

Scientific Foundations Committee

March 2, 2012

7:30 – 9:00 am, B-646 Mayo

In attendance: S Allen, L Anderson, A Belzowski, A Blaes, H Boyer, K Brooks, J Chipman, B Clarke, E Coleman, Jill Eck, G Filice, P Gliech, S Katz, R Kempainen, M Kim, K Lee, T Mackenzie, A Minenko, P Mulcahy, B Murray, C Niewoehner, J Nixon, J Norrander, J Pacala, D Power, L Reilly, M Sanders, L Schimmenti, P Southern, S Thayer, T Thompson, D Walk, D Wangensteen, K Watson, T Weinhaus, K Wickman, M Woods

Absent: M Becker, G Giesler, D Powell

Synopsis of March 2nd Meeting (for details of full discussions contact smowbray@umn.edu)

Joint Meeting with SFC & CEC

Information

Dr. Kathleen Watson introduced Dr. Jeffrey Chipman, who has been named Assistant Dean for Scientific Foundations Curriculum. He gave a brief introduction of his background which includes clinical practice in the Department of Surgery with specialty in Critical Care and Acute Care Surgery and works closely with education and training of residents. Dr. Chipman will focus on integration, working with faculty, course and clerkship directors and staff. His role is to help define what integration means for UMMS, understand how best to implement measures, what it will entail and to facilitate integrating the basic science and clinical education curricula.

LCME

Site Visit Preparation

Specific topics and times of the meetings scheduled on both campuses during the Site Visit, indicate the number of individuals involved and the comprehensive nature of the sessions. Monday's sessions focus on the educational program, Tuesday two members of the Team will go to Duluth and repeat a mini version of the Monday schedule at that campus. On the TC campus, Tuesday's sessions will focus on students and resources. For Wednesday (a shorter day) included are a mixture of groups as shown in the following:

- junior faculty, institutional faculty, governance processes, graduate program staff and students and closes with Dean Friedman and President Kaler with the Team.

The meeting packet includes the following materials for participants to prepare for Site Visit sessions:

- Executive Summary developed from Subcommittee Reports and Independent Student Analysis
- Summary gives a snap shot of this Medical School in December of 2011
- Educational Database serves as basis for questions asked by the Team (totals 150 pages)
- database is available on the Medical Education website (completed version is X500 protected)
- database is searchable by topic
- Seven Domains of Competence are directly related to the mapping for all courses.

Dr. Kathleen Watson covered the general purpose of the actual LCME Site Visit sessions. Participants scheduled for these sessions represent all of their peers at UMMS. The focus of the three days is to provide details relative to the information submitted in the database and materials. It is an opportunity to be forthcoming in responding to the LCME Team's questions. The Executive Summary will help as preparation for the sessions.

Governance and Curricular Oversight

Proposed changes to a course can be brought forward by students, other faculty, course and/or clerkship directors and Medical Education administration. The Governance process allows anyone to propose changes.

- Proposal for changes must include the following:

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- learning objectives
- course and session objectives
- assessment methods
- a level of pedagogy
- rationale for change
- Black Bag query to determine where taught
- determine redundancy
- identify where gaps exist

The proposed change will clearly identify how and why it leads to integration of the curriculum and address longitudinal integration between courses and across campuses.

The Governance structure has been in place since December, 2011. The process is a work in progress and as changes are developed, the process may need some tweaking. Several policies have been revised and/or developed, which have been moved through this process, most recently is the Year 3 & 4 Grade Policy. A major curriculum change has not been proposed since the Governance and Curriculum Oversight policy was developed. Patti Mulcahy noted if the discussion during the Site Visit takes place, its important to acknowledge recent implementation of the Oversight model.

The process for proposed changes will require the following steps:

- present the proposal to one of the Education Deans, (A. Johns, K. Watson, or M. Woods) to gather for input on the big picture for curriculum development across courses.
 - presentation to the relevant course group for minor change to determine impact and to notify other course directors
 - minor changes may take place in appropriate course committee
 - major change (after the course committee) requires review by Education Council Planning Committee (ECPC), Agenda setting group for the EC
 - ECPC will determine if the proposal is developed enough to move to EC for discussion
 - major change that will have a broader affect, the EC may send to Education Steering Committee (ESC)
 - ESC will explore details and take the necessary time to gather information
 - ESC will develop recommendations for consideration by EC.
 - ECPC will the review the recommendations and move it to the full EC
 - Or send it back to course committee for more development

The former Curriculum Committee has been eliminated because it wasn't functioning as an active curriculum committee and to streamline oversight of the curriculum. The EC is now the functioning curriculum committee.

Areas of Concern and Previous Citation

The information provided points out specific areas most often identified of concern during site visits. It's expected that a program may get 13-16 citations (this is the current trend). For these areas, the documentation submitted to LCME indicates what UMMS has done to address likely areas of concern. Dr. Watson noted areas where a great deal of progress has been made, but because it's the beginning of the new curriculum there is still a work to be done and citations are expected in these areas.

Several larger concerns still exist, although progress has been made, but it isn't clear how the LCME will view these recent changes. The Duluth campus has been undergoing enormous change in the number faculty positions that have been open because of retirement. A great deal of progress has been made in the past year to replace them through the hiring of seven new faculty and one new department head. There are more positions that are close to successfully completion of the hiring process. Another concern is central oversight of the curriculum which addresses how the administration, faculty, course directors and student body are collectively involved in ensuring there are no major gaps, there are planned redundancies; integration between courses and across courses, across campuses and longitudinal.

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Annual Course Report

Science of Medical Practice (SFC)

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Drs. Michel Sanders and Lisa Schimmenti provided an overview and documentation in presenting their Annual Course Report for SMP for 2011-12 AY. This is the course that integrates medical genetics with biochemistry, nutrition, and developmental biology. The course has 116 sessions over a 19 week period (with 2 exam wks). It is a lecture course with six patient sessions that are directed by Dr. Schimmenti and two capstone sessions that addresses specific medical issues. The assessments include sixteen on-line quizzes (1 for each week of lecture), two 1-hour in-class tests, a mid-term and a final (a portion of them were cumulative questions). Professionalism is assessed by self-reported attendance at 13 of 16 sessions and all students passed the course.

- Changes to the course for 2011-12 AY include the following:
 - nutrition as part of biochemistry and genetics.
 - is taught for the first nine weeks of the course
 - Based on student request graded on-line quizzes open-book points were added and they appreciated the opportunity to understand how they were performing.
 - two 1-hour tests were added at students request these were taken at the end of the 1st quarter and after the 3rd quarter of the course.

The first portion of the course includes 74 lectures and this test gave students feedback for mid-term preparation. Four small group sessions were eliminated from the course, due to logistics. Student feedback had indicated they felt the time in these sessions wasn't well used. Integration with genetic medical issues worked well and focused on lining-up that content with the basic science of biochemistry. This has increased the relevance of the basic science and has lead to a better understanding of the content and genetic medical issues.

Concerns include better timing of the lectures including nutrition, they have been presented late in the afternoon, however attendance was good. Normal hours are from Monday morning for 4 hours and Friday afternoon for 2 or 4-hour sessions. Another concern is the timing of the 74 lectures in the first 9 weeks and 42 in the last 9 weeks. This is also the case for Histology and both courses would like to have an opportunity to work with Brad Clarke to change this situation. Dr. Woods reported that Brad and Brooke Nesbitt have been working on the schedule for 2012-13, in the future an update will be provided to SFC. She noted they are aware of the situation and trying to correct it, but may not be able to fully resolve it for next AY. The approach is to try to fix a piece at a time.

They reported that the distribution of scores was a very wide range and quite far apart. There were 65% with 90 % or above on the assessment points and 15% who were failing or near failing. Those who were have difficulty were students without a science background or who had been out of school for a time. The Admissions Committee needs to be aware that those students who are accepted without a science background are definitely disadvantaged and to consider this in their admission's process.

Drs. Sanders and Schimmenti reported student stress level seems to be higher this year than in years past, possibly related to information received during Orientation. It was suggested that course directors need to know what messages students are hearing. Developing greater integration between the faculty advisors system and course directors to establish a clearer path for communication between them, would be helpful. To counter some of the more negative and difficult communications happening in Biochemistry, a class session was dedicated to identifying "professionalism" in communication, highlighting an important skill on which students will be assessed. Dr. Niewoehner recommended a future discussion for SFC members be focused on communication issues and professionalism as part of course content.

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