

Year 1 Curriculum Advisory Committee Annual Retreat

Tuesday, June 12, 2018

Present: C. Anderson, A. Arai, B. Bany, S. Bhaumik, J. Cheatwood, R. Clough, J. Daniels, L. DiLalla, R. Gupta, A. Johnson, D. Klamen, J. MacLean, S. Merideth, P. Narayan, S. Shea, A. Sutphin

Proxies: J. Davie for E. Niederhoffer, K. Hales for B. Hales

Guests: G. Hoffmann, N. Viscomi

Excused: B. Hales, E. Niederhoffer

D. Klamen called the meeting to order at 9:11 a.m.

Announcements

S. Shea announced summer remediation began yesterday with six students assigned to CRR, four to ERG, and two to NMB.

A. Sutphin noted that textbook use increased significantly this year, with 69 of the 73 recommended resources being used and 35 of the 50 reserve books.

Endocrine Case Wraps and Participation of Springfield Faculty

K. Hales presented for B. Hales a plan to have endocrinologists from Springfield give wraps in ERG next year, either in person or via video conference. This has been pursued because of the limited availability of local clinicians. Mike Jakoby, Division Chief, is enthusiastic about the opportunity.

J. Davie cautioned that teaching in person is far more effective than video conference.

Transitioning from Audio Recordings to Echo360

Students have consistently shared a preference for lecture capture rather than audio recordings of resource sessions. S. Merideth has worked with the Center for Teaching Excellence on a plan to use a single Echo360 account that can be shared by students assigned to make recordings. IRC has indicated they can train student representatives on how to use Echo360, and OEC staff can activate the links on D2L. No effort will be required from faculty, who may opt not to be recorded according to current policy.

N. Viscomi noted that faculty would have to wear a mic with Echo360. Rooms 205 and 1059 have mics, but we would need to purchase one for room 133. The cost is approximately \$600-800. D. Klamen indicated she will cover the expense.

As there was no dissent, S. Merideth will work on this for fall.

New Plan for Tutor Refresher Training

S. Merideth shared that several faculty asked for this topic to be on the agenda. There was general dissatisfaction with this year's refresher training, and people would like to see a Carbondale-based plan. D. Klamen indicated that the training had a dramatic impact on Y2 tutoring, as the Springfield participants returned with a much clearer understanding of the tutor group process. She would like for Y2 faculty to be able to observe whatever is developed in Carbondale.

The primary concerns with this year's training included a lack of education about problem-based, self-directed learning and why we use it; a lack of practice time; some feedback that seemed inappropriate; and a malcontent who was allowed to dominate one of the discussion sessions.

D. Klamen will pay for new tutors or those who have received only partial training to attend the four-day problem-based learning workshop that is held each June in Springfield. The refresher training, to be held in Carbondale, needs to be required, limited to about half a day, and include both theory and practice. D. Klamen will develop a couple of different proposals for consideration at a future meeting.

There was discussion of the consequences for tutors who do not do the job properly. D. Klamen indicated that consultation and feedback should be provided first, but there should be impact on P&T decisions for those who refuse to tutor properly.

S. Shea said many tutors ask their groups to evaluate them following each case and/or mid-unit, but we have no formal process for this. It was decided that tutors should be evaluated both as part of the mid-unit TGA process (in person) and via an online evaluation form.

Finally, L. DiLalla noted that students need better training on how to give feedback.

Summary/Revisit of Succession Planning

S. Shea distributed academic data by discipline for the year just ended.

B. Bany and J. Cheatwood indicated they will continue as shadow unit coordinators. J. Davie is moving into the ERG unit coordinator role, so a new shadow will be needed. J. Davie will develop a brief outline of responsibilities to be circulated among faculty as a first step toward identifying the new shadow coordinator. It was generally felt that shadow coordinators need to follow e-mail discussions and attend unit as well as tutor meetings. It is the unit coordinators' job to involve the shadow faculty.

D. Klamen inquired about the back-up plan should S. Shea be unavailable. S. Shea noted that several people spoke with her about the position, but no one has pursued it. R. Clough continues to serve as vice chair.

R. Clough asked who is the shadow for S. Merideth. There is none at this time.

Programmatic Assessment

Discussion of programmatic assessment began at the May meeting. Since that time K. Whittington has collected student feedback, as was requested, and his letter has been shared with the committee, along with an article from the current edition of *Medical Education*.

D. Klamen made it clear that this is only a discussion. Nothing will happen this year. She wished to dispel two myths: 1) that going to a programmatic assessment model will devalue the work of basic scientists, and 2) that she is out to ruin medical education for students. Neither could be farther from the truth.

The only changes with programmatic assessment would be: 1) no longer assigning S, C, or U ratings at the end of units; 2) students would be allowed to review all exams with faculty; 3) students would receive ongoing feedback and counseling about their academic performance. Performance decisions would continue to be made at the end of Y1 and Y2, based on the collected formative data for each

year in all areas: basic science, doctoring, and non-cognitive.

J. Cheatwood is concerned that the School will be open to lawsuits without an objective structure and that new exams will have to be written each year since students will have access to all the questions. D. Klamen noted that no medical school has ever lost a lawsuit over academic performance and that with formative assessment, the incentive to share exams or cheat is removed. Thus, new exams would not be needed each year. She also noted that SPC has a new chair and is being reconfigured for a better balance in terms of membership.

J. Daniels noted that ongoing formative assessment is similar to what physicians receive as part of graduate medical education, a milestone approach.

It is not yet known how this new system would be measured, but a committee would be assigned to that task. It would also have to be determined who will deliver feedback to the students. MyProgress software is going to standardize student performance portfolios, so that all faculty giving feedback would have access to the same information.

D. Klamen concluded the discussion by saying Y1 faculty do a phenomenal job. She is pursuing programmatic assessment as a means to do even better.

Other Business

D. Klamen noted that SIU-SOM has won a fourth ASPIRE award from the Association for Medical Education in Europe (AMEE) and a fifth is in the works. SIU-SOM will be the only medical school in the world to have received five ASPIRE awards.

D. Klamen has been named the Richard H. Moy Endowed Chair of Excellence in Medical Education. She is going to use the funds for faculty development. If faculty have proposals accepted by AMEE or AAMC, she will provide funding to attend the conferences.

L. DiLalla requested that the advisors be organized before August and that training be provided. This will be put on the July agenda.

S. Merideth thanked R. Gupta and N. Viscomi for their service to the first-year. They will both be missed.

Next Meeting

The next meeting will be held July 10.

The meeting was adjourned at 11:48 a.m.