

CEPC MEETING AGENDA
5:00 PM - 6:10 PM
6/8/2026

CHAIR:

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

VOTING MEMBERS:

Dale Quest, PhD; Biff Palmer, MD; Munmun Chattopadhyay, PhD; Natalia Sidhu, MD; Saul Ramirez, MD; Stephanie Nemir, MD, PhD; Carmelle Ghislaine Mayer, PhD; ; Khanjani Narges, MD, PhD; Alexandria Melendez-Zaidi, MD;

EX-OFFICIO:

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

STUDENT REPRESENTATIVES:

Asiah Himawan MS1 (Voting); Sarah Ahmed MS1 (Ex Officio); Sami Daye MS2 (Voting); Michelle Tiji MS2 (Ex Officio); Samuel Aldous MS3 (Ex Officio)

INVITED/GUESTS:

Thwe Htay, Priya Harindranathan, Edna Carbajal, Brittany Shoemake, Jessica Chacon, Gilberto Garcia, Sheralyn Sanchez, Rebecca Campos

REVIEW AND APPROVAL OF MINUTES

Minutes Attached

ANNOUNCEMENTS

Presenter(s): Dr. Francis

ITEMS FROM STUDENT REPRESENTATIVES

Presenter(s): Students

ITEM I LCME Compliance Update

Presenter(s): Dr. Francis

ITEM II Syllabus Updates College Colloquium

Presenter(s): Dr. Quest

ITEM III Syllabus Updates Medical Skills

Presenter(s): Dr. Campos

ITEM IV Syllabus Updates SCI

Presenter(s): Dr. Khanjani

ITEM V Syllabus Updates Spanish

Presenter(s): Dr. Garcia

ITEM VI Syllabus Updates SARP

Presenter(s): Dr. Sanchez

Adjourn

6:10

CEPC Monthly Meeting Minutes
5:00 PM - 6:10 PM
6/8/2026

MEMBERS IN ATTENDANCE:

Maureen Francis; Dale Quest; Biff Palmer; Munmun Chattopadhyay; Natalia Sidhu; Saul Ramirez; Stephanie Nemir; Jose Lopez; Asiah Himawan; Sarah Ahmed; Sami Daye; Michelle Tiji; Darly Carmelle Ghislaine Mayer; Lisa Beinhoff; Charmaine Martin; Samuel Aldous

MEMBERS NOT IN ATTENDANCE:

Alexandria Melendez-Zaidi; Kristina Ingles; Narges Khanjani; Tanis Hogg;

PRESENTERS/GUESTS IN ATTENDANCE:

Priya Harindranathan; Edna Carbajal; Brittany Shoemake; Gilberto Garcia; Thwe Htay; Rebecca Campos; Sheralyn Sanchez; Jessica Chacon

INVITED/GUESTS NOT IN ATTENDANCE:

REVIEW AND APPROVAL OF MINUTES

Dr. Francis

Having met quorum, the meeting minutes from the May 11, 2026, meeting were voted on and approved as presented.

Dr. Nemir moves the motion for approval of the May meeting minutes.
Dr. Quest seconds the motion.
No objections: Motion was approved.

ANNOUNCEMENTS

Dr. Francis

Dr. Francis reminded the committee about the extra meeting taking place this month, on June 22, to finalize syllabus reviews and action plans for LCME

ITEMS FROM STUDENT REPRESENTATIVES

MS1/MS2/MS3/MS4

MS3 students reported concerns about maintaining access to resources such as Amboss. Dr. Francis explained that students are provided access to Amboss during both years of clerkship and that extending access across all four years would be cost-prohibitive. Recommended utilizing OnlineMedEd, as access

remains available through Year 4, and encouraged continued use of UWorld. She would be reaching out to the block chiefs for planning for next year's intersession. Additionally, she will contact the clerkship coordinators to determine the availability of updated quick guides in Elentra for the clerkship courses to support students.

MS1, MS2, and MS4: No issues reported.

ITEM I LCME Compliance Update

Presenter(s): Dr. Francis

*Please see attached report

Dr. Francis addressed the LCME feedback from the pre-clerkship phase elements that need to align with the guidelines. It is important for the committee to understand these deficiencies before the syllabus review for the pre-clerkship phase. The issues need to be addressed in the upcoming academic year.

6.3 Self-Directed and Life-Long Learning- DCI describes 3 types of exercise that are directed to self-directed learning, but none of them meet the LCME SDL criteria at that time. This requires each medical student to self-assess their learning needs, independently identify, analyze, and synthesize information relevant to those learning needs, appraise the credibility of information resources, and receive individual feedback on the development of these skills.

7.1 Biomedical, Behavioral, Social Sciences- On the graduation questionnaire, graduates were asked how well they were prepared for their clerkship years. Only excellent or good were counted, and anything beyond that was not considered. Our excellent or good lagged behind between 5-39% for every discipline. Particularly, SCI and Immersion had low satisfaction on independent questions. Need to keep in mind there is lagging in satisfaction related to the basic science preparation for both years because the questions are asked of graduating 4th years and the curriculum may have changed in the interim.

7.2 Organ systems/life cycle/prevention/symptoms/signs/differential diagnosis/treatment planning- LCME called out health maintenance, disease prevention, and management of disease, and looked at the level of agreement and cohort. The school is under monitoring for the inclusion of the three, and the committee will be looking to ensure they are included in the updates of the syllabi.

7.3 Scientific Method/ Clinical/Translational Research- The objectives of the scientific and ethical principles of translational research were specifically covered. Examples were provided from the SARP program and SCI course but the coverage was not deemed to be satisfactory. The SARP team created an asynchronous module for the 25-26 academic year to address the issues.

7.4 Critical Judgement/Problem-Solving Skills- Discussed examples of critical judgment and problem-solving instruction in the pre-clerkship curriculum. The group concluded that WCE sessions have become too didactic and insufficiently focused on developing students' clinical reasoning skills. Medical Skills was also identified as lacking adequate emphasis on real clinical reasoning, with too much focus on documentation. Strengthening clinical reasoning and problem-solving instruction was identified as a priority for improvement.

8.2 Use of Medical Education Program Objectives- It was noted that several pre-clerkship courses in previous years did not have course-level learning objectives. This issue was addressed for AY 2025–2026, and ongoing monitoring will continue to ensure that all courses maintain course-level learning objectives and that no courses are offered without them.

9.7 Formative Assessment and Feedback- Dissatisfaction with both formative feedback and the quality of formative feedback was noted across all four years of the curriculum. In the pre-clerkship phase, participants indicated that the amount of formative feedback provided was insufficient to support meaningful self-assessment, and concerns were also raised regarding the quality of the feedback received. It was emphasized that these areas should be addressed

during this year's action-planning process to improve students' learning and development, and in accordance with the LCME guidelines.

ITEM II Syllabus Update for College Colloquium

Presenter(s): Dr. Quest and Dr. Shoemake

*Please see attached report

Dr. Shoemake introduced the College Colloquium and reviewed the proposed course changes. The SDL rubric and template were simplified and revised to incorporate four clearly defined steps using language aligned with LCME terminology. The changes were approved in January and were implemented during the Spring AY 2025–2026 session.

The new proposed changes for the upcoming year (AY 26-27) are as follows:

Self-Directed Learning- Student feedback indicated a lack of understanding regarding Self-Directed Learning (SDL), including its purpose and relevance to their future careers. In response, a dedicated colloquium session has been developed and will be implemented beginning in Fall AY 2026–2027. The session will focus on SDL theory, expectations, and its role in supporting future clinical practice. Students will be presented with patient problems and will use peer-reviewed literature to develop a deeper understanding of the topics. Additionally, to align with LCME guidelines and clearly demonstrate that they are distinct assignments, Tankside Grand Rounds has been separated into the MS2 Spring Independent Learning Plan and Autopsy Grand Rounds, with the first part as an individual SDL project and the latter serving as a team-based activity.

In-class Short Essays- Student take-home essays were identified as outdated and overly burdensome. Concerns were raised regarding the quality of submissions, with many/all appearing to be AI-generated. To align with LCME guidelines and address these concerns, a new approach is proposed in which students will complete a brief handwritten reflection of approximately 200 words during the final 15–20 minutes of class without the use of technology. These reflections will be assigned for 3–4 sessions per semester and will focus on the topic discussed

during that day's session. Student work will be evaluated in three primary categories: Ethical Insight, Reflection and Reasoning, and Professional Identity Formation. The proposed scoring rubric will use a 0–6-point scale, with a passing score defined as 4 or higher.

Communication Learning Assessment- Incorporating NBME CLA, based on a realistic simulated environment where students will interact using their computers or phones. Students are assigned 10 short communication learning assessments mid-semester AY 26-27, fall semester. Students will be required to complete the case independently at their own pace. The proposed format encourages students to think critically about ways to approach and assist the simulated patient. Students will be assigned cases in October and will have the opportunity to have a group debrief at the beginning of the Spring semester.

Sami Daye moves the motion for approval.

Dr. Nemir seconds the motion.

No Objections: Motion was approved.

ITEM III Syllabus Update for Medical Skills

Presenter(s): Dr. Campos

*Please see attached report

Dr. Campos introduced the proposed updates for medical skills for AY 26-27.

The Objective Structured Clinical Examination (OSCE) Confidentiality- For students to acknowledge the sensitivity and confidentiality of the content in the OSCEs to ensure fairness for all students and uphold the integrity of the assessment process an agreement requiring signature of acknowledgement will be provided to all students not with the intent to aggressively pursue punitive in nature, but to re-sensitize the confidentiality of the OSCEs as the summative that it is.

Students are to agree to the following points:

Confidentiality of Exam Content

Non-Disclosure

No Recording or Copying
No Communication with Other Students
Professional and Ethical Responsibility
Consequences of Breach

CVR OSCE- Gradually begin expanding the SP cases for OSCE beginning with cardiovascular and pulmonary OSCEs. Logistics are still in play with the tech center, as medical skills runs completely under simulation center, which will be able to utilize for early testing and hopefully incorporate the pilot of 2 OSCE cases. Looking to expand cases for SP encounters as well

Clinical reasoning/judgement, narrative feedback, Individual feedback, and Clinical documentation- Proposed enhancements to standardized patient (SP) encounters were discussed to increase recognition of the relationship between patient history, clinical management, and student skill development. The goal is to provide more meaningful feedback on SP encounters while also using these experiences to strengthen clinical reasoning, judgment, and documentation skills. A revised rubric will include clear criteria outlining what meets expectations and where improvement is needed. The incoming Family Medicine residency program will assist with rubric validation and pilot testing.

- Formative assessments, including SOAP notes and dialysis activities, will continue to include both rubric-based evaluations and individualized narrative feedback. Efforts will be made to expand the use of standardized patient encounters throughout the curriculum. The format of the first SP encounter will be restructured to place less emphasis on documentation and greater emphasis on clinical reasoning and problem solving during the debriefing. Discussions will focus not only on identifying the patient's problem and findings but also on developing differential diagnoses and clinical judgment, in alignment with LCME expectations. Students will receive individualized feedback on their SOAP notes. The feedback will be

provided at the midpoint, allowing students to incorporate it in time for their summative.

H&P Simulation-Based Course- Previous hospital-based process limited consistency, clinical reasoning assessment, feedback, timing, and remediation support. Proposed to:

- Move encounters into the simulation lab with standardized patients.
- Use 45-minute encounters scheduled on the hour to support turnover and reliability.
- Assess H&P skills, clinical reasoning, work-up, treatment plan, documentation, justification, and provide structured narrative and individual feedback.

Able to control the data the students get to have labs, imaging, and medications, which can steer them in the right direction and really assess their clinical diagnostic. Provide them with guidance with references, and be able to encourage them and provide them with direction with the type of references they should be referencing and go to for their diagnosis and decision-making.

November-January implementation calendar to help minimize SCI scheduling conflicts.

Inpatient Experience- The week after MHD students will have an opportunity with different teams in the hospital services to get a real patient interaction with the intent for students to reflect on how illness, hospitalization, family presence, uncertainty, or vulnerability impacts the encounter.

Sami Day moves the motion for approval.

Dr. Mayer seconds the motion.

No Objections: Motion was approved.

Presenter(s): Dr. Khanjani

Was unable to attend. Will be moved to the following meeting

Item V Syllabus Updates for Spanish

Presenter(s): Dr. Garcia

*Please see attached report

Dr. Garcia proposed no changes to the syllabus. Shared the credit calculations approved by the registrar's office. Provided a list of available courses along with their definitions for Spanish, calendar, and the grading breakdown, as it will begin its debut as an independent course this year. Avoid increasing the total credit hours for the MS2 class as per the registrar's office. Changes to be implemented for the Class of 2030.

Dr. Francis is to speak with the registrar's office regarding the Spanish credits for the class of 2029.

Sami Daye moves the motion for approval.

Dr. Quest seconds the motion.

No Objections: Motion was approved.

Item IV Syllabus Update for SARP

Presenter(s): Dr. Sanchez and Dr. Chacon

*Please see attached report

Dr Sanchez introduced the proposed updates for the Scholarly Activity and Research Program (SARP)- implemented the translational research model last year. The attendance policy was updated to follow the pre-clerkship absence event approval process regardless of the year the students are currently in. All other attendance expectations remain in effect. Failure to comply may also lead to a referral to the Office of Student Affairs or the Grading and Promotion Committee. Added AI inclusion statement in the Syllabi. Updated the grading rubrics. Changes reflected in the PGOs (professionalism summary assessment is linked in the rubric). Standardized and assignment due dates have also been

updated. Appendix includes guidelines for the components of SARP, which include project plan, final report, and poster presentation. Removed duplicated information to only reflect in the syllabus.

Dr. Francis recommended that everyone add the same AI statement in their syllabus

Dr. Quest moves the motion for approval.

Dr. Mayer seconds the motion.

No Objections: Motion was approved.

Adjourn 6:09