

Scientific Foundations Committee

April 14, 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		x			
David Baldes: INMD 6815 Human Behavior												
Matthew Chafee: INMD 6813 Neuroscience	x		x		x	x	x	x	x			
H. Brent Clark: INMD 6819 HHD – N & P	x	x	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	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	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	x			
Michael Ross: INMD 6816 Human Sexuality												
Michel Sanders: INMD 6802 Science of Medical Practice			x			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	x			
Heather Thompson Buum: 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	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		x	x			
Anne Pereira: Assistant Dean for Curriculum	x-via phone	x	x		x	x	x	x	x			
Michael Kim: Assistant Dean for Student Affairs		x	x	x	x	x	x	x				
Suzanne van den Hoogenhof: Interim Assistant Dean for Assessment & Evaluation	x	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	x			
Austin Calhoun: Chief of Staff, Medical Education	x	x				x			x			
Scott Slattery: Director of Learner Development		x	x	x		x			x			
Heather Peterson: Medical School Registrar		x			x	x	x	x	x			
Mary Ramey: MS2 Lab Med/Path Coordinator	x	x	x	x		x	x	x				

Guests: Julie Ansell

Minutes from the March 10, 2017 meeting are approved.

Annual Course Review

HHD4: Renal & Endo-Repro – Catherine Niewoehner

See attached ACR for details

Including:

Learning outcomes/course objectives

Evidence of achieved outcomes

What is working well

Areas of concern

Progress on changes from the previous ACR

Intended changes for next academic year

When discussing the concern of low in-class attendance, individuals asked if it would be possible for Jon Froehlich to pull this data for any course. The answer is yes and Kelaine will speak with Jon about broad data.

A student noted that small groups are great in courses, but probably the best in the HHD's.

Updates:

Grades and Transcripts:

It is the national standard of all colleges that a student's official grade needs to appear on the transcript. We have added a "T" grade to our transcript for years 3 and 4, which notes that the student passed the course by special second examination. The "T" grade is defined on the back of the transcript. Early on in a student's education 1 or 2 failures is not a significant issue and may show improvements were made. However, multiple failures over many years is an issue.

The subject of competency based grading/allowing students that need more time to do so and the 70% threshold for final exams were brought up as a possible topics for the combined SFC/CEC/CUMED meeting.

P/F Grading Status:

This will go to Ed council 4/18, then a recommendation will be made to the Dean.

What are the options for students who fail a class? The majority of students remediate by a special exam. In some instances, COSSS may ask students to decelerate, retake the class, or take a leave of absence.

Student issues: none

Reducing burnout: the roll of content load and contact hours

Bob Englander

See attached powerpoint and graphs for details

Root causes of burnout: At most schools the causes are grades and total content/contact hours (unclear which is more or less important in literature)

The AAMC graphs attached show that we are in the top 20% of scheduled in class hours. This does not account for out of class content. The national trends are showing contact hours being lowered.

Courses need to be looked at horizontally to look at how we set criteria for content. Across semesters and years, redundancies need to be found in courses. How do we approach this developmentally across time?

Does Duluth require attendance? Are classes recorded?

Small group meetings, yes

Recorded, but not live streamed

Duluth students receive a weekly e-mail regarding well being and ask them to report their self well-being. In the fall semester, they recorded the top 3 students who reported and gave out gift certificates. Dr. Johns also does a medical education check-up each semester which includes questions about burnout.

3 concerns regarding the students schedules: 19 weeks with no break, an early start date, and 20 hours of lecture in the 3 days leading up to Thanksgiving. It was suggested that a possible intersession be placed mid-semester. A MS1 Forum is also being held next week.

Students are changing their entire usual way of studying depending on the class, which becomes difficult when they need to readjust with each course.

Step1 was also discussed regarding studying to the test, that they are not studying as much for it due to course load, and that if they learned material effectively in courses, they should only have to review.

Proposed first step: Curriculum team will work to address times to get all stakeholders in the room. The most acute issue is for the fall.

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, class attendance, and online streaming