

RECORD OF DISCUSSION, ACTIONS AND DECISIONS

MEETING	Phase 2 Management Team	
DATE	March 2, 2015	
PARTICIPANTS/ REGRETS	Attending: Lisa Kenny, Lyn Power via teleconference, Chris Harty, Diana Deacon, Maria Goodridge, Don McKay, Vereesh Gadag, Mike Hogan, Kirsty Tompkins, Kath Stringer, Pushpa Sathya, Barton Thiessen, Lesley Turner, David Stokes, Gerona McGrath, Melody Marshall, Vivian Whelan	
AGENDA ITEM	DISCUSSION/ ACTIONS	RESPONSIBLE
Welcome/Introductions	<ul style="list-style-type: none"> A new member to the Phase 2 Management Team, Barton Thiessen was introduced. He is co-leading assessment for phase 2. 	
Review/Approval Agenda	<ul style="list-style-type: none"> Added Accreditation Added Clinical Skills 	<ul style="list-style-type: none"> Motion to accept: Maria Goodridge Lesley Turner
Review/Approval Minutes (January 14, 2015		
Business Arising/ Standing Items	<p>4.1 Phase 2 schedule issues</p> <p>4.1.1. Schedule</p> <ul style="list-style-type: none"> Process issues with late finalization of the phase 2 schedule Impact on room and computer lab booking. Phase 2 begin 1 week earlier in the fall of 2015. Phase 2 will commence on August 31. There is a vision to align phases with semester schedule. UGMS approved changes in assessment schedule. <p><i>Action: Earlier finalization of phase 2 schedule.</i></p>	

4.1.2. Process issues with faculty communication

- Ongoing issue with faculty communication
- The role and responsibilities of content leads have not been formalized.

Action: Ongoing advocating to UGMS/UGME to formalize the roles and responsibilities of Content leads.

4.1.3. Reassessment date July 3 vs July 9, 2015.

- Students are requesting summative 4 reassessment be rescheduled from July 9 be rescheduled to July 3.
- Discussion on the timing of reassessment was held. The students would not have much time to study.
- There are several students going elsewhere before July 6.
- The official date on the assessment map is July 3.

Action: Lisa Kenny will discuss with the class and bring back to the Team.

4.2. Evaluation

4.2.1. Course evaluation completed

- PESC has completed the course evaluation for phase 2. These reports were reviewed individually with team members responsible for the course and reviewed at the last Phase 2 Management meeting.
- The Phase evaluation is ongoing.

4.2.1.2 The Patient

- The student voiced concerns about content and sequencing of sessions.
- Several meetings were held with content experts to address content objectives and sequence. Ongoing issues with faculty communication. Content leads have a important role in communication with faculty.
- There is an improved understanding of the spiral curriculum as

faculty have experienced 2 iterations of Phase 1 and 1 iteration of phase 2.

- The current Phase 2 was developed to accommodate the integration of anatomy. There are ongoing discussions about the placement of anatomy in the schedule.

4.2.1.3 Clinical Skills

- The Clinical Skills course was well received by students. The main issue identified is that the content of Clinical Skills does not align with the content of the patient course.
- In the current phase 2 schedule the content is better aligned.

4.2.1.4 Special Projects

- Special Projects sequence and time allotted for each topic was seen as problematic. Students felt there was an arduous volume of assessment reflections for the content covered.
- UGMS has given direction on assessment per content time.
- The current assessment plans have limited the volume of assessment.

Independent projects

- Well received by students.
- There is a new proposal for Independent Projects for the class of 2019 will undergo.

4.2.1.5 Community Engagement

- Community Engagement was well received
- A few students felt the community profile was inappropriate in achieving desired learning outcomes. This reflects the students misunderstanding about the intended learning outcome. The profile is due when the students return, which isn't enough time. If the orientation was earlier, the students could have some of the prep work done, such as population.

4.2.2 Evaluation review process

- Process to review course and phase evaluation data needs to be outlined.
- Phase lead vs course lead.

Action: Response to course evaluation will be revised by Lisa and Gerona and distributed to the team.

4.3. ILS

4.3.1. New ILS Structure based on evaluation data and ED 5A requirements.

- Accreditation standard ED 5A outlines requirement that programs create opportunities for life-long learning skill development. Programs must also assess students progression as they acquire skills to become life-long learners.
- The first iteration of the new structure of ILS was piloted in the Phase 1 class of 2018.
- One issue with ED 5A is that there needs to be a way of assessing student progression. In the current phase 2 students are completing 2 reflections capture their development of these skills. Each segment was captured but longitudinal progression is not captured.
- The ILS assignment will need to be refined to capture the longitudinal progression of these skills.
- There is a UGMS working group working on a life-long learning curriculum.
- Call for team management members to be involved in participating in ILS sessions and the development of ILS stems.

4.4. Special Projects/Physician Competencies

- New independent project structure.
- Deferred to next meeting.

4.5. Assessment

- There is one faculty member not participating in the formative

	<p>assessment process.</p> <ul style="list-style-type: none"> • Issues with deviation from the standard MCQ format. This may have to go to UGMS. • Lisa has made multiple attempts to communicate the need for consistent assessment methods. • Issues with the number of new items on summative reassessments. The goal was greater than 30%. There is a new assessment policy. A new SAS recommended assessment procedure is currently in development. 	
Other		
NEXT MEETING	April 13, 2015 @ 4:00, room M2M240.	