NO
MEETING THIS MONTH
1. Approval of July Minutes – Dr. Bolender
   A. Minutes were approved as submitted.

2. Chairman’s Report – Dr. Bolender
   A. Introductions
      a. Dr. Teggatz - Pathology
      b. Dr. Liard - Physiology
   B. Advancing Healthier Wisconsin Proposals
      Two proposals were submitted that impact the M1-2 years directly. Dr. Bolender briefly reviewed the process for proposal review and timeline, with the initial review done by the Steering Committee of the Society of Teaching Scholars. Good luck to lead authors Drs. Mitchell and Bolender.

3. Digital Recording and Old Exams – Dr. Taylor, Dr. Meyers & Dr. Simpson
   A. Digital Recording of Lectures
      a. The 3 auditoriums are currently being wired and software is available to support this application. The transition to digital format for many educational materials previously provided in hard copy has raised a number of issues.
         i. Faculty have raised concern about students circulating files to their colleagues at other schools, editing/revising the digital tape which are used with vendor copyright approval.
      b. Follow-up Issues with Downloading/Copying Educational Materials/E-files
         i. The Course Directors request that the audio files be accessed with a tracking element. The structure of the access should require:
            (1) A statement posted on the access point that indicates that these materials are available consistent with the policy (see D below) and that accessing these materials indicates acceptance of the policy.
            (2) Access to files comes with a tracking element. The recommendation is that files be aggregated by course in a weekly “file” so that its usage by student is available for review.
   Recommendation
   Who will upload the files to the server? The Course Directors assume that will be a Teaching Facilities/Instructional Programs function.
B. Distribution of Old Exams – Charles Meyers, PhD  
   a. Traditionally, many courses provided copies of old exams for students to review in the library. (e.g., Pharmacology, only 1 year of an exam is available for review).  
   b. Last year an exam was loaded into ANGEL for student use in preparation for their examinations.  
   c. However, through a recent Google search, a course ascertained that the exams had been copied from ANGEL (along with previous examinations) and were now available on a different, unsecured website without faculty/Course Director permission.  
C. PowerPoint Slides/PDF’s/Other Course Materials  
   a. Visuals and materials that have been copyright approved for the intended use of posting on MCW’s intranet website or ANGEL have been downloaded and circulated for non-approved use (e.g., posting to other websites, circulating).  
D. New Policy for Student Handbook/Code of Conduct  
   a. The transition of educational materials to digital format has raised a number of concerns about ownership, use, and liability for unapproved uses of materials. With the digital nature of the new audio files, PDFs, examinations, etc., students can easily download and export, edit/revise and circulate files. Therefore, the Course Directors recommend that a new policy be drafted and applied to all educational materials across medical student courses and clerkships which includes the following elements:  
      i. Educational materials are defined as lecture notes, outlines, homework assignments, PowerPoint, study guides, audio, video and/or digital files and/or any only material prepared by faculty for use in their courses/clerkships.  
      ii. The files are exclusively for the use of enrolled students in MCW for their personal use.  
      iii. The files are not to be shared/exchanged and or distributed without the written permission of the Course/Clerkship Director and the authoring faculty member(s).  
      iv. The material is copyrighted by MCW and is not to be altered, used, or sold without the permission of the Course/Clerkship Director and the authoring faculty member(s).  
      v. Failure to comply with these use standards will result in disciplinary action consistent with MCW’s policies.  
   b. Next Steps  
      i. The Course Directors will review the critical elements above and forward any additions/deletions to Dr. Bolender prior to the next meeting.  
      ii. Dr. Simpson will follow-up with Dr. Holloway to obtain the appropriate language for failure to comply. Legal affairs will be consulted as needed per Dr. Holloway.  
E. Kinko’s  
   a. Several Course Directors reported that selected educational materials from their courses have been sold by Kinko’s without the faculty/Course Director’s knowledge and/or approval. It is unclear who initiated/profitied from the sale, but Kinko’s does maintain a scanned master.  
      i. Dr. Meyers reported that students have collated old pharmacology exams and last year were “sold” as shrink wrapped packet without the permission of the faculty/Course Directors.  
      ii. Dr. Mitchell was advised by a student that Kinko’s was selling a packet of CER homework assignments that included answers. Dr. Mitchell contacted Kinko’s but was unable to obtain a clear answer. She then had her assistant call and obtained a packet. These materials were collated and duplicated without faculty/Course Director permission.  
   b. Dr. Redlich and/or Simpson will follow-up on this issue at address at an upcoming Course Director meeting.  

4. Scheduling of Lecture Times – Dr. Teggatz
A. The process for scheduling and making changes is not transparent and Dr. Teggatz sought information regarding the process/timing of course schedules.

B. The process starts from the Office of Curriculum which takes last year’s schedule and plugs it into the upcoming year.

C. Dr. Bolender advised that typically the Course Directors for that semester convene their own meeting approximately 4-5 months prior to the start of the upcoming semester (April for Fall Semester; October for Spring Semester) to iron out any conflicts, concerns, and/or other issues without changing the total number of hours per course.

5. CEC Liaison Report – Dr. Sabina
   A. Genetics Objectives
      a. The M1-2 subcommittee of the CEC is focusing on genetics as the thematic area to focus on as one of the LCME/AAMC hot topics.
      b. Dr. Redlich has contacted each Course Director to provide information about what is taught specific to the course.

   B. Faculty Contact Hours
      a. Building on Dr. Mitchell’s issues regarding faculty teaching hours and availability of faculty to teach, Dr. Redlich is doing a follow-up of last year’s data collection.
      b. Dr. Redlich has contacted each Course Director to provide updated information regarding teaching contact time. Please respond in a timely fashion.

   C. Humanities Proposal
      a. Dr. Derse has developed a proposal for Medical Humanities within the medical school experience. Building on the June 2005 retreat on Medical Humanities, the proposal contains three major elements:
         i. faculty development regarding Medical Humanities;
         ii. an annual symposium;
         iii. an RFP process to encourage innovation in incorporating Medical Humanities into medical student education.
      b. A copy of the proposal is available upon request – please contact Sheri Galewski at sgalewsk@mail.mcw.edu

   D. CEC Retreat
      a. The CEC is holding an internal retreat on November 21, 2005. During that retreat they are scheduled to review the NBME’s Comprehensive Subject Examinations in the Basic Sciences and Clinical years. These exams roughly parallel the USMLE Step I and Step II exams.

   E. CEC Course Evaluation Process
      a. On behalf off the CEC, Dr. Sabina thanked the Course Directors for their participation in the process and the timeliness of their response.
      b. On the word document, there should be a check box that indicated the evaluation was “discussed” with the chair, in case that item was omitted.

6. Educational Services – Dr. Simpson
   A. M1-2 Course Evaluations – August 2004-June 2005
      a. The tabulated results of the CEC’s course evaluations by year, course, and item were distributed to all Course Directors. It will also be distributed to the CEC.
      b. Data Review and Use: A parallel data set for the M3 year has been made available for several years to all the Clerkship Directors and the CEC. In general the Clerkship Directors have agreed that the data is for the use of Course Directors and selected faculty use on a need to know basis and is not to be widely shared with all faculty. In addition, the Clerkship Directors have found it very helpful as a
way of identifying “best practices” of other clerkships and talking about what those clerkships are doing.

B. M1-2 Audit of Learning Domains and Objectives (TTC Audit Summary)
   a. Last year the M1-2 Course Directors approved an “audit” of the M1-2 Objectives by students who had completed the M2 curriculum. All M3’s, as part of the Transition to Clerkship Course (TTC) completed the audit in June 2005. (A copy of the M1-2 Audit of Learning Domains and Objectives that was used in the TTC course was distributed at the meeting).
   b. The overall results of the audit were presented in aggregate for each domain by the percentage of students who responded to the 8 point “scale” (e.g., 1 = Major Emphasis M1 Year; 2 = Major Emphasis M2 Year, 3 = Major emphasis M1 and M2 year).
   c. The Course Directors will review the aggregated audit results and identify additional data analysis they would like completed and a timeline at their next meeting (November 8, 2005).

C. Comprehensive Subject Exam Review (November 21, 2005 am)
   a. The CEC will be reviewing the NBME’s Comprehensive Subject Examinations for the Basic Sciences and Clinical on November 21 in the afternoon. Concurrently, Dr. Liard and several of his faculty and other Course Directors have expressed interest in reviewing the exams. Therefore, the Course Directors and their interested faculty are invited to review the exams on November 21, 2005 in the am. However, there are several constraints put on who can review by the NBME.
      i. Individuals who have in the last several years done any of the following are not eligible:
         (1) Authored book chapters or other materials on how to prepare for licensing type examinations (e.g., if you authored a chapter for Carl Chan’s book)
         (2) Worked for a board preparation company (e.g., Kaplan)
   b. By Monday, October 17, please send the names of any faculty members, including yourself (if you did not sign up at the Course Director meeting) who would like to review the NBME’s comprehensive subject examination on November 21, 2005 in the am to Dr. Simpson at dsimpson@mail.mcw.edu As Executive Chief Protocol for the NBME, Dr. Simpson will send the list of faculty names to the NBME as part of our request to review the examinations.

7. New Business
   A. There was no new business.

Meeting Adjourned at 5:17 pm

Next meeting will be November 8, 2005 in MEB3390 at 4:00 pm.

Minutes submitted by:
Deborah Simpson, PhD
Office of Educational Services
In Attendance:
Joan Bedinghaus, MD
Arthur Derse, MD, JD
Charles Myers, PhD
Charles Myers, PhD
John O’Connor, MD, MS
Philip Redlich, MD, PhD
Richard Sabina, PhD
Deb Simpson, PhD
Gerald Spurr, PhD

Excused:
David Bolender, PhD
Julian Lombard, PhD
John Lough, PhD
Ken Simons, MD

Absent:
Dara Frank, PhD
Gary Kolesari, MD, PhD
Joseph Layde, MD, JD
Michael McBride, MD
Jay Neitz, PhD
Jerry Taylor, PhD

1. Minutes and Chairing the Meeting
   A. Dr. Bedinghaus chaired the meeting at Dr. Bolender’s request.
   B. Minutes of the May 2005 meeting were approved as submitted.
   C. Roster changes should be made directly on the sheet and Sheri Galewski will update the list.

2. Second Semester Schedule
   A. The Course Directors would like to have a draft of the M1-2 schedule circulated. Dr. Redlich will circulate in the next week.

3. Americans with Disabilities Act – Dr. Holloway
   A. If you get a request for physical, testing or any other type of accommodation for students, please contact Dr. Holloway’s Office.
   B. Process of how MCW handles ADA
      a. Students are notified of the right to seek accommodations consistent with ADA guidelines both at admission and through orientation in the student handbook.
      b. Anytime a student initiates a conversation about ADA, MCW must respond in some fashion. This does not necessarily mean that they are requesting an accommodation (e.g., learning disability) but we must record that that conversation occurred. The report of this conversation is confidential.
         i. All ADA reports/records are kept, consistent with the law, in a separate file from their academic record.
      c. At the point in time that the student formally requests an accommodation, the Office of Student Affairs evaluates the request. Student Affairs contacts the course/clerkship directors when they have determined the type of accommodation needed.
   C. Questions typically asked by Course Directors
a. How can I evaluate a student?
   i. Answer: You do not evaluate the student. You refer the student to the Office of Student Affairs, which will initiate a step-wise process that may include a professional diagnostic evaluation.

b. If a student had accommodation on the MCAT, would that be noted?
   i. Answer: On the MCAT, there is an asterisk on their test score but it does not necessarily mean that it was for an accommodation. The asterisk means that the exam was administered under alternative circumstances.

c. Have we had any students who have accommodations on USMLE?
   i. Answer: We have yet to have any student from MCW who has qualified under USMLE standards for accommodation.

4. Associate Dean for Curriculum - Dr. Redlich
   A. Room Number and Assignment Changes
      a. Room 2750 will have a room change to 2710 (This is the classroom in the North MUTS on the west corridor).
      b. Room 2050 we will no longer have access to as a first priority (the room between the bathrooms in the Center MUTS).
      c. The new 2710 was for graduate school but was not sufficient seating to accommodate the graduate school classes. Therefore 2050 will be used on first priority for the graduate school.

   B. New Student Orientation from the M1 Students
      a. The Course Directors have been allocated 90 minutes on August 12, from 8-9:30 AM to provide an overview of the M1 year.
      b. A brief discussion ensued regarding the need to “beef up” that presentation.
         i. Dr. Redlich will add the objectives to the slide set and then circulate to the Course Directors for update/revision.
            (1) Threads of the Curriculum:
               (a) 15 minutes will be devoted to the virtual patients and Dr. Simpson will contact Dr. Duthie to have a geriatrician available for this session to demonstrate how the patients meet the thread.
            ii. Drs. Sabina, Bedinghaus and Redlich are the primary presenters with perhaps Dr. Kolesari filling in for Dr. Bolender.
            iii. Dr. Bedinghaus recommended that we invite Dr. Roberts to present on professionalism as she is positive, upbeat and inspiring about the privilege and idealism of medicine.
                (1) Several questions about how this level of discussion would match the professionalism issues that are present in M1 year (e.g., unacceptable to talk in class, to show up late); whether 10-15 minutes is too short of time; etc.
                (2) “Good cop bad cop” with Dr. Roberts providing the why to the “bad cop” (you have to show up on class).
                (3) Dr. Bedinghaus will informally contact Dr. Roberts to ascertain her interest and ability to teach in the focused topic (the top 10 behaviors).
      c. ANGEL orientation for M1’s
i. On August 15, the first am of class, Rex McHenry will provide a demonstration of the ANGEL system (30 minutes) on the basics of the system.

ii. On the afternoon of Thursday, August 18, Rex will be available to do hands on work as needed in the lab. If needed there may be a second session later in the semester during a “review session”.

5. **M1-2 Curriculum Audit - Dr. Simpson**
   A. The TTC students completed the audit of the curriculum. The data is now being analyzed and will be summarized for presentation at an upcoming Course Director meeting.

6. **Medical Humanities Retreat - Dr. Derse**
   A. The Medical Humanities Retreat was held in mid June to explore options about opportunities inclusion the curriculum. The retreat began with an overview of what is the role/impact of humanities across U.S. Medical Schools, and then a summary by year of what is currently occurring in medical humanities at MCW. Strategies for building on our current efforts will be presented at a subsequent meeting and to the CEC. (Retreat was partially supported by a Learning Resources Award from the CEC).
   B. Dr. Derse also briefly discussed a national project on tying medical humanities to the ACGME competencies (e.g., improved interpersonal and communication skills, professionalism).

7. **Health Policy Course - Dr. Derse**
   A. Dr. Cooper will be leaving MCW at the end of August. Therefore there is an opportunity to consider the current objectives and associated structure/format for this course. It is currently a 10-hour course in 5 2-hour blocks.
   B. Dr. Derse is leading the re-examination of the course and Dr. Bedinghaus is a consultant. There will be a planning meeting to get input from a larger group. A proposal to the CEC is anticipated for December 2005.

8. **Funding for Medical Education – Dr. Simpson**
   A. Advancing Healthier Wisconsin for education RFP will be issued shortly. Consider submitting collaborative proposals.
   B. Learning Resources funds have been renewed for the upcoming year.

Meeting was adjourned at 5:00 pm.
1. Approval of the Minutes – Dr. Bolender
   A. The minutes were approved as submitted

2. Chairman's Report – Dr. Bolender
   A. There are now public access areas at MCW for wireless internet service. A handout was distributed that describes how to access the system. A map of the access areas is included.
   B. Dr. Bolender reminded the group about the NBME Comprehensive Subject Exam Review that will take place on Monday, November 21 between 9-12 pm. All those who are signed up to participate should have received an email from Dr. Simpson.

3. CEC Liaison Report – Dr. Sabina
   A. All Course Directors who have not responded to Dr. Redlich's requests for the number of faculty hours in your course should do so at once.
   B. The M1-M2 subcommittee is assessing the content of the genetics thread within the curriculum. The next thread to be examined is nutrition.
   C. Course evaluations are in progress by the M1-M2 subcommittee for courses offered in the spring semester.
4. Curriculum Audit Data Regarding M1-M2 Learning Domains and Objectives
   A. The preliminary analysis of the audit for the M1-2 learning domains and objectives was discussed. Dr. Bolender asked whether the Course Directors would like to have the data obtained by the student survey on these objectives presented in a different format. Dr. Bolender indicated that a grant had been submitted requesting funding from the Advance Healthier Wisconsin education award to evaluate these objectives. It was decided to wait until the funding status of that application was known before proceeding.
   B. There was some discussion that because of the breadth of these objectives, the Dean should take the lead in directing further evaluation.
   C. There was also some discussion about the timeline for implementation of the objectives, because these objectives were generated in response to a request from the LCME, that full implementation and evaluation would be necessary prior to the next LCME review.
   D. No decision was made about how to proceed on further assessment of the objectives.

5. Old Business
   A. Policy for Student Code of Conduct Regarding Educational Materials produced by the Faculty.
      a. The draft copy of the policy statement was discussed and revised. A finalized version was approved by the group. This version will be forwarded with the minutes for comments. All comments and suggestions for corrections or additions should be sent to Dr. Bolender by December 1. (Policy following the minutes)
   B. Update on Kinko’s
      a. Kinko’s was asked whether they maintain copies of materials they copy for courses. They scan in the documents to print, but do not retain any of the printed materials.
      b. Dr. Bolender reported for Dr. Simons. Dr. Simons sent out an email request for comments/guidelines with respect to photocopying. If you have not responded to this email please do so upon receipt of these minutes.
      c. The student group Phi Delta Epsilon will no longer be selling old exams as a fund raising project.

6. New business
   A. Dr. Taylor asked whether the rules for computer exams require that students who have taken the exam must be sequestered until the second group of students has begun the exam. The policy on this was unclear and different courses use different methods to keep students separated.
   B. Dr. Sabina asked the group whether there was interest in obtaining a lockable glass cabinet to mount on the wall adjacent to Teaching Facilities, in place of some of the current cork boards. This cabinet could
be used for posting examinations that departments wish to limit access to. There was some interest among other departments and Dr. Sabina said he would follow up on a request.

The Meeting Adjourned at 4:50pm

Minutes submitted by Dave Bolender
MCW Course and Clerkship Director
Policy on Student Use, Access and/or Distribution of Educational Materials

Background
Faculty members create educational materials with the aim of providing an excellent education for MCW’s medical students. However, the transition of educational materials\(^1\) to digital format have heightened concerns about ownership, use, and liability for unapproved uses of educational materials. More specifically, with the digital nature of the educational materials (e.g., audio files, PDFs, on-line examinations), students can easily download and export, edit/revise and circulate files beyond the intended use for MCW students.

Policy
The following policy applies to all educational materials created by MCW faculty spanning all medical student courses and clerkships as well as other educational venues (e.g., M3 Benchmark-OSCE; PDA applications and simulations; presentations to student interest groups).

i. All educational materials and their associated digital files are exclusively for the use of enrolled students in MCW for their personal use.

ii. The files are not to be shared /exchanged and/or distributed without the written permission of the course/clerkship director and the authoring faculty member(s).

iii. The material is copyrighted by MCW and is not to be altered, used for purposes other than that intended by the author, and/or sold without the permission of the course/clerkship director and the authoring faculty member(s).

iv. Failure to comply with these use standards will be addressed under MCW’s existing policy on Professional Misconduct (MCW Medical Student Handbook) and may result in a disciplinary sanction up to and including dismissal.

\(^1\) Educational materials are defined as exams, lecture notes, outlines, homework assignments, Power Points, study guides, audio, video and/or digital files and/or any material prepared by MCW faculty for use in their courses/clerkships.
1. Chairman’s Report – Dr. Bolender
   A. Approval of Minutes – November 2005
      a. Minutes were approved as submitted.

   B. Integrated Grand Rounds – Update
      a. A proposal for integrated rounds was submitted by Dr. Bolender (on behalf of the Society of Teaching Scholars and the MSTP program) to the AHW and has been recommended for approval. Funding to support faculty efforts in this arena, as it’s a new adventure, was included in the proposal.
      b. Audience: It is intended to be open to ALL STUDENTS and FACULTY.
      c. Spring 2006 Rounds: One opening in the spring schedule was available and has been booked for the first rounds -- 11:30-1:00 pm, Friday, March 10, 2006 with a focus on obesity,
         i. The basic science areas will be identified and contacted for participation (e.g., biochemistry, physiology, cell and tissue biology, pathology).
         ii. The MSTP program is collaborating with a student involved in the planning and presenting of the case consistent with the rounds topic.
         iii. The presentation will be digitally recorded for access.
      d. Two grand rounds sessions are being proposed for the fall 2006 semester

   C. NBME Exam Review
      a. The general reaction of the Course Directors was that the comprehensive integrated exam was not representative of the breadth of the basic sciences (e.g., hard to find microbiology, normal anatomy, particularly as related to the physical exam). With respect to individual exam items:
         i. Many involved a patient presentation and then what is the most likely agent.
         ii. Abnormal presentations of diseases, with surprising detail, are clearly a part of the comprehensive examination even though not heavily emphasized in MCW’s curriculum with exception of pathology.
(1) Pathology seeks to use a number of cases that have the presentation of a patient with its findings.

D. IAMSE Public Affairs List
   a. MCW is a member of the International Association of Medical Science Educators.
   b. IAMSE sponsors an annual meeting that will be held in Puerto Rico in July of 2006.
   c. The public affairs monthly report is circulated to all Course Directors.

2. CEC Liaison – Dr. Sabina
   A. CEC Retreat
      a. The CEC held a retreat after reviewing the NBME items. In general the CEC felt there was a rather narrow focus on selected arenas and that the exam did not provide the breadth of coverage expected by the faculty. The clinical comprehensive exam seemed to focus on items that were considered by our faculty to be “rare” clinical phenomenon.
   B. Nutrition and Genetic Emphasis from the M1-2 Subcommittee
      a. These two areas appear to have a disproportionate emphasis on the NBME comprehensive exam. As these are not areas that have “separate” courses, the M1-2 subcommittee of the CEC seeks to look at reviewing the degree to which we sufficiently teach these areas of emphasis.
      b. The audit will determine what gaps/omissions/overlaps appear to be in our curriculum. The CEC will provide guidance through M1-2 Course Directors and/or working groups that cross courses/clerkships.
   C. M1-2 Course Directors Retreat
      a. Because of the number of issues that appear to be surfacing (e.g., curriculum scheduling, findings form genetics audit, nutrition audit), it may be anticipated that there will be a CEC sponsored retreat of M1-2 Course Directors to address these topic area.
   D. Course Evaluation Streamline process
      a. The CEC is seeking to streamline and expedite the course review process beginning with the longitudinal report format and an emphasis on courses that have new directors and/or on-going concerns. In addition, the CEC is seeking to use multiple data sources beyond the CEC student evaluation data.
      b. ANGEL: During the time when a basic science course is being reviewed, the CEC reviewer(s) will be granted temporary access as a read only/guest/student in ANGEL.
         i. Note – the Course Directors indicated that access may need to be at an “instructor” level so that those sections that are timed to appear/disappear can be accessible.

3. Associate Dean for Curriculum Report (Tabled) – Dr. Redlich
   A. Responses to the Genetic & Nutrition Audits
      a. If you have not completed/sent your data to Dr. Redlich, please do so.
   B. Course Director Contact Hours

4. Old Business
   A. Locked Glass Case for Exams – Dr. Sabina
      a. Course Directors had previously discussed the strategies for maintaining the security of secure/closed exams. Based on that conversation, Dr. Sabina followed up with the idea of a locked glass case.
         i. A number of courses have had designated review times for items/exams either F2F or via ANGEL.
      b. While Teaching Facilities was not initially responsive to the request, Dr. Simons has agreed to work with Teaching Facilities to seek bids for locked glass cases. The cases will likely be located on the walkways on the second floor.
i. Recommendation is to replace existing bulletin boards in the Stavri Joseph hallway with glass cases.

c. Concern about some exams being “locked” and others open will create some disharmony so clear communication between Course Directors is needed.
   i. Coordination between the courses will need to occur so that the space limitations can be addressed (e.g., posting of 1-2 exams at a time).

B. Curriculum Audit Process for TTC – Drs. Bolender & Simpson (Tabled)
   a. Global Data Provided in October
   b. Reactions & Plan – Review from November and Final Decision
      i. NEXT Step: Charge was for each Course Director to:
         (1) recommend date
         (2) how to present specific to each domain
         (3) which domain first etc.
         (4) who will do what
         (5) how report

5. Educational Services – Dr. Simpson
   A. Web Portal - Tabled

6. New Business
   A. Long-Term Scheduling Process – Dr. Bolender
      a. Long-term scheduling of space used for teaching is essential as the need to wait until 1-2 months prior to the start of the fall/spring semesters for use of teaching space presents challenges for others waiting for access to this space (e.g., CME).
      i. Concern was raised that the movement to finalize the teaching schedule so far in advance appears to truly limit any changes in MCW’s curriculum. In addition, having a rigid block schedule with respect to times when certain courses can be offered inhibits potential integration possibilities.
      b. Consensus amongst the Course Directors is that the fundamental issue appears to be that there is insufficient space for teaching, particularly for small group activities. In fact, teaching space has recently been lost.
         i. Small group space and lab space needs to be increased.
         ii. The possibility of access/use of MACC Fund classroom and small group space was suggested.
      c. Recommendation: Reserve a larger block of space than is currently needed (allowing some wiggle room) for M1-2 Courses to provide flexibility for curriculum change (e.g., HRC scheduled for 3 hours each am and 4 hours each pm). This would allow some flexibility but would release use of non-essential rooms.
         i. Constraints: 12 month ahead planning templates
         ii. Action: Request that Dr. Redlich present a plan for what space (with flex extensions) would be available

B. Scheduling within Block Process (Tabled)
C. Posting / advising changes consistently across courses (Tabled)
   a. Explore the use of ANGEL as a single location.

Minutes Submitted by: Deborah Simpson, PhD
Minutes Reviewed by: David Bolender, PhD
1. **Chairman’s Report:**
   
   A. Approval of January minutes
      
      (1) Minutes were approved with the correction of the spelling of Drs. Carol Moreno-Quinn and Anne Kwitek names in the footnote.

2. **Course Evaluations:**
   
   A. **Expedited Review Process**
      
      (1) Letters regarding approved expedited course reviews, on-going and in-depth course reviews will be sent to each course director and include a cc to the chair and will be sent by the subcommittee chair(s).
      
      (2) In each letter a reminder will be included that the CEC expects the course director to discuss the longitudinal review results and data with their chair.
      
      (3) A copy of the longitudinal review form, including the inputted numerical data, will be sent under electronic cover to the course director.
      
      (4) A copy of the completed longitudinal review form for each course will be posted in CEC’s ANGEL portal.

   B. **Expedited Course Review Results**
      
      (1) M-1 Fall 2005 Courses (Dr. Barboi)
         
         a. M1-Human Development and M1–Clinical Human Anatomy were approved in the expedited review process for the M1-2 Subcommittee.
         
         b. A letter will be sent to each of these course directors with congratulations detailing the expedited review process with an e-copy of the longitudinal review process.
      
      (2) M-2 Fall Courses (Dr. Winthrop)
         
         a. Microbiology and Medical Ethics & Palliative Care were approved in the expedited review process for the M1-2 Subcommittee.
            
            i. Microbiology will have a new course director, Dr. Fritz, who will assume his responsibilities upon Dr. Taylor’s departure in spring. The expedited review group recommended that Dr. Fritz be advised that he
should provide an update to the M1-2 Subcommittee about any anticipated changes that will be made to the microbiology course.

ii Dr. Oliver will send an e-mail to Dr. Fritz, with Dr. Winthrop’s input, advising him to communicate with the CEC if there are any changes.

b. Letters commending Drs. Derse and Taylor for their courses and commitment to the medical student education will be sent from Drs. Oliver and Dwinell following the process outlined in previous section.

(3) Copies of the longitudinal reviews for the approved expedited courses will be posted in the ANGEL CEC Portal.

C. On-going Follow-up of Courses

(1) Pathology was identified as a course that needed continued review and attention by the CEC. As Dr. Teggatz has been/will be invited in April 2006 to provide a follow-up no further action is warranted at this time.

a. Dr. Winthrop will draft a letter for Dr. Teggatz indicating areas of continued concerns and other issues that he may wish discuss and invite him to the April 2006 meeting. The letter will be sent from the subcommittee chairs.

b. A copy of the longitudinal evaluation will accompany the letter to Dr. Teggatz and will be posted on CEC ANGEL Portal.

D. In Depth Course Review

(1) The in-depth course review process was outlined with key elements as follow:

a. An in-depth reviewer will be assigned by the M1-2 Subcommittee chair(s).

b. The assigned reviewer (AR) will contact the course director and advise that his/her course has been scheduled for an in-depth review.

i The focus of the review is on the quality of the course, alignment with M1-2 Domain Objectives, horizontal and vertical integration, and inclusion of key CEC/LCME identified priority topics/areas (e.g., genetics, nutrition, geriatrics, injury).

c. The AR will then review the array of information/data available per the CEC’s in-depth review process outlined including but not limited to:

i Student evaluations (e.g., CEC, Sr. Graduation Questionnaire)

ii Course Materials (e.g., Syllabus, ANGEL modules)

iii Performance Data (e.g., USMLE Step profiles, grade distributions from recent graduating classes as provided in the dean’s letter, local examinations). Note examination data must be requested from the course director including exam psychometrics or can be provided by the Office of Educational Services with the permission of the course director.

d. The AR will then meet with course director to review the status of the course, identified concerns, and discuss further directions.

e. The reviewer will then present the results of the review to the M1-2 subcommittee and a recommendation/decision will be made at that time regarding next steps.

i Longitudinal review form will be used as the report format highlighting that this was an “in-depth” review.
(2) **M1 Biochemistry** was recommended for further review and will be the focus of the first “in-depth” review in the three-year cycle.
   a. Dr. Dwinell is assigned as the in-depth reviewer for the Biochemistry with a target report date at the March 2006 M1-2 subcommittee meeting.
(3) Course Evaluation table for 3 years (Tabled)

3. **Discussion – Incorporation of Themes (e.g., Genetics, Nutrition)**
   A. Process for Themes with Genetics as 1st Model
      As themes are a longitudinal curriculum issue, spanning beyond the M1-2 year, the subcommittee outlined a process to be proposed to the CEC Executive Committee for review/approval.
      (1) CEC Executive Committee convenes an expert working group (EWG) based on recommendations from the M1-2 and M3-4 subcommittees under the leadership of a CEC member. The charge to the EWG will be to:
         a. Develop a set of terminal objectives to be achieved by all graduating MCW medical students.
         b. Associate objectives with curriculum year (e.g., M1, M2, M3)
      (2) EWG will convene and review local and national data including objectives from professional organizations, AAMC, and other key constituencies who are informed about the topic.
         a. During this review/development process, objectives will be vetted with the course/clerkship directors through an identified representative from each course/clerkship director on the EWG.
      (3) Develop a final list of core objectives crossing all four years (terminal objectives) highlighting which objectives are targeted for M1-2 and M3-4.
         a. Submit to the CEC for approval.
         b. Each CEC subcommittee will then be charged with working with the respective course/clerkship directors for implementation.
   B. M1-2 Subcommittee Process following objective approval
      (1) Convene the M1-2 course directors to determine degree to which these competencies are addressed in the curriculum/existing courses.
      (2) If the course directors determine that there are indeed areas they can include, then the CEC can monitor that implementation.
      (3) If the objectives are not able to be addressed, per the M1-2 course directors, then the task falls to M1-2 subcommittee to determine a plan for incorporating the objectives into the M1-2 curriculum.
      (4) Recommendations from the M1-2 subcommittee will be forwarded to the CEC for approval.
   C. Leadership from M1-2 Subcommittee
      To initiate the process the M1-2 Subcommittee recommends that the following EWGs been convened beginning with Genetics (Dr. Oliver) followed by Nutrition (Dr. Dwinell).

4. **M1M2 Talking Points for CEC White Paper**
   A. Discussion finalized a single talking point for the CEC’s White Paper for the Dean’s meeting with the full group in March.
The talking point was defined as advising the Dean that the M1-2 Subcommittee was, in accordance with the MCW Strategic Plan, working on strategies to integrate and increase the integration across all four years of the medical education at MCW and were seeking his support guidelines.

B. Dr. Dwinell was charged with completing a draft for all M1-2 committee members to provide rapid feedback. Dr. Dwinell will forward the completed “talking point” to Dr. Decker for inclusion in the white paper.

5. **Student Reports**

   None
1. Chairman’s Report –Dr. Bolender
   A. Approval February Minutes
      (1) Minutes were approved as submitted.
   B. Dr. Krippendorf will be co-representing the M1 Neuroscience course.
   C. Increasing class size
      (1) A committee chaired by Dr. Simons will be meeting again next week to consider increasing
          the class size by 10%. Each member of the workgroup was asked to solicit information from
          specific constituencies.
      (2) Dr. Redlich encouraged all Course Directors to cc Dr. Simons on any input they have
          provided to a committee member to insure that it is incorporated into the discussion (e.g., in
          case your member is absent from the meeting).
   D. ANGEL backup changes
      (1) The system is being backed-up to the degree that cost-effectiveness will allow.
   E. Recognition - Tabled
      (1) Dr. Taylor
      (2) Dr. O’Connor

2. CEC Liaison – Dr. Sabina
   A. Written Procedure for Contesting Exam Answers within Syllabus & Best Practices
      (1) At the last M1-2 CEC subcommittee meeting, the student CEC representative raised a
          concern that not all course syllabi have a process/procedure for how to contest questions.
          a. The M1-2 subcommittee recommends that a process/procedure (e.g., timeframe, who do
             you contact) be included in EACH courses syllabus.
          b. All Course Directors who have a written process will be requested to copy that content
             from their syllabus and send to Sheri Galewski. Sheri will collate and repost to all the
             M1-2 Course Directors.
      c. Tabled for Next Meeting - Key Questions to be Addressed:
         i. Are we obliged to entertain challenges to exam questions?
         ii. What are best practices (e.g., microbiology experiences with e-mail)?
      (2) The M1-2 subcommittee encouraged the Course Directors to discuss this issue.
   B. Step 1 Performance for 2005 (Class of 2007 – current M3's)
      (1) Performance was fairly typical with MCW at the national average. The detailed sheet noted
          that our nutrition performance was lacking.
   C. Genetics Working Group & Nutrition Working Group
      (1) A working group for genetics will be formed (individuals representing basic and clinical
           expertise in genetics) to review the Course/Clerkship Director information, national
objectives/standards, etc. That group will make recommendations to the CEC. If you would like to serve on that working group, please contact Mike Olivier, PhD.

3. Curriculum Dean – Dr. Redlich
   A. Genetic and Nutrition Audits (also see 2B above)
      (1) The M1-2 Subcommittee of the CEC is looking to critically look at the thread of genetics and nutrition through the curriculum. The intent for the M1-2 subcommittee is leading the formation of the working group that will identify key objectives for a longitudinal curriculum for these topics. The objectives will be reviewed/approved by the CEC with input from the Course/Clerkship Directors. Genetics will be the first topic that will be examined.
   B. Scheduling Exams within Block Process
      (1) Some M2 students requested that the exams be “clustered” in the M2 year (e.g., during an exam week). To insure that this perspective represented the majority of the class, the CEC student representatives have developed a survey. The students will report to the CEC and the results will be forwarded to the M1-2 Course Directors.
      (2) The M2 year had a schedule with disparate times for scheduled exams. Dr. Teggatz and other Course Directors are concurrently discussing this issue.
         a. At present, the M2 Course Directors have been able to cluster several sets of exams and to provide some time for study prior to the exam.
         b. Students have asked for more Step 1 type integrated examination questions and the clustering approach supports this goal.
            i The Step 1 exam has a significant portion of integrated exam items. This requires students to reframe the material learned into an integrated fashion across courses rather than as isolated, discipline based information. The emergent question is how to best prepare our students for these integrated formats.
      (3) Several years ago the M1 fall Course Directors met and pre-set the exam dates and rotation as to which course went first during a block/clustered exam (exam week).
         a. The challenge to this approach is that the “smaller” courses of the Clinical Continuum that run during this time have decreased attendance in the week preceding the exam week. Dr. Bedinghaus notes that if the exam week format continues into spring semester schedule, some Continuum courses may lose class hours.
   C. Long-Term Scheduling
      (1) CME and other users for MCW facilities have been challenged by their inability to schedule events which require a long-lead time (e.g., conferences, graduate school, graduate medical education) given that the M1-2 schedules are not finalized until 1-3 months prior to the fall or spring schedule start dates. Also long-term scheduling might decrease the potential for errors/mistakes with the changes each year.
      (2) Drs. Krippendorf and Redlich have been working off-line to see if there are strategies for how to potentially approach long-term scheduling.
      (3) Scheduling Procedures for the M1-2 Schedules from Office of Curriculum
         a. Dr. Redlich distributed a draft of the schedule procedure document. Note: The actual name of lecture/topic is not required for an initial draft.
            i Fall term draft deadline – May 20
            ii Spring term draft deadline – October 20
         b. Flag any changes in what is submitted.
         c. November 1 is the deadline for room assignments for the spring schedule. Receiving schedules on October 31 increases the chances for errors. Therefore the Office of Curriculum will have a buffer (see attached).
      d. THE SCHEDULING DOCUMENT WAS APPROVED AS CIRCULATED.
      (4) Schedule changes DURING the semester will be recorded in ANGEL.
         a. M1 ALL Spring Semester Calendar: – Lorie Ludwig in Anatomy and Cell Biology is the central clearinghouse for all five spring semester courses. She then uploads changes into ANGEL.
         b. M2 Calendar ALL course calendar – Dr. Teggatz will discuss with the Pathology administrative support regarding willingness to be the single point of contact for the M2 year.
c. Adjustments within courses that do not impact any other courses can be made directly by the Course Director within their OWN ANGEL course.

4. Learning Domains and TTC Results – Dr. Bolender - Tabled
   A. In fall results provides regarding degree to which objectives were met per rising M3’s
   B. What action/steps so you has directors want to take specific to:
      (1) Gaps
      (2) Redundancies
      (3) Other

5. Integrated Grand Rounds – Drs. Bolender and Redlich
   A. Evaluation Results
      (1) The IGR on obesity (March 10) went very well with positive evaluations. A patient was present and was very articulate about his condition.
   B. Topics
      (1) Next Tuesday, April 18, the STS working group for IGR will convene. Please send any topic ideas to Dr. Bolender [bolender@mcw.edu].

6. Educational Services – Dr. Simpson
   A. Medical Education Symposium – May 30 (Deadline for Abstracts April 15)
      (1) All directors are encouraged to submit their own or to encourage their colleagues to submit AND attend the symposium. See attached handout or website http://www.mcw.edu/display/router.asp?docid=16016.
      (2) The intent of the gathering is to allow educators across the medical curriculum to see and learn what each other is doing. MCW has a number of “firsts” or “bests” including being one of the first two schools to use “scopes” on cadavers (Congrats Dr. Kolesari). We want to celebrate those accomplishments with the MCW educator community and to look for future opportunities to enhance education and educators. Please submit and attend!
   B. CEC/Educational Services Portal for Resources
      (1) The portal is open to all Course Directors. The site includes AAMC Sr. GQ data, USLME performance data, and internal MCW data. If you have suggestions for inclusion, please let Dr. Simpson or Sheri Galewski know, as we want to make this site contain as much information that is of value to you, the Clerkship Directors and the CEC as possible.
      (2) If you cannot log-in, please advise, as we will confirm that you are enrolled. Password issues should be addressed with Rex McHenry.
   C. Exam policy bathroom breaks
      (1) The current policy was distributed. This policy was developed and approved by the course and Clerkship Directors and is to be followed by all Courses/Clerkships.
      (2) Dr. Bolender asked that any changes/issues be sent to him for discussion at the next Course Directors meeting.
      (3) Any changes to the policy should be approved at the next Course Directors meeting for approval at the upcoming all Course/Clerkship Directors meeting.

7. New Business

Meeting Adjournerd 5:15 pm

Minutes Authored by:
Deborah Simpson, PhD
Office of Educational Services

Minutes Approved by:
David Bolender, PhD
Chair, M1-2 Course Directors
MCW M1-2 Course Directors' Meeting Minutes  
Tuesday, May 9, 2006 @ 4:00 pm  
MEB 3390

In Attendance = ✓; Excused = E; Absent = A

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<td>Joan Bedinghaus, MD</td>
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<td>David Bolender, PhD</td>
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<td>Arthur Derse, MD, JD</td>
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<td>Michael McBride, MD</td>
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<td>Robert Fritz, PhD</td>
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<td>Julie Mitchell, MD</td>
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<td>Gary Kolesari, MD, PhD</td>
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<td>Charles Myers, PhD</td>
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<td>Joseph Layde, MD, JD</td>
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<td>Beth Krippendorf, PhD</td>
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<td>John R. Teggzat, MD</td>
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1. Chairman’s Report – Dr. Bolender
   A. April meeting minutes were approved
   B. Dr. Teggzat was congratulated on his nomination for a Standing Ovation Award.
   C. Exam policy bathroom breaks
      (1) The current policy requires an escort to the bathroom.
      (2) Motion Approved
         a. Eliminate the required escort component of the policy.
         May 2B (3) a should read “the creation of exam weeks would reduce the time available to
         Psych PBL and Interviewing by 1/6

2. CEC Liaison – Dr. Sabina
   A. Written Procedure for Contesting Exam Answers within Syllabus & Best Practices
      (1) Are we obliged to entertain challenges to exam questions?
         a. The question was raised because students are not using the examination as an
            opportunity to learn. For example some students fail to accept the Course Director’s
            decision regarding the correctness of an item, repeatedly asking for clarification/discussion about the same item and may be very unprofessional in their
            interactions with faculty.
         b. Other students respond productively to the feedback from faculty and indeed have
            thanked the faculty for clarification.
         c. Students may have excellent points about a particular item/question that improves the
            quality of the examination and learning.
         d. Conclusion: Yes, the Course Directors will provide feedback on examination questions.
      (2) Successful Strategies include:
         a. Collect all exams so that questions can be re-used. (Dr. Kolesari)
         b. Set a time period for accepting concerns. (Dr. Kolesari)
         c. Do not entertain questions/concerns via e-mails. Have a regularly scheduled face-to-
            face appointment time immediately after the examination for taking exam feedback. (Dr.
            Kolesari)
         d. Use ANGEL form to compile responses (Dr. Liard)
      (3) Motion Approved:
         a. It is recommended that all Course Directors include a statement in their syllabus that
            students may challenge examination questions.
         b. The specific process for challenging examination questions will vary with each course,
            be determined by the Course Director/faculty and outlined in the course syllabus.
c. Consistent with the professionalism competency in the M1-2 learning domains, all challenges must be conducted consistent with the elements of professionalism (e.g., commitment to excellence, honesty, respect, integrity).

B. Student Survey Results on Block Exams
   (1) The results were circulated electronically to all Course Directors prior to the meeting.
   (2) The block approach to examinations was the favored format by students.
   (3) Issues/Concerns
      a. The creation of exam weeks would reduce the time available to Psych PBL and Interviewing by 1/6.
      b. In the M2 year, the established unit structure/format makes it difficult to create a block exam structure.
      c. Experience with moving to a block structure in the M1 fall semester points to the feasibility of the change but, the transition takes time.
   (4) Action: The M1 spring semester and the M2 year Course Directors will assess the feasibility and explore how to transition to a block examination schedule. The underlying premise is that the courses should be designed to match their objectives, rather than having their exam schedule drive the course structure.

3. Curriculum Dean – Dr. Redlich (Excused)
   A. Deadlines for room reservations for medical student education, as we transition to the 12-18 month advance schedule, are as follows:
         a. Any requests sent after this date will be on a space available only as room reservations will be opened MCW wide.
      (2) For January 2007-June 2007 will be July 20, 2006
   B. The Course Directors were sensitive to the issues/needs for advance scheduling (e.g., the priority for medical student scheduling includes M3 and M4 student education which operates on a year long calendar, maximal use of the teaching space) but that teaching space is decreasing in spite of the construction surge on campus. A number of questions for long-term planning were raised including:
      (1) Is the ad hoc committee on class size considering the impact of more students on space?
      (2) Is the strategic planning process for education and/or infrastructure addressing the lack of teaching space?
      (3) Should the Course Directors develop a plan proactively rather than potentially be in the position to “react” to a facilities use plan/approach?
   C. Summary: The Course Directors were troubled by the limiting nature of this approach to scheduling. In particular, this approach would necessitate a 12-18 month delay on any additions/changes to the curriculum (e.g., moving from large to small groups, addition of a new module/unit like genetics, taking advantage of when preceptors/teachers are available). More discussion is needed.

4. Learning Domains and M1-2 Course Directors Retreat – Dr. Bolender
   A. Purpose, Format, Outcomes
      (1) The M1-2 Learning Domains have been in place for almost two years and data from Course Directors and students has been gathered. However, given that the M1-2 Course Director meetings have full agendas, there is insufficient time at the meetings to focus on this data and determine the next steps in aligning the curriculum with the learning domains.
      (2) Therefore a ½ day retreat has been scheduled for all Course Directors: Thursday, June 15 from noon-5:00 pm
   B. Date to be Rescheduled
      (1) Approximately five Course Directors will not be able to attend.
      (2) Therefore the retreat will be rescheduled. Dr. Bolender will identify 3-5 days /times for the retreat with the date determined by the date that has the most attendance.

5. Integrated Grand Rounds – Drs. Bolender and Redlich (Tabled)
6. Educational Services – Dr. Simpson (Tabled)

7. New Business (Tabled)
   A. AHW RFP Released
      (1) http://www.mcw.edu/display/router.asp?docid=16441
      (2) Deadline 11/17/06
   B. Medical Education Conference- Attend/Participate in May 30, 2006
   C. Request for M1-2 Course Directors to Support Permanent Projectors in MUTS (Dr. Teggatz)
      (1) As meeting ran long, Dr. Teggatz will circulate his request via email.