

**University of Central Florida
College of Medicine
M1/M2 Minutes**

Meeting Date: 10/12/2018

Start Time: 3:08p

Adjourn Time: 4:47p

Chair: Dr. Kibble

Attendance: Drs. Kibble, Topping, Cendan, Kauffman, Harris, Davey, Salem, Gorman, Berman, Daroowalla, Lambert, Husain, Kay, Allison Kommer, Alisha Corsi, Amanda Blom, Melissa Cowan, Deedra Walton, Nadine Dexter, Dale Vorhees, Angie Irvin

Agenda Item	Discussion	Decisions
Approval of minutes		<ul style="list-style-type: none"> • Approved
Announcements	<ul style="list-style-type: none"> • Accommodations <ul style="list-style-type: none"> ○ TBLs have not been requested by the M1 students ○ Further discussion is ongoing about how accommodations decisions are made for clinical skills assessments • IMS students have completed HB1 <ul style="list-style-type: none"> ○ Minimal classroom impact ○ MD/PhD student TA was very effective • Spotter Edu Implementation <ul style="list-style-type: none"> ○ Replacement for automatic attendance tracker for TealPass ○ Most recent tests in M2 classes went well ○ Issue: students do not receive immediate feedback that students have checked in ○ Ed Tech is working with the company this year on a limited trial in an effort to perfect the software for our purposes. 	

<p>Student Report</p>	<ul style="list-style-type: none"> • No students present but requested to discuss exam policy of 1-week delay in reporting. <ul style="list-style-type: none"> ○ 1-week period was introduced several years ago to allow faculty time to go over all the item review cards and item analysis, to avoid discovering errors during coaching reports and republishing grades. The assessment office must also make calculations for T-grades and has data a 2-person data validation protocol that requires some time after faculty of finalized any re-scoring. ○ Dr Kibble will reaffirm the policy and explain to students ○ Motion: Module directors should not send emails about their exam performance before the 1-week window is closed. 	<ul style="list-style-type: none"> • No emails about exam performance to be sent prior to 1-week deadline to report scores.
<p>CTAG Updates</p>	<ul style="list-style-type: none"> • CTSGO (outcomes group) <ul style="list-style-type: none"> ○ Build based on ACGME domains plus two extra competencies: Inter-professional Collaboration and Personal and Professional Development • Retreat tentative for December 19th afternoon <ul style="list-style-type: none"> ○ Activity for everyone to have input in outcomes; locate blind spots • Overview of new calendar was presented: <ul style="list-style-type: none"> ○ August – June for M1 ○ August – January for M2 ○ STEP1 moved until after clerkships: ○ Matching scholarly track and longitudinal clinical experience (not POM) • A development task force for the Preclinical Phase will shortly begin • Among the task force items: <ul style="list-style-type: none"> ○ Do we structure a foundational portion in the beginning? ○ How do we integrate? ○ How is content delivered? ○ How is attendance impacted by this? What is faculty role with this change? ○ How does assessment change? Will we assess differently? 	

<p>S4 Engagement Study</p>	<ul style="list-style-type: none"> • No correlation between attendance and score on final exam • Viewing lecture on video shows negative correlation with attendance in class: • Majority of students are consuming lecture content although it is not in class • Final exam score to STEP1 score shows high correlation • Pattern of use of class materials does not predict STEP1 performance • Patterns of use of weekly formative quizzes does not predict performance • Scores on first attempt of formative quizzes do predict performance • IRAT scores do predict performance • Utility of resources and learning activity in formal curriculum <ul style="list-style-type: none"> ○ Artifacts faculty generate are being used frequently • Focus groups: <ul style="list-style-type: none"> ○ Professor style main determinant of decision to attend ○ Small groups: concern for learning environment when many students rather be home studying ○ SLMs: variable use <ul style="list-style-type: none"> ▪ Better when shorter and lower density of matter ○ Online formative quizzes: universally appreciated ○ Outside resources: extensively used by all groups • Discussion: <ul style="list-style-type: none"> ○ Do we need to do a better job of assessing critical thinking and/or clinical competencies? ○ What is the correct attendance policy when one size does not fit all? ○ Should we be looking at critical thinking scores on MCAT rather than just total scores? 	
<p>SG Task Force Update</p>	<ul style="list-style-type: none"> • Critical components for SG design were presented in overview. • Template will be completed soon to guide faculty case developers • First faculty development session to flesh out competencies for faculty facilitators is on 10/25 at 12pm – see emails from Faculty Development Office • Next stage: Looking for first volunteers to pilot this new model of SG design 	

<p>Epidemiology/Biostatistics/EBM Task Force</p>	<ul style="list-style-type: none"> • Formal report due before year end • Reviewed LCME outlines/other medical schools • Identified gaps between current instruction and USMLE content outlines • Likely contact hours for M1/2 approximately 30-40 hours 	
<p>Promobes Use</p>	<ul style="list-style-type: none"> • Issues about current roll-out: <ul style="list-style-type: none"> ○ Focus only on negative critical incidents to serve SEPC policy ○ Missed opportunity at present for narratives that are balanced positive/negative • Future discussion needed about how Promobes could be used as formative feedback during courses in addition to current summative function. • Need for more faculty development and communication on its use. 	