**University of Central Florida**

**College of Medicine**

 **M1/M2 Minutes**

Meeting Date: 02/14/2020 Start Time: 3:01p Adjourn Time: 4:01p

Chair: Dr. LaRochelle

Attendance: Drs. LaRochelle, Peppler, Gros, Gorman, Daroowalla, Selim, Garbayo, Ebert, Castiglioni, Harris, Dil, Kay | Phil Bellew, Carolina Marchena, Mary Ann Reiner, Margaret Orr, Alisha Corsi, Christie Hasegawa, Allison Kommer, Amanda Blom, Dale Voorhees, Michael Callahan, Liz Ivey, Nadine Dexter| Student Reps: Patrick Kroenung, Daniel Stirt, Kimberly Munoz

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| Agenda Item | Discussion | Decisions |
| Approve minutes |  | * Approved
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| Announcements | * Dr. LaRochelle is on list for full colonel
* Clinician educator:
	+ Update on status, ~10 applicants, phone interview process has begun
* Neurology:
	+ No applicants, considering possible approaches to fill this position
* Michael Callahan: new director of knowledge management
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| Student report | * M1: HB-3 has begun, students discussing STEP change to pass/fail
	+ Discussion on process and reasoning for the change, how programs will adjust
* M2: Sessions so far have been well received with concerns from a few M2s
* Spotter clarification: how it works, an Apple update caused student phones to be pinged in wrong locations on campus. Spotter has updated to correct it. Main campus is reviewing the functionality now.
	+ If there are any further concerns, please relay them to Ed Tech so they can identify and resolve issues
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| Module presentations | * MSK presentation rescheduled
* March meeting presentations: HB-3 and S-1
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| Other business | * HB-2 exam pilot:
	+ How to place mid-term with respect to holidays, issues with locating it before Thanksgiving vs before winter break
	+ Potential removal of the mid-term exam, to reduce stress points in module and decompress content
	+ Final exam would count for 2/3 of grade, lab practical events can be spread out across the module
	+ Use of TBL scores as predictors for exam performance, when to intervene early if a student is struggling
	+ No significant difference in student performance per previous studies on exam frequency
	+ Pacing for students, how to encourage participation with formative options
	+ Assessment for learning (frequent, feedback allowing learner to confirm grasp of content) vs assessment of learning (infrequent, high stakes)
		- Curriculum design to utilize the feedback and non-exam time, activities that would allow assessment for learning
	+ Communication and enforcement of curriculum expectations on students regarding preparation work
	+ Formative vs low stakes summative weekly assessment points
	+ Assessments consistent with what is valued, correlating course material with clinical scenarios + future clinical encounters, actual interactions
* Educational FTE audit:
	+ Who teaches in each module + estimate faculty required/time, including capturing behind-the-scenes time
	+ What will be needed for potential transformation
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