

Student Education Committee Minutes

Nov. 1, 2022

Agenda

<u>Time</u>	<u>Topic</u>
5:30 - 5:40:	Introductions
5:40 - 6:10:	Guest: Dr. Leila Amiri (Dean of Admissions)
6:10 - 6:30:	Dean Zehle Updates
6:30 - 6:50	Course/Committee Updates
6:50 - 7:10	Project Tracker
7:10 - 7:30:	Debrief, Q&A for M1s, Wrap-Up

Teams

Team 1: Will Brown, Heather Giguere, Jack Braidt

Foundations: FoCS, Convergence

Liaison Roles: Library, Technology

Clinical Rotations: Psychiatry, Family Medicine

Team 2: Delaney Sztraicher, Will Yakubik, Megan Zhou

Foundations: A&D, NMGI, DIV

Liaison Roles: Elections, Communication

Clinical Rotations: Surgery, Emergency Medicine

Team 3: Raj Aurora, Sam Afshari, Ryan Kelly

Foundations: Medical Neuroscience, Connections, PHP

Liaison Roles: Teaching Academy, Academic Support, Commons

Clinical Rotations: Internal Medicine, Neurology/Outpatient

Team 4: Anna Chamby, Dan Fried, Ying Loo, Tyler McGuire, Chellie Nayar

Foundations: CRR, HDRH, PCR

Liaison Roles: Technology, Clinical Skills

Clinical Rotations: OB/GYN, Pediatrics

COMMITTEE REPORTS

MCC COMMITTEE (Dinkar Ahuja, Amanda Galenkamp, Aathmika Krishnan)

FOUNDATIONS SUBCOMMITTEE (Dan Fried, Julie Connor)

CLERKSHIP SUBCOMMITTEE (Will Brown, Sean Muniz)

AAMC REP: (Ariella Yazdani, Jack Steinharter, Neeki Parsa)

ADVANCED INTEGRATION: (Anna Chamby, Kaileen Cruden)

EVALUATION SUBCOMMITTEE: (Heather Giguere, Aria Elahi)

Attendance:

Last Name	First Name	Title	Present/Absent
Afshari	Sam	Vice Chair	P
Aurora	Raj	CQI Committee Representative	P
Braidt	Jack		P
Brown	Will	Clerkship Subcommittee Representative	P
Chamby	Anna	Chairperson, Advanced Integration Subcommittee Representative	P
Fried	Dan	Foundations Subcommittee Representative	P
Giguere	Heather	Evaluation Subcommittee Representative	P
Kelly	Ryan		P
Loo	Ying		P
McGuire	Tyler		P
Nayar	Chellam		P
O'Connor	Julia	Staff Advisor	A
Sztraicher	Delaney		A
Yakubik	Will		P
Zehle	Christa	Faculty Advisor	P
Zhou	Megan		P
Guests			
Krishnan	Aathmika	MCC Representative (co2025)	P
Ahuja	Dinkar	MCC Representative (co2023)	
Galenkamp	Amanda	MCC Representative (co2024)	
Muniz	Sean	Clerkship Subcommittee Representative	
Connor	Julie	Foundations Subcommittee Representative	
Cruden	Kaileen	Advanced Integration Representative	
Elahi	Aria	Evaluation Subcommittee Representative	
Krutyakov	Anton	M1 guest	
Hwang	Tim	M1 guest	
Mitchell	Henry	M1 guest	
Watkins	Trevor	M1 guest	
Thompson	Adam	M1 guest	
Chmait	Hikmat	M1 guest	
Levine	Jonah	M1 guest	
Woolton	Abigail	M1 guest	
Santhanakrishnan	Shruthi	M1 guest	
Aziz	Haziq	M1 guest	
Eaton	Jenna	M1 guest	
Kambli	Ru	M1 guest	

Nguyen	Michelle	M1 guest	
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Minutes

- **Guest: Dr. Leila Amiri (Dean of Admissions)**
 - Campus designation during the admissions process & information provided to prospective students
 - The goal of admissions is to advertise campus selection genuinely
 - The information on the Larner site is the entirety of what is provided
 - Admissions is looking to update the advertisement of both clinical campuses
 - Make sure the CT and VT sites provide equivalent amount of info
 - Provide more info about CT housing and moving timeframe
 - Looking to secure student housing in CT
 - Looking into a platform that provides info on housing in CT and a way to connect to prospective roommates
 - Campus assignments and how info is presented to prospective students
 - Presentation on interview day regarding the two campuses
 - Highlight that curriculum is the same, but there are differences in other areas
 - Research opportunities
 - Patient demographics
 - Guidance
 - Survey for accepted students is changing
 - Students will be asked to provide a narrative on their campus preference
 - Chellie: What is the aim of the student narrative required for campus choice?
 - Looking for students who name specific aspects/qualities of the campus they want to attend to have more engagement with the campuses
 - Accepted students will be given until April 30 to Plan to Enroll
 - The hope is that less interested students will decline earlier so spots open for interested students
 - In the past model “VT/CT only” prospective students would not get selected if there was not a spot in their selected campus
 - Campus selection only plays into acceptance when considering the waitlisted students
 - Will not assign students to a campus after acceptance this due to risk of over assigning spots; Admissions will review this when we they have more data
 - Of note: 89 spots in VT, 35 in CT
 - “Prefer/only” options for campus selection pose some issues

- Some students who have UVM listed lower on their list chose “only” because they feel they can
 - For this reason, the narrative aspect of campus selection is important
- Anna: What info is given about the CT campus during interviews?
 - Students are under impression that all VT rotations will be at UVMCC
 - Working to disband this by providing the list of VT based clerkship sites on interview day
 - There is clinical research in CT
 - There are Deans available on the CT campus
 - Higher cost of living in CT
 - Basic science research in VT
 - Global Health program available to students on both sites
 - Changes to the financial aid page
- Raj: Is the admissions video that was made still going to be used?
 - Yes, but currently waiting on the draft from the vendor
 - Is resident life being incorporated into the admissions video highlighting clerkships?
 - The goal is yes, but will not know until the video is received
- Diversity statement for CT campus should be highlighted in the info given about CT
 - CT not academic center, and has an exposure to medical students from other schools and international medical students
 - Some reluctance to share that there are students from other medical schools due to comments from students with hesitancy to rotate with these students
- It would be helpful to talk about what it is like to live in VT/CT, because a lot of students who tried to switch in simply didn't know what life in VT/CT is like
 - Admissions would be interested in having current students talk to prospective students about life on each campus
 - Would be especially beneficial for students from states that are further away who have less knowledge of both areas
- One of the major concerns from students is quality of education at CT vs. VT
 - Advertising that the quality of education is not necessarily different, but the required learning styles are different will be important. This is also emphasized during interview day.
 - The same learning goals/objectives are present on both campuses
 - CT is a self-driver campus; students have more control over their clinical experience
- Might be helpful to have information on the clerkship site directly comparing the two campuses
 - Can include discussion about clinical mentorship (e.g. Dean involvement at CT campus is central to advising, difference in availability of residents/fellows)

- Sam: would it be plausible down the line to provide match data from each campus?
 - There is no problem collecting/publishing that data
 - The first year we could do this would for co2023 (first class to have been designated a campus at matriculation)
 - Anna: Could we have an opt in option for students to share their campus when declaring their match results (for published list)?
 - Some concern about how this data would influence prospective students
 - Match rates into a given specialty change year to year and can be deceptive
 - Students make acceptance decisions based off this data
 - Students will look at the match list regardless of whether clerkship campus is given
 - Admissions is also considering adding campus-specific prompts to secondaries
 - What can SEC help with?
 - Organize the webinar for campus info session
 - Incorporating campus assignment-related prompts into secondaries
 - Participation in Closer Look sessions
 - **Dean Zehle Updates**
 - Meeting with Dr. Feldman regarding WOW project (revamping LCOM walls)
 - WOW met with Dean Page this week and will meet again to discuss long term/short term goals
 - Convergence course delivery
 - Student-driven survey polling co2025 about preference for Convergence delivery (remote vs. in-person)
 - Still under discussion, but the decision will go to the Nov. MCC meeting
 - Offering remote Convergence
 - Course has high educational value when delivered in person?
 - Administration is also aware of the impact on CT students for moving, STEP impact
 - Anna: How might MCC lean on that decision?
 - Current options on the table:
 - In person only
 - In-person in VT, remote option for CT students
 - In-person in VT, remote option for VT and CT students
 - Dean Zehle cannot predict what MCC will decide but knows they will review the information provided thoughtfully and make an informed decision.
 - The main thing to consider: is there enough of a discrepancy between remote and in-person delivery to require in-person sessions?
- Students report:

- Some people found remote sessions to be a good experience while others did not
 - It does make taking Step out of state easier
 - If it is possible to deliver both, it could be beneficial to both people who would prefer remote and those who would prefer in-person
 - Is there a logistical challenge to using both modalities?
 - No, it is not unreasonable to consider this option and it is not logistically impossible
- There is concern from educators of it being a slippery slope (allowing room to request that more classes become remote)
 - Students confirm that large group courses like FoCS and could not go remote
- Offering the option to students would provide data that could be studied (e.g. effectiveness of remote vs. in-person delivery)
- If students take the course from different time zones this could impact the learning of the group
 - Timing of the course could be changed potentially to accommodate students in different time zones
 - Or there is the potential to make time-zone groups
- The course director (Dr. Miller) and Dr. Lounsbury will formulate a proposal to submit to MCC
- Aathmika: Does the administration have an idea of when the decision can be made, considering student need to plan around it?
 - Would be ideal to do so before winter break
 - Administration will send out communication to class with updates
 - Would be helpful to list the options under discussion
 - And clarify that all are under consideration and that the course may not change
 - MCC will meet Nov. 15th, but the decision would be communicated the 16th
- Anna: Some confusion around holidays and the policies around electives, can we have some clarification around these policies for M4 year?
 - The holidays observed may differ based on clinical site
 - The attendance policy indicates that the expectation is for students to participate in clinical activities during the holidays, but that the discretion is at the faculty preceptor or clinical team.
- LCME status report
 - LCME site visit and received 8-year accreditation
 - LCOM must submit status report come Dec. updating on progress with satisfactory with monitoring or unsatisfactory standards
 - Areas to work on:
 - Research access

- Responsiveness, satisfaction with pre-clinical integration
 - Diversity of senior administrative staff
 - Study/lounge space
 - Self-directed and life-long learning
 - May have more to do with the confusion surrounding the definitions
 - Medical student feedback, primarily from clerkship
 - Student career advising
 - Financial aid, debt-management counseling
- **Course/Committee Updates**
 - Tabled in the interest of time
- **Project Tracker**
 - Tabled in the interest of time
- **Debrief, Q&A for M1s, Wrap-Up**
 - Updates on FoCS
 - Objective clear, evaluations fair
 - FoCS is time intensive especially with respect to time spent on campus, but it is manageable
 - Feedback on Anatomy and Radiology integration
 - Generally good feedback regarding the latest version
 - Clinical correlates, imaging have played during shadowing
 - Full body scans were invaluable, but difficult to find
 - How is peer teaching in anatomy going?
 - There is not enough time for all the groups to teach their dissections
 - Attendance is supposed to be mandatory, but this is not enforced
 - Rotating the groups could help so it wasn't the same person always missing
 - And because some people don't like to touch the donors
 - How would students feel about making the imaging review sessions more in the style of active learning vs. lecture?
 - Not sure, but more of an intense intro to imaging could be helpful
 - Additionally, having the initial CT scan instructional session at a different time than anatomy lab would be helpful
 - When do you go to SEC vs. a course director to issues?
 - Either will take feedback
 - May be a matter of student comfort
 - FoCS is also different because Dr. Everse overseeing a lot of different mini-courses within one larger course
 - Things become more condensed after FoCS as courses will have one course director and one more focused course
 - Overview of SEC for M1's
 - Roles
 - Team structure

- Elections

Action Items:

Topic	Action/Initiative Needed	Sub-Committee Owner(s) for Action/Initiative
Admissions	Add Admissions to a SEC team role (likely at Retreat)	All