

First Year Curriculum Committee Meeting
Co-Chairs Stephen Chaney, Ph.D. and Alan Cross, MD
September 12, 2006, 8:00 - 9:30 A.M., 133 MacNider

In Attendance:

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| Stephen Chaney | Ken Dudley | James Lindsey | Kathy Sulik |
| Alan Cross | James Evans | Cheryl McCartney | Arrel Toews |
| Bruce Alexander | Kurt Gilliland | Nilsa Morales | Sandra Void |
| Bruce Cairns | Michael Goy | Chris Osmond | Dain Vines |
| Stephen Charles | Deborah Ingersoll | Ellen Roberts | |
| Georgette Dent | Lydia Lewis | Aldo Rustioni | |

Announcements:

Dr. McCartney suggested that Steve Charles send out minutes to entire CC1 committee to review and correct minutes. She stated that it was important that members were correctly quoted because the minutes are used in the LCME evaluation. It will not be posted online until everyone on the committee has the opportunity to look over it. The minutes for July 11, 2006 were voted on and accepted.

Agenda Items:

1. AIMS Task Force Recommendations

Chris Osmond walked through the Recommendations of the AIMS Task Force. These recommendations were revised by CC2 on August 29, 2006 and put in a handout that all present members received. In this handout, items 1-3 give principles/background of AIMS. Item 4 A is where the faculty's responsibilities are given. Dr. Chris Osmond read section 4A. Please see the attached handout for this text.

OED will have administrative support to enter test items in the AIMS system. Gina Horne and Kim Bussey will be the new staff in assisting with entering test items into the AIMS.

It was agreed to keep 15% of the test can be written within 3 days before the exam in the recommendation document. Bruce Alexander stated that he does not have a current team for Block 4. Bruce Alexander expressed concerns that this will lead to a packaged exam that will have very little changes.

It was stated that OED will provide expertise in test item development. Linda Fisher will collaborate with faculty in providing help with test question writing skills.

A suggestion was made by Dr. Kathy Sulik that OED send previously tested items and data to the course directors. OED should include concrete examples of how to fix poor questions. Dr. Stephen Chaney stated that the course directors could request information about why test items were good or bad. Dr. Alan Cross stated that this information could be received at the end of each exam.

Dr. Stephen Chaney stated that first year block courses are multidisciplinary and that most course directors do not feel comfortable making up all of the questions for exams for their course. Therefore the course directors ask faculty to write questions on their lecture material. Since each faculty member does not have access to the AIMS database, this situation becomes difficult. Dr. Chaney asked can we pull out an individual faculty's member's questions? Dr. Hobgood stated that she will have to check but she did not think that information was entered into AIMS.

At the course director level it is great to have a review of test items. But at the OED level, the volume of testing material to critique is very robust. OED could flag bad questions with suggestions on how to fix them. Dr. Hobgood stated that she would need to talk to her staff about how to complete this task within the time constraints. We could use examples so that it can be a group training. Dr. Hobgood stated that she can not commit to a particular method yet. Dr. Hobgood stated that she did not want to delete questions from previous years, regardless of the age. This data is being used to show improvement in curriculum. The search field when using the system will be narrowed to specific years.

It was asked, how well does the test questions correlate with the boards? Dr. Chaney stated they write the questions in the same format as USMLE and Dr. Hobgood's office has set up reviews of board questions. Dr. Gilliland and Dr. Kernick used questions from the board review books as examples and then designed questions in a similar format to use in their class.

Dr. Chaney brought up the issue about if OED does not receive the final version of the exam by 3 days before the exam then OED will use the previous year's exam. Dr. Cross stated that it punished those students in the course instead of the faculty. The suggestion was to strike the whole punitive section. A suggestion was made that if the test was submitted in time then a more analysis of the questions could be made. Dr. Hobgood stated that she would have to check her resources.

A motion was made to strike the punitive part, OED will access resources for analysis of the test, and that this document could go forward to CMPC without coming back to CC if these changes are made. The motion passed.

2. Professionalism Task Force/ Longitudinal Skills

Professionalism Task Force-

Dr. Hobgood created Professionalism Task Force for 1st-2nd and 3rd-4th year of medical school. The Professionalism Task Force for the 3rd-4th year is finished. The Professionalism Task Force for 1st-2nd year is ongoing. The plan is to have a third committee to merge two groups together.

Professionalism Task Force is trying to construct their own vision of professionalism. Dr. Cross asked for volunteers.

Longitudinal Clinical Skills –

This committee is looking at what are skill sets necessary for clinical reasoning, evidence based approach, and skills that we are trying to cultivate. This group has met twice and is currently looking at what is currently being done in the curriculum. ICM 1 and ICM 2 are in the process of mapping their curriculum, so that each course is not working in isolation. Clinicians could work with the Course Directors for the 1st year and help by acting as the experts to help the non clinicians.

Dr. Hobgood thanked Dr. McCartney for her support in both of these curriculum endeavors.

3. Molecules to Cells Report

Attendance at small group meetings is very good. There are over 100 responses for every lecture on the Audience Response System (ARS). The ARS is being used by a select few. The feedback from the students has been very positive from the use of the ARS. Dr. Linda Collins has been using it and it has been “enlightening.” Dr. Chaney stated that there are some technical issues, most issues are being fixed but some are beyond fixing.

Dr. Chaney wanted to bring up how to deal with students with objections to test questions. Currently, students will go “Google” and search the topics to defend answers. The boards are trying to show that medicine is not black and white. Dr. Cross stated there is a need to address “uncertainty in the medical field” to be prepared from day 1. Dr. Chaney wanted to establish the policy that the format of all exams in year 1 are the “best correct answer.” This policy will be the same for all of year 1. Bruce Alexander was suggesting that the students could post on the forum if they have found any contradictory information that shows references in which the references disagree with a specific taught topic, before the exam.

The faculty at the UNC School of Medicine encourages scientific inquiry, therefore we are going to allow students to search for and identify controversy within our lectures, labs, and discussions in a reasonable amount of time before the exam. These controversial issues must be brought forward in a professional manner to the faculty. If you find contradictory evidence post exam, that information will be taken into consideration for the next year's exam. Each exam will only contain one BEST answer. The faculty will have the authority to determine the ONE best answer.

The focus group for Molecules to Cells block suggested that the GUTS lecture could be videotaped and posted on the Web. This will allow students the ability to view these lectures at any time. The 3rd year students could further use this information to review from the first year.