



UGMS Meeting Minutes

Wednesday, July 21, 2021
4:00-5:30 p.m.

Members (in alphabetical order):

Dr. Tanis Adey (chair), Associate Dean UGME	voting	Elizabeth Hillman, Assistant Registrar Faculty of Medicine	voting
Lindsay Alcock, Librarian & Head of Public Services HSL	voting	Dr. Andrew Hunt, Assistant Dean DME	voting
Craig Campbell, Learner representative Class of 2022	voting	Dr. Heather Jackman, Phase 2 Lead	voting
Dr. Vernon Curran, SAS Chair	voting	Brian Kerr, Curriculum & Accreditation Advisor	corresponding
Dr. Norah Duggan, Phase 4 Lead	voting	Dr. Todd Lambert, Assistant Dean NB	voting
Dr. Jasbir Gill, Phase 3 Lead	voting	Dr. Boluwaji Ogunyemi, Assistant Dean, Social Accountability	voting
Dr. Alan Goodridge, PESC Chair	voting	Carla Peddle, Manager UGME	voting
Melanie Greene, Policy Analyst	corresponding	Dr. Amanda Pendergast, Phase 1 Lead	voting
Yaswanta Gummati, 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)

Present (in alphabetical order): T. Adey; C. Campbell; N. Duggan; J. Gill; A. Goodridge; M. Greene; Y. Gummati; A. Haynes; T. Hearn; E. Hillman; A. Hunt; H. Jackman; B. Kerr; T. Lambert; B. Ogunyemi; S. Pennell, M. Simms

Regrets (in alphabetical order): L. Alcock; V. Curran; C. Peddle; A. Pendergast; M. Steele

Absent (in alphabetical order):

Topic	Action
Welcome <ul style="list-style-type: none"> • T. Adey thanked A. Haynes for acting as chair for the last meeting in her absence. 	
Agenda review <ul style="list-style-type: none"> • Review for Conflict of Interest <ul style="list-style-type: none"> ○ None declared 	



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<ul style="list-style-type: none"> • Confirmation of Agenda 	<p>Motion: To approve the agenda after addition of Continuity Plan to New Business.</p> <p>Moved: J. Gill Second: A. Haynes</p> <p>In favour: all Opposed: none Abstained: none APPROVED</p>
<p>Review and approval of prior minutes – June 16, 2021</p>	<p>Motion: To approve the minutes from the June 16, 2021 meeting.</p> <p>Moved: A. Goodridge Second: J. Gill</p> <p>In favour: all Opposed: none Abstained: T. Adey APPROVED</p>
<p>1. Matters arising from the minutes</p> <p>1.1. T. Adey to discuss with CLSC in May or June and then bring to Task Force to bring to EHS asking for an increase in capacity for CLSC for the fall.</p> <ul style="list-style-type: none"> • Completed: Discussions between CLSC management and Chief Risk Officer have occurred. CLSC will be at normal capacity. <p>1.2. T. Adey to draft letter to Chief Risk Officer regarding the restricted CLSC capacity.</p> <ul style="list-style-type: none"> • Completed: Letter was drafted but was not sent because notified that CLSC would be returning to full capacity for the fall semester. 	



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<p>1.3. Committee members to email S. Pennell with any comments regarding renewal of Proctorio.</p> <ul style="list-style-type: none"> • Completed: No comments received. Proctorio renewed for this academic year. <p>1.4. A. Hunt to inform preceptors of T-Res requirement.</p> <ul style="list-style-type: none"> • Completed. • Concerns from some preceptors regarding access to electronic clinic cards for final evaluations. • S. Pennell said that a report with the information can be provided to the APA by request through elearning@med.mun.ca 	
<p>2. E-Votes</p> <p>2.1. E-vote to schedule learners for Clinical Skills sessions during protected time on Tuesday afternoons provided learners can be given protected time in another 4-hour afternoon period during the same week – APPROVED.</p>	<p>Motion: As a result of scheduling and capacity limitations at the Clinical Learning and Simulation Center, learners may be scheduled for Clinical Skills sessions during protected time on Tuesday afternoons provided learners can be given protected time in another 4-hour afternoon period during the same week.</p> <p>Moved: T. Adey Second: C. Peddle APPROVED on June 30, 2021 by e-vote</p>
<p>3. New business</p> <p>3.1 Continuity Plan</p> <ul style="list-style-type: none"> • Returning to in-person teaching in August 2021. • A plan was presented regarding various contingencies for faculty or learner absence due to COVID-19 circumstances. This plan includes Phases 1, 3, and 4 instruction and assessment considerations. 	<p>Action : A. Hayes to draft a short message to learners for use as part of Continuity Plan.</p>



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<ul style="list-style-type: none"> • Pre-recorded lectures are normally deleted by HSIMS at end of academic year. It would be beneficial to keep them in event of faculty absence but they are only to be used as part of the Continuity Plan for COVID-19 absences. Keeping the lectures requires the Dean of Medicine’s permission. It would require the faculty member’s permission before use. <p>3.2 Exam Deferral Policy (Attached documents for review)</p> <ul style="list-style-type: none"> • M.Greene asked committee members to provide general feedback. • Changes primarily involve clarification of language concerning: <ul style="list-style-type: none"> ○ Assessment ○ Appeal process ○ Supporting documentation ○ Role of the Office of Learner Well-Being and Success • All feedback welcome but specifically around documentation and confidentiality. <p>3.3 August meeting</p> <ul style="list-style-type: none"> • Keep the date in the calendar but will try to do e-votes if possible. 	<p>Motion: To keep all recorded sessions from the 2020-2021 academic year for the upcoming academic year.</p> <p>Moved: A. Haynes Second: T. Adey</p> <p>In favour: all Opposed: none Abstained: none APPROVED</p> <p>Action: T. Adey to ask for approval from the Dean of Medicine/Task Force to keep recorded sessions from 2020-2021 academic year.</p> <p>Action: Committee members are to provide feedback to M. Greene regarding the new exam deferral policy by August 2, 2021.</p> <p>Action: UGMS administration to consider requesting an e-vote on adopting the policy once feedback received.</p>
<p>4. Standing Committee reports</p> <p>a) PESC (Attached documents for review)</p> <ul style="list-style-type: none"> • No action items • A. Goodridge expressed his support of the decision of the Chief Risk Officer to increase CLSC capacity and the positive effect it would have for clinical skills. 	



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b) SAS (Attached documents for review)

- Phase 1 assessment plans have been updated with changes to anatomy assessment from MCQ to a practical exam.
- There was a recommendation to add more non-medical expert teaching to Phase 4. The addition of Memorial developed *Professionalism in Practice* modules has been approved by COS and the Phase 4 management team, and supported by the Destination Excellence Implementation Steering Team (DEIST).
- MED 8750 Physician Competencies IV has been revised to reflect the addition of the *Professionalism in Practice* module. Learners will be required to provide proof of completion of the module by a specific date in their 4th year.

Motion: To approve the updated Phase 1, MED 5710 Patient I assessment plans as provided in the revised executive summary.

Moved: T. Adey
Second: N. Duggan

In favour: all
Opposed: none
Abstained: none
APPROVED

Motion: To add the *Professionalism in Practice* modules to Medicine 8750 Physician Competencies IV.

Moved: N. Duggan
Second: A. Haynes

In favour: all
Opposed: none
Abstained: none
APPROVED

Motion: To approve the revised Phase 4 assessment plan with the addition of the assessment for *Professionalism in Practice* modules as indicated in the executive summary.

Moved: N. Duggan
Second: T. Hearn

In favour: all
Opposed: none
Abstained: none
APPROVED



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<p>c) iTac (Attached documents for review)</p> <ul style="list-style-type: none"> • No action items. 	
<p>c) COS (Attached documents for review)</p> <ul style="list-style-type: none"> • There have been numerous requests about using pre-recorded lectures for the 2021 – 2022 academic year. There was discussion about the pros and cons. Faculty have pointed out the convenience, avoiding scheduling conflicts, and the benefits if faculty are away. However, with in person delivery of the curriculum: <ul style="list-style-type: none"> ○ There is more likelihood that lectures get updated. ○ We are not a distance MD program. ○ We expect the students to be in person and the same expectation should apply to the faculty. ○ There are benefits to in person interaction between learners and faculty. • UGMS supports in-person delivery of the curriculum. 	
<p>5. Phase 4 report</p> <ul style="list-style-type: none"> • See motion above in SAS report. 	
<p>6. Phase 3 report (Attached documents for review)</p> <ul style="list-style-type: none"> • D. Bergstrom would like to move a hematology lecture from Phase 1 (Theme: Blood Flow and Oxygenation) to Phase 3 (Theme: Hormone and Blood Disorders) to be in better proximity to similar themed lectures. This has been approved by Phase 3 Committee. 	<p>Motion: To move “Smear Campaign: Putting the CBC in Context” live interactive session to Phase 3 from Phase 1.</p> <p>Moved: J. Gill Second: N. Duggan</p> <p>In favour: all Opposed: none Abstained: none APPROVED</p>



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<ul style="list-style-type: none"> A. Goodridge would like to move a neurology session from one theme (Cognitive Impairment and Mood Disturbances) to another (Weakness and Abnormal Movements) within Phase 3 to better align with discussion of stroke. This has been approved by the Phase 3 Committee. 	<p>Motion: To move the session “Language” from one theme, (Cognitive Impairment and Mood Disturbances) to a different theme (Weakness and Abnormal Movements) in Phase 3.</p> <p>Moved: J. Gill Second: A. Goodridge</p> <p>In favour: all Opposed: none Abstained: none APPROVED</p>
<p>7. Phase 2 report</p> <ul style="list-style-type: none"> Request to rename one of the themes to better reflect the content. Approved by Phase 2 Management by e-vote. 	<p>Motion: To change the title of the Joint Pain theme to Joint Pain and Musculoskeletal Disorders.</p> <p>Moved: A. Haynes Second: J. Gill</p> <p>In favour: all Opposed: none Abstained: none APPROVED</p>
<p>8. Phase 1 report</p> <ul style="list-style-type: none"> No report. 	
<p>9. Report from NB</p> <ul style="list-style-type: none"> There are now directors for Learner Well-Being and Success in Fredericton, Moncton, and Saint John. Dr. Natalie Grave recently took on the role in Saint John. 	
<p>10. Report from DME</p> <ul style="list-style-type: none"> No action items. 	
<p>11. Social Accountability Report (Attached documents for review)</p> <ul style="list-style-type: none"> No action items. 	



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<p>12. Accreditation matters</p> <ul style="list-style-type: none"> • Accreditation virtual visit will take place April 4 – 6, 2022. <ul style="list-style-type: none"> ○ Follow up visit will be May 11, 2022. ○ Everyone is expected to be available for these dates. • Dr. Susan Andrews has agreed to do mock accreditation with us before Christmas. • Over 1/3 of the DCIs have not been sent in yet. It is important to get these in as soon as possible. It has to go through several rounds of review including: <ul style="list-style-type: none"> ○ The accreditation leads ○ Medical School Self Study committee ○ The Dean of Medicine ○ The mock accreditor, S. Andrews. ○ They must be sent to S. Andrews by November for her feedback and have to be review by those mentioned here before then. ○ Any questions, please reach out to T. Hearn or B. Kerr. 	<p>Action: Committee members assigned DCIs to submit completed DCIs to T. Hearn and B. Kerr.</p>
<p>13. Learner issues</p> <ul style="list-style-type: none"> • No action items. • N. Duggan clarified that progress exams will be in-person, including at distributed sites. • T. Adey thanked the learners for serving on the committee. 	
<p>14. Associate Dean Update (Attached documents for review)</p> <ul style="list-style-type: none"> • No action items. 	
<p>15. Policy</p> <ul style="list-style-type: none"> • Exam deferral discussed in New Business. 	
<p>16. UGME office report</p> <ul style="list-style-type: none"> • C. Murray has stepped down as Electives Coordinator. On behalf of UGME, T. Adey expressed gratitude to C. Murray for serving as Electives Coordinator. 	<p>Action: UGME to send out job description and seek expressions of interest.</p>
<p>Next Meeting August 18, 2021 Adjourned: 5:15 pm</p>	



Faculty of Medicine

Undergraduate Medical Education Deferred Examination/Assessment Policy

Office of Accountability:	Undergraduate Medical Education Office
Office of Administrative Responsibility:	Undergraduate Medical Education Office
Approver:	Undergraduate Medical Studies Committee
Approval Date:	20 November 2013
Review Date:	20 November 2018; July 2021

Definitions

Deferred Examinations or Assessments	Examinations or assessments that have been rescheduled to a later date than originally scheduled for valid reasons.
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Overview

The Faculty of Medicine provides learners with a range of educational experiences including lectures, clinical skills training, and assessments of learning and performance. It is the responsibility of learners to attend and to participate in all these scheduled curriculum activities to maximize their learning experience and to ensure that their performance can be adequately assessed. Learners unable to attend mandatory activities due to sickness or other valid reason are required to notify the Undergraduate Medical Education (UGME) office and the Phase Lead. Learners are responsible for the completion of all assessments and examinations. Learners may request permission to sit a deferred assessment. No request to complete the exam or assessment prior to the scheduled date for the class at large will be considered. The granting of deferred assessments will be at the discretion of the Phase Lead.



Faculty of Medicine

Undergraduate Medical Education Deferred Examination/Assessment Policy

Policy

1.0 General Provisions

- 1.1 Deferred Examinations or Assessments will be considered ([and supporting documentation may be required](#)) for the following reasons:
 - 1.1.1 Family Death;
 - 1.1.2 Incapacitating Illness on the part of the learner; or,
 - 1.1.3 Representation of the university/medical school at a recognized function.
- 1.2 In the event of exceptional and unforeseen circumstances, the Phase Lead may grant a deferral for reasons other than those listed above. These exceptions will however be considered on an individual basis. In these circumstances, the Phase Lead may refer the matter for discussion by the Phase Management Team at a regularly scheduled monthly meeting.
- 1.3 Learners who avail of examination deferrals are strongly encouraged to speak with the Office of Learner Well-Being and Success to ensure that adequate supports are in place for the learner to succeed in the MD program.

2.0 Timeframe for requesting deferral

- 2.1 Where possible, the learner must make their request for a deferred examination or assessment **PRIOR TO** the originally scheduled date. Exceptions will only be made in the event of an emergency situation; in these instances, the request to defer the examination or assessment must be made as soon as possible and no later than two days after the original date of the examination or assessment.

3.0 Scheduling of Deferred Examinations or Assessments

- 3.1 Learners will be notified of the examination/assessment deferral date as determined by the Phase Lead in consultation with UGME staff.

Undergraduate Medical Education Deferred Examination/Assessment Policy

- 3.2 In the event that the examination or assessment is not completed at the end of the Phase, an interim grade of INC will be assigned. This grade will be replaced by the final grade that must be received by the Registrar within the time period allowable as specified by the Registrar.

Procedure

- A.0 Requests for exam or assessment deferral are to be made by submitting an “Examination/Assessment Deferral Request” form to the Undergraduate Medical Education office with a clear and complete reason as outlined in Section 1.1.
- B.0 Learners requesting deferrals are encouraged to seek support from the Learner Well-Being Consultant, as needed.
- C.0 The request to defer an examination/assessment may require accompanying supporting documentation (i.e. physician's note, obituary, conference registration). The Faculty reserves the right to verify all documentation and may request additional corroborative documentation of the reasons. Medical documentation will be submitted to the Office of Learner Well-Being and Success via the Learner Well-Being Consultant.
- D.0 The decision regarding the request of the learner to have an examination or assessment deferred, including information on the appeals route open to the learner in the case of a negative decision, must be communicated by the UGME office in writing to the learner within one week of the receipt of the learner's completed application. As outlined in University Regulation 6.15.2.3, Routes of Appeal of Academic Regulations, a student whose request for a Deferred Examination has been denied may direct the appeal to the Undergraduate Medical Studies Committee.
https://www.mun.ca/regoff/calendar/2020_2021/sectionNo=REGS-0859
- E.0 Deferred examinations/assessments will be provided in the same format as the original examination/assessment.



Medical Student Leave and Examination/Assessment Deferral Request

Consult the Student Handbook for leave limitations and required documentation

Medical Education Centre, M2M101, Memorial University, St. John's, NL A1B 3V6
 Phases 1, 2, 3 submit form to ugme.phasesched@med.mun.ca TEL: (709) 864-6305
 Phase 4 submit form to ugme.phase4@med.mun.ca TEL: (709) 864-6293
 FAX: (709) 864-6362

Section 1: To be completed by the learner (Print or type)

Name _____ Class of _____

@mun.ca email address _____ Course/Rotation/Assessment _____

Requested Leave Dates From _____ To _____ (inclusive) Total # of Days _____

Type of leave requested *identifies circumstances where leave must be duly authenticated

Sick leave
 Personal Leave
 Professional Development Leave*
 Leave in special circumstances *Specify _____
 Compassionate Leave*
 Vacation (Phase 4)
 Maternity/Paternity/Adoption

Exam/Assessment Deferral

Examination/assessment deferrals will be considered in the event of an incapacitating illness of the learner, death in the family and representation of Memorial University at a recognized function. Examination/assessment deferrals may also be considered in exceptional, unforeseen circumstances. Supporting documentation for an examination/assessment deferral may be required. Medical documentation will be submitted to the office of Learner Well-Being and Success via the Learner Well-Being Consultant. The Faculty of Medicine reserves the right to verify all documentation.

This leave, if granted, will result in a missed examination, laboratory session or other assessment Yes No

If yes, the learner **may be required to provide the** appropriate supporting documentation as outlined in the [Examination/Assessment Deferral Policy](#).

I acknowledge that it is my responsibility as a learner to connect with the Phase Lead if there are extenuating circumstances which impact my academic performance; and
 I acknowledge that it is my responsibility as a learner to connect with Learner Well-Being and Success to request supports, as needed

I certify the above information to be correct Learner Signature _____ Date _____

ATTENTION: When submitting via e-mail, this form will ONLY be accepted and processed if it originates from the learner's @mun.ca email account. Emails from the @mun.ca email account may act as a substitute for the learner's signature if they are unable to provide a signature.

PHASE 4 ONLY

Check all of the following that apply: *Required in Phase 4, Community Engagement and the Physician Competencies Research Curriculum**

Leave request will occur at a time when I have no scheduled rotations, electives, or selectives
 I have made arrangements to cover my on-call/clinical duties during the requested leave period
 I have discussed this leave request with the preceptor/supervisor for the rotation/course, during which leave is requested

Learner Signature _____ Date _____
 OR MUN email attached

Faculty Preceptor/Supervisor Name *Print or Type* _____

Faculty Preceptor/Supervisor Signature _____ Date _____
 OR MUN or Regional Health Authority email attached

Section 2: For official use only

Leave History (# of days)							
	Personal	Compassionate	Sick	Exam/ Assessment Deferral	Maternity/Paternity/ Adoption	Professional Development	Special Circumstances
Phase 1							
Phase 2							
Phase 3							
Phase 4							

To be completed by the Learner Well-Being Consultant

The learner has provided appropriate supporting medical documentation as outlined in the [Examination/Assessment Deferral Policy](#) (i.e. incapacitating illness)

Learner Well-Being Consultant Signature _____ Date _____

To be completed by the Phase Lead

Leave or examination/assessment deferral request Approved Denied

Phase Lead Signature _____ Date _____



UGMS Summary Report

July 2021

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

Liaison to the UGMS: Dr. Alan Goodridge, Chair of PESC

Date of Last Phase Team or Sub-Committee Meeting: 15 / June / 2021

Date of Next Phase Team or Sub-Committee Meeting: 21 / September / 2021

Agenda Items Requiring Phase Team or Sub-Committee Action		
Item	Recommended Action	Status
MCCQE – Part 1 (carried over)	H. Coombs to compile a list of objective areas where MUN graduates performed < 60%.	In Progress
	A. Goodridge to present the MCCQE – Part 1 results to UGME.	Completed
Impact of CLSC restrictions on Clinical Skills	A. Goodridge to communicate concerns about CLSC restrictions to UGMS.	Completed
Faculty/instructors who go overtime and/or use too many slides	H. Coombs to maintain a spreadsheet of instructors going overtime and/or using too many slides.	Completed & Ongoing
Faculty not submitting exam questions	H. Coombs to maintain a spreadsheet of instructors who do not provide exam questions.	Completed & Ongoing
Evaluation of ILS facilitators	H. Coombs to include ILS facilitation on the faculty evaluation forms for Phases 1-3.	Forthcoming (fall 2021)
Accreditation CACMS DCI	H. Coombs to revise the DCI and resubmit to T. Hearn and B. Kerr.	In Progress

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

July 2021

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

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



UGMS Summary Report

[July 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: 23/June/2021

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

Agenda Items Requiring Phase Team or Sub-Committee Action		
Item	Recommended Action	Status
Increased social sciences content for summative NBME exam Class of 2022	Credit all social sciences questions for NBME exam in July for Class of 2022. This is based on motion from Phase 4 Management Team.	Ongoing
Increased social sciences content for NBME progress exams Class of 2023	Review social sciences content and approach with Dr. Najafizada and other teaching faculty from CH&H	Ongoing
Change NBME exam product	Adopt Customized Assessment Services for NBME progress exams for Class of 2024 (starting August 2022)	Ongoing
EPA assessment working group	Dr. Reid presented progress report. Short-term action items to be implemented by mid-August 2021, final report with findings to be presented to SAS in the fall.	Ongoing
Accreditation monitoring report	SAS reviewed data on assessment-related accreditation elements for Class of 2021.	Done

Agenda Items Requiring UGMS Action:
1. Re-approval of revised Patient I assessment plan (Class of 2025)
2. Re-approval of revised Physician Competencies IV assessment plan (Class of 2023)
3. Recommendation to write examinations in-person for fall of 2021
4.

***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

[July 2021]

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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.

Revisions to Course Assessment Plans Executive Summary

Phase 1, Class of 2025

Course number and name: **MED 5710 Patient I**

- 1) Summary of Major Changes from Previously Approved Version
Anatomy lab sessions will be assessed via the Anatomy Portfolio. This includes a practical exam and group presentation of a dissection. See description highlighted in assessment plan below.
- 2) Changes to Assessment Methods

Previous Assessment Method	Revised Assessment Method
Anatomy lab sessions – MCQ on exam	Anatomy lab sessions – Anatomy portfolio: practical exam (identifying anatomical structures at specimen stations) and group presentation of dissection

- 3) Changes to Assessment Criteria for Successful Completion
None
- 4) New Language or Statements
None

MED 5710 Patient I
Phase 1, Class of 2025
Fall 2021

Assessment Plan

The assessment plan sets out the principles and key elements used to assess the learner's performance in an accurate, consistent, and objective manner for **MED 5710 Patient I**.

MED 5710 Patient I introduces learners to themes integrating physician competencies and clinical skills with basic and clinical sciences as they relate to common clinical encounters and patient symptoms. Students will begin to examine their future roles as professionals in our health care system.

COURSE SUCCESS CRITERIA

To pass the course, a learner must:

- Pass at least three of the four written examinations,
- Achieve an average mark of $\geq 70\%$ or the adjusted Hofstee pass score based on the weighted pass marks across the four examinations and Anatomy Portfolio,
- Complete and submit all assessments by their due date, and
- Attend all sessions designated as mandatory and complete any associated activities.

Exam and assignment deferrals will only be approved by the Phase Lead under exceptional circumstances, see [Exam Deferral Policy](#).

Promotion regulations:

- Even if a learner has passed all examinations and assignments, a learner may be required to repeat the Phase or withdraw conditionally or unconditionally from the program (see section [10.5.3](#) in the University calendar) if there are significant concerns about a learner's performance (as communicated to the learner by the Phase Lead). Examples may include, but are not limited to, late assignments and missed mandatory sessions without proper deferral process, lapses in professionalism, recurrent reassessment exams.
- As outlined in [Section 10.5.2](#) of the Regulations for the Degree of Doctor of Medicine in the University calendar, learners with a Fail grade in any course cannot be promoted to the next Phase.
- As outlined in the [MD program objectives](#), the Faculty of Medicine at Memorial University values professionalism as a core competency and a requirement of the MD program. Recognizing that medical learners are developing their professional identity, professionalism lapses will be remediated where possible and appropriate. Unsuccessful

remediation will result in failure of the Phase. Professionalism lapses may render a learner incompatible with continuation in the MD program (as outlined in the Memorial University Calendar [Regulation 10.5 Promotion](#)).

COURSE ASSESSMENT

Learners will be assessed with both formative and summative assessment methods throughout the course. Learners will receive their grades from the Undergraduate Medical Education (UGME) office via One45.

Formative assessments do not count towards the final grade and are intended to help learners monitor their learning. Formative assessment will consist of weekly online quizzes, practice timed lab exam stations with formative short answer questions, self-assessment and verbal feedback from instructors. Learners are also expected to review and learn from their performance on the summative assessments that occur throughout the course. The process for review of summative examinations is detailed in Section H.2 of the [Summative Assessment Procedure for Phases 1-3](#).

Summative assessments include four on-line written multiple-choice question (MCQ) examinations, following each of the four themes and the Anatomy Portfolio. Each of these summative assessments is graded and contributes to the final summative mark that the learner will receive for the course.

The course includes mandatory learning sessions, listed in the respective section below. Learners must participate in these sessions and complete any associated exercises. As outlined in the [Protected Time and Duty Hours Policy](#), learners may request leave if they are unable to attend a mandatory learning session.

The contribution of marks from each summative assessment towards the final course grade is as follows:

Examination 1: Introductions and Foundations	24%
Examination 2: Blood Flow and Oxygenation I	20.5%
Examination 3: Blood Flow and Oxygenation II	24%
Examination 4: Host Defence and Immune Mediated Disorders	20.5%
Anatomy Portfolio	11%
Total	100%

The final grade and average will be compiled at the end of the Phase.

(a) Summative written examinations will occur on the following dates:

Block	Hours	Exam date	Reassessment date
Examination 1: Introductions and Foundations	27.5	October 4, 2021	October 14, 2021
Examination 2: Blood Flow and Oxygenation I	23.0	October 25, 2021	November 4, 2021
Examination 3: Blood Flow and Oxygenation II	27.0	November 22, 2021	December 2, 2021
Examination 4: Host Defence and Immune Mediated Disorders	23.0	December 13, 2021	January 7, 2022

Note: Learners who are required to reassess for examination 4 must be available on January 7, 2022 for the reassessment examination. If not available on this date, learners must apply for a deferral to write the reassessment at a later date.

A modified Hofstee method is used to set standards for the summative written examinations. Using this method, the UGMS sets the following parameters for Phase 1:

- 1) mark above which all learners will receive a pass is 70%
- 2) maximum percentage of learners who can fail an exam is 10%
- 3) maximum percentage of learners who can pass an exam is 100%
- 4) mark below which a learner will fail, subject to the limit set in #2 is 60%

In Phase 1, the modified Hofstee method determines the final pass mark if any learners achieve a mark less than 70%. This Hofstee pass mark will be between 60 and 70%.

(b) Anatomy Portfolio

An Anatomy portfolio will be used to assess learners for the Anatomy lab sessions (Thorax Labs 1 & 2, Abdomen Labs 1 & 2). The portfolio consists of two components:

1. **Practical exam.** Learners will complete a timed 'bell-ringer' style station-based exam to assess the learning objectives of the Thorax and Abdomen lab sessions. Learners will answer short answer questions to identify anatomical structures at each station, utilizing various anatomical specimens (e.g., wet and plastinated specimens, bones, cadaveric structures).
Date for practical exam: **November 1, 2021.**
2. **Group presentation.** Learners will work in small groups of four to complete a cadaver dissection or a thorough study of selected plastinated specimens. The group will have **7-10 minutes** to present their dissection or plastinated specimens, covering the structures outlined in the Human Cadaveric Dissection guidelines document. These guidelines are linked to the learning objectives for the Thorax and Abdomen lab sessions. The mark assigned for the presentation will be applied to each learner in the group.
Date for group presentation: **October 28, 2021.**

Each component will contribute to the Anatomy portfolio mark as follows: practical exam 55% and group presentation 45%. The pass mark for the portfolio is 70%. A rubric for the group presentation of the portfolio will be available on Brightspace.

Mandatory Learning Sessions

Mandatory learning sessions are defined as sessions that require learners to attend in order to achieve the learning objectives. Sessions are designated mandatory if they meet one or more of the following criteria:

- Provide an introduction or overview of learner expectations for the MD program, phase or course;
- Involve application of clinical decision-making skills such as tutorials, case-based learning and laboratories;
- Include an assessment component;
- Involve interactivity such as integrated learning sessions, interprofessional education sessions, guest speakers or patient volunteers; and/or
- Provide support and/or counseling to promote learner well-being and success.

Mandatory learning session	Date
Introduction to Anatomy: Anatomical Terminology and Orientation	As scheduled in Brightspace.
Thorax Lab 1: Thoracic Wall, Regions and Pleural Cavity	
Thorax Lab 2: The Mediastinum, Heart and Vasculature	
Abdomen Lab 1: Anterolateral Abdominal Wall, Peritoneum and Viscera	
Abdomen 2 Lab: Abdominal Viscera, Retroperitoneal Space and Posterior Abdominal Wall	
Case Study 1: Diagnostic Enzymology	
Case Study 2: Glycogen Storage Defect	
Case Study 3: Abnormal Lipids	
Case Study 4: Compromised Urea Cycle	
Case Study 5: Energy Utilization During Exercise	
Case Study 6: Metabolic Derangements in Diabetes	
Introduction to PoCUS	
Immune Cell Markers, Flow Cytometry and Blood Typing	
Tetanus Tutorial	
Hypersensitivity Reactions Tutorial	
Physiology of the Cardiac Cycle Lab	
Physiology of Blood Pressure Lab	

REASSESSMENT

- Learners who fail an examination will be required to write a reassessment MCQ examination.

- Reassessment will be required if a learner achieves a mark <70% or, if applicable, less than the Hofstee pass mark on any one of the four written summative examinations.
- Learners who fail a summative examination reassessment will be required to meet with the Phase Lead or a delegate, and the Learner Well-being Consultant if the learner so wishes, to support the learner's academic needs.
- Learners who achieve less than 70% on two or more summative examinations will be required to meet with the Phase Lead or a delegate, and the Learner Well-being Consultant if the learner so wishes, to support the learner's academic needs.
- A learner may be reassessed for any failed assessment only once.
- The maximum mark for a reassessment is 70% or, if applicable, the Hofstee pass mark in the case of the written summative examinations.

LATE ASSESSMENTS

Learners may defer examinations with prior approval from the Phase Lead through the deferred examination and assessment procedure. Section D.1 of the [Summative Assessment Procedure for Phases 1-3](#) states "Learners seeking to defer a summative MCQ examination or other assessment must follow the [Undergraduate Medical Education Deferred Examination Policy](#)."

Version: June 18, 2021

Approved by SAS: May 26, 2021

Approved by UGMS:

Revisions to Course Assessment Plans Executive Summary

Phase 4, Class of 2023

Course number and name: **MED 8750 Physician Competencies IV**

- 1) Summary of Major Changes from Most Recently Approved Version
Addition of Professionalism in Practice module.
- 2) Changes to Assessment Methods
Learners will be required to complete module and provide proof of completion. Due date TBD (4th year).
- 3) Changes to Assessment Criteria for Successful Completion
No changes
- 4) New Language or Statements
No changes

Phase 4- INTEGRATION INTO PRACTICE
MED 8750: Physician Competencies IV
Academic Year 2021-2023
Class of 2023

Assessment Plan

-

Description

Learners will focus on the transition to postgraduate training as a part of the continuum of medical education.

Entrustable Professional Activities for Phase 4:

- EPA 10: Participate in health quality improvement initiatives.
- EPA 13: Collaborate as a member of an interprofessional team.

These have been independently mapped to the Program (CanMEDS) Objectives:

Teaching and Learning Methods

Online modules will cover topics not covered in Phases 1-3 or other mandatory courses in Phase 4. Learners will be expected to complete modules throughout their Phase 4 program. The research project component will include independent work that is project based and builds upon research deliverables from Phase 1-3. Learners will work independently with a supervisor to complete the research component of the course.

Course Structure

1. Leadership in Medicine (LIM): 2 independent online modules (4 hours). Module topics are (1) Human Resource Management and (2) Case Studies in Management and Leadership.
2. Research Project: 20 hours (4 hours of module and 16 hours of independent time). The focus of the Research Curriculum for Phase 4 is on knowledge translation. Learners are required to complete the 4-hour online module on Writing for Publication/Knowledge Translation. Based on the research project which learners have carried out in Phases 1-3, learners will demonstrate that they have completed some form of knowledge translation (i.e. manuscript for publication, conference presentation, presentation to journal club, critical appraisal exercise etc.). In addition, they will make a poster or oral presentation at the Research Day held during the Clinical Skills IV course in late March- early April 2023. Rubrics will be available in Brightspace (D2L).
3. Ethics Module (Formative): Completion of the online module on ethics.
4. Professionalism in Practice Module: Completion of the online module.

Assessment Plan

1. Leadership in Medicine (LIM): The LIM modules are assessed with summative written assignments (750-1000 words each). Details of the assignments and rubrics will be available in Brightspace (D2L). Due date for LIM assignments for class of 2023 is **end of March 2023 (date**

TBD). Pass mark is 70%.

2. Research Project: Summative assessment is based on (1) knowledge translation. Proof of completion has to be submitted to the UGME office by the end of March 2023 (date TBD). (2) presentation at Research Day in late March or early April 2023 (date TBD).

Rubrics will be available in Brightspace (D2L). Pass mark is 70%.

Note: Class of 2023 must register their knowledge translation plan with the UGME office by August 29, 2022.

3. Professionalism in Practice Module: Summative assessment is based on completion of the Professionalism in Practice online module. Further instructions for accessing the module will be available on Brightspace. Learners have to upload proof of module completion to the appropriate dropbox in Brightspace. Due date for module completion is TBD.

Reassessment

- Reassessment will be required if a learner achieves <70% on any summative assessment.
- Learners will be required to re-submit the assessment for the component they have failed addressing the inadequacies that have been identified.
- Assignments for reassessment must be submitted within two weeks after the learner is notified by the Undergraduate Medical Education (UGME) office. In circumstances where a learner has multiple reassessments due in the same two-week time frame, an extension of the deadline date can be made at the discretion of the Phase Lead.
- A learner may be reassessed for any failed assessment only once.
- The maximum mark for a reassessment is 70%.

Late Assignments

Late assignments will not be accepted for grading without prior approval from the Phase Lead as outlined in the [Undergraduate Medical Education Deferred Examination Policy](#). The maximum mark any assignment submitted after the due date can receive is 70%, unless prior approval is granted.

Course Success Criteria

To pass the course, a learner must:

- **Complete and submit all course assignments and assessments, and**
- **Achieve a pass mark for all assessments in the course.**

Learners will receive their grades from the Undergraduate Medical Education (UGME) office via One45.

As outlined in the [MD program objectives](#), the Faculty of Medicine at Memorial University values professionalism as a core competency and a requirement of the MD program. Recognizing that medical learners are developing their professional identity, professionalism lapses will be remediated where possible and appropriate. Unsuccessful remediation will result in failure of the Phase. Professionalism lapses may render a learner incompatible with continuation in the MD program (as outlined in the Memorial University Calendar [Regulation 10.5 Promotion](#)).

As outlined in [Section 10.5.2 and 10.5.3](#) of the Regulations for the Degree of Doctor of Medicine in the University calendar, learners with a Fail grade in any course cannot be promoted to graduation. Even in the absence of any Fail grades, a learner for whom substantial concerns about performance have been expressed may either be required to repeat the Phase or required to withdraw conditionally or unconditionally.

Version date: March 18, 2021

Approved by SAS: April 28, 2021

Approved by UGMS: May 19, 2021



UGMS Summary Report

July 2021

Phase Team or Sub-Committee: iTac

Liaison to the UGMS: Steve Pennell

Date of Last Phase Team or Sub-Committee Meeting: (April 2021)

Date of Next Phase Team or Sub-Committee Meeting: (Oct 2021 – July meeting was canceled due to annual leave)

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. Rooms contingency planning for Fall
2. New A/V products for hybrid rooms for Fall
3. OCRO – summative exams back to normal including the NBME on July 29

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UGMS Summary Report

June 2021

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: 13/07/2021

Date of Next Phase Team or Sub-Committee Meeting: 20/07/2021

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

Agenda Items Requiring UGMS Action:
Use of pre-recorded lectures for upcoming academic year
Major Curriculum Change for Phase 1

Additional Comments, Suggestions, New or Pending Business:
1. Minor curriculum changes attached

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Curriculum Change Request

debra.bergstrom@med.mun.ca

Thu 2021-06-24 4:57 PM

To: David.Stokes@med.mun.ca <David.Stokes@med.mun.ca>; Haynes, Alison Theresa <a.haynes@mun.ca>; ugme.advisor@med.mun.ca <ugme.advisor@med.mun.ca>;

Curriculum Change Form

Your Name: Debra Bergstrom

Your Email: debra.bergstrom@med.mun.ca

Your Discipline: Medicine/Hematology

Select Phase: Phase 3

Session Title: Smear Campaign: Putting the CBC in Context

Curriculum content change type: Major Changes

Session title modification:

Please provide the existing session title followed by the new proposed title:

Re-wording, adding, removing or re-assigning objectives for a session:

Please outline the current objective including Blueprint number followed by the proposed change in objectives:

Change in teaching and learning method for session:

Please outline the current teaching and learning method(s) followed by the proposed change in method(s):

Splitting a session into multiple sessions, or merging multiple sessions into one:

Please outline how session is currently delivered followed by the proposed change in timing of delivery:

Change type(s):	Moving a session to a different theme
Proposal:	We propose to move the "Smear Campaign: Putting the CBC in Context" live interactive session to Phase 3 (Theme: Hormone and Blood Disorders) from its current position in Phase 1 (Theme: Blood Flow and Oxygenation).
Academic Rationale:	This interactive session helps students to integrate their knowledge of common hematologic abnormalities as manifested by the CBC and smear morphology. This session is more appropriate to include in proximity to the sessions being delivered in Phase 3 such as Approach to Anemia, Approach to Thrombocytopenia, etc. The groundwork is laid in Phase 1 with the Normal Lab Values module, but moving the interactive session to Phase 3 allows us to discuss the CBC and smear morphology as it pertains to hematologic disease under a more appropriate theme, in proximity to other complementary content.
Learning Objectives:	No changes in learning objectives.
Delivery of Proposed Change:	No changes in delivery.
Assessment:	No changes in assessment.

Faculty	Date of Submission	Session	Change Type	COS Review	Action
Phase 1					
Kristen Romme	May 10th 2021	Literature Review	Add objectives Remove objectives Redistribute session time	Jun 23rd 2021	Approved
Jennifer Flynn	May 12th 2021	Applying Theory to Practice	Title change	Jun 23rd 2021	Approved
Graham Fraser	Jun 3rd 2021	Basic Cardiac Electrophysiology	Reword objectives Modify MCC objectives	Jun 23rd 2021	Approved
Graham Fraser	Jun 3rd 2021	Physiology of Blood Pressure Lab	Reword objectives Modify MCC objectives	Jun 23rd 2021	Approved
Graham Fraser	Jun 3rd 2021	Microcirculation	Reword objectives Modify MCC objectives	Jun 23rd 2021	Approved
Graham Fraser	Jun 3rd 2021	Physiology of Blood Flow	Modify MCC objectives	Jun 23rd 2021	Approved
Graham Fraser	Jun 3rd 2021	Physiology of Blood Pressure	Modify MCC objectives	Jun 23rd 2021	Approved
Graham Fraser	Jun 3rd 2021	Comparative Muscle Physiology	Modify MCC objectives	Jun 23rd 2021	Approved
Graham Fraser	Jun 3rd 2021	Renal and Essential Hypertension	Modify MCC objectives Title change Reword objectives	Jun 23rd 2021	Approved
Graham Fraser	Jun 3rd 2021	Physiology and Anatomy of the Kidney	Reword objectives	Jun 23rd 2021	Approved
Daryl Pullman	Jun 8th 2021	HELM: Relevance and Purpose of Ethics	Reword objectives	Jun 23rd 2021	Approved
Daryl Pullman	Jun 8th 2021	HELM: Introduction to Ethics	Reword objectives Add objectives Remove objectives	Jun 23rd 2021	Approved
Daryl Pullman	Jun 8th 2021	HELM: Introduction to Health Law	Reword objectives	Jun 23rd 2021	Approved
Daryl Pullman	Jun 8th 2021	HELM: Consent	Reword objectives	Jun 23rd 2021	Approved
Daryl Pullman	Jun 8th 2021	HELM: Confidentiality	Reword objectives Remove objectives	Jun 23rd 2021	Approved
Daryl Pullman	Jun 8th 2021	HELM: Moral Theory and Clinical Practice	Modify MCC objectives Add objectives Remove objectives	Jun 23rd 2021	Approved
Daryl Pullman	Jun 8th 2021	HELM: Public Health Ethics	Title change Modify MCC objectives Add objectives Remove objectives Reword objectives	Jun 23rd 2021	Approved
Daryl Pullman	Jun 8th 2021	HELM: Research Ethics	Reword objectives	Jun 23rd 2021	Approved
Phase 2					
Daryl Pullman	Jun 10th 2021	HELM: Duty of Care	Rewording objectives Remove objectives Modify MCC objectives	Jun 23rd 2021	Approved
Daryl Pullman	Jun 10th 2021	HELM: Negligence	Rewording objectives Remove objectives	Jun 23rd 2021	Approved
Daryl Pullman	Jun 11th 2021	HELM: Diversity, Culture and Ethics 1 and 2 / HELM: Legal Issues in Pediatrics	Rewording objectives Add objectives Remove objectives Modify MCC objectives Split session	Jun 23rd 2021	Approved
Daryl Pullman	Jun 12th 2021	HELM: Advance Care Planning	Add objectives Remove objectives Modify MCC objectives Title change	Jun 23rd 2021	Approved
Phase 3					
Helene Paradis	Apr 28th 2021	Biomedical Research: Data Collection and Analysis	Rewording objectives Modify MCC objectives	May 25th 2021	Approved
Susan MacDonald	May 26th 2021	Symptom Management Tutorial	Title change	May 26th 2021	Approved
Graham Fraser	Jun 3rd 2021	Action Potential	Combine 2 sessions Rewording objective Modify MCC objectives	Jun 23rd 2021	Approved
Graham Fraser	Jun 3rd 2021	Cardiac Electrophysiology - Basic EKG	Rewording objective Modify MCC objectives	Jun 23rd 2021	Approved

Graham Fraser	Jun 3rd 2021	Resting Membrane Potential	Rewording objective Modify MCC objectives	Jun 23rd 2021	Approved
Graham Fraser	Jun 3rd 2021	Synaptic Transmission	Modify MCC objectives	Jun 23rd 2021	Approved
Graham Fraser	Jun 3rd 2021	Male Reproductive Physiology	Rewording objective Modify MCC objectives	Jun 23rd 2021	Approved
Graham Fraser	Jun 3rd 2021	Physiology of Breastfeeding Tutorial	Modify MCC objectives	Jun 23rd 2021	Approved
Daryl Pullman	Jun 10th 2021	HELM: Ethical Issues in Psychiatry	Title change Add objectives Remove objectives Modify MCC objectives	Jun 23rd 2021	Approved
Daryl Pullman	Jun 10th 2021	HELM: Ethical Issues in Genetics	Title change Modify MCC objectives	Jun 23rd 2021	Approved
Daryl Pullman	Jun 10th 2021	HELM: Ethical Issues in Geriatrics	Title change Modify MCC objectives Remove objectives	Jun 23rd 2021	Approved
Daryl Pullman	Jun 10th 2021	HELM: Ethics End of Life 1	Add objectives Title change Modify MCC objectives Remove objectives	Jun 23rd 2021	Approved
Daryl Pullman	Jun 10th 2021	HELM: Ethics End of Life 2	Reword objectives Title change Modify MCC objectives Remove objectives	Jun 23rd 2021	Approved
Daryl Pullman	Jun 12th 2021	HELM: Health Law in Medicine	Add objectives Reword objectives Split session Modify MCC objectives Remove objectives	Jun 23rd 2021	Approved
Daryl Pullman	Jun 12th 2021	HELM: Resource Allocation	Add objectives Reword objectives Modify MCC objectives Remove objectives	Jun 23rd 2021	Approved
Daryl Pullman	Jun 12th 2021	HELM: Reproductive Ethics 1	Add objectives Remove objectives Reword objectives	Jun 23rd 2021	Approved
Daryl Pullman	Jun 12th 2021	HELM: Reproductive Ethics 2	Modify MCC objectives Reword objectives Add objectives	Jun 23rd 2021	Approved
Daryl Pullman	Jun 12th 2021	Ethical Issues in Pediatrics	Modify MCC objectives Remove objectives Add objectives	Jun 23rd 2021	Approved



UGMS Summary Report

[July 2021]

Phase Team or Sub-Committee: Phase 3 Management Team

Liaison to the UGMS: Dr. Jasbir Gill

Date of Last Phase Team or Sub-Committee Meeting: 02/06/2021

Date of Next Phase Team or Sub-Committee Meeting: 04/08/2021

Agenda Items Requiring Phase Team or Sub-Committee Action		
Item	Recommended Action	Status
ILS Grading/TA Instructions to be reviewed	SAS/D. Bergstrom/S. Shorlin to meet to discuss	IP
Review of Exam Deferral Policy	Feedback on revised policy provided to Melanie Greene by June 9	IP
Phase 3 Assessment Plans for Class of 2024 under review	SAS to complete and present at next Phase meeting	C
Addition of 50-minute session on Opioid Crisis	SAS to review assessment plan if approved by UGMS	C

Agenda Items Requiring UGMS Action:
<ol style="list-style-type: none"> 1. Major Curriculum Change Requests: <ul style="list-style-type: none"> - Move a hematology session from Phase 1 into Phase 3 - Move a neurology session from one theme to another within Phase 3 (Please see attached)

Additional Comments, Suggestions, New or Pending Business:
1. No items
2.

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UGMS Summary Report

[July 2021]

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Curriculum Change Request

debra.bergstrom@med.mun.ca

Thu 2021-06-24 4:57 PM

To: David.Stokes@med.mun.ca <David.Stokes@med.mun.ca>; Haynes, Alison Theresa <a.haynes@mun.ca>; ugme.advisor@med.mun.ca <ugme.advisor@med.mun.ca>;

Curriculum Change Form

Your Name: Debra Bergstrom

Your Email: debra.bergstrom@med.mun.ca

Your Discipline: Medicine/Hematology

Select Phase: Phase 3

Session Title: Smear Campaign: Putting the CBC in Context

Curriculum content change type: Major Changes

Session title modification:

Please provide the existing session title followed by the new proposed title:

Re-wording, adding, removing or re-assigning objectives for a session:

Please outline the current objective including Blueprint number followed by the proposed change in objectives:

Change in teaching and learning method for session:

Please outline the current teaching and learning method(s) followed by the proposed change in method(s):

Splitting a session into multiple sessions, or merging multiple sessions into one:

Please outline how session is currently delivered followed by the proposed change in timing of delivery:

Change type(s):	Moving a session to a different theme
Proposal:	We propose to move the "Smear Campaign: Putting the CBC in Context" live interactive session to Phase 3 (Theme: Hormone and Blood Disorders) from its current position in Phase 1 (Theme: Blood Flow and Oxygenation).
Academic Rationale:	This interactive session helps students to integrate their knowledge of common hematologic abnormalities as manifested by the CBC and smear morphology. This session is more appropriate to include in proximity to the sessions being delivered in Phase 3 such as Approach to Anemia, Approach to Thrombocytopenia, etc. The groundwork is laid in Phase 1 with the Normal Lab Values module, but moving the interactive session to Phase 3 allows us to discuss the CBC and smear morphology as it pertains to hematologic disease under a more appropriate theme, in proximity to other complementary content.
Learning Objectives:	No changes in learning objectives.
Delivery of Proposed Change:	No changes in delivery.
Assessment:	No changes in assessment.

Your Name: Alan Goodridge

Your Email: agoodrid@mun.ca

Your Discipline: Neurology

Select Phase: Phase 3

Session Title: Language

Curriculum content change type: Major Changes

Session title modification:

Please provide the existing session title followed by the new proposed title:

Re-wording, adding, removing or re-assigning objectives for a session:

Please outline the current objective including Blueprint number followed by the proposed change in objectives:

Change in teaching and learning method for session:

Please outline the current teaching and learning method(s) followed by the proposed change in method(s):

Splitting a session into multiple sessions, or merging multiple sessions into one:

Please outline how session is currently delivered followed by the proposed change in timing of delivery:

Change type(s):

Moving a session to a different theme

Proposal:

Move this presentation from current theme (Cognitive impairment and mood disturbances) to theme of Weakness and Abnormal Movements.

Academic Rationale:

Language presentation focuses on anatomy of language and related disorders, particularly aphasia. Discussion of aphasia is best placed in same theme as stroke, as the commonest cause of aphasia is stroke. Cognitive impairment implies a more global impairment whereas aphasia is a focal impairment.

Learning Objectives:

No change

Delivery of Proposed Change:

No change

Assessment:

No change



UGMS Summary Report

July 2021

Phase Team or Sub-Committee: Office of Social Accountability

Liaison to the UGMS: Boluwaji Ogunyemi

Date of Last Phase Team or Sub-Committee Meeting: 7 July 2021

Date of Next Phase Team or Sub-Committee Meeting: August 2021

Agenda Items Requiring Phase Team or Sub-Committee Action		
Item	Recommended Action	Status
Members of the Office of Social Accountability (OSA) contributing to EPA 14 Faculty Development Subcommittee	Create sample cases that show how an appreciation for the social determinants of health is to be factored into clinical decision making	Exemplar case created
Members of the Office of Social Accountability (OSA) contributing to EPA 14 Evaluation subcommittee	Communication plan to be finalized then rolled out to ensure relevant parties aware of requirements ahead of 2021 – 2022 pilot year	Draft communication plan has been created

Agenda Items Requiring UGMS Action: N/A
1.
2.
3.

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

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UGMS Summary Report

July 2021

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UGMS Summary Report

July, 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. As of September 1, 2021, the capacity at the CLSC will return to pre covid levels. As such, UGME clinical skills can resume as they were held pre covid.
2. Due to learners being on break and relative stability with respect to the pandemic, the UGME Update has been paused for the summer. This decision was made in consultation with the COVID-19 Task Force and the Dean MedSoc membership.
3. AFMC Undergraduate Deans continue to meet monthly.
4. Covid-19 Task Force has reduced its meeting frequency to monthly, with the view that meetings can be called at any time, if necessary.
5. Faculty and Staff have returned to campus as of Tuesday July 13, 2021

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UGMS Summary Report

July, 2021

6. Memorial University Senate minutes: <https://www.mun.ca/senate/meetings/2021-2030/>

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