

**Phase 3 Management Team**  
**March 9, 2017**  
**1600- 1730**  
**M2M240**  
**Minutes**

**Present:**

Joanne Hickey – Chair, David Stokes, Steve Shorlin, Carla Peddle, Diana Deacon, Maria Mathews, Nadine Rockwood, Rebecca O’Leary, Gerona McGrath, Katrin Zipperlen, Jinelle Ramlackhansingh, Susan Mercer, Debra Bergstrom, Vivian Whelan

**Regrets:** Lynn Morris-Larkin, Gokul Vidyasankar, Laura Gillespie, Don McKay

**1.0. Review/Approval of Agenda**

**2.0. Review/Approval Minutes February 1, 2017**

Deferred

**3.0. Business Arising**

3.1. Undergraduate Content Lead Recruitment

- Removed UCL Recruitment from agenda. Still working on Surgery. The next meeting is June 13 and Dr. A Goodridge will be doing a presentation about PESC

3.2. Tutorial/small Group teaching guidelines/standardization

- The small group learning professional development workshop will be offered again in the spring.
- The guide for tutors is almost done. The guide will be sent when tutors are notified of the workshop.

3.3. Peer Assessment

- Doing well. Remove item from the agenda. It was discussed in Phase 1 to do peer assessment on clinical skills or elsewhere instead of ILS. It was discussed and PESC and went to SAS. Diana and Vernon Curren are looking into it. Another forum for peer assessment could be with the research curriculum when they are in groups.
- It was suggested asking the students would they like to have peer assessment somewhere else.

3.4. Phase 3 Review Class of 2018

- There was an evote acceptance. It has gone through PESC.

3.5. Student Wellness Concerns – Assessment

- Student wellness concerns are more on clinical skills and rescheduling due to university closures at present.
- Assessment is an ongoing discussion with respect to the timing and frequency of exams and assignments. The UGME office is organizing a cross phase meeting to discuss these issues further. Student representatives were reminded to direct any student experiencing wellness issues to the UGME and Student Affairs office where individualized plans can be implemented to address issues.

**4.0. Standing Items**

4.1. Integrated Learning Sessions – Report

- Running smoothly. Received good feedback from preceptors. Had an issue with one less experienced facilitator in a single session. Steve Shorlin will ensure he meets with any new facilitator prior to the session going forward.

#### 4.2. Assessment Working Group – Report

- Process continues to run smoothly – question submission from faculty continues to be improved compared with previous years. A general discussion occurred about the volume of challenge cards. It was noted that numerous students were challenging the format of questions - Steve will discuss this with the students during an ILS session.

#### 4.3. Research Curriculum/Independent Projects Working Group – Report

- A sizable proportion of students have been identified who do not yet have ethics approval to proceed with their data collection – this has implications in their ability to successfully complete their data collection and analysis report on time for the MED 7730 course.
- There was a general discussion as to why this occurred
  - Feedback from the HREB is that they are seeing applications of relatively poor quality, not enough detail.
  - The original timeline for the research curriculum was that the HREB application be completed in Phase 2, but this was not included in the Phase 2 research curriculum assessment
  - The change in faculty role from supervisor to mentor – both students and faculty may need further clarification of their respective roles in future.
- Actions to address the problem were discussed
  - Katrin has regularly reached out to the student body to assess students who are having difficulty moving forward with ethics.
  - Katrin is creating a spreadsheet of all students who are delayed in their ability to start data collection due to delays in ethics submission or approval.
  - Laura Gillespie will begin individually reaching out to affected students to assess their situations and what options exist to move the project forward in a timely manner
  - Sandra Veenstra from the HREB has offered to meet one-on-one with those who are struggling with their application.
  - May have to give consideration to altering the final deliverable for individual students who cannot complete data collection on time
    - Implications discussed
      - Potential for change in the MED 7730 assessment map which specifies the deliverable involving data collection and analysis
      - Students would still have to complete their data collection and analysis to do their Phase 4 knowledge translation work
    - Possible solutions
      - Change project so that it no longer requires ethics approval eg systematic review
- ACTION: Joanne, Jinelle, Katrin and Laura will meet to review in detail the scope of the issue and Joanne will attend the next SAS meeting to discuss options for resolution in cases where students may not reasonably be able to complete their data collection

#### 4.4. Teaching/Learning Methods Working Group – Report

- Discussed under 3.2.

#### 4.5. Clinical Skills – Report

- Due to weather related University closures, there have been issues with rescheduling clinical skills. In such situations students can be asked to complete sessions during protected time – which in extreme situations can include evening and weekends. Dr. M. Goodridge sent an email that they can have clinical skills scheduled after hours (evenings and weekends) with a 24-hour notice.
  - Students expressed significant frustration as they contacted the clinical skills team to try and proactively prevent the need to use protected time by offering their own solutions when they saw that sessions were going to require rescheduling. They also expressed frustration that their emails were not responded to in a timely manner
  - The student frustration was acknowledged. A discussion regarding the complexity of rescheduling such sessions proceeded, and that UGME and the clinical skills team certainly tries to avoid using protected time but that this is not always feasible. Again, individual students who experience hardships due to these changes (eg outside work responsibilities, child care issues) should contact the clinical skills team or UGME to develop a plan.
  - The issue with email response was also addressed. The students were informed that the clinical skills team may not be able to keep up with the volume of individual emails given the size of the class, and that they cannot respond to an individual with a solution until the entire class has a plan.
  - The students acknowledged that they are aware how challenging it can be to reschedule sessions when there is a university closure.
  - The students received an email from clinical skills coordinator that they have clinical skills Monday, Wednesday and Friday of each week. They have until 1:00 on that day to make changes. Looking for feedback over the next few months.
  - Dr. Bergstrom will take the student feedback to the clinical skills team
- When a student misses a mandatory skills session he/she has to make up. The clinical skills group felt that it wasn't necessary to have the other students in the group redo it – Phase 3 management team agree
- The clinical skills team is trying to update their comment card to be in line with accreditation standards.

#### 4.6. PESC – Report

- ILS and materials available on D2L were highlighted as ongoing issues. The report was good for Phase 3.
- If there are any ideas to formally recognize teaching excellence, send them to Maria or Gerona.

#### 4.7. Block Review

- Nothing to report

#### 4.8. Student Issues - Discussion

- There are concerns re: cardiology and the overall quality of teaching. This is being reviewed at UGME
- IPST and IPE are close to an exam. It was discussed at QI. We will look at that in the future iterations of the Phase 3 schedule.

#### 4.9. Faculty Issues - Discussion

- There is a proposal to change the organization and order of the content of some community engagement material. It is minimal changes to Phase 3 public health teaching. There is no process for changing the organization of content in the schedule. If it is across all Phases, then meet with Phase leads before going to UGMS. Some faculty suggesting a UCL for the research curriculum.

4.10 Accreditation

- absent

**5.0 New Business**

5.1. Add QI to the agenda next meeting

**6.0 Date Next Meeting: April 5, 2017**