

Undergraduate Medical Studies Committee Meeting		DATE	February 19, 2014
		ROOM	PDCS Room 4
CHAIR	Dr. Sean Murphy		
MEMBERS:  2013 - 2014	<i>Dr. Sean Murphy, Chair</i> <i>Dr. Donald W. McKay, Associate Dean, Undergraduate Medical Education</i> <i>Ms. Elizabeth Hillman, Registrar's Delegate</i> <i>Kathy Murphy, (Acting) UGME Coordinator</i> <i>Dr. Sheila Drover, Faculty Representative</i> <i>Dr. Olga Heath, Faculty Representative</i> <i>Dr. Carolyn Morris-Larkin, Faculty Representative</i> <i>John Campbell, Faculty Representative</i> <i>Ms. Lindsay Glynn, Faculty Representative</i> <i>Mr. David Bradbury-Squires, Student Representative</i> <i>Ms. Chelsea Ash, Student Representative</i>		
PARTICIPANTS	S. Murphy, D. McKay, E. Hillman, S. Drover, C. Morris-Larkin, L. Glynn, S. Wakeham, K. Murphy (UGMS Representative)		
RECORDING SECRETARY	Ms. Jane Stevens ( <i>Minutes Taped</i> )		
GUESTS			
REGRETS	M. Marshall, O. Heath, J. Campbell, D. Bradbury-Squires, C. Ash		
<b>MINUTES</b>			
<b>AGENDA</b>	<b>ITEM</b>	<b>DISCUSSION</b>	<b>ACTION</b>
WELCOME/MEETING START TIME	S. Murphy (Chair) convened the meeting at 4:10 p.m.	<ul style="list-style-type: none"> <li>• Call to order.</li> <li>• Quorum in attendance.</li> </ul>	
#1 APPROVAL OF AGENDA	<ul style="list-style-type: none"> <li>• Item 1 Agenda Approval</li> </ul>	<ul style="list-style-type: none"> <li>• The Agenda was approved with the following additions/revisions: <ul style="list-style-type: none"> <li>○ Business Arising: Site assignment and re-assignment policy will be tabled (due to time constraints).</li> <li>○ New Business – addition of three items: <ul style="list-style-type: none"> <li>▪ pre-clerkship preparation</li> </ul> </li> </ul> </li> </ul>	<b>ACTION: Agenda Adopted</b>

		<ul style="list-style-type: none"> <li>course,</li> <li>▪ prescription writing training</li> <li>▪ update on PESC's work on the overall evaluation framework for the program.</li> </ul>	
#2 APPROVAL OF MINUTES	<ul style="list-style-type: none"> <li>• Item 2 Approval of Minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes from January 15, 2014, 2013 were adopted with revisions as follows: <ul style="list-style-type: none"> <li>○ Item #4.a. – Should be revised to read: “This item has been tabled for further consideration.”</li> </ul> </li> </ul>	<b>ACTION: Revised Minutes Approved</b>
#3 STANDING ITEMS	<ul style="list-style-type: none"> <li>• Item 3.a. Curriculum Revision</li> </ul>	<p>The Chair provided the draft schedule for phase 2 and assessment maps for the four courses.</p> <p>i. Curriculum Revision With regard to the Phase 2 schedule, it was agreed that, as a general guideline, no more than 23 hours per week should be scheduled. There was some discussion surrounding communication with students and faculty regarding the phase 2 schedules. It is planned that all information, including objectives for each learning session, will be posted to the curriculum website.</p> <p>Members noted that care should be taken when scheduling breaks of several hours between lectures, as attendance at lectures appears to drop when this is the case.</p> <p>ii) D. McKay made members aware that a</p>	<p><b>ACTION: Motion to approve the phase 2 schedule.</b></p> <p><b>ACTION: Concerns and comments arising in this meeting will be discussed with the Phase 2 Lead.</b></p>

	<p>significant number of students have been participating in Gateway (a service-learning project). As part of Gateway, the students may administer TB Tests and have the potential to encounter infectious material / individuals. Questions have been raised regarding the adequate preparation of students for dealing with such hazards</p> <p>Members agreed that learning surrounding universal precautions, etc. should be included early in the curriculum. It was recommended that steps should be taken to ensure that this occurs, and noted that the Class of 2017 might require special attention to ensure that this has been provided for that group. It was suggested that this topic be built into one of the Integrated Learning Sessions. The Phase 2 Lead will be consulted to ensure that this has been / will be covered.</p> <p>iii ) A short overview of the Integrated Learning Sessions was provided. ILS Sessions are held on a bi-weekly basis and have been working very well. In advance of the session, the students are presented with, and required to read around a problem. During breakout sessions, the students discuss the problems and report back to the group at the end of the session. Students each take a turn leading a breakout session and are evaluated by their peers on their performance.</p> <p>iv) A discussion with regard to the end dates for the courses occurred. Of particular interest was a suggestion that the healthy person course end in December, facilitating a more</p>	
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		<p>logical June end date for phase 2. This would also ensure that a lengthy break between the end of classes and exams would be avoided. Follow-up with the Phase 2 Lead will occur.</p> <p><b>It was MOVED by S. Murphy, Seconded by C. Morris-Larkin, to approve the phase 2 schedule as presented, subject to revisions as necessary.</b></p> <p><b>All were in favour and the MOTION CARRIED</b></p>	
<p>#3 STANDING ITEMS</p>	<ul style="list-style-type: none"> <li>Item 3.a. Curriculum Revision</li> </ul>	<p>ii. Assessment Maps</p> <p>Assessment maps are intended to document exactly how students are assessed and how final grades are calculated for each course. It was agreed that UGMS must review and approve the first iteration of a course assessment map. For future iterations of the courses, the Student Assessment Subcommittee will recommend revisions that will then be subject to approval by the UGMS Committee. It was noted that care should be taken to ensure that the timing of assessment of one course or the number of assessments does not negatively impact other courses.</p> <p><b>Clinical Skills</b> Discussion of this document led to the following comments:</p> <ul style="list-style-type: none"> <li>- The assessment map was felt to be more of an “ executive summary” and that it should be more detailed in its final form.</li> <li>- The course number for clinical skills is incorrect on the document and must be changed to correspond with the number assigned by the Registrar.</li> </ul>	<p><b>ACTION: Clinical Skills course number must be changed to reflect number assigned by the Registrar.</b></p> <p><b>ACTION: MOTION to approve the Clinical Skills Assessment Map.</b></p> <p><b>ACTION: MOTION to approve the Community Engagement – Phase 2 Assessment Map.</b></p> <p><b>ACTION: The Chair will request a Community Engagement Assessment Map which includes dates.</b></p> <p><b>ACTION: The Chair will recommend a reconsideration of the due date of assignments within the Special Projects Course.</b></p> <p><b>ACTION: The Chair will request mention of formative assessment within the Special Projects – Phase 2 Assessment Map.</b></p> <p><b>ACTION: The Special Projects Assessment Map will be returned for revision.</b></p> <p><b>ACTION: The Acute and Episodic Illness Assessment Map will be returned for revision.</b></p>

**It was MOVED by D. McKay, Seconded by C. Morris-Larkin, to approve the Clinical Skills assessment map as presented**

**All were in favour and the MOTION CARRIED**

**Community Engagement 2**

It was noted that there is some information missing from the document. Concerns were raised about the times/dates of assessment.

**It was MOVED by S. Murphy, Seconded by S. Drover, to approve the Community Engagement Phase 2 Assessment Map, in principle, pending the receipt of missing information.**

**All were in favour and the MOTION CARRIED**

**Special Projects 2**

- Members were aware of early feedback that has been received with regard to the amount assessment included in the Special Projects I course. The number of assessments in SP 2 appears excessive in some cases (e.g. the number of reflective essays relative to the number of relevant contact hours) and needs to be addressed

- It was noted that some assignments due on June 20<sup>th</sup> of 2014 which is just one day after a formative OSCE. The chair will provide direction to the Phase 2 Lead to ensure that the assignment due date of June 20<sup>th</sup> should be reconsidered.

		<p>- It was noted that there is no mention of formative assessment within the Special Projects – Phase 2 assessment map.</p> <p>- It was suggested that all assessments should be mandatory and that the 75% pass mark “in all components” is not appropriate and should be re-visited.</p> <p>- This assessment map was not voted on and will be sent back to the Phase 2 Lead for revision.</p> <p><b>Acute and Episodic Illness</b></p> <p>- There is some concern that in some cases an excessive proportion of content for each assessment is “previous content”, i.e. being assessed for a second time</p> <p>- There is an 8 week break between the end of block 4 and the end of block 5, which was agreed to be a significant problem that needs to be addressed.</p> <p>More detail is required before approval including the pass/fail criteria and the number of essays and assignments.</p>	
#3 STANDING ITEMS	<ul style="list-style-type: none"> <li>Item b. Accreditation</li> </ul>	There will be a team visiting from LCME / CACMS in March 2014. UGMS members will likely be asked to attend some meetings. Further information is forthcoming.	
#4 BUSINESS ARISING		Items tabled	
#5		Items tabled	

NEW BUSINESS			
#6 OTHER BUSINESS		Items tabled	
#7 ADJOURNMENT		The meeting adjourned at 5:45 p.m.	
Next Meeting		March 19 <sup>th</sup> , 2014	



Sean W. Murphy, MD  
Committee Chair