

RECORD OF DISCUSSION, ACTIONS AND DECISIONS

MEETING	Phase 2 Management Team	
DATE	January 14, 2015	
PARTICIPANTS/ REGRETS	<p>Attending: Lisa Kenny, Lyn Power via teleconference, Melody Marshall, Gerona McGrath, David Bradbury-Squires, Mike Hogan, Lesley Turner, Diana Deacon, Steve Shorlin, David Stokes, Kath Stringer, Pushpa Sathya, Kirsty Tompkins, Maria Goodridge, Vivian Whelan</p> <p>Regrets: Don McKay, Vereesh Gadag</p>	
AGENDA ITEM	DISCUSSION/ ACTIONS	RESPONSIBLE
Welcome/Introductions	<ul style="list-style-type: none"> • 	
Review/Approval Agenda	<ul style="list-style-type: none"> • Added 4.7 Faculty Development • Added 4.8 Clinical Skills Issues 	<ul style="list-style-type: none"> • Motion to accept: Lesley Turner • 2nd: Maria Goodridge • Approved by all
Review/Approval Minutes (September 10, 2014	<ul style="list-style-type: none"> • No changes made. 	
Business Arising/ Standing Items	<p>4.1 Phase 2 schedule review</p> <ul style="list-style-type: none"> • There were some issues with the evaluation of the patient course regarding the flow of the schedule. • Feedback from student was that the Phase 2 schedule was a bit disjointed. • MELT vision is a non-system based schedule unfortunately as anatomy has been placed in phase 2 the schedule is somewhat system based. • The placement of anatomy in phase 2 may change based on feedback from the last iteration of phase 1. 	

- Phase 2 met the standard for self-directed learning.
- Biostats/Epi/Clinical Appraisal should be moved to Phase 1.
- One issue the students had with Phase 2 was the lack of coordination between clinical skills and the patient course. The 2nd iteration of Phase 2 an attempt was made for improved coordinated. The tutors are being informed of student's knowledge to date.

4.2. Evaluation

- The course evaluations at the level of student reaction are complete.
- The evaluation process has changed. As we no longer have individual courses by subject and course chair we must reflect on the best mechanism to feed the evaluation data back to the faculty members. PESC would like a formal process outlined. Currently the Phase Lead responds to PESC.
- Faculty evaluation data for phase 2 is not yet complete. There are already process issues identified. Some faculty are not aware of the content previously taught. Our process has been that the schedule is reviewed by the Content Leads, who are supposed to feed it back to faculty. The job description for the Content Leads needs to be formalized. It has been requested to the University to make this a title. We need faculty development on CBlue. CBlue is on the UGME website and includes the order, titles, and learning objectives for the sessions. Potentially a block lead would also be beneficial.
- Clinical Skills was very well received.
- Special Projects was fairly well received.
- Community Engagement was also well received.

Action: Vivian will send the course evaluations to the Team.

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

- ED 5A = independent and lifelong learning skills.
- Modification of the structure of ILS. 5 fairly brief stems and these will be student led discussions. There are going to be two facilitators: one family doctor and one specialist. They will act as guides on the side.
- The Stories Working Group create the stems are content of the previous 2

weeks.

- ILS assessment: Reflections. Life-long learning skills. Issues with grading assignments. The current Phase 3 is recruiting grad students to assist in grading with the assignments using a SAS recommended rubric.

4.4. Special Projects/Physician Competencies

- The title of Special Projects is going to change to Physician Competencies in the next iteration of Phase 2.
- Need somebody to take on the role of Phase 2 Special Projects Coordinator.
- Kirsty Thompkins :Independent Projects, which is a big chunk of Special Projects.
- It was suggested that a most of the other content in Special Projects is from the old HELM course perhaps someone from that area might be recruited to lead special projects.
- Independent Projects will likely go through a revision. There was a review of all the Special Projects from Phase 1. Issues were identified.
- Fatima Hammond, UGME, Independent Project coordinator has accepted a new position. Katrin Zipperlen will be filling in until Carla Peddle returns.
- Student and faculty input is required to develop new projects.
- The vision would students completing a major project over all 3 Phases with specific deliverables achieved in each phase.
- Students are becoming very successful as many student's projects are being accepted at academic meetings.
- There is a need for faculty development around Independent Projects. A Faculty Handbook is currently being developed.

4.5. Assessment

- The phase 2 assessment plans have been refined through SAS and approved by UGMS.
- The Assessment plans were reviewed.
- Pass mark 75%

	<p>4.6. Faculty Development</p> <ul style="list-style-type: none"> • Teaching and learning methods workshop delivered on January 27. An email was sent to faculty. • Teaching and Learning Methods. The schedule has many lectures. However some sessions are labelled lectures even though some could be labelled differently. • HSIMs (David and Steve) are providing professional development on teaching and Learning Methods. • There have been sessions held over the past couple of years on teaching and learning methods however attendance has been low. • The bulk of the schedule is labelled lecture, lab or tutorial. <p>4.7. Clinical Skills Issues</p> <ul style="list-style-type: none"> • There is a major shortage of tutors. • The Discipline Chairs (or administrative assistant) email faculty looking for tutors for Clinical Skills. • Dr Goodridge will meet with the Discipline Chairs. 	
Other		
NEXT MEETING	March 2, 2015	