

RECORD OF DISCUSSION, ACTIONS AND DECISIONS

MEETING	Phase 2 Management Team	
DATE	December 11, 2013	
PARTICIPANTS/ REGRETS	Attending: Lisa Kenny, Juanita Barrett, Mike Hogan, Maria Goodridge, Kath Stringer, Lyn Power via teleconference, Pushpa Sathya, Lesley Turner	
AGENDA ITEM	DISCUSSION/ ACTIONS	RESPONSIBLE
Welcome/Introductions	Lisa facilitated introductions and welcomed everyone to the Team.	
2.0. New Business	<p>1.0. Update re curriculum changes/Phase 1 & 2</p> <p>Juanita presented a slide show regarding the new curriculum versus the old.</p> <p><i>What remains the same:</i></p> <ul style="list-style-type: none"> • The MCC objectives are still very important. • The CanMed framework is still a base for the direction. • There is no change to the location of the labs. • There will still be lectures but not as many as the old curriculum. • HSIMS will still provide support. • UGME office will still be supportive. • Student assessment will still occur but will be done a little differently. <p><i>What is new:</i></p> <ul style="list-style-type: none"> • The assessment methods are new. QuestionMark is new software for computer based exams. • Teaching/learning methods – trying to shift the teaching/learning method other than lectures. Still lots of work to be done. 	

There will be four phases:

- Phase 1: September – February re: Healthy Person.
- Phase 2: March – mid/late October re: Disruptions to health (reversible) disease prevention
- Phase 3: Commences after Phase 2 to June re: Chronic Illness.
- Phase 4: like old clerkship.

Some curriculum that was taught in Phase 1 may be repeated in Phase 2 or 3. This builds on what the students are learning. The curriculum map is posted on the Faculty of Medicine website. The objectives for Phase 2 will be posted on the website in the near future. Faculty resources are also on the website.

One of the new teaching and learning methods is Integrated Learning Sessions. There are general group sessions and small group sessions. These are based on the content of the previous 2 or 3 weeks. Students are given questions at the beginning of the 2 or 3 week period which they do research on. The sessions are usually facilitated by a family practice physician. Scott Moffatt has 7 physicians who are willing to act as facilitators. Peer assessments are done in the small groups during ILS where they do self-assessment. The leader does a generic assessment on the group.

A formative assessment is given to the students each week which they can do on their own. They receive some points for completing them.

Special Projects has 3 components, will be supportive of increased self-directed learning, and will enhance scholarly activities and research activities. The 3 components include:

- Integrated sessions (e.g. ethics, professionalism)
- Enhanced focus on other than Medical Expert (dedicated time). One example of this is the Physician Management Leadership Program (PMLP) which is now being done in Post-grad and has been adapted to the Undergraduate Medical Education Program. Two modules will be done in Phase 1; the remaining eight modules will be done in Phase 2, 3, and 4. The students will graduate with a M.D. and a certificate in PMLP.

- Independent Projects which is split into three separate 2-week blocks. One-third of the students will go out into the community for those two weeks and the other two-thirds are here at the University. The first two weeks of the block they learn how to write a research question, a research proposal, a lit review, how to build research teams, and knowledge translation. The students will have two weeks in the community and four weeks of research. They will do independent projects during those four weeks. The students enter into a learning contract with whoever is supervising. The learning contract is specific to one phase.

There is a process in place for putting together the formative and summative assessments, with an enhanced focus on following the NBME guidelines.

2.0. Terms of Reference

The TOR's were reviewed with adaptations (see Attachment 1). The meetings will occur the 3rd Wednesday of each month from 4-6. We need to have 2 students identified for this Team.

Action:

- Lisa will email Chris re 2 students for the team

3.0. Phase 2 schedule

Expert leads were involved in trying to decide on appropriate objectives and sequencing the objectives into the phases.

The Phase 2 schedule is a combination of the acute and episodic content. The sequence is built around the stories. See Attachment 2.

Action:

- Members can find the Phase 2 Stories on the website
(<http://www.med.mun.ca/UGradME/MD-Program-Renewal/Phase-2-Stories.aspx>)

	<p>Some schedule issues include:</p> <ul style="list-style-type: none"> • There is still a lot of coordination to do. • The schedule is different than Phase 1. • Some clinical skills sessions will change to Thursday afternoon. • Easter week (April 21 – 25) may be a problem acquiring tutors for clinical skills. <p>4.0. Assessment – Phase 2</p> <p>A package was handed out to everyone, it included what was done with assessment in Phase 1 (see Attachment 3).</p> <p>5.0. Working Groups</p> <p>There are four working groups: Assessment, Special Projects, Integrated Learning Sessions, and Teaching/Learning Methods. They will go across all four phases. The following discussions were held re participation in the WG's from the Phase 2 Management Team:</p> <ul style="list-style-type: none"> • Mike Hogan- Assessment Working Group. It was noted that the Assessment working group has a sub-working group. • Pushpa Sathya and Shar Iqbal will be a part of the ILS Working Group. • Lynn and Lesley will serve as Teaching/Learning Methods reps to help promote new methods of teaching. • ? Special Projects WG representation 	
NEXT MEETING	January 15, 2014 from 4-6	