



**Student Education Group**  
**4/3/2018**  
**Minutes**

**Members unable to attend:** Charlotte Hastings, Laura Director, Lawrence Leung, Alex Miller, Brian Till, Daniel De Los Santos

**Members in attendance:** Ethan Witt (Skype), Hanna Mathers (Skype), Sidney Hilker, Chris Bernard (Skype), Flora Liu, Sienna Searles, Chad Serels (Skype), Audrea Bose, Dr. Jeffries, Rachel Carlson, Liz Carson (Skype), Marc Vecchio

**Committee Members in attendance:** David Leon (Clerkship Committee)

**Minutes by:** Audrea Bose

**Chairperson:** None

**Guests:** Dr. Jesse Moore (Director of Active Learning), Andrew Darling '21, Suven Cooper '19

**Update on Dean Search (Dr. Jeffries):**

- So far, two candidates have been interviewed already and there are two candidates left.
- Rachel mentioned that getting involved in these are very helpful with our insight as SEG representatives.

**Update on Foundations Director Search (Dr. Jeffries):**

- Candidates are being arranged to talk to course directors and then the Medical Education Management Team will determine the best candidate.

**Update on Active Learning Preparation Survey (Hanna Mathers and Ethan Witt):**

- Since January, the Class of 2021 has been participating in an active learning preparation survey for each active learning session, indicating if the session was attended, how long the preparation took for the session, and if the student felt under prepared, adequately prepared, or over prepared.
- Ethan noted that they have recently checked in with Leigh Ann Holterman about data collection, which has shown a good spread of time in student preparation and that about 80% of students who responded to the survey actually went to the session.
- Ethan also added that we have received a good representation of satisfaction with student preparation. The data hasn't been further analyzed yet or shared with Dr. Raszka (Attacks and Defenses Course Director).
- Hanna suggested that SEG could encourage students again to complete these surveys, possibly when the Neural Sciences course begins, after Spring Break.
- Ethan informed SEG that in total, there were about 460 responses for the 6 Team Based Learning Sessions in the Attacks and Defenses course.
- Dr. Moore left SEG with some questions for this project, including what the goal is in completion of the project, how long we plan on continuing with the surveys, which

courses we will continue surveying for, and when we will provide data from this project. In response, Ethan noted that the original plan was to continue surveying the Class of 2021 throughout Foundations, but he will follow up with Leigh Ann Holterman with these questions in mind.

**Update on Class of 2021 Schedule Poll (Audrea Bose):**

- The Class of 2021 SEG representatives ran a brief poll across the first year class, gaining 98 responses with a 120 student class size. 78% of these responses indicated a preference for a schedule as close to 8am-12pm of class, daily, with afternoons reserved for prep for the next day. 17% of these responses indicated a preference for a schedule having more class throughout the day, 3 days a week (MWF), and full days reserved for prep without class. And, 3% of these responses indicated a preference for a schedule that consists of scattered class throughout the day, every day. The remaining responses (2 responses) indicated 'Other'.
- This poll was done to gauge what schedule students preferred when considering our move to 100% active learning and the amount of preparation that will be required.
- Dr. Moore suggested we include an 'afternoon sessions' option with 8am-12pm free and sessions being held after that. He noted he would be interested in seeing the results of a repoll and ranking of the schedules with the inclusion of this option, maintain about 20 hours a week of class time.

**Participation in Active Learning Task Force (Dr. Moore):**

- Being appointed as the new Director of Active Learning, Dr. Moore informed us that he is dedicating 40% of his time on Mondays and Fridays at the College of Medicine as the Director and the rest of his time on Tuesdays, Wednesdays, and Thursdays clinically.
- He notes that physical space has been assembled for his team and Active Learning Task Force, consisting of a hired project manager and 4 structural designers, one of which has been hired. This still involves a lot of people from existing departments, like COMTS for the active learning classrooms, narrative modules, and other technology.
- Dr. Moore added that right now, faculty are mostly on their own in designing and producing their active learning sessions. This is where structural designers come in; they are trained professionals who sit down with faculty and figure out how to deliver their material in an efficient and engaging way. They will assist with finding good pre-learning materials, supporting faculty, and the general change from just lecture. Faculty will not be required to utilize the structural designers, but they will be offered to all faculty. The hope is that this will save faculty time, so they have more time to spend on application activities and to focus on what is relevant to patient care, especially.
- He notes that nearly the same amounts of Team Based Learning and Problem Based Learning (heavily seen in the Convergence course) will stay, but the plan is to add more Case Based Learning to the schedules. He would like students to know what they are walking into, when walking into a session and thinks that clearly defined and limited types of sessions will help with this.
- Dr. Moore is requesting 2 student representatives for the Active Learning Task Force from SEG. He was thinking one 2<sup>nd</sup> year and one 4<sup>th</sup> year student would be ideal in giving the student perspective and giving input from SEG. Dr. Moore is hopeful that this will keep open communication about student input for the Task Force. Meetings are held at 7 am on every 4<sup>th</sup> Friday of the month. SEG will internally decide which students will act on this Task Force and inform Dr. Moore.

- Flora asked a question regarding the Teaching Academy and if it is an extension of the Task Force. In response, Dr. Moore stated that they do evaluations of the faculty and curriculum and distribute data about it for active learning research. The Teaching Academy also teaches faculty how to give good feedback and help them with assessment.
- Sienna asked about session evaluations and if structural designers would have access to these to try to improve active learning sessions. Dr. Moore responded by noting that there will be some quality assurance, but he wants it to be timely, adding that the Task Force would probably intervene sooner than the evaluations were returned to faculty.

### **Active Learning and Student Accessibility (Andrew Darling):**

- Andrew Darling, from the Class of 2021, came to speak about the challenges that the active learning curriculum poses for a subset of students, broadly speaking, those who have difficulty learning in a noisy environment with many simultaneous on-going discussions. This would include students with hearing, auditory processing, attention, and social anxiety disorders.
- Andrew shared difficulties he faces during sessions, personally, noting that he feels the need to sit off to the side during lecture or active learning exercises. He states that he has difficulty discerning words when there are many people speaking simultaneously, and spends his concentration trying to filter things, that he is slow to grasp the meaning of those words, and gets headaches. He noted that statistically, there are about 5 other people in the Class of 2021 with similar deficits to his, another 7 students in the class with attention deficit disorder, and another 16 students with social anxiety disorder.
- Andrew adds that many other students he has talked to about this issue admit to stopping attending these active learning sessions and making up for it with additional time studying.
- Andrew states that faculty in the College of Medicine, such as Drs. Wilcox, Rosen, and Tracy have been very supportive, when he has approached them about this concern. Dr. Tracy even provided a nice visual exercise for lipoprotein trafficking. He also noted having spoken with Jean Haverstick of the ACCESS office on campus, who had similar concerns about the active learning curriculum and informed us she is attending a conference on active learning in medical education during our Spring Break. Liz noted that she is also going to this conference in Chicago, so she can report back to SEG.
- Andrew has created a survey for students with the goal of getting a count of students with these difficulties and finding a way to help.
- Andrew provided some ideas on how to help, like:
  - o Offering accommodations that mirror others offered through the ACCESS office. The core of those is that any accommodation should not draw attention to the student, be non-exclusionary, and not impose an extra time burden on the student.
  - o Increased decorum and emphasizing respectful turn-taking, which would improve pathology sessions, as well as events like the recent practical nutrition exercise. In both cases, classes are already small, but there was an abundance of side discussions which disrupted learning.
  - o Not restricting group work to locations. Allow teams to leave the common room for awhile, to reconvene at a predetermined location.
  - o Smaller class sizes wherever we can get them, including peer-to-peer.
  - o Offering online chat options for some of the larger events. Properly structured, this could become a form of active learning for podcasters.

- Dr. Jeffries stated that he would like a curriculum coordinator in each active learning session to enforce the rules and if faculty and students knew about the issues students with these deficits were facing, they would probably be willing to try to accommodate.
- Dr. Moore suggested that we identify people who would benefit from being toward the side of the room for sessions, which we could accommodate easily. He added that for the incoming Class of 2022, it is required to read 'Make it Stick', a book about active learning, and then we are holding an Team Based Learning session about it in orientation. Dr. Moore stated that he will work to improve this and will keep Andrew up to date with progress.
- Rachel also added that we, as a community, should continue to emphasize the culture and remind ourselves of being considerate even when material gets tough.

#### **March Town Hall Update (Liz Carson and Sidney Hilker):**

- The Town Hall will take place on Thursday, March 15<sup>th</sup> from 12-1pm in MedEd 200.
  - o The session included lunch with a post-it feedback activity where participants posted their favorite thing and one thing they would change about UVM education. Next, there was a presentation on the future of LCOM, explaining the top things SEG is working on. Finally, there was a brief explanation on what happens with student feedback and any questions/concerns/topics for the future.
- Sidney informed SEG that the Town Hall was productive with attendance, mostly consisting of students from the Class of 2021. We addressed main points and highlights, with many positive things about sessions and faculty put up in the post-it feedback activity. The main concern brought up was ensuring that the College of Medicine is providing pristine preparatory material for active learning sessions.
- Dr. Jeffries noted that some part of active learning is about the winding road to find your way through the material to ensure you're not just memorizing, but learning.

#### **Committee Elections (Rachel Carlson):**

- Rachel stated that voting for Committee Representatives will occur tonight and SEG Representatives will be eligible to vote. Statements from each of the candidates was provided and reviewed beforehand. Winners of the elections will be announced after they are cleared for being in good academic standing.
- The Class of 2021 MCC Representative election will occur later and separately by the entire Class of 2021.

#### **Committee Updates:**

- Clerkship: David mentioned that during their last meeting, Dr. Frese noted the Neurology clerkship may have had discrepancies between different sites and they are looking to make some changes to fix this, but there are difficulties since it has already started.
- David also added that the Emergency Medicine rotation will be a split between being required for UVM students and a separate UVM elective for visiting students (since UVMMC will be starting a Emergency Medicine residency program). David stated that there has been a debate about how many weeks it should be offered for. He notes that some would like for students who intend to do EM to be able to choose the 2 week option or 4 week option for a rotation, with a benefit being to be able to see an ED in an academic setting versus a community setting.

- Foundations: It was noted that Doctoring in Vermont was reviewed, assuring that we have enough providers, but scheduling with these providers can be difficult. Questions arose about if there is a better time to do this and how we fit them all in.

**Priorities for 2018:**

- Getting committee reps to be more involved
- All of SEG encouraged to think about any new projects we'd want to start

***Continuing Agenda:***

- SEG will internally decide which students will act on the Active Learning Task Force and inform Dr. Moore.
- Invited Tania Bertsch, the Clerkship Director to our May meeting to discuss the clerkship curriculum.
- Invite Kiersten Hallquist to a future meeting to discuss using Learning Commons more as a centralized site for students to see what's going on with their student leadership.
- Start preparations for LCME Standards Student Survey in order to prepare for next accreditation meeting in 2021; would want survey to be done during 2019 calendar year.