Medical Education Committee  
Wednesday, November 14, 2012  
4:30pm – 6:35pm  
Meeting Minutes

1. Approval of October Minutes – The minutes were reviewed and approved.

2. LCME Student Survey and Report – Sybil Zachariah. The LCME Reaccreditation Report was developed and approved by a committee consisting solely of students. A 334-question anonymous, voluntary survey was developed and administered through CoursEval. Items are generally presented as statements with the options of: 1=Strongly Disagree; 2=Disagree; 3=Undecided; 4=Agree; 5=Strongly Agree; or non-applicable. The survey was given to all 731 students in the spring of 2012 via email. 634 students responded for an 86.7% response rate.

Categories include: Preclinical Curriculum, 3rd Year, 4th year, student-administration relationships, evaluations and assessments, student resources, diversity.

Strengths -
- Preclinical years generally rated highly
- Pass/fail for years 1-2 considered preferable
- Clinical clerkships generally considered effective
- 4th year has good diversity, research opportunities
- Generally supportive environment
- Overall approval of diversity, student well-being

Weaknesses –
- Feedback on block exams and afternoon sessions in years 1-2
- Clinical feedback and perceived fairness in evaluation for 3rd year clerkships
- 4th year start date, away rotation scheduling
- Transparency and fairness in LODs and AOA particularly weak

3. LCME Update – Joyce Fried. Materials for the Liaison Committee on Medical Education (LCME) have been prepared for shipment. Deliverables include database, responses, student report, and Graduation Questionnaire, plus a 35-page self-study report that includes a discussion of institutional strengths and weaknesses as represented in the database.

The LCME survey team will seek to determine:
- Have we clearly established our mission, goals, and institutional learning objectives?
• Are our curriculum and resources organized to meet our mission, goals, and objectives?
• What are the outcomes data that we are achieving this and are likely to continue to do so in the future?

The LCME site visit will occur on February 10-13, 2013.

4. **AAMC Reports – Drs. Yue Ming Huang, Ming Lee, Sally Krasne, Sebastian Uijtdehaage, and LuAnn Wilkerson.** Faculty members who attended the Association of American Medical Colleges (AAMC) annual meeting provided summaries of the following curriculum-related presentations of interest:

- **Yue Ming Huang – AAMC Presidential Address by Dr. Darrell Hirsch, "From Moses to Multipliers - The New Leaders of Academic Medicine."** The Association of American Medical Colleges announced the launch of new leadership training programs to train a new generation of leaders for medical education. AAMC President, Darrell G. Kirch, presented this effort during his address at the AAMC's annual meeting. Kirch said that academic medicine needs to move away from the idea of seeking “one leader with special knowledge to be the 'sage at the top.' Medical schools need to seek out people who can work to develop a wide base of talent at their institutions. These kinds of leaders are described as 'multipliers’, leaders who unleash others’ full potential and empower the broader problem-solving abilities of the entire organization. They invoke each person’s unique intelligence and create an atmosphere of genius—innovation, productive effort, and collective intelligence.”

- **Sally Krasne – Research in Medical Education Oral Abstract: "Pre-clerkship medical students can assume central roles in patient care," by Dr. Carrie Chen.** With calls for earlier student engagement in clinical experiences, educators are challenged to define roles for preclerkship students which enable true participation in patient care settings and central roles in communities of clinical practice. Elective student-run clinics (SRCs) have long provided students hands-on patient care experiences. This study characterized the activities and roles of SRC participants to help define meaningful early clinical experiences into the core medical school curriculum.

- **Ming Lee - Keynote by Dr. Eric J. Topal, “The Creative Destruction of Medicine: How the Digital Revolution Will Create Better Health Care.”** Dr. Topol described how digital technology can and should be used to tear down and rebuild the practice of medicine for a stronger focus on the patient. Dr. Topol is director of the Scripps Translational Science Institute, where he is dedicated to training new generations of physicians and
scientists for research-based careers, bringing together the latest scientific findings and clinical work for more effective use of technology.

- Sebastian Uijtdehaage – Research in Medical Education Oral Abstract Session: “Novel Use of Team-Based Learning in Pediatric Clerkship Improves Academic Performance at End of Clerkship and Beyond”, Dr. Nicholas Schiller. This “flipped classroom” approach of teaching is part of the newly-formed Stanford Medical Interactive Learning Initiatives (SMILI), which emphasizes interactive learning through technology and supports faculty who are interested in developing new strategies to improve their effectiveness in classrooms as teachers. The School of Medicine has been recording and posting lectures online for over 20 years, but SMILI intends to utilize the advantages of placing content into videos to present course material in a more purposeful way.

- LuAnn Wilkerson – Research in Medical Education presentation by Drs. Meghan McConnell and Kevin Eva. “The Role of Emotion in the Learning and Transfer of Clinical Skills and Knowledge”. (Academic Medicine: October 2012 - Volume 87 - Issue 10 - p 1316–1322) Medical school and residency are emotional experiences for trainees. Most research examining emotion in medicine has focused on negative moods associated with physician burnout and poor quality of life. However, positive emotional states also may have important influences on student learning and performance. The authors present a review of the literature on the influence of emotion on cognition, specifically how individuals learn complex skills and knowledge and how they transfer that information to new scenarios.