THE SECOND YEAR CURRICULUM COMMITTEE MEETING MINUTES

December 2, 2008: 4:00-5:30pm in 133 MacNider


Schedule for next year

Co-chairs will make some changes to next year’s schedule before it is presented to the committee.

Post-Mortem on the Curriculum Retreat

Ceiling tiles will be installed in one fourth-floor Berryhill lab over the winter break. MSTL will follow up with the availability of that lab to schedule MS2 small groups of 8-10 students.

It was suggested that the Wireless Access Point (WAP) in Berryhill Osler be moved to the 4th floor of Berryhill so that students can access the internet away from their desks.

The topic of reducing non-interactive contact hours within the curriculum was discussed and there were suggestions on how to resolve it, but there was no concrete solution.

There will be steps taken to improve scores for the STEP 1 board exam, e.g., going through the calendar this year to allow students time to study and to take advantage of evaluative pieces offered by the boards. Someone from OME will look into getting another copy of STEP 1, so that Course Directors will be able to take the exam.

Dr. Rao will send out an email to MS2 Course Directors to inventory lectures and contact hours pertaining to Pediatric and Geriatric content within a month or two.

“Just Do It” Course Practices – One example of “Just Do It” is conforming to exam grading policies.

Lecture Capture Update

Statistics pertaining to number of hits on each lecture have been added to the new lecture capture website. Course Directors should submit feedback to OIS as to whether or not the statistics are useful. OIS provided a handout with tips about working with lecture capture.

OIS prefers electronic authorization forms, which can be accessed through the curriculum website. Paper authorization forms are to be used for guest speakers without SOMIDs and also when multiple lecturers are assigned to one time slot. Changes to the lecture schedule should be submitted to postlecture@listserv.med.unc.edu.
Students discussed how they use the lecture capture system. The breaks in between lectures work well with lecture capture. For lecture capture purposes, students prefer that the Smartboard be used to highlight important information within PowerPoint presentations.

Review of Completed Blocks

**Respiratory** - Lecture capture went well; however, using the Osler in Berryhill for small groups did not go as well. Pharmacology being frontloaded within the block was a change and success. The students performed better with separate exams for pharmacology and pathophysiology. Students like the frontloading of pharmacology and believe that the course was well organized.

**GI** - GI has a new course director and new lecturer. The 10% assignments were removed. They trimmed down guest speaker spots. This year was their first in-class exam and the mean was 90%. Students prefer more questions on the mid-term exam and wish to go back to 50-minute lectures instead of 30-minute lectures back to back for lecture capturing purposes.

**Clinical Cases** - Clinical Cases faculty wish to have small groups in the afternoon instead of the standard 8am-10am. The faculty wants more clarity about what needs to be accomplished during the fall session. Also, the course director wants to know what is being taught in other courses about HIV. Students wanted more integrative cases instead of lectures. Students said that a lot of the HIV information presented during this course was seen in prior courses.

Grading Reminders

Dec. 1st was Dr. Ellen Roberts’s last day as acting director of OED. She will return to her regular position in the Program on Aging and 20% time at OED. Exam questions need to be submitted a week in advance to the AIMS coordinator. Please notify Karen Stone if test questions will be late. Remember to bundle stem questions. Make test schedules available on the curriculum website a month in advance of course start date. It is mandatory, during a test that someone from the block is at the testing site to make decisions about issues with the exam.

“Best Practices”

One example of best practices is to shrink the number of core faculty within each course. There was some discussion about who should teach small groups as far as fellows, residents, and faculty; how to prep small group leaders for materials and good teaching practices; and what topics taught in small groups could stand alone without lectures.