**University of Central Florida**

**College of Medicine**

**M1/M2 Minutes**

Meeting Date: 09/13/2019 Start Time: 3:03p Adjourn Time: 4:44p

Chair: Dr. LaRochelle

Attendance: Drs. LaRochelle, Harris, Peppler, Castiglioni, Berman, Gorman, Davey, Garbayo, Plochocki, Cendan, Topping, Rahman, Daroowalla, Gros, Dil, Kibble, Kauffman, Hernandez, Dexter, Kay | Phil Bellew, Liz Ivey, Deedra Walton, Alisha Corsi, Allison Kommer, Margaret Orr, Student Rep: Patrick Kroenung

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| Agenda Item | Discussion | Decisions |
| Approval of minutes |  | * Approved |
| Announcements | * New microphone installation   + Each room needs two full days to install the new equipment   + Coordinators will work out specific timings that are viable for each room * November meeting time overlaps at AAMC * Proposed new meeting time: Nov. 1 |  |
| Student report | * Students adjusting to less time from hurricane Dorian * M1 students approved hurricane proposal 32-0, with some M2s contacting reps separately voicing approval as well |  |
| Endo/rep presentation | * Endocrine & Reproductive Systems module presentation * GI/Renal report in October |  |
| Post Dorian recovery | * Starting classes a week early with hurricane days created in case shifting curriculum is required. * Hurricane days near Thanksgiving, students should still plan to be available during those days until hurricane season ends. * How coursework could be shifted as a result of the hurricane days   + Future small meeting to set up a granular schedule with M1/M2 directors during hurricane season * **Motion:** M1/M2 classes start classes one week earlier than at present to allow spacing for hurricane days (tabled for future vote pending discussion of details) * Summer research programs & overlap handed on a case by case basis |  |
| Pulmonary integration – Dr. Harris | * Integrating across modules – introduction of a “framework” for students to organize knowledge * Consistency: presentation of content between the modules (HB-2, HB-3, S-3) * Topics covered, increasing in complexity as modules progress, example/MOD maps * Learning resources: Webcourses/KuraCloud similar to other modules, plus Draw.IOCurated videos and Lecturio (designated material from it) * Ecological model/environmental contingencies, adding other context (likely in application exercises) |  |
| Assessment/evaluation | * Clear reason for assessments/consistency * Student engagement patterns, fear of judgment |  |
| Content integration | * Centralized oversight with content delivery in modules & assessments |  |