

Scientific Foundations Committee

April 3, 2015
7:30 – 9:00 am
Mayo B-620

Minutes

2014-2015 Scientific Foundations Committee Members		
MEMBER	COURSE/ROLE	ATTENDANCE
Steve Katz	Chair (INMD 6814 Physiology)	x
Sharon Allen	INMD 6803/6804/6805 ECM 1, ECM 2, ECM 3A	x
Richard Amado	INMD 6815 Human Behavior	
H. Brent Clark	INMD 6819 HHD – N & P	x
Eli Coleman	INMD 6816 Human Sexuality	x
Greg Filice	MS 2 ID Thread	
Glenn Giesler	INMD 6813 Neuroscience	
Bob Kempainen	INMD 6808 HHD – C & R	
Anne Minenko	INMD 6809 HHD – R, D & O ³	x
Kaz Nelson	INMD 6819 HHD – N & P	x
Catherine Niewoehner	INMD 6810 HHD – R & E-R	x
James Nixon	INMD 6803/6805/6806/6807 ECM 1, ECM 3A/B/C	
Jan Norrander	INMD 6801 Human Structure and Function	x
Deborah Powell	INMD 6817 Principles of Pathology, MS2 Pathology Thread	x
Michel Sanders	INMD 6802 Science of Medical Practice	x
David Satin	INMD 6803/6804/6805/6806/6807 ECM 1, ECM 2, ECM 3	
Lisa Schimmenti	INMD 6802 Science of Medical Practice	x
Peter Southern	INMD 6812 Microbiology	x
Heather Thompson Buom	INMD 6811 HHD – GI & Heme	x
Doug Wangenstein	INMD 6814 Physiology	
Tony Weinhaus	INMD 6801 Human Structure and Function	x
Kevin Wickman	INMD 6818 Principles of Pharmacology	
Mary Ramey	MS2 Lab Med/Path Coordinator	x
Kevin Kay	MS2 Student Representative	x
Nicole Cairns	MS1 Student Representative	x
<i>Mark Rosenberg</i>	<i>Vice Dean for Medical Education</i>	x
<i>Kathy Watson</i>	<i>Senior Associate Dean for UME</i>	x
<i>Jeffrey Chipman</i>	<i>Assistant Dean for Scientific Foundations</i>	
<i>Majka Woods</i>	<i>Assistant Dean for ACE</i>	
<i>Anne Pereira</i>	<i>Assistant Dean for Clinical Education</i>	
<i>Michael Kim</i>	<i>Assistant Dean for Student Affairs</i>	
<i>Brad Clarke</i>	<i>ACE Curriculum Specialist</i>	
<i>Leslie Anderson</i>	<i>Chief of Staff, Medical Education</i>	
<i>Scott Slattery</i>	<i>Director of Learner Development</i>	
<i>Heather Peterson</i>	<i>Medical School Registrar</i>	
<i>Brian Woods</i>	<i>Lead Course Manager</i>	x

Guests: Chelsey Jernberg, Serena Sherrell

The meeting was called to order at 7:31am.

Minutes

Draft minutes from the March 6 meeting were approved as corrected.

Updates/Announcements

Best Practices Day

May 7. There are many med school faculty presenting. Please attend and reserve your place. Dr Rosenberg encourages all to attend.

UPDATE: Dr Allen reports that the Education Council has approved the request, supported by SFC, not to have the Honors grade. Beginning with the 2015/2016 academic year, ECM courses will be P/N only.

Student Issues/Concerns/Questions

Composition of small groups in MS2 courses

Kevin Kay approached Student Council with a question, posed by the ACE office, as to whether MS2 student small groups should be kept the same makeup from course-to-course or whether the groups should be mixed for each course. The Student Council response was mixed, but generally favorable to switching groups from course-to-course. Either way, there is the possibility of a group being ineffective, depending on the makeup of the group.

Dr Minenko asks students in her course in a personal communication reflection whether they would like to switch group makeup. Consistently, students give mixed reviews, depending on the circumstance or purpose of the small group. She believes students can differentiate the purpose of each group.

Dr Powell keeps the same large pathology lab groups for throughout all courses, starting with the MS1 Principles of Pathology course. The benefits of the longitudinal experience outweigh changing instructors for each course. She sees part of the Course Directors' job as making sure that all the facilitators & instructors are excellent.

Temperature Concerns in Lecture Halls

The temperatures in the MS1 & MS2 lecture halls (PWB 2-470 & Moos 2-650) seem to be either very cold or very hot. This affects student attendance, so it's an educational issue. Especially during the winter, some students bring blankets to keep warm, or have sat in the Freshii restaurant and watched the lecture live as it was being given across the hall. Dr Sanders contacts Facilities Management every year about the temperature. They come to the room to check temperature and report that it is within their normal operating range. Dr Southern wonders if the temperature could be regulated by a thermostat within the room. This may take a large expenditure. If it's generally too cold in the lecture rooms, can the baseline temperature be raised?

Dr Rosenberg will bring this perennial issue to the attention of Facilities Management again.

Annual Course Review

Human Health & Disease – Renal & Endo-Repro

See attached ACR for detail.

Objectives and required course elements were reviewed.

Small group ratings are good. There was conversation about how the HHD4 small groups are graded.

The CoursEval software can pull a report that lists students who *didn't* complete the course evaluation, even though student responses are anonymous in the report. On the course evaluation, 3 questions from the workgroups were added this year to measure a baseline.

Interprofessional Education in HHD4—there are no nurses giving lectures in this course, but other disciplines are represented.

Comments:

Dr Rosenberg clarified the definition of Interprofessional Education: It's learning about, with and from other professions. This is happening in this course in the areas of dialysis & diabetes.

Suggestions:

- Interprofessional Education needs to be better defined so students know that they're getting it.
- Interprofessional Education is also now an LCME requirement.
- Perhaps give a trigger on the course evaluation to remind students what Interprofessional Education is

3

Dr Minenko— Learning “about” other professionals is 2nd year appropriate. Her reflections include asking students to turn to another person to validate their biases or fill-in holes in their knowledge. Often this other person is from another profession, and not another medical student. This should be included in the Course Objectives if it's important to the course.

Working well:

- Communication among the discipline coordinators
- Involvement of the course LEADs
- Course organization. Thanks to Serena Sherrell for excellent Course Management.
- Small groups follow a lecture on the same topic. Disparity topics often come up in these small groups.
- The whole class exercises
- Path labs introduced charges of lab tests for the 1st time. These charges were eye-opening to the students & to the faculty.
- There are a good number of reviews & review questions.
- Addition of more on disparities in medical care.

Areas of concern:

- Lab Med scores are low this year, though the topics & teachers were the same from previous years. It is unknown as to why the scores were lower this year.
- Flipped sessions did not work again. The timing of when these occur in the course is not good. The subject change is to a very hard topic. These sessions will not happen again in this manner next year.
- A few students blew off the midterm, determining that they did not need the points to pass the class.
- Clarity on what endocrine pharmacology is necessary to know?
- Anxiety level was very high this year.

Progress of changes from last year:

- Changes were made to the flipped sessions. However, they will be eliminated next year.
- Decongestion of materials is ongoing.

Planned changes for next year:

- Dr Lupo is retiring...this is a big loss that needs to be filled.
- The number of nephrology fellows will decrease next year.
- Considering the incorporation of a case such as in HHD1 for student led topics.
- Waiting to hear results from the Public Health/Public Policy, Quality Improvement, and Interprofessional Education workgroups.

Comments:

Dr Rosenberg commended Dr Niewoehner on her course organization.

Alternate teaching methods:

- Dr Powell is in favor of flipped classrooms, and knows that Dr Crosson is disappointed in student reception of his sessions. Flipped sessions need to be rescheduled, planned, and coordinated. New teaching methods must be encouraged & corrected.
- Dr Niewoehner: new teaching formats should be introduced at the start of the year, not dropped into the middle. One-size doesn't fit all.
- Dr Minenko: It's important to have a deep bench of teachers. For flipped sessions, these need to be viewed as a strategy, not an event. Faculty need to ask what the educational goal is for a session, and then what the best way would be to teach it.
- Dr Coleman: we are constrained by our facilities and Medical School class size. Dr Rosenberg reminded the committee that there is a pending proposal from the AHC for a new building as the top capital request.
- Dr Thompson Buom: the online experience for students cannot only be a voiceover and PowerPoint slides. It needs to be interactive, with interpolated graphics, quizzes, and branching exercises.

Discussion

Grading & Transcript policy revision

Heather Peterson, the Medical School registrar has been looking at Medical School policies that apply to her office. She started by adding the NR grade, which is coming administratively the U, and ended by rewriting the entire grading policy for completeness and clarity.

Section D is new, covering the W (withdrawal) grade. Her question to the committee is when should the student receive a W or have the course wiped from their transcript? W is a permanent mark on the transcript. It typically

occurs when a student feels they are failing and wants to get out. There needs to be a concrete time-frame or point-count that can be enforced.

The committee in general believes that a time-frame of 50% completion of the time of the course should be used, as in many courses the points come toward the end of the course. Once a student passes that 50% mark in a course, they would receive a *W*. The question becomes: What would be the definition of 50% for each course?

The policy needs to be identical for both the Twin Cities & Duluth campuses. It's not very common in the Med School to give a *W*.

The *W* can be appealed by students, per the policy, for extenuating circumstances.

Heather will amend /revise the policy, and once that is done, the policy will need to be approved by the Education Council.

BlackBag Resource tab

Each course in BlackBag has a tab labeled Resources under CourseInfo. The purpose of this page is to list the *Required* or/and *Optional* resources that are needed for each course. The resources listed here are those that apply to the course in its entirety. For any resources that are applicable to only one particular session (lecture, lab or small group), that particular resource would be placed in the session basket for that session.

A complete Resource list (labeled as Required or Optional) should be provided to the Course Manager for each course before the start of a course. The Course Manager will upload, organize & label the Resources appropriately. Course Directors should confirm that these resources are presented correctly.

5

FUTURE AGENDA ITEMS

Suggestions from Course Directors for future SFC meeting topics:

- Professionalism: definition, enforcement, longitudinal integration
- Student disability services and accommodations
- ExamSoft & BlackBag assessments
- ILT feedback
- Copyrights & resources (focused on what we *can* do)
- Course administrator co-directors (not the dyad)
- Future joint meeting of CEC and SFC on longitudinal integration of basic science and clinical medicine
- Perhaps have Jan Norrander present in her capacity as a Blackbag committee member
- More Blackbag search examples
- BlackBag Resource page and how to use it effectively
- SFC web site for action item storage
- Survey students about type of practice questions/formative
- Human Behavior course

The meeting was adjourned at 9:01am.

The next meeting is May 1, 2015, from 7:30-9:00am in room Mayo B-620.

Respectfully submitted,
Brian Woods