

ELECTIVES SUB-COMMITTEE

February 12, 2004 at 10:00 A.M. in 238 MacNider Building

Members Present/Absent: Hobgood, Chair, Baker, Bandarenko, Bashford, Belhorn, Broder, Chuang, Halle, Harris, Currie, Dent, Kyle, Mann, Harward, McCartney, Givre, Stroud, Newbold, Oh, Provost, Runyan, Shook, Slatt, Tresolini, Wilcox, Tepper
Students: None

Dr. Hobgood brought the meeting to order. The minutes were reviewed and one change was noted. The change was made and the revised minutes were posted to the web.

Electives not in Compliance

There are still about 35 electives that have not been updated with the new template. There was discussion about electives that have not had students in several years and if they should be kept as active electives. The committee was in unanimous agreement that these electives should be removed from the book if they do not come into compliance. She will present this to the CD ¾ committee in the near future.

Capstone Project

Dr. Hobgood informed the committee that she spoke with Dr. Robert Cefalo about the development and implementation of the capstone course. She conveyed Dr Cefalo's full support of adding this new course. She related Dr Cefalo's opinion that as the director of GME one of the key deficiencies noted in incoming residents was a limited understanding of professionalism. She was invited to present the capstone concept at the last GME meeting. She learned that residency directors felt students lacked specific information on prescription writing and the business of medicine. These two deficiencies are noted as potential topics for the capstone.

Dr. Hobgood discussed the Fundamentals of Acute Care course that is a required one-week course taught in the third year. In this course students spend some time in the OR and get experience in how to start IVs and intubate. They spend a lot of time on a patient simulator. This courses impact on improving the student's mastery of procedural competency is not yet known. Until the impact of this course can be determined, duplicate teaching in procedural competency should not be attempted.

Discussion was heard regarding which of the competencies to teach. Competencies identified for focus were: practice based learning and improvement; systems based practice, professionalism, and communication, Dr. Hobgood asked the committee to look at these core competencies and come back to the next meeting with ideas on the best way they should be taught or how they have been taught in the past. She will distribute to the group a small packet of literature on teaching these topic areas.

Dr. Dent had provided Dr. Hobgood with a list of administrative questions for the capstone course. One was how the course would be graded. The course will be graded on a pass/fail basis. The final grade will be based on attendance as well as performance in the course. If a student gets sick and cannot complete the course or if the student fails the course, they would remediate at the discretion of the faculty member teaching the course. The next question was concerning early graduation of the student.. Students who will graduate early will be required to take the course in the preceding academic year. Students who identify late that they will have enough credits to graduate early and will not be enrolled for the capstone will be required to complete a rigorous self-study project. This concept will need to be developed further and policy developed for such situations which should be rare.

Next meeting: Wednesday March 10, at 11:00 a.m. in 419 MacNider