC), Kalle Fjeld (MCC), Chad Serels (MCC), Sidney Hilker (Foundations), Hanna Mathers (Clerkship)

Minutes by: Megan Boyer

Chairperson: None

Guests: Dr. Karen Lounsbury

Guest – Dr. Karen Lounsbury
- Here to discuss the format of SEG’s role in course reviews
- Audrea mentioned that SEG would like to reduce redundancy in our end of course presentations, which are typically followed by a similar presentation by the course director.
  - Proposed making a document with formal information about the course and takeaways
  - Work on a presentation with the course director to point out the student perspective, which is usually what the SEG presentation highlights
- Dr. Lounsbury wants to avoid losing the student voice at the Foundations meeting
  - This doesn’t mean we have to have a co-presentation, but we still need to have a specific time allotted for student input
- Still need to have SEG members attend the Foundations meetings
- We would still present our report at the meetings, and a copy would be provided to Dr. Lounsbury as we do with presentations now
- The quality control committee will do an independent review of the course as well
  - There will still be a course director presentation, a formal report, and review of evaluations
- We will stick with the old format until further notice because we need it to be approved before transitioning
- Sidney said it would be great to have the schedule for course reviews ahead of time so we know when our members are presenting.
Usually the presentation is 2 months after the course, with the exception that PHP got pushed back a bit

- The quality control committee format and student representation ideas should be formalized by the end of the summer
  - Leigh Ann is helping organize this and is very open to student ideas, so send them her way if you have any
- Leigh Ann noted that plans need to be made for representation on the main student leadership groups going forward, as we have more students at WCHN next year.
  - This might need to be written into the bylaws so we know how many representatives we should have per campus
  - Maybe a WCHN person, 2 at UVM, and a member at large

**SJC Update:**

- They’re continuing to push for social medicine themes of the week going forward
  - This is a little awkward with PCR ending (no longer have naturally integrated themes), but they are working with Dr. Gupta to see what fits each week
- They are staying in touch with different student groups and serving as more of a coalition group again
- They put out a survey on social medicine curriculum from this year to gauge feelings/opinions about it
  - High response rate
  - Looking forward to seeing how students felt about it
- They are trying to get in touch with Dr. Everse to formalize FoCS for the fall
- Dr. Gupta has been extremely responsive so far throughout Neural Science
- There is a luncheon coming up on harm reduction and suicide prevention
  - June 10th
- Some members are currently at a meeting in Mexico about taking social medicine curriculum from concept to practice
- Engaging with administration about academic integrity and trying to figure out a bias response team
  - If situations arise in the future, they can be handled in a sensitive manner
- Meeting with administration to formalize faculty responsibilities for social medicine curriculum
  - Is there someone overseeing social medicine in the VIC?
    - Trying to make it as continuous as possible for future classes, so it would be ideal to have a faculty member associated

**Committee Updates:**

- **MCC:** None
- **Foundations:** Sidney
  - Reviewed Convergence course at the last meeting
  - Presentation by radiology attending on how to integrate radiology into curriculum
    - Chad brought up that this might be a good idea for a longitudinal project for a 4th year TA or a scholarly project
    - It would be great to become more flexible with ideas of what TAs/scholarly projects can do
    - They want to upgrade existing radiology modules and create new ones
○ What should this module be used for is the question
  • Prereading, supplemental information, quiz on it, etc.

  • Clerkship:
    • Hanna and Caroline
      ○ Students at CT didn’t feel like they had all the info needed for CSEs
        • Emphasized that there needs to be a more streamlined way of presenting information to Shirley about student concerns
        • Would appreciate feedback from third years
        • Want to know if students can find CSE information easily and if expectations are clear
        • Currently, some rotations tell you what they expect you to be able to do for a CSE more than others
        • Some student feedback was that CT SPs were trained “differently” in a way in which they were not comparable to VT SPs
          • However there were no stark differences in overall grades
        • Audrea brought up the Pediatrics rotation in Norwalk and how students were sent to Florida but had to take the CSE in CT and then drive back to Burlington
          • This is probably part of the push for making CT a campus, which may also include the capabilities of a testing center
          • This is something to bring up and make the administration aware of
      ○ Mixed feedback on bridge week activities
        • Makes it challenging for course director to know what changes to make for the next year’s class
        • They added more time for certain sessions and slightly edited the schedule rather than eliminating any activities
        • Tried to make bridge weeks very interactive
          • As far as grading goes, the course director could write something on your evaluation blurb if you were very engaged, but not officially graded
    • Tim Moynihan
      • Wants to be able to help students (academically) sooner
      • The school can see how you’re doing on STEP 1 practice exams and have this as an idea of how you’ll perform, but this isn’t the case for shelf exams
        • There’s an algorithm for STEP and points throughout Foundations that help predict who’s likely to score what
      • Want to set up resources for clerkship year to help students who may be struggling before they do poorly on a shelf
      • Chad asked what percentage of students don’t honor in a rotation because of the shelf score
        • Hanna will ask this at the next meeting to see if we can get firm data on it
        • Essentially emphasize that evaluations are 70% of the overall score, but students don’t feel this way
    • Active learning in the clerkship years
      • Doesn’t really exist in most clerkships as of right now
      • Want to figure out how to incorporate active learning across sites
        • Need to ensure that sites are comparable
    • Patient tracker should be used to identify populations at certain sites
      • Not a ding on you that you can’t find a certain patient, but might just be that the site doesn’t have those patients
      • Theoretically the site should help you see these cases in person, or provide an online case if this is not possible
There shouldn’t be pressure on the student to see something in clinic that may not exist where they are.

The clerkship representatives will also bring up the purpose of filling patients in to records within 2 weeks to hear the administration reasoning.

- **AAMC:**
  - None
- **Active Learning Task Force**
  - Sienna
    - Revising faculty SOPs for a more comprehensive timeline of what should be happening when
    - The question came up on whether students should be referred to the Fitness Committee for taking pictures during class sessions of material they were asked not to photograph (i.e. TBLs)
    - Following one SOP for each modality for both students and faculty instead of separate SOPs
    - Continued enforcement of concept slides only being released, not faculty versions of powerpoints

**Task List:**
- List of social medicine themes of the week – Dr. Lounsbury, Sheridan, Jacob
- Add Eileen and Tim to schedule - Rachel
- Chair and co-chair need to be elected – Megan will send out a nomination email, Leigh Ann will send out an election survey