AGENDA ITEMS

Announcements:

Voting Items:
1. Meeting Minutes from Jan. 15th
2. Guiding Principles eVote (de Leon)
3. CPR Block Change Form (Attachment) (Bloom)
4. Pathways Block Change Form (Attachment) (Cagno)
5. CRC Facilitation Elective Proposal (Attachment) (Smith)
6. Medical Spanish Elective Proposal (Attachment) (Gonzales)

Call to Audience

FUTURE AGENDA ITEMS

<table>
<thead>
<tr>
<th>Items(s)/Timeframe</th>
<th>Time Frame</th>
<th>Assigned to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap of TCMS Working Group Meeting: Biostatistics</td>
<td>Feb.</td>
<td>Amini</td>
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<tr>
<td>Professionalism Discussion from TCMS Working Meeting</td>
<td>Feb.</td>
<td>Moynahan</td>
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<tr>
<td>Nervous System Pilot Run of Altered Curriculum (Vanderah)</td>
<td>Feb.</td>
<td>Vanderah</td>
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<tr>
<td>CQI 2 Question Survey Results: Foundations, MSS, Life Cycle, NS</td>
<td>Feb</td>
<td>Givens</td>
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<tr>
<td>DMH Block Change Form</td>
<td>Future</td>
<td>Woolridge</td>
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<td>Clerkship Overlap Review</td>
<td>Future</td>
<td>Cho</td>
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<tr>
<td>Effectiveness of Spiraling Curriculum (Med Ed Distinction Track Project)</td>
<td>Future</td>
<td>Anthony Maltagliati</td>
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<tr>
<td>Faculty Assessment of Student Performance form – Electives</td>
<td>Spring 2020</td>
<td>Cho/Warneke</td>
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</tbody>
</table>
Meeting Minutes

Voting Members | Resource Members
---|---
Anthony McCoy (2023) | Ah Ra Cho
Bryan Little (2022) | Alex Lopez
Colleen Cagno | Athena Ganchorre
David Bear | Carlos Gonzales
Dawn Coletta | Emily Leyva
Dieter Mohty (2023) | George Pantry
Indu Partha | JD Thomas
Jenny Plitt | Jerie Schulz
Jim Warneke | Kadian McIntosh
Joe Morales (2022, alternate) | Karen Spear Ellinwood
Jordana Smith | Kevin Moynahan
Julie Armin | Kris Slaney
Josh Yell (2021) | Raquel Givens
Lindsey Lepoidevin (2020) | Sean Elliott
Maddy Banergee (2021) | Sonia de Leon
Maria Czuzak | Tanisha Price-Johnson
Marion Henry | Winifred Blumenkron
Muhammad Khan
Patricia Lebensohn | Guests:
Zoe Cohen | Todd Vanderah

Voting Items:

1. **TEPC Meeting Minutes from Oct. 16th, 2019.**
   
   Vote: A vote was taken, and the minutes were approved with year change to 2020 on attendance.

2. **Surgical Oncology Elective Proposal**
   
   Dr. Warneke presented a proposal for a new Surgical Oncology Elective. The four week elective is for medical students who are interested in pursuing a residency training in surgery, with interest in surgical oncology.
   
   Vote: A vote was taken, and the elective was approved.

3. **Extenuating Personal Circumstances Emergency Protocol**
   
   Mrs. de Leon presented an Emergency Notification Protocol for Extenuating Circumstances proposal for
the Attendance and Absence Policy. The new proposal defines what an extenuating personal circumstance includes, and outlines the procedural steps that will be followed in the event a medical student requires it to be activated.

Discussion: Information concerning the Emergency Notification Protocol will be added to MedLearn Notices, emailed to students, and can be found on the College of Medicine’s website in the Student Policies section under Attendance and Absence.

Vote: A vote was taken, and the policy proposal was approved.

4. Curriculum & Enrollment Policies, Section Six: Transition to Residency eVote
Dr. Cho conducted an eVote prior to the Jan. 15th meeting concerning recommended changes to Section 6: Transition to Residency Enrollment Policies. The new curriculum has increased the number of units from 35 to 44, and students applying to specialties, such as Neurosurgery, Dermatology, etc...often need four away rotations (16 units) to be competitive.

Vote: An eVote passed with 11 approvals received.

Presentations:
1. Recap of TCMS Working Group Meeting: Pharmacology
Dr. Vanderah gave recap on Pharmacology that was discussed at a previous TCMS working group meeting. Pharmacology has been added to all Blocks. Block Directors are encouraged to provide students and Society Mentors with the pharmacology lists.

2. Recap of TCMS Working Group Meeting: Guiding Principles
Mrs. de Leon gave a recap of the yearly Guiding Principles review that was conducted at a TCMS working group meeting. The Guiding Principles had no major changes; only a few language clarifications. Mrs. Givens suggested that Guiding Principles should be developed for Clerkships.

3. GQ 2019 Report
Dr. Moynahan provided a review of the AAMC Graduation Questionnaire (GQ) 2019 summary report. Roughly 85% of the students completed the survey. It was noted that this class of students had challenges, including being the first PMAP class, having the most diversity, and problems with Step 1 scores. Specific areas of interest identified for follow up include:
   - Looking at clinical relevance
   - Addressing OBGYN concerns, including developing an action plan and new leadership
   - Holding discussions with Clerkship Directors and Faculty
   - Understanding the importance of student familiarity with language used on questionnaire
   - Considering adding more tutoring
   - Continuing to work on addressing student mistreatment concerns in Clerkships regarding public embarrassment/humiliation

The TEPC Meeting ended at 5:15 p.m.
This form is part of the “Policy Regarding Changes to Individual Courses in Years 1 and 2” and is due at the latest **two months prior** to the start of the block for each academic year. **Block/Course directors must present their Block/Change Request Form to TCMS and TEPC.**

Please submit the form electronically to the Assistant Director, Preclinical Education for appropriate approval and routing. Please include planning calendars for past and present academic years when submitting this form.

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<tr>
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Course: **CPR**

Course Director: **John Bloom**

Date Submitted: **11/5/2019**

☒ I do not anticipate any major changes to my course.

(Please check here and do not complete remainder of form)

**Minor changes are outlined below.**
1. Please describe any anticipated personnel changes in your course (i.e. lecturers leaving or starting, lecture eliminated, lecturer change only, CRC facilitator leaving or starting, change in key faculty etc.).

   Dr. Deborah Fuchs will be moving the “Coagulation” lectures from Advanced Topics to CPR because Advanced Topics will not be given for the Class of 2023.

2. Please describe any content changes to the course (i.e. lectures added or deleted, changes in learning objectives to the block, CRC cases (new, modified, or deleted), Team-Based Learning, Lab, or small group activity changes, modifications, or deletions).
1. Learning Outcomes have been added.

2. A new session on vasculitides will be presented in the flipped classroom format by Dr. Rappaport.

3. Please describe any structural changes to the course (i.e. any changes to the overall allocation of time dedicated to the various teaching strategies in the course). Please provide a justification for these changes.

1. See above #1 lectures added from Advanced Topics Block.
4. Please describe changes to the course’s method of student performance assessment (i.e. additional examinations or fewer examinations). *Please provide the number, frequency, weighting, and format of each exam for approval.*

No changes in examinations.

5. Any other anticipated changes or comments regarding your course?

None

For administrative use only:

**Disposition of request:**

Revised: 2/6/2019 sbd
☐ Approved by Kevin Moynahan, MD, Deputy Dean, Education
  Date: ______________________________

AND/OR

☐ Approved by Sean Elliott, MD, Interim Associate Dean Curricular Affairs,
  Date: ______________________________

☒ Sonia de Leon notified
☒ Forward to TEPC
☒ Forward to Lynda Lehtinen (Tagging)
☒ Forward to Raquel Givens (LCME)
☒ Forward to Karen Spear-Ellinwood (FID)
☒ Forward to Athena Ganchorre (Curriculum)
☒ Forward to Ah Ra Cho (Evaluation & Assessment)
☒ Forward to JD Thomas (Evaluation & Assessment)
☒ Forward to Assistant Director, Clerkship Education (TCCS)
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Course: __Pathways in Health and Medicine Spring 2020__________

Course Director: ______Colleen K. Cagno, MD___________________

Date Submitted: _____01/13/2020_________________

☐ I do not anticipate any major changes to my course.
(Please check here and do not complete remainder of form)
1. Please describe any anticipated personnel changes in your course (i.e. lecturers leaving or starting, lecture eliminated, lecturer change only, CRC facilitator leaving or starting, change in key faculty etc.).

**CPR:**
- *Ethics of Transplant* will be taught by a new nephrologist, Dr. Harland, as Dr. Kodali has left. We are also working to recruit a speaker from the United Organ Donor Network and a faculty from the Bioethics committee to participate in this session.
- Judith Gordon is a new speaker to the block. She will present on the topic of *Vaping* in collaboration with the ongoing session on *Motivational Interviewing: A Strategy for Smoking Cessation*.
- A new session, *Health Disparities Journal Club*, will be led by Dr. Julie Armin.

**DMH:**
- A replacement facilitator is being recruited for Amber Hansen, who helped with sessions last year.

2. Please describe any content changes to the course (i.e. lectures added or deleted, changes in learning objectives to the block, CRC cases (new, modified, or deleted), Team-Based Learning, Lab, or small group activity changes, modifications, or deletions).

**CPR:**
- A new session on *Vaping*, taught by Judith Gordon, Associate Dean of Research in the CON, will be added.
- A new session, *Health Disparities Journal Club*, will be led by Dr. Julie Armin. Students will be assigned brief articles to review in advance and present key findings to their peers in class.
- Dr. Chris Williams will modify his session: *The Physiology of Highs and Lows*: by asking students to review the recorded podcast lecture from last year in advance and then class will be more interactive spending time reviewing problems. In addition, new content on *Extremes of Hot and Cold* will be added to the presentation in case-based format.

**DMH:**
- We are exploring the possibilities of having panelists at the *Food Insecurities Panel* bring patients / clients from their various organizations to speak to the students in this session so students can hear first-hand about the impact of community programs on patients and their families.
3. Please describe any structural changes to the course (i.e. any changes to the overall allocation of time dedicated to the various teaching strategies in the course). Please provide a justification for these changes.

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<td>- Instead of holding a full 8 hours mid-block, the sessions are distributed in either half days or 2-hour blocks paired with other required CPR activities (ie. a TL).</td>
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<td>- Instead of holding a full 8 hours of PHM session on the first day of DMH (the Monday after spring break, PHM will be held on two half-days in the DMH block.</td>
</tr>
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</table>

4. Please describe changes to the course’s method of student performance assessment (i.e. additional examinations or fewer examinations). Please provide the number, frequency, weighting, and format of each exam for approval.
5. Any other anticipated changes or comments regarding your course?

New Thread Directors have been hired.
- Dr. Melissa Moore will be replaced by Dr. Julia Jernberg effective mid-March 2020.
- Dr. Rich Amini will be replaced by Dr. Keith Primeau effective July 2020.

For administrative use only:

Disposition of request:

☐ Approved by Kevin Moynahan, MD, Deputy Dean, Education
   Date: _____________________________

AND/OR

☐ Approved by Sean Elliott, MD, Interim Associate Dean Curricular Affairs,
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☐ Forward to Assistant Director, Clerkship Education (TCCS)
Description of Course
This 2-unit elective is designed to assist students in becoming proficient in interviewing patients, conducting a physical exam and acquiring a medical history in the Spanish language. Student will use Canopy, a web based e-learning platform designed to improve the medical Spanish proficiency of health care students starting with a beginner, intermediate or advanced ability to communicate with patients in Spanish. Students are also required to keep in contact with their faculty mentor and practice with Standardized Patients. The online component with allow students to expand vocabulary, grammar, pronunciation and cultural awareness while in-person interactions will give practice to solidifying understanding and demonstrating progress. The final exam will consist of a graded history and physical exam with a standardized patient in the Spanish language.

Instructor and Contact Information
Course Director and Coordinator:
Carlos Gonzales, MD
520-626-0500
elprofcg@email.arizona.edu

Course Objectives
During this course students will:
- Learn Medical Terminology, Medical Topics, Vocabulary and Grammar with the goal to master the Spanish language with professional healthcare knowledge
- Practice making patient diagnosis using the role play feature in the Canopy platform
- Practice pronunciation via a virtual tutor in the Canopy platform
- Study cultural differences amongst Spanish-speaking patients using Cultural Modules in the Canopy platform
- Perform a History and Physical Exam with a Standardized Patient in Spanish

Expected Learning Outcomes
Upon completion of this course students will be able to:
- Demonstrate proficiency communicating in the Spanish language in a healthcare setting
- Conduct an accurate and culturally competent history and physical exam in Spanish
- List key questions in Spanish relevant to conducting an in-depth history and physical exam
- Deliver culturally competent medical care services

Absence and Class Participation Policy
The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop.

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: http://policy.arizona.edu/human-resources/religious-accommodation-policy.
Required Texts or Readings
Level I, II and III Canopy learning modules. Modules account for 80 hours of didactics, quizzes and comprehensive exams.

Required or Special Materials
White coat and stethoscope for History and Physical with Standardized Patient.

Grading Scale and Policies
Course is graded pass/fail based on completion of learning modules and performance during history and physical exam with a Standardized Patient. Students must demonstrate marked improvement in proficiency to earn a passing grade.

Classroom Behavior/Attendance Policy
To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Threatening Behavior Policy
The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

Accessibility and Accommodations
At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, https://drc.arizona.edu/) to establish reasonable accommodations.

Code of Academic Integrity
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.

UA Nondiscrimination and Anti-harassment Policy
The University is committed to creating and maintaining an environment free of discrimination; see http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy


University and COM-T Policies
See University of Arizona Policies
See COM-T Student Policies

Subject to Change Statement
Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.
Description of Course
This elective offers fourth-year medical students the opportunity to learn and practice small-group facilitation skills by participating as a “Student Facilitator” in the Clinical Reasoning Course. The Clinical Reasoning Course is a required, longitudinal course that takes place across the medical school Preclerkship curriculum. Clinical reasoning is fundamental to the practice of medicine and is the process employed by all physicians when making diagnoses and treatment decisions for their patients.

During this elective, the fourth-year medical student will be paired with one core faculty facilitator. Under the supervision of the faculty facilitator, the student will practice and develop skills to facilitate small group sessions, guiding the students through a minimum of four cases during a single longitudinal block of the Clinical Reasoning Course. Students can also help facilitate eight cases for additional credit. The student will also be responsible for advance preparation prior to each case. Students are required to complete FERPA training in order to participate in the elective.

Students facilitating four cases will earn 1 unit; students facilitating eight cases will earn 2 units. All students are required to develop one case regardless of how many cases they help facilitate.

Instructor and Contact Information
Course Director:
Kathy W Smith, MD
kwsmith@psychiatry.arizona.edu

Associate Course Director:
Lisa Stoneking, MD
lstoneking@aemrc.arizona.edu

Course Coordinator:
Jennifer Cogan
jenc@medadmin.arizona.edu
520-626-2683

Course Objectives
During this course, students will:
1. Develop a deeper understanding of the principles and educational theories relevant to teaching clinical reasoning skills and self-directed learning principles to Preclerkship students
2. Observe course faculty facilitate small groups, facilitate small group sessions independently, and receive feedback from course faculty to improve teaching skills
3. Develop skills in writing clinical cases used in the Clinical Reasoning Course to promote clinical reasoning and self-directed learning
4. Develop skills to provide formative feedback to Preclerkship students

**Expected Learning Outcomes**

Upon completion of this course, students will be able to:

1. Explain teaching methodologies used to teach clinical reasoning skills and self-directed learning habits to Preclerkship students
2. Facilitate small group sessions of Preclerkship students with the goal of helping students develop clinical reasoning and self-directed learning skills
3. Write a new clinical case that can be used in small group sessions to teach clinical reasoning and self-directed learning skills
4. Provide formative feedback to Preclerkship students

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**Required Texts or Readings**

N/A

**Required or Special Materials**

N/A

**Grading Scale and Policies**

Grades of Pass or Fail will be awarded. Students will be graded based on participation in required activities.

**Scheduled Topics/Activities**

Students will be required be involved in direct teaching for 4 or 8 CRC class sessions. In addition:

- Students will be assigned a course faculty facilitator with whom they will be working during the 4 or 8 weeks of this course
- Students will meet with their assigned faculty at the beginning of the elective to review the process and expectations for this course.
- Students will be assigned readings at the beginning of the course to be discussed with their assigned facilitator during the elective
- Students will have the opportunity to observe their assigned faculty facilitate small group sessions, and will have the opportunity to facilitate small group sessions independently, and provide formative feedback to Preclerkship students, under the supervision of their assigned facilitator.
- Midway through the elective, students will be given formative feedback to help them improve their skills in facilitating small groups and providing feedback, and will have the opportunity to implement any suggestions for improvement prior to the end of the elective
- Students will be required to write a novel clinical case that can be used in the Clinical Reasoning Course to promote clinical reasoning and self-directed learning skills in Preclerkship students.

**Classroom Behavior/Attendance Policy**

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with
each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

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**Confidentiality of Student Records**


**University and COM-T Policies**

See [University of Arizona Policies](http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa)

See [COM-T Student Policies](http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa)

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