

**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	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Approved
Announcements	<ul style="list-style-type: none"> • Dr. LaRochelle is on list for full colonel • Clinician educator: <ul style="list-style-type: none"> • Update on status, ~10 applicants, phone interview process has begun • Neurology: <ul style="list-style-type: none"> • No applicants, considering possible approaches to fill this position • Michael Callahan: new director of knowledge management 	<ul style="list-style-type: none"> •
Student report	<ul style="list-style-type: none"> • M1: HB-3 has begun, students discussing STEP change to pass/fail <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • If there are any further concerns, please relay them to Ed Tech so they can identify and resolve issues 	<ul style="list-style-type: none"> •
Module presentations	<ul style="list-style-type: none"> • MSK presentation rescheduled • March meeting presentations: HB-3 and S-1 	<ul style="list-style-type: none"> •

<p>Other business</p>	<ul style="list-style-type: none"> • HB-2 exam pilot: <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> • Who teaches in each module + estimate faculty required/time, including capturing behind-the-scenes time • What will be needed for potential transformation 	<ul style="list-style-type: none"> •
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