

Faculty and Instructional Development Committee
Curriculum Under Construction

Monday, October 20, 2008, 12 – 1 pm

Sanger 1-050 (MCV Campus) & Conference Room 1, Claude Moore Bldg (Inova Campus)

Minutes

Attending:

- **MCV Campus:** Dr. Ben-Ezra, Dr. Call, Mrs. Fisher, Mrs. Gary, Ms. Hampton, Dr. Ishac, Dr. Kancitis, Dr. Kushinka, Dr. Leberman, Dr. Lee, Mr. Rawkes, Dr. VanMeter, Dr. Wood, Dr. McKnight
 - **Inova Campus:** Dr. Buery, Dr. Cheifetz, Dr. Freedy, Dr. Gauss, Dr. Venkatesan
- Absent:** Dr. Cohen, Mr. Jones, Dr. Whitehurst-Cook

The meeting was opened by Ms. Hampton, Chair, with introductions of Co-Chairs, Drs. Call and Cheifetz, and committee members. The Faculty and Instructional Development Committee is one of three committees established to lead and assist in curriculum renewal.

<http://www.medschool.vcu.edu/curriculum/index.html>

Assignment and working goals were presented:

- To advise and plan faculty and instructional development related to the medical student curriculum (UGME) revision
- To provide faculty with knowledge, skills, and resources to:
 - o **Initial:** engage students in active learning and independent study to foster skills necessary for lifelong learning (LCME mandate)
 - o **8 valued student outcomes:** design, teach, and evaluate curricula to facilitate student achievement of the valued outcomes (source: SOM focus groups)

Resource: L. Dee Fink, *Creating Significant Learning Experiences*, will be utilized in designing the curriculum. (handout distributed to the Committee is available at <http://www.ou.edu/pii/significant/index.htm>.) Copies of the book are available to Committee members on request to Ms. Hampton, and were distributed to Dr. Call, Dr. Ishac, and Mrs. Gary. Dr. Cheifetz will obtain copies for the faculty at the Inova Campus. The Fink language about teaching and learning complements other educational and curriculum design models and strategies.

Needs assessment and course design: Dr. Wood reported that he sent a survey to M1/M2 course directors to help assess if teaching for the 8 valued student outcomes is incorporated into the various courses. The results from this course “self assessment” could offer guidance to meet individual course needs. Results will be compiled and shared with the various committees. He also reported that at least 3 course directors (anatomy, endocrinology, and immunology) have volunteered to participate in course redesign following the Fink curriculum design process along with POGIL, a case based curriculum design used in science teaching at various colleges/universities, including VCU. A faculty development program using POGIL was conducted by the SOM 10/3/08, with guest faculty from the VCU chemistry department.

Current faculty development programs were discussed.

- **Office of Faculty Affairs:** Nine programs have been planned or conducted July – Dec, with additional seminars/workshops planned for the last half of FY '09. A program listing was prepared by K. Kreutzer to track how the program content is addressing LCME

- concerns and the 8 valued student outcomes. A 1 ½ day workshop to focus on basic science teaching in medicine is being planned by Dr. Call and Ms. Kreutzer for late January.
- **Teaching in Medicine Program, M4 Elective:** offered to 24 students annually by Dr. Kancitis and Ms. Mary Lee Magee. These students participate as small group leaders in Foundations of Clinical Medicine course which helps prepare them for teaching during residency and beyond.
 - **Preceptor development programs** reported by Mrs. Gary. The faculty development programs have been offered for 9 years in various formats (Saturday conferences, dinner meetings, on campus, off-campus); focus is clinical teaching and train-the-trainers; content ranges from using electronic communication to student observation and giving feedback.
 - **CEIs-Clinical Education Innovators**, reported by Dr. Lee. Expert clinician teachers are selected from the 7 departments with M3 clerkships. They observe medical students and give feedback focusing on patient history and physical examination. Dr. Lee suggested that some standardization of this effort may be helpful.
 - **E-Curriculum:** Mrs. Fisher works one-on-one with M1 and M2 course directors in preparation of e-curriculum which includes many features such as objectives, e-syllabus to accompany lectures, inactive learning with e-board, FAQs, and links to resources. A priority this year is to increase student self assessment and formative evaluation using “flash quizzes” with each course. Jeanne Schlesinger is also available to work with faculty for this interactive learning. Flash quiz is a software program developed by staff in SOM Technology Services.
 - **Clinical Teaching in Internal Medicine**, led by Dr. Call at VCUHS. Dr. Call is trained in the Stanford clinical teaching model with 7 core topics and conducts annual departmental retreats for training both residents and faculty teachers.
 - **Inova Campus:** Dr. Cheifetz also is a trainer from the Stanford program. He has conducted medical teaching programs with some 110 faculty over 7 years at the Inova Campus. In addition, Inova conducts monthly educational grand rounds on a variety of topics.
 - **VCU Center for Teaching Excellence:** The CTE offers training programs and has assisted the SOM including as a resource for the use of “clickers” this fall. Technical support is offered via **SOM Technology Services**. What assistance could be obtained from VCU Center for Teaching Excellence? What faculty use the CTE now?

It was suggested that these faculty development opportunities be described and posted on the SOM Faculty Affairs website to alert faculty. Some links are already provided. C. Hampton will follow-up inviting the sponsors of the programs to provide information so that it can be posted.

Faculty competencies for teaching.

The committee discussed developing competencies for teaching, and working through the various faculty development program offerings, to design programs to help faculty obtain the competencies and become master teachers. Faculty could be trained as “experts” in certain areas and achieve “excellence” in teaching, which is important for career advancement. The Committee members agreed on the goal to develop competencies for medical teaching.

Some discussion included:

- Some faculty seek further development of teaching abilities, but most don't.
- Consider a core group of educators for teaching and then have that group be supported.
- Some RVU system could be developed for teaching time/effort.
- Faculty need time for teaching and learning how to teach.
- Teaching must be recognized as part of faculty duty assignments.
- Search for information from other schools to see what's been done.

- Course directors need to be able to design courses.
- Course have facts, then build on concepts and application with active learning.
- Fostering active learning can be part of core competencies.
- What is best way to go about determining competencies? General competencies? By categories?

Goal and assignments:

The Committee agreed to development core teaching competencies to support the new and ongoing curriculum. The Committee agreed on 2 strategies with the following assignments:

1. Develop general competencies first to keep the ideas open. All committee members were asked to submit competencies to Ms. Hampton for compilation and distribution prior to the next meeting.
2. Specific competencies were requested in the following areas with faculty designated to take the lead:
 - o Evidence Based Medicine – Dr. Kushinka
 - o Active learning – Dr. Call
 - o Technology – Dr. Ishac and Mrs. Fisher

Competencies will be reviewed and discussed at the next meeting.

Next meeting: The next meeting was set for Monday, **November 20, 12 – 1:30, Sanger 1-050, connecting via video to Inova**, lunch provided.

The meeting was adjourned at 1:15 pm.

Prepared by:

Carol Hampton