

## RECORD OF DISCUSSION, ACTIONS AND DECISIONS

<b>MEETING</b>	Phase 1 Management Team	
<b>DATE</b>	October 24, 2013	
<b>PARTICIPANTS/ REGRETS</b>	<b>Attending:</b> Victor Maddalena, Juanita Barrett, David Stokes, Steve Shorlin, Diana Deacon, Rod Russell, Vernon Richardson, Greg Sherman, Fern Brunger, Chris Harty, Don McKay, Amanda Pendergast, Cathy Donovan, Carla Peddle, Vivian Whelan	
<b>AGENDA ITEM</b>	<b>DISCUSSION/ ACTIONS</b>	<b>RESPONSIBLE</b>
<b>1.0. Agenda</b>	<b>Review Agenda</b> <ul style="list-style-type: none"> <li>• No additions</li> </ul>	
<b>2.0. Notes Last Meeting</b>	<b>Review Notes September 27, 2013</b> <ul style="list-style-type: none"> <li>• No changes</li> </ul>	
<b>3.0. Business Arising</b>	<b>3.0 Relationships Phase Management Teams and UGMS/SAS</b> <ul style="list-style-type: none"> <li>• UGMS and SAS set the policy for the curriculum.</li> <li>• The Phase Management Teams report to Associate Dean of Undergraduate Medical Education</li> </ul> <b>3.2 Terms of Reference Review</b> <b>3.2.1. Phase 1 Management Team</b> <ul style="list-style-type: none"> <li>• “Terms of Reference” missing as title.</li> <li>• Change UGME Coordinator to Curriculum Coordinator.</li> <li>• Meetings will be held the 4<sup>th</sup> Thursday of the month, 4-6.</li> <li>• It was noted that meetings going past 5:00 will be a problem for staff; however the intention is that the Management Teams would be made up of mostly faculty and staff would attend as/ if required.</li> </ul>	

**Action:**

- Juanita will make changes to TOR
- Chris will ask class for another rep to join the Phase 1 Team and will also ask for 2 students for Phase 2 Management Team

**3.2.2. Assessment WG**

- Amanda Pendergast is the Chair.
- Removed the Preamble.
- Removed the Student Rep.
- Removed “Senior” from HSIMS: Instructional Designer.
- Meetings will be held the 3<sup>rd</sup> Friday of the month, 2-4.

**Action:**

- Juanita will make changes to TOR

**3.2.3. Special Projects WG**

- Removed the Preamble.
- Rod Russell is the chair.
- Should have a student rep
- Removed “and UGMS as required” last line under Purpose.
- At this point, meetings take place the 3<sup>rd</sup> Thursday of the month, 2-4.

Need to identify a time that would be better for the faculty and students. When a student rep has been identified, a doodle will be sent out with options of Tuesday, Wednesday, and Thursday, 3:30-5.

**Action:**

- Juanita will make changes to TOR and doodle people re options of Tuesday, Wednesday or Thursday 3:30- 5
- Chris will ask class for a student rep

	<p><b>3.2.4. ILS WG</b></p> <ul style="list-style-type: none"> <li>• Removed the Preamble.</li> <li>• Student was added.</li> <li>• Removed “and UGMS as required” last line under Purpose.</li> <li>• Identify a meeting time using doodle after a student rep has been identified.</li> </ul> <p><b><u>Action:</u></b></p> <ul style="list-style-type: none"> <li>• Juanita will make changes to TOR and doodle people re options of Tuesday, Wednesday or Thursday 3:30- 5</li> <li>• Chris will ask class for a student rep</li> </ul> <p><b>3.2.5 Teaching/Learning Methods WG</b></p> <ul style="list-style-type: none"> <li>• This Working Group has not been formed yet.</li> <li>• Removed the Preamble.</li> <li>• Removed “with submission to UGMS as required” last line under Purpose.</li> <li>• Need a rep from the Phase 1 Management Team.</li> <li>• A chair needs to be appointed from the Phase 1 Management Team.</li> </ul> <p><b><u>Action:</u></b></p> <ul style="list-style-type: none"> <li>• Juanita will make changes to TOR</li> <li>• Lisa (Kenny) and Victor to seek out volunteers for this working group.</li> </ul> <p><b>3.3 Excused absences – update</b></p> <ul style="list-style-type: none"> <li>• The Community Health Preparation and Community Engagement on October 25 is mandatory for the whole class. It is only offered once during Phase 1.</li> </ul>	
<p><b>4.0. New Business</b></p>	<p><b>4.1 ILS Update</b></p> <ul style="list-style-type: none"> <li>• Faculty facilitators are invited to attend but it’s not necessary.</li> <li>• The ILS questions are clear.</li> <li>• The ILS sessions are improving.</li> <li>• Maybe have a resident, clinician, and a scientist to answer questions.</li> <li>• Will discuss more at the next ILS meeting.</li> </ul>	

**Action:**

- Victor and Juanita will follow up with the ILS WG re resident and BSM lead for next session

**4.2 Special Projects Update**

**4.2.1. Learning Contract**

- Rod Russell asked some of the people who teach and none of them want their lectures recorded.
- The list of projects was put online, students responded.
- 79 students have projects, 2 are missing; 31 put forth their own projects.
- Some projects have no students; these will be re-posted.
- If students are unhappy with their project they can choose another one.
- Everything is going well so far.

**Action:**

- Victor will be sending an email to faculty with a list of students who don't have an advisor.
- Victor will be sending an email to the students on how to proceed with their learning contracts.

**4.2.2. Session First 2 weeks**

- The intent of the 2 weeks is to assist with giving the students a baseline of what research is all about
- There is a 3-hour research session on each of the four pillars; there was an intent to have 3-5 people pre pillar but some pillars only have one person presenting
- Most sessions are not mandatory but a lot of the students plan on attending.
- The literature review session will be virtual.
- Patient safety is mandatory.
- There is more in the new curriculum than in the old curriculum.

**Action:**

- Rod will write objectives for pillar sessions
- Rod will contact Jane Green re presenting

**4.3 Assessment**

**4.3.1. Assessment – Professionalism online module – to SAS**

- This module has moved to Phase 2.

**4.3.2. Peer Review – Issues**

- Students have requested a modification to the peer assessment tool; they are requesting a more constructive way to comment on how their leaders are doing.
- At the end of Healthy Person students are going to be writing a reflective piece in terms of how peer assessment and self-reflection influence their practice; they need to be reminded of the value of peer assessment for their own personal growth.

**Action:**

- Victor will remind the students re the importance of a peer assessment and the self reflection required at the end of Healthy Person.

**4.3.3. Formative & Summative Questions, Process challenges**

- The students have had one summative exam. The next one is tomorrow, October 25.
- The second one was easier to create than the first one.
- The biggest challenge is getting the questions on time.
- After the first exam there were some discussions around remediation for unsuccessful students. The decision is that there will be a rewrite of the exam. If the students are not successful they will enter into individual learning contracts with the students.
  - Students will be offered a time management workshop and a workshop on how to study and prepare for MCQ exams.
  - Students have questioned why the pass mark was increased to 75%. The Medical Education Leadership Team and UGMS set the passing standard at 75% in the new curriculum.
  - Students will receive a mark in Phase 1 but a pass/fail in all other phases.

	<p><b><u>Action:</u></b></p> <ul style="list-style-type: none"> <li>• Victor and Juanita will follow up re organizing the time management workshop and one re studying and preparing for MCQ exams</li> </ul> <p><b>4.3.6. P&amp;P Review</b></p> <p><b>4.3.6.1. Formative/Summative/Promotion/All</b></p> <ul style="list-style-type: none"> <li>• Review is in progress for all P&amp;P</li> </ul> <p><b>4.4. Faculty Development</b></p> <p><b>4.4.1. ePortfolio Session Recorded</b></p> <p><b><u>Action:</u></b></p> <ul style="list-style-type: none"> <li>• Steve and David to develop a session for overview of developing portfolios</li> </ul> <p><b>4.5. Student Mentors – Faculty</b></p> <ul style="list-style-type: none"> <li>• Nothing has been done with this to date</li> <li>• It would be good to get student feedback re having a mentor and what might work for them</li> <li>• A mentor could be an advanced learner such as MED II, a clerk, or a resident.</li> </ul> <p><b><u>Action:</u></b></p> <ul style="list-style-type: none"> <li>• Chris will ask the class what they think about having a mentor and what might work for them</li> </ul>	
<p><b>New Business</b></p>	<p><b>Other</b> Nothing added to agenda.</p>	
<p><b>NEXT MEETING</b></p>	<p>November 28, 2013 from 4-6 PM in Room 1361; December meeting to move to December 19<sup>th</sup> for same time and room</p>	