

## Year 1 Curriculum Advisory Committee Meeting

Tuesday, February 12, 2019

Present: B. Bany, J. Cheatwood, R. Clough, J. Davie, L. DiLalla, L. Grubb, B. Hales, A. Johnson, T. Johnson, J. MacLean, S. Merideth, P. Narayan, E. Niederhoffer, S. Shea, A. Sutphin, R. Weilbaecher

Guests: A. Pond, D. Quamen

S. Shea called the meeting to order at 8:32 a.m.

### Minutes

The January 8, 2019 minutes were approved as distributed.

### Announcements

The MPEE application deadline was extended to February 15. J. Cheatwood is expecting as many applications as last year or possibly a few more.

Mila Maring-Sims has been hired as a new faculty member in the Department of Physiology.

L. DiLalla shared details of Darwin week events.

The EPC continued discussion of the LCME criterion for central oversight. The EPC will not dictate to the year committees. Major changes need to be shared with the EPC before implementation but minor adjustments do not. The EPC will continue to monitor what is working and what is not working.

The EPC retreat will be March 18. All unit coordinators will be invited to attend. The keynote speaker will be discussing programmatic assessment.

Sue Hingle is the new director of cHOP, and Martha Hlafka, an alumna, is the new Y3 Director.

### Doctoring Report

S. Shea reported for C. Anderson that five students did not pass the mid-unit CCX. The overall quality of problem lists was lower than usual; C. Anderson addressed this at case wraps.

There have been problems with inappropriate copying and pasting of content in comprehensive H&P write-ups from the provided gold standard. C. Anderson will address this issue as well.

### Student Report

L. Grubb indicated that students are having difficulty logging in to ExamSoft. S. Merideth advised the students to contact [mbuchanan@siumed.edu](mailto:mbuchanan@siumed.edu) for assistance.

Some students were upset to receive grade letters in their mailboxes shortly before the mid-unit exam. These are most likely letters sent by the SPC. S. Shea will discuss this with J. Daniels, as the letters were to have been hand-delivered.

The entire class feels that more time is needed for the cortical and embryology mini cases, as they contain a great deal of information. Students would like to receive the mental illness mini cases earlier. S. Shea responded that these mini cases were distributed earlier this year than they have ever been.

There was a concern about exam question numbers not matching Scantron sheets. This will be explored. Scantron sheets are standard issue.

S. Shea asked for feedback about the Parkinson patient experience. L. Grubb had only positive things to say; it was sad but eye-opening to hear the patients' stories. The class signed thank you letters to each of the

patients.

### **NMB Unit**

With two weeks left to go, R. Clough feels the unit is progressing pretty well. L. Grubb feels the SAQs in NMB provide a better gauge of learning than those in CRR. S. Shea noted the final minis will take place on Monday, followed by many review sessions.

### **ERG Status Report**

B. Hales reported the unit is in pretty good shape and there is a nearly final working version of the calendar. It has been frustrating that Dr. Jackoby has been unresponsive to confirm a case wrap when he seemed quite excited about the prospect last spring. B. Hales noted they have had great luck lining up all the case wraps.

S. Merideth noted that three of the first four deadlines for the unit were missed. Two case wraps still have no presenter identified, and the calendar is now 12 days past due. She cannot deliver unit materials to students and faculty in a timely manner when deadlines are missed.

J. Davie arrived late to the meeting and noted the unit is going really well.

### **Revising TGA Form**

Y2 is proposing to change the TGA form in order to have more qualitative data when we switch to programmatic assessment. The final version of the form needs to be in place by April or May, so that it can be included in the new dashboard by June 1.

Lengthy discussion ensued. It was generally felt that the current TGA form (matrix style) works well for first-year students and is more efficient than the all narrative style that is being proposed, and which resembles what we have used in the past only with more boxes for comments. L. DiLalla questioned whether the new form will yield the data we need and whether it will be worth the extra time required to complete it.

While L. Grubb likes the new form, she feels that meaningful input is obtained from the existing form. If the switch is made to the new form, she would like to see either an option for students to not evaluate every item for every student, or a system that permits students to evaluate themselves and only some, but not all, of their group peers. She also proposed that TGAs be due after exams so that students have more time to work on them. Timing for the progress meeting will not permit a delay in TGAs.

S. Merideth noted the value of the matrix form is that it provides novice students with the language they need to make assessments. An all narrative style may work well for second-year students, but it is more challenging in Y1. She inquired if Y2 faculty have seen samples of completed Y1 TGA forms, as they yield both quantitative and qualitative data. She also suggested that the numbers be removed from the matrix form, leaving only the descriptors. S. Shea has shared completed TGA forms (redacted) with Y2 faculty.

J. Davie does not see an impetus to use the same form in Y1 and Y2, given that students are at different levels of training.

It was noted that Y1 could adopt the new form but give the matrix to students to use as a guide.

B. Hales moved to continue using the existing Y1 TGA form with the numbers. L. DiLalla seconded the motion, which passed with one abstention.

### **Article for Discussion**

“Student Perspectives on the ‘Step 1 Climate’ in Preclinical Medical Education,” published online by

*Academic Medicine* and written by David Chen et al., was distributed for discussion. Faculty and students agree that Step 1 negatively impacts the curriculum, but it is unclear what will improve residency decisions if Step 1 moves to pass/fail. As J. MacLean pointed out, residencies then might rely on class rankings and students from schools, such as ours, that do not rank will not be considered.

**Next Meeting**

The next meeting will be held Tuesday, March 19, at 8:30 a.m.

The meeting was adjourned at 9:42 a.m.