



## Student Education Group

1/6/15

### Minutes

**Members unable to attend:** Ben Clements, Emily Schloff, Jen Arruda, Sarah Thompson, Dr. Jeffries

**Members in attendance:** Will Manning, Brian Till, Dylan Hershkowitz, Caleb Seufert, Reiko Sakai, Karl Kristiansen, Caleb Seufert, Nicholas Field, Bryan Brown (lync), Charlotte Hastings, Rachel Carlson, Pete Seymour, Liz Carson

**Minutes by:** Rachel Carlson

**Chairperson:** Bryan Brown

**Guests:** Dr. Paula Tracy, Darlene Peterson (Clerkship)

#### **Attendance Policy Dr. Paula Tracy**

- Dr. Tracy is requesting help with annotation, attendance, and evaluations.
- Dr. Goedde explored literature on annotations. Little information regarding annotating multiple choice questions is published however there is evidence of using fill in the blank questions as formative assessments. This approach relies on recall and prepares students for multiple choice exams. Dr. Tracy will explore using these types of questions in NMGI weekly quizzes this year.
- Ultimately annotations are not dead, but on hold as LCME implementations including TBL and small groups have been the focus. She is interested to hear how first year students feel after using annotations throughout A&D.
- Dr. Tracy is looking to implement an attendance policy. Many schools use attendance policies for professionalism. Further discussion on how there are a few chronic abusers and how to modify attendance policy to increase and reinforce student participation.
- Dr. Tracy reinforced lecture will not be made mandatory understanding different learning styles are accommodated in different ways. Focus on attendance policy should be on facilitating positive culture that is consistent throughout the curriculum.
- Caleb discussed whether we are implementing attendance for professionalism or academic gain. Liz further included there would be an uproar if there was a mandatory lecture policy. Dylan suggested making peer learning activities (TBL, small group, PBLs, etc) similar to convergence where one unexcused session is a marginal pass and two is an automatic fail.
- Several SEG representatives felt the environment can be too cushy at times and the limits need to be drawn and reinforced more strictly. Perhaps the culture stick could be swung harder. Good thing there is a supportive and compassionate environment but it doesn't need to be cushy.
- Further suggestions include building a culture through peer feedback and peer accountability.
- Form a committee to follow up with attendance and consistency. Reiko will spearhead the effort and follow up email will be sent.

#### **SEG/ Student Success and SEG/ Wellness Step 1 (Dylan, Emily)**

##### **Step 1 services through student success (Reiko)**

- Dylan and Emily Met with Laurey Burris, and discussed student success emails and programs

- Laurey is exploring the data to determine the best timing to send out letters to struggling students considered marginal for passing Step 1. The goal is to try and send the letters earlier before a study panic time but also want to explore whether summer is too early. Some students are able to improve during the beginning of year 2. Further discussion will occur.
- Reiko also spoke with Laurey Burris about email sent to students and want to focus on making the letter more personal to address specific student needs.
- For first years Student Success and SEG are looking for ways to implement a session to improve first year dialogue increasing supportive conversations and reducing language that promotes anxiety.
- For second years Wellness and SEG are coordinating course director emails with pep talks on subject and stress relieving trivia in the coming weeks
- Wellness and SEG are creating a survey for the Class of 2017 to understand student study habits. Information from this survey will be used to advise students and administration for best times to study and provide Step 1 communications.
- Student success is also asking for student advice on when to start studying for Step 1. Looking at data on study strategies from other schools and try to reduce anxiety. SEG members suggested making a cumulative list of resources with strengths and weakness,

#### **Firecracker Proposal (Pete Brian Caleb)**

- Firecracker is an online flashcard service similar to Anki, uses similar algorithm and spacing to reinforce memory. Jill Jemison discussed possibility to integrate into Foundations and on Blackboard. Primarily use is a study tool with repetition. Flashcard information is provided and covers both foundations and clerkships.
- Many SEG members felt this would be a good addition to study strategies.
- SEG should write a how to review document to promote best practices

#### **Videocasting Proposal (Pete, Brian, Caleb)**

- Jill Jemison on board with videocasting. A third party provider would manage resource and would only involve a special cursor with power point slide and audio.

#### **Clerkship Committee (Darlene Peterson):**

- Clerkship committee is Interviewing teaching academy leaders and Darlene reinforced there should be student reinforcement.
- Darlene also discussed priorities with balance of professionalism and student responsibilities during clerkships. Something to also consider with attendance policy.