

RECORD OF DISCUSSION, ACTIONS AND DECISIONS

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| MEETING | Phase 1 Management Team | |
| DATE | July 12, 2013 | |
| PARTICIPANTS/ REGRETS | Attending: Dr. Victor Maddalena, Juanita Barrett, David Stokes, Carla Peddle, Dr. Don McKay, Diana Deacon | |
| AGENDA ITEM | DISCUSSION/ ACTIONS | RESPONSIBLE |
| Review Agenda | • | |
| Review Notes June 4, 2013 | | |
| Business Arising | <p>3.1 Schedule Name(s) instructors Session contact (clickable) objectives description Date/time/room</p> <p>Community Health has info ready to go. (We could mandate this for all courses through UGMS) Gold standard for all courses?</p> <p>Community Visit – stands alone for objectives. Community Health mostly sorted out.</p> <ul style="list-style-type: none"> • Changed community engagement objectives in Phase 1 with Catherine Donovan and Kathrine Stringer. <p>We will have a course outline to see details from schedule, preparation, objectives,</p> | |

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| | <p>who's teaching what materials, follow up, etc. Objectives posted typically by subject topic.</p> <p>Assessment: Diana Deacon, Vernon, Juanita Barrett</p> <ul style="list-style-type: none">• Need assessment method blue print.• Each faculty member can go onto read-only database to confirm objectives and attach them to a number. <p>3.2 Friday Mornings Overseer for each 2 week block. 3 overseers:</p> <ul style="list-style-type: none">• Friday morning (engaging/dynamic)• Special projects• <p>Friday morning group:</p> <ul style="list-style-type: none">• Banks of questions by topic for formative assessment• Need to be better linked to objectives• May be better off creating new questions.• Use existing questions, not worrying about not-so-great questions leaking out.• Can we write better questions with some training?• Decide on method of questioning. How many/what type of assessments, how each assessment is weighted (numerical/ pass/fail).• Have faculty go through tests?• How do we write the questions?• How do we get faculty to participate? <p>Q-writing:</p> <ul style="list-style-type: none">• Session could go in 1-3 hours depending on number of faculty participants (for MCQ exams). Dr. McKay has done this.•• Formative assessment on Friday morning is required to pass course. | |
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| | <p>3.3 Special Projects Special projects – working group formed in July. 6 groups/four weeks.</p> <ul style="list-style-type: none"> • Dr. Sean Murphy to help. <p>Special Projects – relies on portfolio, how do we assess that. Background criteria for a successful portfolio. Someone needs to coordinate special projects:</p> <ul style="list-style-type: none"> • Grading 80 portfolios, division of labour, what criteria, how do students miss, meet or exceed expectations for criteria. • Students present to evaluator (review & assign mark). • E-portfolio, directory containing files created by students. • How to view, grade, provide feedback etc. – workshops for faculty. <p>Big assessment issue:</p> <ul style="list-style-type: none"> • Percentages for summative assessment pieces. • Division of teaching represents a percentage on an exam. • 20 of 100 hours tough on subject x. • 20% of exam mark covers subject x. <p>Phase 1</p> <ul style="list-style-type: none"> • Four summative exam questions mapped to numbers, 20% each. • Early assessment important. • <p>3.4 PLMP</p> <p>3.5 Community Health 3.5.1 CH Topics (Present)</p> <p>3.5.2 Community Visit</p> | |
| <p>New Business</p> | <p>4.1 Phase 1 Priority Activities For September – what students need:</p> <ul style="list-style-type: none"> • Percentage ages | |

- Dates
- What's required
- What's expected

Both buildings booked up to Oct 31, 2013

- Aiming to double book up to Christmas (some concern with second year)
- Small group activity room bookings (are small rooms ready without av.

1. Meet with Wes and Wade re: opening building, furniture, AV, commissioning a floor at a time, etc. Tenders/review, delivery/installation.
2. Modifying as we go (to accommodate high tech additions) in curriculum teaching.
3. Phase 1 Logistics meeting after expansion team visit.

Updates to lab equipment.

4.1.1 Logistics

4.1.2 Other

Question Mark software – 3 day orientation

Question Mark Workshop – question bank review – revise/write new questions

To write good questions: clinicians

1. Find four to five similar concepts
2. Define each by scenario
3. You've just written five questions

Basic scientists – becomes like trivia.

Exam writing group

- Review existing questions
 - Vet for consistency

Work from experiment/report/case study. Clinical example which demonstrates the science behind medicine.

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| | <p>Use stories to create questions reinforces importance of stories if students see them in assessment.</p> <p>Capitalize on Question Mark in very short period of time</p> <ul style="list-style-type: none"> • Brainstorm for questions • Create and refine • New curriculum, new technology, new question bank early August 2013. <p>Clinical Skills</p> <p>Leave policy (one of two required courses) unexcused absence.</p> <ol style="list-style-type: none"> 1. Unexcused on Dean's letter 2. Unexcused borderline grade 3. Unexcused fail course <p>For excused absences, how many break the bank</p> <ul style="list-style-type: none"> • No guarantee of making up missed materials • Still have to submit marks to registrars office (incomplete). <p>Dr. McKay and Dr. Goodridge working on defining what is too much leave.</p> <ul style="list-style-type: none"> • Community engagement switch ups – give students time to make up. <p>Consequences of incomplete Phases?</p> <ul style="list-style-type: none"> • Don't progress to next Phase. | |
| NEXT MEETING | July 26, 2013 | |