

CEPC MEETING AGENDA
5:00 PM - 6:30 PM
4/21/2025

CHAIR:

Dr. Maureen Francis, MD, MACP, MS-HPed

VOTING MEMBERS:

Dale Quest, PhD; Biff Palmer, MD; Fatima Gutierrez, MD; Patricia Ortiz, MD; Jessica Chacon, PhD; Khanjani Narges, MD, PhD; Munmun Chattopadhyay, PhD; Marwaha Komal, MD, PhD; Natalia Sidhu, MD; Alexandria Melendez-Zaidi, MD

EX-OFFICIO:

Lisa Beinhoff, PhD; Martin Charmaine, MD; Tanis Hogg, PhD; Jose Lopez; Neha Sehgal, DO

STUDENT REPRESENTATIVES:

Sami Daye MS1 (Voting); MS1 Neha Bhupathiraju (Ex Officio); Kristina Ingles MS2 (Voting); Samuel Aldous MS2 (Ex Officio); Katherine Asmis MS3 (Voting); Joshua Salisbury MS3 (Ex Officio); Rowan Sankar MS4 (Voting); Nikolas Malize MS4 (Ex Officio)

INVITED/GUESTS:

Thwe Htay, Priya Harindranathan; Namrata Singh, Lane Mariela, Lee Rosenthal, Thomas Ronald, Hartl Katie, Godinich Brandon, Parsa Michael

REVIEW AND APPROVAL OF MINUTES

Minutes Attached

ANNOUNCEMENTS

Presenter(s): Dr. Francis

ITEMS FROM STUDENT REPRESENTATIVES

Presenter(s): Students

ITEM I Pre-Clerkship Phase Review - Colloquium III & IV – Course Directors

Presenter(s): Drs. Singh and Quest

ITEM II Pre-Clerkship Phase Review – SPM III & IV – Course Directors

Presenter(s): Drs. Marwaha and Chacon

ITEM III Pre-Clerkship Phase Review – REVIEW TEAM VIII (SPM III & IV)

Presenter(s): Drs. Chattopadhyay, Lane and Godinich Brandon

ITEM IV Pre-Clerkship Phase Review - REVIEW TEAM IX (Immersion)

Presenter(s): Drs Parsa, Dr. Hartl, Thomas Ronald and Katherine Asmis

Adjourn

CEPC Monthly Meeting Minutes
5:00 PM - 6:30 PM
04/21/2025

MEMBERS IN ATTENDANCE:

Maureen Francis, Dale Quest, Biff Palmer, Patricia Ortiz, Jessica Chacon, Khanjani Narges, Munmun Chattopadhyay, Marwaha Komal, Natalia Sidhu, Alexandria Melendez-Zaidi, Tanis Hogg, Jose Lopez, Martin Charmaine, Sami Daye, Neha Bhupathiraju, Kristina Ingles, Katherine Asmis, Joshua Salisbury

MEMBERS NOT IN ATTENDANCE:

Fatima Gutierrez, Nikolas Malize, Rowan Sankar, Lisa Beinhoff, Neha Sehgal, Samuel Aldous

PRESENTERS/GUESTS IN ATTENDANCE:

Corina Bustillos, Namrata Singh, Lee Rosenthal, Hartl Katie, Godinich Brandon

INVITED/GUESTS NOT IN ATTENDANCE:

Thwe Htay, Priya Harindranathan, Parsa Michael, Lane Mariela, Thomas Ronald

REVIEW AND APPROVAL OF MINUTES

Dr. Francis

Approval of the meeting minutes from April 14, 2025 was deferred to the May meeting.

ITEMS FROM STUDENT REPRESENTATIVES

MS1/MS2/MS3/MS4

MS1 student shared that over the past few weeks, the class has had many tasks scheduled closely together, making the workload feel heavier. In addition to being in the renal unit, they also had several non-renal tasks, such as the SARP and IOP proposals, longer Medical Skills TBL sessions (2.5 hours instead of 1 hour 45 minutes), IRAT and TRAT assignments, and SCI work that requires preparation outside of class. Last Wednesday, they had a 2-hour health department visit for SCI, on top of 4 hours of required prep. Students are asking faculty to improve communication around scheduling so they can manage everything more effectively.

Dr. Chacon shared that the faculty has begun discussing the upcoming academic year, specifically whether the timing for submitting the SARP project plan should remain the same. Currently, it falls around the second week of the renal unit. Dr. Chacon invited student feedback on whether this timing still works or should be adjusted.

MS1 students responded that it would be helpful if some of the assignments, such as the SARP, the SCI problem set, or others, could be spaced out more. They noted that shifting even one of these tasks could ease the heavy workload during the current three-week period when many deadlines are overlapping.

MS2; MS3 & MS4: No issues reported.

ITEM I Pre-Clerkship Phase Review - Colloquium III & IV – Course Directors

Presenter(s): Dr. Singh

*Please see attached report

College Colloquium III and IV maintained a consistent structure from the previous academic year, with no major changes to instructional methods or assessments. The courses centered around student-led presentations, where teams researched and delivered content on assigned topics. Session-level objectives were mapped to the PLFSOM Educational Program Goals and Objectives (PGOs), though later review suggested this mapping was too broad for what the instructional methods could realistically achieve. Mapping was also

conducted to align with the school's social justice curricular objectives. Overall, course evaluations were positive. However, some expressed concerns about the length of sessions (two hours) and the number and timing of written assignments.

Several challenges emerged throughout the year. There are 8 college mentors covering 5 colleges. Ideally, there would be 10 college mentors for 5 colleges. This poses a concern as the school has expanded to five colleges and is potentially adding a sixth. In addition to staffing issues, there were inconsistencies in how the courses were implemented across colleges. These inconsistencies included differences in pre-work expectations, the scope of topic coverage, and how student learning objectives were approached. As a result, not all students may have had equivalent learning opportunities.

Another issue was the overlap between content in SCI, which led to some redundancy in instruction. Finally, the courses did not fully meet several LCME expectations. Specifically, there were no formal self-directed learning activities, limited use of formative feedback, and a lack of narrative assessment. These gaps will need to be addressed to ensure alignment with accreditation standards.

To address these challenges, several quality improvement strategies are planned for the upcoming academic year. A major focus will be continuing efforts to recruit more mentors, ideally establishing pairs of clinician and non-clinician faculty for each college. Additionally, the school plans to open a sixth college to accommodate enrollment growth. There will also be a review and revision of how session-level objectives are mapped to PLFSOM's PGOs and social justice objectives, in order to improve alignment and reduce over-mapping. Efforts will also focus on ensuring that all students across colleges receive consistent instruction and have equal opportunities to meet the course

objectives. To better coordinate curriculum and avoid duplication, the course directors will work to identify and reduce overlap between College Colloquium and SCI content. New elements will also be introduced to improve assessment practices. These include adding formative feedback, incorporating narrative assessments, and designing self-directed learning activities that meet LCME standards. Finally, there will be closer collaboration with the Office of Student Affairs (OSA), including regular meetings and enhanced onboarding efforts for first-year students.

Dr. Francis clarified that the specific changes to the syllabus listed in the CQI section will be brought back for review at a later time. So, by accepting the presentation today, we are not voting to approve those changes. They will need to come back separately for approval.

Dr. Khanjani moves the motion for approval.

Dr. Chacon seconds the motion.

No objections: Motion was approved

ITEM II Pre-Clerkship Phase Review – SPM III & IV – Course Directors

Presenter(s): Dr. Marwaha

*Please see attached report

Dr. Marwaha presented a comprehensive review of the Pre-Clerkship Phase for Academic Year 2023–2024.

A core highlight was the intentional integration of foundational sciences with clinical applications. Sessions were structured around clinical schemes, with Worked Case Examples (WCEs) serving as a key tool to apply theoretical knowledge in clinical contexts.

The instructional approach also supported student self-directed learning through weekly formative assessments. Students received individualized

feedback that identified missed objectives and helped shape their study strategies. Beginning in AY 2024–2025, mid-unit narrative feedback was introduced for students who scored below a certain threshold and submitted their formatives on time. Additionally, the course directors emphasized mapping course objectives to program goals (PGOs), and updating content with emerging topics, such as linking the hot topic keyword “Immunotherapy” to relevant session-level objectives in both SPM Year 1 and 2. Student workload was addressed with protected study time (three half-days per week), which was positively received over successive academic years.

Several key challenges were identified throughout the course. One ongoing concern was student preparedness for the Step exam. To address this, cumulative formative and summative assessments featuring open-ended questions were introduced in AY 2024–2025, with plans to further develop this approach in AY 2025–2026. Student engagement during WCE sessions and Tuesday Afternoon Club (TAC) meetings was another challenge. Although TAC was created to support a positive learning environment through open forums and mentorship opportunities, increasing student participation remains a priority. Faculty engagement and consistency in leading WCEs were also highlighted as areas needing attention.

To support continuous improvement, several quality initiatives were implemented. In AY 2024–2025, the course directors created a comprehensive Worked Case Example Facilitator Guide to assist faculty with consistent and effective case facilitation. The number of WCEs was reduced from four to two per unit to encourage more meaningful interaction and discussion. Regular case reviews continued across SPM Year 2 units, with faculty and clinicians collaborating to ensure content quality. Cumulative testing was introduced to promote long-term retention and integration of clinical knowledge, and narrative feedback mechanisms were formalized.

Looking ahead to AY 2025–2026, further improvements are planned to enhance session interactivity and strengthen foundational knowledge. These include incorporating more active learning strategies, such as the Jigsaw method for anatomy practicals and Team-Based Learning (TBL) formats.

A student asked about the use of open-ended questions. She explained that they have started including them in summative exams, but students will have the chance to practice them on formative tests. Dr. Hogg added that open-ended questions have been used to a limited extent for a few years, and some schools use them exclusively. Published literature shows they can improve student performance on Step exams.

Dr. Sidhu moves the motion for approval.

Dr. Khanjani seconds the motion.

No objections: Motion was approved

ITEM III Pre-Clerkship Phase Review – REVIEW TEAM VIII (SPM III & IV)

Presenter(s): Godinich Brandon

*Please see attached report

The team found notable strengths including the use of diverse instructional methods and a Step 1 pass rate that exceeds the national average, indicating strong preparation for clerkships.

The syllabus components such as course descriptions, assessments, and professionalism expectations were generally rated as acceptable to exceptional. However, gaps were identified in areas such as missing course-specific objectives (relying heavily on PGOs), insufficient logistical details (e.g., course locations, office hours), and unclear expectations for certain activities. Student evaluations highlighted low satisfaction with the perceived utility of the course, especially in disciplines like pharmacology and anatomy. Although

students acknowledged manageable workload and sufficient feedback, overall satisfaction with the course quality fell below benchmarks.

The learning environment review uncovered the need for targeted efforts to address professionalism and support within the learning environment.

Key challenges include a higher-than-desired rate of academic difficulty and delayed progression to clerkship. Additional areas needing attention are student dissatisfaction with course utility, curriculum overmapping, and lack of visibility and structure in feedback systems. Quality improvement efforts will focus on revising learning objectives to be course-specific, improving the clarity of syllabus elements (e.g., schedules, expectations), enhancing the learning environment, and strengthening alignment between foundational sciences and clinical relevance.

Dr. Quest moves the motion for approval.

Dr. Chacon seconds the motion.

No objections: Motion was approved.

ITEM IV Pre-Clerkship Phase Review - REVIEW TEAM IX (Immersion)

Presenter(s): Katherine Asmis

*Please see attached report

One of the strengths highlighted in the review was the high level of professionalism experienced by students, all students surveyed agreed that they encountered exemplary professionalism during the Immersion experience. Additionally, the course received positive remarks for mapping course-level objectives.

The review revealed significant challenges that limit the effectiveness and clarity of the Immersion experience. A primary concern was the lack of clear separation between the Immersion course and the SCI I & II courses. Another major challenge involved student engagement, particularly during the dedicated Immersion month.

Student satisfaction presented another major area of concern. Feedback gathered through course evaluations indicated that fewer than 75% of students were satisfied with the organization of the course, the opportunities for patient care, the quality of feedback received, the fairness and clarity of assessment methods, and the overall course quality.

Based on these findings, the team proposed several quality improvements measures. First, they recommended that the Immersion course be clearly separated from SCI I & II in all official documents and materials, including objectives, assessments, expectations, and logistical details. Second, the development and inclusion of detailed session-level objectives would strengthen instructional alignment and help students better understand the goals of each learning experience. Third, course planners were encouraged to create more impactful, hands-on learning activities that reflect the real-world needs of the Borderplex community, thereby enhancing student preparation for clerkships and future patient care. Finally, incorporating more timely and specific formative feedback and clarifying community assessment components were identified as key strategies to improve student learning and satisfaction.

Sami Daye moves the motion for approval.
Kristina Ingles seconds the motion.
No objections: Motion was approved.

Adjourned 6:30pm

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Pre-Clerkship Phase Review

AY 2023-24

Responsibility of Course Directors to review:

- Course instructional methods, objectives & mapping
- Examples of integration with clinical sciences
- Examples of self-directed learning
- Portfolio of assessments
 - Include formative, narrative, and timeliness of final assessments
- Course evaluation summary (OME can assist with preparation of this data)
 - Include pertinent info from the Y2Q, GQ, ISA and Learning environment reports
- Specific challenges
- Quality Improvement Plan – include changes for the upcoming year and major changes anticipated in the syllabus

Course instructional methods, objectives & mapping

In AY 2023/2024, no substantial changes to instructional methods of assessments were made from the prior academic year.

The primary method of instruction was student-led presentations, **“As a team, develop and deliver a presentation on the assigned topic with learning objectives,”** graded according to the rubric published in the course syllabus. **Other graded components: Ethical analysis, Written reflection.**

All session-level objectives were mapped to PLFSOM Educational PGOs (in retrospect, there was over-mapping in the context of what the instructional methods could meaningfully achieve nor would assessments demonstrate).

Mapping session-level objectives to the core set of institutional social justice goals & objectives approved by the Academic Council was undertaken.

Keyword mapping had been undertaken.

Examples of integration with clinical sciences

Student-led presentation topics:

- Physicianship/professionalism/interprofessional
- Artificial intelligence in medicine
- Physician response to guns & violence
- Physician relations with the pharmaceutical industry
- Ethics and relationship with complimentary/alternative medicine
- Treatment of refugees and undocumented immigrants
- Human trafficking
- Ethics in pediatric and geriatric medicine; mental health crisis
- Precision/individualized medicine
- Ethics in reproductive medicine
- Ethics of access, withholding or withdrawing life-sustaining intervention

Examples of self-directed learning

Examples of self-directed learning activities as defined in the language of LCME Standard 6.3 were not components of College Colloquium Courses III or IV in AY 2023/2024.

Portfolio of assessments

- Topics for student-led presentations in College Colloquium courses III & IV were assigned to specific student group presenters at the beginning of fall semester, the grading rubric was published in the syllabus
- 2-3 required writing exercises in each of College Colloquium courses III & IV:
 - Ethical analysis, Reflective writing
- College Colloquium is a pass/fail course based upon satisfactory completion of written assignments, participation and overall professionalism evaluation .
- Topics, instructions, and grading rubrics were provided for assignment.
- A statement describing professionalism development was placed in each student's e-portfolio at the end of the academic year, reflecting the College Mentors' impression of the student's attendance, participation, attitude, and may have included free-form comments and suggestions for improvement.

Course evaluation summary

Overall high regard for the course and mentors.

Quality of student-led presentations in terms of skills of students as teachers and educational value of the topics they cover continues to be at or above expectations.

Some disenchantment with the two-hour duration of College Colloquium sessions, and number and timing of written assignments

Specific challenges

Shortage of college mentors

Recruitment is inadequate to contend with attrition, and planned expansion to five colleges to keep pace with escalating student enrollment.

Inconsistencies between colleges

In terms of overall content coverage of topics and inconsistent expectations of students (pre-work, etc) and uncertainty whether students across the colloquium were consistently meeting those objectives.

Overlap between SCI topic contents and Colloquium contents

Falling short of LCME expectations for examples of:

- Self-directed learning
- Formative feedback
- Narrative assessment

Quality Improvement Plan

Changes for AY 2024-2025, major changes anticipated in the syllabus

- Continued effort to address shortage of mentors, goal: clinician & non-clinician pair for each college, open sixth college.
- Address over-mapping of PLFSOM Educational PGOs, review all of the PGOs, SJCOs, and keyword mapping to session-level objectives
- Continued effort to ensure expectations for students to consistently achieve the learning objectives in College Colloquium courses III & IV occurs across colleges
- Continued effort to identify and address gaps and overlaps with SCI
- Introduce formative feedback and narrative assessments
- Introduce self-directed learning per LCME Standard 6.3 definition

CQI

- Decrease the essay requirements in Coll IV, as the semester is short and the students will do an ILP every semester.
- The Mentors will not grade their own College students' essays.
- Regular meetings with OSA.
- Meet with the first years as they onboard. OSA to provide a list?
- Meeting with the 3rd and 4th years -TBD

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Pre-Clerkship Phase Review

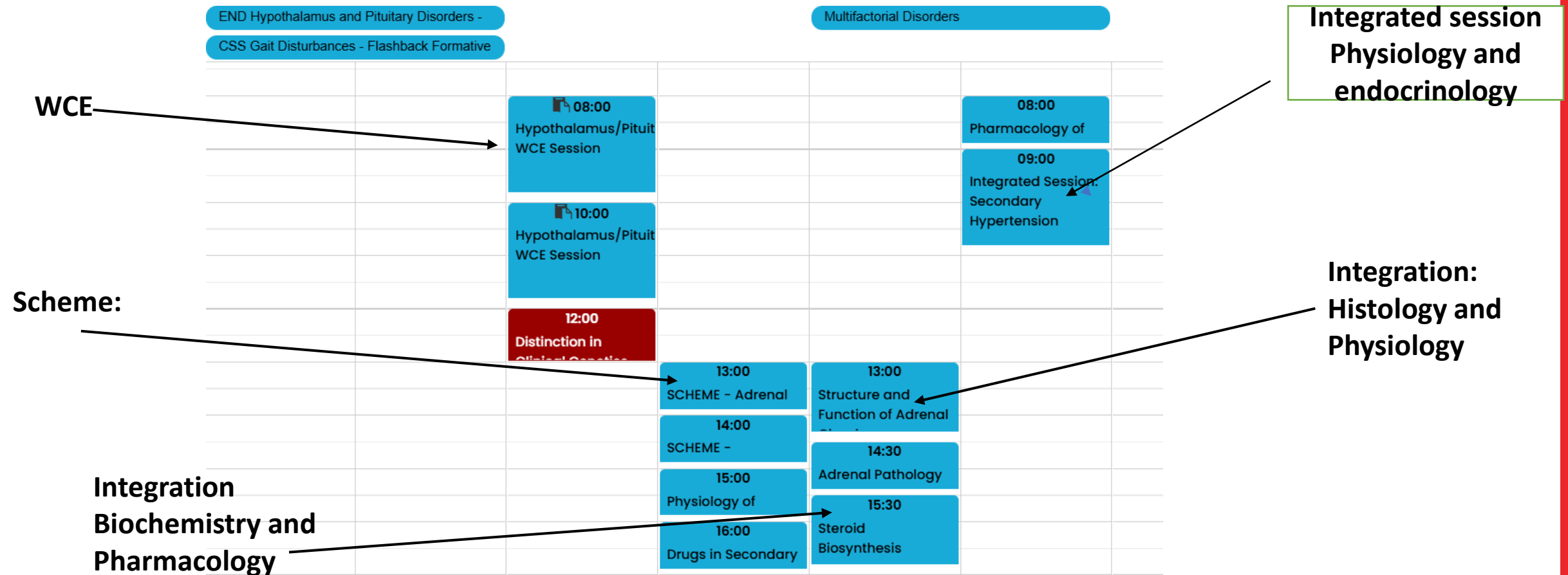
AY 2023-24

Komal Marwaha, M.D., Ph.D.
Jessica Chacon, Ph.D.

April 21, 2025

Integration with clinical sciences

- Scheme presentations, all SPM sessions linked to scheme presentations; worked case example: Example shown from AY 23-24 "Adrenal and Hypertension" Week 2 END



Integration with clinical sciences and Self-directed learning:

- Students use self-assessment tools (e.g., formatives) to identify areas for improvement and set study goals.
 - AY 2024-2025: Implement **mid-unit formative narrative feedback** based on score and timeliness (≥ 65 and formatives done on time)
- **Tankside grand rounds (TSGR)**
 - TSGR is designed to have students integrate their basic science knowledge in the context of clinical presentation schemes and relevant findings from a clinical case.
 - This element is designed to assess students' ability to employ self-initiated learning strategies, work within a team, and communicate effectively with peers and other health-care professionals
 - AY 2024-2025: TSGR is tied to Independent Learning Plan presented with SPM III/IV

Course instructional methods, objectives & mapping

Patient Care		
Educational Program Objectives		Outcome Measures
PC-1.1	Gather essential information about patients and their conditions through history taking, physical examination, and the use of laboratory data, imaging studies, and other tests.	Exam – Institutionally Developed, Written/Computer-based (Weekly SPM formative exams; End-of-unit SPM summative exams; Session-level formative quizzes)
PC-1.2	Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.	Exam – Institutionally Developed, Written/Computer-based (Weekly SPM formative exams; End-of-unit SPM summative exams; Session-level formative quizzes)
		SPM summative exams; Session-level formative quizzes)
PC-1.3	For a given clinical presentation, use data derived from the history, physical examination, imaging and/or laboratory investigation to categorize the disease process and generate and prioritize a focused list of diagnostic considerations.	Exam – Institutionally Developed, Written/Computer-based (Weekly SPM formative exams; End-of-unit SPM summative exams; Session-level formative quizzes)
Knowledge for Practice		
Educational Program Objectives		Outcome Measures
KP-2.1	Compare and contrast normal variation and pathological states in the structure and function of the human body across the life span.	- Exam – Institutionally Developed, Written/Computer-based (Weekly SPM formative exams; End-of-unit SPM summative exams; Session-level formative quizzes) - Exam – Nationally Normed/Standardized, Subject (NBME CBSE) - Narrative Assessment (Tankside Grand Rounds Rubric)

Knowledge for Practice		
Educational Program Objectives		Outcome Measures
KP-2.1	Compare and contrast normal variation and pathological states in the structure and function of the human body across the life span.	- Exam – Institutionally Developed, Written/Computer-based (Weekly SPM formative exams; End-of-unit SPM summative exams; Session-level formative quizzes) - Exam – Nationally Normed/Standardized, Subject (NBME CBSE) - Narrative Assessment (Tankside Grand Rounds Rubric)
KP-2.2	Apply established and emerging foundational/basic science principles to health care.	- Exam – Institutionally Developed, Written/Computer-based (Weekly SPM formative exams; End-of-unit SPM summative exams; Session-level formative quizzes) - Exam – Nationally Normed/Standardized, Subject (NBME CBSE) - Narrative Assessment (Tankside Grand Rounds Rubric)
KP-2.3	Apply evidence-based principles of clinical sciences to diagnostic and therapeutic decision-making and clinical problem solving.	- Exam – Institutionally Developed, Written/Computer-based (Weekly SPM formative exams; End-of-unit SPM summative exams; Session-level formative quizzes) - Exam – Nationally Normed/Standardized, Subject (NBME CBSE) - Narrative Assessment (Tankside Grand Rounds Rubric)
KP-2.4	Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations.	Exam – Institutionally Developed, Written/Computer-based (Weekly SPM formative exams; End-of-unit SPM summative exams; Session-level formative quizzes)

Course instructional methods, objectives & mapping

		- Exam – Nationally Normed/Standardized, Subject (NBME CBSE) - Narrative Assessment (Tankside Grand Rounds Rubric)
KP-2.5	Apply principles of social-behavioral sciences to patient care including assessment of the impact of psychosocial, cultural, and societal influences on health, disease, care seeking, adherence and barriers to care.	- Exam – Institutionally Developed, Written/Computer-based (Weekly SPM formative exams; End-of-unit SPM summative exams; Session-level formative quizzes) - Exam – Nationally Normed/Standardized, Subject (NBME CBSE) - Narrative Assessment (Tankside Grand Rounds Rubric)

Practice-Based Learning & Improvement

Educational Program Objectives		Outcome Measures
PBL-3.1	Identify gaps in one's knowledge, skills, and/or attitudes, and perform learning activities to address them.	Narrative Assessment (Tankside Grand Rounds Rubric; Formative Assessment Engagement Rubric)
PBL-3.4	Locate, appraise and assimilate evidence from scientific studies related to patient's health problems.	Narrative Assessment (Tankside Grand Rounds Rubric)
PBL-3.6	Participate in the education of patients, families, students, trainees, peers, and other health professionals.	Narrative Assessment (Tankside Grand Rounds Rubric)

Interpersonal and Communication Skills

Educational Program Objectives		Outcome Measures
ICS-4.2	Communicate effectively with colleagues and other health care professionals.	- Narrative Assessment (Tankside Grand Rounds Rubric) - Peer Assessment (WCE Peer Assessment Rubric)
ICS-4.3	Communicate with sensitivity, honesty, compassion and empathy.	- Narrative Assessment (Tankside Grand Rounds Rubric) - Peer Assessment (WCE Peer Assessment Rubric)

Professionalism		
Educational Program Objectives		Outcome Measures
PRO-5.1	Demonstrate sensitivity, compassion and respect for all people.	- Peer Assessment (WCE Peer Assessment Rubric) - Narrative Assessment (Professionalism Event Card) - Narrative Assessment (Tankside Grand Rounds Rubric)
PRO-5.6	Demonstrate honesty and integrity in all professional and academic interactions.	- Narrative Assessment (Professionalism Event Card) - Peer Assessment (WCE Peer Assessment Rubric)
PRO-5.7	Meet professional and academic commitments and obligations.	- Narrative Assessment (Professionalism Event Card) - Narrative Assessment (Tankside Grand Rounds Rubric; Formative Assessment Engagement Rubric) - Peer Assessment (WCE Peer Assessment Rubric)

Course instructional methods, objectives & mapping

SPM III/IV PGOs and keywords are linked to **session-level objectives**.

*There are no SPM III/IV course level objectives.

Example: Breast Cancer Therapeutics

Pre-Clerkship - SPM Session Level Objectives

55112 (+)

Relate subtype combinations of estrogen receptor expression, progesterin receptor expression, and human epidermal growth factor expression with rational therapeutic choices for locally advanced or metastatic breast cancer.

55213 (+)

Describe the immune mechanism involved in antibody based treatment for breast cancer.

55214 (+)

Identify and explain the role of the immune system and biomarkers in breast cancer therapeutics.

55215 (+)

Describe approaches that utilize the immune system to treat breast cancer.

AY 24-25: Link new hot topic keyword "Immunotherapy" to all relevant SPM Year 1 and 2 objectives.

Assessment of student workload:

Students have protected time to study; up to 3 half-days off

Student perceptions of workload management improved over time, with an increasing percentage of students from AY 2020-21 to AY 2022-23 agreeing that the course workload was manageable.

	Sun, October 6	Mon, October 7	Tue, October 8	Wed, October 9	Thu, October 10	Fri, October 11	Sat, October 12
	END Hypothalamus and Pituitary Disorders - Formative				Multifactorial Disorders		
	CSS Gait Disturbances - Flashback Formative						
07:00							
08:00			08:00 Hypothalamus/Pituitary WCE Session			08:00 Pharmacology of	
09:00						09:00 Integrated Session: Secondary Hypertension	
10:00			10:00 Hypothalamus/Pituitary WCE Session				
11:00							
12:00							
13:00				13:00 SCHEME - Adrenal	13:00 Structure and Function of Adrenal Gland		
14:00				14:00 SCHEME - Hypertension	14:30 Adrenal Pathology		
15:00				15:00 Physiology of Hypertension	15:30 Steroid Biosynthesis		
16:00				16:00 Drugs in Secondary			
17:00							

Portfolio of formative feedback

Students who complete the formative assessments on time each week receive a list of missed objectives, enabling them to tailor their study approach and enhance their self-directed learning.

- AY24-25: Implemented mid-unit formative narrative feedback based on score and timeliness (≤ 65 and formatives done on time).

Learning environments

- Overall, the student learning environment feedback was positive.
- In AY 2023-2024, the **Tuesday Afternoon Club** (TAC) was created to foster a positive learning environment with open communication, collaboration, and mutual respect between students, peer tutors (when available) and faculty.
- TAC was created as an open forum held every other Tuesday, where faculty are available to answer student questions, provide guidance, and support learning beyond the classroom.
- This initiative sought to promote accessibility, strengthens mentorship, and enhances the overall educational experience and is still ongoing.

Course evaluation summary

- There was a notable increase from AY 2020-21 to AY 2022-23 in students recognizing the value of schemes and worked case examples (WCE) in enhancing their learning across all units.
- Student feedback has also consisted of seeking more engagement during the Worked Case Examples.

Course evaluation response

- AY 2023-2024: **Enhance student engagement.**
- END unit course directors, refined END course
- **More in person sessions**
- **Identified gaps** → create new sessions
 - Basic endocrinology –receptors and mechanism of action-PHYSIO
 - Diabetes case studies-BIO CHEM
 - Endocrine tumors affecting blood glucose-PATH
- **Re structuring**
 - Adrenal content was moved to week two along with hypertension
 - Updated schemes
- **CSS and REP**
 - Radiology in person sessions in CSS and in REP unit
- **REP**
 - Updated schemes
 - unit course directors reviewed LO to make them more clinically oriented

Course evaluation response

- AY 2024-2025: SPM course directors developed a "Worked Case Example facilitator guide"
 - A **Worked Case Example Facilitator Guide**: Designed to assist faculty (clinical and Department of Medical Education) in leading case-based learning sessions.
 - It provides key learning objectives, background information, discussion prompts, and potential student responses to ensure consistency and effectiveness in facilitating case discussions
 - Decided to use 2 wce instead of 4 for more interactive experience
- AY 2024-2025: Faculty members continued to review WCE cases for units in SPM Year 2, This ongoing Continuous Quality Improvement initiative aims to enhance case-based learning as we recruit more faculty and continue to closely collaboration with clinicians.

Specific challenges

- **Enhance student preparedness for step exam**
 - AY 2024-25 introduced cumulative formative and summative
 - Open ended questions
 - AY2025-26 more faculty developed open ended questions in formative
- **Strengthen student and faculty engagement** through structured initiatives.
 - **Tuesday Afternoon Club** (launched in AY 2023-2024)
 - by increasing interactivity to improve student attendance and engagement.
 - aim to strengthen student-faculty interactions by continuing to work with our student
 - **Curriculum representatives**
 - to identifying challenges, clarifying expectations, and exploring opportunities for individual unit and overall course improvement.
 - **Mid-unit feedback meeting**
 - AY2025-2026- with class representatives to address challenges early on

Quality Improvement Plan

AY 2024-2025:

- Implementation of **mid-unit narrative feedback** on formative assessments.
- Introduction of **cumulative testing** to reinforce long-term retention and integration of clinical concepts.
- Link new hot topic keyword "**Immunotherapy**" to all relevant SPM Year 1 and 2 objectives at the session-level.
- Enhancement of worked case examples by updating cases, developing a **facilitator guide**, and fostering increased student engagement.

Quality Improvement Plan

AY 2025-2026:

- Ongoing efforts to enhance session **interactivity and engagement**:
 - Increase engagement in the Tuesday Afternoon Club (TAC) by incorporating interactive elements (Proposed for AY 2025-26).
 - (Re)introduce activities to promote in-class active learning (Anatomy practical Jig-Saw method for anatomy sessions, TBL -iRAT/ tRAT) (Proposed for AY 2025-26).
- Strengthening foundational knowledge through **required** foundational sciences modules (Proposed for AY 2025-26).

Thank you!



Mid-unit narrative feedback based on weekly formative participation

Created by Dr. Jessica Chacon and Dr. Komal Marwaha

1. **Completed all formatives on time and received a score of 65% or greater:**

Consistently completing all formative assessments on time and achieving scores above 65% demonstrates your professional and academic commitment, as well as strong dedication to identifying knowledge gaps and actively working to address them. Keep up the great work!

2. **Completed all formatives on time and received a score of less than 65%:**

You have shown professional and academic commitment by completing all formatives on time, but there are areas for improvement as indicated by scores below 65%. Let's work together to address these gaps and enhance your understanding. Scoring below 65% indicate a need for better strategies to enhance commitment and address knowledge gaps. Let's work together to ensure improved performance on future assessments.

3. **Did not complete formatives:**

Not completing formatives is concerning as it indicates a lack of academic and professional commitment and utilizing the opportunity to identify the potential gaps in your knowledge. It is crucial to actively participate in all assignments to enhance your learning experience and performance in the course. Let us discuss strategies to ensure your full participation moving forward.

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Pre-Clerkship Phase Review

AY2023-24

Review Team

Our review team: Dr. Mariela Lane, Dr. Munmun Chattopadhyay, Brandon Godinich (MS3)

Reviewed the following materials and met with Course Directors

- Syllabi
- Course PGO and keyword mapping report
- Program of assessment, including alignment with PGOs and course objectives
- Relevant tables from the DCI
- Pre-clerkship annual report
- Course evaluations
- Learning environment surveys
- Outcome data including progression data to clerkship phase
- Conclusions
 - Strengths include a variety of instructional methods, strong Step 1 pass rate that is above the national average. Weaknesses and challenges include higher than desirable number of students experiencing academic challenges and delayed progression to clerkship as well as student perception of the utility of the course per review of the evaluations.
 - Comment on student preparation to progress to the clerkship phase- Based on high Step 1 pass rate, appears the curriculum is adequately preparing students to progress to clerkship but the perception of the utility of the basic sciences curriculum for clerkship is low based on evaluations.

Review of Syllabus

Course Information: SPM III, IV

- ☐ **Contacts:** **Acceptable** (Identifies course director/s and coordinator. Provides phone numbers and email addresses).
Comments: Missing office hours, emergency contact info.
- ☐ **Course description:** **Exceptional** (Course content, instructional methods and behavioral expectations, are clearly stated).
Comments: Some aspects have changed in the current AY.
- ☐ **Course Goals and objectives:
& Session Objectives:** **Acceptable** (Course level, objectives are specific to the course and clearly written).
Comments: Objectives listed are PGOs, not course specific, however they are not vague or confusing.
- ☐ **Assessment:** **Exceptional** (Student can clearly tell what tests and other assignments are used for assessment).

Review of Syllabus

Course Information: SPM III, IV

- ❑ Student Performance Objectives: **Acceptable** (Expectations for academic performance are stated but what students must do to be successful is not always clear).
Comments: Students may struggle with anticipating activities like Tankside Grand Rounds that do not have date in syllabus.
- ❑ Op-log Expectations: N/A
- ❑ Formative feedback : **Acceptable** (Clearly indicates that there is a feedback mechanism, Indicates how it will be conducted and what is expected).
& Narrative feedback : **Comments:** ~80% of respondent agree that the quality of formative feedback allows for improvement. No face-to-face feedback/scheduled review. Narrative feedback occurs in TSGR, not visible in Elentra.
Is WCE group narrative feedback mandatory?
- ❑ Calendar of Course Events: **Exceptional** (Identifies the general topics by week or relevant time).

Review of Syllabus

Course Information: SPM III, IV

- ☐ Course Location(s): **Unacceptable** (Location information is vague).
- ☐ Professionalism expectations : **Exceptional** (Identifies specific expectations such as confidentiality, plagiarism etc. discusses the importance of it and encourages on it).
- ☐ Layout: **Exceptional** (attractive with usable white space, graphic elements, and/or alignment to organize the material. Is a useful tool and the students are expected to use it).

Pre-clerkship Course Mapping

☐ PGO mapping:

Exceptional (All course and session level objectives are mapped to Program Goals and Objectives).

☐ Keyword mapping:

Acceptable (Most of the session level objectives are linked appropriately to keywords).

Comments: Some instances of overmapping.

Pre-clerkship Course Mapping



TTUHSC EL PASO
Texas Tech University Health Sciences Center El Paso

701	6956	Explain the basic mechanism of cell division.	Gastrointestinal Medical Genetics - HT
48868	8329	Describe the pathogenesis, clinical features, and morphology of acne vulgaris	Integumentary Musculoskeletal Nervous Pathology
48869	8330	Describe the pathogenesis, clinical features, and morphology of rosacea	Integumentary Musculoskeletal
48329	8294	Recognize and describe Cutibacterium (Propionibacterium) acnes as the causative agent of acne	Dermatology Infectious Disease Integumentary Microbiology Musculoskeletal Nervous
48330	8295	Recognize and describe the skin manifestations of Pseudomonas aeruginosa infection	Dermatology Infectious Disease Integumentary Microbiology Musculoskeletal Nervous

Pre-clerkship Course Instructional Methods

❑ Instructional methods :

Exceptional (A variety of instructional methods are utilized based on the specific learning goals, subject matter, student needs and classroom context. Methods utilized encourage mastery of foundational material and incorporate active learning strategies).

Comments: DCI documents lecture, lab, and small group. 82-86% agree there is adequate time for self-directed learning. Sufficient practice in the skills of self-directed learning.

Table 6.0-1 | Pre-clerkship Phase Instructional Formats

Using the most recently completed academic year (e.g., 2024-25), list each course in the pre-clerkship phase of the curriculum and provide the total number of instructional hours for each listed instructional format. Note that “small group” includes case-based or problem-solving sessions. Provide the total number of hours per course and instructional format. If “other” is selected, describe the other format in the text. Add rows as needed.

Course	Number of Formal Instructional Hours Per Course					Total
	Lecture	Lab	Small Group	Patient Contact*	Other	
Scientific Principles of Medicine III	81	4.2	49.7	0	Independent learning – 56.3	191.2
Scientific Principles of Medicine IV	26	0	32	0	Independent learning – 17	75

Pre-clerkship Course Program of Assessment

❑ Assessment methods:

Acceptable (Different assessment methods are utilized to address the specific learning goals and subject matter of the course and the mapping to attainment of the PGOs is clear in most cases).

Comments: Syllabus states students can take additional CBSEs after passing. What are consequences of doing so.

Review of Student Evaluations of Course

- ☐ Satisfaction with Course activities: **Acceptable** (Most students agree that the course is organized with clear learning objectives that are met and that the amount of the material is reasonable.
Comments: 88% students agree that course is organized (n=97)
- ☐ Patient care opportunities: N/A
- ☐ Student satisfaction with oral and written feedback: **Acceptable** (Most students agree that they received sufficient feedback that helped them to improve their performance.
Comments: 81% students reported receiving appropriate feedback.
- ☐ Student satisfaction with the program of assessment: **Acceptable** (Most students agree that the assessment system for the course is in line with content taught and they are generally satisfied with the methods used to measure their performance).
Comments: 87% of students agreed. (n = 96)

Review of Student Evaluations of Course

☐ The course workload:

Acceptable (Most of the students agree that the workload is manageable).

Comments: 89% of students agree workload is manageable (n = 98)

☐ Overall satisfaction with quality of the course:

Unacceptable (Many students disagree and feel that they did not learn useful knowledge and skills during the course. (Generally, < 75% agreement in this area).

Comments: Students gave a rating of “excellent” to only two categories within basic sciences that they felt prepared them for clerkship. Overall averages much lower than national average (AAMC GQ). Low scores in pharmacology, anatomy...

Review of Student Evaluations of Course

❑ Overall satisfaction with quality of the course:

Table 7.1-2 | Basic Science Education

Provide school and national data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who rated preparation for clinical clerkships and electives as *excellent or good* (aggregated) in the following basic medical sciences.

	AAMC GQ 2023		AAMC GQ 2024		AAMC GQ 2025	
	School %	National %	School %	National %	School %	National %
Biochemistry	64.9	71.4	52.3	73.1		
Biostatistics and Epidemiology	66.2	72.3	39.3	72.4		
Genetics	65.7	74.4	51.7	79.4		
Gross anatomy	54	86.1	34.4	80.9		
Immunology	83.1	84	70.8	82.7		
Microbiology	90.7	91.9	67.7	85.7		
Pathology	66.6	75	68.9	84.8		
Pharmacology	55.3	87	50	84		
Physiology	74	85.2	70	92.5		
Behavioral Science	88.1	85.6	81.1	90.9		
Pathophysiology of Disease	92.1	84.7	80	94.4		

Pre-clerkship Review of Student Learning Environment

Learning environment report:
(based on internal surveys and
AAMC surveys)

Unacceptable Pattern of learning environment issues reported or report of serious offense such as reports of lower evaluations, sexual advances/favors, threat of physical harm/physical harm.

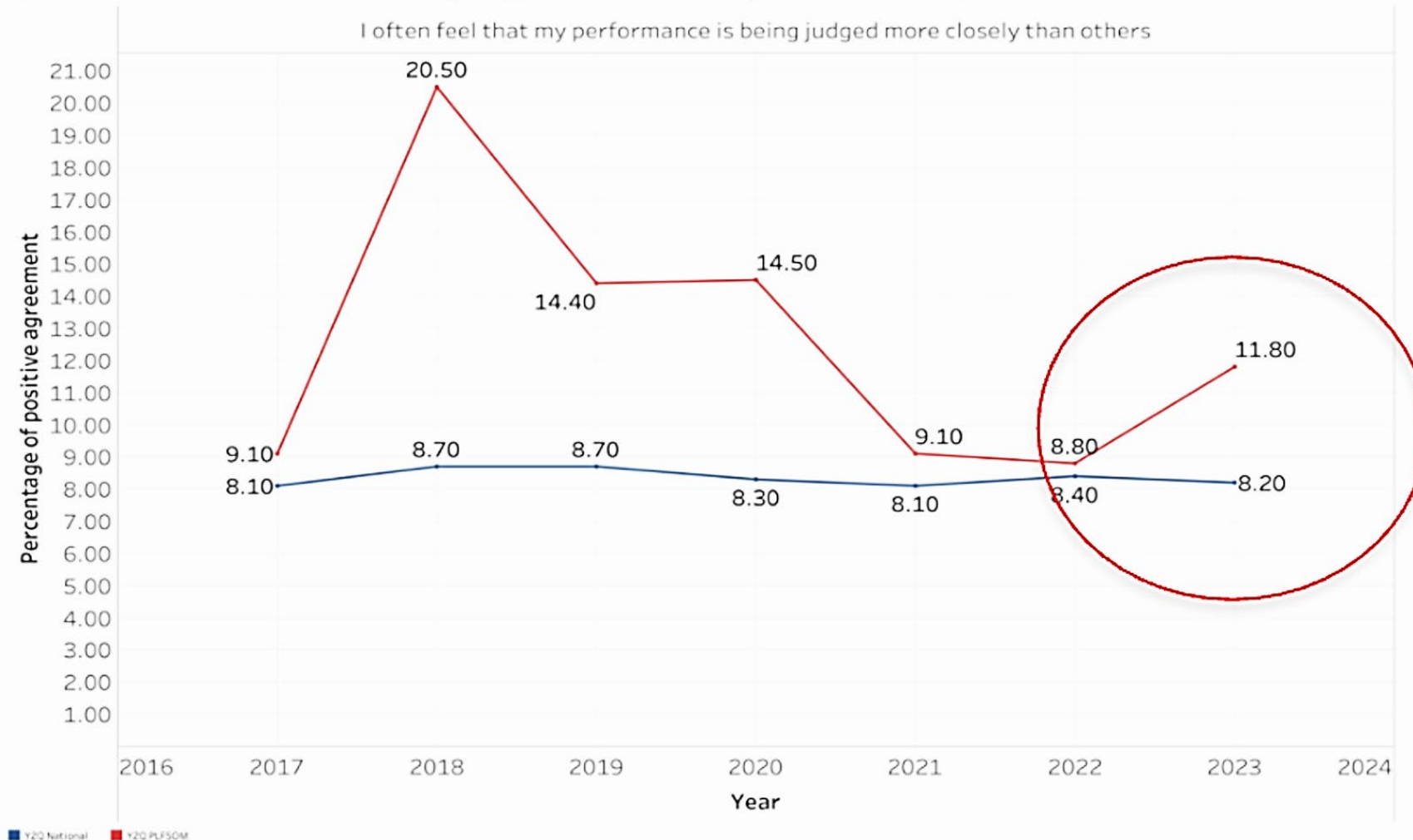
Comments: Over the course of both '23 and '24 higher than acceptable # of students indicate being subjected to humiliation, sexist remarks, remarks on physical characteristics.

Questions (end of sem)	Fall '23 Never/ once or more	Spring '24 Never/ once or more
Publicly humiliated	91.92% / 8.08%	95.33% / 4.67%
Subjected to offensive sexist remarks/names	98% / 2%	97.20% / 2.80
Subjected to negative or offensive behavior(s) based on your personal beliefs or characteristics other than your gender, race/ethnicity, or sexual orientation	95.92%/ 4.08%	97.20% / 2.80



Learning environment report: (based on internal surveys and AAMC surveys)

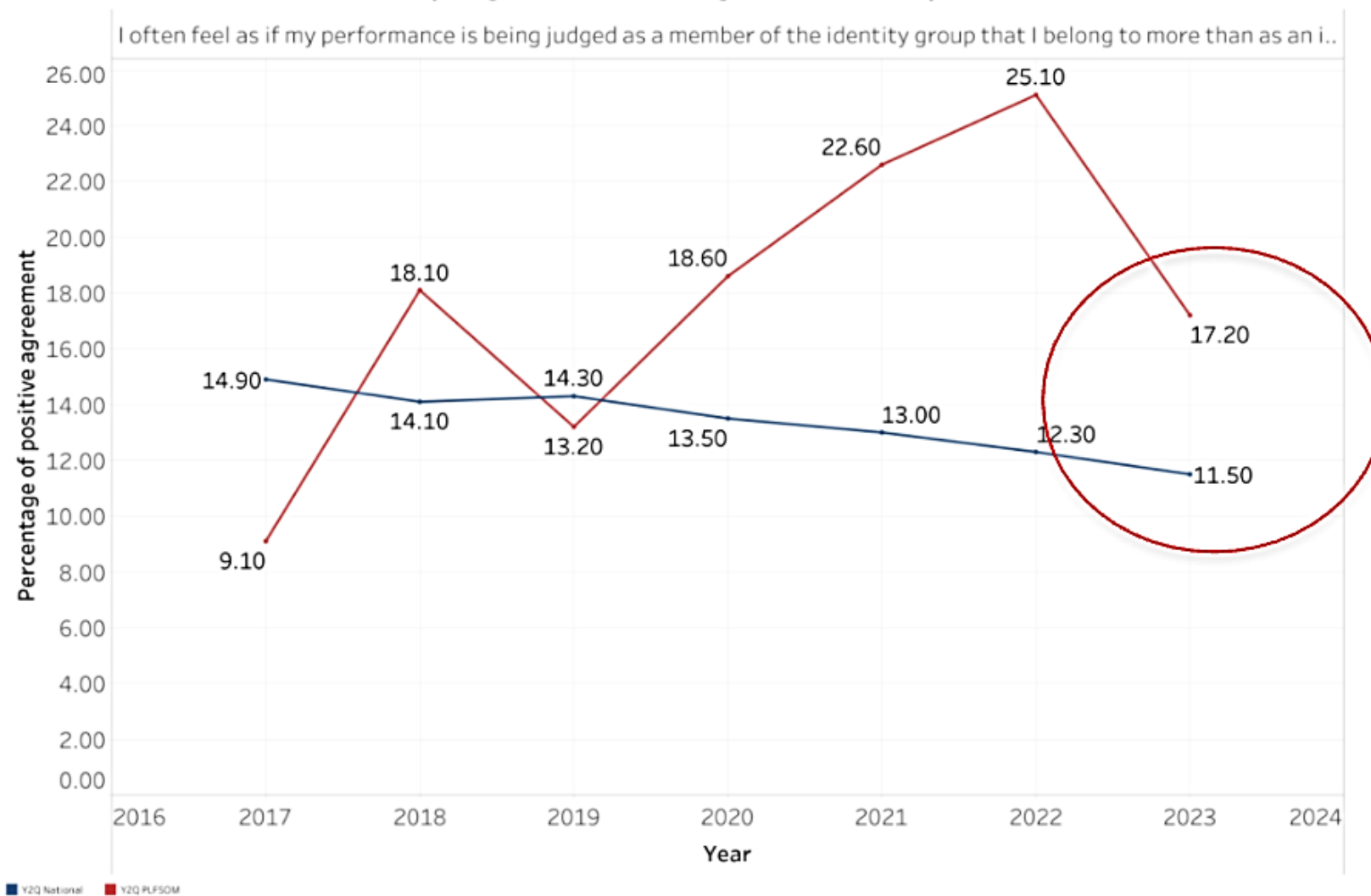
Q12. Please indicate the extent to which you agree with the following statements about your medical school:



Pre-clerkship Review of Student Learning Environment

Learning environment report: (based on internal surveys and AAMC surveys)

Q12. Please indicate the extent to which you agree with the following statements about your medical school:



Pre-Clerkship Review of Course Outcomes

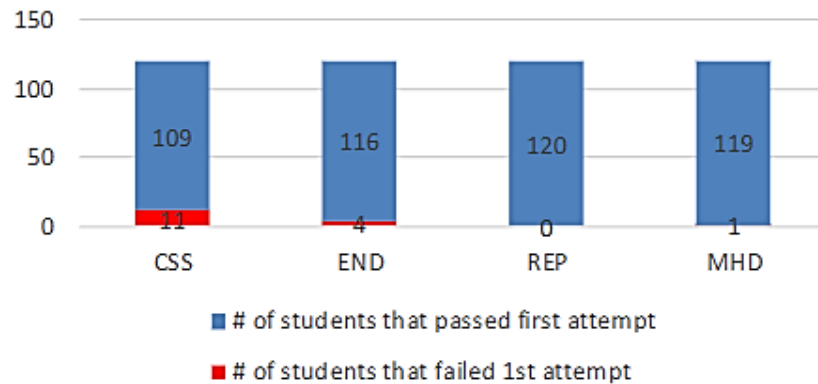
	Exceptional	Acceptable	Unacceptable	Missing
First time pass rate for each unit or section of the course	% Students remediating one or more pre-clerkship courses (trending down and lower than comparison group over the prior 3 to 5 years)	% Students remediating one or more pre-clerkship courses for the academic year similar to the comparative annual remediation rates over the last 3 to 5 years.	% Students remediating one or more pre-clerkship courses for the academic year increasing and above comparative annual remediation rates over the last 3 to 5 years.	
# successful remediations on second attempt	Most students successful on the remediation		Most students unsuccessful on the remediation	
# students required to repeat the year	% Students required to repeat the year decreasing and below the comparative annual remediation rate over the last 3 to 5 years.	% Students required to repeat the year similar to the comparative annual remediation rate over the last 3 to 5 years.	% Students required to repeat the year increasing and higher than the comparative annual remediation rate over the last 3 to 5 years.	
MS1 only: First time pass rate on CEYE for MS1	% Students required to remediate the CEYE decreasing and below the comparative annual remediation rate over the last 3 to 5 years.	% Students required to remediate the CEYE similar to the comparative annual remediation rate over the last 3 to 5 years.	% Students required to remediate the CEYE increasing and above the comparative annual remediation rate over the last 3 to 5 years.	
MS2 only: First time pass rate on Step 1	First time pass rate above the national benchmark	First time pass rate at the national benchmark	First time pass below the national average	
MS2 only: # and % of students with delayed entry into next phase due to academics or preparation for Step 1	Minimal number of students delayed		More than 10% delayed for academic reasons or not prepared for Step 1	

Pre-Clerkship Review of Course Outcomes

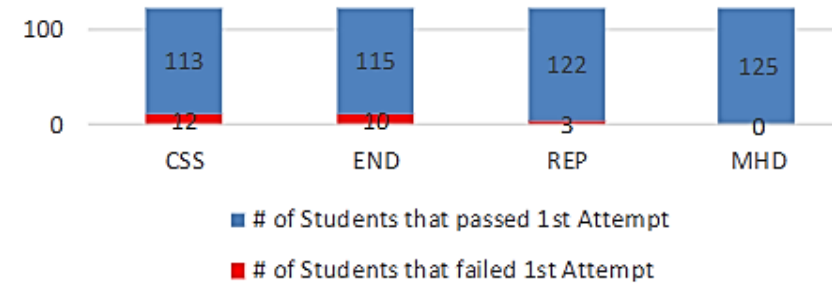
Remediation Rates

MS2

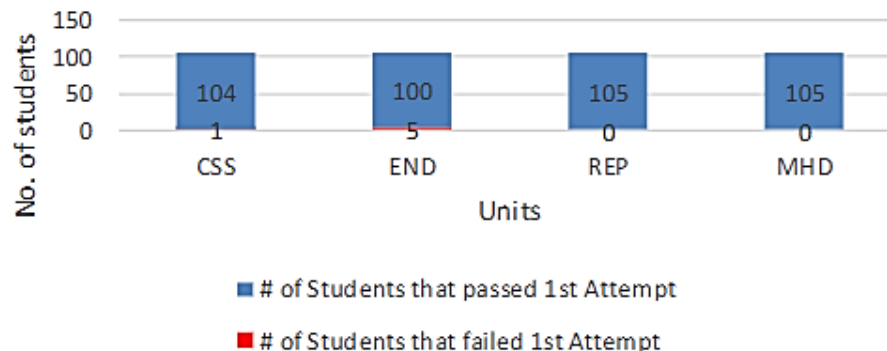
Class of 2026 (N=120)
Successful Remediations CSS: 9; END: 3; REP:
N/A MHD: 0



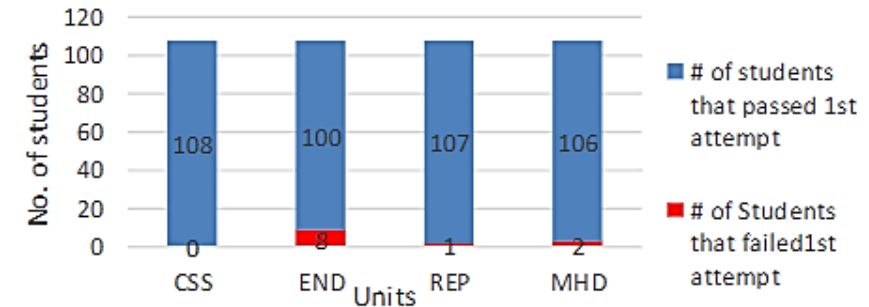
Class of 2025 (N=125)
All failed students remediated
successfully



Class of 2024 (N=105)
All failed students remediated successfully



Class of 2023 (N=108)
All failed students remediated successfully



Pre-Clerkship Review of Course Outcomes

Academic Year (AY)	MS1		MS2		Total number of Remediations MS1 + MS2		
	Total number of students (class size)	# students remediating one or more pre-clerkship units or courses	Total number of students (class size)	# students remediating one or more pre-clerkship units or courses	Total number of students	# students remediating one or more pre-clerkship units or courses	% students remediating one or more pre-clerkship units or courses
2019-2020	116	38	98	4	214	42	20
2020-2021	115	38	107	12	222	50	23
2021-2022	124	29	106	11	230	40	17
2022-2023	137	43	111	23	248	66	27
2023-2024	136	30	120	13	256	43	17

Delayed progression to clerkship phase (CBSE/STEP failure) : 17 students

Summary of the review

Strengths, weaknesses and challenges

Strengths include:

- A variety of instructional methods
- Strong Step 1 pass rate that is above the national average

Weaknesses and challenges include:

- Higher than desirable number of students experiencing academic challenges and delayed progression to clerkship
- Negative student perception of the utility of the course as well as the learning environment per review of the evaluations

Summary of the review
*Comment on student preparation to
progress to the clerkship phase*

Based on high Step 1 pass rate, appears the curriculum is adequately preparing students to progress to clerkship but the perception of the utility of the basic sciences curriculum for clerkship is low based on evaluations, which is concerning.

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Pre-Clerkship Phase Review

AY 2023-24

Dr. Parsa, Katherine Asmis MS3, Ronald Thomas MS1

Review of Syllabus

- Acceptable:
 - Calendar, Professional Expectations
 - Contact information present for SCI but not for Immersion
- Unacceptable:
 - Course description, Course Goals & Objectives, Session Objectives, Assessments, Student Performance Objectives, Narrative feedback, Course Location, Layout/Clarity
- Missing
 - Formative feedback, community assessment details, location details

Recommendation: Separate objectives, assessments, expectations, locations etc from SCI I & II for easy and clarity

Pre-clerkship Course Mapping

- Exceptional
 - All course objective mapped
- Acceptable
 - Keyword mapping
- Missing
 - Session level objectives

Pre-clerkship Course Instructional Methods

- Missing → immersion not separated from SCI I & II

Pre-clerkship Course Program of Assessment

- Acceptable
 - Different assessment methods listed

Review of Student Evaluations of Course

- Unacceptable
 - <75% of students agree that course is organized, have patient care opportunities, are satisfied with feedback, methods of assessment, workload, and quality of course

My Immersion experience will contribute to my success as a future physician.

Medical School Class	Number of Total Responses/Response Rate to this Item		Number and % of N/A Responses		Number and % of Disagree Responses		Number and % of Agree Responses	
	N	%	N	%	N	%	N	%
M1	110	81%	19	17%	34	31%	57	52%
M2	109	86%	7	6%	38	35%	64	59%
M3	88	86%	9	10%	43	49%	36	41%
M4	83	75%	4	5%	47	57%	32	39%
Total	390	82%	39	10%	162	42%	189	48%

ISA: What Immersion experiences would be helpful with your transition to medical school in the El Paso community?

Common Student Response Themes of Helpful or Suggested Immersion Experiences										
Response Theme	Medical School Class									
	M1		M2		M3		M4		Total	
	N	%	N	%	N	%	N	%	N	%
Helpful Experiences										
Direct City & Community Interaction	33	52%	22	33%	17	25%	16	41%	88	37%
Spanish Class & Field Trip	8	13%	14	21%	12	18%	14	36%	48	20%
Volunteering or Community Organization Interaction	14	22%	12	18%	13	19%	5	13%	44	19%
Time for Socializing/Working with Peers	9	14%	7	10%	8	12%	2	5%	26	11%
Suggested Experiences										
More Hands-On Learning	33	52%	30	45%	21	31%	11	28%	95	40%
Medical school Information & Educational Resources	6	9%	3	4%	0	0%	3	8%	12	5%
Science/Medical Coursework	5	8%	0	0%	2	3%	4	10%	11	5%
Clinical Coursework	1	2%	2	3%	3	4%	2	5%	8	3%

ISA: What Immersion experiences would be helpful with your transition to medical school in the El Paso community?

Common Student Response Themes of Immersion Experiences They Would Alter or Remove										
Response Theme	Medical School Class									
	M1		M2		M3		M4		Total	
	N	%	N	%	N	%	N	%	N	%
Time spent in immersion (per day, week, or total)	5	8%	10	15%	11	16%	9	23%	35	15%
Lecture-Based Instruction	4	6%	5	7%	9	13%	6	15%	24	10%
Poverty Simulation	3	5%	0	0%	0	0%	0	0%	3	1%

Pre-Clerkship Review of Student Learning Environment

- Exceptional → 100% of students stated they experienced exemplary professionalism

Pre-Clerkship Review of Course Outcomes

- Missing → The pass rates for immersion were not included in the annual report or DCI tables

Summary of the review

Strengths, weaknesses and challenges

- Strengths
 - Professionalism
 - Course level objective mapping
- Weakness
 - Syllabus
 - Student evaluation of course
 - Session level objective mapping
- Challenges
 - Hard to distinguish and separate SCI I & II objectives/expectations from Immersion
 - Engagement with students during the month
 - Student satisfaction with the curriculum

Summary of the review

Comment on student preparation to progress to the clerkship phase

- There is room for improvement in creating unique, impactful hands-on learning experiences that prepare students to work with patients of the Borderplex region during clerkships and beyond.