

Phase 3 Management Team
January 11, 2017
1600- 1730
M2M240
Minutes

Present:

Joanne Hickey – Chair, Jinelle Ramlackhansingh, David Stokes, Steve Shorlin, Katrin Zipperlen, Carla Peddle, Laura Gillespie, Diana Deacon, Maria Mathews, Lynn Morris-Larkin, Nadine Rockwood, Gokul Vidyasankar, Susan Mercer, Don McKay

Regrets:

Gerona McGrath

1.0. Review/Approval of Agenda

Approved with the addition of 5.2 Faculty Communications

2.0. Review/Approval Minutes November 7, 2016

Change the date of the minutes

Motion: Maria Mathews

Seconded: Susan Mercer

All in favour

3.0. Business Arising

3.1. Undergraduate Content Lead Recruitment

- A meeting for UCLs has been scheduled for January 25. Still recruiting for Surgery.

3.2. Tutorial/small Group teaching guidelines/standardization

- Faculty Development is going ahead on February 2, 2017. Tutor guide is still in process, Steve is working on it. At the last SAS meeting, the SAS student rep wanted issues re: tutorials and how it can affect assessment, addressed (inconsistencies with different tutors that may lead to some students not performing well). Steve is going to engage the students for ongoing feedback regarding the small group sessions.
- Goal is that facilitators will be provided with the same materials and ideally discuss prior to the tutorial. The tutor guide will be helpful with any small group learning.
- Steve will meet with Anne Drover and Dr. Andrews re: their Neonatal tutorials, one of them has been moved into Phase 3.

3.3. Peer Assessment

- There was a decision to have a mid-point and an end of Phase reflection where the students will reflect upon their peer assessment. Currently the students complete the forms on one45 which all comes to Katrin first as an aggregate. She then releases the forms to the students. There were a large number of students who didn't have any peer assessment forms completed (other people didn't assess them). Each student should have four forms completed because there are four group leaders after ILS. There is not much narrative feedback. There are issues with students completing peer assessment forms. Students are reluctant to provide suggestions for improvement.
- Joanne suggested it is probably more of a general issue with students not adhering to completing the forms due to multiple other responsibilities and not understanding the importance of developing this skill for their future work.

- Steve will remind students during ILS to complete the forms. Nadine will poll students to identify barriers to completing peer assessment

Action: Steve will remind students during the ILS sessions to complete peer assessment.

Action: Joanne will send reminder to the class to explore what the barriers are to complete peer assessment.

Action: Extend deadline to mid-February to allow for more feedback prior to mid-point reflection.

- David suggested adding different question (how does lack of feedback affect you) to the reflection.
- Nadine suggested not much to say about fellow students; they are prepared and on time.
- There is always room for improvement. Students need to think more critically about feedback.

Action: Joanne and Steve will present a session on peer assessment to the students next week to review the importance of these skills and to provide help with how to provide good feedback

3.4. D2L Issues

- Students want session on “How to Populate D2L Calendar” moved to another day.

3.5 Timely release of summative exam grades

- Students have expressed concerns with the relative short time frame between assessment and re-assessment exams, and the time it takes to receive final confirmation that a reassessment will be required.
- With the current process all students who may potentially have to reassess based on the initial marking of the exam are informed immediately (within 24 hours of completing the exam). The exam review process usually takes approximately 1 week to complete – this is to identify potentially problematic questions and review them with appropriate faculty regarding potential crediting.
 - Gokul – change in exam dates from Friday to Monday has been negatively affecting turnaround time to release final grades. The current review process is streamlined and not likely to improve unless the step of faculty review of problematic questions is taken out.
 - Joanne – it is for the students’ benefit that questions are reviewed by faculty
 - Majority of students who are initially notified of potential to reassess usually do have to re-assess.
- When block exams are close to each other, at risk students perceive that they lose time for general study.
 - Joanne – those initially identified students would benefit from reviewing the material regardless of the ultimate need to reassess
- At present, no changes will be made to the current process.

4.0. Standing Items

4.1. Integrated Learning Sessions – Report

- Integrated Learning Sessions Working Group renamed to Integrated Learning Sessions - Report

4.2. Assessment Working Group – Report

- No new issues with assessment. It has improved since last year.
- MCQ question submission has significantly improved this year
 - All material has been represented on all of the Block exams thus far

- 4.3. Research Curriculum/Independent Projects Working Group – Report
- Special Projects/Independent Projects Working Group renamed to Research Curriculum Report.
 - The biggest item the students are working on is the Ethics application.
 - Nadine will check with students if they would rather a face-to-face presentation instead of an online module.
 - Have students had any special achievements? Should UGME track if students present at conferences?

Action: Develop a way of getting students to report if they present at conferences (already being tracked by Vivian when they miss classes), got publications or received grants.

- Steven and Dr. Bergstrom will develop a video on how to be a research mentor (faculty development initiative). Example of outstanding research: Anthony Maher, Class of 2018. He is featured on the website of the Global Health Governance Program.

4.4. Teaching/Learning Methods Working Group – Report

- Nothing to report

4.5. Clinical Skills – Report

- Dr. Bergstrom absent

4.6. PESC – Report

- There were no meetings.

4.7. Block Review

- Gerona not present

4.8. Student Issues - Discussion

- Dates for next QI sessions are January 20, February 10, March 3, and April 12.
- December's QI: pediatric lecture issue – will be discussed later. Lectures are going overtime – Joanne – ongoing efforts will continue. Dr. McKay – the students should appoint one person who will send issues via QRS if it happens again (Dr. X is y minutes overtime). Students are tested on specific details, fundamentals not being taught. Gokul & Lynn: issue if fundamentals are not being taught. Hypertension tutorial is before lecture – Joanne is aware.
- Clinical decision making questions might be easier to write for some of the bigger concepts. Multiple choice questions can be hard to write.

4.9. Faculty Issues - Discussion

- What happens to challenge cards? They are reviewed by the assessment team and then stored at UGME until the end of the Phase. Maria – there is no feedback to faculty whether question got challenged, only in extreme cases faculty member is contacted. Maria – could UCL give feedback to faculty members? Gokul – if faculty members want to know about their question, contact appropriate person, workload issue why cards are not given to faculty. Question stats are done but only available upon request.
- Diana – there are 2 stat items per question – item difficulty and the reliability coefficient. Lynn suggested to add questions stats to question bank for each question, at least the problematic questions. Questions that <40% of students get right are flagged and sent back to faculty member.

Action: Bring issue to next SAS meeting – how to provide this information to teaching faculty.

4.10 Accreditation

- Preparation for interim review; database is being populated. There will be a report. We will have three years to correct any problems.

5.0 **New Business**

5.1. Phase 3 Review Class of 2018

- Gerona compiled reports – keep on agenda for February.

5.2. Faculty Communications

- How are physicians contacted regarding their lectures?
- Prior to start of Phase, UCL looks at schedule and speaks to his/her group. Vivian sends out teaching reminders on a weekly basis a month prior to teaching. All sessions have a UCL except Pathology. Maria – need schedule in April due to grad course schedule.
- There is a UCL meeting in January. Jinelle will remind them to contact their group.
- The next iteration of Phase 3 will begin in September. Some of the material covered in Phase 2 will shift to Phase 3.

Meeting adjourned 5:25. p.m.

6.0 Date Next Meeting: February 1, 2017