

## RECORD OF DISCUSSION, ACTIONS AND DECISIONS

<b>MEETING</b>	Phase 2 Management Team	
<b>DATE</b>	April 16, 2014	
<b>PARTICIPANTS/ REGRETS</b>	<b>Attending:</b> Lisa Kenny, Juanita Barrett via teleconference, Don McKay, Lesley Turner, Vereesh Gadag, Diana Deacon, Joanne Hickey, Chris Harty, David Bradbury-Squires, David Stokes, Mike Hogan, Vivian Whelan	
<b>AGENDA ITEM</b>	<b>DISCUSSION/ ACTIONS</b>	<b>RESPONSIBLE</b>
<b>Welcome/Introductions</b>	Two new members have joined the Team: Dr. Vereesh Gadag and Dr. Joanne Hickey	
<b>Review/Approval Agenda</b>	No items added.	
<b>Review/Approval Minutes (February 26, 2014)</b>	Changes made under Assessment Maps. 2 <sup>nd</sup> by Dr. Hogan All in favour.	
<b>Business Arising/ Standing Items</b>	<p><b>4.1 ILS</b></p> <p><b>4.1.1. New Format for ILS</b></p> <ul style="list-style-type: none"> <li>• The purpose of ILS is to help the students integrate the content applied clinically to the stories.</li> <li>• One object that is being focused on now is lifelong learning skills.</li> <li>• A Powerpoint presentation has been developed that will help solidify the objectives of ILS and how ILS works.</li> <li>• Facilitators will help the students at tomorrow's ILS session by working through the first case with them.</li> </ul>	

- They will help the students understand what it looks like in a real life context.

#### **4.1.2. Updated Peer Assessment**

- Peer Assessment forms will be online.
- In Phase 1 the students had to write a reflection on how peer assessment is going to help them in the future. This will be changed in Phase 2. The students will write a small essay on peer assessment and reflect on how ILS sessions are preparing the students for their lifelong learning journey. There will be two drop boxes set up to help with the process and reflection.
- The time of Critical Appraisal will be looked at. It should come before Community Engagement.

#### **4.2. Special Projects Update**

- There is still no coordinator for Special Projects

##### **4.2.1. PMLP change**

- One of the components of the Physician Leadership program that the students will complete over the Phases was substituted with another component.
- Both modules are up and running.
- One issue: the new module that just got posted won't let the students access the discussion.
- The students will do a strategic planning and a program evaluation module in this term.

##### **4.2.2. Independent Projects**

- There is a meeting next week.
- There is currently no update.

#### **4.3. Assessment**

##### **4.3.1. Maps**

- There were minor changes to the assessment maps.
- The assessment maps were brought to SAS (Students Assessment Sub-

Committee). They agreed with the assessment maps in principle.

- The assessment maps reviewed, revised, and brought to UGMS. They were approved by UGMS and posted within one week of the beginning of Phase 2.

#### **4.3.2. Formative & Summative Assessment Questions**

- It was difficult at first to get people to submit questions. It has been really good lately. Mike, Diana, Steve, Jennifer and sometimes Lisa have been meeting every Monday to go through all the questions that have been submitted every week.
- A percentage of questions from previous block are carried into the next block for summative assessment. The questions that are chosen are clinically relevant for the students.
- Faculty are being asked for more questions so that there are enough questions for summative, formative, and reassessment.
- The questions are reviewed for understandability.
- If questions are not acceptable they are sent back to the person who developed them.
- Formative assessment for Biostats should be added to the assessment map.

**Action:** Diana Deacon, Peter Wang, Vereesh Gadag, and Juanita Barrett should talk about what type of formative they might be doing.

#### **4.3.3. Reassessment**

- The first summative assessment for Phase 2 has been completed.
- Each question was reviewed to ensure it was linked to an objective and that everything was taught.
- They felt that the exam was fair. There were several students who failed.
- The reassessment exam consists of a small percentage of questions from the summative exam plus questions that weren't on the summative exam.
- Students were given credit for some questions.
- Lisa met with all 11 students who didn't do well and were reassessed. They all felt they benefited from the reassessment.

- Two students were unsuccessful with the reassessment.

#### **4.3.4. Assessment deadlines for faculty to submit marks**

- The deadlines for marks are included in the assessment maps.
- The students have to have their marks by the end of the phase.
- Giving assessment deadlines to faculty.
- The summative assessment questions with short answers cause delays. If faculty members do submit short answer questions, Lisa is trying to book appointments with them the day of the exam.

#### **4.4. Teaching/Learning Methods**

##### **4.4.1. Sitting in on lecture to give faculty feedback (PESC)**

- See if faculty would be interested in feedback by sitting in on lectures.

##### **4.4.2. Update from T/L Working Group**

- Lesley Turner, Juanita Barrett, Gary Paterno, and HSIMS met last week. The discussion was around trying to find certain faculty who are interested in changing the lecture style.
- Gary Paterno is interested in doing the Embryology in a different way.
- Try to do sessions at different grand rounds.
- 70% of Phase 2 is currently in lectures. There were some faculty who were interested in changing their sessions. They are going to be contacted to see if we can decrease some of the didactic lectures.
- David and Steve with the cooperation of Gary Paterno will offer assistance for those who are teaching in blocks 3 and 4, Phase 2.
- There was a G.I. Infections tutorial without a G.I. Infections lecture.
- A message needs to go out to faculty stating what MESC and HSIMS can do to help them prepare for their teaching.
- We need a process for communication. Teaching and learning should be our focus for faculty communication.

**Action:** Phase 2 Management Team needs to be given a process to have key messages

given by senior management.

#### **4.5. Faculty Development Workshops**

- Deferred to next meeting.

#### **4.6. Q.I. Feedback**

##### **4.6.1. Clinical Skills Schedule**

- There was an issue with Clinical Skills. Sometimes it changes at a moment's notice. There are 17 clinical skills groups.
- Marilyn Moss uses email to contact students.
- The line-up for Clinical Skills is not matching what's being taught.
- There have been discussions about this and it is going to be addressed to the best of our ability.

##### **4.6.2. Interprofessional Skills Training**

- IPST is part of special projects.
- The purpose of the session is to highlight how important the communication between different health professionals is and how to deal with conflicts that arise.
- These skills are very important.
- Allied Health professionals are used to develop skills related to communicating with the patient.
- There were issues with the session. Student didn't understand how important these skills are for interpersonal communication.
- There was some overlap with the professionals that were there.
- The main complaint from students is that it wasn't professional enough.
- There have been a couple of meetings to discuss the issues of that session.
- Two students will be asked to represent the class at the working group meetings.

**Action:** Lisa will contact the class president re: two reps for the working group.

- A couple of students had approved leave but received incomplete for IPST.
- Approved leave doesn't have anything to do with assessment.

	<ul style="list-style-type: none"> <li>• The student handbook needs to be updated so that the students can have clear guidance.</li> <li>• When a student applies for leave that takes care of the professionalism aspect. If a student has approved leave, it is the discretion of the faculty member if there are marks associated with that session. It's up to the faculty member to give the student an opportunity to make up the participation marks.</li> <li>• Most faculty members are on board to give the students the participation marks.</li> <li>• Two students missed the session. Lisa contacted the students and told them that they need to contact Dr. Heath to have the opportunity to make up those marks. She is willing to give the students the opportunity with another type of assessment.</li> <li>• The students would like to have realist situations not something made up.</li> </ul> <p><b>4.6.3. ILS</b></p> <ul style="list-style-type: none"> <li>• Lisa has given students who have missed ILS to make up the sessions with another assignment.</li> <li>• ILS sessions are very important and should only be missed in special circumstances.</li> <li>• The Leave Policy needs to be updated.</li> <li>•</li> </ul>	
<p><b>New Business</b></p>	<p><b>5.1. Faculty Mentors</b></p> <ul style="list-style-type: none"> <li>• Lisa will look at if there is a need to assign a faculty member to students who are having trouble.</li> </ul> <p><b>5.2. May 09 Grand Rounds</b></p> <ul style="list-style-type: none"> <li>• Grand Rounds will have a presentation in relation to the curriculum renewal. It will include not only basics about the program to date but also a formal presentation of the feedback from the Quality Improvement process that was done for Phase 1.</li> <li>• Also there will be a draft of what we are going to do and how we are headed in relation to managing some of the challenges and problems.</li> </ul>	

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<b>NEXT MEETING</b>	May 21, 2014 @ 1600h, PDCS Boardroom #4 Cancelled	