

2015-02-09

Meeting Information

Date:	February 9, 2015
Time:	1 PM EST/12 PM CST/11 AM MST/10 AM PST

Attending: Sean Compass (program specialist), Terri Cameron, Marianne, Susan, Kristi, Hugh, Susan Masters, Heather.

Agenda Items

1 Review revised [Vocab document](#)

Terri explained that she needed to convert the document from pdf to word. Changes are focused on resources. The links do not work yet. First term – animation. They have pulled together definitions from MeSH. The group provided feedback on the definition which Terri will include.

Live patient – Kristi sent a definition of real patient separately. Which definition and term should be used? Susan Masters commented that some standardized patients have real findings. Terri commented that the SP has been trained, a real patient has not. Terri commented that we should not need live and real patient; perhaps we could combine. Kristi asked whether we need to provide resources for clinical care. Terri commented we could add “seen in a clinical setting.” She added that context may be handled by the instructional method. Hugh commented that perhaps the type of patient is inherent in the instructional method. He agreed with Kristi that we need both and distinguish based on context – for teaching or patient care.

The group agreed with creating a definition for patients used for teaching purposes that are not simulated or standardized patients and using Kristi's definition as a basis. Teaching patient was proposed as a term. This would complement real patient, and that definition would clarify that the real patient is receiving clinical care. Patient – receiving clinical care and Patient-teaching are the agreed upon terms.

Mobile application should specify designed for rather than installed on an remove the words which include television, telephone, video, music, word processing, and Internet service. Susan commented that with responsive design the application could reside on a server. Are we interested in apps that reside on the phone? Terri answered yes. Susan commented that responsive design blurs the line. Marianne commented that an app is a discreet application to perform a particular function. The web may be integrated with other sources. Susan proposed language from the techopedia definition and agreed to send a link. The AAMC will come back with a new definition.

Radiological images: the group agreed we need to update the definition with the concept of digital images and include concepts like echocardiograms and MRI. The definition will also need to clarify what would be considered video and what would not.

Ultrasound: The group recommended removing the frequencies reference and clarifying that it may be used for teaching purposes for identifying structures in the body. Students may perform ultrasound themselves. Hugh recommended including therapeutic purposes.

Virtual reality: the group liked the definition.

2 Finalize resources

Terri commented that for medicine and the Arts, one school uploaded the concept of museum. Should we add art and or museum to the list? Terri commented that there are several schools that do. There are special interests groups on medicine and the arts. Heather commented that many terms could occur. She advised against adding anything. Terri agreed to review in a couple of years and refrain from adding anything near term.

The group agreed that panel was not a resource and was addressed by existing instructional methods.

Personal laptop will not be added.

Personality leadership test/profile will not be added.

Scenarios will be added. Hugh commented that scenario is typically associated with a simulation. Terri and her team will work on a definition. Hugh recommended researching to see if it is generally used in simulation. The group pointed out that scenarios are used in many other contexts within the existing definitions. Heather recommended pulling all of the instructional methods and resources related to case based learning and simulation and considering as a whole. Hugh recommended looking at the Society for Simulation in Healthcare (ssih.org).

3 Begin review of Instructional Methods - see comments from Heather:

For the instructional methods options, the only thing that was difficult to categorize were sessions where quizzes were both an instructional method and an assessment method – the physiology quiz sessions are example of this. During those sessions, the main purpose of the quizzing was teaching through the act of creating opportunities for retrieval practice. As you know, this fits with the [current literature](#) on using retrieval practice as a method of instruction and not just for assessment (see attached —especially the last sentence).

4 New assignment: Clerkship Definitions (see [Clerkship related definitions](#))

At the next meeting, Marianne will help us come up for definitions for clerkship related terms.

Decisions

Action Items