

# **STUDENT EDUCATION GROUP (SEG) MEETING AGENDA**

## **November 5<sup>th</sup>, 2019**

<b><u>Time</u></b>	<b><u>Topic</u></b>
5:30 – 5:45	Housekeeping
5:45 – 6:15	Guest: SJC to present on survey data
6:15 – 6:25	Welcome 1 <sup>st</sup> years! SEG mini-rundown
6:25 – 6:35	CT vs VT SEG Representation
6:35 – 6:45	SEG in Clerkship Discussion
6:45 – 7:00	Course + Committee Updates

### **TEAMS**

- **Team 1:** Ethan Witt, Sienna Searles, Maggie Carey  
Foundations: FoCS, PCR  
Liaison roles: Library, Academic Supports, Communications  
Clinical Rotations: Psychiatry, Family Medicine
- **Team 2:** Daniel De Los Santos, Audrea Bose, Megan Boyer  
Foundations: A&D, NMGI, DIV  
Liaison roles: Elections, Position Statements  
Clinical Rotations: Surgery, Emergency Medicine
- **Team 3:** Hanna Mathers, Flora Liu, Kelly Chan  
Foundations: Neural Science, Connections, PHP  
Liaison roles: Teaching Academy, LIC  
Clinical Rotations: Internal Medicine, Neurology/Outpatient
- **Team 4:** Chad Serels, Sidney Hilker, Rachel Harrison  
Foundations: CRR, HDRH, Convergence  
Liaison roles: Technology, Clinical Skills  
Clinical Rotations: Ob/Gyn, Pediatrics

### **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  
11/5/2019  
Minutes**

**Members unable to attend:** Chris Bernard, Ethan Witt, Audrea Bose, Leigh Ann Holterman, Dean Zehle

**Members in attendance:** Rachel Harrison, Megan Boyer, Sidney Hilker, Chad Serels, Flora Liu (skype), Maggie Carey, Kelly Chan, Sienna Searles (skype), Daniel De Los Santos, Hanna Mathers (skype)

**Committee Members in attendance:** Luke Higgins (MCC), Chad Serels (MCC), Sidney Hilker (Foundations), Hanna Mathers (Clerkship)

**Minutes by:** Megan Boyer

**Chairperson:** Chad Serels and Sidney Hilker

**Guests:** SJC

#### **Housekeeping**

- Created a text group on GroupMe for SEG
- Search committee for senior Dean of Medical Education
  - Narrowing it down to finalists
  - Will be 3-4 finalists who come spend 2 days at UVM
  - Dean wants those finalists to meet with student leadership groups
    - Want 2-4 people from each leadership group to meet them
    - Want the same people to meet each finalist (ideally)
- Bylaws
  - For SEG election- highest number of votes for candidate from CT campus, highest number of votes for candidate from VT campus, and next 2 highest voting getters
  - There was a comment on the bylaws about what happens if someone switches campuses
    - Think this may be unlikely for this first go around, but we can make changes if people feel that is necessary

#### **Guest – SJC (Sheridan Finnie)**

- Social medicine curriculum (social medicine theme of the week and integrated curriculum) was implemented last year by SJC working with faculty/administration
  - Relatively new element of the curriculum
- Developed and implemented a survey to students and faculty at the end of last school year to gain feedback

- Presenting at AAMC this weekend
- Question: What were the student and faculty reactions to the preclinical curriculum in social medicine?
  - Used limesurvey to create surveys for students and faculty
  - Used STATA for basic descriptive statistics
  - Used grounded theory to look at qualitative data
    - Coding data, conceptual categories and themes that represent the main points
  - Made a conceptual model to demonstrate the findings
  - This is preliminary data, a final report will come out at a later date
- Quantitative Findings
  - Majority of students were aware of the social medicine theme of the week curriculum
    - Most students rated it as “very helpful” or “a little helpful”
    - Coverage of most topics were rated as “too little” (race, sex and gender, LGBTQ content, poverty, global health, structural violence)
    - More than 70% of students responded
  - 52.5% of faculty were aware of the social medicine theme of the week curriculum
    - Less faculty responded (limitation)
    - High level of agreement in feeling that there was “too little” of each individual topic coverage
    - Reported limitations
  - Qualitative findings
    - Start at lower level and build to higher level conceptual categories
    - Student
      - Explicit structure of curriculum
        - Course directors
        - PCR
        - Not integrated across curriculum
      - Content and pedagogy
        - Topic areas covered well
        - Topic areas that fell short
      - Ongoing approach to curriculum delivery (“next steps” going forward)
        - Faculty training to integrate this in the future
        - Format change to delivery of the content (online resources, etc.)
        - Student announcement quality (stories, practicality)
    - Faculty
      - Explicit structure of curriculum
        - Unaware of the structure
        - Unaware of topics to link to curriculum
      - Content and pedagogy
        - Require guidance from a content expert
      - Ongoing approach to curriculum delivery (“next steps” going forward)
        - Faculty training to integrate this in the future (different elements)
        - Learning curve
- Recommendations

- Improve the topical content, curricular process, and institutional process
  - Based on results of survey and medical education literature
- What are the next steps in terms of LCOM implementation?
  - Continue to collaborate with course directors to build social medicine curriculum
    - Create an individualized approach that works for each course director
- Who does this development in the curriculum come from?
  - Teaching Academy is very excited to work with faculty to help teach these topics
  - Ultimately will need to come from administration to build in training for LCOM faculty
  - Support of individual course directors does help faculty build this content
- Have any changes already been implemented at the ground level?
  - Really depends on course itself
  - M1s have a bubble on their calendar that shows social medicine theme of the week
    - Will continue into M2 year as well once themes are more well-established
  - Emphasized the importance of strong narratives in presenting this information

### **Welcome 1<sup>st</sup> Years!**

- Nina Feinberg
- Helen Gandler
- Will Brown
- Alex Cohen
- Naomi Koliba
- Dana Allison
- Michael Lawler
- Raj Aurora
- Lauren Coritt
- Anna Chamby
- Alexis Miller

### **CT vs VT SEG Representation**

- Top vote from CT, top vote from VT, next 2 highest voted candidates

### **SEG in Clerkship Discussion**

- Revisit this when Leigh Ann is here

### **Course and Committee Updates:**

- Foundations
  - Final stages of Dean of Medical Education search
  - New PCR director
  - Went over the search feature for the curriculum mapping (important for LCME visit)
- Clerkship
  - Honors cut off for classes
    - Didn't recommend any changes to the 50<sup>th</sup> percentile
      - Need to get over 50% on exam to be eligible to honor

- Will discuss changes to evaluation process in the future
- Feedback is needed on clerkship information dissemination
  - How did students feel about the information session this year?
- Search for new Associate Dean for Clinical Education
  - New person should be put in charge before December
- Will bring up eligibility for honors and evaluation process at next meeting
  - Seems like most clerkship directors would be on board about these conversations
- MCC
  - Approved new director and associate director of EM AI
  - Approved QAR for family medicine
  - Some discussion of host families and sites for family medicine
  - Neural Science QAR approved
    - Significant improvement over the past 2 years
    - Dr. Gupta has a lot of ideas on how to move forward
  - Presentation on academic outcomes
    - Some discussion on presenting active learning outcomes
  - First Jumpstart VIC meeting is tomorrow so if you have questions email Luke
- FoCS
  - Maggie did an open feedback session recently
    - Decent amount of feedback about metabolism and embryology
  - Seems to be an issue with communication with embryology professors as to what is covered
  - First years in attendance state that there seems to be a push to create a foundational understanding of metabolism
    - Suggested maybe doing a lecture to start, then workshop, then a recap
    - Pre-work also tends to be dense as well (textbook chapters)
  - This year there was a change to make renal information on a separate exam (new block) from cardio and respiratory units
- CRR
  - Cardiology and Respiratory both had really strong point professors, Dr. Hale is aware of some changes that need to be made to make renal successful
  - People felt like they needed a bit more time for cardio
  - Second years were talked to today about attendance in class
    - Announcement was less about attendance and more so about creating a conversation about this
    - Lots of points to consider when talking about making class mandatory (wellness, preparedness of every student in the room, etc.)

**Task List:**

- Collect SEG interest statements and distribute election - Megan