

RECORD OF DISCUSSION, ACTIONS AND DECISIONS

MEETING	Phase 2 Management Team	
DATE	September 10, 2014	
PARTICIPANTS/ REGRETS	<p>Attending: Lisa Kenny, Lyn Power via teleconference, Juanita Barrett, Don McKay, Kath Stringer, Diana Deacon, Lesley Turner, Vereesh Gadag, David Bradbury-Squires, David Stokes, Mike Hogan, Pushpa Sathya, Maria Goodridge, Gerona McGrath, Steve Shorlin, Melody Marshall, Vivian Whelan</p> <p>Regrets: Chris Harty</p>	
AGENDA ITEM	DISCUSSION/ ACTIONS	RESPONSIBLE
Welcome/Introductions	<ul style="list-style-type: none"> • 	
Review/Approval Agenda	<ul style="list-style-type: none"> • No additions 	
Review/Approval Minutes (June 25, 2014)	<ul style="list-style-type: none"> • The recorder didn't record the minutes on June 25. • Lisa will re-edit the minutes based on what Dr. Gadag had said regarding Epi, Biostats and Critical Appraisal. 	<ul style="list-style-type: none"> • Motioned by Dr. Stringer. • 2nd by Dr. Gadag • All in favour
Business Arising/ Standing Items	<p>4.1 Evaluation Data MED 6750 – The Patient</p> <ul style="list-style-type: none"> • The Acute and Episodic course received a 3.5 overall from the students. • Response rate from the students was 79% • Online learning materials available online received a 2.3. • Learning environment within the course was positive received a 4.0. • 26 students made comments. The most frequent comment was regarding the late posting of lecture notes/presentations on D2L. 	

- Materials not being posted online is an ongoing issue.
- Some tutors don't want their presentations posted online. It's not mandatory for them to post their presentation online.
- There are two reasons why faculty don't want to post their presentations online: 1) if they post it online the students won't come to class; 2) copyright issues.

Action: Send a reminder to all faculty regarding their presentations on D2L. Need to look at this in the next iteration to make sure the organization of the course is such that it helps their learning. The topics presented will be effectively integrated.

Course Evaluation

- Students are requesting more standardized evaluations and more frequently.
- There will be an evaluation half way through the course, after 8 weeks.

4.2. ILS

4.2.1. New ILS structure based on evaluation data and ED 5A requirements

- Deferred until the first session is up and running. The new structure is still in evolution.

4.2.2. New Phase 1 will operationalize and refine new ILS structure

- The ILS structure will be consistent throughout all the Phases.
- One of the accreditation standards is ED 5A Life-long Learning. The ILS sessions are the form in which we achieve a significant portion of life-long learning skills.
- The current Phase 1 students have had an introduction to life-long learning but the Phase 2 students haven't had the session.
- It was offered to the students after the Community Engagement Debriefs.

4.2.3. Facilitator evaluations

- There will be facilitator evaluations, which is new.

4.3. Special Projects

4.3.1. Independent Projects

- Things are going well.
- All assessments have been received and corrected.
- Independent Projects has decreased from four weeks to three weeks.
- On Monday 38 students will begin their independent projects. They have learning contracts signed.
- Fatima Hammond is ensuring that all contracts are signed.
- Kirsty Tompkins is the Independent Project Coordinator.
- Each student has a supervisor who also reviews the contract to make sure it is appropriate.

4.4. Assessment

4.4.1. Assessment Update

- Assessment data is up-to-date.
- The patient course is finished.

4.4.2. Assessment Evaluation

4.4.2.1. Content Validity Data

- 24 students made comments about the assessment.
- There were requests for more questions on the formative exams from 6 of the 24 students.
- With regard to summative exams, some students suggested that they weren't capturing an accurate picture of what students are learning. For example, 2 multiple choice questions per lecture for an hour of content isn't much. In some cases there were no questions for some lectures.
- In some cases there was a lack of representativeness of what was actually taught and what was assessed. There may have been one question from a 3-hour lecture.
- Two out of the 24 students commented on the remediation timelines

being very clearly communicated at the start of the semester.

- Challenges to obtain questions from faculty.
- Not easy to validate the lecture content meets the objectives.
- Every question is linked to an objective.
- Some objectives are broad. If they were more specific it would be of more help to the students.
- The formative questions the students get every week are linked to the same objectives as on the summative exam.
- Faculty teach the objective for that session.
- Some questions that are submitted are not appropriate format and can't be used.
- The overall percentage of expected questions in Block 1 was 98.6 but in Block 4 it was 64.2%.
- In Block 4 there were a number of longer sessions for which 1 or 2 questions were submitted.
- There was a three hour afternoon with no questions and a two hour session with no questions in Block 4.
- Seven questions per hour are being requested for the Formative Assessment, Summative Assessment, and Reassessment.
- Elas has a bank of questions that faculty to utilize.
- With the new courses, a student either passes or fails a Phase. It is outlined in the assessment maps.
- If a student fails, they are reassessed.
- In the calendar under 10.5 Promotion, #2, states that “within each Phase, students may be required to be reassessed or to remediate with re-assessment in order to demonstrate competence and understanding.”
- “Students with a Fail grade in any course cannot be promoted to the next Phase.”

Action: Mike Hogan to bring to SAS of how many questions should be requested.

4.4.2.2. Question submission feedback to Chairs/Associate Dean

	4.5. Teaching/Learning Methods	
Update	<ul style="list-style-type: none"> • If a student doesn't achieve 75% he/she has to do a reassessment. • The students would like to have the sessions relating to an assessment taught closer together. • Critical Appraisal was spread out over a few months before the exam. • UGMS does not want assignments worth only a few marks. 	
Other	<p>Leave Requests</p> <ul style="list-style-type: none"> • Students are allowed to use 3 personal days per academic year (September to June). • Besides Clinical Skills, there are only a few mandatory sessions throughout the year. • If a student misses a session, they should contact the instructor to see how to make up the missed session. • A student can take professional development leave or an exam deferral only if he/she is presenting or representing MUN. • Leave requests take up a lot of administrative time. • Students don't understand the Leave Policy. • If a student is going to take leave, the leave request form must be filled out first. • Personal leave for a mandatory session can be denied. • In all of Phase 2 there are only six mandatory sessions outside of Clinical Skills. <p><i>Action: Steps of how to request leave should be added to the Handbook.</i></p>	
NEXT MEETING	October 15, 2014 room M2M240	