



**Wexner
Medical
Center**

**The Ohio State University College of
Medicine**

Academic Program Committee

Meeting Minutes

Date: 1/28/15

Location: 1187
Graves Hall

Presiding Chair: Doug Danforth Call to order: 5:02 pm

Minutes recorded by: Casey Leitwein Adjourned: 6:05 pm

Member attendance

Name	Role	Present
Zeenath Ameen	Med 2 Student Council Representative	Y
Diana Bahner	LP Program Manager	Y
Cheri Bardales	Med 1 Program Coordinator	Y
Jose Bazan	Host Defense Block Leader	Y
Laurie Belknap	Faculty Representative	Y
Udayan Bhatt	GI/Renal Associate Block Leader	N
Georgia Bishop	Neuro Block Leader	Y
Julie Bishop	Bone & Muscle Block Leader	N
Jennifer Burgoon	Bone & Muscle Associate Block Leader	N
Victoria Cannon	Associate Director Medical Education	N
Beth Christian	Host Defense Associate Block Leader	Y
Amber Clevenger	Program Coordinator, CHE, HC, HSIQ	Y
Dan Clinchot	Vice Dean for Education	N
James Collen	Med 3 Student Council Representative	Y
Camilla Curren	LG Program Director	Y
Doug Danforth	LSI Part One Program Director	Y
John Davis	Associate Dean for Medical Education	Y
Kristen Rundell	LP Program Director	N
Samantha Ellwood	LG Program Coordinator	Y
Mary Beth Fontana	Cardiopulmonary Block Leader	N
Eric Fox	Associate Director Education Technology	N
Carla Granger	Associate Director Medical Education	N
Charles Hitchcock	Foundations Block Leader	N
Michael Horgan	E&A Program Coordinator (OSCE)	Y
Raheela Khawaja	Endo/Repro Associate Block Leader	Y
Micah Kiehl	Med 3 Student Council Representative	Y
Jack Kopechek	E Portfolio Program Director	Y
Cynthia Ledford	Assistant Dean Evaluation & Assessment	N
Casey Leitwein	LSI Part One Program Manager	Y
David Lindsey	LSI Part One Associate Program Director	Y
Joanne Lynn	Associate Dean for Student Life	N
Francisco Magana	Med 1 Student Council Representative	Y
John Mahan	Assistant Dean Faculty Development	N
Sheryl Pfeil	GI/Renal Block Leader	Y
Doug Post	Assistant Dean Practice Based Learning	Y
Adam Quick	Neuro Associate Block Leader	Y
Emily Rismiller	Building Foundations Program Coordinator (year 2)	Y
Troy Schaffernocker	Cardiopulmonary Associate Block Leader	N
Jonathan Schaffir	Endo/Repro Block Leader	Y
Marisa Scholl	E&A Program Coordinator	Y
Kevin Stringfellow	Evaluation & Assessment Program Manager	Y
Bradley Watkins	E-Portfolio Program Coordinator	Y
Judith Westman	Assistant Dean Foundational Science	N
Daniel Yanes	Med 2 Student Council Representative	N
Beth Lee	Foundations Associate Block Leader	Y

LSI Part One Academic Program Committee Minutes

Donnie Thomas	Med 1 Student Council Representative	Y
Neha Nedhi	Med 1 Student Council Representative	Y
Additional Attendees: Nicole Verbeck		
Agenda Items		
Item 1, Approval of minutes		
Item 2, Integrations & Guided Board Prep Block Overview		
Item 3, Tech Demo		
Item 4, Subcommittee Report Back		
Item 5, VITALS Scorebook Demo/Scoring Synopsis		
Item 6, Announcements		
Item 7, Block Updates		
Item 8, Student Feedback		

Item 1, Approval of last meeting's minutes

Presenter:

Discussion

1. The meeting minutes from December 3, 2014 were reviewed by the committee and approved.

Item 2, Integrations & Guided Board Prep Block Overview

Presenter: Dr. Davis

Discussion

1. Dr. Davis reviewed the changes for the Integrations & Guided Board Prep Block for this year.
2. All lectures are pre-recorded to allow students to adapt to their study schedules.
3. Students will also be able to choose which two subject exams they will take each week.
4. All exams have new questions that have been vetted by the Test Item Review Program and all of them are vignettes.
5. The block will continue to provide the comprehensive basic science and the anatomy basic science NBME exams.
6. The student led reviews will be recorded. The fellow led reviews will not be recorded.
7. The grading for the block will count towards the overall Part One grade.

Item 3, Tech Demo

Presenter: Georgia Bishop

Discussion

1. Dr. Bishop did a brief demo of Socrative. www.socrative.com Contact Georgia Bishop for questions or assistance.
2. Socrative is a free online audience response system with live streaming capabilities.
3. The program is easy to use and provides data similar to Turning Point from the sessions.

LSI Part One Academic Program Committee Minutes

Item 4, Subcommittee Report Back

Presenter: Doug Danforth

Discussion

1. Dr. Danforth revisited the idea of having various subcommittees of Part One report back to APC periodically.
2. The committee members agreed that having the Learning Objective Review Team (LORT) and the Test Item Review Program (TIRP) would be helpful.
3. Occasional VITALS updates would also be helpful.
4. At the beginning of the year APC will include rotating agenda items for subcommittee updates.

Item 5, VITALS Scorebook Demo

Presenter: Kevin Stringfellow

1. Kevin provided a brief demonstration of the student scorebook in VITALS.
2. The med 1 students have live data in the scorebook while the med 2 student data is being back filled.
3. The performance reports are still being uploaded in the ePortfolio site for the coach meetings.

Item 6, Announcements

1. The E&A team will be evaluating our evaluation process very soon. The E&A team would like student representatives involved in this process.
2. Based on feedback from the last APC meeting it was determined that ePortfolio coach meetings will be moved to the Friday after assessment weeks starting in the next academic year.

Item 7, Block Updates

1. The med 2 students are halfway done with the Host Defense Block. The final exam is in 3 weeks. Dr. Bazan has been working on finalizing the final exam.
2. The med 1 students are two and half weeks into the Neuro Block. They have completed gross anatomy and are now focusing on the nervous system. The anatomy practical was moved to the middle of the block due to the duration of the block.

Item 8, Student Feedback

Med 1

1. The students really like the notes that Dr. Bishop provided with her emodules.
2. Headache material was presented in LG before it was presented in Foundational Science. The students felt that sequence should switch.
3. The embryology of the eye should be moved to an emodule for next year as it seemed to be thrown in at the end of a lecture for this year.

LSI Part One Academic Program Committee Minutes

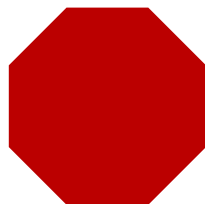
4. The students expressed concern about having the anatomy practical and then a quiz on Monday. Dr. Danforth will meet with Dr. Bishop to determine whether the quiz can be delayed until later in the week.
5. The education in the anatomy labs is not uniform. The students suggested coming up with a system for the TA's, or perhaps narrated dissections as done in Bone & Muscle.

Med 2

1. The students were unclear of why the primary care rotation during Exploration Week 3 is mandatory.
2. The students asked that all mandatory items have a red box around them in VITALS.
3. It was suggested that Host Defense incorporate small groups into the block.
4. There were very few evaluations during Exploration Week 3; some students were confused by this.

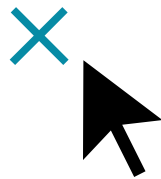
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Academic Program Committee

Meeting Minutes

Date: 3/25/15

Location: 1187
Graves Hall

Presiding Chair: Doug Danforth	Call to order:	5:00 pm
Minutes recorded by: Casey Leitwein	Adjourned:	5:45 pm

Member attendance

Name	Role	Present
Zeenath Ameen	Med 2 Student Council Representative	Y
Diana Bahner	LP Program Manager	Y
Cheri Bardales	ePortfolio Program Coordinator	Y
Jose Bazan	Host Defense Block Leader	N
Laurie Belknap	Faculty Representative	N
Udayan Bhatt	GI/Renal Associate Block Leader	Y
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Marisa Scholl	E&A Program Coordinator	Y
Kevin Stringfellow	Evaluation & Assessment Program Manager	Y
Christin Thatcher	Building Foundations Program Coordinator (year 1)	N
Judith Westman	Assistant Dean Foundational Science	N
Daniel Yanes	Med 2 Student Council Representative	N
Beth Lee	Foundations Associate Block Leader	Y
Donnie Thomas	Med 1 Student Council Representative	N

LSI Part One Academic Program Committee Minutes

Neha Nidhi	Med 1 Student Council Representative	N
Additional Attendees: Megan Thompson, Todd Isler, Nicole Verbeck		
Agenda Items		
Item 1, Approval of minutes		
Item 2, New Student Portal-VITALS		
Item 3, Calendar Changes for 2015-16		
Item 4, Host Defense Wrap-up		
Item 5, Announcements		
Item 6, Block Updates		
Item 7, Student Feedback		

Item 1, Approval of last meeting's minutes

Presenter:

Discussion

1. The meeting minutes from January 28, 2015 were reviewed by the committee and approved.

Item 2, New Student Portal-VITALS

Presenter: Megan Thompson

Discussion

1. Megan Thompson, VITALS Systems Specialists gave a demonstration of the new student portal in VITALS.
2. Support from the vendor that supplied the old calendar is going to discontinue soon which led to the switch to this new calendar module.
3. The new calendar will allow the VITALS team to easily add features in the future, such as drag-and-drop for flex items.
4. The new calendar will be launched to the students during the med 1 spring break.

Item 3, Calendar Changes for 2015-16

Presenter: Doug Danforth

Discussion

1. Dr. Clinchot has asked Part One to cut 3 weeks out of the curriculum in order to prevent OSU main campus from charging students our students for may-mester.
2. Exploration Week 1 will move out of spring semester.
3. Cardiopulmonary will switch with Neuro and start after the winter break.
4. The Neuro Block will be shortened by 1 week.
5. The Foundations Block will be shortened by 1 week.
6. The diagram for the updated calendar is attached.

LSI Part One Academic Program Committee Minutes

Item 4, Host Defense and Neuro Wrap-up

Presenter: Kevin Stringfellow

Discussion

1. Kevin gave a brief summary of the Host Defense and Neuro Blocks. The summary is attached.

Host Defense:

Block Mean: 87.85; standard Deviation of 5.78

Unmet Competencies:

Patient Care – 2

Medical Knowledge – 9

Systems-Based Practice – 1

Professionalism – 12

Neuro:

Block Mean: 85; Standard Deviation of 5

Unmet Competencies:

Medical Knowledge – 12 (2 with 3rd)

Professionalism – 20*

PB&LLL – 1*

*Updated since APC meeting

Item 5, Announcements

1. New team members- Cheri Bardales has moved over to the E&A team as the ePortfolio Program Coordinator, Christin Thatcher has joined the Part One team as the med 1 Program Coordinator, Dr. Catherine Sinclair has joined the LG/LP team as an Expert Educator.
2. IPad distribution to the med 2 students went very well thanks to Todd Isler and Emily Rismiller and the volunteers that helped out. Only 2 students did not show up for it. The students turned in their IPad and received their IPad Mini, ACLS card and pagers.
3. The new Mediasite Data Policy is attached. The policy will be sent out in the block emails from the coordinators and posted in the lecture halls.

Item 6, Block Updates

1. The Cardiopulmonary Block starts soon. The FOSCE during the block will use Harvey, a simulation mannequin in the Clinical Skills Center.
2. This year the Pulmonary Simulation Sessions will be open to all students. A patient panel and a formative quiz has been added to the block.

LSI Part One Academic Program Committee Minutes

Item 7, Student Feedback

Med 2

1. The students expressed that Board Prep Block exams took away from their study time.
2. The weekly exams also sped up the study schedules for the students.
3. Dr. Danforth asked the student council reps to gather volunteers for an evaluation student panel that Kevin is putting together.

8/3/2015
 8/10/2015
 8/17/2015
 8/24/2015
 8/31/2015
 9/7/2015
 9/14/2015
 9/21/2015
 9/28/2015
 10/5/2015
 10/12/2015
 10/19/2015
 10/26/2015
 11/2/2015
 11/9/2015
 11/16/2015
 11/23/2015
 11/30/2015
 12/7/2015
 12/14/2015
 12/21/2015
 12/28/2015
 1/4/2016
 1/11/2016
 1/18/2016
 1/25/2016
 2/1/2016
 2/8/2016
 2/15/2016
 2/22/2016
 2/29/2016
 3/7/2016
 3/14/2016
 3/21/2016
 3/28/2016
 4/4/2016
 4/11/2016
 4/18/2016
 4/25/2016
 5/2/2016
 5/9/2016
 5/16/2016
 5/23/2016
 5/30/2016
 6/6/2016
 6/13/2016
 6/20/2016
 6/27/2016
 7/4/2016
 7/11/2016
 7/18/2016
 7/25/2016
 8/1/2016
 8/8/2016
 8/15/2016
 8/22/2016
 8/29/2016
 9/5/2016
 9/12/2016
 9/19/2016
 9/26/2016
 10/3/2016
 10/10/2016
 10/17/2016
 10/24/2016
 10/31/2016
 11/7/2016
 11/14/2016
 11/21/2016
 11/28/2016
 12/5/2016
 12/12/2016
 12/19/2016
 12/26/2016
 1/2/2017
 1/9/2017
 1/16/2017
 1/23/2017
 1/30/2017
 2/6/2017
 2/13/2017
 2/20/2017
 2/27/2017
 3/6/2017
 3/13/2017
 3/20/2017
 3/27/2017
 4/3/2017
 4/10/2017
 4/17/2017

		Orientation		Orientation	
Foundations 1	1			Foundations 1	1
	2				2
	3				3
	4				4
	5	Labor Day 09/07			5
Foundations 2	1			Foundations 2	1
	2				2
	3				3
	4				4
	5				5
	6				6
	7	Assessment Week			Assessment Week
					Exploration Week
Bone and Muscle	1			Bone and Muscle	1
	2				2
	3				3
	4	Thanksgiving 11/25-27			4
	5				5
	6				6
	7	Assessment Week			Assessment Week
					Vacation
	1	Vacation			1
	2				2
		Exploration Week			
Neurological Disorders	1			Cardiopulmonary Disorders	1
	2	MLK 1/18			2
	3				3
	4				4
	5				5
	6				6
	7				7
	8				8
	9				9
	10	Assessment Week			Assessment Week
					Vacation
		Vacation			
Cardiopulmonary Disorders	1			Neurological Disorders	1
	2				2
	3				3
	4				4
	5				5
	6				6
	7				7
	8				8
	9				9
	10	Assessment Week (Mem Day 5/30)			Assessment Week
		Exploration Week			Vacation
		Vacation			10 weeks
	1	Vacation			
	2	8 weeks			
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
					Exploration Week
		Orientation			
Foundations 1	1			GI / Renal Disorders	1
	2				2
	3				3
	4				4
	5	Labor Day 09/07			5
					Labor Day 9/5
Foundations 2	1			GI / Renal Disorders	6
	2				7
	3				Assessment Week
	4				
	5				
	6	Assessment Week			
		Exploration Week			
Bone and Muscle	1			Endo / Repro Disorders	1
	2				2
	3				3
	4				4
	5				5
	6				6
	7	Assessment Week			7
					Veteran's Day 11/11
	1			Host Defense	1
	2				2
	3				3
	4	Thanksgiving 11/25-27			4
	5				5
	6				6
	7	Assessment Week			7
					Vacation
	1	Vacation			1
	2				2
		Exploration Week			Exploration Week
Cardiopulmonary Disorders	1			Host Defense	1
	2	MLK 1/18			2
	3				3
	4				4
	5				5
	6				6
	7				7
	8				8
	9				9
	10	Assessment Week			Assessment Week
					Vacation
		Vacation			
		Comp. Assessment Week			Comp. Assessment Week
		Vacation			Vacation
SMLE / rinent				SMLE / rinent	

4/24/2017	Neurolog i	6		U	O		U	O			
5/1/2017		7				1	Ground School		1	Ground School	
5/8/2017		8				2			2		
5/15/2017		9	Assessment Week (Mem Day 5/30)			3			3		
5/22/2017				Vacation			4			4	
5/29/2017						5	Memorial Day 5/29		5	Memorial Day 5/29	
6/5/2017						6			6		
6/12/2017						7			7		
6/19/2017						8			8		
6/26/2017						9			9		
7/3/2017						10	Independence Day 7/4		10	Independence Day 7/4	
7/10/2017						11			11		
7/17/2017						12			12		
7/24/2017						13			13		
7/31/2017						14			14		
8/7/2017				Exploration Week		15			15		
8/14/2017					16	Assessment Week		16	Assessment Week		
8/21/2017	GI / Renal Disorders	1				1	Vacation		1	Vacation	
8/28/2017		2				2	Ground School		2	Ground School	
9/4/2017		3				3	Labor Day 9/4		3	Labor Day 9/4	
9/11/2017		4	Labor Day 9/5			4			4		
9/18/2017		5				5			5		
9/25/2017		6	Assessment Week			6			6		
10/2/2017	Endo / Repro Disorders	1				7			7		
10/9/2017		2				8			8		
10/16/2017		3				9			9		
10/23/2017		4				10			10		
10/30/2017		5				11	Veteran's Day 11/11 (10?)		11	Veteran's Day 11/11 (10?)	
11/6/2017		6				12			12		
11/13/2017		7	Assessment/Veteran's Day 11/11			13	Thanksgiving 11/22-24		13	Thanksgiving 11/22-24	
11/20/2017	Host Defense	1				14			14		
11/27/2017		2	Thanksgiving 11/23 - 25			15			15		
12/4/2017		3				16	Assessment Week		16	Assessment Week	
12/11/2017		4									
12/18/2017		5									
12/25/2017		1	Vacation			1	Vacation		1	Vacation	
1/1/2018		2				2			2		
1/8/2018			Exploration Week			1	NYD 1/1 Ground Schoo		1	NYD 1/1 Ground Schoo	
1/15/2018	Host Defense	1				2			2		
1/22/2018		2	MLK 1/16			3	MLK 1/15		3	MLK 1/15	
1/29/2018		3				4			4		
2/5/2018		4				5			5		
2/12/2018		5				6			6		
2/19/2018		6	Assessment Week			7			7		
2/26/2018	CFR	1				8			8		
3/5/2018		2				9			9		
3/12/2018		3				10			10		
3/19/2018		4				11			11		
3/26/2018			Comp. Assessment Week			12			12		
4/2/2018			Vacation			13			13		
4/9/2018						14			14		
4/16/2018	USML / Orient					15	Assessment Week		15	Assessment Week	
4/23/2018						16	Vacation		16	Vacation	
4/30/2018	Ring 1 May 1 - Aug 18										
5/7/2018		1	Ground School	Month 1 Apr 30 - May 27		1		Month 1 Apr 30 - May 27	1		
5/14/2018		2				2			2		
5/21/2018		3				3			3		
5/28/2018		4	Memorial Day 5/29	Month 2 May 28 - Jun 24		4		Month 2 May 28 - Jun 24	4		
6/4/2018		5				5			5		
6/11/2018		6				6			6		
6/18/2018		7				7			7		
6/25/2018		8				8			8		
7/2/2018		9	Independence Day 7/4	Month 3 Jun 25 - July 22		9		Month 3 Jun 25 - July 22	9		
7/9/2018		10				10			10		
7/16/2018		11				11			11		
7/23/2018		12				12			12		
7/30/2018		13				13			13		
8/6/2018		14				14			14		
8/13/2018		15				15			15		
8/20/2018	16	Assessment Week			16			16			
8/27/2018		1	Vacation	Month 5 Aug 20 - Sept 16		1		Month 5 Aug 20 - Sept 16	1		
9/3/2018	Ring 2 Aug 28 - Dec 15	1	Ground School	Month 6 Sept 17 - Oct 14		2		Month 6 Sept 17 - Oct 14	2		
9/10/2018		2	Labor Day 9/4			3			3		
9/17/2018		3				4			4		
9/24/2018		4				5			5		
10/1/2018		5				6			6		
10/8/2018		6				7			7		
10/15/2018		7				8			8		
10/22/2018		8				9			9		
10/29/2018		9				10			10		
11/5/2018		10				11			11		
11/12/2018		11	Veteran's Day 11/11	Month 8 Oct 15 - Nov 11		12		Month 8 Oct 15 - Nov 11	12		
11/19/2018		12				13			13		
11/26/2018		13	Thanksgiving 11/22-24	Month 8 Nov 12 - Dec 9		14		Month 8 Nov 12 - Dec 9	14		
12/3/2018		14				15			15		
12/10/2018	15				16			16			
12/17/2018		16	Assessment Week	Dec 10 - Jan 6		1	Vacation	Dec 10 - Jan 6	1	Vacation	
12/24/2018		1	Vacation			2			2		
12/31/2018		2				3			3		

1/7/2019	Ring 3 Jan 2 - April 20	1	NYD 1/1 Ground Schoo	Month 9 Jan 7 - Feb 3	1		Month 9 Jan 7 - Feb 3	1	
1/14/2019		2			2			2	
1/21/2019		3	MLK 1/15		3			3	
1/28/2019		4			4			4	
2/4/2019		5			5			5	
2/11/2019		6			6			6	
2/18/2019		7			7			7	
2/25/2019		8			8			8	
3/4/2019		9			9			9	
3/11/2019		10			10			10	
3/18/2019		11			11			11	
3/25/2019		12			12			12	
4/1/2019		13			13			13	
4/8/2019		14			14			14	
4/15/2019		15			15			15	
4/22/2019		16			16			16	
4/29/2019			Assessment Week	Month 12 Apr 1 - Apr 28	1		Month 12 Apr 1 - Apr 28	1	
5/6/2019			Vacation		2			2	
5/13/2019					3			3	
5/20/2019					4			4	
5/27/2019									
6/3/2019									
6/10/2019									
6/17/2019									
6/24/2019									
7/1/2019									
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7/29/2019									
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4/27/2020									
5/4/2020									

Graduation



**Wexner
Medical
Center**

**The Ohio State University College of
Medicine**

Academic Program Committee

Meeting Minutes

Date: 4/22/15

Location: 1187
Graves Hall

Presiding Chair: Doug Danforth Call to order: 5:00 pm

Minutes recorded by: Casey Leitwein Adjourned: 5:46 pm

Member attendance

Name	Role	Present
Zeenath Ameen	Med 2 Student Council Representative	N
Diana Bahner	LP Program Manager	N
Cheri Bardales	ePortfolio Program Coordinator	Y
Jose Bazan	Host Defense Block Leader	N
Laurie Belknap	Faculty Representative	N
Udayan Bhatt	GI/Renal Associate Block Leader	N
Georgia Bishop	Neuro Block Leader	Y
Julie Bishop	Bone & Muscle Block Leader	N
Jennifer Burgoon	Bone & Muscle Associate Block Leader	Y
Victoria Cannon	Associate Director Medical Education	N
Beth Christian	Host Defense Associate Block Leader	Y
Amber Clevenger	Program Coordinator, CHE, HC, HSIQ	Y
Dan Clinchot	Vice Dean for Education	N
James Collen	Med 3 Student Council Representative	N
Camilla Curren	LG Program Director	Y
Doug Danforth	LSI Part One Program Director	Y
John Davis	Associate Dean for Medical Education	N
Kristen Rundell	LP Program Director	Y
Samantha Ellwood	LG Program Coordinator	Y
Mary Beth Fontana	Cardiopulmonary Block Leader	N
Carla Granger	Associate Director Medical Education	N
Charles Hitchcock	Foundations Block Leader	Y
Michael Horgan	E&A Program Coordinator (OSCE)	N
Raheela Khawaja	Endo/Repro Associate Block Leader	Y
Micah Kiehl	Med 3 Student Council Representative	Y
Jack Kopechek	E Portfolio Program Director	N
Cynthia Ledford	Assistant Dean Evaluation & Assessment	Y
Casey Leitwein	LSI Part One Program Manager	Y
David Lindsey	LSI Part One Associate Program Director	Y
Joanne Lynn	Associate Dean for Student Life	N
Francisco Magana	Med 1 Student Council Representative	Y
John Mahan	Assistant Dean Faculty Development	N
Sheryl Pfeil	GI/Renal Block Leader	Y
Doug Post	Assistant Dean Practice Based Learning	N
Adam Quick	Neuro Associate Block Leader	N
Emily Rismiller	Building Foundations Program Coordinator (year 2)	Y
Troy Schaffernocker	Cardiopulmonary Associate Block Leader	Y
Jonathan Schaffir	Endo/Repro Block Leader	Y
Marisa Scholl	E&A Program Coordinator	Y
Kevin Stringfellow	Evaluation & Assessment Program Manager	Y
Christin Thatcher	Building Foundations Program Coordinator (year 1)	N
Judith Westman	Assistant Dean Foundational Science	N
Daniel Yanes	Med 2 Student Council Representative	N
Beth Lee	Foundations Associate Block Leader	Y
Donnie Thomas	Med 1 Student Council Representative	Y

LSI Part One Academic Program Committee Minutes

Neha Nidhi	Med 1 Student Council Representative	Y
Additional Attendees: Eileen Kalmar, Laura Boucher, Kirk McHugh		
Agenda Items		
Item 1, Approval of minutes		
Item 2, Part One Progress Update		
Item 3, Board Prep Block Summary		
Item 4, Best Practices for Learning Objectives		
Item 5, Announcements		
Item 6, Student Feedback		

Item 1, Approval of last meeting's minutes

Presenter:

Discussion

1. The meeting minutes from the March and April meetings will be reviewed by the committee for approval during the next meeting.

Item 2, Part One Progress Update

Presenter: Kevin Stringfellow

- Approximately half of the eligible students have taken Step One at the time of the April APC meeting. The majority of scores are pending.

Item 3, Board Prep Block Summary

Presenter: Kevin Stringfellow

- Unmet Competencies: MK – 6, PB&LLL – 1, Prof – still under review (now 3)
- Block Mean: 74.44; Standard Deviation: 11.82

Item 4, Best Practices for Learning Objectives

Presenter: Doug Danforth

Discussion

1. Dr. Danforth presented a document authored by Dr. Westman on best practices for writing learning objectives. The document is attached.
2. Each block's learning objectives have been reviewed to ensure that the program is assessing the objectives that are being taught.
3. Committee members offered many comments about this document and the learning objectives.
 - a. C. Ledford mentioned that Bloom's Taxonomy only applies to knowledge and not skills based objectives.

LSI Part One Academic Program Committee Minutes

- b. The students agreed that for the most part they use the learning objectives infrequently and focus more on the actual material presented.
- c. The students also felt the learning objectives are written so broadly in many cases that changing the wording probably would not help. They would prefer a list of what to study.
- d. C. Hitchcock stated that the secondary learning objectives are there to provide focus for assessment.
- e. B. Lee stated that it was often difficult to focus the material in the learning objectives.
- f. C. Ledford stated that increasing the levels using Dr. Westman's document would ultimately improve the learning objectives.

Action Items

1. This agenda item will be revisited during an upcoming meeting to decide how to best proceed with revising the Learning Objectives.

Item 5, Announcements

1. The calendar for the incoming med 1 student's has not been finalized. The calendar will be presented at an upcoming CITL meeting for finalization.
2. On Friday 4/24 there will be an Evaluation Working Group meeting with student representation to discuss deployment logistics in VITALS.
3. Anand Khurma was introduced as the new Associate Director of Educational Technology, College of Medicine Office of Evaluation, Curriculum Research & Development

Item 7, Student Feedback

Med 1

1. The students are enjoying the physiology simulation sessions, small groups and optional sessions during Cardiopulmonary.
2. The students are still getting used to the new VITALS calendar.

Med 2

1. The students requested extended feedback on the second NBME exam during the Board Prep Block.

Bloom's Level 1: Remembering

LSI usage: Appropriate for secondary learning objectives only as these verbs are more suited to factual recall rather than integration of material.

Arrange, count, define, describe, draw, duplicate, identify, indicate, label, list, locate, name, quote, read, recite, recognize, record, relate, select, state, tabulate, tell, trace, write. [Note that some words may be in more than one level depending on the cognitive process being assessed.]

*****Caution: the most commonly used verb in OSU LO's is "describe" with 39% of our LO's using it. Be creative and try a different verb that is more indicative of how the student will be assessed. "Describe" is more suitable for a short answer/essay/oral exam than MCQ.**

Part 1 LSI:

PLO: Define and differentiate between necrosis and the intrinsic, extrinsic, and cellular mediated pathways of apoptosis. (Part 1, Foundations)

Quality: "Define" is more appropriate for SLO usage. However, it is implied in "differentiate" because knowing the definition is needed to perform that task.

Alternate: Differentiate among necrosis and the apoptosis pathways (intrinsic, extrinsic, and cellular-mediated).

SLO: Describe the structure of nucleotides and the synthesis of nucleic acids. (Part 1, Foundations)

Quality: Adequate for an SLO for assessment of very basic recall of knowledge.

PLO: Describe the types of neoplasms of the MSK system (bone and soft tissue tumors and benign, malignant and metastatic tumors) and differentiate between the clinical and radiologic characteristics and treatment goals of each. (Part 1, Bone&Muscle)

Quality: Contains two separate LOs that may not be needed. Inclusion of treatment goals is not recommended for Part 1 students but the pathophysiologic processes that are modified with therapy would be appropriate here.

Alternate: Differentiate among bone and soft tissue tumors and benign, malignant, and metastatic tumors in regards to their pathophysiology, clinical and radiologic characteristics.

SLO: Describe and demonstrate the organization of the brachial plexus, its origin in the neck, and continuation into the axilla and upper limb. (Part 1, Bone&Muscle)

Quality: Adequate for an SLO for assessment of recall (describe) and basic Level 2 understanding (demonstrate).

PLO: Define the mechanisms of the major types of glaucoma. (Part 1, Neuro)

Quality: The desired task exceeds the use of "define". Consider using a Level 2 or higher verb.

Examples of learning objectives written for Bloom's Taxonomy levels (v 2015)

Alternate: Summarize the mechanisms of the major types of glaucoma (**specify the types).

SLO: Define and understand the results of increased intracranial pressure. Describe the various types of cerebral herniation and know the complications of each type. (Part 1, Neuro)

Quality: Contains two separate LOs with four different verbs (define, understand, describe, know). "Understand" and "know" are vague and not recommended for usage. It is helpful to be specific about the types of cerebral herniation rather than use "various". The linked PLO is "Identify and describe basic neuropathological reactions to tissue injury and classic neuropathology of common neurologic illnesses" which also contains vague descriptors (basic, classic, common).

Alternate: Relate the types of cerebral herniation (**specify the types) to the underlying origins of increased intracranial pressure and predict the effects of the herniation on the structure and function of surrounding areas.

PLO: Describe how respiratory and positional maneuvers can enhance cardiac diagnosis. (Part 1, CardioPulm)

Quality: Adequate for an SLO with a PLO relating to cardiac diagnosis but probably too granular to be a PLO by itself. No SLOs attributed to this PLO.

SLO: Identify the common pathologic features of ALI/ARDS.

Quality: Intent appears to be basic recall of the pathology of acute lung injury. Contains vague language (common) which may be difficult for a student to discern. As stated it implies knowledge of microscopic features only when the intent may be pathophysiology. Recommend that all abbreviations be spelled out so that LOs can stand alone without the need to identify which block they originate from. As of 4/8/2015, this was the only SLO entered for the entire CardioPulm block. Unfortunately, the linked PLO is in error: "Demonstrate knowledge of normal antepartum, intrapartum and postpartum care."

Alternate: Recognize the causes of acute lung injury (adult respiratory distress syndrome) and relate them to corresponding changes in histopathology and pulmonary physiology.

PLO: Define the three types of relaxation that occur in the gastric reservoir and identify the stimuli and origin of stimuli for each. (Part 1, GI/Renal)

Quality: The wording implies factual recall which is probably more suited for an SLO. There are no SLO's linked to this PLO. A PLO related to normal gastric motility may be appropriate with this linked to it as an SLO.

Alternate: Describe the normal contractile and relaxation components of gastric motility and the neural and hormonal signals that control them.

SLO: Describe the physiology and regulation of renal blood flow and glomerular filtration. (Part 1, GI/Renal)

Quality: "Describe" is vague. This LO lacks the specificity typically seen in an SLO. The PLO linked to it is "Describe the physiology and regulation of renal blood flow and solute

Examples of learning objectives written for Bloom's Taxonomy levels (v 2015)

handling." The SLO does not appear to be sufficiently different from the PLO to assist the student in knowing what is needed. The SLO could be divided into two separate SLO's with greater specificity.

Alternate: 1) Identify the factors which increase and decrease renal blood flow and describe the impact on glomerular filtration.

PLO: Describe the general concepts of endocrine control. (Part 1, Endo/Repro)

Quality: The wording is vague as it is not possible to determine if the intent is the control of the endocrine system, or how the endocrine system controls metabolism etc.

Alternate: Explain the normal mechanisms of regulation of hormone levels within the body.

SLO: Describe (in general terms) the synthesis and secretion of ovarian steroids. (Part 1, Endo/Repro)

Quality: The wording is vague and would challenge the student to interpret what is meant by "in general terms".

Alternate: Describe ovarian steroidogenesis and secretion of ovarian steroids with respect to the initiating stimuli, cells of origin, timing of synthesis, and secretion.

PLO: Understand and describe the diagnostic approach to the patient with suspected rheumatic disease, key features of the history and physical exam, laboratory tests used to evaluate the patient and the approach to treatment of rheumatic diseases. (Part 1, Host Defense)

Quality: "Understand" is vague and not recommended for use in an LO. The emphasis on management in Part 1 is permitted if the emphasis is on mechanisms and not on specific patient care and treatment protocols. There are no SLO's linked to this PLO.

Alternate: PLO: Relate the pathophysiology of rheumatic disease to the clinical presentation of disease. SLO #1: Identify the key features of the history and physical exam that would indicate suspected rheumatic disease. SLO #2: Describe clinical laboratory tests that would identify critical physiologic mechanisms disrupted in suspected rheumatic disease.

SLO: Describe the physiology, metabolism and regulation of clinically relevant bacteria.

Quality: Since this LO is suitable for an entire graduate school course in bacteriology, it is too all-encompassing for a single SLO. It leaves the student to determine what is meant by "clinically relevant". The PLO to which it is linked is "Recognize the structure and microbial physiology of clinically relevant bacteria and integrate this information with the human pathophysiologic correlates."

Alternate: Provide specific classes of organisms in the PLO and specify the components that the student should concentrate on in the SLO.

Examples of learning objectives written for Bloom's Taxonomy levels (v 2015)

Part 2 and 3 LSI:

SLO: Describe how four developmental domains of childhood (gross motor, fine motor, language, and personal-social development) are assessed. (Part 2, PWP)

Quality: This could be improved using level 4 verbs "compare and contrast". Sentence structure could be simplified to improve readability.

Alternate: Compare and contrast the methods of assessment of the four developmental domains of childhood (gross motor, fine motor, language, and personal-social development).

Bloom's Level 2: Understanding

LSI usage: Most appropriate for secondary learning objectives or some primary learning objectives early in the presentation of a competency.

Associate, change, classify, compute, contrast, convert, demonstrate, describe, differentiate, discuss, distinguish, estimate, explain, give an example, illustrate, interpret, locate, paraphrase, predict, recognize, report, represent, restate, review, revise, rewrite, simplify, summarize, translate.

PLO: Recognize the clinical and radiographic presentation of fractures and using correct terminology describe different types of fractures.

Quality: The use of "recognize" and "describe" here implies understanding and is a Level 2 verb appropriate for a PLO.

SLO: Explain the basis of health promotion and disease prevention recommendations to patients with the goal of shared decision making. (Part 3, AMRCC)

Quality: Appropriate for assessment of student understanding of a concept.

SLO: Understand the pathogenesis, and recognize the neuropathology of germinal matrix hemorrhage, intraventricular hemorrhage and periventricular leukomalacia. Appreciate the significance of these acquired lesions on premature infants. (Part 1, Neuro)

Quality: Contains multiple LOs. Contains vague verbs that can not be assessed (understand, appreciate). "Recognize" is appropriate for Level 2 but "differentiate among" may better reflect the intent.

Alternate: Differentiate among germinal matrix hemorrhage, intraventricular hemorrhage, and periventricular leukomalacia in regards to pathogenesis, neuropathology, and epidemiology.

Bloom's Level 3: Applying

LSI Usage: Preferred for PLO's encountered in Part 1 towards the end of each block. For Parts 2 and 3, may be used for some SLO's and recommended for the minimum level for PLO's.

Apply, calculate, chart, choose procedures, collect information, complete, construct, contribute, discover, dramatize, employ, establish, examine, find solutions, illustrate, implement, interpret, operate, order, organize, perform, predict, prepare, relate, report, restate, review, produce, project, provide, schedule, sketch, solve, transfer, translate, use, utilize, write

PLO: Apply compensation rules to distinguish simple from mixed acid-base disturbances. Solve common acid-base problems and create differential diagnoses based on the results of arterial blood gas measurements, anion gap calculations, and osmolar gap calculations. (Part 1, Cardiopulm)

Quality: Contains multiple LOs. Very good use of verbs to promote and describe higher levels of cognitive process.

SLO: Utilize different charting techniques, including problem-based charting and systems-based charting, to document the patient encounter beyond the SOAP format. (Part 3, AMRCC)

Quality: Requires application of knowledge and is specific and assessable.

Bloom's Level 4: Analyzing

LSI Usage: Preferred for development of treatment plans and other LO's that deal with patient management beyond standard practice guidelines.

Analyze, break down, appraise, conclude, contract, categorize, compare, contrast, correlate, criticize, debate, detect, determine, diagram, differentiate, discriminate, distinguish, experiment, inventory, generalize, infer, inspect, organize, outline, prioritize, question, select, separate, solve, summarize

PLO: Differentiate between postpartum blues, depression, anxiety, and psychosis. (Part 2, UPRSN)

Quality: It is unclear if this is a Level 2 "differentiate" or a Level 4 "differentiate". Adding complexity could make this a Level 4 in order to be a PLO for Part 2. Wording should be "differentiate among..."

SLO: Analyze and manage non-cardiac-related thoracic pain and thoracic fluid collections. (Part 2, UPRSN)

Quality: Verbs indicate appropriate higher level cognitive process. However, wording does not describe an action that can be taken by a Med3 student as they do not manage patients.

Alternate: Analyze non-cardiac-related thoracic pain and thoracic fluid collections and develop an appropriate management plan.

Bloom's Level 5: Evaluating

LSI Usage: Preferred for higher levels of competency in any of the dCEO's.

Appraise, argue, assess, choose, compare, conclude, contrast, critique, decide, defend, determine, develop, estimate, evaluate, grade, judge, justify, measure, predict, rank, rate, recommend, revise, score, select, support, test, verify

PLO: Assess the hydration status of pediatric and geriatric patients. (Part 2, PWP)

Quality: Appropriate cognitive level for Part 2. Accompanied by 6 SLO's with appropriate lower cognitive levels to accomplish the stated PLO.

PLO: Self-assess performance at the mid-point and the conclusion of the rotation. (Part 3, AMRCC)

Quality: Appropriate cognitive level for Part 3.

SLO: Identify and assess safety risks in the home environment of geriatric and developmentally or physically challenged patients, and make recommendations to mitigate these. (Part 2, PWP)

Quality: Contains several verbs from level 1-5. Level 5 should be used cautiously as an SLO. The linked PLO states "Describe the developmental vulnerability for poisoning and accidental ingestions in infants, toddlers and children, and the elderly, and for intentional ingestions in adolescents and adults." This PLO is a Level 2 and could be rewritten for a higher cognitive level. These two may benefit by an exchange of position in the LO hierarchy.

Bloom's Level 6: Creating

LSI Usage: Preferred for higher levels in projects and patient care plans. Equivalent to the Manager and Educator levels of the RIME categorization

Assemble, build, collaborate, collect, compile, compose, construct, create, design, devise, detect, develop, facilitate, formulate, generate, generalize, integrate, invent, manage, modify, negotiate, organize, plan, prepare, prescribe, produce, propose, relate, reorganize, specify, substitute, unite

PLO: Collaborate as a member of an interdisciplinary team. (Part 3, AMRCC)

Quality: Appropriate cognitive level for Part 3.

SLO: Collaborate with a patient to set a specific and appropriate weight loss goal. (Part 2, PWP)

Quality: "Collaborate" implies a higher cognitive level than appears intended. The action seems more suited for Level 3-4.

Alternate: Contract collaboratively with a patient to set a specific and appropriate weight loss goal.



**Wexner
Medical
Center**

**The Ohio State University College of
Medicine**

Academic Program Committee

Meeting Minutes

Date: 6/24/15

Location: 1187
Graves Hall

Presiding Chair: Doug Danforth Call to order: 5:00 pm

Minutes recorded by: Casey Leitwein Adjourned: 6:00 pm

Member attendance

Name	Role	Present
Zeenath Ameen	Med 2 Student Council Representative	N
Diana Bahner	LP Program Manager	Y
Cheri Bardales	ePortfolio Program Coordinator	N
Jose Bazan	Host Defense Block Leader	N
Laurie Belknap	Faculty Representative	Y
Udayan Bhatt	GI/Renal Associate Block Leader	N
Georgia Bishop	Neuro Block Leader	Y
Julie Bishop	Bone & Muscle Block Leader	N
Jennifer Burgoon	Bone & Muscle Associate Block Leader	Y
Victoria Cannon	Associate Director Medical Education	Y
Beth Christian	Host Defense Associate Block Leader	N
Amber Clevenger	Program Coordinator, CHE, HC, HSIQ	Y
Dan Clinchot	Vice Dean for Education	N
James Collen	Med 3 Student Council Representative	N
Camilla Curren	LG Program Director	Y
Doug Danforth	LSI Part One Program Director	Y
John Davis	Associate Dean for Medical Education	N
Kristen Rundell	LP Program Director	Y
Samantha Ellwood	LG Program Coordinator	Y
Mary Beth Fontana	Cardiopulmonary Block Leader	Y
Carla Granger	Associate Director Medical Education	N
Charles Hitchcock	Foundations Block Leader	Y
Michael Horgan	E&A Program Coordinator (OSCE)	Y
Raheela Khawaja	Endo/Repro Associate Block Leader	Y
Micah Kiehl	Med 3 Student Council Representative	N
Jack Kopechek	E Portfolio Program Director	Y
Cynthia Ledford	Assistant Dean Evaluation & Assessment	N
Casey Leitwein	LSI Part One Program Manager	Y
David Lindsey	LSI Part One Associate Program Director	Y
Joanne Lynn	Associate Dean for Student Life	N
Francisco Magana	Med 1 Student Council Representative	N
John Mahan	Assistant Dean Faculty Development	Y
Sheryl Pfeil	GI/Renal Block Leader	N
Doug Post	Assistant Dean Practice Based Learning	N
Adam Quick	Neuro Associate Block Leader	Y
Emily Rismiller	Building Foundations Program Coordinator (year 2)	Y
Troy Schaffernocker	Cardiopulmonary Associate Block Leader	Y
Jonathan Schaffir	Endo/Repro Block Leader	Y
Marisa Scholl	E&A Program Coordinator	Y
Kevin Stringfellow	Evaluation & Assessment Program Manager	Y
Christin Thatcher	Building Foundations Program Coordinator (year 1)	Y
Judith Westman	Assistant Dean Foundational Science	N
Daniel Yanes	Med 2 Student Council Representative	N
Beth Lee	Foundations Associate Block Leader	Y
Donnie Thomas	Med 1 Student Council Representative	N

LSI Part One Academic Program Committee Minutes

Neha Nidhi	Med 1 Student Council Representative	N
Additional Attendees: Kirk McHugh, Beth Sabatino, Beth Liston, John Feister (M3)		
Agenda Items		
Item 1, Approval of minutes		
Item 2, VITALS Update		
Item 3, Part One Summary		
Item 4, Learning Objectives by Block		
Item 5, Faculty Evaluation of Program		
Item 6, Announcements		
Item 7, Block Updates		
Item 8, Student Feedback		

Item 1, Approval of last meeting's minutes

Presenter:

Discussion

1. The meeting minutes from the March were approved by the committee. The meeting minutes from April were approved with the correction of Item 6, Block Updates, FOSCE was changed to "a TLM".

Item 2, VITALS Update

Presenter: Beth Sabatino

1. Beth Sabatino presented on the VITALS 2014-15 Roadmap. The presentation is attached.
2. The roadmap for 2015-16 is being developed.
3. Part One will be exclusively in VITALS starting in August.

Item 3, Part One Summary

Presenter: Kevin Stringfellow

1. Kevin Stringfellow gave a summary of Part One Evaluation and Assessment data. The presentation is attached.

Item 4, Learning Objectives by Block

Presenter: Doug Danforth

Discussion

1. Dr. Danforth presented on the number of learning objectives by block. The presentation is attached.
2. The number of Learning Objectives covered per TLM or per day varies considerably from block to block suggesting that there may be variation in the depth and breadth of LOs covered in each block.

LSI Part One Academic Program Committee Minutes

Action Items

1. Dr. Danforth will discuss the objectives during the Block Leader meetings to determine if this is a significant problem in Part One.

Item 5, Faculty Evaluation of the Program

Presenter: Doug Danforth

1. Dr. Danforth discussed a proposed faculty evaluation document with the committee. The document is attached.
2. The committee members suggested adding TBL's and reading assignments to question #1 for faculty.
3. The committee also suggested adding a comment field when answering no for question #3 under Block Leaders and a general free text field to provide additional feedback.
4. It was also suggested by Dr. Mahan to solicit feedback from Part Two faculty on how our Part One students are doing; initially relying on qualitative information such as "what areas were they not prepared?"
5. In addition it was suggested to ask the students in Part Two and Three how well Part One prepared them.
6. Possible additional questions to add to the faculty evaluation that were discussed are:
 - a. How did my content fit into the block?
 - b. Was this the best way to teach the material?
 - c. How many TLM's are you responsible for?

Item 6, Announcements

1. Awards update
 - a. Excellence in Teaching- Derek Harmon, Anatomy
 - b. Longitudinal Group- Sarah Jonaus and Allison Heacock
 - c. Longitudinal Practice- Genevieve Messick
2. Dr. Liston will be the new Part One Associate Program Director as Dr. Lindsey is moving to Part Three.
3. There will be an ePortfolio Coach award and an overarching LeadServeInspire award for the 2015-16 academic year.

Item 7, Block Updates

1. Cardiopulmonary- Dr. Fontana felt the block went well and the evaluations were uniformly positive. The students made a few suggestions on putting a day in between anatomy lectures and the dissections as well as TBL sessions and the corresponding lectures. The students would also like the anatomy practical moved earlier in the block however that is not possible for this next year.

Item 8, Student Feedback

1. John Feister, the incoming med 3 representative provided feedback for the committee.

LSI Part One Academic Program Committee Minutes

- a. LP was a great experience, however it would be nice if using IHIS in a clinical setting was more emphasized and how to gather information for a history in order to present a patient.
- b. LG could be condensed and tailored. The sessions do not always need to be 3 hours long.



Vitals Update

Summing up the past year in development

Today

VITALS Roadmap for FY15

Module	Key Stakeholder	Contact Key Stakeholder	Identify Team	Kick Off Meeting	Requirements - Draft	Requirements - Approved	Mock Ups - Draft	Mock Ups - Approved	Development	UAT - Approval	Best Practices - Identify	Documentation - Draft	Documentation - Approved	Push to Production	Communication	Initial User Training	Validation Phase	Best Practices - Verify	Version Complete
Curriculum Management - V1	J. Westman																		
Master Schedule - Archive - V1	J. Westman																		
Calendar - Part 1 - V1	D. Danforth																		
Funds Flow - Part 1 - V1	C. Granger																		
<i>WITALS - System Reflecting Curriculum</i>																			
<i>WITALS - New Calendar Tool - Master Schedule</i>																			
Assessments - Part 1 - V1	C. Ledford																		
People Management - Compliance - V1	J. Davis																		
People Management - Contacts - V1	C. Granger																		
Scheduling - Part 2 - V1	K. Tartaglia																		
Security & Roles - V1	J. Westman																		
Calendar - Part 2 - V1	K. Tartaglia																		
People Management - Committee Review - V1	J. Davis/J. Lynn																		
People Management - Profile - V1	C. Granger																		
Evaluations - Creation	C. Ledford																		
Funds Flow - Part 1 - V2	C. Granger																		
Evaluations - Dissemination	C. Ledford																		
Evaluations - Collection	C. Ledford																		
Evaluations - Reports	C. Ledford																		
Promotions - V1	L. Volk																		
Assessments - Part 2 - V1	C. Ledford																		
Admissions - V1	G. Paletta																		
Funds Flow - Part 2 - V1	C. Granger																		
Scheduling - Part 3 - V1	N. Kman																		
Calendar - Part 3 - V1	N. Kman																		
Assessments - Part 3 - V1	C. Ledford																		
Funds Flow - Part 3 - V1	C. Granger																		



Milestones

- Curriculum Management
 - Mapping Curricular Entities
 - Assessment Management
 - Scheduling
- Learner Management
 - Pre-enrollment
 - Demographic
 - Compliance (Immunization, CBLs)
- Funds Flow
 - Funds Flow credit mapping directly to Teaching and Teaching Resources utilized to comply with Mission Based Budgeting
- Evaluations
 - Pilot of new Evaluation module in progress

PART ONE UPDATE:

Class of 2016:

Competency Performance	Year One		Year Two		Total	
	No. Students	Class % (N=176)	No. Students	Class % (N=176)	No. Students	Class % (N=176)
Met all Competencies	135	76.70	144	81.82	112	63.64
One Unmet:	23	13.07	26	14.77	36	20.45
Two Unmet:	15	8.52	5	2.84	20	11.36
Three Unmet:	3	1.70	1	0.57	5	2.84
Four Unmet:	0	0.00	0	0.00	0	0.00
Five Unmet:	0	0.00	0	0.00	2	1.14

- **LoA/Dismissed: 12**
 - **Completed Part One: 176**
 - **Letters of Honors: 21**
 - **Letters of Commendation: 22**
-

Class of 2017:

Competency Performance	Year One		Year Two		Total	
	No. Students	Class % (N=171*)	No. Students	Class % (N=174)	No. Students	Class % (N=174)
Met all Competencies	124	72.51	134	77.01	103	59.20
One Unmet:	32	18.71	27	15.52	39	22.41
Two Unmet:	15	8.77	7	4.02	18	10.34
Three Unmet:	0	0.00	4	2.30	9	5.17
Four Unmet:	0	0.00	2	1.15	4	2.30
Five Unmet:	0	0.00	0	0.00	1	0.57

- **Number returned: 10**
 - **LoA/Dismissed: 24 (5 were students that returned)**
 - **Completed Part One: 174**
 - **Letters of Honors: 19**
 - **Letters of Commendation: 26**
-

Class of 2018:

Year One		
Competency Performance	No. Students	Class % (N=189)
Met all Competencies	143	75.66
One Unmet:	31	16.40
Two Unmet:	12	6.35
Three Unmet:	2	1.06
Four Unmet:	1	0.53

- Number Returned: 7
 - LoA/Dismissed: 11 students (2 were students that returned)
 - Completed Year One: 189 students
 - Pending 5-MK exams this Friday
-

USMLE Step One (Calendar Year 2015):

- Of 174 students completing LSI Part One, 170 have taken the exam
- Only one exam failure
- Current mean: 236
 - 2014 National Mean: 229



**Wexner
Medical
Center**

**The Ohio State University College of
Medicine**

Academic Program Committee

Meeting Minutes

Date: 8/26/15

Location: 234 Meiling
Hall

Presiding Chair: Doug Danforth

Call to order:

5:00 pm

Minutes recorded by: Casey Leitwein

Adjourned:

6:04 pm

Member attendance

Name	Role	Present
Diana Bahner	LP Program Manager	Y
Cheri Bardales	ePortfolio Program Coordinator	N
Jose Bazan	Host Defense Block Leader	Y
Laurie Belknap	Faculty Representative	Y
Udayan Bhatt	GI/Renal Associate Block Leader	N
Georgia Bishop	Neuro Block Leader	Y
Julie Bishop	Bone & Muscle Block Leader	N
Victoria Cannon	Associate Director Medical Education	Y
Beth Christian	Host Defense Associate Block Leader	Y
Amber Clevenger	Program Coordinator, CHE, HC, HSIQ	Y
James Collen	Med 3 Student Council Representative	N
Camilla Curren	LG Program Director	Y
Doug Danforth	LSI Part One Program Director	Y
John Davis	Associate Dean for Medical Education	N
Samantha Ellwood	LG Program Coordinator	Y
John Feister	Med 3 Student Council Representative	Y
Mary Beth Fontana	Cardiopulmonary Block Leader	Y
Charles Hitchcock	Foundations Block Leader	N
Michael Horgan	E&A Program Coordinator (OSCE)	Y
Raheela Khawaja	Endo/Repro Associate Block Leader	Y
Micah Kiehl	Med 3 Student Council Representative	N
Taylor Koenig	Med 2 Student Council Representative	Y
Jack Kopechek	E Portfolio Program Director	Y
Cynthia Ledford	Assistant Dean Evaluation & Assessment	N
Beth Lee	Foundations Associate Block Leader	N
Beth Liston	Part One Associate Program Director	Y
Joanne Lynn	Associate Dean for Student Life	N
John Mahan	Assistant Dean Faculty Development	Y
Kirk McHugh	Chair, Anatomy	Y
Jackie Mostow	Med 2 Student Council Representative	Y
Neha Nidi	Med 2 Student Council Representative	Y
Sheryl Pfeil	GI/Renal Block Leader	Y
Doug Post	Assistant Dean Practice Based Learning	N
Adam Quick	Neuro Associate Block Leader	Y
Emily Rismiller	Building Foundations Program Coordinator (year 2)	Y
Kristen Rundell	LP Program Director	Y
Troy Schaffernocker	Cardiopulmonary Associate Block Leader	N
Jonathan Schaffir	Endo/Repro Block Leader	Y
Marisa Scholl	E&A Program Coordinator	Y
Kevin Stringfellow	Evaluation & Assessment Program Manager	Y
Christin Thatcher	Building Foundations Program Coordinator (year 1)	N

Additional Attendees: Howard Werman, Anand Khurma

LSI Part One Academic Program Committee Minutes

Item 1, Approval of last meeting's minutes

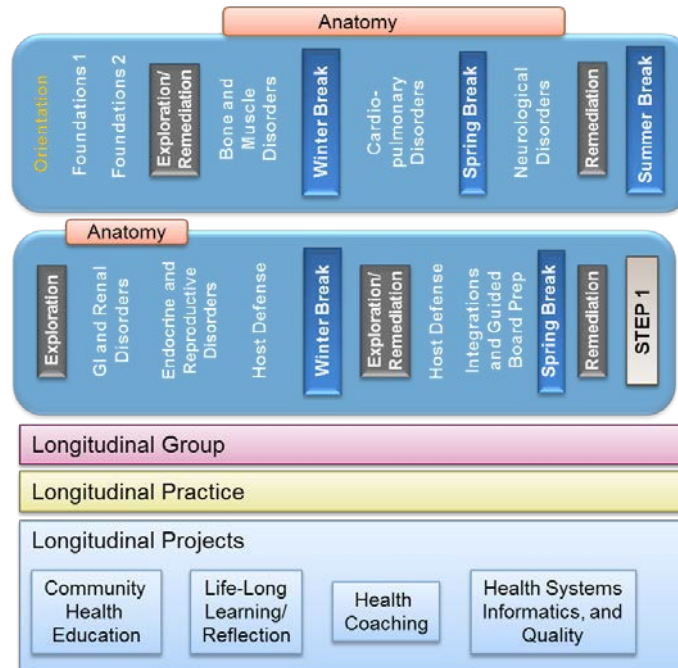
Presenter:

Discussion

1. The meeting minutes from the June were approved by the committee.

Item 2, Overview of Part One

Presenter: Doug Danforth



1. Dr. Danforth reviewed the updates for Part One for the 2015-16 academic year. The above graphic illustrates the major changes.
2. The Foundations 2 Block starts one day later this year to provide students with a brief break prior to starting Foundations 2.
3. The first Exploration/Remediation week will occur after Foundations 2, the second Exploration week will occur right before GI/Renal and the third Exploration/Remediation week will occur after winter break of the second year.
4. The Bone & Muscle Block assessment week OSCE will occur the week before assessment week to accommodate overlapping Part One and Part Two assessment weeks.
5. The Cardiopulmonary Block has moved to after the winter break and the Neuro Block will occur after spring break.
6. New gateway dates are listed below.

LSI Part One Academic Program Committee Minutes

7. KEY DATES for REMEDIATION & GATEWAY CLASS OF 2019				
	Block	Remediation	Additional Remediation(s)	Gateway Date
Year 1	Foundations 1	October 30, 2015	January 4, 2016	January 4, 2016
	Foundations 2	October 30, 2015	January 4, 2016	January 4, 2016
	Bone and Muscle Disorders	January 4, 2016	January 8, 2016	January 8, 2016
	Cardiopulmonary Disorders	March 21* or June 3, 2016	June 10, 2016	June 10, 2016
	Neurological Disorders	June 3, 2016	June 10, 2016	June 10, 2016
Year 2	GI and Renal Disorders	January 3, 2017	January 6, 2017	January 6, 2017
	Endocrine and Reproductive Disorders	January 3, 2017	January 6, 2017	January 6, 2017
	Host Defense	April 3, 2017	April 7, 2017	April 7, 2017
	Integrations and Guided Board Preparations	April 3, 2017	April 7, 2017	April 7, 2017

Item 3, Evaluation Schedule

Presenter: Doug Danforth

1. In an effort to streamline the peer evaluation process, the peer evaluation schedule for the incoming med 1 students has been modified. Peer evaluation scores are reflected in the Aggregate Competencies Component.

Foundations 2- LG Peer Evaluation
 Bone & Muscle- Anatomy Peer Evaluation
 Cardiopulmonary- TBL Peer Evaluation
 Neuro- Anatomy Peer Evaluation
 GI/Renal- LG Peer Evaluation

Item 4, Evaluation Module in VITALS

Presenter: Doug Danforth

Discussion

1. All evaluations for Part One are being administered through VITALS.
2. Dr. Danforth demonstrated the evaluation process. The presentation is attached.
3. The Part One Program has sent out program evaluations through VITALS to all Block Leaders, Associate Block Leaders and Part One faculty. The evaluation will be open until the end of the month.
4. It was suggested to use a different system for administering the Program evaluation since most faculties do not know how to use VITALS.

LSI Part One Academic Program Committee Minutes

Item 5, Longitudinal Group IBook Demonstration

Presenter: Laurie Belknap

1. Dr. Belknap has developed an iBook as an interactive guide to physical exam. The iBook contains numerous videos and examples of doctor-patient interactions to model behaviors.
2. The iBook utilizes the LSI OSCE checklists, Kalamazoo checklist and is organized similar to the Bates Guide to Physical Exam.
3. The IBook covers physical exams for the whole body and will be used during LG.
4. The IBook has been loaded on all Part One student iPads for this year.

Action Items

1. Part Two and Part Three faculty should be made aware of the iBook to reinforce the methods used in the book.
2. Other areas of high yield topics that could be converted to a similar format should be explored.

Item 6, Longitudinal Practice Update

1. There are 155 Longitudinal Practice spots identified for the med 1 students. LP needs 50 more spots.
2. The Skills Training Program is under way with the med 1 students.
3. There was a shortage of trainers this year so Medical Assistants from community preceptor have volunteered to help fill in the gaps. There is an ongoing need to identify adequate trainers for the Clinical Skills course.

Item 7, Block Updates

1. Foundations 1- Two anatomy labs have been added to the block to decompress the Bone & Muscle Block. Med 4's and COM graduates have volunteered to help the students with clinical skills during these labs.
2. GI/Renal- Anatomy is in the first week of the block. The GI material is almost complete with a final TBL coming up. The Renal portion completes the block. Weekly formative quizzes have been added to the block.
3. The Student Review process has changed for this year. These changes will be reviewed with the coaches and faculty.
 - First Competency not met- Students will be reviewed at the block grading committee meeting and may be referred to the Student Review Committee (individual or full meeting). Students will be encouraged to discuss the unmet competency with their Portfolio Coach; the coach receives competency status in the performance report. A packet of information regarding resources is given to student via email or in person during coach meeting.
 - Second Competency not met, if same Competency as first not met, triggers a full Student Review Committee meeting.
 - Second Competency not met, if different Competency as first not met, the student will meet with an individual member of the Student Review Committee.
 - Third Competency not met, all different competencies, the student will meet an individual member of the Student Review Committee.

LSI Part One Academic Program Committee Minutes

- Third Competency not met, if same competency, triggers Program failure. Student will be referred to the Academic Behavioral Review Committee for review.
- In order to successfully remediate a Competency, the student must respond to the “Student Call to Action” in VITALS (once built out in VITALS). If a student does not respond to the “Student Call to Action” that student may not meet the Professionalism Competency.

Item 8, Student Feedback

Med 2:

1. Dr. Curren and Dr. Danforth will be meeting with a student group soon to discuss ideas for the LG component.
2. The Med 2 students expressed concern with the timeline for Health Coaching and Community Health Education Projects.
3. The students like GI/Renal although they feel the third week has been very busy; the students suggested moving some material to the second week to decompress the third week.
4. The students appreciate that the Educational Portfolio meetings have been moved out of the assessment weeks. The students suggested that the coaches could also be the Learning Community Leaders.
5. The students also value the anatomy review sessions.

The Med 3 student council representative asked if the leadership was concerned about the number of students that have taken a leave of absence, withdrawn or been dismissed. Dr. Danforth commented that historically the number has been roughly 5-10%. LSI leadership carefully monitors student performance.



Wexner Medical Center

The Ohio State University College of
Medicine

Academic Program Committee

Meeting Minutes

Date: 9/23/15

Location: 234 Meiling
Hall

Presiding Chair: Doug Danforth

Call to order:

5:00 pm

Minutes recorded by: Casey Leitwein

Adjourned:

5:55 pm

Member attendance

Name	Role	Present
Diana Bahner	LP Program Manager	N
Cheri Bardales	ePortfolio Program Coordinator	N
Jose Bazan	Host Defense Block Leader	N
Laurie Belknap	Faculty Representative	N
Udayan Bhatt	GI/Renal Associate Block Leader	Y
Georgia Bishop	Neuro Block Leader	Y
Julie Bishop	Bone & Muscle Block Leader	N
Victoria Cannon	Associate Director Medical Education	N
Beth Christian	Host Defense Associate Block Leader	Y
Amber Clevenger	Program Coordinator, CHE, HC, HSIQ	Y
James Collen	Med 3 Student Council Representative	N
Camilla Curren	LG Program Director	Y
Doug Danforth	LSI Part One Program Director	Y
John Davis	Associate Dean for Medical Education	N
Samantha Ellwood	LG Program Coordinator	Y
John Feister	Med 3 Student Council Representative	Y
Mary Beth Fontana	Cardiopulmonary Block Leader	Y
Charles Hitchcock	Foundations Block Leader	Y
Michael Horgan	E&A Program Coordinator (OSCE)	Y
Raheela Khawaja	Endo/Repro Associate Block Leader	Y
Micah Kiehl	Med 3 Student Council Representative	Y
Taylor Koenig	Med 2 Student Council Representative	Y
Jack Kopechek	E Portfolio Program Director	Y
Cynthia Ledford	Assistant Dean Evaluation & Assessment	Y
Beth Lee	Foundations Associate Block Leader	N
Beth Liston	Part One Associate Program Director	Y
Joanne Lynn	Associate Dean for Student Life	N
John Mahan	Assistant Dean Faculty Development	N
Kirk McHugh	Chair, Anatomy	N
Jackie Mostow	Med 2 Student Council Representative	Y
Neha Nidi	Med 2 Student Council Representative	Y
Sheryl Pfeil	GI/Renal Block Leader	Y
Doug Post	Assistant Dean Practice Based Learning	N
Adam Quick	Neuro Associate Block Leader	N
Emily Rismiller	Building Foundations Program Coordinator (year 2)	Y
Kristen Rundell	LP Program Director	Y
Troy Schaffernocker	Cardiopulmonary Associate Block Leader	N
Jonathan Schaffir	Endo/Repro Block Leader	N
Marisa Scholl	E&A Program Coordinator	Y
Kevin Stringfellow	Evaluation & Assessment Program Manager	Y
Christin Thatcher	Building Foundations Program Coordinator (year 1)	N

Additional Attendees: Todd Lash, Anand Khurma, Beth Sabatino

LSI Part One Academic Program Committee Minutes

Item 1, Approval of last meeting's minutes

Discussion

1. The meeting minutes from the August were approved by the committee.

Item 2, Student Feedback

Presenter: Student Council Representatives

1. The student's asked that the cumulative objectives be released earlier. Dr. Danforth stated that there will be a process in place in the future for releasing these objectives at the beginning of the block.
2. Students felt that measuring waist circumference was not covered during class but was assessed during the OSCE. They would like it to be clear on what will be covered in the OSCE's as well as more feedback that includes a numerical breakdown.
 - a. Dr. Pfeil said that the standardized patients will get more training on how to give more high quality feedback.
3. The Monday LG group will not get appropriate time to prepare for TBL sessions in the next block.
4. The med 2 class opted to keep the current peer evaluation schedule as they are worried about how their grades would be affected.
5. The med 2 students are feeling burnt out; they are upset that there is a Host Defense exam right after Thanksgiving break and right before the winter break. They also felt there was no break between Part One ending and the Part Two start.
 - a. The students were encouraged to bring up their feelings of burnout with their coaches.
6. The students liked the GI/Renal week 6 review sessions and the integration of the nutrition material into Longitudinal Group sessions.

Item 3, Block Updates

Presenter: Block Leaders

1. The GI/Renal Block OSCE's are finishing up.
2. The Board Prep Block will be restructured this year. Students will be able to opt out of the quizzes based on performance of the Basic Science NBME.
 - a. Students seemed concerned about how obvious the stratification would be.
 - b. John Feister, med 3 representative felt that this was a great idea and the program should do it.
3. The Board Prep Block coach meeting could be done virtually.
4. The Bone & Muscle Block schedule has been released to the students. The OSCE for the block have been moved out of the assessment week to accommodate overlapping Part One and Part Two assessment weeks. The Anatomy Practical and written exam are on the same days during assessment week.

LSI Part One Academic Program Committee Minutes

Item 4, VITALS Update

Presenter: Beth Sabatino

Discussion

1. Beth Sabatino presented on recent VITALS additions. The presentation is attached.
2. There was a student feedback session on improving the student portal. There were several mock-ups created for the redesign.
3. There will also be a redesign of the faculty and administrator portals.

Item 6, ENT Elective

Presenter: Dr. Doug Danforth

1. There was a Medical Education elective in ENT piloted last summer between the med 1 and med 2 year. The elective will be offered again as a mentorship working with ENT physicians for advanced exposure/training to students that are interested in ENT. If the elective works well it will be expanded.

Item 7, Diversity Survey

Presenter: Dr. Doug Danforth

1. Dr. McDougle would like to implement a project on student and faculty attitudes/knowledge on diversity in Longitudinal Group.
2. There would be a survey administered three times during Part One which will be evaluated every year.
3. The students were concerned about evaluation fatigue.
 - a. Students would be able to opt out of the survey.

Item 8, Medical Education and Technology

Presenter: Dr. Doug Danforth

1. There is a new committee for Medical Education and Technology.
2. The committee will look at all educational technology in LSI for improved communication and coordination.

Announcements

- a. The new Community Health Education Director is Dr. Robert Cooper.
- b. Three out of the five Expert Educator roles for Part One have been hired. All Expert Educators are expected to participate in Student Review. Another Expert Educator will be identified for LG and simulation sessions.
 - a. Dr. Joseph Kitzmiller will focus on Pharmacology in Part One.
 - b. Dr. Chris Pierson will focus on Pathology in Part One.
 - c. Dr. Laurie Belknap
- c. All patient panels will now have an additional two question optional evaluation attached to the TLM in VITALS. This evaluation is reflective and pertains to med 4 student, Jon Montemayor's research project as presented last year during an APC meeting.

VITALS Update
Part One APC – September 23, 2015

Pushed to Production:

NOTE: Next Push to Production – October 7

- **Reports**

- Committee Review Report – add parameters for greater granularity (1094)
- Aggregate Report by Evaluation (1095)

- **Committee Review**

- Student access to their Committee Reviews has been removed until a data quality analysis can be completed on the data that has been entered into the system.
- An View of each committee review is available via a student's profile without having to go into Edit mode
- Academic Advancement Committee alterations

Key Stakeholder: Dr. John Davis, Dr. Joanna Lynn, Carla Granger

- **Evaluations**

- Links to individual evaluation assignment reports via the Master Schedule have been added
- Rules put in place for evaluation dates for Flex Items
- More distinct Evaluation Statuses
- Portal evaluation list UI improved to collapsible sections
- Allowing bold text in Response Set Options and Items
- Group Required/Optional Evaluators in Administrative UI
- Add filters to Curricular Associations of Evaluation Forms
- Nightly report to Vitals team to confirm the Evaluation reminder script ran
- Removed the "Evaluation Complete Emails

Key Stakeholder: Dr. Cynthia Ledford

- **Miscellaneous**

- Withdraw date added as a prompt after a student's status is changed to withdrawn
- "Nag Screen" for Academics and Compliance will only show up once per session.
- Submission confirmation message added to Self-Disclosure
- Display all records of Curricular Unit enrollment on the Student Portal

In Progress:

- **Vitals Reports**

- Compliance Report – add parameters for greater granularity
- AAMC Curriculum Inventory
- Faculty Classroom Assessment
- Peer Review Assessment

VITALS Update
Part One APC – September 23, 2015

In Progress cont.:

- **Evaluation Module**
 - User preferences on reminders
 - View of completed evaluations from Portals
 - Selecting Instructors for EvaluationsKey Stakeholder: Dr. Cynthia Ledford
- **Committee Review**
 - Standard list of “Reason for Review”Key Stakeholder: Carla Granger
- **Master Schedule Restructuring**
 - Add TLMs to the Master Schedule directly
 - Add Curricular Components to the Master Schedule directly
 - Clone a previous Master ScheduleKey Stakeholder: Vitals Team
- **Compliance Light Status**
 - Get expiration dates for immunizations from Student Health
 - Student Portal view of Compliance Light Status
 - Programming of incoming compliance data to alter Light Status’ based on criteriaKey Stakeholder: Dr. John Davis, Dr. Joanna Lynn

Evaluation Data to Date:

- **Part 1**
 - Foundations 1 – 129 Evaluation Assignments
 - GI/Renal – 208 Evaluation Assignments
 - Response Count
 - 48 - Longitudinal Group Facilitator Feedback
 - 4682 - Part 1 Evaluation of a TLM
 - 311 - Part 1: Longitudinal Group: Evaluation of Facilitator
 - 183 - Part 1: Longitudinal Group: Faculty Assessment of Student
 - 2248 - Part 1: Peer Assessment of Group Communication and Professionalism Competencies
- **Reports Available**
 - 1090 – Aggregate Evaluation Report by Curricular Entity
 - 1091 – Aggregate Evaluation Report by Evaluatee
 - 1095 – Aggregate Evaluation Report by Evaluation

VITALS Update
Part One APC – September 23, 2015

Module	Key Stakeholder	Kick Off Meeting	Requirements - Draft	Requirements - Approved	Mock Ups - Draft	Mock Ups - Approved	Development	UAT - Approval	Best Practices - Identify	Documentation - Draft	Documentation - Approved	Push to Production	Communication	Initial User Training	Validation Phase	Best Practices - Verify	Version Complete	
Master Schedule Restructuring	Vitals Team																	
Master Schedule Restructuring - Add TLMs to Master Schedule	Vitals Team																	
Master Schedule Restructuring – Instructors Tab on MS TLMs	Vitals Team																	
Master Schedule Restructuring - Clone a Master Schedule	Vitals Team																	
Master Schedule Restructuring - Add a CC to Master Schedule	Vitals Team																	
Master Schedule Restructuring – Reoccurring Events	Vitals Team																	
Master Schedule Restructuring – Remove Template Calendar	Vitals Team																	
Master Schedule Restructuring - Redo Update Tab	Vitals Team																	
Evaluation Reports	C. Ledford																	
Evaluation Reports - Group Performance of teaching - by fac. group	C. Ledford																	
Evaluation Reports - Incomplete Evaluation Report	C. Ledford																	
Evaluation Reports - Comprehensive Annual Report - summative	C. Ledford																	
Evaluation Reports - Divisional Reports, Annual - summative	C. Ledford																	
Evaluation Reports - Duty Hour Violations	C. Ledford																	
Evaluation Reports - Student Assessment Report - Averages	C. Ledford																	
Evaluation Reports - Student Assessment Report - Totals	C. Ledford																	
Evaluation Reports - Part 2 Administrative Grading Report for CPA	C. Ledford																	
Evaluation Reports - Peer Assessment of Group Communication and Professionalism Competencies	C. Ledford																	
Evaluations - Administration - V1	C. Ledford																	
Assessments - Part 2 - V1	C. Ledford																	
Evaluations - Dissemination	C. Ledford																	
Ppl Mgmt - Academics - Student Activity	J. Davis																	
Ppl Mgmt - Academics - Student Assessment Reports	K. Stringfellow																	
Evaluations - Processing Overdue/Suspended	C. Ledford																	

VITALS Update
Part One APC – September 23, 2015

Module	Key Stakeholder	Kick Off Meeting	Requirements - Draft	Requirements - Approved	Mock Ups - Draft	Mock Ups - Approved	Development	UAT - Approval	Best Practices - Identify	Documentation - Draft	Documentation - Approved	Push to Production	Communication	Initial User Training	Validation Phase	Best Practices - Verify	Version Complete	
Part 3 Calendar	N. Kman																	
Part 3 Calendar - Flexible Student Completion Time	N. Kman																	
Part 3 Calendar - Enter all Part 3 Learning Objectives	N. Kman																	
Part 3 Calendar - Enter all Part 3 Curricular Units	N. Kman																	
Part 3 Calendar - Enter all Part 3 Curricular Components	N. Kman																	
Part 3 Calendar - Enter all Part 3 TLMs	N. Kman																	
Part 3 Calendar - Enter all Part 3 Resources	N. Kman																	
Part 3 Calendar - Enter all Part 3 Faculty	N. Kman																	
Part 3 Calendar - Enter all Part 3 GME Trainees	N. Kman																	
Part 3 Calendar - Visiting Student Catalog of Courses	N. Kman																	
Compliance - Expiration dates & warnings	J. Davis, J. Lynn																	
Student Communication	B. Sabatino																	
Admin Portal	OME PMs																	
Faculty Portal	D. Danforth																	
Student Portal	D. Danforth																	
Best Practices - Naming Conventions	Vitals I Team																	
Live Scheduling	L. Volk, Leitwein																	
Live Scheduling - User Interface (Students)	L. Volk, Leitwein																	
Live Scheduling - User Interface (Admin)	L. Volk, C. Leitwein																	
Live Scheduling - Waitlist Request	L. Volk, C. Leitwein																	
Live Scheduling - Student Request Add/Drop	L. Volk, C. Leitwein																	
Live Scheduling - Admin Process Add/Drop	L. Volk, C. Leitwein																	
Live Scheduling - Email Change to Part 3 Coordinators list	L. Volk, C. Leitwein																	
Assessments - Remediation	C. Ledford																	

VITALS Update
Part One APC – September 23, 2015

Module	Key Stakeholder	Kick Off Meeting	Requirements - Draft	Requirements - Approved	Mock Ups - Draft	Mock Ups - Approved	Development	UAT - Approval	Best Practices - Identify	Documentation - Draft	Documentation - Approved	Push to Production	Communication	Initial User Training	Validation Phase	Best Practices - Verify	Version Complete
Admissions	G. Paletta																
Adding a New Faculty - required data before create	C. Granger																
Committee Review Changes	J. Davis, D. Danforth																
USMLE Import	K. Stringfellow																
Scheduling via Master Schedule by Student	K. Tartaglia																
Learning Analytics	D. Clinchot																
Funds Flow	C. Granger																
FERPA training requirement for those with Admin access	V. Cannon																
Student Research Details	V. Cannon																
Mapping Curriculum to Filters	Vitals Team																
Assessments - Part 3	C. Ledford																
Time Released Resources	L. Volk, C. Leitwein																
Tracking Report access	J. Davis																
Tracking Activity in Vitals	Vitals Team																
Scheduling - Add/Drop Functionality	L. Volk																
Promotions - Requirements	J. Davis																
Scheduling - Waitlist	L. Volk																
Links to Reports within the system	Vitals I Team																
Px/Dx	K. Tartaglia																
People Management - Header	J. Davis, J. Lynn																



**Wexner
Medical
Center**

**The Ohio State University College of
Medicine**

Academic Program Committee

Meeting Minutes

Date: 10/28/15

Location: 1187
Graves Hall

Presiding Chair: Doug Danforth Call to order: 5:04 pm

Minutes recorded by: Casey Leitwein Adjourned: 6:07 pm

Member attendance

Name	Role	Present
Diana Bahner	LP Program Manager	N
Cheri Bardales	ePortfolio Program Coordinator	Y
Jose Bazan	Host Defense Block Leader	Y
Laurie Belknap	Faculty Representative	N
Udayan Bhatt	GI/Renal Associate Block Leader	Y
Georgia Bishop	Neuro Block Leader	Y
Julie Bishop	Bone & Muscle Block Leader	N
Victoria Cannon	Associate Director Medical Education	N
Beth Christian	Host Defense Associate Block Leader	N
Amber Clevenger	Program Coordinator, CHE, HC, HSIQ	N
Camilla Curren	LG Program Director	N
Doug Danforth	LSI Part One Program Director	Y
John Davis	Associate Dean for Medical Education	N
Samantha Ellwood	LG Program Coordinator	Y
John Feister	Med 3 Student Council Representative	N
Mary Beth Fontana	Cardiopulmonary Block Leader	N
Charles Hitchcock	Foundations Block Leader	Y
Michael Horgan	E&A Program Coordinator (OSCE)	Y
Raheela Khawaja	Endo/Repro Associate Block Leader	Y
Micah Kiehl	Med 4 Student Council Representative	Y
Tiffany King	Med 1 Student Council Representative	Y
Taylor Koenig	Med 2 Student Council Representative	N
Jack Kopechek	E Portfolio Program Director	N
Cynthia Ledford	Assistant Dean Evaluation & Assessment	N
Beth Lee	Foundations Associate Block Leader	Y
Beth Liston	Part One Associate Program Director	Y
Joanne Lynn	Associate Dean for Student Life	N
John Mahan	Assistant Dean Faculty Development	N
Kirk McHugh	Chair, Anatomy	Y
Jackie Mostow	Med 2 Student Council Representative	Y
Neha Nidi	Med 2 Student Council Representative	Y
Sheryl Pfeil	GI/Renal Block Leader	N
Doug Post	Assistant Dean Practice Based Learning	N
Adam Quick	Neuro Associate Block Leader	Y
Emily Rismiller	Building Foundations Program Coordinator (year 2)	Y
Kristen Rundell	LP Program Director	N
Troy Schaffernocker	Cardiopulmonary Associate Block Leader	Y
Jonathan Schaffir	Endo/Repro Block Leader	Y
Marisa Scholl	E&A Program Coordinator	Y
Kevin Stringfellow	Evaluation & Assessment Program Manager	Y
Christin Thatcher	Building Foundations Program Coordinator (year 1)	N
Margaret Zhang	Med 1 Student Council Representative	Y

Additional Attendees: Howard Werman, Anand Khurma, Beth Sabatino

LSI Part One Academic Program Committee Minutes

Item 1, Approval of last meeting's minutes

Discussion

1. The meeting minutes from the September were approved by the committee.

Item 2, Student Feedback

Presenter: Student Council Representatives

1. The med 1 students asked how peer evaluations will affect their grades. Dr. Danforth reviewed the grading structure for LSI and indicated that this would also be reviewed during the Bone & Muscle overview lecture.
2. The med 2 student council rep commented that it was difficult to know what is required of the Health Coaching project. The Program Coordinator will remind the students that there is a syllabus posted on VITALS that provides this information.
3. The students asked if it would be possible to have the LG leadership sit in on the sessions to provide more timely feedback to facilitators. The Program Coordinator replied that the LG leadership are LG facilitators as well.
4. Dr. Danforth addressed the student's ongoing concerns regarding student wellness, burnout and support for students that take a leave of absence. He indicated that Dr. Liston, as the Associate Program Director for Part One would act as a liaison for these issues. The new Expert Educators will also be utilized as a support for students that are struggling in the curriculum.

Item 3, Block Updates

Presenter: Block Leaders

1. Week 5 of the Endo/Repro Block included an Anatomy Practical, TBL, small groups, a patient panel and female GU sessions. The students felt it was overly busy and should possibly be decompressed.
2. The Host Defense Block reduced the content and weight of the quiz after Thanksgiving. The final is comprehensive and weighted more for the material covered in the second half of the block.
3. Dr. Hitchcock is compiling the cumulative learning objectives and exam items that will be included on each block exam. The goal will be to release the list at the beginning of the year for the students.
4. Students will have three opportunities to meet the Medical Knowledge Competency requirement for the Board Prep Block.
 - a. Passing Step 1 equivalent score for the Comprehensive Basic Science exam.
 - b. Passing the Monday block exams with a 70%.
 - c. Passing Step 1 equivalent score on the NBME practice exam at the end of the block.
5. The GI/Renal Block will move the anatomy practical to mid-block for next year based on student feedback.

LSI Part One Academic Program Committee Minutes

Item 4, LSI Part One Summary Report

Presenter: Doug Danforth

Discussion

1. Dr. Danforth presented the LSI Part One summary report for 2013-15. The presentation is attached.

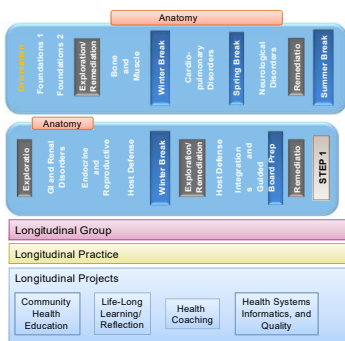
Part One Annual Report 2013-15

Executive Curriculum Committee
10/27/2015

Annual Program Report

- Overview of Program / Review of 2012-2014 Summary Report
- Evaluation Measures
- Student Performance
- Successes, Opportunities, Action Plan

LeadServeInspire Part One



Summary from 2012-2014 Part One Report

Successes

1. USMLE Step 1 scores were higher and overall failure rate was lower than those of previous curricula, despite a shorter duration.
2. The overall learning environments promoted professionalism; faculty and staff were respectful and interested in helping students.
3. Longitudinal Group and Longitudinal Practice met patient care and integration standards.
4. The increased breadth of TLM types was well-received by students, with high ratings given to Case Based Instruction, Peer Teaching, TBLs, and Patient Panels.
5. Measures of medical knowledge correlated well with Step 1, providing evidence for quality of faculty items and exam in most blocks, i.e. predictive validity.

Summary from 2012-2014 Part One Report

Opportunities


1. The biggest challenge was implementing new asynchronous Teaching and Learning Methods. Student satisfaction with eLearning was generally low.
2. Struggled to meet the curricular goal of using learning objectives to design and create educational content. A lack of best practice utilization and simultaneous rollout of a new Learning Management System hampered implementation.
3. Three blocks were relatively poorly rated by students (Medical Practice & Patient Care, Neuroscience, Integrations and Guided Board Prep). In addition to time allocation and distribution of content, areas for targeted improvement in these blocks are organization, clarity of objectives, and integration of content.
4. Health Coach and Community Health Education projects were poorly rated.
 1. Logistical challenges related to linkage to Longitudinal Practice sites
 2. While Health Coach Project demonstrated intended learning and patient outcomes, student satisfaction was poor. Issues relate to logistics of identifying a patient volunteer and timing/workload contributed to student dissatisfaction.
 3. Community Health Education project was challenged by students' difficulty understanding the project's relevance compounded by programmatic problems due to unclear communications/expectations and timing/workload issues.

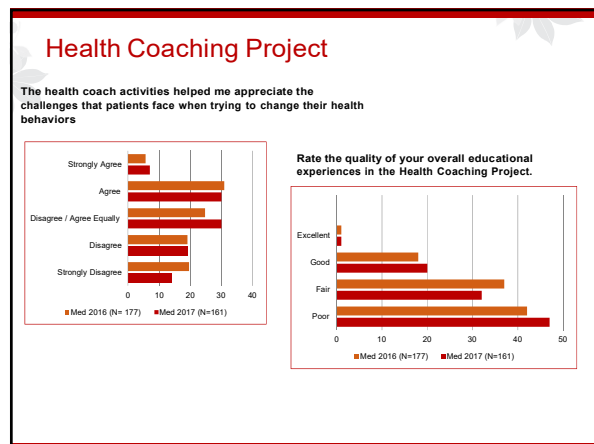
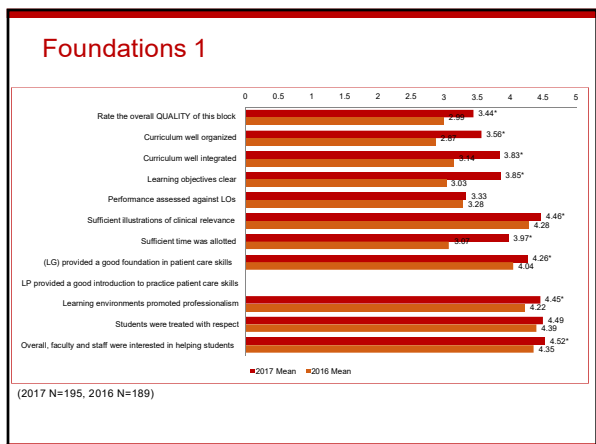
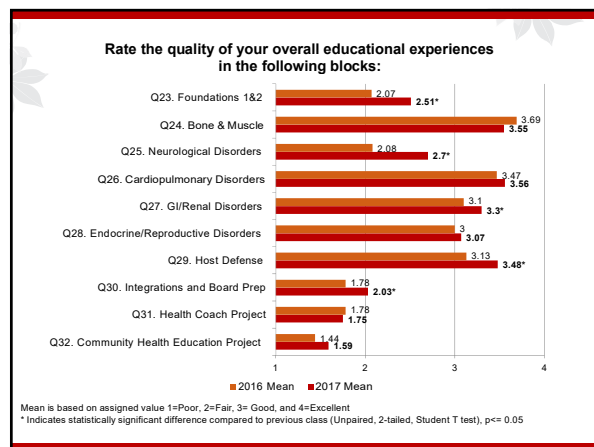
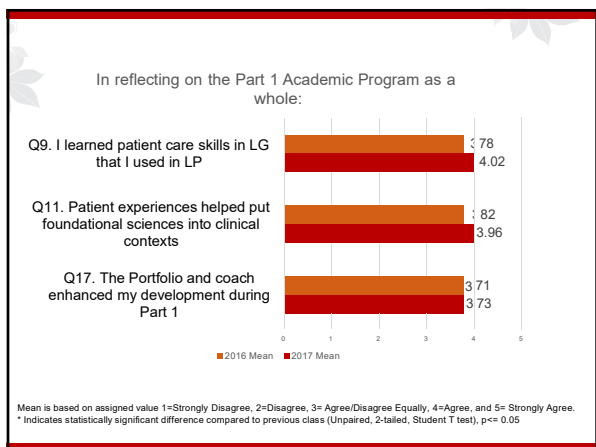
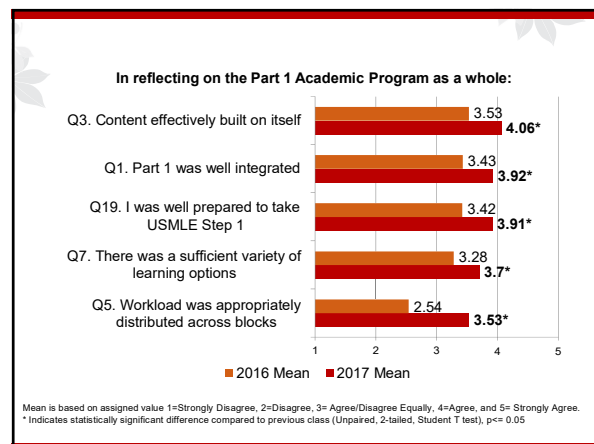
Summary from 2012-2014 Part One Report

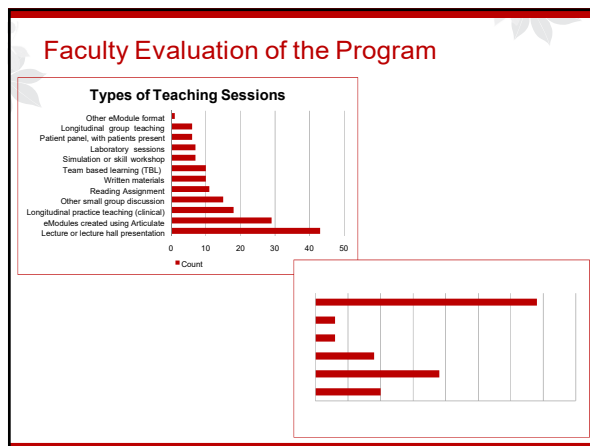
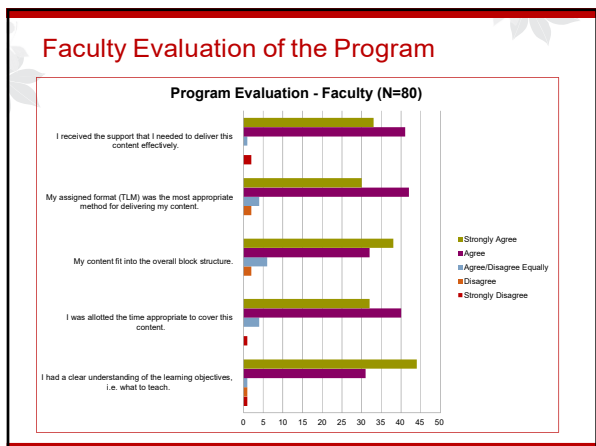
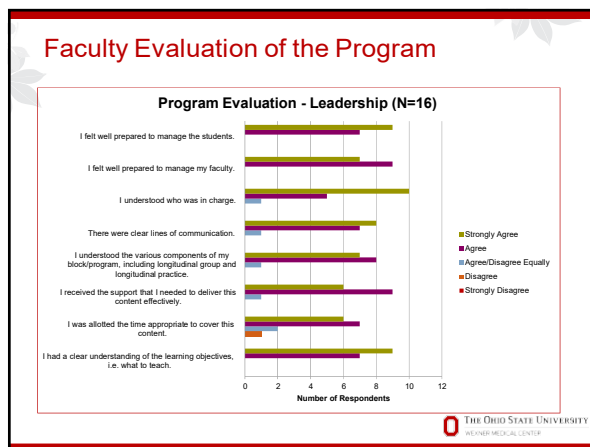
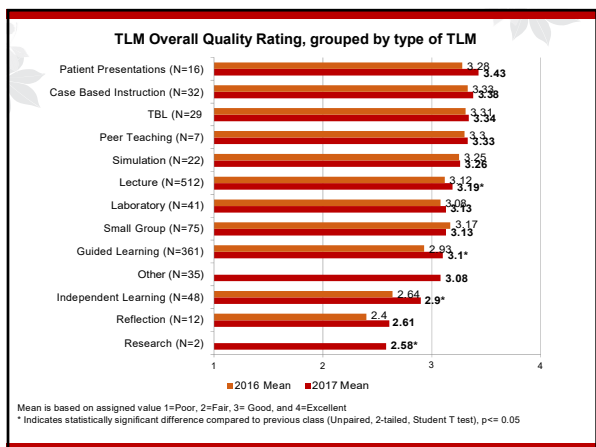
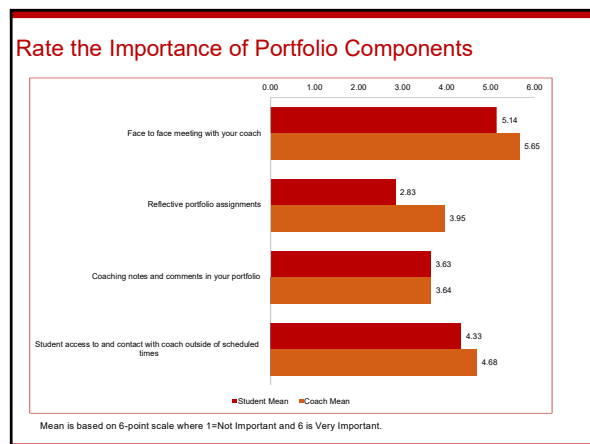
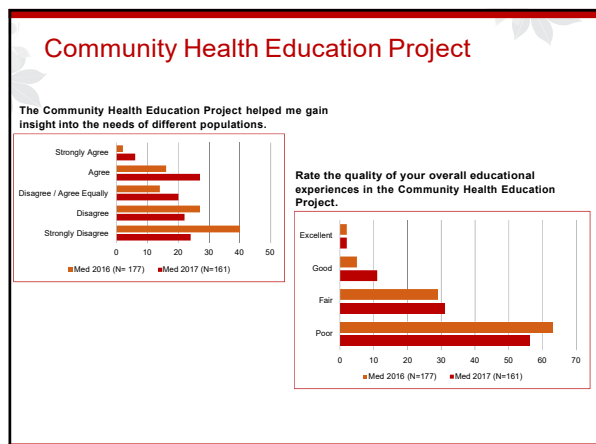
Action Plan

1. Increase faculty and staff resources and training for creating asynchronous content. Create Best Practices for designing Articulate Modules.
2. Create task force to review learning objectives and ensure alignment of objectives with assessments.
3. Review end of year 1 data, comparing (Med 2016) and (Med 2017) curricula, with attention to MPPC (redesigned as Foundations), Neuroscience, and Board Prep.
4. Redesign Health Coach and Community Health Education projects to address issues related to relevance, workload, and timelines.
5. Implement faculty review of curriculum and program leadership to evaluate faculty satisfaction and engagement with the curriculum.

Evaluation Data

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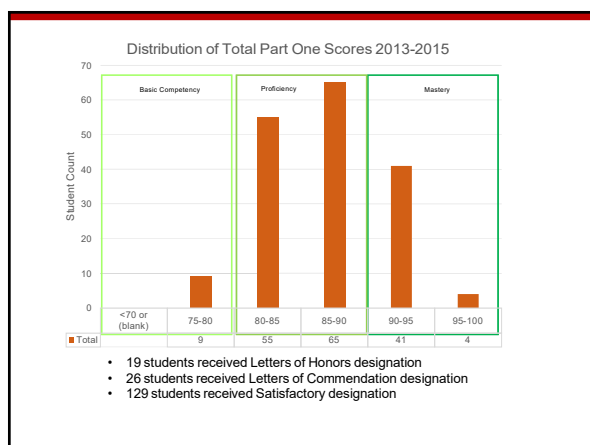




Student Performance

Domains Assessed	Competency Minimum Standards
Patient Care (CEO 1)	Complete Longitudinal Practice objectives and log information in MyProgress Submit all Longitudinal Practice Direct Observation of Competence assessments (DOC) in MyProgress Meet minimum standards for Patient Care as evidenced by LP Clinical Performance Assessments Meet minimum standards for Patient Care as evidenced by the Assessment Week OSCE
Medical Knowledge (CEO 2)	A combined Practical Exam score and Final Exam score greater than or equal to 70.00 Overall score in Medical Knowledge greater than or equal to 70.00
Practice-Based & Life Long Learning (CEO 3)	Attend Portfolio Coach session Submit appropriate reflection assignment by deadline
Interpersonal Communications (CEO 4)	Meet minimum standards for Interpersonal Communication as evidenced by LG Faculty Classroom, LP Clinical Performance, and LG Peer Assessments.
Systems-Based Practice (CEO 5)	Complete OR Module P1304 Meet minimum standards for Professionalism as evidenced by LG Faculty Classroom, LP Clinical Performance, and LG Peer assessments
Professionalism(CEO 6)	Meet minimum standards for Professionalism as evidenced by the Assessment Week OSCE Complete academic program requirements including, but not limited to, LG, LP, Health Coaching, Community Health Education, H&S, and curricular evaluations

Medical Knowledge Component	Weight	Competency Minimum Standards
TBL - Week 2	5	IRAT 2%, GRAT 1%, Application 2%
TBL - Week 3	5	IRAT 2%, GRAT 1%, Application 2%
TBL - Week 5	5	IRAT 2%, GRAT 1%, Application 2%
TBL - Week 6	5	IRAT 2%, GRAT 1%, Application 2%
Practical Exam	10	Practical and Final exam score total must equal 70.00% or greater to meet the minimum standard for Medical Total Exam
Medical Knowledge Total	25	A minimum overall score of 70.00 is required to pass Medical Knowledge
Aggregate Competencies Component	Weight	Competency Minimum Standards
LG Faculty Classroom, LP Clinical Performance, and LG Peer Assessments	10	Points earned based on aggregate ratings across evaluations
Assessment Week OSCE	10	Points earned based on aggregate case ratings
Task Completion	5	Points earned based on completed tasks
Aggregate Competencies Component	25	No Minimum Required

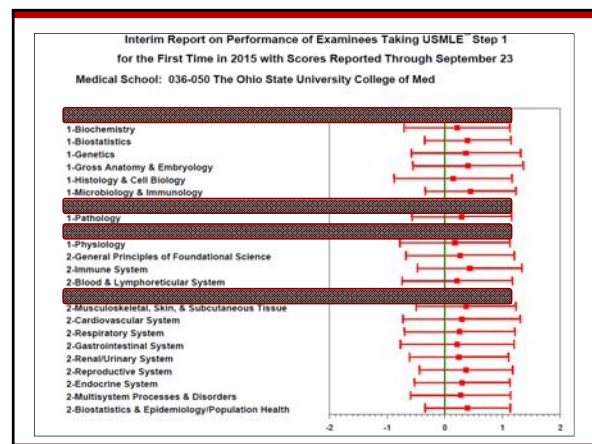
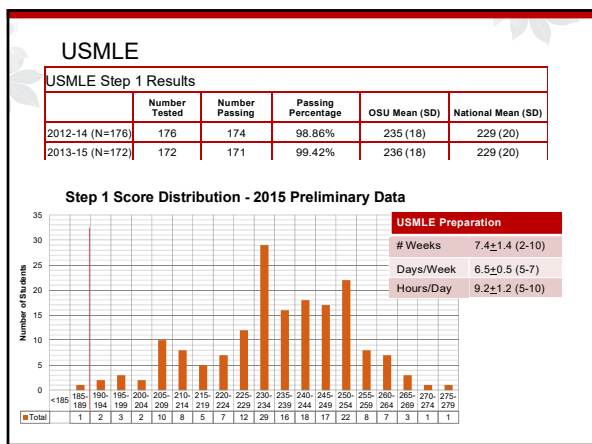


Overall Competency Not Met

	Medical Knowledge	Patient Care	Interpersonal Communication	Systems Based Practice	Practice Based Life Long Learning	Professionalism
Foundations 1	12	0	0	1	3	4
Foundations 2	9	0	0	13	0	7
Bone and Muscle Disorders	12	0	0	2	3	14
Neurological Disorders	9	0	0	2	2	6
Cardiopulmonary Disorders	7	0	0	N/A	2	14
GI/Renal Disorders	12	8	0	0	0	11
Endocrine and Reproductive Disorders	12	1	0	0	1	5
Host Defense	9	2	0	1	0	10
Integrations and Guided Board Prep	4	0	N/A	N/A	1	2

Part 1 Student Review

	F1	F2	BM	N.	C.	GI/R	E/R	HD	BP
Referrals	20 (12)	29 (9)	31 (12)	20 (9)	23 (7)	32 (12)	17 (12)	21 (9)	7 (4)
Students who left		2	1	4	4	3	5	1	
Multiple unmet	10	12	18	11	11	21	10	19	7
Competency Performance	No. Students							Class % (N=174)	
Met all competencies	103							59.20	
One unmet	39							22.41	
Two unmet	17							9.77	
Three unmet	10							5.75	
Four unmet	4							2.30	
Five unmet	1							.057	



Summary from 2012-2014 Part One Report

Action Plan

- Increase faculty and staff resources and training for creating asynchronous content. Create Best Practices for designing Articulate Modules.

Result

OECD added Associate Director and created content management system to manage Articulate Modules. Staff worked alongside faculty to facilitate module development. Student satisfaction with eLearning increased significantly.

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Summary from 2012-2014 Part One Report

Action Plan

- Create task force to review learning objectives and ensure alignment of objectives with assessments.

Result

Learning Objective Review Taskforce (LORT) chaired by Dr. Westman met with block leadership to review and organize objectives. Correlation of Learning Objectives with Assessments (COLA) taskforce chaired by Dr. Danforth aligned all objectives with assessments.

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Summary from 2012-2014 Part One Report

Action Plan

- Review end of year 1 data, comparing (Med 2016) and (Med 2017) curricula, with attention to MPPC (redesigned as Foundations), Neuroscience, and Board Prep.

Result

All curricular data were reviewed at the end of Year 1 as well as Part One. Student evaluation scores for Foundations, Neurological Disorders, and Guided Board Preparation were all significantly improved, with the greatest increases noted in Foundations and Neurological Disorders.

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Summary from 2012-2014 Part One Report

Action Plan

- Redesign Health Coach and Community Health Education projects to address issues related to relevance, workload, and timelines.

Result

Both CHE and Health Coaching were extensively re-designed to address student concerns. No significant improvements in student evaluation scores for these projects were noted.

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Summary from 2012-2014 Part One Report

Action Plan

- 5. Implement faculty review of curriculum and program leadership to evaluate faculty satisfaction and engagement with the curriculum.

Result

Faculty evaluation of the program was implemented at the end of Part One. Overall satisfaction of block and program leadership was high.

Executive Summary

Successes

- USMLE Step 1 scores were higher and overall failure rate was lower than those of the first class and previous curricula.
- Student evaluation metrics were significantly improved for the majority of curricular units.
- Quality of learning resources significantly improved
- Better integration of Foundational Sciences, Longitudinal Group, and Longitudinal Practice

Executive Summary

Opportunities

- Community Health Education and Health Coaching continue to be poorly rated by students despite significant restructuring.
- Student performance on behavioral sciences, nutrition, and pharmacology Step 1 subject areas was below the OSU norm.
- Guided Board Preparation Block still rated relatively poorly.

Executive Summary

Action Plan

- Re-evaluate CHE and HC
 - Student focus groups
 - Other approaches for meeting objectives?
- Restructure Integrations and Guided Board Prep
 - Already begun
- Restructure M1 Spring Semester Calendar
 - Already done – evaluate outcomes
- Recruit and Deploy Expert Educators
 - Pharmacology, BSS, nutrition, simulation, procedural skills, student support
 - Pilot new initiatives (e.g. electives)
- Review Evaluation and Assessment requirements
 - Evaluation Frequency and Type
 - Assessment Portfolio
 - OSCE