

Phase 3 Management Team
February 4, 2015
1600- 1730
M2M240
Minutes

Present:

Joanne Hickey	Susan Mercer
Maria Mathews	Debra Bergstrom
Don McKay	Laura Gillespie
David Bradbury-Squires (Class of 2017)	

Staff

Gerona McGrath	
Diana Deacon	Vivian Whelan

1.0. Review/Approval of Agenda

Agenda approved.

2.0. Review/Approval Notes January 7, 2015

Motion to approve: Susan Mercer
2nd: David Bradbury-Squires
All in favour.

3.0. Business Arising

3.1. Faculty Orientation Package

- The faculty orientation package has not been published yet. Waiting for final feedback from MELT for the cover letter.
- Hoping to have it out within the next week or two.

3.2. Snow Day Plans ILS

- Joanne brought the plan to Phase Management with agreement to proceed - it will be implemented.
- David Stokes is developing the online small group forum.
- A message will be sent to the students with details of how to access the online small groups in case of ILS cancellation

3.3. Assignment Correction Plan

- This was brought to Phase Management. The consensus was to get Grad students to correct the assignments, which has started.
- The PMLP assignment will be late but should be ready within a week.
- The Phase Oversight Working Group is looking at workload and assignment due dates.
- Next year there won't be an assignment for PMLP; it will be an online module with assessment built in.

3.4. Tutorial Feedback

- This is feedback from students with concerns about uniformity of material presented across small group sessions.
- The proposal was that the students requested that after the tutorials have some sort of hand out or uniform reference material.
- Some feedback from faculty was that the preference would be to move towards tutor guides.

- David and Steven are putting together an email to faculty. They will email small group tutors encouraging tutor guides.
- If there are any particular outstanding issues, the students should let us know.

3.5. Availability of Phase 4 Preparation Course

- No date yet but it is moving forward.
- The assessment map has been through UGMS.
- The schedule should be available soon.
- Online modules won't necessarily need to be done the first week of July but there will be a firm deadline date.
- The course has to be done before students can do an elective.
- As soon as it's ready, it will be made available to students. Then they can work on it early if they want to.

4.0. **Standing Items**

4.1. Integrated Learning Sessions Working Group

- No issues with ILS
- All of the stems are done.
- Two spots left to arrange facilitators for.
- No student issues.

4.2. Assessment Working Group

- There have been three exams so far. Most of the material has been examined.
- The blueprints for the first two exams went to SAS for their review. They were pleased.
- We should track material that has not been examined and follow up to include on later exams.
- There were a couple of assignments passed in as a pass/fail instead of a numerical grade. This went to UGMS. The decision was to make it a binary instead of an average: 100% vs. 0%. A pass becomes 100% and a fail becomes 0%.
- An issue that came up in Phase 1 was that the instructions to some graders were not explicit. The graded papers didn't come back adequately marked so they are going back to the graders. In the interim, much more explicit instructions will be provided to the graders
- There is one paper that is being graded right now.
- One of the student groups talked about the benefits of a take home exam. Some students felt that the take home idea gave them more of an opportunity to look up answers and process information.

4.3. Special Projects/Independent Projects Working Group

- About half the class has not submitted their learning contracts. Today is the deadline.
- There are two students who have not submitted anything at all. Katrin is contacting one of the students.
- Everything else is on course.
- Two common issues are that the students don't finish checking off all the boxes and getting a sense of appropriate planned workload
- When there are two or more students working on the same project, they sometimes each submit the exact same learning contract. All students require separate deliverables so in such cases the learning contracts are sent back to the student(s) for revisions with good results thus far.

- The students could also have a longitudinal project that would start in Phase 1 and continue through the Phases. Move more towards having students come up with their own project idea.
- Some students are waiting on supervisor signatures.
- 10 judges are in place.

4.4. Teaching/Learning Methods Working Group

- There was a faculty development session that occurred recently.
- Those who have done non-lecture based alternative teaching methods gave an overview about what they are doing.
- David and Steve took them through a workshop of how to use a flip classroom, internet modules, etc.
- A project that is ongoing is a promo video about alternate teaching methods.
- It would be good to feature some of the student projects that are focusing on teaching methods.
- A common theme about QI is the amount of material that is covered in a short period of time.
- There are situation where faculty may have given a particular lecture for a long period of time in a certain period of time, now many have less time to teach.
- Efficient use of time is very important.
- Joanne has asked the students that if there are concerns with a particular lecture/faculty to give constructive feedback to faculty.

4.5. Quality Improvement

- There has been feedback about faculty going overtime or giving too much content.
- Other feedback received is related to Clinical Skills. There is some confusion across the tutor groups. The idea of a manual for students and some sort of manual for faculty would be a good idea.
- Students aren't getting feedback in a timely manner in terms of preparing summative write-ups.
- The students have a practice summative assessment before the final summative assessment. One of the issues of getting it back in a timely manner is how to get it back to the students due to confidentiality issues. Dr. Goodridge is going to meet with Monty Keough, Policy Analyst, to work out a more effective way to do this.
- Some faculty interrupt students when doing a formative assessment. Marilyn will communicate to faculty about this.
- CLSC is usually locked so the students can't pick up their assignments. A solution is being worked on.
- The themes, issues, and what's being done to address them is posted on D2L.

Action: Gerona and Joanne will put together an email regarding the feedback and send it to Dr. Goodridge and Marilyn

- All students should now have access to north and south stairwells on the 1st and 2nd floors. Dr. McKay would like all students to check their cards.

Action: Dr. McKay will email the students asking them to ensure their cards will open the doors to the stairwells.

4.6. Student Issues

- The reassessment date for the last summative assessment isn't included on the schedule. The reassessment will take place the week of July 6, 2015.

- Students who need to reassess can do the Phase 4 Prep Course before reassessment.
- The students would like to know when the Promotions Committee is meeting in July. The meeting has not been set yet. It will most likely take place mid-July.
- Block 6 in April/May has 63 hours of content. The students would like to have the blocks distributed more evenly.
 - Maybe have less time for independent blocks.
 - Students would like to consider having another exam added during block 6.
- Formatives are well received by the students.
- The students would like to have another session on responsible media use. PDCS will be offering a session on February 20 in room M1M101.
 - Maybe this session could be held early in Phase 4.

4.7. Faculty Issues

- One of Maria Mathews' questions for the AHS exam was changed without her input. Concerns were expressed regarding the need for faculty input into such changes
 - All problematic questions are sent to the individual faculty involved for review.
 - Occasionally for reasons of timely decisions and to facilitate remediation decisions the exam review committee will make a decision if the involved faculty is not available for immediate input.
- The AHS exam is before the last session.
- It would be useful for faculty to receive feedback about questions. If a question is troublesome, faculty are contacted.
- Automatic feedback is not given to faculty regarding the performance of their questions on exams
 - If faculty ask for feedback, they will receive the item analysis of their questions.
 - It would be useful if feedback to faculty was automatic, however this is not feasible yet due to workload issues

4.8. Accreditation

- There is a time table for the accreditation visit.
- Phase 3 students will be meeting the visiting team on Wednesday, February 25, along with a couple of students from the Class of 2018. They will have a tour and then lunch. The students will be asked questions during this time.
- Dr. McKay sent the Mun Med News Briefs to the students which includes the types of areas that they will be asked about.
- One concern is the delay of getting the marking done. There is a plan in place to avoid this in the future.
- The whole Phase 3 Management Team will not be meeting with the accreditors, but a select few will be meeting with them.
- The names of the students will be put into the time table.
- Only those students who can give their assurances that they will be there, will be contacted.

5.0. New Business

5.1. ILS Assignment Feedback

- Feedback about the ILS assignments, particularly the Life-Long Learning Assignments.
 - It is a 1500-2500 word paper worth 6%.

- It is supposed to be used to demonstrate the skills the students have acquired in life-long learning and apply it to the ILS sessions.
 - The students identify a number of issues, at least one from each of the Can Meds roles; identify learning gaps, and how you plan on filling those learning gaps.
 - The students feel it is repetitious. Dr. Hickey feels it is a very valuable tool and addresses an important accreditation standard in terms of ongoing learning.
 - The rubric was posted. It is done on a 5 point system with 5 being “exceeds expectation.”
 - A change couldn’t be made for the current assignment. Joanne informally informed the students that in terms of the rubric, it looks detailed, but our expectations are based on a 1500-2500 word paper.
 - This will be brought back to ILS working group. Primarily, the rubric needs to be reviewed. May not need “exceeds expectation.”
 - May be able to allow more flexibility with the assignment next time and relook at the rubric.
- It was suggested to have an exam on a Saturday mid-way through Block 6, as a one-time solution to the workload concerns in that block. Other options are having the exam on a Tuesday afternoon, during Self-directed Learning time, or outside of normal class hours during the week.
 - UGMS would have to approve it. No student can be disadvantaged.
 - David Bradbury-Squires will ask students for feedback via email from Dr. Hickey.

Motion:

Does the Committee feel in agreement that it is reasonable to pursue the option of looking for an extra exam in Phase 3 to decrease material on the large block exam.

Motion: Susan Mercer

2nd: David Bradbury-Squires

All in favor

6.0 Date Next Meeting: March 4, 2015, 4-5:30