

# University of Central Florida

## College of Medicine

### M1/M2 Minutes

Meeting Date: 11/01/2019

Start Time: 3:06p

Adjourn Time: 4:59p

Chair: Dr. LaRochelle

Attendance: Drs. LaRochelle, Dexter, Plochocki, Kay, Dil, Lambert, Rahman, Hernandez, Gorman, Kauffman, Topping, Gros, Selim, Verduin, Castiglioni, Garbayo | Phil Bellew, Deedra Walton, Amanda Blom, Liz Ivey, Christie Hasegawa, Melissa Cowan | Student Reps: Anuj Kunadia, Patrick Kroenung, Daniel Sturt, Kimberly Munoz

Agenda Item	Discussion	Decisions
Approve minutes	•	• Approved
Announcements	• Schedule approved for hurricane days	•
Student report	<ul style="list-style-type: none"> <li>• Daniel Sturt, Kimberly Munoz are the new M1 reps</li> <li>• M2: current module is going well, met for M3 recently</li> </ul>	•
Module presentations	<ul style="list-style-type: none"> <li>• No presentations this meeting</li> <li>• C1 and Brain &amp; Behavior will present in December, Skin/MSK in January</li> </ul>	•
Educational approach	<ul style="list-style-type: none"> <li>• Acquisition/consolidation/application</li> <li>• Presentation/explanation of article <ul style="list-style-type: none"> <li>• Proposed model of adult learning</li> <li>• Step 1 subverts other learning motivations/style (superficial, deep, or strategic learning)</li> <li>• How to manage each stage/phase of learning (learner/teacher roles for adult learners in each phase). Dissonance → Elaboration/refinement → Organization → Feedback → Consolidation</li> </ul> </li> </ul>	•
Assessment and evaluation	<ul style="list-style-type: none"> <li>• How to assess PBL? Often stuck in acquisition phase</li> <li>• Key features exam: probes how much is known about a topic, can capture learning at the feedback phase</li> <li>• Competency: performing a complex task putting everything together</li> </ul>	•

	<ul style="list-style-type: none"> <li>• Designing tasks and determining type of task</li> <li>• Granularity of assessment, dependency on other medical school institutions also implementing it (interactions with Step exams)</li> <li>• Merit in splitting assessment into test taking → advancement versus immediate expectation of consolidated learning.</li> <li>• Hearsay vs evidence in learning methods, efficiency in learning</li> <li>• Aligning assessment with incentive for students (Step functions as a barrier to continued learning of later phases, passing is mandatory to progress, but not sufficient on its own)</li> <li>• What outcomes measures are best to use, and why? <ul style="list-style-type: none"> <li>• Practical limitations</li> </ul> </li> <li>• AAMC survey results, possible measures of how students will perform in residency programs</li> <li>• Adjustments based on future changes to LCME requirements</li> <li>• 3<sup>rd</sup> party system viability (limited right now)</li> <li>• Student explanations of how they engage with materials in modules, what types of presentation is clear to each of them</li> </ul>	
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