

Phase 3 Management Team
April 1, 2015
1600- 1730
M2M240
Minutes

Present:

Joanne Hickey, Chair

Lynn Morris-Larkin

Debra Bergstrom

Susan Mercer

Brian Harnett (Phase 2 student)

Melody Marshall (UGME)

Steve Shorlin

Vivian Whelan

Gokul Vidyasankar

Laura Gillespie

Maria Mathews

David Bradbury-Squires (Phase 3 student)

Carla Peddle (UGME)

David Stokes

Gerona McGrath

1.0. Review/Approval of Agenda

Agenda approved.

2.0. Review/Approval Minutes March 4, 2015

Motion to approve: Maria Mathews

2nd: Susan Mercer

All in favour.

3.0. Business Arising

3.1. Faculty Orientation Package

- The Faculty Orientation Package is ready.
- MELT has had reviewed the cover letter and it is being forwarded to communications
- The package will help faculty understand schedule deadlines, questions submission
- An orientation session will be held in the fall for new faculty members.

3.2. Availability of the Phase 4 Prep Course

- The online component will likely be available before the end of June.
- There will be a deadline for the students to have it completed.

3.3. Student Workload

3.3.1. ILS Assignment

- The last number of months of this Phase has a heavy workload.
 - There is a lot of Chronic Patient material near the end of the Phase.
- A proposal was made to reduce words required for the second ILS assignment from 2500 to 1500
 - The assignment will be exactly the same in format. The only change would be instead of doing all 7 CAN Med roles, the students do 3 or 4.
 - this is awaiting UGMS approval

3.3.2. Block 6 and 7 exam changes

- A proposal has been put to UGMS to have some of the Block 6 material examined on the Block 7 assessment
 - This will help balance the workload on the exams

- Blocks 6 and 7 are heavy blocks. This will be considered in the creation of the schedule for the next iteration
- SAS is looking at consolidating assignments.

Action: Diana to send to Joanne what assignments are due and when.

3.4. Assessment Policy and Procedures

- There is a policy approved.
- Procedures are being looked at by the Phase leads, assessment group.
- UGMS will do the final review.
- The Review Policy will include the challenge process.

4.0 Standing Items

4.1. Integrated Learning Sessions Working Group

- Getting facilitators is sometimes difficult.
- May 15 is good. Waiting for responses for May 08.

4.2. Assessment Working Group

4.2.1. Report

- There needs to be protocol for challenges, review of problematic questions.
- Having two exams in one week can be challenging for staff. The only time it has occurred is before the Spring break.

4.3. Special Projects/Independent Projects Working Group

4.3.1. Learning Contract Update

- There are 11 students who still have to submit a learning contract.

Action: Carla to send Dr. Hickey an updated list of who hasn't submitted and why.

4.3.2. Independent Project Grading Plan

- There is some confusion of who grades what.
- The students will get evaluation sheet at 25%, faculty 75%.
- There was some confusion last time about who grades the deliverable vs. the presentation.
- There was an action in the Special Projects Working Group with regard to the PowerPoint presentation are split. All students will have an evaluation sheet as well. An average will be taken of the students' evaluation, which will account for 25% of the mark. The faculty assessor will account for 75% of the mark for the presentation.
- We will develop what we want, how we want everything to be marked in terms of the presentation and the deliverable.

Action: Laura Gillespie to draft a grading plan for the Independent Project

4.3.3. Report

- No issues.

4.4. Teaching/Learning Methods Working Group – Report

- A workshop was held and 20 – 25 faculty attended. There were a few suggestions. New teaching methods need to be monitored.
- The teaching and learning framework has a fund of money for proposals around innovative teaching and learning for the University. When the grant

comes out, key people will be asked to participate. There is a tentative meeting in May with the Phase leads.

- Phase 3 is lecture heavy. Need to identify areas where we can approach key faculty and integrated sessions. Recording lectures in case faculty aren't available at slotted times is a good idea. Students like recorded lectures. This has been done in Phase 2 and well received by students.

4.5. Clinical Skills – Report

- The biggest concern is content of Clinical Skills vs. content of course material. It is difficult to align Clinical Skills content with course content.
- Some Clinical Skills were moved to align better.
- Communications and Breaking Bad News could be throughout the year.
- We need to look at potential dates for the OSCE in Phase 2 and Phase 3. Joanne Hickey and Vivian Whelan to be informed when potential dates are decided.
- When there are last minute changes with Clinical Skills, it's not always updated on D2L. Marilyn is looking at ways that this can be streamlined.
- Looking at putting together a course manual for Clinical Skills. It will be on D2L but can be printed.
- There is a lot of transportation for the write-ups. These are confidential. A digital format would be better. They can work with HSIMS and talk with PHIA. Faculty with access to D2L would be able to see it. D2L can't keep it confidential. Need something secure.
- There are no Gyne clinical skills. They will be added next year.

4.6. Quality Improvement – Report

- There was an issue about the 75% pass mark and where it came from. It was a MELT and UGMS decision.
- Policies and procedures are being developed for assessments.
- Students enjoyed MOOT court and Days in Violence.
- The students like the layout of the lecture in the past Block.
- The students are starting to feel overwhelmed with the workload.
- Some faculty have a lot of slides in one hour or go 20 minutes extra. PESC and UGMS are looking into it. Gerona has been asked to look at all the references in quality improvement and also through faculty evaluations. There is a list being compiled of different faculty members. Dr. Alan Goodridge will send correspondence to their discipline chair regarding the problem with some suggestions.

PESC Report

- PESC met two weeks ago. They have part of the Phase 1 evaluation and it is mostly positive. There will be format changes with Independent Projects.

4.7. Student Issues – Discussion

- Students expressed concerns regarding the inability to miss more than three clinical skills sessions due to leave
 - If a student misses Clinical Skills, can it be made up.
 - Currently, there are 3 – 4 sessions per week.
 - A lot of leave for Clinical Skills is Professional Development – students feel disadvantaged if they cannot attend conferences and present their work
- If there is a snow day tomorrow, April 2, the exam will be held on Tuesday, April 14.

4.8. Faculty Issues – Discussion

- Faculty sometimes have less time to teach compared with the old curriculum but are still using the same amount of slides.
- Faculty don't know what content has been covered or redundant. Phase Oversight Working Group needs to look at this.
 - CBLUE curriculum map is a tool that can help provide this information – a link to this will be included on the Faculty Orientation Website
- Need communication from faculty if there wasn't enough time for their session. Not many faculty know who to go to.
- Need a process of capturing faculty input.
- Need a central contact for all phases for faculty. This is a work in progress.
- Barb Roebothan is teaching in the Chronic course but her session is not chronic. It needs to move to a different Phase.
- Content Expert role needs to be officially implemented.
- When faculty use old objectives there is overlap. When faculty are presenting old lectures, sometimes they aren't in line with the new objectives.
- Some faculty teaching in Phase 3 feel that their material isn't Chronic related. They feel their lectures should be moved to a different Phase. There is some flexibility to move one or two lectures to a different Phase.

4.9. Accreditation

- Dr. McKay submitted a response to the draft report.
- Tagging sessions as per accreditation standards are being done.

5.0 New Business

5.1. Phase 3 Mid-Point Evaluation – Chronic Conditions Course

- Overall score of 3.7. Only about half the class responded.
- Stories being used by faculty received 2.0.
- General concerns expressed regarding the utility of ILS
 - Suggestions for moving forward include
 - Consider having ILS on a day other than Friday
 - Continuing to improve workload balance in future
 - Consider altering the format of the large group session to improve student engagement
- Concerns expressed regarding the organization of the schedule
 - Consider labeling the schedule with the "Approaches" that it was designed to reflect
- Clinical Skills want problem based questions early in the curriculum.
- Students have a heavy workload.

Action: Joanne will discuss ILS with the class.

6.0 Date Next Meeting: May 6, 2015, 4-5:30