

Scientific Foundations Committee

March 10, 2017

7:30 – 9:00 am

Mayo B-646

Minutes

2016-2017 Scientific Foundations Committee Members and Attendance												
Member & Course	8/12	9/9	10/7	11/11	12/9	1/13	2/10	3/10	4/7	5/12	6/9	7/7
Steve Katz: Chair (INMD 6814 Physiology)	x	x	x	x	x	x	x					
David Baldes: INMD 6815 Human Behavior												
Matthew Chafee: INMD 6813 Neuroscience	x		x		x	x	x					
H. Brent Clark: INMD 6819 HHD – N & P	x	x	x	x	x	x	x					
Greg Filice: MS 2 ID Thread	x	x		x		x	x	x				
Bob Kempainen: INMD 6808 HHD – C & R	x				x	x						
Alicia Harrison: INMD 6809 HHD – R, D, & O ³	-	-	-	-	-	x		x				
Betsy Hirsch: INMD 6802 Science of Medical Practice	-	-	-	-	-	-	x					
Brian Muthyala: INMD 6803/6804/6805 ECM 1, ECM 2, ECM 3A				x				x				
Kaz Nelson: INMD 6819 HHD – N & P			x	x	x	x						
Catherine Niewoehner: INMD 6810 HHD – R & E-R	x	x	x		x	x	x	x				
James Nixon: INMD 6803/6805/6806/6807 ECM 1, ECM 3A/B/C		x										
Jan Norrander: INMD 6821 Human Histology	x	x						x				
Deborah Powell: INMD 6817 Principles of Pathology, MS2 Pathology Thread		x		x	x			x	x			
Michael Ross: INMD 6816 Human Sexuality												
Michel Sanders: INMD 6802 Science of Medical Practice			x			x	x	x				
David Satin: INMD 6803/6804/6805/6806/6807 ECM 1, ECM 2, ECM 3												
Peter Southern: INMD 6812 Microbiology & Immunology	x	x	x	x	x	x	x	x				
Heather Thompson Buom: INMD 6811 HHD – GI & Heme	x	x	x		x			x	x			
Tony Weinhaus: INMD 6820 Medical Gross Anatomy & Embryology	x	x	x					x		x		
Kevin Wickman: INMD 6818 Principles of Pharmacology	x	x	x	x	x	x	x	x				
Blake Stagg: MS2 Student Representative		x		x	x	x	x	x				
Mehdi Mulla: MS1 Student Representative	-	-	-		x	x		x				
OTHER REGULAR ATTENDEES												
Mark Rosenberg: Vice Dean for Medical Education		x	x		x	x						
Bob Englander: Associate Dean for UME	x		x		x	x						
Anne Pereira: Assistant Dean for Curriculum	<i>x-via phone</i>	x	x		x	x	x	x				
Michael Kim: Assistant Dean for Student Affairs		x	x	x	x	x	x					
Suzanne van den Hoogenhof: Interim Assistant Dean for Assessment & Evaluation	x	x	x					x	x			
Brad Clarke: Director of Integrated Curriculum-Foundational Sciences		x		x	x			x	x			
Kelaine Haas: Director of Integrated Curriculum-Foundational Sciences	-	-	-	-	-	-		x	x			
Austin Calhoun: Chief of Staff, Medical Education	x	x						x				
Scott Slattery: Director of Learner Development		x	x	x				x				
Heather Peterson: Medical School Registrar		x						x	x			
Mary Ramey: MS2 Lab Med/Path Coordinator	x	x	x	x				x	x	x		

Guests: Serena Sherrell

Discussion

Proposal to eliminate honors grading – Bob Englander

Background: The Education Council has charged OME leadership to improving our burnout rate and increasing wellness. The burnout rate for students is as high as 40% nationwide and we are above the national mean. There are two ways to decrease burnout in the first two years: elimination of grades and dropping content/exposure hours. 2/3 to ¾ of medical schools do not have grades. This proposal was proposed and approved in 11/2016 in Duluth. Moving to a P/F system would not change data available for awards and AOA.

A meta-analysis study was provided showing supporting information in the slides prepared by Bob Englander.

Outcomes of the study:

- Decreased burnout
- Decreased mental health concerns
- Increased collaboration

There has not been a study that has shown increased burnout, poorer academic performance, a decrease in % matching to top three residency choices, or a decrease USMLE scores.

A concern with moving to pass-fail is that it will place increased emphasis on the USMLE's, however, it is already the number one consideration for interview selection (table on slide 18 of presentation). This table also shows that grades are considered as "awards or specials honors in basic sciences", not grades in years 1 & 2 specifically.

When Duluth students voted to maintain "Honors" as part of the grading system or transition to P/F: 61% voted in favor of a P/F system, 39% voted in favor of keeping honors. They were not provided with this data when presented the vote. When Twin Cities students voted on this at Student Council after being presented with the data, they voted 44/4 in favor of moving to a P/F system.

Additional Committee Comments:

- When this change was proposed in the past, many faculty were not in favor, however, students wanted the honors criteria and we needed to match Duluth.
- This transition will help our students to begin thinking of themselves as professionals, rather than students. It is a small but meaningful step.
- Dr. Harrison – Do they feel more pressure in terms of their USMLE?
 - Bob – There is not a specific study around boards and grades, but this is shown to decrease burnout, stress, and anxiety
- Dr. Powell – Stress and anxiety seems to have increased around the USMLE's. Residencies are decreasing and students are scared by this. Does not believe this change will decrease the stress around this. How do we re-educate our students to learn to make themselves a better physician? How do we increase our perception that our students will be placed in a residency?
 - Bob – Burnout is cyclical, this change may not decrease the burnout in the 3rd and 4th year. This is a much larger discussion and should be looped into the larger strategic planning process that is currently occurring. We need to very clearly decide what outcomes we want and to be able to guarantee outcomes by the end of clinical immersion.

- Dr. Chaffee: Are there mechanisms to give students another shot at material without them having to retake a course (increasing stress/burnout)?
 - Bob – We would like to end up with competency based progression where we could be more flexible/adaptable.
 - Dr. Niewoehner: Failures were not previously noted on transcripts, can we make that more flexible?
 - **ACTION ITEM: Can we eliminate failures showing on transcripts?**
- Dr. Powell: Our faculty are overcommitted with pressure for grants, service, teaching, etc. We are taking the time to teach because we love it. The recent low attendance in class does not motivate faculty and sends a terrible message to them. Students are not present to ask questions because they are mostly focused on passing and their boards.
 - **ACTION ITEM: Add to future agenda**

At the end of the discussion, all members in attendance voted unanimously to approve this proposal and send it on to the Education Council for their final decision (4/17/2017).

Minutes

Draft minutes from the February 10, 2017 meeting were approved as submitted.

Updates/Announcements

Dr. Alicia Harrison, MD, Assistant Professor in the Department of Orthopedic Surgery is the new HHD5 Course Director. She also coordinates orthopedic medical student clerkships.

Student Issues/Concerns/Questions

None

Annual Course Review

Principles of Pharmacology – Kevin Wickman

See attached ACR for details

This course holds 23 lecture slots, with two in class review sessions for the final exam. Dr. Wickman has established a question bank to improve the quality of the course.

The course assessments are:

- Two online quizzes with 48-72 hours allotted to take the quiz, with a 2 hour window to complete the quiz once started. These are open book and allow the students to get used to the format of questions on the final exam. Questions are multiple choice.
- Final exam

This year the course had 2 failures, which is typical. One student was remediated and one will retake the course.

Learning outcomes: The goal of the course is to provide students with an understanding of core principles in

pharmacology. There is a fair amount of memorization, including about 70 drugs. The primary evidence for proving outcomes are achieved are the student evaluations.

Students have responded that the quality and scope of resources, organization of the course, instructors, relevancy of content, and appropriate assessments make this course work well.

Concerns in this course are the small edge between “Honors” and “Pass”; an increase in disconnect/burnout were exemplified this year, as 5 students did not take the second online quiz in the allotted window.

Previous changes: Lecture materials have improved, which was shown in lecturer evaluations. Our question bank was reviewed, revised, and streamlined to remove redundant questions, improve problematic questions, and incorporate new questions.

There will be no major changes for the next academic year. It was noted that in the future, if requested to cut content, this involves modifying resources quite significantly.

Future Agenda Items

Suggestions from Course Directors for future SFC meeting topics:

- Systems approach to improving MS1 & MS2 through course standardization
- Cutting lectures by 10%
- Future re-aligning of academic calendars (change semester start/end dates)
- ExamSoft & BlackBag assessments
- ILT feedback
- Copyrights & resources (focused on what we *can* do)
- More BlackBag search examples, Gradebook, downloading, calendar, checking feedback cards
- Survey students about type of practice questions/formative
- New promotion guidelines for teachers (non-tenure track)
- Ongoing Diversity & Inclusion training at joint SFC/CEC/CUMED
- How might Dr. Christina Petersen’s work in the Center for Educational Innovation support the work of the years 1 and 2 course directors?
- Demonstration of MindMup
- One Button studio

Faculty burnout was a major concern that was suggested to be discussed sooner than later.

- Symptoms: Faculty does not see the point of teaching without engaged students, they receive little feedback without their presence
- Online streaming was brought up as a point of concern

The next meeting is April 14, 2017 from 7:30 – 9:00 AM in Mayo B-646.

Respectfully submitted,
Ali Niesen