

Scientific Foundations Committee

December 11, 2015

7:45 – 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	
Glenn Giesler / Matthew Chafee	INMD 6813 Neuroscience	/ x
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	x
Kaz Nelson	INMD 6819 HHD – N & P	x
Catherine Niewoehner	INMD 6810 HHD – R & E-R	x
James Nixon	INMD 6803/6805/6806/6807 ECM 1, ECM 3A/B/C	x
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	
Kevin Wickman	INMD 6818 Principles of Pharmacology	x
Mary Ramey	MS2 Lab Med/Path Coordinator	
Nicole Cairns	MS2 Student Representative	x
Blake Stagg	MS1 Student Representative	x
<i>Mark Rosenberg</i>	<i>Vice Dean for Medical Education</i>	x
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>	x
<i>Brad Clarke</i>	<i>Director of Curriculum</i>	x
<i>Jim Beattie</i>	<i>Director of MEDS / FCT Course Director</i>	
<i>Leslie Anderson</i>	<i>Chief of Staff, Medical Education</i>	
<i>Scott Slattery</i>	<i>Director of Learner Development</i>	x
<i>Heather Peterson</i>	<i>Medical School Registrar</i>	
<i>Brian Woods</i>	<i>Lead Course Manager</i>	x

Guests: Theresa Hudachek, Chelsey Jernberg, Sarah Williams, Nick Derrico

The meeting was called to order at 7:45am.

Minutes

Draft minutes from the November 11 meeting were approved as submitted.

Updates/Announcements

Mark Rosenberg commented on the appointment of Bob Englander as the new Associate Dean for Undergraduate Medical Education. Dr Englander is a national leader in competencies & medical education. This is a major recruitment for the Medical School, and his tentative start date is near the end of March.

Student Issues/Concerns/Questions

N/A

Annual Course Review

None for this meeting

Discussion

Course Director BlackBag course & SFC website – Dr Katz, Brian Woods

Brian Woods offered a demonstration of two websites that are of interest to Course Directors.

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1. SFC Committee webpage: <https://www.meded.umn.edu/committees/sfc/index.php>. This page contains information on SFC Responsibilities, current SFC Members, and SFC meeting minutes. Minutes are posted after approval at a subsequent meeting. An additional page covering the governance structure of both the Duluth and Twin Cities Medical Schools is <https://www.meded.umn.edu/committees/>.

2. *Twin Cities Course Directors* BlackBag site. This course is available to all Course Directors. It is a new iteration of the old Moodle Course Directors site, and was built by Brad Clarke, Director of Curriculum, and Brian Woods. This site is intended to be a one-stop resource for Course Directors to find information about medical education, course design, policies, etc. Students do not have access to this site.

Some information of interest here:

- Academic Calendars: Brian posts calendars as they are finalized, so that Course Directors can plan for future semesters.
- Course Design: Some topics covered are writing learning objectives, PowerPoint preparation tips, lecturing suggestions.
- Mapping for course and session objectives.
- Disability Resource Center information and links

This can be used as a central depository for Course Director resources. Let Brian Woods or Brad Clarke know if you'd like to see a resource posted on the *Twin Cities Course Directors* BlackBag site.

Disability Resource Center

Course Directors asked if there could be a blanket year-long “OK” for those students who have an accommodation. This is not possible, however, as the DRC asks students to notify each course, separately, when they want to use their accommodations. Some students may choose not to use an accommodation. Course Managers will now be involved in the communication of accommodations to discipline directors and lab coordinators in each course.

Dr Slattery makes it clear to students when he talks to them that they must notify the Course Director as early in the course as possible. Dr Kim suggests that if a student waits too long to present their accommodation, they run the risk of not having an accommodation met; in that case, contact Dr Kim for assistance in dealing with the student’s request.

Course Directors should review the Instructor Training & Resources (including Reasonable Accommodations) that are provided at the DRC website. <https://diversity.umn.edu/disability/instructortrainingandresources>

Professionalism – Dr Kim & Dr Slattery

Why do students’ have different opinions of Professionalism?

Dr Kim explained that high-functioning, course-focused students need to transition to ‘professional’ inter-professional colleagues once they enter Medical School. Personal identity of the individual students is still being determined and solidified. Often they are not the top student here, contrary to their previous experience, so the viewpoint of being the “top student in the class” needs to be modified. Academic bumps (struggles of all types) really confuse their identity, as well.

Scott Slattery gave an overview and background of identity development from childhood through adulthood. There are a wide variety of medical students, with different backgrounds, who are all asked to become “A Doctor”, and they bring their personal, cultural, and family experiences as they “try on” several identities through their education here. Students have blind spots about what is worthwhile and necessary to their education.

Several Course Directors asked whether anything was presented to students during Orientation, or whether there was a Professionalism “course” as part of the curriculum that students were required to take. There is no “course” offered to students; during Orientation, professionalism is part of a one-hour session on policy and the Peer Review Committee. Faculty advisors are not formally part of professionalism coaching, but may address individual issues as they arise.

Dr Powell suggested that students may perceive a difference between the basic science courses and the clinical experiences. There should be an emphasis on fundamental aspects of professionalism that are ubiquitous: showing up on time, following rules & guidelines, being aware of requirements, addressing superiors in a respectful way, etc. Course Directors should make their requirements clear at the beginning of their course. Of course, there would be exceptions, but there need to be consequences to not following the rules. She worries that bad patterns will follow a student from year-to-year.

Dr Nixon noted that one of the goals of the narrative assessments in small groups is to help students identify deficiencies in their behaviors and interactions. There needs to be a balance of professionalism and knowledge, developing emotional intelligence, and building self-regulated learning in times of stress. Students don’t generally plan on violating professionalism items; the violations bubble up during times of stress.

Nikki said that many students are just trying to get through, so will do only what they need to do to pass. If they know that an Honors grade is not possible for them (for example), they will just not do some aspect of a course,

as long as they can still pass. Blake indicated that even as early as Orientation, there are students who think that they don't have to attend all the sessions. He has also noted a decrease through the course of SMP in students' making an effort to dress better for guests who come to class.

There are also examples of students with very poor communication skills; anonymous, vitriolic comments through BlackBag feedback cards, emails sent at 2:00am that students expect to be answered immediately. A suggestion was put forth for a requirement that someone in Medical Education administration (TBD) be cc'd on electronic communications. The person could then evaluate student communications, and look for deficiencies in professionalism. There is a challenge for Course Directors to determine if student requests are one-offs or part of a pattern, since Course Directors only see students for a short part of the year. Can the longitudinal problems be tracked? There would then be a danger of "big-brother" monitoring and these problems going underground.

The *Medical Student Professionalism Code* was distributed and discussed. Some in attendance (both students and Course Directors) remember having seen it but forgot about it; some never remember seeing it. This document, as well as the *Statement of Intellectual Responsibility*, is available in the Professional Behavior section of the Twin Cities Policies page of the Medical Education website.

https://www.meded.umn.edu/policies/index_tc.php It is also referenced on the Contacts tab of every BlackBag course, as part of the information about Peer Review Committee (PRC).

If Course Directors notice potential or ongoing problems with professionalism, email them to Michael Kim with information about the specific issues or students encountered. Dr Katz wants to see a positive outcome from all this discussion, especially the longitudinal repeats offenses. These longitudinal offences very often come up when students appear before COSSS.

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Future Agenda Items

Suggestions from Course Directors for future SFC meeting topics:

- 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 9:00am.

The next meeting is **January 8, 2016, from 7:00-8:30am** in room Mayo B-646. This will be a joint meeting with CEC & CUMED.

Respectfully submitted,
Brian Woods