CIC Minutes
May 3, 2018

Steve Williams, MD – Chair
David Baxter, MD – Vice-Chair

Members Present:
- Susan Cline, PhD
- Susan Codone, PhD
- Joseph Eikelberry, MD
- Ed Grimsley, MD
- Jeff Ignatoff, MD
- Christina Kelly, MD
- Carolyn Klatt, MLIS
- Kunal Patel
- Will Powers
- E.S. Prakash, MBBS
- James Thomas, PhD
- Kristjan Thompson, PhD
- Larry Nichols, MD
- Kelly Tipton
- Jacob Warren, PhD
- Roberta Weintraut, MD
- Steve Williams, MD

Others: James Knapp, PhD; Marshall Angle, PhD; Alice House, MD; Edward Klatt, MD; Zach McGalliard; Michael Trainer

Call to Order: 4:05PM

New Business:
Motions for the CIC Committee regarding PBL Curriculum Adjustments were sent electronically to the faculty by Susan Codone, PhD & Steve Williams, MD on May 2, 2018

If voted affirmatively, all motions will go into effect with the Class of 2022.

If voted affirmatively, all motions will also go into effect for the Class of 2021 except the following:

- Changes to PGD and Population Health (see separate PGD Revision motions)
- Changes in Block 3 week allotment
- Changes in Medical Practice

A motion was made and seconded for closed ballot voting for all motions.
Motion 1

A motion was made and seconded for:

Curriculum Materials and Resources

This is a motion to increase readability and usability of course materials.

Length and density of materials: Faculty-produced materials will be governed by length advisories in order to be best managed by students. For example,

- PowerPoint slide decks per topic will have recommended length of 40 slides. Works currently exceeding this limit will be designed into segments or series of resource materials to enable readability and review.
- Faculty-written monographs on a single topic will not exceed 25 pages. Monographs that currently exceed this limit will be divided into a series of written papers to enable readability and review.

Material Designations: Materials used in the Block courses shall have two designations: (1) Primary Course Materials and (2) Secondary Course Materials.

- Primary course materials may include texts and designated peer-reviewed faculty-written materials and will be testable. Factual premises contained only in secondary references cannot be used as testable material.
- Secondary materials may include other references faculty members deem relevant for students to use in a supplemental manner, but will not be testable. These materials need to be located in a separate, identifiable folder

Peer Review: Cases shall undergo peer review in the Summer of 2018 by a peer review team comprised of Mercer faculty and Mercer clinicians. Peer review criteria will include adherence to both basic science and clinical principles, relevance, accuracy, and inclusion of missional context where appropriate. Recommendations for revision will be forwarded to Block Chairs. Block Committees with external oversight will be an acceptable form of review.

Discussion followed. Changes are in blue.

Motion carried: 13 yes

Motion 2a

A motion was made and seconded to amend Motion 2, sent previously via email to all faculty on May 2, 2018, to read: “Weeks will consist of no more than 5-7 cases weekly, not including mini cases” Discussion followed including the rationale for adding “not including mini cases” to leave room for never miss cases.

Motion did not carry: 11 no; 4 yes

Motion 2b

A motion was made and seconded for:

Block Syllabi Content and Format

This is a motion to streamline course documentation to increase clarity for faculty members and students.
Course Syllabus: Each course (block) will have a global course syllabus including:

a. The catalog course description (one paragraph);
b. Learning objectives for the entire block, noted by module if desired;
c. Block chairs’ names and contact information (as instructors of record);
d. Module content divisions with descriptions

e. Block and module calendar
f. Required textbooks
g. List of discipline experts available to students

Current weekly syllabi documents will be converted to Reading/Topic Guides for each module.

Syllabi, calendars, and required texts will be supplied to students at least 30 days before the semester begins.

Topics will be managed and organized to increase pedagogical effectiveness, including:

• Weeks will consist of no more than 5-7 cases weekly.
• The first Monday of each new module shall be used to introduce new cases and set learning activities within the groups and will include both a short small group session and a large group session.
• Weekend preparation shall not be required for the first Monday of a new module.
• At least 2 cases per module will incorporate missional elements, reflecting primary care within a rural/underserved population.

Block Syllabi, which shall now be titled Study Guides, shall undergo peer review in the Summer of 2018. Peer review criteria will include:

o Adherence of learning objectives to program competencies.
o Use of learning objectives to specify topics, readings, and cases.
o Adequate inclusion of anatomy and clinical skills.
o Readability.
o Management of cognitive load on students.
o Alignment and sequencing of with preceding and following content.
o Consideration for the ability of a typical student to complete required readings in the time period designated.

Recommendations for revision for both content and document organization will be forwarded to Block Chairs. Block Committees with external oversight will be an acceptable form of review.

Discussion followed. Changes are in blue.

Motion carried: 14 yes; 1 no

Motion 3

A motion was made and seconded for:

Proposed Academic Weeks, Year 1 and 2

This is a motion to increase contact hours and balance instructional time along with identifying dedicated research and study/time by adding 2 additional small group sessions to each module on the Fridays of non-test weeks. This schedule also moves Medical Practice to one day each week per year due to the Cherry Street move in Macon. Year 1 will take
Medical Practice on Tuesday and Year 2 on Thursday. This schedule also clarifies dedicated research/study times for students.

*Summary of amended motion:

- Year 1 maintains the 3 small group meetings weekly (except for testing Fridays)
- Year 2 maintains the current schedule of 2 small groups (MW) with Fridays reserved either for testing (in the morning) or Dedicated Step 1 Study time (all day)

For both Years, we reserve the opportunity to maintain the current Tues/Thurs large-group structure if for any reason the Macon campus does not move to Cherry Street in time for the 2018-19 academic year to begin. If this is the case, the weekly schedule below will need to adjust accordingly.

### Year 1

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday Either:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group 8:45-12:00</td>
<td>Medical Practice 9:00am-5:00pm Cherry Street (large group sessions on campus in Macon) /Savannah campus Remaining time: Dedicated Research/Study Time</td>
<td>Small Group 8:45-12:00</td>
<td>9:00-11:00 At Block Committee’s Discretion: Large Group Lecture or Active Learning Session</td>
<td>Small Group 8:45-12:00 Formative exam taken as part of small group every other week (see Testing &amp; Assessment below) Remaining time: Dedicated Research/Study Time</td>
</tr>
<tr>
<td>*First Monday of a new module to include both Small Groups &amp; a Large Group Session to introduce the module Anatomy 1:00-4:00 *required</td>
<td>Remaining time: Dedicated Research/Study Time Anatomy 1:00-4:00 *required</td>
<td>11:00-1:00 *MRPH every other week</td>
<td>Dedicated research/study time after exams on exam days</td>
<td>Summative exam every other week Or End of Module / Block exam on designated weeks with Test Review following</td>
</tr>
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</table>

1:00-on Dedicated Research/Study Time
<table>
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<th>Monday</th>
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<td>Medical Practice 9:00am-5:00pm</td>
<td>Dedicated All-Day Step 1 Study time Exams</td>
</tr>
<tr>
<td>*First Monday of a new module to include both Small Groups &amp; a Large Group Session to introduce the module</td>
<td>At Block Committee’s Discretion: Large Group Lecture or Active Learning Session</td>
<td>Cherry Street (large group sessions on campus in Macon) /Savannah campus</td>
<td>Or Summative, End of Module, or End of Block exam on designated weeks with Test Review following</td>
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<tr>
<td>Dedicated Research/Study time</td>
<td>11:00-1:00 *MRPH every other week</td>
<td>Remaining time: Dedicated Research/Study Time</td>
<td>This schedule allows Year Two students (Blocks 3 and 4) to continue having every other Friday as a Step 1 Study Day, with most of the day on test Fridays as study days.</td>
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<td>or 1:00-on Dedicated Research/Study Time</td>
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<tr>
<td>Anatomy 1:00-4:00</td>
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- For both years, MRPH (Medical Research for Population Health – tentative title for PGD revision) sessions will be scheduled on weeks alternate to major exams to allow Thursday afternoon dedicated study time. See the PGD proposal in separate attachment.
- For both years, attempts will be made to end the academic week on Wednesday afternoon before a major Friday exam to allow more dedicated study time, thus small group will not be held on those Fridays. Medical Practice will adjust accordingly when possible or will require only the normal time slot for students on those days, providing additional research and study time.
- This schedule may also be adjusted for resource sessions or other optional sessions as identified by block committees.
- First Mondays of a new module will adjust to a one-hour small group session to open new cases and a large-group session to introduce the module.

Discussion followed, including the impact, both positive and negative, of all day study time on Fridays for Year 2. Changes are in blue.

**Motion carried: 12 yes; 3 no**
A PGD Curriculum Change Proposal was sent to the faculty electronically on May 2, 2018 by Jacob Warren, PhD on behalf of the PGD Block Committee.

Each motion was voted on and approved by the PGD Block Committee. These motions reflect the culmination of efforts to redesign the PGD course to: 1) focus more closely on the Mission of MUSM; 2) provide a more robust educational experience for the students in the conduct, interpretation, and translation of medical research; 3) more directly meet several LCME curriculum requirements; and 4) counteract challenges that have been encountered under the existing PGD structure.

Related motions that must be voted en bloc are presented as sub-motions (e.g., Motions 1a-1d must be taken as a whole, as the changes depend upon each other). Motions 2a/2b and Motion 3 further depend on the passing of Motions 1a-1d – that is, Motions 2a/2b and Motion 3 will be withdrawn if Motions 1a-1d do not pass.

This applies to the 4 year curriculum only.

**Motion PGD 1**

A motion was made and seconded for:

Motion 1a: Eliminate the two 3-week “PGD” modules, instead allocating 2-hour sessions in all non-exam weeks throughout the first two years of the curriculum to PGD (e.g., in weeks 1 and 3 of four-week modules). The attached document contains the proposed course descriptions, learning objectives, and modules.

The new PGD curriculum would be organized into four “blocks” of two “modules” each that will align with the timing of the PBL blocks. Whenever possible (e.g., in-course article reviews), content will be aligned with the concurrent PBL content. See attached document detailing the structure, course descriptions, and learning objectives.

Motion 1b: Formally assess the learning objectives of the new PGD curriculum through exam questions given in alignment with 2 end-of-module exams per Block (proposed at 50 questions total per Block).

Motion 1c: Move the Population Health visits to occur at the times the PGD modules previously occurred.

The Year 1 POH visit would occur in January of Year 1, immediately following winter break and immediately preceding the beginning of Block 2. The Year 2 POH visit would occur in June/July of Year 2, immediately following Step 1 and serving as the end of Year 2. See calendar below.

Motion 1d: Incorporate the PGD Project-specific learning objectives into an updated version of the POH Project, eliminating the need for a separate PGD project.

To clarify, this will eliminate the PGD Project in its current form, instead ensuring that all students complete a high-quality POH project inherently in line with the Mission

Discussion followed including the timing of the year 2 POH visit so as to allow for students to participate in programs such as NIH research programs which are 8 weeks. Changes are in blue.

**Motion carried: 11 yes; 3 no**
Motions PGD 2 & 3

A motion was made and seconded for:

Motion 2a: The PGD Block will become the curricular home for interprofessional education (IPE) initiatives.

Motion 2b: Allocate one dedicated week in Block 2 and one dedicated week in Block 3 to IPE content within the PGD Block.

*This time is available due to the release of 3 weeks in each of those Blocks through the elimination of the 3-week PGD time blocks. See calendar below.*

Motion 3: Rename the PGD Block to be the Medical Research and Population Health Block (MRPH).

Discussion followed.

**Motion carried: 13 yes; 1 no**

Motion 6

A motion was made and seconded to table the allocation of time for Block 2, add a week to Block 2 to go into effect for the Class of 2021 and add 2 weeks in Block 3 for the Class of 2022.

Discussion followed.

**Motion carried: 13 yes; 1 no**

Adjourn: 6:05 PM