



**Wexner
Medical
Center**

**The Ohio State University College of
Medicine**

Academic Program Committee

Meeting Minutes

Date: 1/27/16

Location: 1187
Graves 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	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	Y
Beth Christian	Host Defense Associate Block Leader	N
Amber Clevenger	Program Coordinator, CHE, HC, HSIQ	N
Camilla Curren	LG Program Director	Y
Doug Danforth	LSI Part One Program Director	Y
John Davis	Associate Dean for Medical Education	Y
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 4 Student Council Representative	N
Tiffany King	Med 1 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	N
Beth Lee	Foundations Associate Block Leader	N
Beth Liston	Part One Associate Program Director	Y
Joanne Lynn	Associate Dean for Student Life	Y
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	N
Sheryl Pfeil	GI/Renal Block Leader	N
Doug Post	Assistant Dean Practice Based Learning	Y
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	N
Marisa Scholl	E&A Program Coordinator	Y
Kevin Stringfellow	Evaluation & Assessment Program Manager	Y
Christin Thatcher	Building Foundations Program Coordinator (year 1)	Y
Margaret Zhang	Med 1 Student Council Representative	Y

Additional Attendees: Curt Walker

LSI Part One Academic Program Committee Minutes

Item 1, Approval of last meeting's minutes

Discussion

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

Item 2, Educational Portfolio

Presenter: Jack Kopechek

1. Dr. Kopechek presented on the Educational Portfolio. The presentation is attached.
2. Peer assessments are now being discussed during coach meetings. These include evaluations of their peers and from their peers.

Action Items

1. The med 2 students asked that the Education Portfolio share the benefits of using the portfolio artifacts.

Item 3, Career Exploration

Presenter: Joanne Lynn

1. There are three Career Exploration Weeks (CEW) throughout Part One along with a handful of stand-alone lectures throughout the blocks.
2. The first CEW occurs after Foundations 2 in the year one. The week focuses on wellness, workforce issues, financial aid information, a career fair and specialty department lectures.
3. The second and third CEW's are set-up similarly where general topics are presented on Monday and then students complete a Tues/Wed and Thur/Fri block in specialty departments based on their preferencing.
4. Students enjoy having a break from the curriculum during the CEW's.
5. Dr. Lynn is working with Christine McDonough in Financial Aid to create a financial aid thread of workshops or lectures

Item 4, Wellness Survey Results

Presenter: Beth Liston

1. Dr. Liston organized a wellness taskforce with students and developed a survey that was distributed to the students during Longitudinal Group.
2. The results are being analyzed and the taskforce will meet to plan the next steps.
3. Dr. Liston indicated the results were positive; the portfolio coach meetings were rated as contributing the most to student wellness.

Item 5, Block Updates

Presenter: Block Leaders

1. The Cardiopulmonary Block schedule is going well. The optional sessions are very well attended.
2. The Neuro Block schedule is being finalized.

LSI Part One Academic Program Committee Minutes

Item 6, Student Feedback

Presenter: Student Council Representatives

Med 2

1. The students suggested that students have more choice with their CHE sites. This change has already been implemented with the med 1 students.
2. The students are having difficulty finding study space in Prior. They asked for assistance in obtaining dedicated space.
3. They did not appreciate the value of the Health Coaching ePoster assignment.
4. Students requested a change in how Articulate quizzes were constructed. **Dr. Danforth will contact Anand Khurma to set up a meeting to discuss the proposed changes.**
5. The students suggested that having high quality teachers was preferable to having an expert on each topic.

Med 1

1. The students would like to see more diversity (race, socioeconomic, LGBTQ) in the patients used for patient panels and standardized patients.
2. The first 3 weeks of Cardiopulmonary were very busy, week #2 being the most difficult.
3. Step 2 of the Roessler Scholarship funding deadline occurred during the first week of Cardiopulmonary and the second week back for the med 2 students. **Dr. Danforth will contact the scholarship administration to see if the deadline can be moved.**

Item 7, General Announcements

1. Block leaders are responsible for distributing faculty evaluations.
2. Drs. Curren and McHugh received the Distinguished Educator Award.
3. Dr. Fontana received the Lifetime Achievement Award.
4. The Part One Excellence in Education Award nominations will be sent out in Friday's curriculum email. The students will vote prior to their ACLS lecture.

The Educational Portfolio and Coaching

- Director-Jack Kopechek MD
- Program Coordinator- Cheri Bardales




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The Educational Portfolio

The Portfolio is the venue in which students track and reflect upon their personal development as a physician-in-training.

“The portfolio is the story of the development of the learner”



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Portfolios :

- Improve knowledge and understanding, especially the ability to integrate theory with practice
- Lead to greater self-awareness and engagement with reflection
- Improve faculty feedback to students and faculty awareness of student needs
- Help students to cope with uncertain or emotionally demanding situations
- Prepare students for the postgraduate setting and reflective practice

Buckley, S, et al. The educational effects of portfolios on undergraduate student learning: A Best Evidence Medical Education (BEME) systematic review. BEME Guide No. 11

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The goals of using the portfolio are to:

- improve self-assessment skills and performance
- enhance career achievement and satisfaction
- establish a pattern of lifelong self-directed learning.



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Portfolios will contain:

- Performance reports
- Reflective entries
- Artifacts of Accomplishments demonstrating progress towards the Core Educational Objectives
- Comments and coaching notes from the portfolio coach

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Learning Portfolio Year 1

Block	Reflection	Portfolio Category
Orientation	Learning Styles	Medical Knowledge and Skills
Orientation	Personal Profile	Personal Profile
Foundations 1	Choice of Medical Profession	Patient Care
Foundations 2		
Bone and Muscle Disorders Block	Career Exploration	Career Development
Cardiopulmonary Disorders Block	Teamwork	Professionalism
Neurological Disorders Block		

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Learning Portfolio Year 2

Block	Reflection	Portfolio Category
GI/Renal Disorders Block	Strengths and Weaknesses	Practice Based and Lifelong Learning
Endo/Repro Disorders Block	Difficult Interaction	Interpersonal Communication
Host Defense	Health Care Systems	System Based Practice
Integrations	Preparation for Step 1	Medical Knowledge and Skills

Part 3 Showcase Portfolio

- Showcasing artifacts of accomplishments
- Reflection on progress in each CEO domain
- Presentation to team of faculty with assessment




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Why Portfolio AND Coaching ?

- “The effectiveness of learning is enhanced when a mentor supports the portfolio process. Mentorship requires a substantial time investment but is crucial for the successful use of portfolios.”
- Tartwijk and Driessen, Medical Teacher 2009

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Portfolio Coach/Student Relationships

- Involve coaching and feedback, NOT judging or grading
- Are intended to be a safe harbor for reflection and personal growth
- Are intended to span all four years of medical school



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Coaches may ask

- What is going well for you?
- What are you finding challenging?
- What do you want to work on?
- What are your current goals and next steps?
- What help or resources do you need to achieve your goals?



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Formal Meetings with Coach




- Usually occur on the first Friday of the new Block
- Required to meet the PBLL competency
- Includes review of performance data and portfolio posts

- September 18, 2015
- October 30, 2015
- January 8, 2016
- March 25, 2016
- May 20, 2016
- September 30, 2016
- November 18, 2016
- February 24, 2017
- Final Part 1 Meeting (yet to be scheduled)





Future Directions

- Student Advisory Board
- Increased Choices for Reflection

How You Can Help

- First Friday afternoon of the block.....
- Think portfolio coach and student meetings.

How You Can Help


- Student Accomplishment.....
- Think portfolio artifact !!!




Program Director and Contacts:

Jack Kopechek, MD
 Academic Program Director
 Educational Portfolio and Coaching
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Cheri Bardales, M.Ed., PhD
 Program Coordinator
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 Graves Hall B042D
 614-685-5605





**Wexner
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**The Ohio State University College of
Medicine**
Academic Program Committee
Meeting Minutes
Date: 2/24/16 Location: 1187
Graves Hall

Presiding Chair: Doug Danforth	Call to order:	5:00 pm
Minutes recorded by: Casey Leitwein	Adjourned:	6:03 pm

Member attendance

Name	Role	Present
Mike Alexander	Expert Educator	Y
Diana Bahner	LP Program Manager	Y
Cheri Bardales	ePortfolio Program Coordinator	Y
Michael Barrie	Expert Educator	N
Jose Bazan	Host Defense Block Leader	N
Laurie Belknap	Faculty Representative/ Expert Educator	Y
Udayan Bhatt	GI/Renal Associate Block Leader	N
Georgia Bishop	Neuro Block Leader	Y
Julie Bishop	Bone & Muscle Block Leader	N
Laura Boucher	Bone & Muscle Block Leader	N
Victoria Cannon	Associate Director Medical Education	Y
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Amber Clevenger	Program Coordinator, CHE, HC, HSIQ	Y
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LSI Part One Academic Program Committee Minutes

Marisa Scholl	E&A Program Coordinator	Y
Catherine Sinclair	Expert Educator	N
Kevin Stringfellow	Evaluation & Assessment Program Manager	Y
Christin Thatcher	Building Foundations Program Coordinator (year 1)	Y
Margaret Zhang	Med 1 Student Council Representative	N
Additional Attendees: Curt Walker, Robert Cooper, Don Mack		

Item 1, Approval of last meeting's minutes

Discussion

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

Item 2, Community Health Education

Presenter: Robert Cooper

1. Dr. Cooper presented on the Community Health Education project. The presentation is attached.
2. Dr. Cooper has worked to improve instructions and organization based on feedback from students.
3. Dr. Cooper would like to explore collaborating with MPH or social work students.
4. A question was asked on whether students could continue where the previous group left off. Dr. Cooper explained that it is site specific but there was a formal hand-off process this year from the med 2 students to the med 1 students.

Item 3, Health Coaching

Presenter: Don Mack

1. Dr. Mack presented on the Health Coaching project. The presentation is attached.
2. There is a process for students to get volunteer patients after Amber reaches out to the Longitudinal Practice sites and has exhausted all efforts.
3. The schedule was redesigned to start and finish in the first year. Some activities were revised to accommodate the new timeline.

Item 4, ABRC Data

Presenter: Doug Danforth

1. Dr. Danforth reviewed student outcomes after meeting with the Academic Behavioral Review Committee (ABRC). The presentation is attached. ABRC is a level 2 committee that meets with students after they have triggered program failure. The committee may recommend continuation in the curriculum, restarting an academic year, or dismissal from the College.
2. Referrals to ABRC from part One are primarily due to Medical Knowledge failures. Students referred to ABRC for the first time have a relatively good chance at being successful in the curriculum.
3. The committee members suggested looking at Match rates as a measure of success, what resources were used for the successful students and what are the identifiers for why some students succeed and some do not.

LSI Part One Academic Program Committee Minutes

Item 5, Step 1 Performance Predictors

Presenter: Doug Danforth

1. Dr. Danforth presented on the Step 1 performance predictors in Part One. The presentation is attached.
2. Highest correlations with Step 1 include Practice Step 1 score, overall Part One Average, and Medical Knowledge score in Host Defense.

Item 6, Old Business

Presenter: Doug Danforth

1. Based on student feedback the Roessler application due date can be moved to either Friday 1/13 or Monday 1/17 to avoid busy times in the curriculum.
2. Anand Khurma from the Office of Evaluation, Curriculum Research & Development (OECRD) met with student council representatives about eLearning module quizzes. Anand has worked on a plan for quizzes which includes getting feedback for correct and incorrect answers.
3. Dr. Liston has worked with a taskforce on the Wellness Survey. They have divided up themes from the feedback and summarized the positive and negative comments and suggestions. The data will be put into a table format and made available soon.

Item 7, Block Updates

Presenter: Block Leaders

1. The Host Defense average was 84.19% which is similar to past years. There were 17 students that did not meet the Medical Knowledge Competency for the Block, 5 of those students have now triggered program failure.
2. The Cardiopulmonary Block is piloting a student discussion board called Piazza that is run by the students and monitored by the Block Leaders.
3. The majority of students are signing up for optional sessions during the Cardiopulmonary Block.
4. There were 67 students that passed the Comprehensive Basic Science Exam for the Board Prep Block. Achieving a passing score for this exam means those students have met the Medical Knowledge Competency for the Block.

Item 8, Student Feedback

Presenter: Student Council Representatives

Med 2

1. The students were made aware that individual Block failures do not show up on their MSPE or transcript.
2. The students are grateful to get white coats.

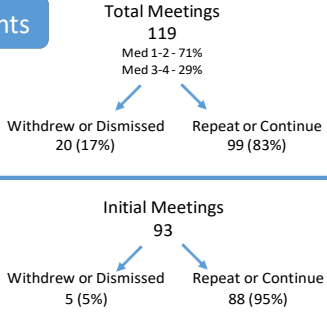
Med 1

LSI Part One Academic Program Committee Minutes

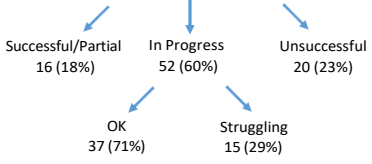
1. The students like Piazza.
2. The students expressed concern that the orientation for Roessler is on the Friday before Memorial Day weekend which is immediately after the Neurological Disorders block leaving little time to rest or relax prior to starting research.

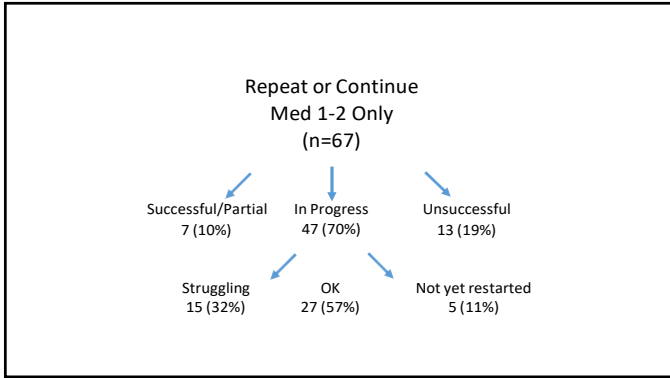
Academic and Behavioral Review Committee Outcomes 2010 - 2015

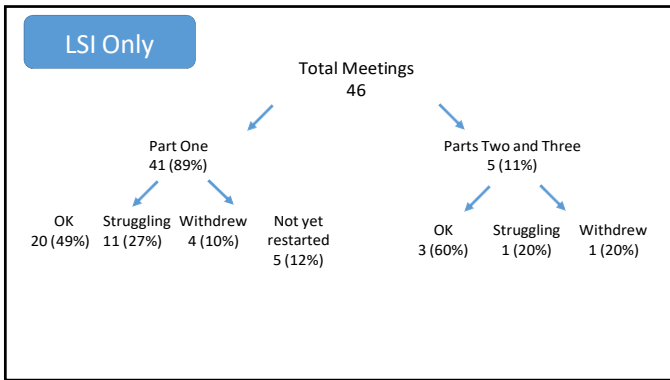
All Students



Repeat or Continue (n=88)



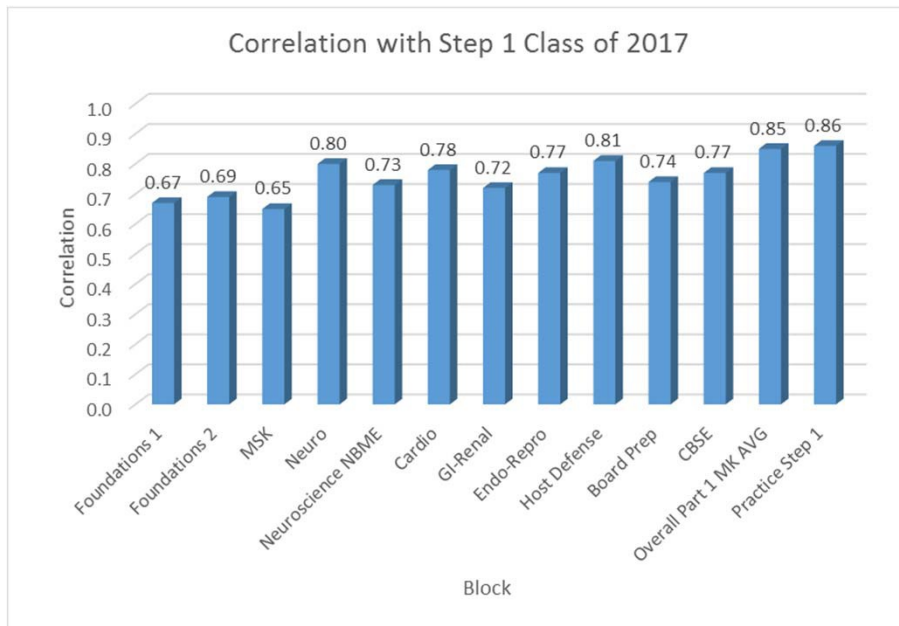


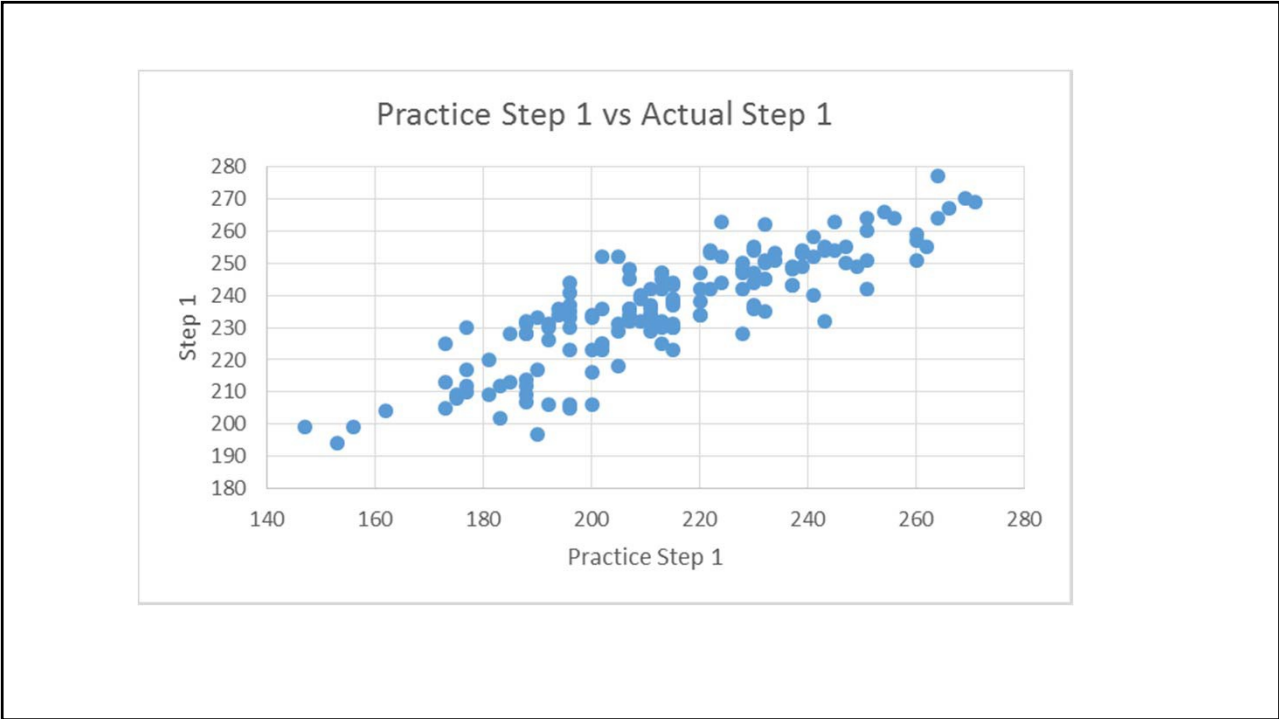
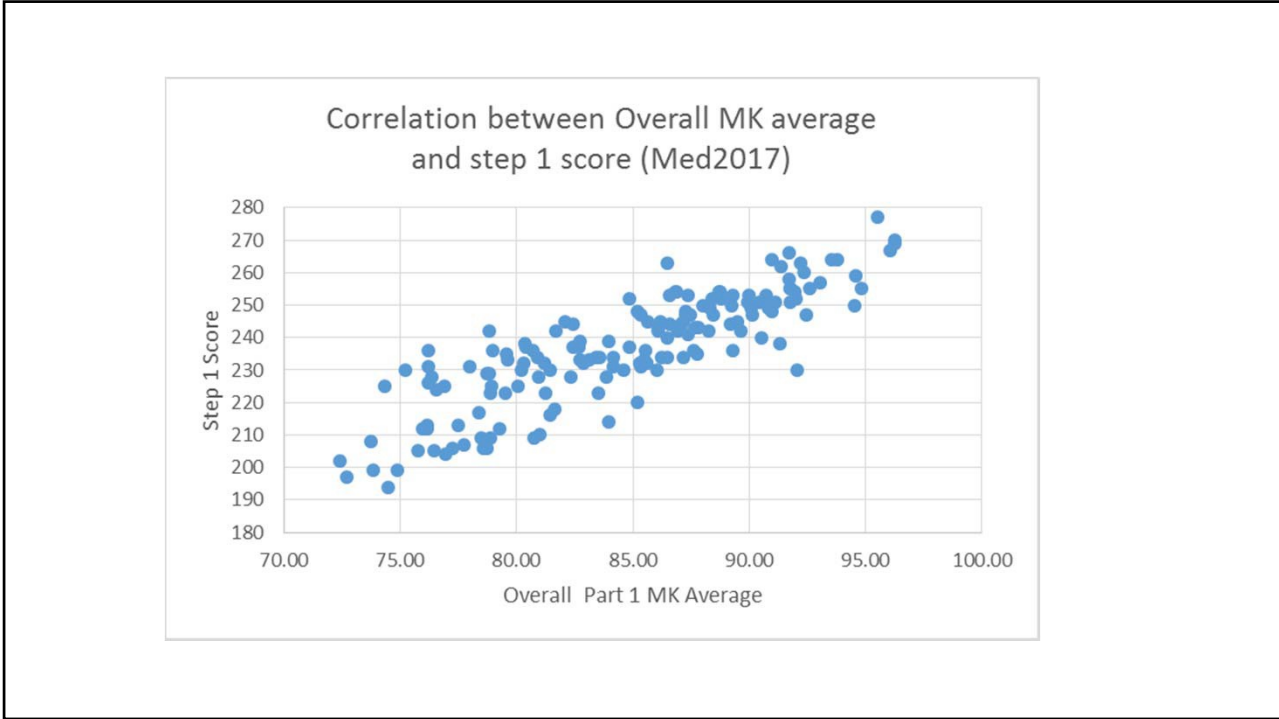


Summary

- The majority of students seen by ABRC are from Med 1-2 (71%) and are allowed to restart or continue in the curriculum (83%).
- Of all students allowed to restart or continue, 18% are successful and 23% are unsuccessful. Most students still in progress are doing OK (71%).
- Of only Med 1-2 students allowed to restart or continue, 10% are successful and 19% are unsuccessful. Some students still in progress are doing OK (57%) but many are struggling (32%).
- Considering only LSI students, 89% of ABRC referrals are from Part One and 11% are from Parts Two and Three. 49% - 60% are doing OK and 10% - 20% have been unsuccessful. 20% - 27% are still struggling.

Step 1 Correlations







Wexner Medical Center

The Ohio State University College of
Medicine

Academic Program Committee

Meeting Minutes

Date: 04/27/16

Location: 1187
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Presiding Chair: Doug Danforth Call to order: 5:01 p.m.

Minutes recorded by: Kevin Stringfellow Adjourned: 6:09 p.m.

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Jonathan Schaffir	Endo/Repro Block Leader	Y
Marisa Scholl	E&A Program Coordinator	Y

Part 1 Student Wellness Task Force

2015-2016

Task Force

- Met and developed survey to distributed
- Administered during LG to Med 1 and Med 2 classes
 - 193 responses
 - Over 800 comments
- Task force analyzed comments into themes, distributed themes and developed ideas to address concerns

Q1 Please consider how each of the following Part 1 program components affect your experience, specifically with regards to your wellness.

Answered: 193 Skipped: 0

	Significantly contributes in a positive way to my wellness	Somewhat contributes in a positive way to my wellness	Contributes neither positively nor negatively to my wellness	Somewhat contributes in a negative way to my wellness	Significantly contributes in a negative way to my wellness	Total	Weighted Average
Portfolio/Coach Meetings	33.68% 65	45.08% 87	15.03% 29	5.78% 11	0.52% 1	193	3.04
Social Atmosphere in Part 1	36.13% 70	39.79% 77	14.14% 27	7.85% 15	2.09% 4	191	2.60
Student Organizations	29.79% 58	52.11% 102	18.42% 36	3.16% 6	0.53% 1	190	2.61
Longitudinal Practice	28.27% 54	38.74% 75	19.37% 37	11.52% 22	2.09% 4	191	2.20
Teaching Faculty/Student Communication	13.68% 26	50.00% 97	22.63% 44	3.16% 6	0.53% 1	190	2.27



Q1 Please consider how each of the following Part 1 program components affect your experience, specifically with regards to your wellness.

Answered: 193 Skipped: 0

	Significantly contributes in a positive way to my wellness	Somewhat contributes in a positive way to my wellness	Contributes neither positively nor negatively to my wellness	Somewhat contributes in a negative way to my wellness	Significantly contributes in a negative way to my wellness	Total	Weighted Average
E-portfolio reflections	5.73% 11	20.31% 39	40.10% 77	26.56% 51	7.29% 14	192	3.03
Medical Knowledge Competency Assessment	7.81% 15	16.15% 31	36.98% 71	31.77% 61	7.29% 14	187	3.15
Community Health Education Project	1.09% 2	10.80% 21	44.21% 84	30.53% 59	14.21% 27	180	3.47
HSIQ Project (IE Modules)	1.04% 2	5.21% 10	50.00% 96	32.29% 62	11.46% 22	192	3.48
Health Coaching Project	1.58% 3	11.05% 21	39.47% 75	31.58% 60	16.32% 31	190	3.50



Community Health Project

<h3>Positives</h3> <ul style="list-style-type: none"> ■ Giving back to the community ■ Doing service with peers 	<h3>Negatives</h3> <ul style="list-style-type: none"> ■ Communication and coordination were challenging ■ Difficult to make a true difference ■ Too many small assignments ■ Some sites were not good sites and were continued in the project ■ Group dynamics were challenging at times
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Community Health Project

<h3>Ideas</h3> <ul style="list-style-type: none"> ■ Allow students to select which project they'd like to work ■ fewer reports (already in process) ■ Manage student expectations about scope of project ■ Flexibility 	<h3>Responses</h3> <ul style="list-style-type: none"> ■ Many changes in process to allow students flexibility with sites and project selections.
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LG

<h3>Positives</h3> <ul style="list-style-type: none"> ■ Mostly people like having a group LG ■ Good social opportunity, relaxing 	<h3>Negatives</h3> <ul style="list-style-type: none"> ■ Don't feel like it is a good use of time (not efficient) ■ Some people felt like their group was a toxic environment
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LG

<h3>Ideas</h3> <ul style="list-style-type: none"> ■ Find a way to discuss LG group switches if the environment is not comfortable ■ Make the 2 hour LG the last one in the block so there is more time to prep for the exam ■ Better ideas of what will be on the test ■ Be able to evaluate LG sessions right after in Vitals ■ Have a few pre-work questions of the beginning of LG that will assess understanding of the readings/pre-work ■ Have teambuilding activities run by OSU leadership folks ■ Have the Physical Exam sessions closer to the OSCEs 	<h3>Responses</h3> <ul style="list-style-type: none"> ■ May need to make sure students are aware of switches as needed ■ Working to optimize timing of the 2 hour sessions ■ Pre-work quizzes are in development
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Health Coaching

<h3>Positives</h3> <ul style="list-style-type: none"> ■ Most people understand and like the big idea 	<h3>Negatives</h3> <ul style="list-style-type: none"> ■ Time consuming ■ Instructions were vague ■ Too hard to find a patient ■ It is brought up many, many times: 3 e-modules, LG session, FOSCF, OSCE, peer health coaching (x2), actual patient, online database, journal entry and responses, professional health coaches, poster
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Health Coaching

<h3>Ideas</h3> <ul style="list-style-type: none"> ■ Eliminate some of the components ■ Provide patient pools of local patients to not rely on LP sites ■ Some people would prefer to do it over more time, some want it in less amount of time ■ Clarify the goals and instructions ■ Consider the benefits of health coaching in pediatric practices ■ Could just log it in MyProgress 	<h3>Responses</h3> <ul style="list-style-type: none"> ■ Fewer components ■ Integrating more into LG ■ Working on pools of patients and possibly SPs.
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Portfolio Coach

<h3>Positives</h3> <ul style="list-style-type: none"> ■ Overall, very positive feedback 	<h3>Negatives</h3> <ul style="list-style-type: none"> ■ Students don't know how the e-portfolio posts connect ■ Some students have a bad connection with their coach
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Portfolio Coach

<h3>Ideas</h3> <ul style="list-style-type: none"> ■ Merge LC with Portfolio Coaching ■ People would like to be able to opt out of their portfolio coach 	<h3>Responses</h3> <ul style="list-style-type: none"> ■ So positive overall, no current changes.
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OSCEs

<h3>Positives</h3> <ul style="list-style-type: none"> ■ Chance to practice skills and interact with "patients" 	<h3>Negatives</h3> <ul style="list-style-type: none"> ■ Grading seems arbitrary (out of 2500 points, what do they mean) ■ Some students don't feel prepared
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OSCEs

<h3>Ideas</h3> <ul style="list-style-type: none"> ■ Clarify the grading for OSCEs ■ Put comments after each item so that the comments align with where students lose points ■ Double check that comments are appropriate ■ Create more time to practice in LG – students can practice on SPs, each other ■ Some people would like them earlier 	<h3>Responses</h3> <ul style="list-style-type: none"> ■ Will look into ways to make comments more reflective of missed points. ■ Discussing optimal physical exam practice with LG
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Grades

<h3>Positives</h3> <ul style="list-style-type: none"> ■ TBLs are a great way to learn without the stress ■ Quizzes are a good way to stay on top of the material ■ Feels good to be recognized for performing well ■ Appreciate being graded on other aspects than medical knowledge 	<h3>Negatives</h3> <ul style="list-style-type: none"> ■ Honors/letters anxiety – ranking brings out the worst in people ■ Students were unaware that OSU isn't true pass-fail (it is actually a 3 tier grading system, which is not communicated during interviews) ■ Sometimes grading is more on small details than the big picture
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Grades

<h3>Ideas</h3> <ul style="list-style-type: none"> ■ Access to more quizzes and make them more formative ■ Keep the number of quizzes consistent across blocks ■ Have a pre-defined scale for honors and letters ■ Explanations for exam questions ■ Communicate to students what goes in the Deans Letter 	<h3>Responses</h3> <ul style="list-style-type: none"> ■ Discussing pre-defined scale for honors and letters ■ Working on explanations for the exams. ■ Will communicate what goes into the Dean's letter at a block orientation
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Learning Communities

<p><u>Positives</u></p> <ul style="list-style-type: none"> ■ Good social experience outside of school where you get dinner 	<p><u>Negatives</u></p> <ul style="list-style-type: none"> ■ Another time commitment ■ Irregular dates ■ Sometimes transportation is tough.
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Learning Communities

<p><u>Ideas</u></p> <ul style="list-style-type: none"> ■ Make it optional ■ More shared experiences, less readings ■ Not all students have cars, so make sure faculty realize the burden that is placed on students ■ Have better timing for the meetings – avoid Step 1, the week before or of exams 	<p><u>Responses</u></p> <ul style="list-style-type: none"> ■ Overall positive, no significant changes planned.
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Reflections

<p><u>Positives</u></p> <ul style="list-style-type: none"> ■ Improves connectedness with the curriculum ■ Opportunity to analyze strengths and weaknesses 	<p><u>Negatives</u></p> <ul style="list-style-type: none"> ■ Many reflections at the same time
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Reflections

<p><u>Ideas</u></p> <ul style="list-style-type: none"> ■ Make writing a journal part of an Advanced Competency ■ Minimize writing during exploration week to just one reflection ■ Minimize to one per block ■ Give students more flexibility 	<p><u>Responses</u></p> <ul style="list-style-type: none"> ■ The number of reflections has been decreased and flexibility has increased.
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Exam Review

<p><u>Negatives</u></p> <ul style="list-style-type: none"> ■ Most of the 30 minutes is spent waiting for exams to load ■ Difficult to schedule ■ Signing up in advance is a barrier 	<p><u>Responses</u></p> <ul style="list-style-type: none"> ■ Working with E and A to schedule specific open times when anyone can come and review
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Task Completion

<p><u>Negatives</u></p> <ul style="list-style-type: none"> ■ Feels like busy work ■ Graded based on ability to sign in or hit submit ■ Culture of fear ■ Confused with professionalism ■ Don't penalize students for glitches in technology ■ Tedious, insignificant tasks ■ Feels like we are being treated like children 	<p><u>Responses</u></p> <ul style="list-style-type: none"> ■ In almost all aspects of Part 1, task completion is being minimized ■ Vitals will have a checklist for tasks ■ There is not an 'automatic' professionalism failure for missed tasks, grading committee analyzes for pattern.
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TBLs

<h3 style="margin: 0;">Ideas</h3> <ul style="list-style-type: none"> ■ Put a 2 hour cap on them (for CardioPulm specifically) ■ More questions on the IRAT/GRAT – they are worth more than any other individual question in the block 	<h3 style="margin: 0;">Responses</h3> <ul style="list-style-type: none"> ■ There is a 2 hour cap ■ There are more questions on the IRAT/GRAT to decrease the value of each question
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IHI Modules

<h3 style="margin: 0;">Ideas</h3> <ul style="list-style-type: none"> ■ Incorporate the lessons into LG instead ■ Do it before school starts (by the end of orientation) ■ Do it during Foundations ■ Correlate modules with other activities (ie the IPE session) 	<h3 style="margin: 0;">Responses</h3> <ul style="list-style-type: none"> ■ IHI is undergoing major revisions.
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Other

<h3 style="margin: 0;">Ideas</h3> <ul style="list-style-type: none"> ■ Ensure students know how to report mistreatment ■ Have a Step 1 meeting during 1st year ■ Less frequent and more normalized peer evaluations ■ People want better timing overall ■ More structured study groups ■ Summer review groups 	<h3 style="margin: 0;">Responses</h3> <ul style="list-style-type: none"> ■ Highlight the reporting mechanism on the website ■ Will give some information on Step 1 during 1st year ■ Done.
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LSI Part One Academic Program Committee Minutes

Catherine Sinclair	Expert Educator	N
Kevin Stringfellow	Evaluation & Assessment Program Manager	Y
Christin Thatcher	Building Foundations Program Coordinator (year 1)	Y
Margaret Zhang	Med 1 Student Council Representative	Y
Additional Attendees:		

Item 1, Approval of last meeting's minutes

Discussion

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

Item 2, Student Life Academic Support

Presenter: Kelly-Ann Perry

1. Kelly-Ann discussed available resources for students from the Student Life Department including study tips and test-taking strategies.
2. Personal support available at any time, with Lora Eberhard specializing with personal counseling. Mental Health concerns available with Dr. Brush as the faculty leader.
3. Academic support available at any time with Kelly-Ann specializing with academic counseling.
4. Tutoring program available for identified students.
 - a. Dr. Mary Beth Fontana and Dr. Beth Liston are the faculty leaders for faculty tutoring. Limited support available to focus on student with specific deficits.
 - b. PEER tutoring available with student volunteers serving as the tutors.
 - c. Dr. Ramona Covington leads faculty tutoring for identified students with specific deficits, specifically Medical Knowledge. Additional faculty members are defined for referrals.
5. Future Direction
 - a. Seeking additional Medical Knowledge tutors.
 - b. Piloting a Peer Tutoring program where peer tutors would be compensated.
6. Question: how many students would have been referred if faculty resources were available:
~22
7. Presentation attached for reference.

Item 3, Wellness Survey

Presenter: Beth Liston

1. The wellness task force was designed to identify the concerns of students in regards to impact on wellness. A survey was sent to students to gather feedback.
 - a. 193 responses distributed between Med 1 and 2 students with 800+ comments.
2. The top and bottom 5 components were displayed in regards to components contributing to wellness.
 - a. Refer to presentation for specifics: positives, negatives, ideas, and responses for each specific component.
3. The survey identified a few areas that the program was not aware of to focus on improvements. The survey also displayed that students may not be aware that many changes

LSI Part One Academic Program Committee Minutes

are implemented and the changes/updates are simply not seen/known. The Program's goal is to better communicate changes to students as they are identified.

4. Dr. Danforth communicated that the Part One Program is working on overall quality improvement to ensure that the program meets LCME standards and specific faculty are QI leaders.
5. Presentation attached for reference.

Item 4, Nutrition Content

Presenter: Laurie Belknap

1. Dr. Belknap presented the quality improvement process for nutrition content within the curriculum.
2. The goal of the QI project for Nutrition content is to produce students that are proficient with nutritional content within the curriculum. Nutrition was one of the specific subjects identified where the mean and range of scores could be improved according to data reported by the USMLE Step 1 annual report.
3. Nutrition maps to four of six competencies. Nutritional content is primarily covered in the Foundations 1, GI/Renal, and Endo/Repro Blocks as well as LG.
4. Focus is on Learning Objectives and how they map to the Core Competencies. Many learning objectives require re-mapping to the curricular blocks and assessments. The project should also analyze which topics cross multiple units.
5. Roll out identified improvements for the academic class participating in Part One for the 2016-2017 academic year.
6. Question: How do Block leaders cover content without too much overlap or redundancy? Goal: Better utilize content tags to identify what topics are being covered and in what part of the curriculum.
7. Presentation attached for reference.

Item 5, Block Updates

Presenter:

1. Tabled until May APC.

Item 6, Student Feedback

Presenter: Student Council Representatives

Med 1:

- Request to cover embryology. The Program communicated that embryology is being restructured for next academic year.
- Quizzes are helpful to guide student studies and provide timely feedback.

Announcements tabled for next APC meeting.



**Wexner
Medical
Center**

**The Ohio State University College of
Medicine**

Academic Program Committee

Meeting Minutes

Date: 05/25/16

Location: 1187
Graves Hall

Presiding Chair: Doug Danforth	Call to order:	5:03 p.m.
Minutes recorded by: Casey Leitwein	Adjourned:	6:02 p.m.

Member attendance

Name	Role	Present
Mike Alexander	Expert Educator	N
Diana Bahner	LP Program Manager	Y
Cheri Bardales	ePortfolio Program Coordinator	Y
Michael Barrie	Expert Educator	N
Jose Bazan	Host Defense Block Leader	N
Laurie Belknap	Faculty Representative/ Expert Educator	N
Udayan Bhatt	GI/Renal Associate Block Leader	N
Georgia Bishop	Neuro Block Leader	Y
Ryan Harrison	Bone & Muscle Block Leader	N
Laura Boucher	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	Y
Camilla Curren	LG Program Director	Y
Doug Danforth	LSI Part One Program Director	Y
John Davis	Associate Dean for Medical Education	N
John Feister	Med 3 Student Council Representative	N
Mary Beth Fontana	Cardiopulmonary Block Leader	N
Michael Horgan	E&A Program Coordinator (OSCE)	Y
Eileen Kalmar	Expert Educator	N
Raheela Khawaja	Endo/Repro Associate Block Leader	N
Micah Kiehl	Med 4 Student Council Representative	N
Tiffany King	Med 1 Student Council Representative	Y
Joe Kitzmiller	Expert Educator	N
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	N
Jackie Mostow	Med 2 Student Council Representative	Y
Neha Nidi	Med 2 Student Council Representative	N
Sheryl Pfeil	GI/Renal Block Leader/ Expert Educator	Y
Chris Pierson	Expert Educator	Y
Doug Post	Assistant Dean Practice Based Learning	N
Adam Quick	Neuro Associate Block Leader	N
Emily Rismiller	Building Foundations Program Coordinator (year 2)	N
Kristen Rundell	LP Program Director	N
Abhay Satoskar	Expert Educator	N
Troy Schaffernocker	Cardiopulmonary Associate Block Leader	N
Jonathan Schaffir	Endo/Repro Block Leader	N
Marisa Scholl	E&A Program Coordinator	N
Catherine Sinclair	Expert Educator	N

LSI Part One Academic Program Committee Minutes

Kevin Stringfellow	Evaluation & Assessment Program Manager	Y
Christin Thatcher	Building Foundations Program Coordinator (year 1)	Y
Margaret Zhang	Med 1 Student Council Representative	Y
Additional Attendees: Howie Werman, Anand Khurma, Todd Lash, Curt Walker		

Item 1, Approval of last meeting's minutes

Discussion

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

Item 2, Part 3 Survey

Presenter: Doug Danforth

1. The End of Part 3 Evaluation included questions about Part 1 this year.
2. The results of the survey will be shared with the incoming students during orientation.
3. The presentation is attached for reference.

Item 3, Board Prep Block Summary

Presenter: Doug Danforth

1. The Integrations and Guided Board Prep block was summarized by Dr. Danforth.
2. Block evaluations indicated that students wanted explanations for correct and incorrect answers on the individual exams. Dr. Davis is working on this for next year.
3. The overall block averages did not include students that did not take the exams.
4. Four students were referred to ABRC for program failure after not meeting the Medical Knowledge Competency for this block.
5. The presentation is attached for reference.

Item 4, Part One Summary

Presenter: Kevin Stringfellow

1. There were 200 students entering in 2014 which includes MSTP students.
2. Of the 200, sixteen have taken an LOA, two have withdrawn, fourteen re-matriculated in year 2 and 181 completed the Board Prep Block. (traditional students only) There were 8 MSTP students. 189 completed Part One.
3. 174 scores for Step 1 have been reported. The mean so far is 236 and there are currently 4 failures.
4. There are 13 pending scores due to delays or extensions.

Item 5, Announcements

Presenter: Doug Danforth

1. Incoming Med 1 students will receive iPad minis.

LSI Part One Academic Program Committee Minutes

2. Main campus regulations require that no semester may be longer than 18 weeks of curricular content. Orientation and Career Exploration Weeks do not count towards this total. Our Spring Semester calendars are all shorter than 18 weeks but Autumn Semester Calendars will need to be revised to meet this requirement.
3. To avoid overlap with Part 2 Assessment Week, the Bone & Muscle Disorders Block schedule will again need revision. Possible solutions are being investigated and will be presented to CITL for discussion and approval.
4. There will be a USMLE Question Writing Workshop on 5/4 given by Dr. Westman. Additional sessions may be scheduled.
5. Match data- 182 out of 185 students matched which is higher than in past years.
6. LSI Awards were announced as follows:
 - LSI Part One Excellence in Education Award - Jose Bazan
 - Part 1 Teaching and Learning Methods Awards
 - Foundations 1 – Beth Lee
 - Foundations 2 – Michael Para
 - Bone & Muscle Disorders – Stacy Ardoin
 - Neurologic Disorders – Joanne Lynn
 - Cardiopulmonary Disorders – Quinn Capers
 - GI / Renal Disorders – Christina Arnold
 - Endocrine / Reproductive Disorders – Lisa Keder
 - Host Defense – John Davis
 - Lead Serve Inspire Awards
 - Lead - Doug Danforth
 - Serve - Amber Clevenger
 - Inspire - Jack Kopechek
 - LSI Portfolio Coach Award - Carmine Alex Grieco
 - LSI Part 1 LG Facilitator Award - Nancy Liao
 - LSI Part 1 LP Preceptor Award - Jack Kopechek
 - LSI Part Two Excellence in Education Awards
 - Understanding Patients within Populations - Katalin Koranyi
 - Understanding Patients with Reproductive and Surgical Needs - Peter Lee
 - Understanding Patients with Specialized Medical Needs - Warren Lo
 - LSI Part Three Excellence in Education Award – Matt Exline
 - LSI Outstanding House Staff Awards
 - William “Bo” Marshall, V, MD IM
 - Christopher Nau, MD, OBGYN
 - Jonathan Wisler, MD, Surgery
 - OSU COM Distinguished Educator Award – Camilla Curren and Kirk McHugh
 - OSU COM Lifetime Achievement Award – Mary Beth Fontana
 - Professor of the Year - Carmine Alex Greico

Item 5, Block Updates

Presenter:

Neuro-

1. The overall class average for the block was 83.4%

LSI Part One Academic Program Committee Minutes

2. Case-based and clinical reasoning sessions were added this year
3. Due to realignment of the calendar, the block is 1 week shorter and now follows the Cardiopulmonary Disorders Block
4. The Students appreciated using Piazza again during this block. Going forward we should encourage Curricular Component Leaders to also participate to expand content expertise in responding to student comments.
5. There was discussion regarding the remediation of the anatomy practical exams in each block. There are logistical barriers to doing this but the anatomy department is considering options.

Item 6, Student Feedback

Presenter: Student Council Representatives

Med 1:

- Students enjoyed the small group sessions.
- Pharmacology was improved but students still struggled to identify the important content.
- Students enjoy the patient panels and felt they would be especially helpful in psychiatry.
- Students requested making the due date for the final Block evaluations on the Friday after the final exam. This presents challenges for getting grades done in a timely manner but the program will look into options for accommodating this request.
- Students requested shortened LG sessions immediately before exams to allow for additional time to study. Give the variable nature of when exams are scheduled this is difficult to accommodate but LG will look into this.
- Students requested that evaluations be available for each LG session. This has already been implemented.

Med 2:

- It was stressful for students entering Board Prep Block with 2 Medical Knowledge failures.
- Students appreciated the option to “test out” of weekly exams.



**Wexner
Medical
Center**

**The Ohio State University College of
Medicine**

Academic Program Committee

Meeting Minutes

Date: 07/20/16

Location: 1187
Graves Hall

Presiding Chair: Doug Danforth Call to order: 5:03 p.m.

Minutes recorded by: Casey Leitwein Adjourned: 6:02 p.m.

Member attendance

Name	Role	Present
Mike Alexander	Expert Educator	Y
Diana Bahner	LP Program Manager	N
Cheri Bardales	ePortfolio Program Coordinator	Y
Michael Barrie	Expert Educator	N
Jose Bazan	Host Defense Block Leader	N
Laurie Belknap	Faculty Representative/ Expert Educator	Y
Udayan Bhatt	GI/Renal Associate Block Leader	N
Georgia Bishop	Neuro Block Leader	Y
Ryan Harrison	Bone & Muscle Block Leader	N
Laura Boucher	Bone & Muscle Block Leader	N
Victoria Cannon	Associate Director Medical Education	Y
Beth Christian	Host Defense Associate Block Leader	N
Amber Clevenger	Program Coordinator, CHE, HC, HSIQ	Y
Camilla Curren	LG Program Director	Y
Doug Danforth	LSI Part One Program Director	Y
John Davis	Associate Dean for Medical Education	N
John Feister	Med 3 Student Council Representative	N
Mary Beth Fontana	Cardiopulmonary Block Leader	Y
Michael Horgan	E&A Program Coordinator (OSCE)	Y
Eileen Kalmar	Expert Educator	N
Raheela Khawaja	Endo/Repro Associate Block Leader	Y
Nathaniel Lundy	Med 2 Student Council Representative	Y
Joe Kitzmiller	Expert Educator	N
Taylor Koenig	Med 2 Student Council Representative	N
Jack Kopechek	E Portfolio Program Director	Y
Beth Lee	Foundations Associate Block Leader	N
Beth Liston	Part One Associate Program Director	N
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
Sheryl Pfeil	GI/Renal Block Leader/ Expert Educator	Y
Chris Pierson	Expert Educator	N
Adam Quick	Neuro Associate Block Leader	Y
Emily Rismiller	Building Foundations Program Coordinator (year 2)	Y
Kristen Rundell	LP Program Director	Y
Abhay Satoskar	Expert Educator	N
Troy Schaffernocker	Cardiopulmonary Associate Block Leader	N
Jonathan Schaffir	Endo/Repro Block Leader	Y
Marisa Scholl	E&A Program Coordinator	Y
Catherine Sinclair	Expert Educator	N
Kevin Stringfellow	Evaluation & Assessment Program Manager	Y
Christin Thatcher	Building Foundations Program Coordinator (year 1)	Y
Margaret Zhang	Med 1 Student Council Representative	Y

Additional Attendees:

LSI Part One Academic Program Committee Minutes

Item 1, Approval of last meeting's minutes

Discussion

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

Item 2, Part One Summary

Presenter: Doug Danforth

1. Dr. Danforth presented the Part One Summary Report that was approved by the Executive Curriculum Committee. The presentation is attached.

Item 3, Wellness Summary

Presenter: Doug Danforth

1. Dr. Danforth presented a summary of the outcomes of the Wellness Task Force. The task force was created to elicit feedback from students regarding factors impacting student wellness. Dr. Liston met with students, collated the responses from the Wellness Survey, and presented the findings at an earlier Part One APC meeting. Dr. Danforth updated the APC on the status of the items identified in the survey. The presentation is attached for reference.

Item 4, USMLE Step 1 Information

Presenter: Doug Danforth

1. Dr. Danforth presented a summary of the changes to the Step 1 administration that was approved by the Executive Curriculum Committee. The Presentation is attached.
2. The med 2 student representatives asked if the program could look into how many students scheduled the exam and then moved the test date with the exam data.

Item 4, Block Evaluation Change

Presenter: Doug Danforth

1. Based on feedback from the student council representatives the program has proposed a block evaluation change.
2. Block evaluations will be due after the final exam to allow additional time for thoughtful feedback and to incorporate the evaluation of the final exam into the evaluations. Completion of the block evaluations will not count towards overall block grades as long as 90% of the class completes the evaluations. If the completion percentage falls below 90%, evaluations will revert to the previous deadline for the next block and will count towards block grades. Individual student completion logs will be maintained and repeated failure to complete block evaluations may result in not meeting the Professionalism Competency.

Item 5, Calendar Changes

Presenter: Doug Danforth

LSI Part One Academic Program Committee Minutes

1. The Bone and Muscle Block OSCE will be formative with one station during the block to avoid overlapping with assessment week with Part Two.
2. The students will review their OSCE at their coach meeting in January.
3. The anatomy practical will be on Thursday of the last week and the final exam will be on Tuesday of assessment week.

Item 6, Block Updates

Presenter:

Foundations-

1. Dr. McHugh is creating an introductory embryology TLM to orient students on early embryological development. Specific organ system embryology is taught in the respective blocks.

GI/Renal-

1. An additional TBL session has been added and renal anatomy content has been moved to the start of the renal disorders section of the block.

Item 7, Student Feedback

Presenter: Student Council Representatives

Med 2:

- Students asked for a renal acid/base small group or case-based session.
- Students asked for Kelly-Ann Perry to come to the next APC to discuss the peer tutors.

Part One Annual Report 2014-16

Executive Curriculum Committee
6/28/2016

Contributors

- **Office of Medical Education**
 - Casey Leitwein, Emily Rismiller, Christin Thatcher, Amber Clevenger, Diana Bahner, Dawn Ryan, Samantha Ellwood (ret.)
- **Evaluation and Assessment**
 - Kevin Stringfellow, Marisa Scholl, Michael Horgan, Cheryl Bardales
- Office of Curricular Research and Development
 - Victoria Cannon, **Curt Walker**, Anand Khurma, Maria Yonamine, Amanda Postle

Annual Program Report

- Overview of Program / Review of 2013-2015 Summary Report
- Evaluation Measures
- Student Performance
- Successes, Opportunities, Action Plan

Summary from 2013-2015 Part One Report

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

Summary from 2013-2015 Part One Report

Opportunities


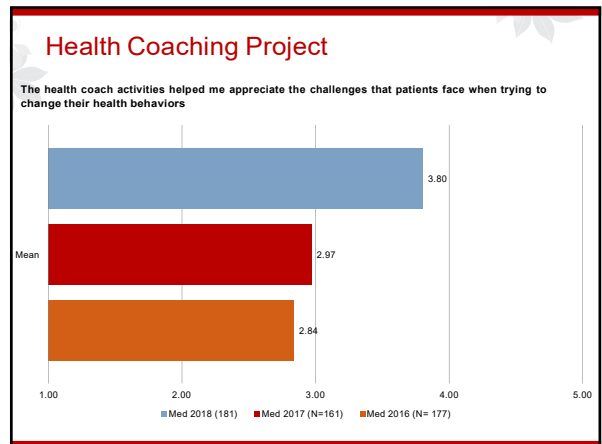
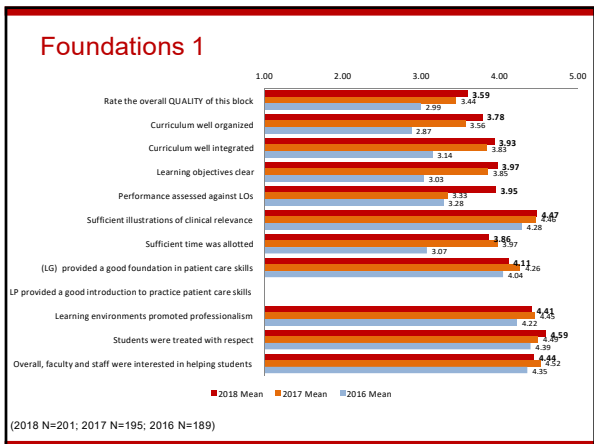
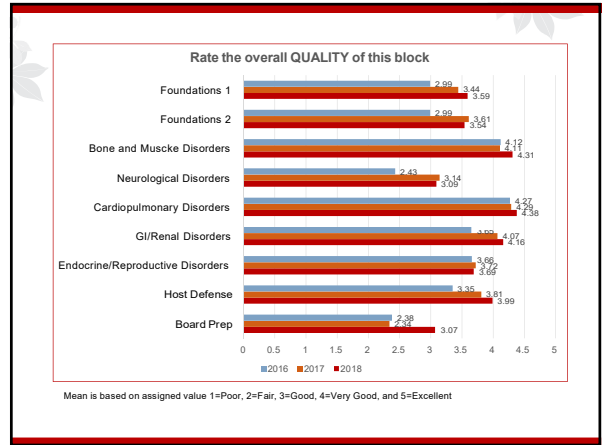
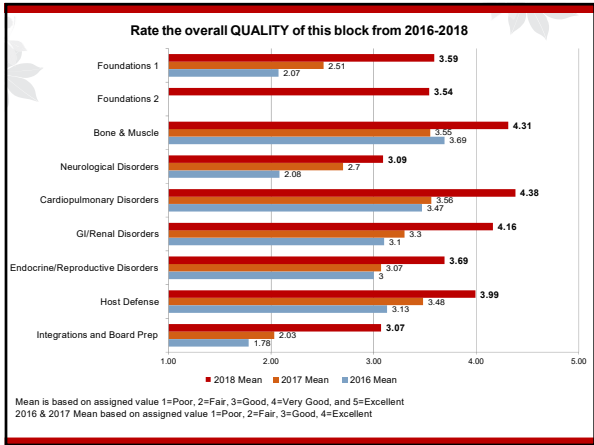
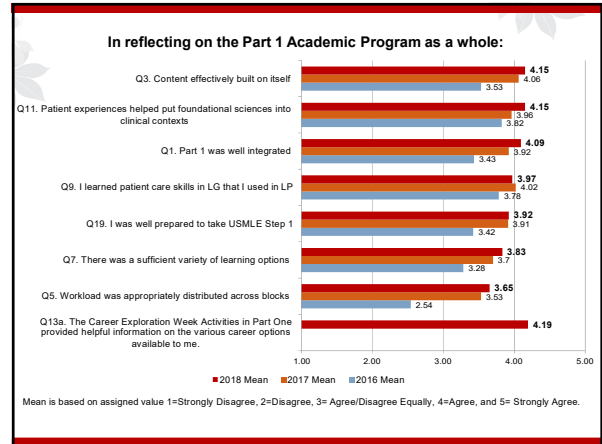
- Community Health Education and Health Coaching continue to be poorly rated by students despite significant restructuring.
- Student performance on behavioral sciences, nutrition, and pharmacology Step 1 subject areas was below the OSU norm.
- Guided Board Preparation Block still rated relatively poorly.

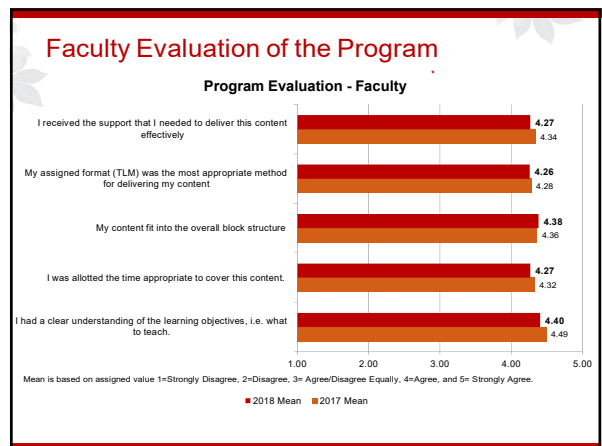
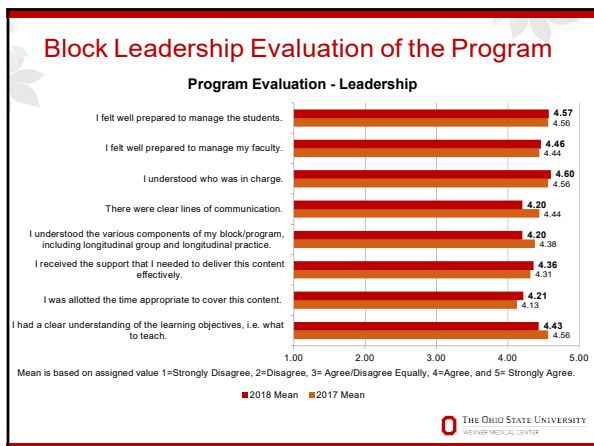
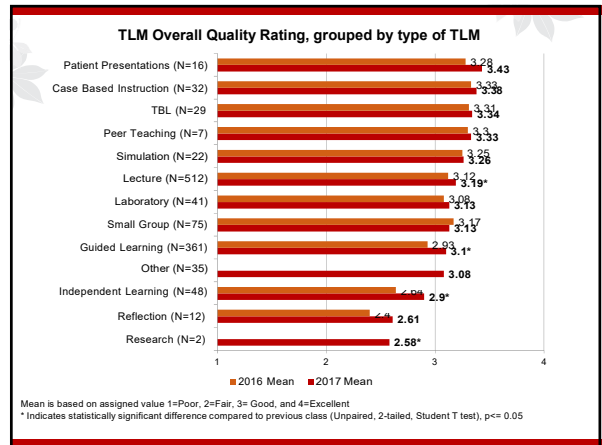
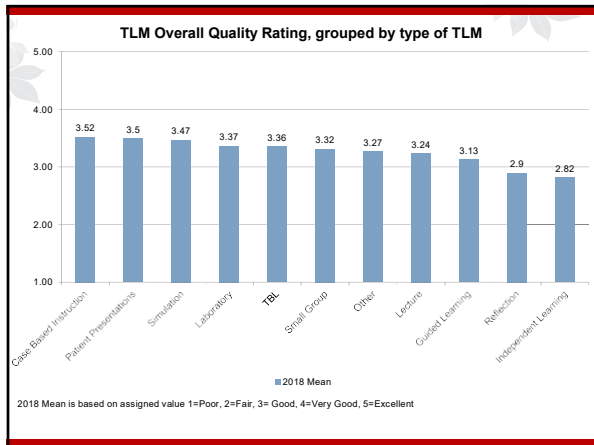
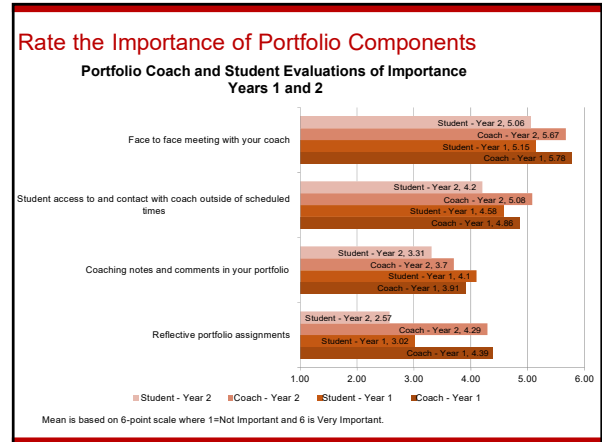
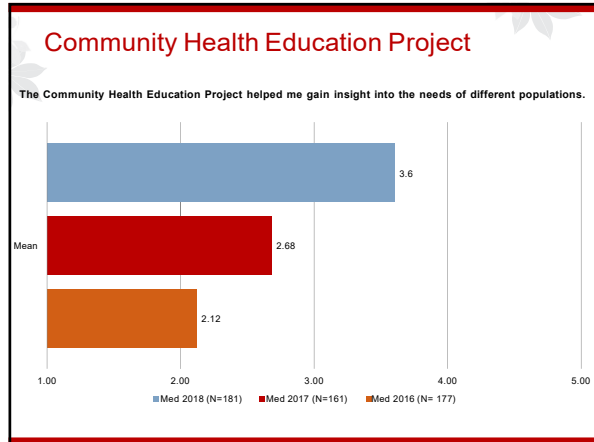
Summary from 2013-2015 Part One Report

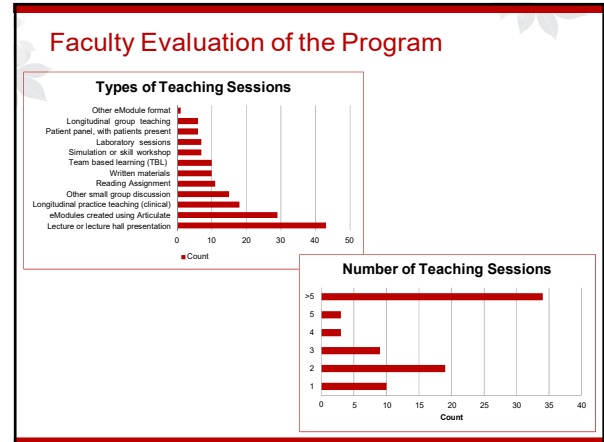
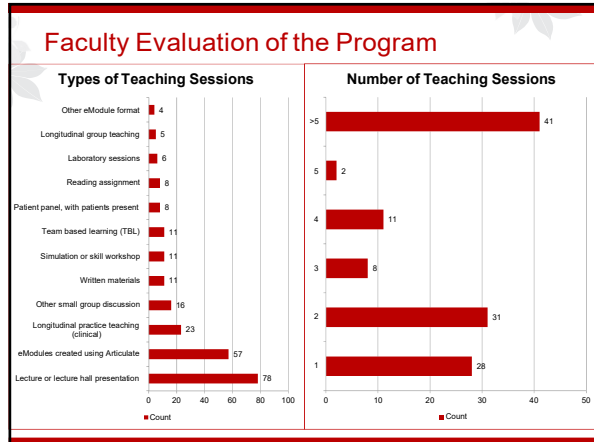
Action Plan

- 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

Evaluation Data





Student Performance

THE OHIO STATE UNIVERSITY
WEAVER MEDICAL CENTER



Overall Competency Not Met

	Medical Knowledge	Patient Care	Interpersonal Communication	Systems Based Practice	Practice Based Learning	Professionalism
Foundations 1	17 (12)	0 (0)	0 (0)	1 (1)	0 (3)	1 (4)
Foundations 2	14 (9)	0 (0)	0 (0)	3 (13)	1 (0)	6 (7)
Bone and Muscle Disorders	5 (12)	0 (0)	0 (0)	0 (2)	1 (3)	6 (14)
Neurological Disorders	16 (9)	0	0 (0)	0 (2)	1 (2)	21 (6)
Cardiopulmonary Disorders	22 (7)	2 (0)	1 (0)	N/A	2 (2)	6 (14)
GI/Renal Disorders	18 (12)	2 (8)	0 (0)	0 (0)	1 (0)	3 (11)
Endocrine and Reproductive Disorders	3 (12)	2 (1)	1 (0)	0 (0)	0 (1)	1 (5)
Host Defense	25 (9)	1 (2)	0 (0)	2 (1)	0 (0)	3 (10)
Integrations and Guided Board Prep	23 (4)	0 (0)	N/A	N/A	0 (1)	0 (2)
Totals	143 (86)	7 (11)	2 (0)	6 (19)	6 (12)	47 (73)

(2013-2015 data)

THE OHIO STATE UNIVERSITY
WEAVER MEDICAL CENTER

Part 1 Student Review

	F1	F2	BM	N.	C.	GI/R	E/R	HD	BP
Referrals	10	11	1	10	14	4	3	5	6
Students who left	0	0	6	3	3	4	1	4	2
Multiple unmet	2	4	2	8	10	9	4	16	13
Competency Performance	No. Students				Class % (N=188)				
Met all competencies	127				67.55				
One unmet	31				16.49				
Two unmet	13				6.91				
Three unmet	15				7.78				
Four unmet	1				0.53				
Five unmet	2				1.06				
Six unmet	2				1.06				
Seven unmet	0				0.00				
Eight unmet	1				0.53				

Part 1 Student Review

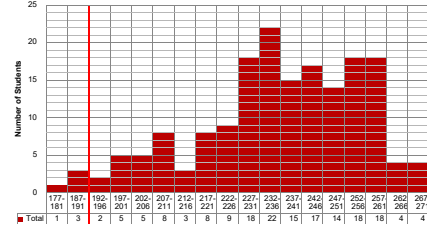
	F1	F2	BM	N.	C.	GI/R	E/R	HD	BP
Referrals	20 (12)	29 (9)	31 (12)	20 (9)	23 (7)	32 (12)	17 (12)	21 (9)	7 (4)
Students who left	2	1	4	4	3	5	1		
Multiple unmet	10	12	18	11	11	21	10	19	7
Competency Performance	No. Students		Class % (N=174)						
Met all competencies	103		59.20						
One unmet	39		22.41			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

USMLE

USMLE Step 1 Results - LSI Summary						
Calendar Year	LSI Part One Class	Number Tested	Number passing	Passing Percentage	OSU Mean (SD)	National Mean (SD)
2014	2012-2014	176	174	98.86%	235 (18)	229 (20)
2015	2013-2015	172	171	99.42%	236 (18)	229 (20)
2016*	2014-2016	174	170	97.70%	236 (19)	N/A

*Data as of June 10, 2016

Step 1 Score Distribution - 2016 Preliminary Data



Student Mistreatment

Question	Yes	No
Have you been publicly embarrassed or humiliated?	2	180
Have you been threatened with physical harm or actually physically harmed?	1	181
Have you been required to perform personal services?	0	182
Have you been subjected to offensive remarks, denied opportunities for training or awards, or received lower evaluations or grades not due to performance but related to gender, race, ethnicity, sexual orientation?	1	181
Have you been subjected to sexual advances or asked to exchange sexual favors for grades or other rewards?	0	182
Have you witnessed mistreatment of fellow students by any of the above behaviors?	0	182

Summary from 2013-2015 Part One Report

Action Plan

- Re-evaluate CHE and HC

Result

- Student focus groups were held to get feedback on projects
- Both projects were streamlined and revised according to focus group feedback and student evaluation data
- Student Evaluation of CHE (34% ↑) and HC (30% ↑) were markedly improved from previous years

Summary from 2013-2015 Part One Report

Action Plan

- Restructure Integrations and Guided Board Prep

Result

- Block was restructured to allow multiple opportunities to meet Medical Knowledge minimum standards
 - CBSE, Weekly Exams, Practice Step 1
- Student evaluation of block was improved 31% (2.34 – 3.07 – Most Improved Block!)
- Dramatic increase in number of students not meeting MK competency (4 → 23)

Summary from 2013-2015 Part One Report

Action Plan

- Restructure M1 Spring Semester Calendar

Result

- Career Exploration Week 2 moved to M2 Autumn Semester
- Neurological Disorders and Cardiopulmonary Disorders block switched
- Neurological Disorders Block shortened by 1 week
- Some content moved to Cardiopulmonary Disorders Block

Summary from 2013-2015 Part One Report

Action Plan

- Recruit and Deploy Expert Educators
 - Pharmacology, BSS, nutrition, simulation, procedural skills, student support
 - Pilot new initiatives (e.g. electives)

Result

- Added EE in pharmacology (J. Kitzmiller), and nutrition (L. Belknap)
- Procedural Skills faculty unchanged
- All EEs now provide support for students (coordinated by Student Life/Kelly Ann Perry)
- Piloted ENT elective in part One
 - IRB approval obtained
 - Eight students completed the program
 - Poster presentation at 2016 CGEA meeting

Summary from 2013-2015 Part One Report

Action Plan

- Review Evaluation and Assessment requirements
 - Evaluation Frequency and Type
 - Assessment Portfolio
 - OSCE

Result

- Student Evaluation streamlined
 - Peer evaluations alternate among LG, Anatomy, TBL
 - Peer evaluations of and by student reviewed with coaches
- Assessments (including OSCEs) largely unchanged

Executive Summary

Successes

- USMLE Step 1 scores remained higher than those of the first class and previous curricula.
 - Several scores still pending
- Student evaluation metrics were again improved for the majority of curricular units.
- Significant improvement in student evaluations of Health Coaching, Community Health Education, and Guided Board Prep block.
- Faculty satisfaction of the program/curriculum remains high

Executive Summary

Opportunities

- Pass rate for USMLE Step 1 decreased from previous 2 years.
- Although significantly improved, Board Preparation Block still rated relatively poorly and many students did not meet minimum standards for Medical Knowledge.
- Challenges with Assessment Week overlap with Part 2 will require creative solutions

Executive Summary

Action Plan

- Evaluate outcomes of pharmacology and nutrition revisions (ongoing)
- Revise M1 Autumn calendar to resolve Assessment Week conflict
- Integrate Health Coaching into LG
- Revise Board Prep Block
- Template and revise final exams for each block
 - (A and B versions)
- Integrate LCME compliance/CQI process
- Continue to monitor student mistreatment*
- Correlate student performance with admission metrics*

Part 1 Wellness Survey Changes 2016-2017

CHE	Many changes to increase flexibility, maximize efficiency, manage expectations
LG	Optimizing timing of short sessions, adding pre-work quizzes
Health Coaching	Integrating into LG
Portfolio Coaches	Adjusting reflection assignments to increase flexibility and create artifacts for showcase
OSCEs	Working with LG to optimize physical exam practices Faculty development at the start of each block to standardize LG faculty Exploring ways to improve grading feedback
Grading	Evaluated the grading process, no change for now, continuing to monitor Pre-block program update sessions to ensure clarity re: MSPEs, Step 1 Exam explanations for most quizzes and for board prep block
Exam Review	Will schedule specific open times for exam review
Task Completion	Vitals task list Clear pattern required to fail professionalism
TBLs	Increasing the number of IRAT/GRAT questions
HSIQ	Significant changes to streamline learning Integrating HSIQ more within the curriculum

USMLE Step 1 Summary

- All current Part 1, Med 2 students must take USMLE Step 1 no later than the Saturday two weeks prior to the start of Part 2 and following completion of their Part 1 Academic Program
- Students may request an extension until the Sunday before Part 2
 - Must be significant extenuating circumstances
- Late Start into Part 2
 - Midway through Ring 1
 - Must take Step 1 before entry
 - Must participate in Groundschool
 - Conditional start – will be pulled if Step 1 failure
 - Start of Ring 2
 - Must post passing Step 1 score before starting
- All students must post a passing score on USMLE Step 1 within one year of completion of the last block of the LSI Part 1 Academic Program.

Students with a Failing Score

- A student who receives a failing score prior to the start of Part 2 will not be permitted to start the clerkship unless they retake the examination prior to the start of the first ring.
- A student who receives a failing score after starting Part 2 will be removed from the rotation within 24 hours of the College's receipt of the score.
- USMLE committee will determine best steps forward.
- Students who do not post a passing USMLE Step 1 score before the start of the second ring will be highly unlikely to graduate with their class.
- Students are given a maximum of three attempts to pass Step 1



**Wexner
Medical
Center**

**The Ohio State University College of
Medicine**
Academic Program Committee
Meeting Minutes
Date: 08/24/16 Location: 1187
Graves Hall

Presiding Chair: Doug Danforth Call to order: 5:04 p.m.
Minutes recorded by: Casey Leitwein Adjourned: 6:02 p.m.

Member attendance

Name	Role	Present
Mike Alexander	Expert Educator	Y
Diana Bahner	LP Program Manager	N
Cheri Bardales	ePortfolio Program Coordinator	Y
Michael Barrie	Expert Educator	N
Jose Bazan	Host Defense Block Leader	N
Laura Begue	LG Program Coordinator	Y
Laurie Belknap	Faculty Representative/ Expert Educator	Y
Udayan Bhatt	GI/Renal Associate Block Leader	Y
Georgia Bishop	Neuro Block Leader	Y
Ryan Harrison	Bone & Muscle Block Leader	N
Laura Boucher	Bone & Muscle Block Leader	Y
Victoria Cannon	Associate Director Medical Education	Y
Beth Christian	Host Defense Associate Block Leader	Y
Amber Clevenger	Program Coordinator, CHE, HC, HSIQ	Y
Camilla Curren	LG Program Director	Y
Doug Danforth	LSI Part One Program Director	Y
John Davis	Associate Dean for Medical Education	N
John Feister	Med 3 Student Council Representative	N
Mary Beth Fontana	Cardiopulmonary Block Leader	N
Michael Horgan	E&A Program Coordinator (OSCE)	Y
Eileen Kalmar	Expert Educator	N
Raheela Khawaja	Endo/Repro Associate Block Leader	Y
Nathaniel Lundy	Med 2 Student Council Representative	Y
Joe Kitzmiller	Expert Educator	N
Taylor Koenig	Med 2 Student Council Representative	N
Jack Kopechek	E Portfolio Program Director	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	N
Sheryl Pfeil	GI/Renal Block Leader/ Expert Educator	Y
Chris Pierson	Expert Educator	Y
Adam Quick	Neuro Associate Block Leader	N
Emily Rismiller	Building Foundations Program Coordinator (year 2)	Y
Kristen Rundell	LP Program Director	Y
Abhay Satoskar	Expert Educator	N
Troy Schaffernocker	Cardiopulmonary Associate Block Leader	N
Jonathan Schaffir	Endo/Repro Block Leader	Y
Marisa Scholl	E&A Program Coordinator	N
Catherine Sinclair	Expert Educator	N
Kevin Stringfellow	Evaluation & Assessment Program Manager	Y
Christin Thatcher	Building Foundations Program Coordinator (year 1)	Y
Margaret Zhang	Med 2 Student Council Representative	Y

LSI Part One Academic Program Committee Minutes

Kristina Witcher	Med 2 Student Council Representative	Y
Additional Attendees: Anand Khurma, Don Mack		

Item 1, Approval of last meeting's minutes

Discussion

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

Item 2, Student Feedback

Presenter: Student Council Representatives

Med 2:

- Students were required to attend a Learning Community (LC) meeting two days before the liver TBL. Since Learning Communities are extracurricular, Dr. Danforth suggested that the students should contact Drs. Davis and Lynn to express their concerns about the LC program.
- There seemed to be a discrepancy the learning objectives and presentation for the liver TBL. Dr. Pfeil stated that the questions for the TBL were challenging but had high discrimination indices, however the average for the exam was Slightly lower than normal. The students suggested flipping the order of the clinical coordinates and the TBL and build in hepatology consult rounds.
- The students expressed concern for the amount of points the LG Top Hat questions are worth and asked that the LG pre-work be more succinct.
- There is a student perception that different LG facilitators grade differently. Dr. Curren stated there will always be some facilitator variation but LG devotes considerable time and effort on faculty development to ensure that the student experience is as consistent as possible..
- The students asked if cumulative learning objectives could be sent out early in the block.

Action Items

1. Dr. Danforth will work to send out the cumulative learning objectives earlier in the blocks.

Item 3, Integration of Health Coaching into Longitudinal Group

Presenter: Don Mack

1. Dr. Mack presented explained how Health Coaching has been integrated into Longitudinal Group for this year.
2. The presentation is attached for reference.

Item 4, CQI for Articulate Modules

Presenter: Anand Khurma

1. Anand Khurma presented on the Continuing Quality Improvement (CQI) project that is being done this year on all Articulate modules.
2. The EdTechTeam advised instructors and block leaders to email: edtech@osumc.edu for all inquiries about Articulates. Instructors recording new modules or wanting to review the process for creating Articulate should visit: <http://mededtech.osu.edu/> and click on Articulate.

LSI Part One Academic Program Committee Minutes

3. The presentation is attached for reference.

Item 4, Internal Review for Part One

Presenter: Doug Danforth

1. Dr. Danforth indicated that the College of Medicine does an internal review of every academic program as well as the curriculum as a whole on a rotating basis.
2. Dr. Belknap will chair the internal review of Part One.
3. Dr. Belknap has put together a committee of the following people for the review.

a) Director of Competency	Sorabh Khandelwal
b) Director of Competency	Judith Westman
c) Associate Program Director Part 2	Benedict Nwomeh
d) Associate Unit Director Part 3	Ansley Splinter
e) Expert Educator Part 2	Jacquelyne Cios
f) Academic Tutor	Mary Beth Fontana
4. The committee will review all aspects of LSI Part One.
5. The formal report will be presented at ECC and once approved, at APC.

Item 5, Longitudinal Practice Recruitment Update

Presenter: Kristin Rundell

1. Longitudinal Practice is still recruiting for the Med 1 students. Currently there are 58 students who need placements.

Item 6, Block Updates

Presenter:

Foundations-

1. The first TBL went really well with the help of Marisa Scholl and Christin Thatcher.
2. The Foundations 2 schedule is set and posted.

GI/Renal-

1. There have been thoughtful student questions posted on Piazza.
2. The block is wrapping up the GI portion with the nutrition material.

Endo/Repro-

1. Grading for the block is in line with the other blocks.
2. Physical exam sessions have been moved into LG for this year.

General-

1. There will be two equivalent versions (a and b) for the final exams this year.
2. Students will not know what version they are taking.
3. The opposite version will be used for the remediation.

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Curriculum for Tomorrow's Medicine

Integration of Health Coaching into Longitudinal Group (LG)

Donald Mack, MD, FAAFP, CMD
Camilla Curren, MD
Amber Clevenger, Program Coordinator



Health Coaching Timeline

- Foundations 2
 - Introduction lecture
- Bone and Muscle Disorders
 - eModules flexible LG pre-work, Standardized Patient case in LG
 - Peer Coaching Activity
 - Health Coaching OSCE
- Cardiopulmonary Disorders
 - Selecting a Patient
 - 1st Health Coaching Meeting with Patient
 - LG session with OSU Health Plan Health Coaches
- Neurological Disorders
 - 2nd Health Coaching Meeting with Patient
 - 3rd Health Coaching Meeting with Patient
 - Group Summary in LG


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Curriculum for Tomorrow's Medicine



Integration points in LG

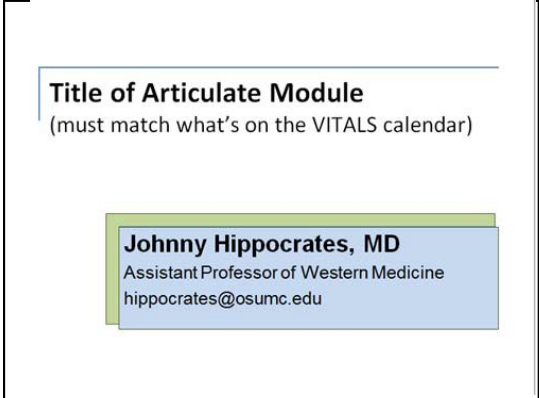

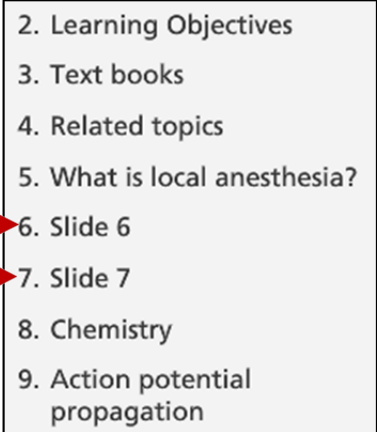
- Health Coaching eModule "flex" pre-work for LG
- OSU Health Plan (YP4H) activity in LG
- Group Summary analysis of LG group vs. class
- LG Facilitator support in Health Coaching discussion regarding successes, challenges, and patient outcomes

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Curriculum for Tomorrow's Medicine

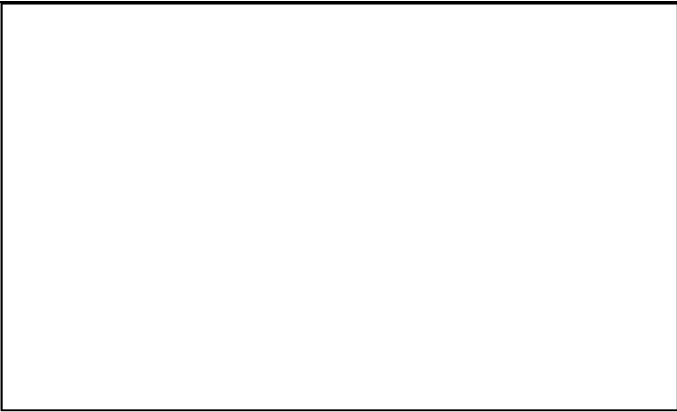
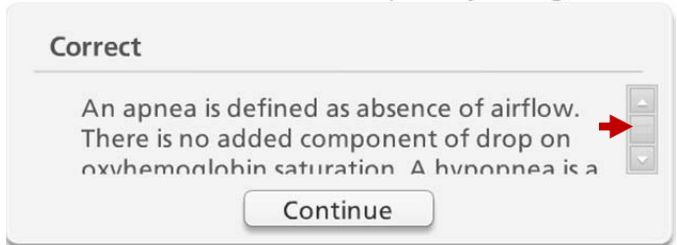
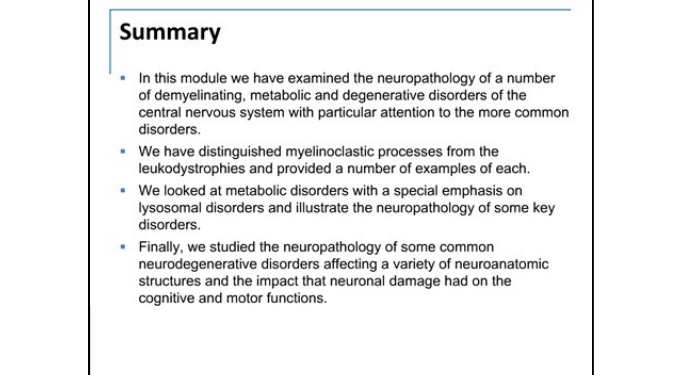
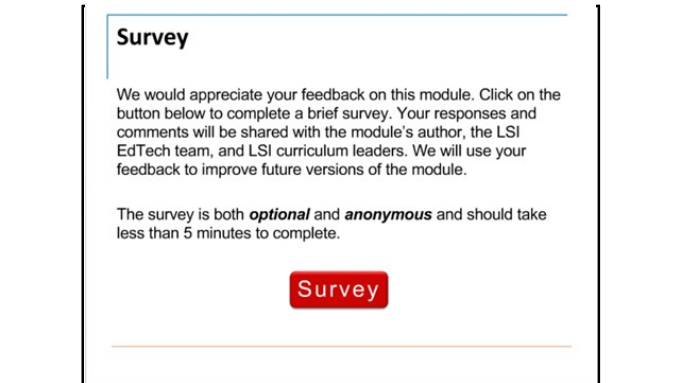
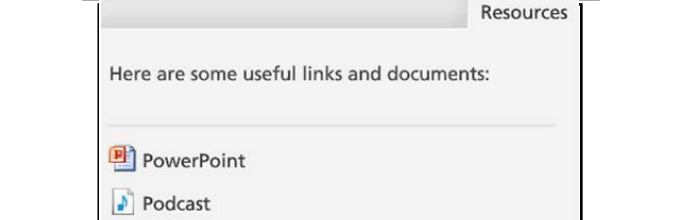


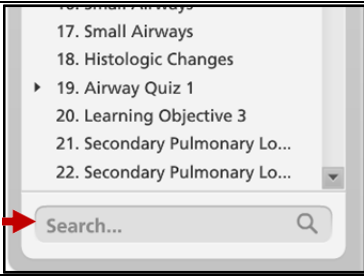
Module Audit

The module changes are compiled from a module audit we conduct by reviewing the previous year's recording either through the shared spreadsheet or through the project list in the EdTechCenter looking at the following:

<ul style="list-style-type: none"> <input type="checkbox"/> The slides use the LSI template. <ul style="list-style-type: none"> ○ If slides do not use the template update the presentation unless the presenter is using slide annotations, animations or special formatting like full screen images, smart art arrows etc. 	
<ul style="list-style-type: none"> <input type="checkbox"/> The name of the module at the top of the player matches the first slide of the PowerPoint. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Presenter bio is accurate. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Learning objectives slide is present. 	
<ul style="list-style-type: none"> <input type="checkbox"/> All slides have slide titles. <ul style="list-style-type: none"> ○ Scan the left navigation bar of the previously produced module looking for any slides with titles that begin with <i>Slide #</i>. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Formative Quiz is present with feedback for both correct and incorrect answers. 	<p>QUESTION WITH EXPLANATORY FEEDBACK</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <p>QUESTION WITH NO FEEDBACK [NEEDS REVISION]</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>
<ul style="list-style-type: none"> <input type="checkbox"/> Quiz allows user to review and retry quiz. 	<p>VIEW AFTER QUIZ SUBMISSION</p>

	<div data-bbox="889 176 1396 268" style="border: 1px solid black; width: 100%; height: 100%;"></div>
<input type="checkbox"/> Quiz requires student to get correct answer before proceeding.	
<input type="checkbox"/> Quiz shows user score with correct/incorrect responses for <u>both</u> success and failure views.	<p data-bbox="755 352 1339 382">CORRECT ANSWER SHOWS CORRECT ANSWER WITH ✓</p> <div data-bbox="800 390 1485 894" style="border: 1px solid black; width: 100%; height: 100%;"></div> <p data-bbox="755 1113 1356 1142">INCORRECT ANSWER SHOWS CORRECT ANSWER WITH ✓</p> <div data-bbox="760 1146 1461 1669" style="border: 1px solid black; width: 100%; height: 100%;"></div>

<p><input type="checkbox"/> Quiz submission message is supportive e.g. “Thank you for completing the Quiz.” Update any “You did not pass.” messages.</p>	
<p><input type="checkbox"/> Quiz feedback is legible. If the text is too small, use a scroll box so the feedback is easier to read.</p>	
<p><input type="checkbox"/> Summary slide is present.</p>	
<p><input type="checkbox"/> Remove module evaluation survey slide if present as last slide or second to last slide.</p>	
<p><input type="checkbox"/> Resource tab has PowerPoint and Podcast MP3 titled and linked appropriately in order with PowerPoint first followed by Podcast and any additional resources.</p>	

<p><input type="checkbox"/> Bottom left hand corner of player has Search box.</p>	 <p>The screenshot shows a list of items in a player interface. The items are:</p> <ul style="list-style-type: none">17. Small Airways18. Histologic Changes▶ 19. Airway Quiz 120. Learning Objective 321. Secondary Pulmonary Lo...22. Secondary Pulmonary Lo... <p>At the bottom of the list, there is a search box with the text "Search..." and a magnifying glass icon. A red arrow points to the search box.</p>
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LSI Part 1 Internal Review of Academic Program

Suggested for Appointment to the Review Committee:

Director of Competency	Sorabh Khandelwal
Director of Competency	Judith Westman
Associate Program Director Part 2	Benedict Nwomeh
Associate Unit Director Part 3	Ansley Splinter
Expert Educator Part 2	Jacquelyne Cios
Academic Tutor	Mary Beth Fontana

Nominee	Review Committee Role	Background	Unique Perspective
Sorabh Khandelwal	ECC member DOC	Emergency Medicine	Clinical aspect, ambulatory patient care
Judith Westman	DOC	Internal Medicine, Genetics	Bioscience, ambulatory clinical care, medical knowledge
Benedict Nwomeh	Part 2 Assoc PD	Pediatrics, Surgery	Hospital and ambulatory pediatric surgical care
Ansley Splinter	Part 3 Assoc UD	Pediatrics, Education	Hospital based neonatal care, expertise in graduate medical education
Jacquelyne Cios	Part 2 Expert Educator	Internal Medicine, Neurology	Hospital and ambulatory clinical care
Mary Beth Fontana	Academic Tutor	Cardiology	Medical knowledge, academic aspect, institutional insight



Wexner Medical Center

The Ohio State University College of
Medicine

Academic Program Committee

Meeting Minutes

Date: 09/28/16

Location: 1187
Graves Hall

Presiding Chair: Doug Danforth

Call to order:

5:01 p.m.

Minutes recorded by: Casey Leitwein

Adjourned:

6:02 p.m.

Member attendance

Name	Role	Present
Mike Alexander	Expert Educator	Y
Diana Bahner	LP Program Manager	N
Cheri Bardales	ePortfolio Program Coordinator	Y
Michael Barrie	Expert Educator	N
Jose Bazan	Host Defense Block Leader	Y
Laura Begue	LG Program Coordinator	Y
Laurie Belknap	Faculty Representative/ Expert Educator	Y
Udayan Bhatt	GI/Renal Associate Block Leader	Y
Georgia Bishop	Neuro Block Leader	Y
Ryan Harrison	Bone & Muscle Block Leader	N
Laura Boucher	Bone & Muscle 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
Camilla Curren	LG Program Director	Y
Doug Danforth	LSI Part One Program Director	Y
John Davis	Associate Dean for Medical Education	N
John Feister	Med 3 Student Council Representative	N
Mary Beth Fontana	Cardiopulmonary Block Leader	N
Michael Horgan	E&A Program Coordinator (OSCE)	Y
Eileen Kalmar	Expert Educator	N
Raheela Khawaja	Endo/Repro Associate Block Leader	Y
Nathaniel Lundy	Med 2 Student Council Representative	Y
Joe Kitzmiller	Expert Educator	N
Jack Kopechek	E Portfolio Program Director	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	N
Sheryl Pfeil	GI/Renal Block Leader/ Expert Educator	N
Chris Pierson	Expert Educator	Y
Adam Quick	Neuro Associate Block Leader	N
Emily Rismiller	Building Foundations Program Coordinator (year 2)	Y
Kristen Rundell	LP Program Director	Y
Abhay Satoskar	Expert Educator	N
Troy Schaffernocker	Cardiopulmonary Associate Block Leader	N
Jonathan Schaffir	Endo/Repro Block Leader	Y
Marisa Scholl	E&A Program Coordinator	Y
Catherine Sinclair	Expert Educator	N
Kevin Stringfellow	Evaluation & Assessment Program Manager	Y
Christin Thatcher	Building Foundations Program Coordinator (year 1)	Y
Margaret Zhang	Med 2 Student Council Representative	Y
Kristina Witcher	Med 2 Student Council Representative	Y

LSI Part One Academic Program Committee Minutes

Additional Attendees:

Item 1, Approval of Minutes

1. The minutes from August and September will be approved at the October meeting.

Item 2, Step 1 Scheduling Trends

Presenter: Kevin Stringfellow

- Kevin Stringfellow researched the scheduling trends for Step 1 based on Student Council Representative's question on how many students moved their original Step 1 date.
- Kevin reported that about 41% of students changed their original Step 1 date.
- It was variable on timing for changes.
- Some students moved the exam earlier as well as late.

Action Items

1. Kevin as asked by the committee to specifically report at the next meeting on how many students moved their date by mid-April.

Item 3, Graduation Questionnaire Results

Presenter: Doug Danforth

1. The Graduation Questionnaire results are based on the first LSI class.
2. Of the items reported in this summary, OSU is performing at or above the National Average approximately 85% of the time.
3. New professionalism questions were added this year.
4. Mistreatment data and specialty selection questions were not included in this presentation per historic precedent.
5. This data represents the first graduating class of the Lead.Serve.Inspire Curriculum. More time will be needed to determine if similar results are consistently shown in subsequent classes.
6. The presentation is attached for reference.

Item 4, Bone & Muscle Assessment Week

Presenter: Doug Danforth

1. The Bone and Muscle Block OSCE will be formative with one station during the last week of the block to avoid overlapping with assessment week with Part Two.
2. The OSCE will cover either the knee or shoulder physical exam.
3. The post encounter note will count towards the Patient Care Competency.
4. The students will review their OSCE at their coach meeting in January. This meeting will be 45 minutes long.
5. The anatomy practical will be on Thursday of the last week and the final exam will be on Tuesday of assessment week.
6. Typically there are 75 points for Medical Knowledge and 25 points allotted to the other competencies. Because the OSCE is formative for this block it has to be decided what to do with the 10 points not being assessed.

LSI Part One Academic Program Committee Minutes

7. The students do not want the points added to the Medical Knowledge Competency.
8. Leadership is not comfortable with giving students the points for attendance.

Action Items

1. The committee discussed the 10 points at length. All suggestions would be considered with a final decision by the next meeting.

Item 5, Block Updates

Presenter: Block Leaders

Foundations-

1. Working on the A and B versions of the exams.
2. Faculty really like Piazza.

Bone & Muscle-

1. Calendar is set.
2. There is a new Block Leader- Ryan Harrison.

Endo/Repro-

1. Small groups are coming up.
2. Planning on using Piazza.
3. Small glitches with TLM's that have been remedied.

Host Defense-

1. The calendar is finalized.
2. The students will not have classes the week of Thanksgiving.
3. There is a quiz and a TBL the first week back from Thanksgiving.

Item 6, Student Feedback

Presenter: Student Council Representatives

Med 2

1. Dr. Danforth addressed the class about cheating during Top Hat quizzes. Those questions were not used for the grades.
2. Messaging to LG faculty and students to not discuss questions and treat the quizzes as any other assessments.
3. The anatomy practical was compromised as well.
4. Students asked that more formative questions be used and learning objectives for all lectures and modules.
5. There were repeat questions on the exam that threw students off.
6. High yield topics were not covered on the exam.
7. Turn up the volume on the lecture microphones.
8. Release cumulative objectives at the beginning of the block.
9. Revisit topic of students that pass the written exam and fail the practical take a written remediation exam. Is there a way to remediate the practical?



**Wexner
Medical
Center**

**The Ohio State University College of
Medicine**

Academic Program Committee

Meeting Minutes

Date:
010/26/169/28/16

Location: 1187
Graves Hall

Presiding Chair: Doug Danforth	Call to order:	5:00 p.m.
Minutes recorded by: Casey Leitwein	Adjourned:	6:02 p.m.

Member attendance

Name	Role	Present
Mike Alexander	Expert Educator	Y
Diana Bahner	LP Program Manager	N
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Eileen Kalmar	Expert Educator	N
Raheela Khawaja	Endo/Repro Associate Block Leader	Y
Nathaniel Lundy	Med 2 Student Council Representative	N
Joe Kitzmiller	Expert Educator	N
Jack Kopechek	E Portfolio Program Director	N
Beth Lee	Foundations Associate Block Leader	N
Beth Liston	Part One Associate Program Director	Y
Joanne Lynn	Associate Dean for Student Life	Y
John Mahan	Assistant Dean Faculty Development	N
Kirk McHugh	Chair, Anatomy	Y
Jackie Mostow	Med 2 Student Council Representative	N
Sheryl Pfeil	GI/Renal Block Leader/ Expert Educator	Y
Chris Pierson	Expert Educator	Y
Adam Quick	Neuro Associate Block Leader	N
Emily Rismiller	Building Foundations Program Coordinator (year 2)	Y
Kristen Rundell	LP Program Director	N
Abhay Satoskar	Expert Educator	Y
Troy Schaffernocker	Cardiopulmonary Associate Block Leader	Y
Jonathan Schaffir	Endo/Repro Block Leader	N
Marisa Scholl	E&A Program Coordinator	Y
Catherine Sinclair	Expert Educator	N
Kevin Stringfellow	Evaluation & Assessment Program Manager	Y
Christin Thatcher	Building Foundations Program Coordinator (year 1)	Y
Margaret Zhang	Med 2 Student Council Representative	Y
Kristina Witcher	Med 2 Student Council Representative	Y

LSI Part One Academic Program Committee Minutes

Additional Attendees: Kelly-Ann Perry

Item 1, Approval of Minutes

1. The minutes from September were approved. The August minutes were approved with one change to Item 4, #3; Dr. Fontana's role on the internal review should be changed to Content Expert.

Item 2, Step 1 Scheduling Trends

Presenter: Kevin Stringfellow

- Kevin Stringfellow did further research on the scheduling trends for Step 1 based on Student Council Representative's question on how many students moved their original Step 1 date.
- The data focused on the final two weeks of April. The slide is attached.
- Approximately 10% of the class changed their Step 1 date.
- Did the students that failed Step 1 fall into the group of students that rescheduled in the final two weeks of April?
 - a. Answer: All four students took the exam late April. Two students delayed their exam by rescheduling in March and the other two students rescheduled in April. All students originally scheduled for mid-late April.

Item 3, Extra-Curricular Resources

Presenter: Doug Danforth

1. Dr. Danforth presented a brief overview of Osmosis and USMLE-Rx which are web based and mobile platforms that offer study aids for students.
2. USMLE-Rx tracks the progress of students by institution and those data could be used to track student performance.
3. The committee members asked if we could pilot both platforms. Dr. Danforth responded that yes that it is an option.
4. The concerns expressed from committee members are validity of content, meshing material with the curriculum and what level of control the college would have.
5. If either of these platforms is endorsed by the college discussion included whether faculty would be expected to vet or monitor the content. Faculty felt that would be a considerable added time commitment.
6. The students suggested investing in First Aid or Pathoma for students instead of these platforms.
7. Additional study resources may overwhelm struggling students. Perhaps these resources might be more useful for students who are more easily managing the content load.

Item 4, Anatomy Study

Presenter: Laura Boucher

1. Dr. Boucher presented on an Anatomy Study that looks at USMLE scores for the students that used extra anatomy sessions that the T.A.'s offered. The presentation is attached.

LSI Part One Academic Program Committee Minutes

Action Items

1. Dr. Boucher will come back and share the data with the committee at a future meeting.

Item 5, Announcements

1. Longitudinal Group quizzes will move to ExamSoft after multiple issues with Top Hat. This will allow for more security and data analysis.
2. Bone & Muscle grading criteria: there will be a single station formative OSCE. The post encounter quiz will count 5 points towards the students Patient Care grade.
3. Attendance at the Health Coaching formative OSCE will count 5 points.
4. A motion was carried and approved to have students take an Anatomy Practical Remediation if the student fails the original practical. This will be piloted in Endo/Repro.

Item 6, Block Updates

Presenter: Block Leaders

Bone & Muscle-

1. Starts soon.
2. There is a new Block Leader- Ryan Harrison.

Cardiopulmonary-

1. The calendar is finalized.

Endo/Repro-

1. OSCE's coming up.
2. Working on final exam.

Host Defense-

1. The calendar is finalized.

Item 7, Student Feedback

Presenter: Student Council Representatives

Med 2

1. The student council representative asked for feedback on who would take over Piazza technical/administrative maintenance. The committee suggested that one of the new med 1 representatives take it over each year.

LSI Research Project

Laura Boucher, PhD, ATC
Division of Anatomy
10/26/2016



LSI Research Project

- Most anatomy content taught in the first 1-3 weeks, especially Bone and Muscle
- TA's provide office hours (supplemental instruction) during and after the initial anatomy content is presented
- Last fall some questions were asked:
 - “Do we know who the students are using the office hours?”
 - “Do we know if the office hours even help?”

LSI Research Project

- **Current literature:**
 - Supplemental instruction has a wide definition
 - Typically peers and upper classmen conducting the supplemental learning sessions
 - Results appear to find a positive impact of these sessions for both the students who attend and the instructors
 - To our knowledge there is no literature about anatomy-trained graduate teaching associates leading these sessions

Does Supplemental instruction improve gross anatomy scores?



LSI Research Project

- Specifically, is there an impact on:
 - Overall test scores
 - Anatomy practical, final exam, medical knowledge, Block scores
 - Self-confidence in gross anatomy
 - USMLE Step 1 and 2 scores

LSI Research Project

- IRB was submitted and approved
 - Get consent from the class of 2019
 - At the beginning of the block get consent from the class of 2020. This group will get the post block survey.
- **Methods:**
 - Sign-in sheet to the office hours sessions
 - Track number of sessions attended
 - Office hour info linked to their grades
 - Data then de-identified for analysis
 - Following the block, the students will all get a short self-efficacy survey

LSI Research Project

- What we hope to learn:
 - Who are the students using the extra sessions?
 - Are the extra sessions helpful?
 - If so, where do we see the benefit?
- This may be helpful to do in all Blocks
 - If we have data form all Blocks, we could then look at longitudinal trends



Presiding Chair: Doug Danforth Call to order: 5:00 p.m.

Minutes recorded by: Casey Leitwein Adjourned: 6:02 p.m.

Member attendance

Name	Role	Present
Mike Alexander	Expert Educator	Y
Diana Bahner	LP Program Manager	N
Cheri Bardales	ePortfolio Program Coordinator	N
Michael Barrie	Expert Educator	N
Jose Bazan	Host Defense Block Leader	Y
Laura Begue	LG Program Coordinator	Y
Laurie Belknap	Faculty Representative/ Expert Educator	Y
Udayan Bhatt	GI/Renal Associate Block Leader	Y
Georgia Bishop	Neuro Block Leader	Y
Ryan Harrison	Bone & Muscle Block Leader	N
Laura Boucher	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	Y
Doug Danforth	LSI Part One Program Director	Y
John Davis	Associate Dean for Medical Education	N
John Feister	Med 3 Student Council Representative	N
Mary Beth Fontana	Cardiopulmonary Block Leader	Y
Michael Horgan	E&A Program Coordinator (OSCE)	Y
Jessica Kaffenberger	Elected Faculty	Y
Eileen Kalmar	Expert Educator	N
Raheela Khawaja	Endo/Repro Associate Block Leader	Y
Nathaniel Lundy	Med 2 Student Council Representative	Y
Joe Kitzmiller	Expert Educator	N
Jack Kopechek	E Portfolio Program Director	Y
Beth Lee	Foundations Associate Block Leader	N
Beth Liston	Part One Associate Program Director	N
Joanne Lynn	Associate Dean for Student Life	N
John Mahan	Assistant Dean Faculty Development	N
Kirk McHugh	Chair, Anatomy	Y
Alexa Meara	Elected Faculty	Y
Jackie Mostow	Med 2 Student Council Representative	N
Sheryl Pfeil	GI/Renal Block Leader/ Expert Educator	Y
Chris Pierson	Expert Educator	Y
Adam Quick	Neuro Associate Block Leader	N
Emily Rismiller	Building Foundations Program Coordinator (year 2)	Y
Kristen Rundell	LP Program Director	N
Abhay Satoskar	Expert Educator	N
Troy Schaffernocker	Cardiopulmonary Associate Block Leader	Y
Jonathan Schaffir	Endo/Repro Block Leader	N
Marisa Scholl	E&A Program Coordinator	Y
Catherine Sinclair	Expert Educator	N
Kevin Stringfellow	Evaluation & Assessment Program Manager	Y
Christin Thatcher	Building Foundations Program Coordinator (year	Y

LSI Part One Academic Program Committee Minutes

	1)	
Margaret Zhang	Med 2 Student Council Representative	Y
Kristina Witcher	Med 2 Student Council Representative	Y
Additional Attendees: Kelly-Ann Perry		

Item 1, Approval of Minutes

1. The minutes from October were approved.

Item 2, Peer Tutors

Presenter: Kelly Ann Perry

- Kelly-Ann Perry presented on the peer tutoring program. The slides are attached.

Item 3, HRSA Grant

Presenter: Kristin Rundell

1. Dr. Rundell presented a brief overview of the HRSA Grant that will affect several aspects of Part One. The focus of the grant is to address the shortage of primary care doctors and encourage inter-professional collaboration. The project involves the development of a three year curriculum in primary care and students will receive an automatic admission to the Family Medicine Residency Program. Students will participate in enhanced LG, and LP experiences. The initial class size will be two students starting in the fall of 2017. The number accepted into the program will increase in future years. For Part One, the schedule is similar to that for MSTP students in that the students will take Host Defense during the summer between Med 1 and Med 2 and will enter Part Two early.
2. The slides for the presentation are attached.
3. Questions addressed:
 - a. What about remediation? Time has been allotted for remediation and support will be included.
 - b. Were other similar programs consulted during the development of the project? Yes, input from previous 3 year tract was also considered.
 - c. Did you reach out to other Ohio residency programs? No, but our students will get half of their tuition paid for to keep the OSU students here in our residency program.
 - d. Can students opt in to the Family Medicine LG? Students who are interested in Family Medicine should self- identify for the Family Medicine only LG.

Item 4, Step 1 Prediction Data- Moved to January Meeting

Item 5, Announcements

1. As a result of the recent OSU Campus attack the COM has formed an Emergency Situation Taskforce.
2. There is current recruitment for open Expert Educator positions.
3. The cumulative content will be assessed with new questions rather than using questions from previous block exams.

LSI Part One Academic Program Committee Minutes

4. Students were reminded to bring their iPads to all graded assessments to avoid receiving a 0 for that assessment.

Item 6, Block Updates

Presenter: Block Leaders

Bone & Muscle-

1. The Bone and Muscle Disorders Block is almost over; the anatomy practical and OSCE's are this week and the final exam is on Tuesday.
2. Students were reminded that the OSCE's for this block are formative, and will be reviewed with their portfolio coaches during the meeting in January. The Post encounter quiz will count 5 points towards the block score for Medical Knowledge.

Cardiopulmonary-

1. The schedule is posted.

Host Defense-

1. Virology has just ended.
2. The second TBL and a quiz is coming up.
3. Quiz 1 had an 87% average.

Item 7, Student Feedback

Presenter: Student Council Representatives

Med 2

1. The student council representative asked if leadership could look into moving CEW3 to after Endo/Repro instead of in the middle of Host Defense.
2. Students would like the cumulative learning objectives be given for exam review sessions.
3. The students asked if exam review sessions could be extended.