

Phase 2 Management Team
March 9, 2016
1600- 1730
M2M240
Minutes

Present: Lisa Kenny, David Stokes, Steve Shorlin, Peter Gregory, MacKenzie Turpin, Maria Goodridge, Diana Deacon, Gerona McGrath, Lesley Turner, Pushpa Sathya, Mike Hogan, Barton Thiessen, Norah Duggan, Kirsty Tompkins, Vivian Whelan

Regrets: Lyn Power, Vereesh Gadag, Krista Brown, Don McKay, Katrin Zipperlen, Carla Peddle

1.0. Review/Approval of Agenda

No additions

2.0. Review/Approval minutes from February 10, 2016

Deferred

3.0. Business Arising (Integrated into Standing Items)

4.0. Standing Items

4.1. Summative Assessment

- Assessment committee reported no new issues with summative assessment.
 - There is still on going issues with faculty submitting non-MCQ question specifically Fill-in-the-blank. MCQ is the UGMS approved format for summative assessment. Action: will be discussed at SAS and UGMS.
 - The need for Clinical Decision Making Questions was discussed. Students need exposure to these question. SAS is working on a process to generate a bank of questions. Action: Dr McKay will explore possibility of organizing a faculty workshop on creation of clinical decision-making questions.

4.1.2 Dr. McKay is forming a working group to look at the effectiveness of Peer Assessment across all Phases.

- Diana presented data on student peer assessment. The mean rating was 3.8 out of 4. Most students receive 4/4.

4.1.3 The issue with returning Rubrics to the students was discussed. Students are entitled to see the comments. This issue will be discussed at the next SAS meeting. The UGME office was given the direction not to give the Rubric to the students. Action: Lisa to bring this issue to UGMS.

4.1.4 Student Assessment Concerns.

- Students are requested feedback on challenge cards. This information was given to students in Phase 1 by the assessment lead. Action: the assessment committee will continue this process.
- Students requested clarification on why they are required to clearly identify themselves when

filling out challenge. If the student's name is on the challenge card then the student can receive direct feedback.

4.2. Evaluation

4.2.1. QI Sessions, ILS focus groups, block reviews, and faculty evaluations

- The first phase 2 QI sessions has adopted the new format used in phase 1. Student issues are submitted prior to the session to facilitate timely response to student issues. At the request of the students, this will be continued.
- The students are really positive about the integration of the first block.
- There is an ongoing issue with faculty going overtime. Dr. McKay will readdress this issue with discipline chairs on an individual bases. Dr. McKay encouraged the students to keep us informed through the QI process.

- The ILS focus groups with Phase 1 and 3 students took place early February.

- The block review with faculty members was distributed for the block February 8-26. Only three faculty members responded. There is still confusion among faculty members around the integration in the blocks.

- Faculty evaluations
 - Not all faculty members have a photo and it has been difficult to get compliance from faculty. Action: PESC will explore the possibility of faculty members photo attached to evaluation form.

4.3. ILS/Life-long Learning

4.3.1. ILS sessions

- The first ILS session went well. Students did an excellent job.
- Student now receive the stems the morning of the session this attempts to recreate clinical situations in which students must generate learning needs and seek information address these needs in real time.
- It is suggested that UCLs will be able to help find specialty facilitators.
- There is no facilitator for March 24. An email was sent to those who taught within the block asking for a facilitator.

4.3.2. ILS Assignment. Need for assessors

- No volunteers

4.4. Special Projects/Physician Competencies

4.4.1. Special Projects/Physician Competencies Lead

- Position vacant

4.4.2. Independent Projects

4.4.2.1. Independent Project Curriculum

- Research curriculum sessions have been scheduled.

4.5. Clinical Skills

4.5.1. Update

- Just starting system skills.
- Musculoskeletal is done. Now they are doing respiratory.

- Some students are starting ultrasound, POCUS.
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4.6. Teaching/Learning Methods

- There is no working group.
- There will be a tutor guide for tutorials.
- Issues are dealt with through faculty development.

4.7. Student Issues

- Ongoing issues with sessions going overtime and containing too much information.
- Students become disengaged when there are no breaks between lectures.
 - Dr. McKay will continue to address this issue on an individual bases with the faculty members discipline chair. He follows up with the discipline chair 30 days later to ensure the issue has been addressed.
- Assessment: Students feel that some assessors are harsher than others. Some students feel feedback may be overly critical. Some students feel they were unfairly marked. All students who are required to reassess can request a reread as per University regulations.
- Most students enjoy tutorials. The issue is the discrepancy between tutors has been addressed well by Nephrology as they post the answers on D2L after the tutorial.
- The students don't understand the relevance of PLC modules.
 - The relevance of the PLC was explained. This information will be communicated to all students.
- Labs with wet specimens have been temporarily cancelled second to safety issues. There were a series of readings done in the labs and there were some readings that went above the maximally safe dose for somebody in contact with formaldehyde 8 hours a day. It will be retested. The ventilation in those rooms has been increased.

6.0 Date Next Meeting: April 13, 2016