

## RECORD OF DISCUSSION, ACTIONS AND DECISIONS

<b>MEETING</b>	Phase 2 Management Team	
<b>DATE</b>	January 22, 2014	
<b>PARTICIPANTS/ REGRETS</b>	<b>Attending:</b> Lisa Kenny, Juanita Barrett, Mike Hogan, Maria Goodridge, Kath Stringer, Pushpa Sathya, Lesley Turner, Sahar Iqbal, Chris Harty, David Bradbury-Squires, Vivian Whelan	
<b>AGENDA ITEM</b>	<b>DISCUSSION/ ACTIONS</b>	<b>RESPONSIBLE</b>
<b>Welcome/Introductions</b>	Dr. Sahar Iqbal and two student reps, Chris Harty & David Bradbury-Squires have joined the team.	
<b>Business Arising</b>	<p><b>Schedule/Stories review</b></p> <ul style="list-style-type: none"> <li>• The schedule that is posted on the website is the most up-to-date.</li> <li>• The format for the schedule was developed through MELT.</li> <li>• The schedule was built around the stories.</li> <li>• There were complaints about Phase 1 not having the stories integrated into the lectures.</li> <li>• There will be at least one afternoon per week that will be white space to allow for self-directed and independent learning.</li> <li>• There are lectures that initially tried to combine peds and adults. Some of the adult lectures, e.g. Gastric Reflux, will move to Phase 3 and Peds GR will remain in Phase 2.</li> <li>• There is a need to align Pathology with Clinical Skills.</li> <li>• Some Anatomy and Physiology currently in Phase 1 can be moved to Phase 2 next year.</li> <li>• There are three functional anatomy sessions which will tie into Clinical Skills MSK.</li> <li>• Some lecturers have moved forward with new teaching methods.</li> </ul>	

- David Stokes and Stephen Shorlin are available to help with the new teaching methods.

*Action: Students will need to be reminded to provide feedback re clinical skills.*

#### **Integrated Learning Sessions**

- Drs. Sathya and Iqbal will help with the Integrated Learning Sessions.
- The students want the Integrated Learning Sessions to be integrated around the content from the previous two/ three weeks.

*Action: Juanita, Victor and Lisa need to formalize ILS planning with faculty identified prior to start of Phase and questions developed at least one month before.*

#### **Assessment**

- Juanita and Lisa to meet with Mike Hogan to go through assessment.
- Mike will be mostly responsible for acute and episodic illness.
- Exams are based on objectives.
- Faculty are being asked for questions 4 weeks in advance of the exam.
- They are asked to provide 5 questions per hour of teaching: 2 summative and 3 formative.
- The formative questions should be just as difficult as summative questions.
- The exam dates in Phase 2 schedule may change as assessment processes get finalized.
- There is staff support for faculty development to assist with developing questions and putting them into an appropriate format.
- Lectures have not been assigned to faculty yet. When that is done we can start contacting faculty for questions.
- During Phase 2 a remedial exam will be developed at the same time as the summative exam.
- Clinical Skills has its own assessment which includes summative and formative.
- Community Engagement has its own assessment.
- In Special Projects there will be MCQs for Epidemiology, Biostats and Critical

	<p>Appraisal.</p> <p><b>Teaching/Learning Methods</b></p> <ul style="list-style-type: none"> <li>• The 2<sup>nd</sup> meeting will take place on January 30.</li> <li>• Lesley Turner is a part of the group.</li> <li>• Some issues identified re T/L Methods from Phase 1 included: <ul style="list-style-type: none"> <li>○ Lectures should be interactive</li> <li>○ There is a desire to have more online (e.g. in Special Projects- Writing Skills)</li> <li>○ There are some timing issues (e.g. length of time for anatomy labs are same time as the Writing Skills, with lot more to learn in anatomy)</li> <li>○ Lab issues (e.g. not shown how to use microscope; histology needs to be set up more like anatomy lab)</li> <li>○ There was suggestions that Clinical Skills should use stories for their sessions</li> </ul> </li> </ul> <p><i>Action: Steve and David will meet with faculty re: teaching methods.  Maria Goodridge will look at this in Phase 2.  Chris and David will get some feedback from other students re suggestions about teaching/ learning (e.g. online modules) and assessment.</i></p>	
<p><b>Other</b></p>	<p><b>Assessment: Reflective Components</b></p> <ul style="list-style-type: none"> <li>• Reflective components have been reduced.</li> <li>• Most of the class feel that reflective components require too much time and they do not feel it increases their learning. They feel a group discussion would work better.</li> </ul> <p><i>Action: In review of Phase 1 and development of Phase 2 Assessment we will need to explore different way to do reflection.</i></p> <p><b>PESC Evaluations</b></p> <ul style="list-style-type: none"> <li>• There was conversation about the potential of having someone sit in on sessions to evaluate teaching methods and support faculty in doing it differently.</li> </ul>	

	<i>Action: Lisa to bring to PESC.</i>	
<b>NEXT MEETING</b>	February 19, 2014, <b>PDCS Boardroom #4... is this correct... I have HSIMS BR</b>	