CEPC MEETING AGENDA
01:00 PM - 02:30 PM
02/10/2022

CHAIR:
Dr. Irene Alexandraki, MD, MPH, FACP

VOTING MEMBERS:
Colby Genrich, MD; Fatima Gutierrez, MD; Brad Fuhrman MD; Houriya Ayoubieh, MD; Jessica Chacon, PhD; Niti Manglik, MD; Osvaldo Padilla, MD; Patricia Ortiz, MD

EX-OFFICIO:
Lisa Beinhoff PhD; Blake Busey, MS; Linda S. Ellis, MD; Maureen Francis, MD; Tanis Hogg, PhD; Julio Batiz

STUDENT REPRESENTATIVES:
Rowan Sankar MS1 (Voting); Nick Malize MS1 (Ex Officio); Whitney Shaffer MS2 (Voting); Rohan Rereddy MS2 (Ex Officio); Miraal Dharmasi MS3 (Voting); Daniel Tran MS3 (Ex Officio); Karisha Palvadi MS4 (Voting); Runail Ratnani MS4 (Ex Officio)

INVITED/GUESTS:
Richard Brower, MD, FAAN; Christiane Herber-Valdez, PhD; Martin Charmaine, MD; Ellen F. Dudrey, MD; Cynthia N. Perry, PhD; Narges Khanjani, MD; Jorge Cervantes, MD, PhD; Sinthuja Devarajan; Emily Le

REVIEW AND APPROVAL OF MINUTES
Minutes will be attached.

ANNouncements
Presenter(s): Dr. Alexandraki
• The new student representative welcome

CEPC 02/10/2022
ITEMS FROM STUDENT REPRESENTATIVES
Presenter(s): Students

ITEM I PRE-CLERKSHIP PHASE REVIEW – SPM I TEAM
Presenter(s): Dr. Perry
  o SPM I Review team presentation

ITEM II CLERKSHIP UPDATES
Presenter(s): Dr. Francis
  • Updated clerkship directors’ list

ITEM III IT UPDATES
Presenter(s): Mr. Batiz
  • IT updates presentation

OPEN FORUM

ADJOURN
MEMBERS IN ATTENDANCE:
Colby Genrich,Houriya Ayoubieh,Irene Alexandraki,Julio Batiz,Lisa Beinhoff,Julio Batiz, Maureen Francis,Miraal Dharamsi,Nick Malize,Niti Manglik,Osvaldo Padilla,Runail Ratnani,Tanis Hogg,Whitney Shaffer

MEMBERS NOT IN ATTENDANCE:
Blake Busey,Brad Fuhrman,Fatima Gutierrez,Jessica Chacon,Linda S. Ellis,Patricia Ortiz,Palvadi Karishma,Tran Daniel

PRESENTERS/GUESTS IN ATTENDANCE:
Cynthia N. Perry,Maria Cotera,Narges Khanjani,Priya Harindranathan

INVITED/GUESTS NOT IN ATTENDANCE:
Richard Brower,Christiane Herber-Valdez,Ellen F. Dudrey,Emily Le,Martin Charmaine,Jorge Cervantes,Sinthuja Devarajan

REVIEW AND APPROVAL OF MINUTES
Dr. Alexandraki CEPC Chair
• Having met quorum, the meeting minutes from December 8, 2021 meeting were voted on and approved as presented.

Decision: Dr. Manglik moves the motion for approval.
Dr. Genrich seconds the motion.
No objections: Motion was approved.

ANNOUNCEMENTS/UPDATES
Dr. Alexandraki
• Announced the first presentation of the pre-clerkship cycle review.
• Welcomed the new student representative: Miraal Dharamsi is MS3 and will serve as a voting member.

Discussion held regarding quorum requirements for the CEPC:
Dr. Francis

- Raised a concern about the number of voting faculty members versus the number of students required for a quorum because curriculum is owned by the faculty. She pointed out that the number of faculty voting for policies should be higher than the number of voting students.

Dr. Hogg

- Agreed with Dr. Francis’ point and stressed that the balance should be on the side of faculty in order for a quorum to be met. The Faculty Affairs will be contacted by the CEPC for clarification.

ITEM II CLERKSHIP UPDATES

Presenter(s): Dr. Francis

- Presented the new PICU clerkship director
- Dr. Avi Kopstick will replace Dr. Arjun Chandran who was the director of the PICU fourth year critical care rotation.

Decision:

- Dr. Genrich moves the motion for approval.
- Whitney Shaffer seconds the motion.
- No objections: Motion was approved.

ITEM I PRE-CLERKSHIP PHASE REVIEW – SPM I TEAM

Presenter(s): Dr. Perry

- SPM I (IHD, GIS, and IMN Unit) - Review team: Dr. Cervantes; Dr. Perry; Dr. Khanjani; Students: Sinthuja Devarajan and Emily Le
- Pointed out that this review is a part of the cyclical CQI processes required for evaluation of the curriculum.
- Summarized the review process: first, the course directors conducted an evaluation of their respective courses; review teams followed with their revision based on course directors’ review forms and students’ evaluations. The team made recommendation by identifying commonalities among the individual unit evaluations.
- Asked the members to keep in mind that this was a review for AY 2020/21 and some changes or improvements have happened since then.
The team identified the following strengths:
  o Materials presented for the each scheme were relevant and applicable to the clinical setting.
  o Clinicians’ input and availability during the work case examples.
  o Process worksheets helped students to summarize the entire content for the week.
  o Students expressed satisfaction with the formative assessment.
  o Live course format and immediate feedback from the teaching faculty.

An overview of selected LCME elements relevant to curriculum assessment:
  o **Program and Learning Objectives (6.1)** – Overall, the SPM has met the program and learning objectives.
  o **Self-Directed and Life-Long Learning (6.3)** - Opportunities for self-directed and lifelong learning were found in the formative assessments and quizzes associated with individual sessions. Additionally, students were able to identify gaps in their understanding through the work case examples which summarized their knowledge acquired on weekly basis.
  o **Inclusion of Biomedical, Behavioral, Social Sciences (7.1)** – Not the major focus of this course but there are opportunities for inclusion of these topics. In 2020, many discussions, both institutionally and nationally, were held about inclusion of anti-racism work, cultural competency and social justice. Moving forward, these topics should be incorporated and this area has to be evaluated continually.
  o **Organ Systems/Life Cycle/Prevention/Symptoms/Signs/Differential Diagnosis, Treatment Planning (7.2)** – Requirements have been met but there is room for improvement. Pre-clerkship committee is continuously involved in CQI process of all courses in the pre-clerkship phase, including SPM 1.
  o **Scientific Method/Research (7.3)** – Course sessions do address this element. Discussion about emerging research is ongoing.
  o **Critical Judgment/Problem-Solving Skills (7.4)** - Students have opportunity for enhancement of their problem-solving skills e.g., in the work case examples during the interactive or integrated sessions.
  o **Societal Problems (7.5)** – Element is covered in the course.
  o **Cultural Competence and Health Care Disparities (7.6); Medical Ethics (7.7) and Communication Skills (7.8)** – These are not necessarily a major focus of the course although, arguably, faculty do touch on these elements in the SPM.
  o **Use of PGOs (8.2)** – There is alignment and linkage with the course session objectives and the PGOs.
  o **Assessment System (9.4)** – The assessment system is satisfactory.
Narrative Assessment (9.5) – Course provides opportunities for narrative feedback from the course directors.

Formative Assessment and Feedback (9.7) – Based on students’ feedback, there is a need for improvement of the iRAT and tRAT format. This is currently being reviewed and addressed Overall Recommendations:

1. Students preferred live sessions because they can have immediate feedback and ask questions.
2. Timing for posting session recordings should be improved.
3. tRAT and iRATs format should mirror NBME-style MCQs.
4. Summative assessment needs to better reflect content highlighted in the week (ongoing process).
5. IHD remains an outlier in its ability to align CPs with weekly content. Faculty is aware of this issue, and continuously working on better aligning its content with the specific clinical presentations format.
6. Continue to integrate social justice, cultural competency, ethics and equity content into course wherever possible.

The Chair queried members for their feedback about the review.

Nick Malize
- Stated that faculty should give feedback more promptly. In addition, the SCI should focus more on topics discussed today instead of covering a lot of epidemiological data.

Dr. Alexandraki
- Pointed out that many improvements have taken place since the AY 2020/21, but agreed that those concepts could be included in the clinical vignettes, schemes, work cases, etc. This review and feedback will further enhance curriculum integration vertically, and longitudinally.

Dr. Hogg
- Provided a brief overview of the improvements based on student feedback.
- The hybrid model was created because students expressed the need for more exposure to NBME-style questions. In-house content offered on a weekly basis to students was coupled with NBME-style end of unit examinations. This resulted in better performance on the CBSE administrated at the end of each semester.
- Improvement of the quality of the iRATS and tRATS, weekly quizzes, (ongoing).
- Agreed that the IHD unit has always been a bit of a challenge. He noted that IHD comes into sync at the beginning of the sore throat week when the foundational science and the clinical science really come into
alignment. One solution would be to go back to the original 2 schemes, or to move some of the introductory content into the immersion experience. This is an ongoing discussion.

Whitney Shaffer
- Agreed that iRATS and tRATS should mirror NBME style more.
- Stated that IHD is hard because transition from the immersion to science happens fast. Even though some students find the content about normal boring, she believes it is essential for students to acquire this foundation and learn what is normal before they start seeing the abnormal.

Miraal Dharamsi
- Explained that IHD used to be micro/pharm immunology, sort of foundations heavy, so it should be taught in more general way because it is covered more rigorously in other units. Instead of having complicated schemes, students would benefit more with a general exam.

Dr. Ayoubieh moves the motion for approval.
Dr. Osvaldo seconds the motion.
No objections: Motion was approved.

ITEM III IT UPDATES
Presenter (s) Mr. Batiz
Presented updates from information technology dept.
*Please see attached report.
  - Updates about the following: Turnitin; Elentra; ePortfolio; 100 Hours Club
  - Newsletter will be released soon and will inform users about available trainings and system updates.

Dr. Alexandraki
Recommended that these updates are regularly shared with various users, so that IT could collect feedback from all stakeholders.

ADJOURN
Meeting adjourned at 2:30pm.
<table>
<thead>
<tr>
<th>Year 3 Clerkship</th>
<th>Name</th>
<th>Title</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Medicine</td>
<td>Suvarna Guvala</td>
<td>Clerkship Director</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Charishma Boppana</td>
<td>Assistant Clerkship Director</td>
<td>0.1</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>Patricia Ortiz</td>
<td>Clerkship Director</td>
<td>0.4</td>
</tr>
<tr>
<td></td>
<td>Christopher Castaneda</td>
<td>Assistant Clerkship Director</td>
<td>0.2</td>
</tr>
<tr>
<td>Surgery</td>
<td>John Lawrence</td>
<td>Clerkship Director</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Grace Ng</td>
<td>Assistant Clerkship Director</td>
<td>0.1</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>Colby Genrich</td>
<td>Clerkship Director</td>
<td>0.4</td>
</tr>
<tr>
<td></td>
<td>Chenai Nettey</td>
<td>Assistant Clerkship Director</td>
<td>0.2</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>Lynn Hernan (Fuhrman)</td>
<td>Clerkship Director</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Joanna Wojciechowska</td>
<td>Assistant Clerkship Director</td>
<td>0.1</td>
</tr>
<tr>
<td></td>
<td>(resigned and is pending replacement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OB/GYN</td>
<td>Patricia Rojas Mendez</td>
<td>Clerkship Director</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Naima Khamisi</td>
<td>Assistant Clerkship Director</td>
<td>0.1</td>
</tr>
<tr>
<td></td>
<td>(resigned and is pending replacement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4 Clerkship</td>
<td>Name</td>
<td>FTE</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Surgery Sub I</td>
<td>Alonso Andrade</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td>IM Sub I</td>
<td>Fatma Dihown</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td>FM Sub I</td>
<td>Gerardo Vazquez</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td>Pediatrics Sub I</td>
<td>Ittay Moreno</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td>OB/GYN Sub I</td>
<td>Mary Ann Son</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td>MICU</td>
<td>Harold Hughes</td>
<td>0.1</td>
<td></td>
</tr>
<tr>
<td>CVICU</td>
<td>Debabrata Mukherjee</td>
<td>0.1</td>
<td></td>
</tr>
<tr>
<td>PICU</td>
<td>Avi Kopstick (replacing Arjun Chandran pending approval by CEPC)</td>
<td>0.1</td>
<td></td>
</tr>
<tr>
<td>NICU</td>
<td>Ajay Singh</td>
<td>0.1</td>
<td></td>
</tr>
<tr>
<td>SICU</td>
<td>Susan McLean</td>
<td>0.1</td>
<td></td>
</tr>
<tr>
<td>Neuro ICU</td>
<td>Anantha Vellipuram</td>
<td>0.1</td>
<td></td>
</tr>
<tr>
<td>Emergency Medicine</td>
<td>Michael Parsa</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Neurology</td>
<td>Sushma Yerram</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Bootcamp Co-director</td>
<td>Neha Sehgal</td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>Bootcamp Co-director</td>
<td>Charishma Boppana</td>
<td>0.25</td>
<td></td>
</tr>
</tbody>
</table>
Avi Joshua Kopstick, M.D.
5001 N Mesa St. Apt 1313, El Paso, TX, 79912
Cell: 646-575-4682 | Email: kopstick@ohsu.edu

| EDUCATION                      | 08/2006 - 06/2007 | Western University, London, ON, Canada |
|                               | 08/2007 - 01/2010 | Yeshiva University, New York, NY, USA | B.A., Chemistry |
|                               | 07/2011 - 05/2015 | Medical School for International Health in Collaboration with Columbia University – Ben Gurion University, Israel | Doctor of Medicine |
|                               | 09/2018 - 06/2019 | Oregon Health and Science University, Portland, OR, USA | Education Scholars Certificate Program |
|                               | 08/2020 - 02/2021 | MIT Sloan Executive Education, online | Mastering Design Thinking Certificate Program |
|                               | 07/2019 - 06/2021 | Oregon Health and Science University, Portland, OR, USA | Human Investigator Certificate Program |

| LICENSURE AND CERTIFICATIONS  | 03/2016 | USMLE |
|                               | 07/2018 | American Board of Pediatrics, General Certification (#123512) |
|                               | 07/2018 | Oregon Medical License (#MD187594) |
|                               | 03/2019 | PALS Instructor Certification |
|                               | 06/2019 | Licentiate of the Medical Council of Canada (#143868) |
|                               | 08/2019 | Fundamentals of NVivo (windows) Certificate |
|                               | 11/2019 | Advanced Trauma Life Support Certification |
|                               | 04/2020 | EPIC Physician Builder Certification |
|                               | 04/2021 | Texas Medical License (#T0542) |

| POSTGRADUATE TRAINING         | 07/2015 - 07/2018 | SUNY Downstate Medical Center, Brooklyn, NY | Pediatric Residency Training, Categorical |
|                               | 07/2018 - 07/2019 | OHSU - Doernbecher Children's Hospital, Portland, OR | Pediatric Critical Care Fellowship Training |

| PROFESSIONAL EXPERIENCE       | 08/2021 - Current | Texas Tech University Health Science Center El Paso, Tx | Assistant Professor, Department of Pediatrics |
|                               |                   | Pediatric Intensivist |
PROFESSIONAL MEMBERSHIPS
06/2015 - Current Society of Critical Care Medicine
06/2015 - Current American Academy of Pediatrics
07/2017 - 06/2018 American College of Chest Physicians
07/2017 - 06/2018 American Thoracic Society

SCHOLARSHIP
Implementation science, design thinking, medical education, trauma-informed care, ICU-induced delirium, PARDS

05/2019 - ongoing OHSU Doernbecher Children's Hospital, Portland OR
Fellow Investigator, Division of Pediatric Critical Care Medicine
Mentor: Lalena Yarris, MD, MCR
- Designed and performing a qualitative study of pediatric and emergency medicine residents' experiences, before-and-after their first pediatric critical care rotation
- Acquired an in depth understanding of qualitative research methods and a proficiency in the data analysis software NVIVO
- Developed novel user-centered resources, such as a new resident PICU resident web-site (www.pdxpicu.wixsite.com/resident) to improve PICU experience

07/2019 - ongoing OHSU Doernbecher Children's Hospital, Portland OR
Fellow Investigator, Division of Pediatric Critical Care Medicine
Mentor: Ben Orwoll, MD
- Designed and performing a mixed-methods, retrospective observational study investigating physician identification of pediatric acute respiratory distress syndrome (PARDS), according to the latest consensus guidelines
- For the purpose of the study, learned to use SAP Webi for basic database queries, REDCap to set up a database, and IBM SPSS to perform the statistical analysis
- This project was awarded the Talwalkar Mentorship Grant, $5,000

09/2020 - 02/2020 OHSU Doernbecher Children's Hospital, Portland OR
Fellow investigator, Division of Pediatric Critical Care Medicine
Mentor: Ben Orwoll, MD
- Performed a design thinking research study focused on increasing the quality of patient documentation while decreasing the amount of time residents and attendings spend writing notes
- Applied user-centered design concepts towards adapting a problem-based charting documentation navigator in EPIC©
- Collaborated with Portland State University electrical engineering students to produce a customized seat occupancy timer to measure implementation success
Fellow Co-investigator, Division of Clinical Informatics and Epidemiology
Mentor: Joan Ash, PhD, MLS, MS, MBA
- Collaborated on a qualitative investigation into the current state of Early Intervention (EI) referral quality
- Assisted in the coding and a thematic analysis of interview transcripts from different state EI leaders

10/2016 - 07/2017 SUNY Downstate Medical Center, Brooklyn, NY, United States
Resident Investigator, Department of Pediatric Hospitalist Medicine
Mentor: Melvyn Braiman, MD
- Completed a cross-sectional questionnaire study, investigating the perception and knowledge of pediatric and emergency medicine residents regarding the evaluation and management of febrile infants younger than sixty days

06/2008 - 09/2008 Sunnybrook Health Sciences Center, Toronto, ON, Canada
Research Assistant, Department of Radiology
Principle Investigator: Richard Aviv, MBChB, MRCP, FRCR
- Assisted in the validation of 9-point and 24-point hematoma expansion prediction scores and derivation of the PREDICT A/B score for acute hemorrhagic strokes

QUALITY IMPROVEMENT
01/2019 - 01/2021 OHSU Doernbecher Children’s Hospital, Portland OR
Project Lead, Division of Pediatric Critical Care Medicine
Mentor: Aileen Kirby, MD
- To ready the unit for a standardized clinical assessment and management plan (SCAMP) from Milwaukee Children’s Hospital, spearheaded an introductory phase, titled “97 is the new 100,” which encourages consistent oxygen titration in order to promote non-invasive detection strategies for PARDS
- Helped with the building of an EPIC© Best Practice Alert, a EHR-based decision support tool, and monitoring its effects
- Assisted with the creation of a new PARDS unit protocol, to standardize clinical management according the latest consensus guidelines

05/2017 - 06/2018 Downstate Medical Center, Brooklyn NY
Project Lead, Department of Neonatal-Perinatal Medicine
Mentor: Gloria Valencia, MD
- Designed and implemented a novel patient hand-off system for resident sign out, focusing on improved resident education while preventing medical errors and missed routine and preventive care
- Awarded the Laurence Finberg, MD Memorial Award for Excellence in Pediatric Research and Quality Improvement at residency graduation
08/2017 - 07/2018 Downstate Medical Center, Brooklyn, NY
Project Lead, *Department of Pediatric Hospitalist Medicine*
Mentor: Melvyn Braiman, MD
- Provided monthly orientations to residents assigned to the inpatient pediatric unit, promoting early recognition of patients with systemic inflammatory response syndrome, with immediate response and documentation for presumed sepsis
- Performed ongoing evaluation and improvement of the project

01/2017 - 01/2018 Downstate Medical Center, Brooklyn, NY
Project Participant, *Project REVISE*
Principle Investigator: Eric Biondi, MD, FAAP
- Assisted in the formation and validation of an updated clinical algorithm for febrile infants without a localizing focus
- Developed and delivered teaching materials, including a Grand Rounds discussion, for pediatric and emergency medicine residents

PUBLICATIONS:
Peer-reviewed Journals Articles:

Peer-reviewed Abstracts:


6. Kopstick, A. et al. (2020). “Development of a Novel Heuristic to Increase PARDS Recognition at the Bedside.” Accepted to present virtually at SCCM 2021 Congress

Poster Presentations:

Oral Presentations:

COMMITTEE WORK
05/2016 - 06/2018 Committee of Interns and Residents Delegate
06/2016 - 06/2018 SUNY Downstate Pediatric Residency Social Committee
07/2011 - 06/2013 Medical School Student Council Representative

VOLUNTEER EXPERIENCE/EXTRACURRICULAR
03/2019 - current PALS instructor
07/2020 - 07/2021 OHSU Peer to Peer Suicide Prevention Program, OR
07/2011 - 06/2012 AMSA Integrative Medicine Program Scholar, Online
01/2009 - 01/2010 Youth Group Leader, NYC Teen Action Program, NY
09/2008 - 01/2010 Founding President, Yeshiva University Tolerance Club, NY
06/2007 - 09/2007 Volunteer, Bloorview Kids Rehab, Toronto, ON
LANGUAGES
English, Native (ILR5)
Hebrew, Proficiency Level: Professional working Proficiency (ILR3)
Spanish, Proficiency Level: Elementary Proficiency (ILR1)

INTERESTS AND HOBBIES
I enjoy baking, knitting, singing karaoke, hanging out with my French Bulldog Oates, hiking, biking, kayaking, scuba diving, and playing piano, guitar, drums, or ukulele.
Fall 2020 SPM I Review Team

Jorge Cervantes, MD PhD
Assistant Professor Medical Education

Emily Le, MS3

Sinthuja Devarajan, MS3

Cynthia Perry, PhD
Associate Professor, Medical Education & Office of Admissions

Narges Khanjani, MD PhD
Professor, Medical Education
SPM I: ‘Introduction to Health and Disease’ (IHD), ‘Gastrointestinal System’ (GIS), and ‘Integumentary, Musculoskeletal, and Introduction to the Nervous System’ (IMN)

Major Strengths:
• Schemes
• Relevance to clinical practice
• Accessibility and integration of clinicians
• PWS
• Formative assessment including: firecracker, session quizzes, tRATS and iRATS
• The live format and immediate feedback
<table>
<thead>
<tr>
<th>LCME Element:</th>
<th>Met?</th>
<th>Recommendations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1-Program and Learning Objectives</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>6.3-Self-Directed and Life-Long Learning</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>6.7-Academic Environments (IPE)</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>7.1-Inclusion of Biomedical, Behavioral, Social Sciences</td>
<td>Y, with gaps</td>
<td>Emerging topics related to this field such as anti-racism and social justice need to be added to the curriculum.</td>
</tr>
<tr>
<td>7.2-Organ Systems/Life Cycle/Prevention/Symptoms/Signs/Differential Diagnosis, Treatment Planning</td>
<td>Y, with gaps</td>
<td>Based on CBSE and STEP1 class performance, low performing objectives or topics can be identified to improve curriculum</td>
</tr>
<tr>
<td>7.3-Scientific Method/Research</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>7.4-Critical Judgement/problem solving</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>7.5-Societal Problems</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>LCME Element:</td>
<td>Met?</td>
<td>Recommendations:</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>7.6-Cultural Competence and Health Care Disparities</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>7.7-Medical Ethics</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>7.8-Communication Skills</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>8.2-Use of PGOs</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>9.4-Assessment system</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>9.5-Narrative Assessment</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>9.7- Formative Assessment and Feedback</td>
<td>Y, with gaps</td>
<td>Improve format of iRAT/tRAT items</td>
</tr>
</tbody>
</table>
SPM I: ‘Introduction to Health and Disease’ (IHD), ‘Gastrointestinal System’ (GIS), and ‘Integumentary, Musculoskeletal, and Introduction to the Nervous System’ (IMN)

Overall Recommendations:
• Minimize asynchronous learning, students preferred live sessions
• Improve timing for posting session recordings
• tRAT and iRATs format should mirror NBME style MCQs
• Summative assessment needs to better reflect content highlighted in the week
• IHD remains an outlier in its ability to align CPs with weekly content
• Continue to integrate social justice, cultural competency, ethics and equity content into course where possible
Agenda

- **Turnitin**
  - Integration with Elentra coming soon
  - Elentra users must follow work-around for the moment
  - Document metadata alerts now available

- **Elentra**
  - Upgrade coming within a few months (formal training will be provided)

- **ePortfolio**
  - **Released upgrades:**
    - Final Grades coming from Elentra
    - MSPE coming from Elentra
    - Normal Assessments coming from Elentra for 3rd & 4th year semesters.
  - **Upcoming updates:**
    - Add professionalism incomplete evaluation Elentra form to professionalism assessments in eportfolio
    - Normal assessments coming up from Elentra for 1st and 2nd year semesters.
    - ePortfolio 2.0 in development

- **100 Hour Club**
  - Allow students to enter hours and minutes
  - Enabled students to edit their college
  - Allow admins to edit the amount of time the students entered on a service learning event
  - Removal of ours of none compliant service learning events/hours
  - Students will be able to modify their time spent on a service learning event within 14 days
  - Impersonate student feature for admins and chairs
  - Report to obtain total of student service hours that were submitted and approved