

**MSU Meeting #5 Minutes  
December 3rd, 2019**

**I. MSU Board**

**A. President: Ryan Mack**

**1. Important Updates**

**a. Memorial Services for Nicole Walls**

- (1) Service on 12/4 at 1pm in the Atrium, followed by Gathering in the SAC.
- (2) Open Perspectives access this week. See email from Ministry.

**b. Quiet Study Spaces**

- (1) CAL Lab: **Technically not a quiet space**, but we have received lots of feedback about staff being loud in these areas. Dean Mendez said he would reach out to these staff members.
- (2) Quiet Library: **Please do not answer your phone nor have conversations here.**
- (3) 3rd/4th Floor: **Not appropriate for playing musical instruments nor having loud group study sessions.** If someone is being loud in these spaces, please continue to submit feedback to our form and/or tell them directly.

**c. Stritch Student Feedback Form** from MSU/Class Reps: [Link here](#). **Please fill it out.** Responses will be compiled and shared with administration by class board.

**d. AQA Grant Leadership Project:** Student applications closed last week. We will reach out to applicants within the next week regarding interviews.

**e. Student Organization Transitions and Documents**

- (1) Historically, there has been a lack of documents from previous boards on how to run orgs, activities, where to cater from, etc. that has hindered the ability of new board leadership to smoothly transition and continue these events the following year.
- (2) **Throughout the year, please jot down the roles that each of your board members have played, activities/events that your org has planned, and important resources to allow for smoother transition to new leadership so that they can continue traditions and improve on activities.**
- (3) Catherine found old student org records, including bylaws, apps, etc.
  - (a) In the next few months, Curtis will look through these documents and send info to student org leadership. Please let him know if it is still accurate, or if it requires updates, then you can make those changes and send it back to Student Life.

**2. Feedback Process at Stritch**

**a. Various committees/meetings that exist with student reps and provide direct feedback to Admin**

**b. Student Course Curriculum Committees:** 7 students on each committee for each course, read myLumen end-of-semester evaluations/ratings. Draft report, provide to course directors, and it is then up to their discretion to implement recommended changes.

**c. PCM-1/2 Small Group Representatives:** Monthly meetings with course directors. Discuss previous lectures, what worked well/didn't, what was introduced based on student recommendations last year and if it should be changed, future workshops/assignments. Discuss end-of-small group evals. Feedback is often implemented in sessions later on within that same semester.

**d. [Central Curricular Authority \(CCA, CEARC, CITE, Evaluation subcommittees\)](#):** Dual faculty-student committees to discuss curriculum feedback changes

**e. MSU Meeting with Deans/Student Life**

- (1) MSU w/ Deans Mendez & Sonntag (Associate & Assistant Deans of Student Affairs), Catherine (Assistant Director Student Life) + Curtis (Student Life Coordinator), Viviana Martinez (Assistant Director, Student Affairs)
- (2) Monthly on Wednesdays after MSU meeting. Go through MSU meeting minutes, feedback submitted to feedback form, bring up any issues with Deans and follow-up about previous issues. Provide feedback on questions that Deans have about student body/events.

**f. Leadership Council Meeting**

- (1) Student Leadership (MSU, M1-M4 class boards, OSR, Wellness (SWAG)), Deans of Education (Gruener/Kristopaitis/Clipstone/Boyle/Graziano/Blair/Reed), Student Affairs (Mendez/Sonntag), Diversity, Equity & Inclusion (Torrez/Williams/Cash), ACE (Schalansky), Student Life (Jardien/Kimberlin), Ministry (McCarthy), Library (Hendler)

- (2) Every month on Mondays (next one is 12/16). Student leadership provides reports to Deans.  
Deans ask for advice/provide updates to student leaders on previous/current issues.

### 3. MSU Feedback Form Responses

- a. **Easier way to schedule emails on Outlook:** Start a new email. Go to the bottom and click the "...". Go to "Add-ons" and search "Boomerang."
  - i. Keurig in the SAC
- b. Meeting minutes are helpful
  - (1) YW!
- c. Why is coffee so expensive and why does it not taste good?
  - j. How to properly reply to emails w/o spamming
- d. **How do we access the "paging" system on EPIC?**
  - (1) See tutorial below.
  - k. Healthier foods at meetings
    - (1) We try!
  - l. 6 emails about the CCGH event: Affordability of Medications
- e. Noise in/around quiet study areas: Employees in room 256 in CAL Lab, silent library, 4th floor.
  - (1) Addressed in Dean's meetings.
  - m. Cancel room reservations
    - (1) See Nov. minutes for tutorial.
  - n. M1/M2 buddy or mentor program
    - (1) Will begin next semester.
  - o. Have all student groups post their events to the calendar (including non-MSU groups)
- f. Installment plans
  - p. I love the MSU calendar!
    - (1) Yay!
- g. Sign-ups and/or shadowing emails
  - q. Share only complicated event or fundraiser information at meetings
- h. Brown mouse in study room

### 4. November (11/6) Dean's Meeting

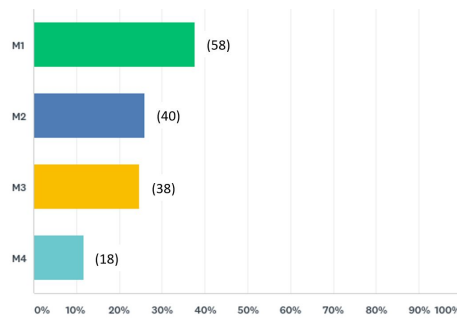
- a. MSU to meet w/ course directors regarding [curriculum feedback to address scheduling concerns](#).
- b. MSU to email Lucia to [reduce CCGH emails](#).
- c. Dean Mendez will reach out to [CAL Lab faculty](#) regarding closing door during loud convos.
  - (1) [However, CAL Lab is not necessarily a quiet space.](#)
  - (2) If someone in specific is being loud, it is okay to ask them to close the door.
- d. Catherine added an [additional sign in front of Quiet Library](#) (close to Security desk) to remind people to be quiet around that area.
- e. Dean Mendez will ask around about where [loud music](#) near SAC is coming from.
  - (1) [SAC is not a place for loud music](#). This has happened during exams, with them taking place on the floor above. Please keep music at an appropriate level.
  - (2) [No playing guitar/ukelele/other loud musical instruments on 3rd and 4th \(quiet...\) floors.](#)
- f. Dean Mendez will send email to Grad school admin to remind students of quiet areas

### 5. November (11/18) Leadership Council Meeting

- a. MSU: AΩA application/Cascade Leadership Program, events, noise concerns
- b. M1: Personalized Patagonia, nails in gravel lot
- c. M2: 1 more large class event before dedicated
- d. M3: Met w/ Blair/Graziano, earlier schedules, away rotations, getting off PCM-3 afternoons
- e. M4: Difficulties w/ getting days off for interviews
- f. OSR: Compiling AAMC info
- g. [Send info about outside speakers to Deans to include in HSD Weekly](#)
- h. [Entire 4th floor is quiet](#)
- i. Working on vertical curriculum, Health Sciences course, M4 boot camps, future CV workshops, STEP sessions for M2s
- j. [Office of Diversity, Equity, & Inclusion will move to back of Curie by end of the year](#)
- k. Curtis will send out another reminder to M1s for M&M Buddy Program (43 M1s, 34 M2s)
- l. [Focus/discussion groups to review AAMC Y2Q and MSGQ data](#)
  - (1) Dean Gruener wants to bring together a diverse group of students to look at the data/survey questions to help ensure that admin are interpreting the data correctly. They want student input to be able to make better decisions about what they can do to improve. Opportunity for students to be involved in the evaluation/improvement process.
  - (2) Tooba will be working on the data in the upcoming month. Reach out to her to get involved.

## 6. Pre-Clinical Curriculum Feedback Survey

- MSU met with Dr. Clipstone (Year 1 Curricular Director) and Dr. Kristopaitis (Year 2 Curricular Director) on 11/26 to discuss Sept. survey results.
- Below are the infographics and free responses we provided to them, followed by their responses to the results.

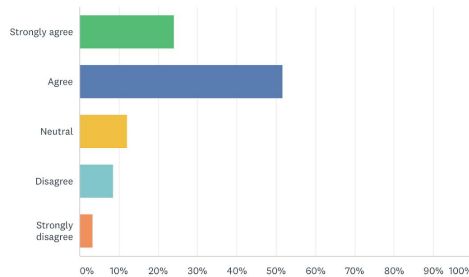


c. Total of **154** responses:

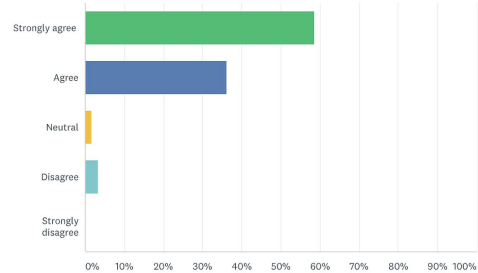
### d. Responses from M1s (1) Courses

I am satisfied with class scheduling (lectures and small groups). Course material is made available in a timely manner.

Answered: 58 Skipped: 0

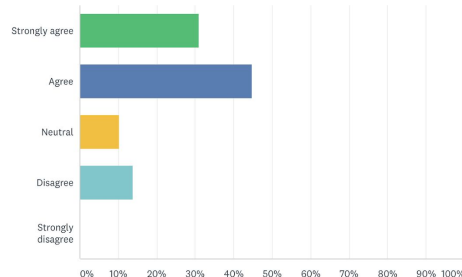


Answered: 58 Skipped: 0



Course materials (PPTs, handouts, objectives, etc.) are consistently useful.

Answered: 58 Skipped: 0

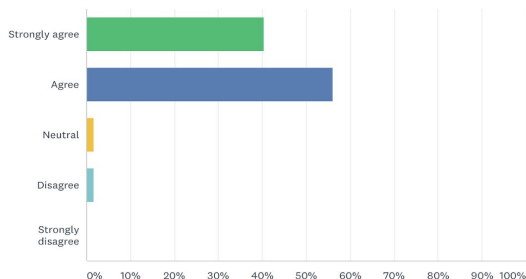


- Course directors send professors detailed guides on how to make PPTs and handouts.
- With regard to the issues of multiple learning materials, course directors said that faculty never know what to put on handouts, since students have varied responses in what they want them to look like, which explains why they often look different between professors.

### (2) Exams

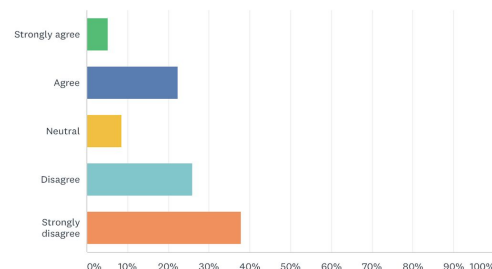
Exams are/were reflective of the material presented in lecture.

Answered: 57 Skipped: 1



Reviewing missed learning objectives is an equivalent alternative to reviewing missed exam questions.

Answered: 58 Skipped: 0

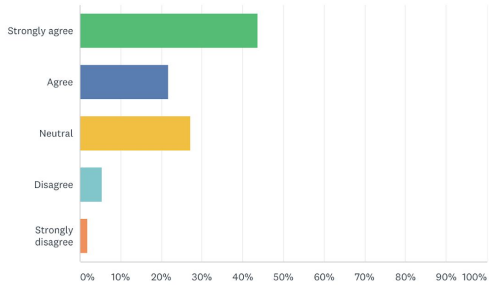


- Course directors are responsible for linking learning objectives to exam questions. Therefore, you should always use objectives to guide your studying for exams.

### (3) Resources

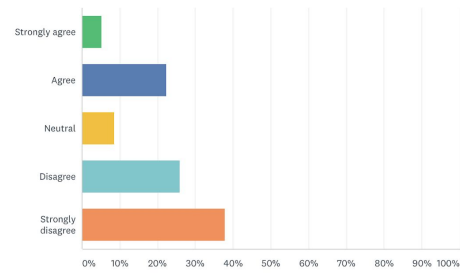
I benefit from reviewing exams.

Answered: 55 Skipped: 3



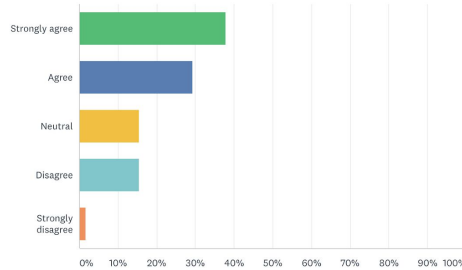
Reviewing missed learning objectives is an equivalent alternative to reviewing missed exam questions.

Answered: 58 Skipped: 0



I benefit from practice questions made available to us in class.

Answered: 58 Skipped: 0

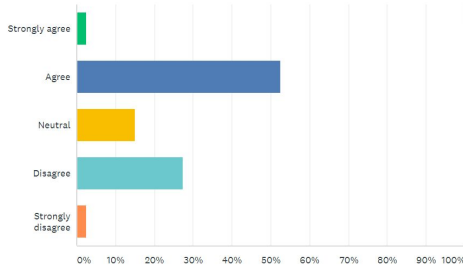


### e. Responses from M2s

#### (1) Courses & Small Group Answers

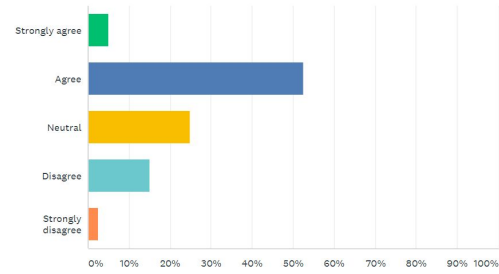
The daily course load is manageable.

Answered: 40 Skipped: 0



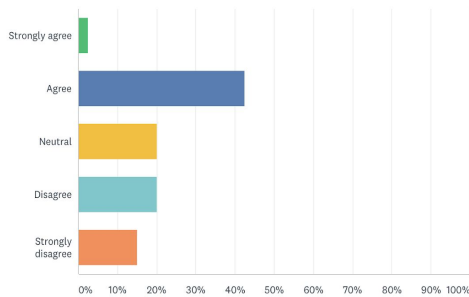
The weekly course load is manageable.

Answered: 40 Skipped: 0



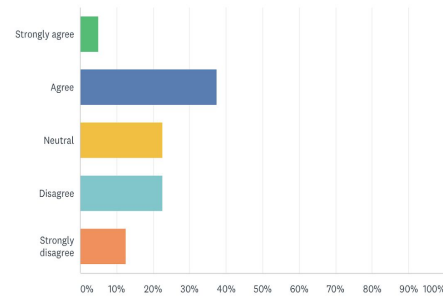
I am satisfied with class scheduling (lectures and small groups).

Answered: 40 Skipped: 0



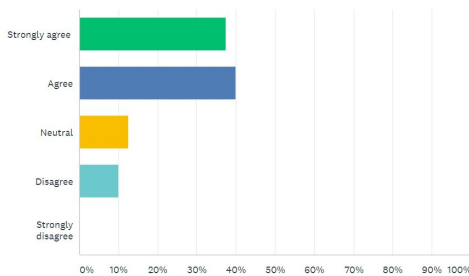
Course materials (PPTs, handouts, objectives, etc.) are consistently useful.

Answered: 40 Skipped: 0



Course material is made available in a timely manner.

Answered: 40 Skipped: 0

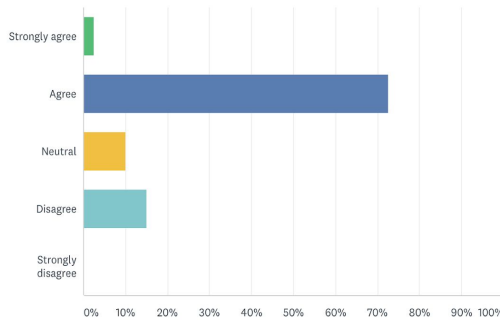


- (a) **Small groups are to be used as a learning tool** that requires prior lecture knowledge, which is why they are often piled towards the end of blocks.
- (b) **Small group answers are faculty copy for faculty only.** Students will *never* get them.
  - (i) **If students have issues with their MHD small group facilitators**, then please provide feedback *politely and professionally* in the course evaluation. There is a list of faculty waiting to be MHD SG facilitators, so it shouldn't be a problem to replace them.
  - (ii) We will never have the answers as physicians, so we must get used to struggling and thinking critically.
- (c) Labs should be prepared prior to session to avoid scrambling to write things down.
- (d) **Releasing answers before has backfired.**
  - (i) Have actually been sitting right next to a student and literally watched them copy the answers that were passed down.
  - (ii) Students don't participate in small groups and it ruins the discussion.

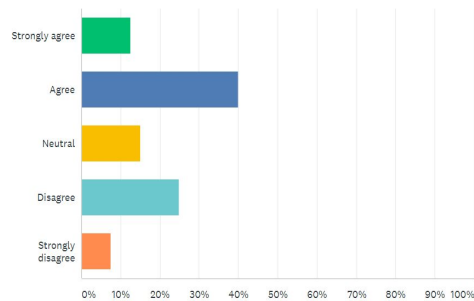
**(2) Exams**

Exams are/were reflective of the material presented in lecture. Stritch offers enough resources to help me adequately prepare for exams.

Answered: 40 Skipped: 0

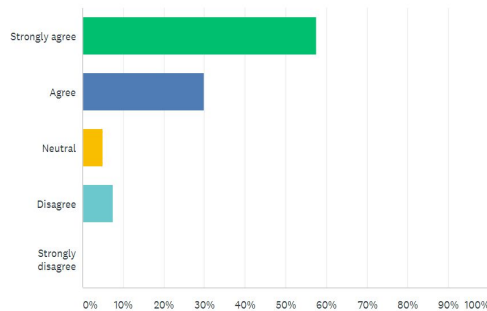


Answered: 40 Skipped: 0



I benefit from practice questions made available to us in class.

Answered: 40 Skipped: 0

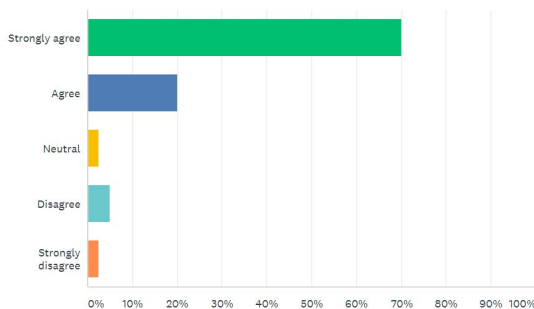


- (a) 99% of the time, the exam material comes from the PPT
  - (i) Look at learning objectives to guide studying, since these objectives are linked to Qs.
- (b) In regards to concerns over "minute details" being tested, board exams try to not use buzzwords and test higher understanding, which is why those details are important.

**(3) Exam Reviews**

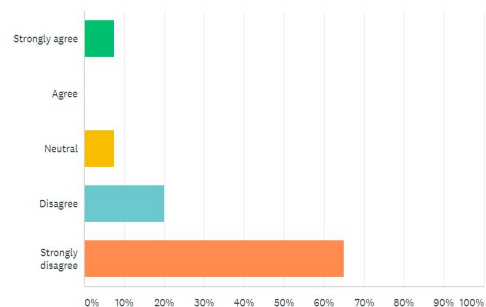
I benefit from reviewing exams.

Answered: 40 Skipped: 0



Reviewing missed learning objectives is an equivalent alternative to reviewing missed exam questions.

Answered: 40 Skipped: 0



### (a) Why was exam review policy changed?

- (i) Due process involved 24 faculty members and committees w/ student representation: course directors -> [CEARC](#) deliberated and agreed -> [CCA](#) agreed
  - (a) Not punitive
  - (b) Understand content and not details

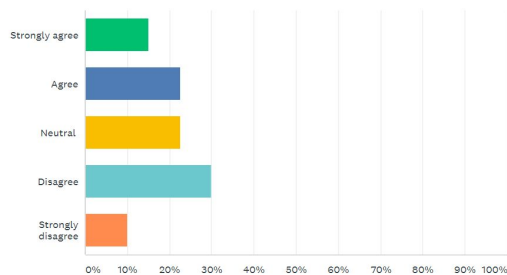
### (b) Exams are NOT learning tools, they are assessment tools.

- (c) After M2 year, you are no longer able to review exams ever again.
  - (i) You only get line items of what you got wrong (aka learning objectives).
- (d) Students don't attend exam reviews, and w/o Dr. Hopps, [there is not enough ACE staffing capacity](#) to do individual exam reviews.
- (e) Students have provided [direct evidence](#) to course directors to documents of previous students helping to [crowdsource exam Qs](#).
  - (i) Students have sent emails with [verbatim previous exam Qs](#) to course directors.
  - (ii) Had to change entire exam question database 6-7 years ago.
  - (iii) At national NBME panel, med school admin/faculty panelists from OSU and other med schools recommended stopping exam reviews.
- (f) Student performance has been the same as previous years, so not reviewing exams [has not negatively impacted the overall class average/curriculum](#).
- (g) Step-wise curriculum, so you don't see the content again. And [will never see a question about that exact detail again...](#)
- (h) Research shows that after reviewing an exam question, you're still less than 50% likely to get it correct the next time you see it.
  - (i) To improve test-taking strategies, discuss with ACE.
    - (i) Using Q Banks (Utah WebPath, etc.) can help.

## (4) Feedback

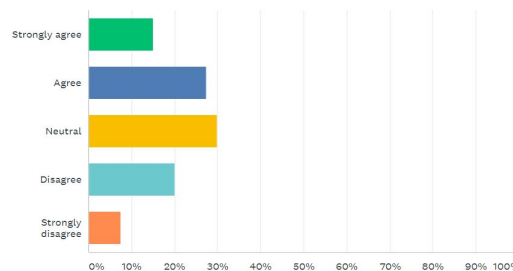
There are sufficient opportunities for me to provide feedback on course material/curriculum.

Answered: 40 Skipped: 0



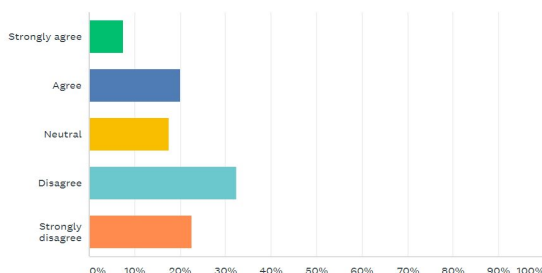
There are sufficient opportunities for me to provide feedback on professors/lectures.

Answered: 40 Skipped: 0



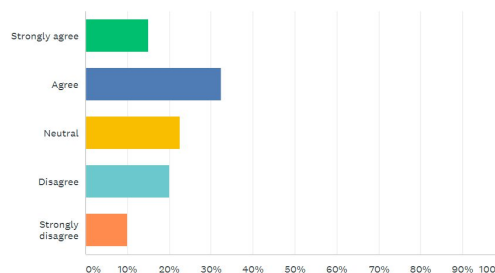
I feel my feedback/evaluations are taken seriously by faculty/administration members.

Answered: 40 Skipped: 0



End-of-semester course evaluations are a valuable way to provide feedback.

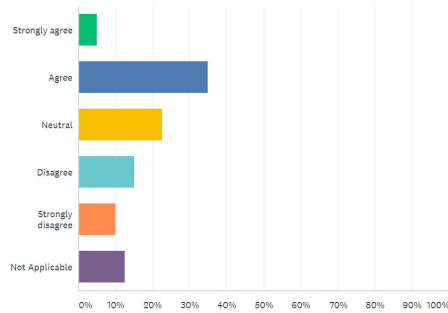
Answered: 40 Skipped: 0



- (a) Encourage students to [fill out myLumen course feedback concurrently](#) with *professional and constructive feedback* done at time of lecture or after.
  - (i) [This feedback is looked at in real-time](#) (Clipstone checks it ~monthly).
- (b) Those same lectures will not be taught until next year anyways, so unless the evaluations are [more broad](#), they won't be able to change outcomes for that current class.
- (c) Course reviews looking at all myLumen evals are done at the end of the semester/year.

M2s: The “Year in Review” student feedback session in May 2019 was a valuable way to provide feedback.

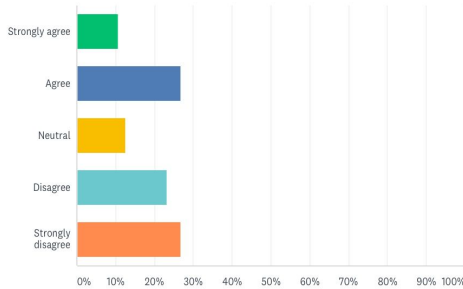
Answered: 40 Skipped: 0



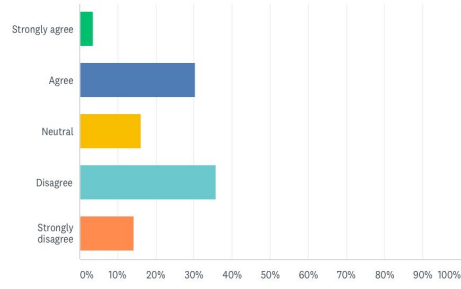
**f. Responses from M3s/M4s**  
**(1) Courses**

I am satisfied with class scheduling (lectures and small groups). Course materials (PPTs, handouts, objectives, etc.) are consistently useful.

Answered: 56 Skipped: 0

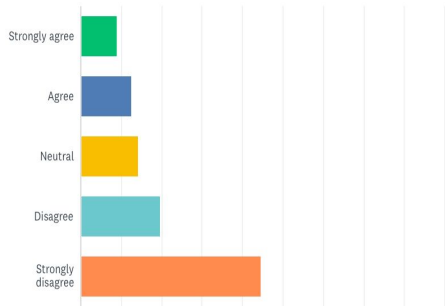


Answered: 56 Skipped: 0



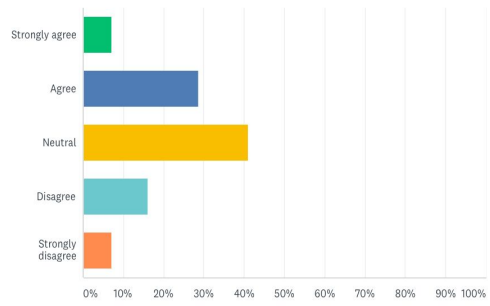
The curriculum is preparing/did prepare me well for STEP 1.

Answered: 56 Skipped: 0



The course load at Stritch is comparable to other medical schools.

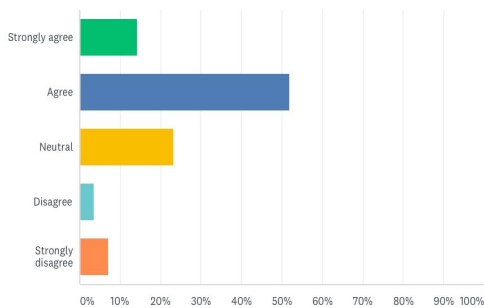
Answered: 56 Skipped: 0



**(2) Exams**

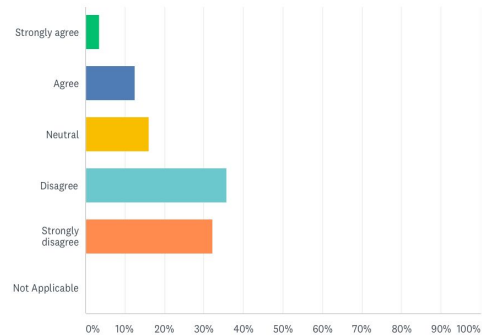
Exams are/were reflective of the material presented in lecture.

Answered: 56 Skipped: 0



Exams are/were reflective of material I am expected to/needed to know for STEP 1.

Answered: 56 Skipped: 0



- (a) The curriculum is not a board-prep course (covers all the content but not all details).
- (b) First Aid is not referenced in PPTs because it's not a medical textbook.
- (c) Every lecturer/SG facilitator is given a copy of FA or the relevant content. They are told that this is the minimum we need to know. Some small group sessions have FA references.
  - (i) Ex: Dr. Harrington (Micro) updated all of her PPTs to match/include FA info.



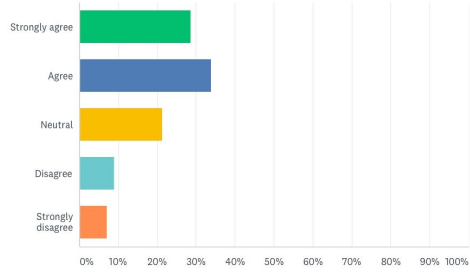
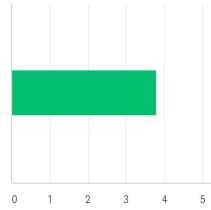
### (3) Resources

I benefit from reviewing exams.

Answered: 56 Skipped: 0

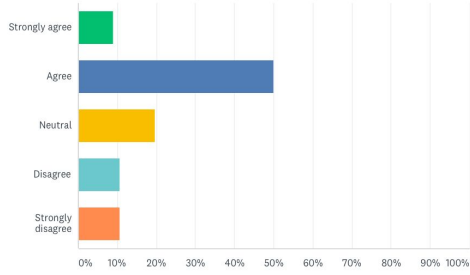
I have reviewed my exams in the past.

Answered: 55 Skipped: 1



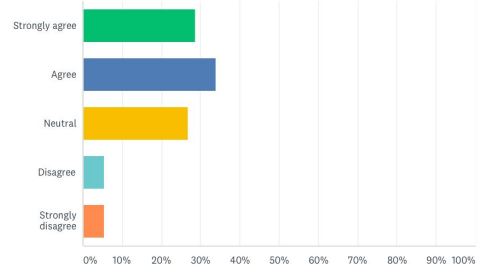
Stritch offers enough resources to help me adequately prepare for exams.

Answered: 56 Skipped: 0



I benefit from practice questions made available to us in class.

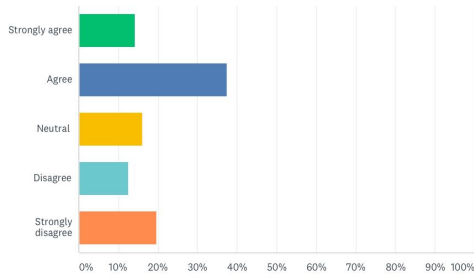
Answered: 56 Skipped: 0



### (4) Feedback

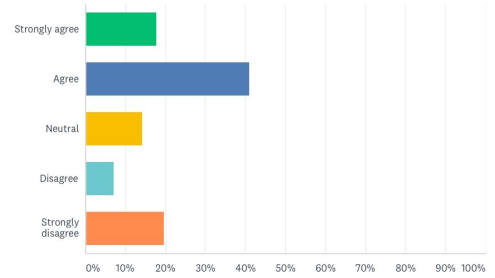
There are sufficient opportunities for me to provide feedback on course material/curriculum.

Answered: 56 Skipped: 0



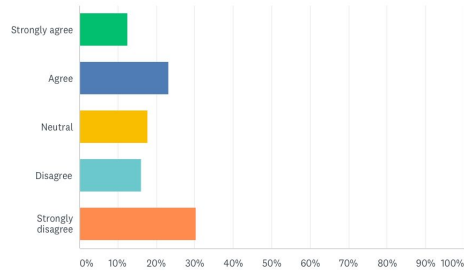
There are sufficient opportunities for me to provide feedback on professors/lectures.

Answered: 56 Skipped: 0



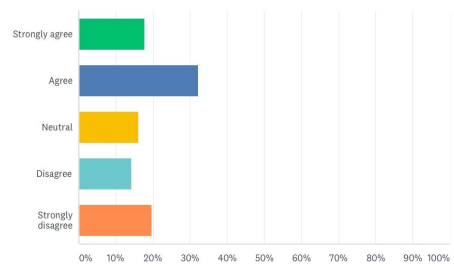
I feel my feedback/evaluations are taken seriously by faculty/administration members.

Answered: 56 Skipped: 0



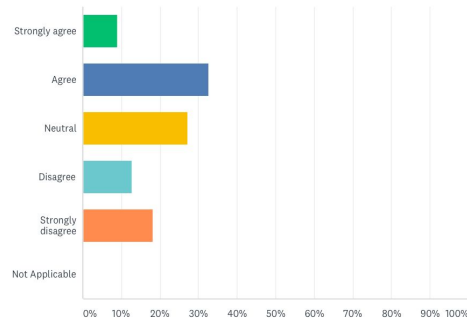
End-of-semester course evaluations are a valuable way to provide feedback.

Answered: 56 Skipped: 0



M3/M4s: I feel the preclinical curriculum prepared me well for rotations.

Answered: 55 Skipped: 1





**g. Considered Solutions**

- (1) Implement **student feedback groups in Semester 2**, either mid-semester or every 2 blocks.
  - (a) Not feasible to do detailed analysis on every lecture due to large amount of lectures.
  - (b) Structure based off of PCM reps group, changes made in real-time.
- (2) Want **focus group of students to provide feedback on Pulm block** implementation, including those who usually go/don't go to lecture, went to/didn't go to reviews.
  - (a) Provide feedback to faculty who developed the materials, discuss what review sessions should look like, talk specifically about how to improve recordings, etc.
  - (b) Hope to move towards more online modules and case-based learning due to positive student feedback (from survey and in recent conversations).

**h. Follow-up Email from Curricular Directors on Solutions**

- (1)  **Drs. Kristopaitis & Clipstone would like to set up a regular schedule to meet with student reps.**
  - (a) Recruit through MSU, ask students from entire class, or 1 rep from each MHD small group?
  - (b) Meet after each block, or once/twice a semester on Tuesdays at 5pm
- (2)  **Establish a focus group to discuss changes introduced into the current Pulmonary block.**
- (3) Many students aren't aware that you can submit evals now, which are looked at in real-time.

**i. Student Thoughts**

- (1)  **Student opinions change. Many things that we currently have now have been implemented solely based on student feedback.** Then our feelings change. Admin and faculty actually do try their best to accommodate our feedback, which has been evidenced by many different examples where things were changed within the next year in response to student concerns.
  - (a) Day/time of exams, frontloading course schedules were shifted due to last year's feedback
- (2) Our entire curriculum is going to change soon.
- (3) Based on clinical experiences of M3s/M4s, a lot of the material tested on STEP is irrelevant to real clinical life. Our faculty want everyone to do well and be the best doctors they can be.
  - (a) STEP is used to weed people out and make the system go faster, but is not actually a good indicator of what is truly important to know as a physician.
- (4) How to choose feedback reps
  - (a) Students who volunteer will be a small, and potentially non-representative, sample.
  - (b) MHD small group reps may be easiest.
- (5) Tell faculty to address the underlying environment of cheating/crowdsourcing Qs
  - (a) If people are cheating, then acknowledge the environment that has created this need. Tell us that due to this, we will have to take away exam reviews while we work on improving the underlying environment, and will hopefully be able to bring it back in the future.

**B. Vice President: Gabriela Fuentes**

1.  **MSU Holiday Mixer: Friday, December 6th from 4-6pm in the Atrium**
  - a.  **PLEASE RSVP: <https://stritch.wufoo.com/forms/mu9oj3e0auh2w3/>**
2.  **Spring Formal: Saturday, March 21st (Location TBA)**
  - a. Talked to 3 different venues, starting to secure a place now.

**C. Treasurer: Tooba Ghous**

1. Update on **available MSU funds for student orgs:**

Student Organizations - Committed	Funds Allocated	Funds Disbursed	Funds Remaining
Addiction Medicine Interest Group	\$100.00	\$100.00	\$0.00
Academic Medicine Interest Group	\$100.00		\$100.00
American Medical Association	\$100.00	\$100.00	\$0.00
Anesthesia Interest Group	\$100.00		\$100.00
APAMSA	\$100.00		\$100.00
ATC Health Coaching Program	\$100.00	\$67.24	\$32.76
Back On My Feet	\$100.00		\$100.00
Bone Marrow Transplantation Awareness Group	\$100.00		\$100.00
Business in Medicine	\$100.00		\$100.00
CardioVascular Interest Group	\$100.00	\$97.54	\$2.46
Catholic Medical Association	\$100.00	\$79.25	\$20.75
Christian Medical and Dental Association	\$100.00		\$100.00
Community Health Clinic	\$100.00		\$100.00
Community Health Clinic - Phlebotomy Lab	\$100.00		\$100.00
Culture in Medicine	\$100.00		\$100.00

Dermatology Interest Group (DIG)	\$100.00	\$34.00	\$66.00
Emergency Medicine Interest Group	\$100.00	\$43.46	\$56.54
Enrich Urban Farming and Gardening	\$100.00		\$100.00
Evolutionary Medicine Society	\$100.00		\$100.00
Family Medicine Interest Group (FMIG)	\$100.00	\$6.54	\$93.46
Fresh Start	\$100.00		\$100.00
Geriatrics Interest Group	\$100.00	\$100.00	\$0.00
Healing Notes	\$100.00		\$100.00
Hospitalist Medicine	\$100.00	\$69.66	\$30.34
Housing Forward	\$100.00		\$100.00
Integrative Medicine Interest Group	\$100.00	\$51.96	\$48.04
Internal Medicine Interest Group	\$100.00	\$40.97	\$59.03
Interventional Radiology Interest Group	\$100.00		\$100.00
Jewish Student Association	\$100.00		\$100.00
LIGHT-Loyola Initiative for Global Health Transformation	\$100.00	\$79.60	\$20.40
Latin Medical Student Association	\$100.00		\$100.00
Medical French interest group	\$100.00		\$100.00
Mental Illness & Neurological Disease (MIND) - Psychiatry Student Interest Group	\$100.00	\$100.00	\$0.00
Muslim Medical Student Association	\$100.00	\$42.00	\$58.00
National Arab American Medical Student Association	\$100.00		\$100.00
Neonatology Interest Group	\$100.00		\$100.00
Neurological Surgery Interest Group	\$100.00	\$72.65	\$27.35
NLVS	\$100.00		\$100.00
Neighborhood Health Initiative	\$100.00		\$100.00
Oncology Interest Group	\$100.00		\$100.00
Ophthalmology Interest Group	\$100.00		\$100.00
Orthopedic Surgery Interest Group	\$100.00		\$100.00
Otolaryngology Interest Group	\$100.00		\$100.00
Pediatric Interest Group	\$100.00		\$100.00
Physical Medicine & Rehabilitation Interest Group	\$100.00		\$100.00
Physicians for Human Rights	\$100.00	\$100.00	\$0.00
Polish American Medical Student Society	\$100.00		\$100.00
Radiation Oncology Interest Group	\$100.00		\$100.00
Radiology Interest Group	\$100.00		\$100.00
Society of Women's Health	\$100.00	\$100.00	\$0.00
South Asian Medical Student Association	\$100.00	\$100.00	\$0.00
Sports Medicine Interest Group	\$100.00	\$63.64	\$36.36
Stritch AMWA	\$100.00	\$100.00	\$0.00
Stritch Citizen Physicians	\$100.00		\$100.00
Stritch Pride	\$100.00	\$100.00	\$0.00
Stritch Surgery Interest Group (General)	\$100.00	\$89.55	\$10.45
Student Interest Group for Neurology (SIGN)	\$100.00	\$99.41	\$0.59
Student National Medical Association (SNMA)	\$100.00		\$100.00
Syrian American Medical Society	\$100.00	\$70.96	\$29.04
Thoracic Surgery Interest Group	\$100.00		\$100.00
Urology Interest Group	\$100.00	\$100.00	\$0.00
Vascular Surgery Interest Group	\$100.00	\$69.96	\$30.04
Veterans Health Partners	\$100.00	\$100.00	\$0.00
Visual Arts Wellness Group	\$100.00		\$100.00

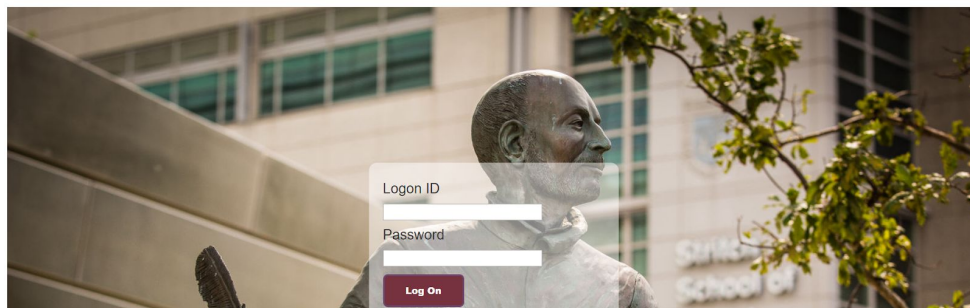
## D. Secretary: Yolanda Pham

### 1. Tutorial on How to Page

- Go to LUHS portal: <https://portal.luhs.org/templates/dean/index.cfm>
- Log in with your LUC ID/password.

#### Application Portal

All content from loyola.wired, such as employee and clinical resources, policies and department information, has moved to the new [Sign](#) intranet. This portal gives you access to your personal applications, which may include the room scheduler, Clinical Research Database, and more.



- In the "Employee Directory" search box (at the top), type the name of the person you are trying to page, and click Search.

All content from loyola.wired, such as employee and clinical resources, policies and department information, has moved to the new [Spirit](#) intranet. This portal gives you access to your personal applications, which may include the room scheduler, Clinical Research Database, and more.

Welcome **Yolanda Pham (ypham1)** [Customize](#) [Logout](#) [Key Request Form](#) [Catering](#) [Policies](#)

- Academic Center for Excellence Meeting Request
- Animal Exposure Assessment
- Annual Performance Statement
- HSD Computer Inventory
- Job Descriptions
- LUC Agreement Tracker
- Professionalism Reporting
- Quality & Safety Projects
- Reports Channel

d. In the “Employee Directory Search Results,” click the pager number hyperlink.

Phone Directory Search  
 SEARCH  
[Advanced Phone Search](#)

To manage your pager groups visit [The Portal](#)

Advanced Employee Directory Search

Last Name or Department:

First Name:

Department:  
 All Departments Selected

Pager Number:  Search

**Employee Directory Search Results**

The search located 2 listings.

Last Name	First name	Title	Dept/Location	Phone	Fax	Email	Pager	Pager Groups
Derhammer	Nathan E. M.D.	Associate Professor	LUMC Campus Pediatrics LUH - North Entrance 7615	708-216-3282	708-216-3375	nderhamm	7086436023	Add to Pager Group
Derhammer	Nathan E. M.D.	Associate Professor	LUMC Campus Internal Medicine LUH - North Entrance 7615	708-216-3282	708-216-6890	nderhammer@lumc.edu		Add to Pager Group

Email the [Call Connection Center](#) at loy-ccc@lumc.edu with any additions or changes  
 If you have any questions, comments or suggestions about this search form, please send them to: [gkiltz@luc.edu](mailto:gkiltz@luc.edu).

e. A small box will pop-up. Type in your callback number and message, and click “Send Message.”

LUHS text message - Google Chrome

portal.luhs.org/templates/dean/internal/textme...

Person you are Paging: **Nathan E. M.D. Derhammer**  
 Pager number: 7086436023

Call Back Number:

Display Status of Sent Messages:

You are limited to 240 characters:

Your text message character count:

**II. MSU Additional Funding Requests**

A. **APPROVED:** OSIG: \$100 for Suturing Workshop in February

**III. Class Boards**

**A. M1: Cher Zhang**

1. No urgent updates

**B. M2: Hye-Jin Yun**

1. Stritch Student Feedback Form: This is being taken very seriously. Please be specific in your responses. We promise to advocate for and represent you.
2. UWorld access begins on Jan. 2.
  - a. If you haven't registered for STEP yet, please do so, as some Chicagoland sites are now open.
3. Wellness sessions are still on for 12/5. If you need to be excused, reach out to Erika.
4. Info about absence from Path lab for 12/6 was sent out by Admin.
5. Kindness notes to be delivered in coming weeks. Check your mailbox.
6. Open M1/M2 Volleyball this Thursday. Stop by, come and go.
7. Please be kind to student leadership as we are doing the best we can.
8. Please don't hesitate to reach out.

**C. M3: Kevin Singh**

1. PCM-3 day on 12/5 from 8a-1p, so parking will be tight.

2. M1s - Please reach out to your M3 mentors to shadow.
3. M2s - Let us know if you use/have feedback on the Board Vitals QBank. Dr. Clipstone would like to know.

**D. M4: Saad Siddiqui**

1. We are all here for you.

**IV. OSRs: Dave Lee**

- A. Putting together doc w/ info/reflection from AAMC conference. Will send out w/ MSU or class boards' email.

**V. Stritch University Committee: Student Life: Catherine Jardien**

- A. M2s - Please complete the **AAMC Y2Q survey**. If >90% of the class fills it out in the next 2 weeks, M2 class will receive \$500 to use towards class activities.

**VI. Student Organization Events**

- A. SWH/LMSA: Menstrual Hygiene Product Drive until break. Donate tampons, pads, toilet paper, water bottles, hand sanitizer, etc. in Ministry to be given to Chicago Period Project, which works with homeless shelters.
- B. Syrian American Medical Society: Building Kits for Refugees: 12/5 from 12-1p in Atrium.
- C. For all other events, please see the [MSU Google Calendar](#).

**VII. Student Wellness Advisory Group (SWAG)**

- A. Reach out if you have ideas for events/programming. Take care of each other.
- B. Good turnout for Turkey Burn, planning to have a day to wear shirts.
- C. Speaker events next week: Collab event w/ SIGN about Wellness, event w/ SWH about Interpersonal Violence. Please RSVP!
- D. Annual SWAG Fairy next Wed.

**VIII. Adjournment**

**Next meeting:** Tuesday, January 7th at 6pm in SSOM 460