

Year 1 Curriculum Advisory Committee Annual Retreat

Tuesday, June 11, 2019

Present: C. Anderson, A. Arai, B. Bany, J. Cheatwood, R. Clough, L. DiLalla, B. Hales, A. Johnson, D. Klamen, J. MacLean, P. Narayan, S. Shea, M. Sullivan, A. Sutphin

Proxies:

Guests: W. El-Amin, G. Hoffmann, N. Henry, T. Johnson, A. Metz, D. Quamen, L. Smith, B. Suh, C. Todd, D. Torry

Excused: J. Daniels

D. Klamen called the meeting to order at 9:01 a.m.

Announcements

D. Klamen thanked S. Shea for her years of service.

D. Klamen announced that A. Arai will become the Pharmacology Streamer Director and will therefore be stepping down as Y2 Director as of July 1. D. Torry and A. Braundmeier-Fleming will be taking over as Co-Directors of Year 2. M. Hlafka will be taking over for S. Hingle as Y3 Director and H. Idrizi will be taking over for E. Lane as Y4 Director. A. Sutphin will be taking over as Y1 Director for S. Shea and M. Sullivan has taken over for S. Merideth as Y1 Curriculum Coordinator.

Case Wraps

B. Hales noted that some of the physicians, when giving case wraps, focus mainly on the basic science aspects of the cases, which have already been covered extensively by faculty, rather than discussing the clinical aspects. C. Todd recommended encouraging the physicians to discuss a few cases they have had that align with the learning issues related to the case. S. Shea suggested asking them to concentrate on talking through decision trees related to their diagnoses. W. El-Amin suggested giving the guest clinicians slides from resource sessions related to the cases to familiarize them with the information the students have already been given. B. Hales mentioned that the endocrine case wraps given by Dr. Jacoby via VC have been very effective.

Family and Community Medicine Hotspotting Update

S. Shea reported on the Hotspotting program, in which interdisciplinary support teams identify high utilizers of emergency medical care and provide education and resources, including home visits, transportation to appointments, assistance with groceries, etc. There are currently two teams of M2-M4 students in Springfield and one in Carbondale consisting of students from various disciplines. S. Shea recommended keeping participation in program voluntary rather than mandated and beginning after the first exam to ensure that participating students are not having academic difficulties. T. Smith is the captain of the Springfield hotspotting team and S. Shelton is the captain of the Carbondale team.

Nutrition in Year One

L. Smith discussed the importance of beginning nutrition education in Y1, as students have reported a lack of nutrition training. The Y4 culinary medicine program includes literature on “food as medicine” and the SOM Medical Library now includes a complementary and alternative medicine database. L. Smith will check tutor guides in order to add additional nutrition learning issues. L. DiLalla mentioned that most cases in the NMB unit could use additional nutrition probes. C. Todd

noted the cultural competence involved in having nutrition-related discussions with patients. J. MacLean mentioned the importance of ensuring that the LIs in the tutor guide align with the Final LIs posted for students.

Programmatic Assessment

D. Klamen reported on the implementation of programmatic assessment this year, starting with the class of 2023. B. Hales noted that the Unit Coordinators had been under the impression that under programmatic assessment, the basic science exam would be given to students and would therefore no longer be secure, leading to the need to write new exams each year. D. Klamen clarified that the students would continue to only have access to the exam during exam reviews and would still not be allowed to take notes or pictures, thereby maintaining the security of the exam. The possibility of adding a review of commonly missed questions from the previous unit's exam was discussed. S. Shea mentioned the current practice during mid-unit exam reviews of having "quiet time" for students to look over their own exam and "whisper time" to discuss their answers with their study group. W. El-Amin noted that with programmatic assessment, the exam becomes just one data point, making it lower-stake. L. DiLalla mentioned the possibility of having someone from every discipline present at the reviews to answer questions.

D. Klamen described programmatic assessment as a series of learning events with multiple data points. The dashboard will display the progress of the class as a whole, as well as that of individual students, on various learning activities. The first year of programmatic assessment will not be drastically different from the current system. It will be more of a culture change for the students—the exams will be lower stakes and the program of assessment will be the entire year, including more feedback and more data points, which should lead to less competition and less stress. Y1 SPC will continue to meet at the end of each unit, at which time a competency committee will make an intermediate evaluation; the student will then meet with an advisor to create an individualized remediation plan. At the end of the year, the same committee will make a recommendation for promotion to Y2, remediation, or repeat of Y1.

Under programmatic assessment, tutors will have basic information about their students' progress and there are more options for additional data points, making it easier to fine tune the problem and individualize assessment and remediation. B. Hales brought up the role of advisors and noted that many students never meet with them. D. Klamen explained that students will be required to do so when their performance is in the red or yellow in order to devise a remediation plan. Advisors will have access to the students' dashboards in order to assist in this process. J. Cheatwood mentioned that in the past, advisors have been told not to discuss academics with students. D. Klamen noted that the students will design the plan with the support of their advisors. W. El-Amin shared that advisors in Y1-Y4 are not on the SPC to prevent potential conflicts of interest. S. Shea said that many in Y1 are on the SPC. D. Klamen explained that with a system of programmatic assessment, the firewall between advisors and the competency committee must be semi-permeable in order to allow for the valuable information advisors can provide for assessment. C. Todd relayed that students often take feedback more seriously when it comes from someone they trust. S. Shea described the wealth of information generated by ExamSoft, which can contribute to additional data points. D. Klamen added that this is true of MyProgress as well. The two programs will create the dashboard. J. MacLean inquired as to how students will be informed about programmatic assessment. D. Klamen informed the group that she would lead a session for students during orientation.

D. Klamen explained that under programmatic assessment, at the end-of-unit meeting, the Year One Student Progress Subcommittee (YOSPS) will make an intermediate evaluation of students with

yellow or red on their dashboard, after which an individualized remediation plan will be constructed based on the depth and breadth of the knowledge deficit; in some cases, there will be the possibility of remediating material from a previous unit while working on the current unit. J. Cheatwood remarked that improving basic science knowledge in one unit does not necessarily eliminate the previous unit's deficiency. C. Todd commented that there used to be ongoing basic science remediation. S. Shea shared that there had been a week between units for remediation and that students may be able to remediate a limited amount of material from a previous unit but not the entire unit.

D. Klamen discussed the potential of programmatic assessment to provide the flexibility to be more creative in adding data points and individualizing assessment and remediation. L. DiLalla brought up the challenge of determining which students to discuss at YOSPS meetings, i.e., whether it would include only those with deficiencies in the current unit or those with problems from past units as well. D. Klamen shared the four major components of programmatic assessment that had been formulated at the Springfield Programmatic Assessment Retreat: knowledge, clinical skills, professionalism, and self-directed learning/team skills. L. Smith stated that there could be a recommendation for each student discussed at the EOU YOSPS meeting to guide the discussion at the next meeting, based on the type and extent of the knowledge deficit. D. Klamen explained that all EOU data will be formative and that only end-of-year data will be summative.

L. DiLalla suggested a session providing more unified advising guidelines to advisors. D. Klamen offered to come to Carbondale to give the session. B. Hales asked whether students would be required to meet with their advisor. W. El-Amin reported that mandating appointments with an advisor would normalize these meetings. D. Klamen stated that all students with red or yellow on their dashboards would be required to visit their advisors. The advisor should help the student delineate the problem and come up with a plan.

R. Clough brought up concerns about student-led remediation since Y1 students are not yet accustomed to self-directed learning. L. Smith proposed a tailored approach to learning and remediation where students and faculty work together. D. Klamen mentioned that programmatic assessment is similar to working with graduate students in that the student and faculty advisor work together to determine the problem and come up with a remediation plan. L. Smith commented that this type of self-directed learning can help students as future clinicians. N. Henry asked about where to refer students for academic strategies, mental health services, etc. D. Klamen stated that in the case of medical or psychological issues, the student should be referred to Student Affairs, which should have no involvement in the assessment process. S. Shea reiterated that students in Y1 are still learning self-directed learning, especially in CRR, and that some practice simple rote memorization without integrating the information, especially in the beginning. W. El-Amin brought up the "academic trauma" students can experience and the support advisors can provide to get them through this. C. Todd added that for many, it is their first time encountering academic failure.

D. Klamen stated that programmatic assessment will be more of a culture change than a curriculum change. B. Hales commented that it will lead to a larger role for advisors and seconded L. DiLalla's call for advisor training. P. Narayan noted that most students do not utilize their advisors. A. Sutphin suggested introducing students to their advisors at orientation. W. El-Amin mentioned the need to normalize asking for help. D. Klamen stated that even high-performing students can benefit from coaching. S. Shea noted that when she framed the discussion with students as seeking "support" rather than "help", more students came in for advisement. A. Sutphin mentioned that Y4 students volunteered to come to Carbondale to provide information to Y1 students about the challenges they can expect to encounter in medical school and strategies for overcoming them.

MyProgress Implementation

D. Klamen reported that ExamSoft and Empower will be on the dashboard and are on track to start in August. The Unit Coordinators will have access.

C. Anderson asked about who to contact to make revisions to the ePBLMs. D. Klamen said that the point of contact would be R. Wilshusen.

Lincoln Scholars Update

The first Lincoln Scholars class will begin in the Fall of 2020 with eight students, who will be embedded in the P.A. program. D. Grisley is the Curriculum Development Specialist for the Lincoln Scholars program and D. Klamen and D. Diemer are designing the curriculum, which will follow the P.A. curriculum with time in Y2 for the Lincoln Scholars students to deepen basic science knowledge. In addition to the P.A. activities, the students will do the CCCs, IHI curriculum, and head-to-toe exams with the other M1s. They will be in tutor groups and do PE skills with the P.A. students. They will also benefit from the P.A. program's more extensive training in such areas as nutrition, the eye, and sepsis, which are not included in the traditional curriculum. The students will not have mentors and will start clinic rotations at the end of Y1. Y3 will be similar to Y3 in Springfield but at some point in Y4, the Lincoln Scholars will become interns, rather than matching to a specialty. A. Sutphin and D. Klamen mentioned the need for an MRC in the P.A. building.

D. Klamen explained that in order to be admitted to the Lincoln Scholars program, students must be deemed suitable for admission to SIU SOM and go through a series of mini interviews with the Lincoln Scholars subcommittee of the admissions committee. A. Metz mentioned that applicants from the area will be recruited. S. Shea discussed the plan to add OB/Gyn, Emergency Medicine, and Surgery residencies in southern Illinois, which currently only offers a residency in Family Medicine. D. Klamen noted that in the P.A. curriculum, which the Lincoln Scholars program will follow, the ePBLMs are not unit-specific and therefore may contain more differential diagnoses. The Lincoln Scholars will begin with the P.A. students in June of 2020.

Tutor Training

B. Suh announced the plan to schedule a half-day tutor training on the Thursday or Friday of orientation week.

Other Business

W. El-Amin discussed the Equity Response Team as a resource to anyone experiencing bias or microaggressions and invited Carbondale faculty and staff to reach out with any related issues impacting Y1 students.

W. El-Amin informed the group that medical Spanish online classes are available to students.

D. Klamen shared that she had attempted to reverse the recent merge of the IR help desks in Carbondale and Springfield, to no avail. A. Johnson reported that the ideal IR technician to computer ratio is 1:175; the SIU SOM ratio is roughly 1:280.

S. Shea mentioned that S. Merideth had sent out a revised academic calendar with the correct remediation dates.

N. Henry announced that a retirement reception will be held for S. Shea on Friday, June 14, at 2:00 p.m. in Lindegren room 310.

Next Meeting

The next meeting will be held July 9.

The meeting was adjourned at 11:59 a.m.