

Scientific Foundations Committee

November 13, 2015

7:30 – 9:00 am

Mayo B-646

Minutes

| 2015-2016 Scientific Foundations Committee Members | | |
|---|---|-------------------|
| MEMBER | COURSE/ROLE | ATTENDANCE |
| Steve Katz | Chair (INMD 6814 Physiology) | x |
| Sharon Allen | INMD 6803/6804/6805 ECM 1, ECM 2, ECM 3A | x |
| David Baldes | INMD 6815 Human Behavior | |
| H. Brent Clark | INMD 6819 HHD – N & P | x |
| Greg Filice | MS 2 ID Thread | x |
| Glenn Giesler / Matthew Chafee | INMD 6813 Neuroscience | |
| Bob Kempainen | INMD 6808 HHD – C & R | x |
| Robert Morgan | INMD 6809 HHD – R, D & O ³ | x |
| Brian Muthyala | INMD 6803/6804/6805 ECM 1, ECM 2, ECM 3A | |
| Kaz Nelson | INMD 6819 HHD – N & P | x |
| Catherine Niewoehner | INMD 6810 HHD – R & E-R | |
| James Nixon | INMD 6803/6805/6806/6807 ECM 1, ECM 3A/B/C | |
| Jan Norrander | INMD 6801 Human Structure and Function | x |
| Deborah Powell | INMD 6817 Principles of Pathology, MS2 Pathology Thread | x |
| Michael Ross | INMD 6816 Human Sexuality | |
| Michel Sanders | INMD 6802 Science of Medical Practice | |
| David Satin | INMD 6803/6804/6805/6806/6807 ECM 1, ECM 2, ECM 3 | |
| Lisa Schimmenti | INMD 6802 Science of Medical Practice | |
| Peter Southern | INMD 6812 Microbiology | x |
| Heather Thompson Buom | INMD 6811 HHD – GI & Heme | x |
| Tony Weinhaus | INMD 6801 Human Structure and Function | x |
| Kevin Wickman | INMD 6818 Principles of Pharmacology | x |
| Mary Ramey | MS2 Lab Med/Path Coordinator | x |
| Nicole Cairns | MS2 Student Representative | x |
| Blake Stagg | MS1 Student Representative | x |
| | | |
| <i>Mark Rosenberg</i> | <i>Vice Dean for Medical Education</i> | |
| TBD | <i>Associate Dean for UME</i> | |
| <i>Jeffrey Chipman</i> | <i>Assistant Dean for Curriculum</i> | x |
| <i>Anne Pereira</i> | <i>Assistant Dean for Clinical Education</i> | x |
| <i>Michael Kim</i> | <i>Assistant Dean for Student Affairs</i> | x |
| <i>Suzanne van den Hoogenhof</i> | <i>Interim Assistant Dean for Assessment & Evaluation</i> | |
| <i>Brad Clarke</i> | <i>Director of Curriculum</i> | x |
| <i>Jim Beattie</i> | <i>Director of MEDS / FCT Course Director</i> | x |
| <i>Leslie Anderson</i> | <i>Chief of Staff, Medical Education</i> | |
| <i>Scott Slattery</i> | <i>Director of Learner Development</i> | |
| <i>Heather Peterson</i> | <i>Medical School Registrar</i> | x |
| <i>Brian Woods</i> | <i>Lead Course Manager</i> | x |

Guests: Theresa Hudachek, Chelsey Jernberg, Serena Sherrell

The meeting was called to order at 7:31am.

Minutes

Draft minutes from the October 9 meeting were approved as submitted.

Updates/Announcements

Jan Norrander & Peter Southern have been added to the Medical School's "Wall of Scholarship".
Congratulations!

David Baldes has signed on to be the new Course Director for Human Behavior. Dr Baldes teaches in Duluth and in the HHD3 course. He will use a curriculum that was developed by Dr Tom MacKenzie. Kaz Nelson provided details on the sequence of the last few Course Directors. Brad has met with him, and Dr Baldes is excited to begin.

Also, Robert Morgan is the new Course Director for HHD5. He's excited for the opportunity, and has taught some of the Ortho lectures in the past. He doesn't plan on major changes for 2016, but will be watching how the course works this year and make adjustments where needed.

Student Issues/Concerns/Questions

Welcome to Blake Stagg, the new MS1 student representative. Blake is an MSTP student, and did his undergrad at Duke. He stayed on there for a few extra years for research.

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Annual Course Review

Human Behavior – Rick Amado

Dr Amado is no longer the Course Director for Human Behavior, so was not present at the meeting. His ACR for 2015 is attached.

Discussion

Curriculum Mapping – Dr Katz, Brad Clarke, Brian Woods

Curriculum mapping is required by the LCME, and the Medical School reports this mapping each September for the previous academic year.

Now that the Medical School is using the PCRS (Physician Competency Reference Set), all clerkships & courses need to review their course and session objectives for currency and accuracy and map them to the PCRS. SFC members may recall that the committee discussed the adoption of the PCRS at the March 2015 meeting.

Careful evaluation of course & session objectives will help to identify redundancies or gaps in the curriculum. It will also help with a long-view planning of the total curriculum. Dr Chipman suggests that Course Directors use this review opportunity as an exercise to find the strengths and weaknesses in their course, and to find cross-pollinations between courses.

Brad Clarke explained that the curriculum was last thoroughly mapped in 2010. And probably not many changes or updates have been made to course objectives since then. He will monitor progress of these updates and may 'edit' course objectives for language and format (Course Directors are encouraged to use "active verbs" rather than just "students will understand...", and to make sure they are not too specific or could be session learning

objectives. Courses should have a max of 14 course objectives which will have to be determined first; each session objective would then map to one of these course objectives. Brad will also be in contact with Course Directors and work with them to find the best methods for getting this done. There will be a Med School self-study in 2018, so this is a good opportunity to prepare for that study.

A concern was raised about the amount of time this will take already-busy Course Directors. Yes, it will take some time to look at everything in the course, especially those courses that have over 100 sessions. But after the initial “big work” of updating objectives and doing the mapping, the following years will require less effort; double-checking that the course is current, and re-mapping any objectives that change. This could happen if a session is dropped, the instructor changes, a topic is modified, etc., and Course Managers will be able to assist with this. All mapping will be done through the Curriculum module in BlackBag, and clear instructions will be supplied to Course Directors.

Dr Chipman connects good course objectives with proper instructional methods. A specific type of method is chosen to best deliver the objective. Feedback then may lead to modifications to the method of delivery, if that method does not meet the course objective. It’s a continuous cycle which he hopes will lead to course improvements each year. Course and session objectives supply the structure, or tree, of the course so that there are branches to hang lecture & lab sessions on. Dr Chipman recommends that Course Directors check out a very good reference book called “Preparing Instructional Objectives” by Robert F Mager.

Course Administrator co-directors – Dr Katz

Dr Katz suggests that Course Directors who are the only one for a course consider bringing on a partner. Being the sole Course Director is a lot of work, and having a co-director helps to spread the load. Just dealing with the administrative functions, let alone the teaching, takes a lot of a Course Director’s time. HSF & SMP were the first courses to have multiple Course Directors. (Unfortunately, Lisa Schimmenti will be leaving to go to the Mayo Clinic.) Before Doug Wangenstein’s retirement, he & Dr Katz were co-directors for Physiology. A good model is to have a both a basic scientist & a clinician, which is how SMP is currently set up.

With a little time left in the meeting, discussion turned to Professionalism, one of the Future Agenda Items—

Dr Powell recently returned from Kentucky. During a meeting of GME members and the D.I.O. (Designated Institutional Officer) one of the topics that came up was “What do we as program directors want from medical students as they go into GME?” Responsibility. Time-management. Organization. Currently, at the Medical School, there is a very large group of students who do what they are supposed to do. There is also a small group of students that consistently *do not* do what they are supposed to do, and are always asking for exceptions or making excuses. Dr Powell thinks that Course Directors should stop enabling this behavior.

Dr Pereira noted that Professionalism is a competency in the PCRS, so it would be a good discussion topic for one of the upcoming joint CEC/SFC/CUMED meetings. However, Professionalism in Years 1 & 2 may look a little different from Professionalism in Years 3 & 4. Dr Kim asked Course Directors to let him know of any students who are consistently having problems in this area. It could be symptomatic of a larger issue or wellness problem. Also, data collection would help students in counseling and preparation for their careers.

This topic will appear at a future SFC meeting or joint meeting. It was suggested that Admissions, Faculty Advisors and Course Management may be good resources to add to the discussion. Dr Kim volunteered to lead the SFC presentation on Professionalism.

Future Agenda Items

Suggestions from Course Directors for future SFC meeting topics:

- Professionalism: definition, enforcement, longitudinal integration
- 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
- The Four Habits Model (Michael Kim)
- Complete of student Incomplete (I) grades

The meeting was adjourned at 8:40am.

The next meeting is December 11, 2015, from 7:30-9:00am in room Mayo B-646.

Respectfully submitted,
Brian Woods

Annual Course Review (ACR)
University of Minnesota Medical School

(This page to be filled in by ACE)

Course: INMD 6815, Human Behavior
Course Director(s): Dr. Rick Amado
Course Manager: Aliyu Ojarigi

Date of course: 5/11/2015 – 6/19/2015

Overall evaluation of the course: 3.1/5

Course grading rubric:

There will be a quiz following each topic and a final exam at the end of the course. Quiz and exam questions are drawn from the lecture and, when required, the readings assigned to a topic.

Quiz scores will constitute about 1/2 of the total grade. There will typically be about 5 questions in each quiz.

There will be a final exam on Tuesday June 24. This exam will constitute approximately 1/2 of the total grade. There will typically be about 5 final exam questions for each topic. Challenges to final exam questions can be brought to the course director at the debrief session. You will receive additional information about the debrief session as we near the end of the course. 70% of the total points is required to pass; those that attain 95% of total class points will be eligible for honors contingent upon a completed course evaluation.

The quiz points and final exam points will be added together to create the final score, and grade, for the course.

Number of failures for academic year:

1. Briefly describe the learning outcomes for your course

Upon successful completion of this course, students will:

- 1. Describe the integrated unified model of human behavior**
- 2. Distinguish the natural science approach to understanding human behavior**
 - a. The subject matter of psychology**
 - b. The data of psychology**
 - c. The meta-theoretical framework of psychology**
- 3. Explain the interdependent relationship of behavior and environment**
- 4. Describe and provide examples of the interactive relationship of heredity and environment**
- 5. Include contributions from the research on human behavior in the practice of medicine**

2. Describe what evidence you have that the outcomes are being achieved. Include student review information.

Quiz and final exam scores

3. Describe what is working well in your course.

Having an array of guest presenters who have expertise in specific fields of practice.

4. Describe any areas of concern.

Many of the changes made in response to student from 2014 resulted in stiff criticism and complaints from students in 2015.

5. Describe the progress of the changes being made as the result of your previous ACR (*your intended changes will be pre-filled by ACE*)

(no 2013-2014 ACR on file)

6. Describe any changes you intend to make for the next academic year.

I won't be program director for human behavior next year.