

## RECORD OF DISCUSSION, ACTIONS AND DECISIONS

<b>MEETING</b>	Phase 1 Management Team	
<b>DATE</b>	October 23, 2014	
<b>PARTICIPANTS/ REGRETS</b>	<p><b>Attending:</b> Victor Maddalena, Juanita Barrett, Don McKay, David Stokes, Diana Deacon, Gary Paterno, Vernon Richardson, Greg Sherman, Melody Marshall, Cecily Stockley, Cassandra Hawco, Vivian Whelan</p> <p><b>Regrets:</b> Vina Broderick, Amanda Pendergast, Cathy Donovan, Gerona McGrath, Fatima Hammond, Steve Shorlin, Melody Marshall, Chris Harty, David Bradbury-Squires, Deanne Williams</p>	
<b>AGENDA ITEM</b>	<b>DISCUSSION/ ACTIONS</b>	<b>RESPONSIBLE</b>
<b>1.0. Agenda</b>	<ul style="list-style-type: none"> <li>• Added under New Business: 5.3. Mid-Phase Review</li> </ul>	
<b>2.0. Notes Last Meeting</b>	<ul style="list-style-type: none"> <li>• Minutes were reviewed, no changes made.</li> </ul>	
<b>3.0. Business Arising</b>	<p>3.1. Faculty Mentors for Students – Office of Student Affairs, Deanne Williams</p> <ul style="list-style-type: none"> <li>• Deferred</li> </ul> <p>3.2. Update on Community Facilitators</p> <ul style="list-style-type: none"> <li>• The situation continues to deteriorate. Dr. Ravalia has been informed.</li> <li>• There may be new facilitators coming on.</li> <li>• Dalhousie has made changes to their clerkship program that will leave fewer preceptors for our students in New Brunswick.</li> <li>• We may have to put alternative measures in place such as placing students in Mount Pearl and St. John’s as a rural placement.</li> </ul>	

**4.0. Standing  
Items - Reports**

4.1. Integrated Learning Sessions Working Group Report

- The stems, questions, and format for all sessions are done.
- The students asked about having the stems early. All of them will be put up for the students.
- There are 5 ILS sessions in Phase 1.
- Greg Sherman is making some progress with recruiting facilitators.
- There are four weeks between the last ILS session and the next ILS session on November 13.

4.2. Special Projects Working Group Report.

- It is not advisable for students to leave town so that they can attend any new unscheduled items.
- Independent Projects require Fatima's presence at meetings. The meetings will now be held on Tuesday over lunch time.
- Four Pillars Presentation Day will consist of 12 presentations from various Faculty members on the Four CIHR Research Pillars.
- Maybe linking up those students who would like to continue with their special projects through the summer in a form of a SURA.
- Victor sent a notice to all faculty looking for new projects.

*Actions: 1) Victor to obtain and bring to the next meeting the Ethics Checklist from Family Medicine. 2) Fatima has to discuss the Rubrics for the Independent Projects. 3) Vernon to post online the schedule for the Four Pillars Presentation.*

4.3. Assessment Working Group Report

- When the formative exams were created last year in Phase 1, they were on a set date. The exam would open and close on that date. Feedback from students last year was that they wanted to use the exams for their own purpose. They want them left open until the day before the Summative Exam.
- June Harris has asked if it could go back to the way it was originally. The formative exam would open and close on a particular date. The students were asked which way they would like it. Not all students have the same opinion.
- It can be set up so that the students can do the exam as many times as they want but only

the first attempt will be recorded.

- Faculty would like to know how the questions are doing on both the formative and summative assessments.
- Another option is to assign a percentage point to the formative assessments. Last year the students received 2%.

*Action: The students will ask the class if they would be more in favour of a structured delivery of the formative quizzes so that faculty can do trending analysis of the results.*

#### 4.4. Teaching/Learning Methods Working Group Report

- Still moving forward on providing a video of champions of people who are doing different teaching and learning methods.
- Those people have been identified and are being contacted.
- They will put together a promotion of “why it is good for faculty to do these alternative teaching methods and what value they are and why they are a good thing” from people who are actually using them.
- There are currently a limited number of awards for Faculty. Would like to have more awards for faculty.
- There is no award for recognition of new teaching modalities like an e-learning module. This could be a separate recognition and a separate award.
- Integrate the students more when faculty receives an award. There is currently no student involvement. Maybe have a meet and greet.
- Would like to have more awards and make it more formal.
- They are meeting with Alan Goodridge to discuss faculty awards and faculty recognition.
  
- Would like to have one-to-one contact. David is going to talk to Steve about the potential of initiating discussions starting with the Phase 1 and 3 groups about doing things differently.
- They will do it individually instead of sending a group email. The intention with the curriculum is to do a maximum of 40% lectures, at this point in time in Phase 2 and Phase 3. The percentage of lectures is currently very high.
- The schedule doesn't accurately reflect what the instructor is doing. A lecture may not

be a lecture; it may be a discussion or a case.

- Gary met yesterday with PESC, who also flagged this item.

#### 4.5. Quality Improvement Report

- Victor is very pleased with the feedback received from students.
- Any of the ILS sessions or other sessions, Gerona takes notes at each of the meetings. She itemizes the list and follows up on each one and reports back to Victor.
- In the Fall of 2015 we will add sessions for students on independent learning, study habits, stress management, role of the formative assessment, and understanding the assessment maps.
  
- Very soon we will be coming up with something as a way of communicating with students, possibly on twitter.
- If the students need to know something or have done something, they will be able to communicate it with Dr. McKay who will tweet the information to everybody and vice versa.
- The students need to be aware that we do respond to issues.
- Very soon there will be a mini CGQ (Canadian Graduate Questionnaire) that will ask a number of questions very similar to those asked when students graduate. It will be different for each Phase. We need to make sure that the students take this evaluation seriously. Then if we identify any problem areas, we have two months to fix them. The questionnaire is given to all grad students across Canada.
- If the quiz is electronic, the students can put the link on Facebook.

#### 4.6. Student Issues – Discussion

- The second exam was held on Monday followed by a full afternoon of lectures. Only about half the class attended the afternoon sessions. The students would like to have the afternoon off after an exam. Maybe swap the Self-directed Learning with the afternoon after exams.
- We will look at that to see if it is possible.
- The timing of the release of marks was brought up by the students. Receiving marks before or during class is disruptive.

*Action: The timing of the release of marks will be changed to 4:00 p.m. or after.*

- Sometimes the students don't get breaks during two or three hour sessions. Would it be possible to have a 10 minute break during long sessions.
- It was suggested that the class president speak with the professor at the beginning of a two hour class to see if he/she would allow a 10 minute break.
- On the Four Pillars day the presenters will be asked to end a little bit early for a break. A break will be given at the end of each presentation.
- The students have done peer assessments on one45 and were told they would get them back after every four or five evaluations. The students haven't received any report on their evaluations. There are about eight or nine done so far.
- The leaders have been getting them back.

*Action: Juanita will follow up with Fatima.*

- The students have an ILS paper due this week. A few people finished the paper early and then the instructions were expanded. The expansion is that the students discuss life-long learning, not just learning needs. Victor will be marking the assignments and will be mindful of when the instructions were changed on October 17.
- Victor suggested to those students who submitted early, to go back and give some thought to how life-long learning could be looked at in the context of unmet learning needs or self-identified learning needs.
- The students asked if there has been any trending with the two exams so far.
- Students that did not do well on the first exam tended to do well on the second exam, with a couple of exceptions.
- The rewrites are working well.
- In terms of trending, the number of students who don't pass has been fairly consistent with last year. Victor encourages the students who are struggling to take the rewrite as an opportunity to go back and fill the unmet learning needs and keep going.

<p><b>New Business</b></p>	<p>5.1. Quality Improvement</p> <ul style="list-style-type: none"> <li>• See item 4.5.</li> </ul> <p>5.2. Accreditation</p> <ul style="list-style-type: none"> <li>• Dr. McKay expressed his gratitude to those who were responsive to his request regarding ED5a.</li> <li>• The student reps can communicate back to students that this is an absolute requirement to we have to have.</li> <li>• With regard to accreditation we are looking for the students' honest input but hope these will be informed opinions.</li> <li>• Dr. McKay asked the students reps to help us better inform the student body to participate. Let us know how we can communicate better i.e. CGQ, so that we will get the answers needed.</li> <li>• We need to be informed when there is a problem.</li> <li>• Assignment of objectives and relationship of objectives to our global objectives needs to be done.</li> <li>• The formal visit is February 25, 2015. The accreditors will be here for a full 2.5 days. Everybody needs to be here. They will be looking at 18 standards.</li> <li>• They will be asking the students questions.</li> <li>• If the students would like more information regarding accreditation, Dr. McKay would speak with the students.</li> </ul> <p>5.3. Mid-Phase Review</p> <ul style="list-style-type: none"> <li>• Victor would like to institute midway through Phase 1 an internal review of the first two blocks. This would cover Assessments, ILS, sequencing of sessions, objectives, etc.</li> <li>• We are going to look into what needs to change for all sessions so that they are in the right sequence.</li> <li>• Dr. Gary Paterno agreed that it was the same for his teaching. He suggested that there be more anatomy in Phase 1 to sync with Physiology, Embryology, and Immunology.</li> <li>• Dr. Van Vliet contacted Victor regarding Anatomy. When he did his session on Cardiac</li> </ul>	

	<p>Physiology he assumed that the students had the anatomy piece but they didn't.</p> <ul style="list-style-type: none"> <li>• The students would like to have more knowledge of anatomy in Phase 1.</li> <li>• Mid-Phase review will be done. Everything will be looked at such as sequencing, content, interrelationship of content, assessment, and applicability, etc.</li> <li>• Victor asked Juanita and David to help think about how the review can be done.</li> <li>• It would be ideal to have faculty together for an afternoon to hash out any issues.</li> <li>• C-Blue shows the spiral curriculum. Everybody has access through the Med MUN website.</li> <li>• In the previous curriculum there were subjects and course chairs who organized their own areas. Now everything is scatter through the four phases.</li> <li>• There is now a list of curriculum advisors who can be asked to help with issues.</li> <li>• Maybe have some Family Medicine physicians look at the sessions. The content being taught may be too in depth.</li> <li>• We could do a wall with all three phases for the content experts. Then they could see the spiral and the flow.</li> </ul>	
<p><b>NEXT MEETING</b></p>	<p>Next meeting November 27, 2014, room M2M240</p>	