**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

|  |  |  |
| --- | --- | --- |
| Agenda Item | Discussion | Decisions |
| Approve minutes |  | * Approved |
| 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 |  |
| 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 |  |
| Module presentations | * MSK presentation rescheduled * March meeting presentations: HB-3 and S-1 |  |
| 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 |  |