

Scientific Foundations Committee
Meeting

October 1, 2010

7:30 – 9:00 am, B-646 Mayo

In attendance: M Becker, A Bleas, A Edverson, G Filice, L Henson, S Katz, L Kacia, S Levine, E Medina, A Minenko, C Niewoehner, J Norrandner, Perkowski (@CEC), D Powell, P Schlievert, D Wangenstein,

Absent: E Coleman, G Giesler, R Hoffman, M Hordinsky, R Kempainen, M Lee, T Mackenzie, K Nordby, M Sanders, L Schimmenti, S Thayer, J Thompson, B Varda, K Watson, T Weinhaus, M Woods, J Wynn @(CEC)

I. Minutes

September 10, 2010 meeting minutes were approved with no corrections or additions

II. Information

LCME Update

Dr. Lindsey Henson spoke about LCME web site that will be used by the Subcommittee Chairs and members for document sharing, updates, and meeting functions. The Subcommittee meetings will begin in January, 2011. She provided the Web address for access to the LCME Self-Study and Site Visit information, and encouraged EC members to visit the web site to stay informed about the database progress (<http://www.meded.umn.edu/lcme>). CurrMIT will be populated and used for a curriculum mapping function. Course and Clerkship Directors for all courses Year 1-4 will be required to provide course objectives and objectives for required educational activities by session. This data will become part of the data that is built to respond to specific and detailed information which will be reviewed in the database and again during the site visit. More information will be provided before data collection begins.

III. Discussion

New Curriculum – update for Year 1

Dr. Henson gave an overview of aspects of the Year-1 revised curriculum for courses currently in the 7th week of the 2010 Fall Semester. This includes Science of Medical Practice, Human Structure and Function, and Essentials of Clinical Medicine. Student assessments will be both summative and formative for courses in the revised curriculum. Feed back is being gathered from students, faculty and through in-class observation by Medical Education staff. On-going positive responses and challenges that are identified will be used to gauge how course design is working and where changes are needed. Computeres are required for students in the Year-1 class and they must also provide their own clicker for the personal “response system” that faculty have access to as part of interactive learning. Use of the clickers in class activities can improve as faculty are able to attend small group training sessions for “clicker” use in the Year-1 courses.

Honors – Overall in relation to AOA

- **Course Honors ?**
- **Discipline Specific Honors?**
- **Current methods applied**
 - Overall = top 20% of points over entire year
 - Letters

Current practices include some courses using the top 15% and some using top 10%. All points are accumulated for years 1 and 2 to determine AOA . Resident program directors do look at AOA and Gold Humanism as consideration for selection, while award/recognition at the course level does not enter into resident selection decisions. Various individual courses prefer to use letters as recognition for excellence, while biochemistry funds a scholarship award. Currently the letters are gathered by Anne Edvenson, Year 1 and 2 Coordinator in Medical Education and made available when student achievement is determined for Year 1 and Year 2. Duluth recognizes the top 20% of their students for Year 1 and Year 2.

It would be valuable to understand how students interpret the importance of being recognized for scholastic achievement. Is it motivating or of little value to them? If changes are made and the format is going to be different for some or all of the current awards/honors programs, its critical to get feedback from and to provide updated information to students early in the process. Course directors agreed that some important aspects that “honors” should represent include:

- Suggested renaming– Honors for Cumulative Effort and Excellence across year 1-4
- Reserving honors for sustained scholastic achievement (for distinction)
- Ensuring that exams and other assessments are of equal quality across all courses
- Recommend all honors/awards should appear in the same place and in the same way across all letters

Suggestions for next steps included review of the current Dean’s letter/MSPE and how honors are identified in the letters. Determine if it is worthwhile to establish uniform language within all letters referencing “honors”. Draw upon Dr. Kathleen Watson, Associate Dean for Students and Student Learning and the faculty advisors to develop a standard that is transparent and understood by all students as a path to achieve and be recognized for excellence. Ask Dr. Watson to present the findings and recommendations resulting from her work with the faculty advisors.

Next Meetings:

Scientific Foundations – November 5, 2010

Curriculum Committee – November 12, 2010