



UGMS Meeting Minutes

Wednesday, October 20, 2021
4:00-5:30 p.m.

Members (in alphabetical order):

Dr. Tanis Adey (chair), Associate Dean UGME	voting	Dr. Heather Jackman, Phase 2 Lead	voting
Lindsay Alcock, Librarian & Head of Public Services HSL	voting	Brian Kerr, Curriculum & Accreditation Advisor	corresponding
Dani Bahnam, Learner representative Class of 2025	voting	Dr. Todd Lambert, Assistant Dean NB	voting
Dr. Vernon Curran, SAS Chair	voting	Dr. Dolores McKeen, Vice Dean, Education and Faculty Affairs	ex officio (non-voting)
Dr. Norah Duggan, Phase 4 Lead	voting	Dr. Boluwaji Ogunyemi, Assistant Dean, Social Accountability	voting
Dr. Jasbir Gill, Phase 3 Lead	voting	Carla Peddle, Manager UGME	voting
Dr. Alan Goodridge, PESc Chair	voting	Dr. Amanda Pendergast, Phase 1 Lead	voting
Yaswanta Gummadi, Learner representative Class of 2023	voting	Stephen Pennell, Chair iTac	voting
Dr. Alison Haynes, Curriculum Lead	voting	Michelle Simms, UGME Administrator	recording secretary
Dr. Taryn Hearn, Accreditation Lead	voting	Dr. Margaret Steele, Dean of Medicine	ex officio (non-voting)
Elizabeth Hillman, Assistant Registrar Faculty of Medicine	voting	Policy Analyst - vacant	corresponding
Dr. Andrew Hunt, Assistant Dean DME	voting		

Present (in alphabetical order): T. Adey; D. Bahnam; V. Curran; N. Duggan; J. Gill; A. Haynes; T. Hearn; E. Hillman; A. Hunt; H. Jackman; B. Kerr; T. Lambert; D. McKeen; C. Peddle; A. Pendergast; M. Simms; M. Steele

Regrets (in alphabetical order): A. Goodridge; Y. Gummadi; B. Ogunyemi; S. Pennell

Absent (in alphabetical order): L. Alcock

Topic	Action
Welcome and round table introduction of new learner representative D. Bahnam.	
Agenda review <ul style="list-style-type: none"> • Review for Conflict of Interest <ul style="list-style-type: none"> ○ None declared. • Confirmation of Agenda 	<p>Motion: To approve the agenda</p> <p>Moved: N. Duggan</p> <p>Second: H. Jackman</p> <p>In favour: all</p>



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	<p>Opposed: none Abstained: none APPROVED</p>
<p>Review and approval of prior minutes – September 15, 2021</p>	<p>Motion: To approve the minutes from the September 15, 2021 meeting.</p> <p>Moved: C. Peddle Second: J. Gill</p> <p>In favour: all Opposed: none Abstained: D. Bahnam APPROVED</p>
<p>Learning Continuity Plan – Class of 2024 and Class of 2025</p> <ul style="list-style-type: none"> • S. Pennell sent regrets. • It will be tabled until next meeting if it still requires discussion. 	<p>Action: Tabled until next meeting.</p>
<p>1. Matters arising from the minutes</p> <p>1.1. All committee members to provide timely responses to requests for DCI revisions.</p> <ul style="list-style-type: none"> • Completed. <p>1.2. All committee members and units/teams to be familiar with the DCI content relevant to your unit/team.</p> <ul style="list-style-type: none"> • Documents will not be circulated but will be made available through SharePoint. <p>1.3. All committee members plan to be available for mock accreditation and the site team visits.</p> <ul style="list-style-type: none"> • Mock accreditation schedule is now available and is included with the minutes. <ul style="list-style-type: none"> ○ UGMS mock accreditation meeting is scheduled for 11:00 – 12:00 pm on Tuesday, December 7, 2021. <p>1.4. N. Duggan, A. Hunt, and V. Curran to discuss the use of clinic cards by distributed faculty and report back to UGMS.</p> <ul style="list-style-type: none"> • No update at this time. 	<p>Action: T. Hearn/B. Kerr to make relevant documents available through SharePoint.</p> <p>Action: All committee members and units/teams to be familiar with the DCI content relevant to your unit/team.</p> <p>Action: All UGMS committee members to block out dates for upcoming mock accreditation visit on December 7-8, 2021 and accreditation visits on April 4 -6, 2022 and May 11, 2022.</p>



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<ul style="list-style-type: none"> • This should be brought to the relevant subcommittees for input. <p>1.5. M. Simms to update UGMS ToR and upload to website.</p> <ul style="list-style-type: none"> • The addition of Vice Dean D. McKeen to UGMS ToR has been approved by Faculty Council at the October 19, 2021 meeting. <p>1.6. Committee members to provide feedback regarding the Academic Advising document to C. Peddle by Wednesday, September 22, 2021.</p> <ul style="list-style-type: none"> • Completed. <p>1.7. C. Peddle to make revisions on the Academic Advising document based on feedback and M. Simms will send out revised document for e-vote.</p> <ul style="list-style-type: none"> • Completed. <p>1.8. S. Pennell will follow up with colleagues at other Canadian medical schools to determine if they are currently submitting to the AAMC Curriculum Inventory.</p> <ul style="list-style-type: none"> • This is more of a long term item for consideration. 	<p>Action : N. Duggan, A. Hunt, and V. Curran to discuss the use of clinic cards by distributed faculty and report back to UGMS.</p> <p>Action: V. Curran/N. Duggan to discuss the use of clinic cards by distributed faculty with the subcommittees they represent.</p> <p>Action: M. Simms to update UGMS ToR, incorporate the revised dates, and upload to website.</p> <p>Action: S. Pennell will follow up with colleagues at other Canadian medical schools to determine if they are currently submitting to the AAMC Curriculum Inventory.</p>
<p>2. E-Votes</p> <p>2.1. E-vote to approve the Academic Support and Advice Procedure (Document attached) - APPROVED</p>	<p>Motion: To approve the Academic Support and Advice Procedure.</p> <p>Moved: T. Adey Second: C. Peddle APPROVED on October 1, 2021 by e-vote</p>
<p>3. Accreditation Report (Attached documents for review)</p> <ul style="list-style-type: none"> • There is a working DCI of everything that can be answered at this time. • The Medical School Self Study (MSS) committee is reviewing the material and providing great feedback. • For the mock accreditation: <ul style="list-style-type: none"> ○ All members of UGMS will be expected to go through and be familiar with relevant accreditation documents. T. Hearn and B. Kerr will review some 	



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<p>potential questions with the committee to prepare for upcoming site visits.</p> <ul style="list-style-type: none"> ○ The mock accreditor will meet with Phase 1-3 together. The leads from each phase and 2 or 3 other committee members from each phase management team will meet with the accreditor. ○ Learners will also have a time slot. ○ A. Hunt offered to go over any material that may require a perspective from distributed medical education. Information on accommodations and call rooms at distributed sites often come up during accreditation. ○ Mock accreditor is Dr. Susan Andrews – retired Genetics Professor in Alberta. <ul style="list-style-type: none"> ● During review of accreditation documents, note anything that is not accurate or does not make sense. ● Video has been made for the learners regarding accreditation and had gone to Communications office for review and should be circulated soon. ● Accreditation moment for the month should be promoted as widely as possible by all committee members. 	<p>Action: All committee members to promote the Accreditation Moment with the people they represent.</p>
<p>4. New business</p> <p>4.1 Proposal to formalize the Learner Accommodations group as an official subcommittee of UGMS (ToR document attached).</p> <ul style="list-style-type: none"> ● Members from UGME and LWS liaise once or twice a year with representative from the Blundon Centre to discuss the numbers and types of accommodations for learners in the MD program. ● Members of the group consider that this information should feed into a committee and that this would allow reports to move forward. ● Concerns were brought forward by UGMS committee members: <ul style="list-style-type: none"> ○ Concerns with anonymity and privacy. ○ Information in DCIs would have to be updated to reflect any new committee. 	<p>Action: Learners Accommodation Committee will undertake an environmental scan regarding reporting structure for accommodations in other medical schools.</p>



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<ul style="list-style-type: none"> Consider reporting to the Vice Dean, Education and Faculty Affairs. 	
5. Standing Committee reports	
a) PESC (Attached documents for review) <ul style="list-style-type: none"> No action items 	
b) SAS (Attached documents for review) <ul style="list-style-type: none"> No action items. S. Shorlin has been asked to help with training materials for Teaching Assistants. All written assignments should have rubrics and the majority do and are used in grading assignments. Graded rubrics should be shared with learners if they want more feedback on written assignments. For Course Assessments for Phase 2 and 3 for the 2020-2021 academic year, no major issues stood out. Some enhancements to feedback and more feedback for formative questions would be helpful. 	
c) iTac (Attached documents for review) <ul style="list-style-type: none"> No action items. Report submitted indicates that the Dean of Medicine has approved the retention of last years recorded sessions. 	
d) COS (Attached documents for review) <ul style="list-style-type: none"> Faculty Information document was discussed and video Orientation to UGME Website and Curriculum was shown. Feedback on both was positive. The video looks excellent and David Stokes has done a great job with the narration. 	Action: Committee members to provide feedback on the Faculty Information document and UGME Website and Curriculum video to A. Haynes (a.haynes@mun.ca) by Friday, October 29, 2021.
6. Phase 4 report <ul style="list-style-type: none"> No action items. 	
7. Phase 3 report <ul style="list-style-type: none"> No action items. 	
8. Phase 2 report <ul style="list-style-type: none"> First meeting will be November 1. Phase 2 management team supported assessment plans by e-vote. 	
9. Phase 1 report (Attached documents for review) <ul style="list-style-type: none"> No action items. Minor curricular changes for Phase 1. 	



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<ul style="list-style-type: none"> • Early clinical experience recruitment is ongoing and difficulty with finding the number of preceptors given ongoing virtual care. Potential solutions discussed include: <ul style="list-style-type: none"> ○ Reduce the number of experiences. ○ Travel to close distributed sites. ○ Virtual experiences. ○ Multiple learners per site, being mindful of close proximity and dilution of experience. 	
<p>10. Report from NB</p> <ul style="list-style-type: none"> • The team had a successful visit to St. John’s on Oct. 4 – 5, 2021. • New Brunswick has transitioned to red phase in response to increasing COVID cases. A meeting will be held next week with Phase 4 learners to see how this is affecting their learning experience. • T. Hearn asked T. Lambert to mention to the learners that we will need learners to be involved with accreditation. 	<p>Action: T. Lambert to follow up with New Brunswick Phase 4 learners for those interested in being involved with accreditation.</p>
<p>11. Report from DME</p> <ul style="list-style-type: none"> • Took part in listening and learning session with rural sites in the spring. There were common themes of improving connectivity, evaluation and curriculum design, and rural faculty on subcommittees. • UGME leadership opportunities available for Phase 4 Prep Course, Electives Coordinator. 	<p>Action: Committee members to get feedback from the committees they represent on whether having a rural perspective on their committee would be beneficial.</p>
<p>12. Social Accountability Report</p> <ul style="list-style-type: none"> • No report. 	
<p>13. Learner issues</p> <ul style="list-style-type: none"> • No action items. 	
<p>14. Associate Dean (Attached documents for review)</p> <ul style="list-style-type: none"> • No action items. • T. Hearn has applied for the position of UGME Associate Dean. Presentations and meeting with various groups will be occurring on Monday, Oct. 25, 2021. Attendance encouraged. 	<p>Action: D. McKeen to determine if sub-committees need to have ToRs approved by faculty council after approval at sub-committee level and UGMS.</p>
<p>15. Policy</p> <ul style="list-style-type: none"> • No report. 	



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<ul style="list-style-type: none">• Anticipate the position will be filled in 4-6 weeks.	
16. UGME office report (Attached documents for review) <ul style="list-style-type: none">• No action item items.	
Next Meeting November 17, 2021 Adjourned: 5:30 pm	

Academic Support & Advice Procedure

Procedure

A.0 Requesting Academic Supports & Advice

A.1 The learner contacts the appropriate Phase Lead to:

- Request access to academic supports or advice; and or
- Identify any new or pre-existing circumstances which impact their ability to complete the work of the class.

A.1.1 Learner and Phase Lead identify the nature of the academic support or advice request:

- general academic supports or advice
 - (i.e. to improve study habits, test taking, etc.)
- curriculum content-specific support or advice
 - (i.e. to improve understanding of hepatic portal vein function, improve skills for physical abdominal examination, etc.)

A.2 The Phase Lead will direct the learner to the appropriate resources:

A.2.1 Learners who require general academic supports or advice are directed to the Office of Learner Well-Being and Success for direction from the Learner Wellness Consultant.

A.2.2 Learners who require academic supports or advice relating to a specific topic or subject area will be directed to the Undergraduate Content Lead (UCL) who is responsible for the delivery of the content in question.

A.3 Learners must not receive academic advice or counselling from any member of the education team who is involved in decision-making related to the assessment or advancement of the learner.

B.0 Role of the Undergraduate Content leads

The Undergraduate Content Lead acts as the content expert for the purposes of assisting medical learners in obtain content-specific academic support or advice. Support may be provided by the UCL, or a delegate.

B.1 A delegate will be assigned:

B.1.1 in the case of a potential conflict of interest; and

B.1.2 in cases where the delegate is able to provide more content-specific support or advice.

Academic Support & Advice Procedure

Office of Accountability:	Undergraduate Medical Education Office
Office of Administrative Responsibility:	Undergraduate Medical Education Office
Approver:	Undergraduate Medical Studies
Approval Date:	## September, 2021
Review Date:	## September, 2024

Overview

The Faculty of Medicine (FoM) is committed to providing academic supports and advice to learners in the Doctor of Medicine (MD) program who are having difficulty acquiring the content delivered in the MD program. The medical school is required to meet standards set by the Committee on the Accreditation of Canadian Medical Schools (CACMS), including standard 11.1 on Academic Advising:

A medical school has an effective system of academic advising in place for medical students that integrates the efforts of faculty members, directors of required learning experiences, and student affairs staff with its counseling and tutorial services and ensures that medical students can obtain academic counseling from individuals who have no role in making assessment or advancement decisions about them.

The medical school is also subject to Regulations set forth by Memorial University, including Regulation 10.4 on Assessment:

- b. *It is the responsibility of the student to consult immediately with the appropriate Phase Lead regarding any assessment in which concerns about performance have been expressed. Within one week of receiving notification of the result of an assessment, a student may submit a written request to the appropriate Phase Lead for reconsideration of the assessment result or for a reread of an exam or paper.*
- c. *The student is responsible for notifying the appropriate Phase Lead immediately of any new or pre-existing circumstances that could affect the student's individual performance in the work of the class.*

Purpose

To outline the procedures in place when medical learners require academic supports and/or advice.

Scope

The MD program at Memorial University



Faculty of Medicine

Academic Support & Advice Procedure

Related Links

CACMS Standard 11.1 Academic Advising

MUN Regulation 10.4 Assessment

DRAFT

Mock Accreditation Schedule

Memorial University UGME: December 7 – 8, 2021

TIME (NST) Newfoundland Standard Time	Meeting
Tuesday, Dec. 7	
9:30 – 9:45 a.m.	Planning for day
9:45 – 10:45	Senior Educational Leadership (vice/associate/assistant and regional deans)
11:00 – 12:00 p.m.	Undergraduate Dean, Curriculum Management Leadership (UGMS)
12:15 – 1:00	LUNCH
1:00 – 1:45	Basic Science and Clinical Chairs
2:00 – 3:00	Medical students Years 1 and 2
3:15 – 4:15	Pre-Clerkship committees (Phases 1, 2,3)
4:30 – 5:15	Phase 4 (Clerkship) committee
Wednesday, Dec. 8	
9:30 – 9:45 a.m.	Planning for the day
9:45 – 10:30	Meeting with individuals responsible for diversity and learning environment (LWS, Culture of Excellence) and social accountability
10:45 – 11:45	LWS, anyone else appropriate for discussions of academic counseling, career advising, electives, financial advising)
12:00 – 12:30 p.m.	Junior Faculty
12:45 – 1:30	LUNCH
1:30 – 2:30	Phase 4 (Clerkship) students
2:45 – 3:30	Program Evaluation Subcommittee
3:45 – 4:30	Admissions Committee



Faculty of Medicine

Learner Accommodations Working Group Terms of Reference

Preamble

The Faculty of Medicine (FoM) is committed to fostering an environment of understanding and respect for the dignity and worth of each learner in addition to supporting inclusive education based on the principles of equity, accessibility and collaboration.

The FoM Learner Accommodations Committee recognizes that accommodations are unique to individual students and the Doctor of Medicine (M.D.) program. The Learner Accommodations Committee supports its learners by reviewing accommodations and associated policies and procedures, subsequently recommending specific measures with the intention to reduce barriers while upholding the integrity of the M.D. program.

Purpose

To ensure accommodations granted to learners in the M.D. program:

- a. are reviewed semi-annually and as needed
- b. are communicated to the Phase Lead and a Learner Well-Being Consultant;
- c. uphold the academic integrity of the M.D. program while supporting learners.

Membership

- Chair (faculty member from UGME or LWS)
- Co-chair (faculty of staff member from UGME or LWS)
- Learner Well-Being Consultant, Learner Well-Being and Success
- Coordinator, UGME
- Phase 4 Lead, UGME
- Manager, Glenn Roy Blundon Centre (or delegate)
- One (1) clinical faculty member appointed by the Chair.
- One (1) Memorial University of Newfoundland (MUN) student selected in consultation with the MUN Medical Student Society (MedSOC).

Operations

- The committee shall meet semi-annually at strategic placement throughout the year and at the call of the Chair.
- A written record of decision and action items of the committee will be kept.
- Committee members are expected to attend meetings or, if unable to do so, send advance notice of their absence.
- Decisions are achieved by consensus. If consensus cannot be reached, any member may put forward a motion for a vote.
- The Terms of Reference for the committee will be reviewed minimally every 3 years, or more frequently, as needed.
- All operations of the committee will be conducted in such a way to protect the privacy of learners.

Responsibilities

- Review all reports of accommodations granted to learners in the M.D. program, including the number and types of accommodations, while maintaining anonymity of the learner(s).
- Provide feedback on previously granted academic and clinical accommodations.
- Make recommendations on how accommodation requirements in the FoM can best be identified, supported and documented.
- Review best practices with respect to accommodations in medical education.
- Maintain communication, as appropriate between UGME, LWS and the Blundon Centre.



UGMS Summary Report

[October 2021]

Phase Team or Sub-Committee: Program Evaluation Subcommittee (PESC)

Liaison to the UGMS: Dr. Alan Goodridge, Chair

Date of Last Phase Team or Sub-Committee Meeting: (21 / 09 / 2021)

Date of Next Phase Team or Sub-Committee Meeting: (19 / 10 / 2021)

Agenda Items Requiring Phase Team or Sub-Committee Action		
Item	Recommended Action	Status
Phase 2 Course Evaluation Reports	H. Jackman to prepare response reports.	In Process
	K. Zipperlen to follow up with instructors about mini assignments for MED6780.	Completed
Faculty Teaching Evaluation Policy	A. Goodridge to present the revised policy to UGMS.	Forthcoming
QI Sessions	H. Coombs to send out QI feedback survey through One45.	Completed
	H. Coombs to re-frame QI discussion in terms of “3 hot topics.”	Completed
Phases 1-3 Faculty Evaluation Forms	H. Coombs to remove question #4 from the faculty evaluation forms.	Completed
Clinical Faculty Evaluations Forms (P4/PGME)	A. Goodridge/H. Coombs to discuss how to move forward with revising the clinical teaching evaluation forms.	Forthcoming

Agenda Items Requiring UGMS Action:
1.
2.
3.

Additional Comments, Suggestions, New or Pending Business:
1.
2.
3.

Our Vision: *Through excellence, we will integrate education, research and social accountability to advance the health of the people and communities we serve.*



UGMS Summary Report

[October 2021]

Phase Team or Sub-Committee: Student Assessment Subcommittee

Liaison to the UGMS: Dr. Vernon Curran

Date of Last Phase Team or Sub-Committee Meeting: 22/September/2021

Date of Next Phase Team or Sub-Committee Meeting: 27/October/2021

Agenda Items Requiring Phase Team or Sub-Committee Action		
Item	Recommended Action	Status
Phase 2 course assessment reports (Class of 2024)	Reviewed by SAS and response request sent to Phase 2 Lead Dr. Jackman	Done
Phase 3 course assessment reports (Class of 2023)	Reviewed by SAS and response request sent to Phase 3 Lead Dr. Gill	Done
Training materials for Teaching Assistants	Being developed by Dr. Shorlin and to be shared with UGME staff for distribution to TAs who grade assignments	Ongoing
Sharing assignment rubrics with learners	Learners can collect completed rubrics at UGME or access published rubrics on Brightspace	Done
Expanding exam question database	Section added to question request message, asking instructors to provide one new question or variation of existing question even if sufficient number of questions in database.	Done

Agenda Items Requiring UGMS Action:
1.
2.
3.
4.

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UGMS Summary Report

[October 2021]

Additional Comments, Suggestions, New or Pending Business:
1.
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Executive Summary Phase 2 Course Assessment Reports (Class of 2024/Academic year 2020-2021)

MED 6750 Patient II

Summative assessment is based on five MCQ examinations and one written assignment. Remote invigilation for examinations was implemented for the academic year 2020-2021. The examination mean scores ranged from 77.1% to 84.1%, the assignment had a mean score of 90.0%. The Hofstee pass mark ranged from 63% to 67% for the examinations (pass mark of 70% for assignments). The assessment statistics and item analysis were within expected norms and didn't indicate any areas of concern. The overall course assessment mean was slightly lower compared to the previous two academic years. However, eight learners had a mean score below 70% for the course overall and the modified Hofstee was used to determine the pass score of the course (67%). This is indicative of the difficulty of the course overall. While the examination mean scores are similar compared to previous iterations, the assessment structure for the course has changed since the 2019-2020 academic year and MCQ examinations make up 98% of the course (compared to 81% previously). Narrative feedback for the course suggests that answers to the formative questions would be helpful.

MED 6760 Clinical Skills II

Summative assessment for the course is based on the summative assessment report (SAR) and the OSCE. The percentage of learners achieving exemplary performance on the SAR was higher at 37.8% compared to the previous iteration (25.3%). No learners had to reassess for the SAR or OSCE. Narrative feedback for the course indicates a lack of feedback for the SAR and OSCE and a few respondents questioned the allotted time for the history section of the OSCE.

MED 6770 Physician Competencies II

Summative assessment for the course is based on written assignments and presentations. Learners performed well in each component with mean assessment scores ranging from 76.9% (Lifelong Learning assignment 1) to 100% (HELM and Physicianship essay). 15.9% of learners had to reassess the Lifelong Learning Assignment 1 but performance improved for the second Lifelong Learning assignment. The overall course assessment mean was similar to previous iterations and the trend in course assessment mean scores has been stable over the past five years.

MED 6780 Community Engagement II

The in-person Community Visit was replaced by a virtual experience due to pandemic restrictions. Summative assessment for the course includes a reflection assignment, Community Visit essay and Community Visit presentation. All learners performed well with a mean assessment score of 84.2%. The trend in course assessment mean scores has been stable across over the past five years with the classes of 2023 and 2024 having a slightly lower overall course mean. The assessment for the course received a program evaluation rating of 4.2 which is an improvement from the previous rating of 3.2 and above the 3.5 benchmark. Narrative feedback suggests it was difficult to incorporate all the Community Health sessions into one single assignment.

Executive Summary Phase 3 Course Assessment Reports

(Class of 2023/Academic Year 2020-2021)

MED 7710 Patient III

Summative assessment is based on 10 MCQ examinations. Remote invigilation for examinations was implemented for the academic year 2020-2021. The examination mean scores ranged from 79.4% to 88.5%. The Hofstee pass mark ranged from 63% to 70% for all examinations. The assessment statistics and item analysis were within expected norms. However, the reliability coefficient for theme 9 and 10 examinations were below the standard of 0.650 (0.627 and 0.581 respectively). Having more items with lower assessment correlations on those examinations may have contributed to the lower reliability coefficient. The overall course assessment mean was similar to previous iterations and the trends in course mean scores has been stable over the past five years. Narrative feedback for the course suggests that answers to the formative questions would be helpful.

MED 7720 Clinical Skills III

Assessment for the course is based on a summative assessment report, summative witnessed physical exam and the OSCE. One learner required reassessment for the witnessed physical exam but all learners passed the course. This is in line with the historical trend over the past five years.

MED 7730 Physician Competencies III

Summative assessment for the course is based on written assignments and presentations. The presentation of the research projects was removed from the assessment plan. The learners performed well in each component with mean assessment scores ranging from 70.3% (Lifelong Learning Assignment) to 92.1% (Data Collection and Analysis Report). 17.9% of learners had to reassess the Lifelong Learning Assignment 2; unclear assignment expectations may have contributed to the large number of reassessments. The overall course assessment mean was slightly slower compared to previous iterations but the trend in course mean scores has been stable over the past five years.

MED 7740 Phase 4 Preparation

The course was impacted by pandemic restrictions and delivered virtually. Assessment is based on achievement of competencies for specific workshops and some integrated MCQ or short answer quizzes. Completion of all course sessions and workshops is required to pass the course. In line with the historical trend for the past five years, all learners passed the course. Narrative feedback suggests an assessment schedule for the course would be helpful.

MED 7750 Community Engagement III

The Community Visit was delivered in-person. Summative assessment for the course is based on preceptor assessment (Community Visit handbook), MCQ examination and two written assignments (Indigenous Health and Community Health). The learners performed well with mean assessment scores ranging from 85.1% (MCQ examination) to 93.8% (Community Visit Handbook). The reliability coefficient for the Administration and Health Systems MCQ Examination was 0.514 and thus below the standard of 0.650, however that is likely explained by the small number of items on the examination. The overall course assessment mean was higher compared to the previous academic year but the trend in course mean scores has been stable over the past five years. The assessment for the course received a program evaluation rating of 4.6 which is an improvement from the previous rating of 3.6 and above the 3.5 benchmark. The return to the in-person delivery of the Community Visit and associated assessment method may explain this increase in respondent satisfaction with assessment.



UGMS Summary Report

[Oct 2021]

Phase Team or Sub-Committee: iTAC

Liaison to the UGMS: Steve Pennell

Date of Last Phase Team or Sub-Committee Meeting: (cancelled)

Date of Next Phase Team or Sub-Committee Meeting: (Jan , 2022)

Agenda Items Requiring Phase Team or Sub-Committee Action		
Item	Recommended Action	Status

Agenda Items Requiring UGMS Action:
1.
2.
3.

Additional Comments, Suggestions, New or Pending Business:
1. Instructional continuity – UGME COVID support for learners
2. Lecture captures available from last year. Dean’s approval
3. Getting feedback from all stakeholders on learning spaces. Renovation planning continues for main auditorium; edtech upgrades for other spaces coming

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UGMS Summary Report

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Phase Team or Sub-Committee: Curriculum Oversight Subcommittee

Liaison to the UGMS: Alison Haynes / Brian Kerr

Date of Last Phase Team or Sub-Committee Meeting: 20/09/2021

Date of Next Phase Team or Sub-Committee Meeting: 25/10/2021

Agenda Items Requiring Phase Team or Sub-Committee Action									
Phase	Item (Session)	Change Type						Action	
		Title Change	Reword Objectives	Add Objectives	Remove Objectives	Modify MCC Objectives	T/L Method	Approved	Implemented
1	Amino Acid Metabolism 2 - Amino Acid Catabolism and Urea Cycle			X					
1	Quantitative Research Methods			X					
1	Integration of Metabolism 1 and 2						X		
2	General Microbiology		X			X			
2	Gram Positive Cocci					X			
2	Gram Positive Bacilli and Anaerobic Bacteria		X			X			
2	Enterobacteriaceae		X			X			
2	Other Gram Negative Bacteria		X			X			
2	Mycobacterium		X			X			
2	Mycology					X			
2	Parasitology					X			
2	Physiology and Pathogenesis: Viral					X			
2	DNA Viruses					X			
2	RNA Viruses					X			
2	Cystic Fibrosis					X			
2	Pediatric Asthma					X			
3	Adolescent Pregnancy					X			
3	Adolescent Eating Disorders					X			

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UGMS Summary Report

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Agenda Items Requiring Phase Team or Sub-Committee Action (cont.'d)									
Phase	Item (Session)	Change Type						Action	
		Title Change	Reword Objectives	Add Objectives	Remove Objectives	Modify MCC Objectives	T/L Method	Approved	Implemented
3	Acyanotic Heart Disease				x	x			
3	Cardiology Potpourri: Chest Pain, Syncope, Arrhythmia					x			
3	Normal Growth and Development	x				x			
3	Global Development Delay	x				x			
3	Growth in Childhood					x			
3	Lifestyle Modifications		x			x			
3	Obesity in Childhood					x			
3	Type 1 Diabetes					x			
3	Gastroesophageal Reflux Disease in Infants and Children		x			x			
3	Approach to the Febrile Child		x			x			
3	Breastfeeding		x			x			
3	Enuresis		x						
3	6 Month Well Baby Visit Using the Rourke Baby Record		x						
3	Approach to Bleeding Disorders		x						
3	Childhood Cancers					x			
3	Congenital Hemolytic Anemia (Pediatric)					x			
3	Hematology in Pediatrics		x			x			
3	Pediatric Nephrology	x				x			
3	Neonate: Transitional Care Issues in the Newborn					x			
3	Neonatal 2: Two Common Problems					x			
3	Neonatal 3: Medical Issues		x			x			
3	Cerebral Palsy, Neuromuscular Disorders					x			
3	Malformations of the CNS, Delay and Regression					x			

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Agenda Items Requiring Phase Team or Sub-Committee Action (cont.'d)									
Phase	Item (Session)	Change Type						Action	
		Title Change	Reword Objectives	Add Objectives	Remove Objectives	Modify MCC Objectives	T/L Method	Approved	Implemented
3	Pediatric Seizures					X			
3	Approach to a Child with a Limp		X						
3	Common Pediatric Orthopedic Problems		X						
3	Congenital Anomalies of the GI Tract					X			
3	Pediatric Surgery					X			
3	Iron Overload and Chronic Anemia		X						
3	Approach to Thrombocytopenia		X						
3	Hematologic Neoplasia		X			X			
3	Hematologic Transplant					X			
3	Normal Hemostasis		X			X			
3	Introduction to Venous Thromboembolism		X			X			
3	Anticoagulation					X			
3	Thrombosis	X	X			X			
3	Smear Campaign: Putting the CBC into Context					X			
3	Normal Laboratory Values and Their Interpretations					X			
3	Approach to Lymphadenopathy and Splenomegaly		X			X			
3	Metabolism of Xenobiotics		X						

Agenda Items Requiring UGMS Action:

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Additional Comments, Suggestions, New or Pending Business:
1. Faculty information sheet attached.
2. Video Orientation to UGME Web site and curriculum (to be presented).
3. Last UCL meeting September 22 nd 2021

Undergraduate Medical Education Teaching

Welcome to teaching in the [MD Program](#). Your time and expertise are valued and appreciated by the Faculty of Medicine. The purpose of this document is to highlight key points for teaching faculty.

MD Program Overview

- The first two years of the MD program are divided into [Phases 1](#) (1st year), [Phase 2](#) (1st year) and [Phase 3](#) (2nd year)
- Each of these three phases is organized into themes with both horizontal and vertical integration of physician competencies, community engagement, clinical skills as well as basic and clinical sciences as they relate to common clinical encounters and patient symptoms
- [Phase 4](#) (3rd and 4th year) has learners participating as members of the health care team allowing them to gain the knowledge, skills and experience necessary to assume the responsibilities associated with patient care
- Please visit the interactive curriculum map found [here](#) for more details

Schedules

- The [Undergraduate Content Lead](#) for your particular department or discipline should notify you with your teaching time(s)
- Schedules can also be found [here](#)
- If you require a schedule change, please email ugme.phasesched@med.mun.ca or call 864-6305

Teaching Session Objectives

- Objectives for your teaching session can be found on the curriculum map located [here](#)
- Your teaching session should cover the learning objectives stated for that session

Submitting Teaching Materials

- Please send all content you wish to have available to the learners to D2L@med.mun.ca at least **1 week** prior to your teaching session(s)
- For large files, please follow the instructions below to access our secure Dropbox:
 - o Visit <https://www.dropbox.com/request/7BP6SDI02VtsahlUiVW5> and upload your files
 - o Send an email to D2L@med.mun.ca letting us know that your content has been uploaded

Delivering Teaching Sessions

- After every 50 minutes of lecture time, learners are entitled to a 10-minute break (i.e., if your teaching session is scheduled for 1 hour, there should be 50 minutes of teaching followed by a 10-minute break)
- For issues or questions regarding classroom technology, call HSIMS at 864-6000 or 864-6010
- Each cohort has 2 – 3 learner technical representatives that are available for assistance
- With your consent, your live teaching session can be recorded and uploaded for learners to access for study purposes

Assessment

- If your teaching session is assessed through a multiple-choice examination, D2L@med.mun.ca will contact you 4 weeks prior to the start of the theme block to submit questions
- There should be 3 formative and 5 summative questions for every hour of instructional time
- When submitting questions, indicate whether formative or summative, the correct answer and related learning objective Blueprint ID number(s) from the curriculum map
- You may use questions from previous years; however, you need to confirm that the questions are still appropriate and correctly mapped to the learning objectives
- Faculty can send requests to review banked questions to D2L@med.mun.ca

Evaluations and Feedback

- All faculty members teaching in the MD program are evaluated by learners through an electronic evaluation form
- Individual evaluation reports are sent to faculty members and relevant Discipline Chair or Divisional Associate Dean
- Your feedback relating to your teaching session will be requested through an electronic evaluation form sent from pesc.evaluations@med.mun.ca
- Feedback on your teaching session(s) or the curriculum can also be sent to your [Undergraduate Content Lead \(UCL\)](#) or the Curriculum Oversight Subcommittee (COS) at a.haynes@mun.ca

Changes to Teaching Session

- Minor curriculum changes
 - o Include title changes, re-wording objectives, adding or removing objectives, assigning objectives to a different session, changing teaching and learning methods and splitting or merging sessions
- Major curriculum changes
 - o Include changes in the length of time for the session, moving a session to a different theme, adding or removing a session and assessment method changes
- Any minor or major curriculum change requests require completion of the appropriate form found [here](#)

Important Links and Resources

- [Faculty Handbook](#)
- [UGME Webpage for contacts, policies and procedures](#)
- [Professionalism and Mistreatment](#)



UGMS Summary Report

[October 2021]

Phase Team or Sub-Committee: (Phase 1 Management)

Liaison to the UGMS: (Amanda Pendergast)

Date of Last Phase Team or Sub-Committee Meeting: (07 / 10 / 2021)

Date of Next Phase Team or Sub-Committee Meeting: (25 / 11 / 2021)

Agenda Items Requiring Phase Team or Sub-Committee Action		
Item	Recommended Action	Status

Agenda Items Requiring UGMS Action:
1. Minor curricular changes for Phase 1
2.
3.

Additional Comments, Suggestions, New or Pending Business:
1. Early clinical experience recruitment
2.
3.

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UGMS Summary Report

[October 2021]

Phase Team or Sub-Committee: (Associate Dean, UGME)

Liaison to the UGMS: (Tanis Adey)

Date of Last Phase Team or Sub-Committee Meeting: (day / month / year)

Date of Next Phase Team or Sub-Committee Meeting: (day / month / year)

Agenda Items Requiring Phase Team or Sub-Committee Action		
Item	Recommended Action	Status

Agenda Items Requiring UGMS Action:
1.
2.
3.

Additional Comments, Suggestions, New or Pending Business:
1. Search for Associate Dean, UGME position ongoing
2. AFMC Undergraduate Deans continue to meet monthly
3. Clinical Skills – return to pre-Covid capacity in CLSC
4. Visiting Electives update: The ongoing COVID situation continues to disrupt visiting electives and it has not been determined when a final decision will be made regarding visiting electives for the Class of 2023. In any case, visiting electives will not resume until

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the new portal is operational, which means that visiting electives will not resume before June 2022 at the earliest, COVID allowing.



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Phase Team or Sub-Committee: UGME/Learner Accommodations/AFMC Electives Coordinators

Liaison to the UGMS: Carla Peddle

Date of Last Phase Team or Sub-Committee Meeting: multiple

Date of Next Phase Team or Sub-Committee Meeting: multiple

Agenda Items Requiring Phase Team or Sub-Committee Action		
Item	Recommended Action	Status
Learner Accommodations Working Group	Learner Accommodations Working Group becomes an official SubCommittee of UGMS - Learner Accommodations SubCommittee (LASC). Terms of Reference for review and approval	

Agenda Items Requiring UGMS Action:
1. Learner Accommodations Working Group -> Subcommittee of UGMS
2.
3.

Additional Comments, Suggestions, New or Pending Business:
1. AFMC Student Portal – new vendor contract and timelines in development stages. Vendor (inProgress) can support visiting and home electives applications
2. Academic Advising Procedure – approved by UGMS. Currently with MUN legal team in the absence of a Policy Analyst
3.

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