

University of Central Florida
College of Medicine
M1/M2 Minutes

Meeting Date: 02/09/2018

Start Time: 3:05p

Adjourn Time: 4:05p

Chair: Dr. Kibble

Attendance: Phil Bellew, Drs. Kibble, Kauffman, Daroowalla, Lambert, Gorman, Selim, Berman, Asmar, Verduin, Peppler, Gros, Beg, Kay, Castigilioni, Davey, Dil, Amanda Blom, Melissa Cowan, Christie Hasegawa, Alisha Corsi, Jason Day, Meena Kanhai, Nadine Dexter, Deedra Walton,

Agenda Item	Discussion	Decisions
Approval of minutes	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Approved
Announcements	<ul style="list-style-type: none"> Biostats taskforce searching for student members <ul style="list-style-type: none"> New biostats faculty 	<ul style="list-style-type: none">
Student report	<ul style="list-style-type: none"> M2 stress level is high in Brain & Behavior/FIRE <ul style="list-style-type: none"> Positive feedback on the new critical thinking cases in Brain & Behavior M1 just completed Structure & Function exam 	<ul style="list-style-type: none">
Attendance project preliminary update	<ul style="list-style-type: none"> Summary of process & data collection from PPT Representative sampling of students participating in study Student resource usage rate & reasoning Performance data: Non-attending students had higher MCAT scores going in and did better on the exam, but no statistical correlation between attendance and exam performance. Students stronger in self-efficacy in effort regulation are less likely to attend non-mandatory sessions Take away points: <ul style="list-style-type: none"> Attendance does not predict MCQ exams, data does not assess ability to apply to patient care How to assess critical thinking/other clinical competencies 	<ul style="list-style-type: none">

	<ul style="list-style-type: none"> ○ High and low performance exist across behavior patterns ○ Attendance is not necessarily a marker of engagement • Student access to data vs ability to curate it, faculty role in learning process • What students get in classroom compared to online sources, quality of online sources • Opportunities to introduce components of distance learning • Driving incentives: STEP 1 & pressure of high scores, what is assessed, institutional structure of curriculum • Possible implications on attendance policy, using distance learning for medical knowledge + other modalities when needed 	
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