

Year 1 Curriculum Advisory Committee Retreat

Monday, June 22, 2020

Present: C. Anderson, B. Bany, A. Braundmeier-Fleming, J. Cheatwood, R. Clough, J. Daniels, J. Davie, L. DiLalla, B. Hales, A. Johnson, T. Johnson, D. Klamen, J. MacLean, P. Narayan, A. Pond, G. Rose, M. Sullivan, A. Sutphin, D. Torry, R. Weilbaecher

Guests: J. Arnold, M. Buchanan, W. El-Amin, K. Hales, C. Hamilton, N. Henry, G. Hoffmann, C. Li, L. Montgomery, D. Quamen, B. Suh, M. Thurber, M. Volle

Proxies:

A. Sutphin called the meeting to order at 9:35 a.m.

Programmatic Assessment Review

D. Klamen initiated a discussion about programmatic assessment. B. Hales remarked that we did not have the tools in place this year to effectively implement programmatic assessment. J. Arnold mentioned that Dashboard implementation is in process and there is now one year of data in the system. A. Sutphin reported that the spreadsheet that was used this year allowed us to tailor programmatic assessment to the needs of Year 1. J. Davie asked whether the Dashboard would allow us to look at class trends. J. Arnold replied that a longitudinal/cross-sectional Dashboard was being developed. N. Henry proposed that a clear, consistent message be presented to the students throughout year about end-of-year assessment methods in order to eliminate confusion about remediation. D. Klamen reported that much of the students' confusion was due to misconceptions about programmatic assessment. B. Bany recommended creating a document for the students outlining programmatic assessment. W. El-Amin noted that next year we will have concrete examples from this year to help students understand the process. B. Hales mentioned that he calmed students' anxiety about not having a Dashboard by informing them that there would be a holistic review of their performance. A. Sutphin relayed student confusion about the holistic approach; for example, one student reported not thinking remediation was possible because the student did well in every area except for knowledge. B. Bany reported that it was helpful when D. Klamen came down to discuss programmatic assessment at the beginning of the year. D. Klamen will come again this year during orientation to discuss programmatic assessment.

Tutor Input in Y1SCC Meetings

N. Henry reported that in previous years, tutors provided input at student progress meetings since they spend the most time with individual students and are most likely to be aware of struggles they may have throughout the year. They also frequently evaluate the students throughout the unit in their TGAs; therefore, tutor group participation should be an important part of a holistic evaluation. Furthermore, many advisors are also tutors. D. Klamen stated that tutors are always welcome to attend Y1SCC meetings to provide feedback but only voting members of the Y1SCC may vote, and that Y1SCC meetings are not closed.

Releasing Results in ExamSoft

A. Sutphin reported that this year, the results of the exams were released in ExamSoft. Therefore,

there were discrepancies between the ExamSoft results and the scores in the grade letters, causing students stress. A. Sutphin recommends not releasing results in ExamSoft but rather, releasing them only in the grade letters. J. Cheatwood asked whether that would mean eliminating exam reviews as well. A. Sutphin clarified that the reviews can be set up such that students are only able to see their incorrect answers and not their overall scores. J. Arnold added that it is important to be consistent with the source of information. J. Arnold reported that we are still far away from having a student version of the Dashboard. M. Buchanan suggested releasing students' overall scores without the discipline breakdown. A. Sutphin noted that it is helpful for students to have the discipline breakdown so that they know their weaknesses but that it is best to not to release this on ExamSoft. J. Cheatwood noted that the exam reviews were poorly attended this year.

MyProgress

N. Henry noted that the TGA form only has three options per category and suggested switching to a four to five category Likert scale and expanding the rubric. N. Henry also mentioned that TGA drafts cannot be saved in MyProgress and that tutors cannot see how students have assessed themselves and each other in the system but must wait for the reports to be sent. M. Buchanan explained that after she runs the reports, M. Sullivan must follow up with multiple reminders; once all tutors and students have completed the forms, the reports are sent to the tutors. D. Klamen stated that the form itself will not be changed and that any changes would need to go through the EPC since the Year 1 and Year 2 forms must be identical. A. Braundmeier-Fleming recommended copying and pasting the TGAs from a Word document. N. Henry asked whether there was a way to edit the TGAs after submitting them. M. Buchanan noted that MyProgress does not have that feature but that tutors can email J. Arnold or M. Buchanan and they can make the edits.

J. Davie relayed the students' confusion about the program evaluation forms in MyProgress. M. Sullivan recommended going back to having one Resource Session evaluation form per faculty member per unit, as there used to be, and asked whether there was a way for students to track completions in MyProgress. L. DiLalla suggested a checklist indicating which forms have been completed. D. Klamen suggested eliminating some forms since Year 1 has many more than Year 2 and we only collect the most useful information.

Year 1 PSP Content

M. Volle noted that in Year 2, there are 15 PSP questions per end-of-unit exam and recommended having a consistent number or percentage of PSP questions on the Year 1 end-of-unit exams. J. Cheatwood stated that in NMB, the same number of PSP questions were used this year but previous years' questions were replaced with new ones. B. Bany and J. MacLean reported that the same was true in CRR. M. Volle asked whether there could be the same number for every unit. D. Klamen added that having more questions would encourage students to pay more attention to PSP and to take the content more seriously. M. Volle reported that there are one to two PSP Resource Sessions per unit. J. Cheatwood remarked that there is no standard number or percentage of questions for any discipline. P. Narayan noted that tutors do not have good guidelines for discussing PSP learning issues in tutor group and that it would be helpful to add them to each case. M. Volle volunteered to look at the tutor guides to add and specify PSP-related probes. M. Volle explained that many students rely on First Aid for PSP material, which

is not an ideal source. G. Rose suggested including PSP probes in the tutor guides, having continuity across all three units, and avoiding excessively lengthening the exams or decreasing the number of questions from other disciplines. W. El-Amin noted that students could link PSP content to their work with standardized patients. M. Volle remarked that PSP topics could be linked to other disciplines, for example, discussing infectious disease incidence. D. Klamen mentioned that there are currently an average of seven PSP questions on the EOU exams and asked whether it would be feasible to add an additional 7-8. B. Bany noted the time constraints of the exams. D. Klamen suggested adding extra time to the exams to accommodate the additional PSP material. C. Anderson mentioned that PSP content could be integrated into other basic science disciplines. B. Hales stated that in ERG, the first seven of the 15 PSP questions provided by the department were used in the exam and that PSP questions that were integrated into the clinical vignettes did not perform well. J. MacLean asked whether the 15 questions could be combined between the mid-unit and end-of-unit exams. M. Volle replied that they could. A. Braundmeier-Fleming shared that in HII in Year 2, there is only PSP content on the end-of-unit exam. N. Henry recommended adding PSP SAQs. M. Volle replied that PSP SAQs are provided to the students at and after each PSP resource session. J. Davie recommended adding PSP content to the tutor guides.

ERG Nutrition Curriculum

B. Hales reported that there was no Nutrition Fest this year, as it was not possible to do remotely. D. Klamen explained that there has been a movement toward culinary medicine which has not yet been reflected in Year 1 and that C. Ware, a registered dietician, provided such activities as active learning panels and workshops. J. Davie reported that the Carbondale campus has a team in place for next year. D. Klamen stated that comprehensive nutrition information cannot be included in each unit but that different activities can be incorporated throughout year. L. DiLalla recommended paring down Nutrition Fest, perhaps by having the students create a menu and one menu item instead of the whole meal. B. Hales mentioned that cHOP will fund Nutrition Fest. N. Henry stated that last year students had voluntary communal dinners in the histology lab. J. Davie suggested that C. Ware could provide ideas about cooking classes, etc.

Reference Values in Exams

B. Hales noted that all reference values used to be included in exam questions and that two years ago, under the direction of E. Niederhoffer, the reference values were removed and the reference values list was included with the exams. J. Davie stated that part of reason for the change was that the exam used to be given in paper form. C. Anderson reported that in real life, all ancillary testing reports list the normal range right next to the patient results and that abnormal results must be highlighted. D. Klamen suggested providing a laminated card with the reference values.

Other Business

A. Sutphin will be stepping down as Year 1 Director to focus on directing the MRC. D. Klamen thanked A. Sutphin for her service during a difficult year.

B. Hales commented that the negative response of many students to the alternative exam date marked the endemic nature of systemic racism. L. DiLalla suggested doing something in August to set the tone for professionalism for the year. N. Henry has been in contact with Springfield student organizers of White Coats for Black Lives and recommended a diversity forum and

listening sessions on the Carbondale campus early in the year with 2nd, 3rd, and 4th year students, in addition to diversity and implicit bias training. N. Henry promoted strongly communicating that racism and discrimination are not tolerated here. A discussion ensued about the importance of listening, hearing, and acknowledging marginalized voices and including the Carbondale campus in active processes of anti-racist change. R. Clough suggested offering the Crossroads training in Carbondale. L. DiLalla mentioned that the diversity training which was offered several years ago was very poor. W. El-Amin explained that we need to dig down into what becoming an anti-racist organization means, including auditing the environment and curriculum to avoid perpetuating racist stereotypes, for example, not only presenting people of color with pathologies, looking at impact vs. intent, and enabling people to see and correct their blind spots. W. El-Amin further shared that many students come from major Metropolitan areas throughout the U.S. and it is important to have these discussions as early as possible. L. DiLalla noted that we may be losing the opportunity to gain physicians of color in Illinois. W. El-Amin confirmed that we are losing Black doctors in residency and that the pipeline emphasis is important. W. El-Amin mentioned that the ACGME has a new mandate this year to focus on equity, diversity, and inclusion and that students in Years 2,3, and 4 can provide feedback to faculty.

D. Klamen reported that the plan for the fall is to have in-person instruction with social distancing and masks, pending advancement to Phase 4. Resource sessions may need to be split up, live streamed, and/or recorded. A. Braundmeier-Fleming informed that group that in Year 2, faculty have been encouraged to use PowerPoint so that presenting tools are visible in their recordings.

D. Klamen thanked the group for getting through a year full of upheaval and shared that many other medical schools have been following our lead.

Next Meeting

The next meeting will be held on Tuesday, July 14 at 8:30 a.m.

The meeting was adjourned at 11:33 a.m.