



**Program Evaluation Subcommittee (PESC)  
Undergraduate Medical Education  
Chair: Dr. Alan Goodridge  
February 22<sup>nd</sup>, 2022 from 12:30 – 2:00 pm  
WebEx Meeting**

Attendees: Alan Goodridge (Chair), Kaela Barrington, Heidi Coombs, Jasbir Gill, Brian Kerr, Amanda Pendergast, Rick Perrier, Bruce Sussex, and Katrin Zipperlen

Regrets: Hannah Brennan, Dawn Curran, Norah Duggan, Taryn Hearn and Heather Jackman

Topic	Details	Action Items and Person Responsible
Welcome	A. Goodridge welcomed members to the meeting.	
Accreditation	<p>B. Kerr presented an update on accreditation, scheduled for April 4-6, with a follow-up on May 11, 2022. The Elements that will be reviewed will be those traditionally cited for other Canadian Medical Schools as well as those rated as unsatisfactory during the previous accreditation visit.</p> <p>B. Kerr noted that there may not be a separate PESC session. PESC will participate in the context of its mandate and will not be expected to address issues beyond its mandate. He shared a list of Elements that PESC may be required to address and suggested committee members begin formulating responses. He will upload this list to Brightspace and forward the link to the committee.</p> <p>A. Goodridge will be facilitating the PESC accreditation session.</p> <p>H. Coombs asked if PESC will have to address issues related to, for example, the Phase 4 assessments and the delay in getting grades back to clerks. B. Kerr responded only if there is relevant feedback in the rotation evaluation reports.</p> <p>With reference to Element 8.5, B. Kerr noted that the accreditors may be concerned with the low response rates for course evaluations and ask about the validity of those results. A. Goodridge replied that PESC is confident that we have multiple sources of feedback directly from students in addition to the faculty and course evaluation surveys, including regular Quality Improvement sessions and student participation on PESC, SAS, and the Phase Management Teams.</p>	<p>B. Kerr to send Brightspace link to PESC.</p> <p>A Goodridge to meet with V. Curran about Phase 4 assessment delays.</p>

	<p>With reference to Element 8.3, B. Kerr asked why it takes five “Red Flags” before a remediation plan is put in place for faculty members with low performance evaluations. A. Goodridge clarified that we request a meeting between a faculty member and their Discipline Chair after 3 low performance evaluations, not 5, and that a more intensive action plan is put into place after 6 evaluations. He explained that, in accordance with the Faculty Teaching Evaluation Policy, we cannot act on fewer than 3 low performance evaluations in order to protect the confidentiality of the students providing the feedback. The purpose of the “Red Flag” process is to identify repeat/ongoing teaching deficiencies. H. Coombs added that faculty members are regularly informed that Dr. Steve Shorlin (OPED) offers Faculty Development; that information is included in the correspondence sent to faculty when they receive their evaluation reports.</p> <p>B. Kerr confirmed that Elements 9.7 and 9.8 are beyond the scope of PESC.</p> <p>A. Goodridge thanked B. Kerr for providing the accreditation update and highlighting some of the Elements that PESC may be called upon to address.</p>	
Agenda	<p>Review for Conflict of Interest: no conflict of interest was disclosed. Review/Confirmation of the Agenda: approved with no additions.</p>	
Review of Minutes	<p>Review and Approval of Minutes:</p> <ul style="list-style-type: none"> <li>• December 21st, 2021 <ul style="list-style-type: none"> <li>– Moved: A. Goodridge</li> <li>– Seconded: B. Sussex</li> </ul> </li> </ul> <p>All in favour.</p>	
Business Arising	<p>H. Coombs looked into the <i>Professionalism in Practice</i> module and confirmed that it includes peer-to-peer content.</p>	
Phase 3 Response Reports	<p>J. Gill presented the Phase 3 Response Reports.</p> <p><b>MED7710: Patient III:</b> To address weakness identified in MED7710, Phase 3 will review the distribution of content throughout the blocks to ensure better balance; review the timing of the various exams so that they are not scheduled within the same week; develop a communication strategy to encourage faculty to post lecture materials in advance; monitor course content for potential redundancies; and, review the type and effectiveness of formative feedback.</p> <p><b>MED7720: Clinical Skills III:</b> There were some challenges identified for MED7720 with rescheduling sessions during COVID. This will be remedied with the return to in-person learning.</p> <p><b>MED7730: Physician Competencies III:</b> There are no specific actions required at this time, with instruction returning to in-person learning.</p> <p><b>MED7750: Community Engagement III:</b> There are no specific actions required at this time, with instruction returning to in-person learning. If COVID requires a</p>	

	<p>return to online learning, faculty will be encouraged to deliver their lectures live via WebEx or else provide pre-recorded lectures with PPT slides.</p> <p><b>MED7730: Community Engagement III / Black Bag:</b> To address the weaknesses identified in the Black Bag portion of MED7730, Phase 3 will consider ways to provide more clarity about the learning objectives; look for ways to provide more advanced notice about placements; and review the instructions related to the Community Health problem exercise and provide more clarification.</p> <p><b>MED7740: Phase 4 Preparation:</b> To addresses the weakness identified in MED7740, Phase 3 has recruited a course chair (Dr. Michael Curran) and will consider creating a calendar for the students including the due dates for all assignments and enhance communication about clerkship in the NB stream.</p> <p>Acceptance of Phase 3 Response Reports</p> <ul style="list-style-type: none"> <li>- Moved: A. Goodridge</li> <li>- Seconded: A. Pendergast</li> </ul> <p>All in favour</p>	
Learner Representation	<p>D. Curran – not present. H. Brennan – not present. R. Perrier – nothing to report.</p>	
New Business	<p><i>Challenge Cards</i></p> <p>K. Zipperlen discussed some issues with the Challenge Cards which came up at the Phase 2 meeting. Since the shift from paper to electronic, there is an overabundance of Challenge Cards and some are quite lengthy. Some learners have been using the Challenge Cards as a feedback mechanism. It has been taking a lot of time to filter through the Cards and identify comments that require an in-depth review of the exam question.</p> <p>A. Goodridge thanked K. Zipperlen for bringing this to the attention of PESC and requested that she report back if changes are made to the Challenge Cards.</p>	<p>K. Zipperlen to report back to PESC if there are changes made to the Challenge Cards.</p>
	Meeting adjourned at 1:55PM	

**Next Meeting: Tuesday, March 15<sup>th</sup>, 2022 - WebEx**