

## Scientific Foundations Committee

August 14, 2015

7:30 – 9:00 am

Mayo B-646

### Minutes

<b>2015-2016 Scientific Foundations Committee Members</b>		
<b>MEMBER</b>	<b>COURSE/ROLE</b>	<b>ATTENDANCE</b>
Steve Katz	Chair (INMD 6814 Physiology)	
Sharon Allen	INMD 6803/6804/6805 ECM 1, ECM 2, ECM 3A	x
David Baldes	INMD 6815 Human Behavior	
H. Brent Clark	INMD 6819 HHD – N & P	
Greg Filice	MS 2 ID Thread	x
Glenn Giesler / Matthew Chafee	INMD 6813 Neuroscience	x
Bob Kempainen	INMD 6808 HHD – C & R	
<b>TBD</b>	INMD 6809 HHD – R, D & O <sup>3</sup>	
Brian Muthyala	INMD 6803/6804/6805 ECM 1, ECM 2, ECM 3A	
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	
Michael Ross	INMD 6816 Human Sexuality	x
Michel Sanders	INMD 6802 Science of Medical Practice	
David Satin	INMD 6803/6804/6805/6806/6807 ECM 1, ECM 2, ECM 3	
Lisa Schimmenti	INMD 6802 Science of Medical Practice	
Peter Southern	INMD 6812 Microbiology	x
Heather Thompson Buom	INMD 6811 HHD – GI & Heme	x
Tony Weinhaus	INMD 6801 Human Structure and Function	x
Kevin Wickman	INMD 6818 Principles of Pharmacology	
Mary Ramey	MS2 Lab Med/Path Coordinator	x
Nicole Cairns	MS2 Student Representative	x
<b>TBD</b>	MS1 Student Representative	
<i>Mark Rosenberg</i>	<i>Vice Dean for Medical Education</i>	
<b>TBD</b>	<i>Associate Dean for UME</i>	
<i>Jeffrey Chipman</i>	<i>Assistant Dean for Curriculum</i>	
<i>Anne Pereira</i>	<i>Assistant Dean for Clinical Education</i>	
<i>Michael Kim</i>	<i>Assistant Dean for Student Affairs</i>	x
<i>Suzanne van den Hoogenhof</i>	<i>Interim Assistant Dean for Assessment &amp; Evaluation</i>	x
<i>Brad Clarke</i>	<i>Director of Curriculum</i>	x
<i>Jim Beattie</i>	<i>Director of MEDS / FCT Course Director</i>	x
<i>Leslie Anderson</i>	<i>Chief of Staff, Medical Education</i>	x
<i>Scott Slattery</i>	<i>Director of Learner Development</i>	x
<i>Heather Peterson</i>	<i>Medical School Registrar</i>	
<i>Brian Woods</i>	<i>Lead Course Manager</i>	x

**Guests:** Chelsey Jernberg, Mary Tate

The meeting was called to order at 7:34am.  
In Dr Katz' absence, Brian Woods facilitated the meeting.

## **Minutes**

Draft minutes from the June 5 meeting were approved as submitted.

## **Updates/Announcements**

### ACR presentation schedule

A new ACR presentation schedule was distributed by email and at the meeting. This schedule shows when Course Directors may present their most recent ACR to the SFC. (However, it is at the Course Director's discretion to present the ACR in-person or not. If the Course Director chooses not to present in-person, the ACR will still be entered into the SFC minutes for the scheduled month.) The schedule is a two-year cycle, and ensures that the SFC is able to hear from each course on a regular basis, and allows Course Directors to plan.

Reminder: Course Directors are required to submit an ACR *every year*. This process will be facilitated by the Office of Assessment and Evaluation (Suzanne van den Hoogenhof & Chelsey Jernberg).

### 2015-2016 meeting schedule

A reminder was given of the new SFC meeting schedule which began with this meeting. There are two changes coming up:

- The September 11 meeting will be a joint meeting with CEC & CUMED and will begin at the regular 7:30 time. Dr David Battinelli is the guest presenter.
- The October 2 joint meeting is cancelled. In its place, the SFC will hold a regular meeting on Friday, October 9 at 7:30am.

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## **Student Issues/Concerns/Questions**

n/a

## **Annual Course Review**

Peter Southern – Microbiology & Immunology  
*See attached full ACR for detail.*

The goal of the course is to challenge students to develop knowledge-based, critical thinking skills, and not fact recall. This is a tough but fair course...27% of the course achieved Honors.

### *Outcomes achieved:*

Student evaluations scored high for matching course objectives to the learning objectives. Dr Southern appreciates the tight integration and cooperation of the three MS1 spring semester courses and their Course Directors.

### *Working well:*

There are 3 PhD lecturers and 1 MD to ensure consistency of content. Jamie Green, MD, addresses youth, gender, and the clinical relevance of Microbiology & Immunology. Dr Southern is present at every session to monitor content, be aware of what is going on, and incorporate review.

Dr Southern is trying to drive students to the classroom with example questions, to increase attendance.

### *Areas of concern:*

There is a subset of students who do not attend class. Dr Southern believes that they miss out on the chance to talk to their student colleagues before, after, and between sessions. They also are able to develop conversation skills in this way. Dr Southern is also showing professionalism in demonstrating the additional skill of being able to create an answer to a spontaneous question, on-the-spot, when it is posed to him during a lecture.

Even though new physicians are learning in different ways, they need to learn analysis of basic content and the ability to develop a hypothesis in order to diagnose a patient.

### *Comments:*

- ¾ of the way through semester, attendance is 1/3 of the class, overall. There is a core group who attends and participates.
- Dr Kim: in discussions of the new Health Education building, there are conversations about what a lecture hall should look like. And whether there will be large-group lecture? The new building design is going to address this issue. "Webinar" is a kind of way to go, but there needs to be 2-way interactions between students & instructors.
- Dr Weinhaus: about ¼ of his students ask for his lectures to be back in the lecture hall. He finds that conceptual ideas are not being retained by students; factual, straight-forward information is retained through video, but not the conceptual application.
- Dr Filice: Questions from students in the lecture hall help the instructor know where they are coming from; instructors can sense this in a lecture hall. Would a student pay attention as much when they're not in the classroom?
- Nikki: Some students concentrate better at home than in the lecture hall.
- Dr Giesler: PT students are required to attend class in-person. His live lectures often begin with student interaction, clearing up issues from previous lectures.
- Dr Niewoehner: She finds that it's harder to control whether a question thread is being followed online, though this can be a problem in the classroom, too.
- Dr Southern: The last ¼ of the course is taught by him, and he asks students in attendance to come up with a differential during the sessions, and can then offer on-the-spot correction.

### *Progress of changes:*

- Students appreciate more self-assessment guides that were offered this past semester.
- Dr Southern will continue to guide Dr Baughn in his teaching and presentation style. His evaluation has improved from 2014 to 2015.

### *Changes for coming year:*

- Dr Green and Dr Southern will continue to clean up clinical jargon. This is part of what Dr Southern's presence in the lecture hall is for. He wants to make sure that all of the MS1s know what abbreviations mean when they are first presented.
- Addition of more self-assessment sheets.
- For the written assignments in the lab sessions, Dr Southern will offer a narrower range of topics to choose from. Students question the value of researching a paper and summarizing the findings; hopefully assigning topics will help show the value of this activity.
- Nikki: The dyad approach works really well with Dr Green. Dr Southern gave more details on how this works.

### *General Comments:*

- Dr Kim gave an update on the design process and timetable for the new Health Education building, including its probable location, general dates of design and construction, emphasis on interprofessional integration, possible types of study and teaching spaces. It will be super-connected in the technological realm.
- Dr Thompson Buum: Will there be the opportunity to use electronic exams? Exams don't need to be in lecture halls. Dr Kim: Yes—the use of online exams will be included in the building structure.
- Dr Southern believes that if the new building will be built to deliver curriculum in a new way, that sooner rather than later there needs to be a discussion of teaching and a re-evaluation of how material is delivered.
- Nikki: Patients & guest lecturers bring students in to the lecture hall.
- Brad: Bruinicks Hall has mixed-use rooms, offering the possibility of small group break-outs in the context of a large lecture. The new spaces do not need to be either/or; spaces need to be utilized by both types of learning.

### **Discussion**

#### What to do when students violate secure exam policy

Occasionally, some students fail to return an exam booklet or answer key after a secure exam (midterm or final). Currently, individual Course Directors determine penalties if a student does this, but there is no consistent process.

Dr Katz suggests that the student Peer Review Committee (PRC) handle all students who violate some aspect of the secure exam. This is because this group keeps track of repeat offenders (something a Course Director would not know about), and the committee can recommended that the matter go to COSSS, or they can instead decide on other actions depending on the circumstances.

Course Managers also have a long-term view of students who are repeat offenders in not turning in secure exam materials. There was discussion about how often this happens and in which courses. PRC meets on-demand, whenever an issue is presented to them.

**Consensus:** Individual Course Directors may still determine grade penalties for violation of the secure exam policy. Additionally, students who violate the secure exam policy by walking out of an exam or exam debrief with the test booklet, answer sheet, or answer key will be reported to the PRC, either by the Course Director or Course Manager.

Course Management will add this to the secure exam cover sheet for the upcoming year. Student Council will be notified of this change, as well.

#### Procedure for students to request accommodations

Dr Slattery distributed a handout of the slide presentation from Barb Blacklock that she presented during MS1 student Orientation. *See attachment.*

An overview of the Disability Resource Center (DRC) and its services for students & instructors:

- A student may self-identify or can be diagnosed with a disability by DRC. This may be identified by the Office of Student Affairs or a student's medical provider.
- Students go to the DRC and register for services. DRC will document the disability according to the Americans with Disability Act (ADA).

- The DRC asks “What are the accommodations/adaptations needed to have a level playing field with a student’s peers?” Accommodations need to be reasonable. Course Directors have the leeway to negotiate “reasonable”.
- The disability letter is presented by the student to the Course Director. Course Directors can then refer the student to the Course Manager in order to implement an accommodation. If the Course Director believes that an accommodation is not reasonable, they can meet w/Dr Kim, Dr Slattery, or the DRC to find a solution. This often occurs in clinical situations. Also, if the number of students with disabilities continues to grow, it could be a problem getting accommodations done.

Students should only share the fact that they have an identified disability through the DRC, and should not share specifics of the disability (though some do). Students do not have to use their accommodations for each course, or not even for each exam. This is why they are instructed to let Course Directors know when want to use the accommodation. Course Managers are not informed by students.

Medical health issues are the largest disability reported. Medical school stress exacerbates this, and often personal pride is involved. For any disability reported, Dr Slattery advises Course Directors to be cognizant of their non-verbal cues when they receive an accommodation. Be open and gracious. Course Directors have a right to critically evaluate an accommodation in light of their specific course.

Mary Tate recommends that Course Directors visit the DRC website (<https://diversity.umn.edu/disability/>) for much more information, resources, and training. Yes, the numbers are going up, but some students only realize their disability in hindsight.

*Questions and Comments:*

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- Are we setting up some students for only being able to function in an atypical environment?
- There is a wide variety of career options after Medical School that could accommodate those students who identify a disability during Med School.
- Dr Kim receives copies of all student accommodation letters, so if Course Directors need to discuss a specific student with him, it will not violate any confidentiality.
- There was discussion about how accommodations are handled in lab settings.

Finally, Michael Ross & Jim Beattie were introduced to the Committee. Dr Ross is the new Course Director for Human Sexuality, and Jim is the new director of Medical Educator Development & Scholarship (MEDS) and Course Director for FCT.

## Future Agenda Items

Suggestions from Course Directors for future SFC meeting topics:

- Professionalism: definition, enforcement, longitudinal integration
- ExamSoft & BlackBag assessments
- ILT feedback
- Copyrights & resources (focused on what we *can* do)
- Course administrator co-directors (not the dyad)
- More Blackbag search examples, Gradebook, downloading, calendar, checking feedback cards
- SFC web site for action item storage
- Survey students about type of practice questions/formative
- Human Behavior course
- The Four Habits Model (Michael Kim)
- Preparation of histograms for total course points and final exams

The meeting was adjourned at 9:00am.

The next meeting is **September 11, 2015**, from 7:30-9:00am in room Mayo B-646.

Respectfully submitted,  
Brian Woods