

MPC Program Council Annual Report 2018-19

MPC Program Council Members and Ex-Officio Members:

Elizabeth (Liz) Gatewood, FHCN (Chair)
Astrid Block, PH
Lynda Mackin, PH
Ulrike Muench, SBS
Maureen Shannon (Ex-Officio)
Miranda Surjadi, CHS
Linda Stephan, FHCN
Caroline Stephens, CHS
Hilary Fisher, Student/Part of Year
Debbie Acoba, Staff

Core Course Evaluation Review

- Activity: Graduate Core Courses and Clinical Core Course Evaluations were reviewed by the Council each quarter following the course offering.
- Process: E*Value Course Evaluation Reports reviewed by individual Council Member, verbal summary provided during Council meeting; course FOR invited to meeting when respective course discussed.
 - If E*Value Course Evaluation question score below 3.0/4.0, Council discussed further and considered options for course improvement.
 - MPC Chair reported to department chairs if course failed to meet the 3.0 cut off
- Procedure: Developed formal written MPC procedure for course evaluations (see attached)

Course Forms:

- Activity: See consent calendar for Full Faculty meeting 12/14/18, 2/15/19 and 5/17/19 for summary of course actions throughout academic year.
- Process: Collected Course review forms prior to MPC Meetings; Reviewed forms and recommended improvements / edits as needed; Submitted recommendations to admin support to enter into Course Review.
- Updated course review form to incorporate historical information on course evaluations (see new form)

Course Substitution Request:

- Activity: Received course substitution requests from ACPNP and PNP
- Process: Reviewed course request form to ensure that objectives meet criteria, including competencies for substituting a specialty course for a masters course

N208 Patho Revision

- N208 Advanced Pathophysiology Course has gone forward with its changes in curriculum content and format and has moved to an online format. A new FOR for the course was hired and on-boarded July 2019. The online platform template has been created by XinXin Huang and modeled after the Bridges curriculum from SOM and sit on the CLE platform. MPC has

discussed these changes with the current FOR and monitored its progress through the academic year.

- MPC members supporting new FOR in revisions

Comprehensive Exam Due Dates and Handbook Changes:

- Students will no longer be required to Advance to Candidacy prior to submitting their comp exam. This change will impact comp due dates and allow specialties to determine which quarter their students submit the comp. The different due dates will need to be considered as changes will have a significant impact on OSA and departments.
- Revisions to the Comp Handbook were made by Liz Gatewood and Merideth Miner and approved by MPC. New handbook is on the CLE and has been disbursed to specialty and comprehensive exam coordinators.

MS Program Exit Survey and E Value Core Course Cumulative Report:

- Teresa Scherzer presented to MPC at the April 19, 2019 meeting and qualitative data from the MS Program Survey was presented.

Sociocultural Courses

- Kim Dau presented an evaluation of the current required socio-cultural requirements and highlighting that they are outdated (~11 years old language). Proposed shifting to structural competencies.
- The PowerPoint presentation highlighted where in the MS Essentials and NONPF Competencies this content is relevant.
- MPC voted to develop a sociocultural task force to evaluate revising the competencies
 - Linda Stephen leading that task force

Action Items for 2019-2020

- Review and approve courses for the Course Changes
- Sociocultural Competency Task Force (Linda Stephen, Kate Melino, Kim Dau) will devise how to create new objective and how it will be met.
- Pathophysiology Committee (Liz Gatewood, Miranda Surjadi)-Follow up and monitor progress of N208 revision to its online platform for course delivery through CLE - Identifying best way to communicate course form deadlines. There continues to be multiple forms submitted late
- SON Writing Resources – MPC has been asked to review the SON Masters writing resources to identify if there are ways to
 - Better allocate limited editorial resources
 - Communicate writing skill interpretation
 - Identify gaps in student writing needs
- MS Thesis – In discussion to record video for faculty / students interested in thesis option; Evaluating need for revisions to thesis handbook

Report submitted by Liz Gatewood, 08/12/2019