

**TUCSON EDUCATIONAL POLICY COMMITTEE (TEPC)****Agenda for Wednesday, April 1, 2020****4:30-6:00pm      Zoom****AGENDA ITEMS****Voting Items:**

1. TEPC Meeting Minutes for March 18<sup>th</sup>, 2020.
2. Public Health Emergency Research Response Elective (Dr. Lutrick) (Attachment)

**Announcements:**

1. COVID-19 Discussion (Moynahan, Fantry, de Leon, Leyva)

**Call to Audience**

FUTURE AGENDA ITEMS		
Items(s)/Timeframe	Time Frame	Assigned to
Level 1 Reports: Foundations, MSS, Life Cycle, I&I, NS, Adv. Topics	April 15	Cho
Grading and Progression Policy Revision – review of changes	April 15	de Leon
Effectiveness of Spiraling Curriculum (Med Ed Distinction Track Project)	April 15	Anthony Maltagliati
TCMS Working Group Meeting Recap on Teaching Rubrics	April 15	
Nervous System Pilot Run of Altered Curriculum (Vanderah)	April 15	Vanderah
Level 3 Report	May 20	Givens/Cho
Clerkship Review Class of 20/21	May 20	Cho
Faculty Assessment of Student Performance form – Electives	Spring 2020	Cho/Warneke
Foundation Block Change Form	May 20	Ganchorre
Professionalism Discussion from TCMS Working Meeting	June 17	Moynahan

## TEPC

**Meeting Attendance and Minutes from:  
Wed., Feb. 5<sup>th</sup>, 2020                      4:30-6:00pm, Rm 3230**

**Meeting Minutes**

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

**Announcements**

## 1. Tucson Evaluation Subcommittee

Dr. Cho announced that the Tucson Evaluation Subcommittee (TES) has restarted, and will work on the review of evaluation reports.

## 2. COM COVID-19 Response Update

Mrs. de Leon announced that daily updates will be provided to Block and Thread directors, coordinators, as well as all Curricular Affairs staff and students for contingency plans for preclerkship courses. Zoom Rooms will be opened during exams for students experiencing difficulties. DMH and D&P will go online. Cup Clinics are cancelled. HSIB is locked down to all except building employees. All testing centers are closed. Transition to Clerkship Course will not take place until April 6<sup>th</sup>. Dr. Moynahan noted that items may need to be implemented prior to receiving TEPC approval, and that all need to be flexible.

**Voting Items:**

1. TEPC Meeting Minutes from Feb. 5<sup>th</sup>, 2020.

Vote: A vote was taken, and the minutes were approved.

2. Digestion, Metabolism and Hormones (DMH) MH Block Change Form

The Block Change Form for DMH was presented by Mrs. de Leon. Changes include:

- Lecturer changes
- Content changes include adding a Collagen Team Learning, and a Path Lab, Clinical Correlations, and the Nutritional Disorders and Lab Values changed to a flipped format
- Structural changes include adding an additional team learning session (Collagen), bringing to seven TLs
- Assessment changes include adding 4-6 exam questions from histology lab sessions' LOs; adding one question per Team Learning session; and the final is not cumulative.

Discussion: The Block Change Form has undergone additional changes due to going online.

Vote: A vote was taken, and the Block Change Form with changes was approved.

3. Student Appeals Revisions

The Student Appeals Committee Procedures was revised based on feedback from Counsel Elizabeth Miller.

“6) Once the appeal is accepted, the Chair will notify the Associate Dean, Curricular Affairs and provide a copy of the appeal packet. The Associate Dean, Curricular Affairs will have 5 business days to provide a written response to the SAC addressing the student’s grounds for appeal. The student will receive a copy of the Associate Dean’s response but is not permitted to submit a response.”

Vote: A vote was taken, and the change was approved.

4. CQI Policy Proposal

Mrs. Givens provided a proposal for the Continuous Quality Improvement Policy for setting goals, improving programmatic quality, and ensuring compliance. She reviewed the purpose, scope, definitions, policy and procedures. This was in response to LCME standard 1.1 Following approval in TEPC, the policy will go to the Dean’s Counsel, and then the Faculty Committee. Areas for monitoring and/or improvement identified include: chronicity, new elements, operational elements, elements prone for slippage, and priority areas.

Discussion: TEPC members requested that all language used should be reviewed and standardized.

Vote: A vote was taken, and the content of the CQI Policy Proposal was approved.

5. TEPC Assessment & Evaluation Policies

Changes were made to the Assessment and Evaluation Policies, including removing COM Phoenix, and updating language to reflect current programming names. It will be moved to the Policy Subcommittee for approval, and then brought back to TEPC for a vote.

## 6. Emergency Medicine Change Form

Mrs. Leyva presented the Clerkship change request form for EMD-845. The change concerns the method of student performance assessment. The proposal is to change the grading rubric to the following:

- 0%<>70% Fail
- 70%<>85% Pass
- 85%<>90% High Pass
- >90% Honor

This change will bring a grading ratio closer to

- 50% Pass
- 25% HP
- 25% Honor

Mrs. Leyva presented the Clerkship Change Request form for EMD-840. The change concerns the method of student performance assessment. The proposal is to change the grading rubric to the following:

- 0%<>70% Fail
- 70%<>90% Pass
- 90%<>93% High Pass
- >93% Honor

This change will bring a grading ratio closer to

- 50% Pass
- 25% HP
- 25% Honor

Vote: A vote was taken, and the two EMD Change forms were approved.

### **Presentations**

#### 1. CQI – Two Question Survey Results: Foundations, MSS, Life Cycle, NS

This project that was initiated in the summer of 2019 and approved by TEPC to help in the investigation of Flipped Classrooms, and secure data about students' perceptions were about the value. This information would help us identify themes that are consistent across Blocks – either ones of concern or best practices – in order to converge and create a single format; helping to mitigate variability across Blocks.

Results from last semester's quick study showed:

- There are three components:
  1. Pre-session Work – allow students to develop a conceptual framework of what they will get in session, learning objectives, learning materials (Podcast, Readings, ILM) – prep done prior to session
  2. Readiness Assurance Assessment – some form of assessment conducted by the instructor to gauge understanding of the class concepts. Feedback is useful to identify areas that need to be addressed
  3. Engagement with Content – time spent on engaging students on the content, with Faculty leading a large group discussion, students work through problems

#### Improvement Changes

The three blocks identified were Foundations, MSS, and Nervous System. The number of sessions, disciplines taught, pre-session materials, pre-session workload, session material, session time, session

schedule, session format, number of faculty, and faculty development was identified for each block.

### Method of Evaluation

A two-question poll was administered to students to track student attendance and obtain student feedback. Some block directors documented their observations in the evaluations. Findings from the poll include:

- The mean response rate of all session polls was 96%
- Six polls across all three Blocks were excluded due to technical issues
- Overall ratings were very positive, students found the sessions very useful
- Faculty need more time to properly prepare and vet the material
- There was variability in the time needed to complete the pre-session materials across the Blocks
- Some Faculty were uncomfortable leading the sessions, rather than facilitating
- Faculty felt assessments were effective in their teaching by identifying where gaps were

### Recommendations:

- Polls will continue through the rest of the academic year/semester.
- Add guidelines for time length on pre-session materials – not more than 20-30 minutes to complete.
- Ensure LOs and learning material are updated and relevant
- Use Faculty Instructional Development to increase teaching comfort level, design and quality
- Curricular Affairs should create criteria of key features for each active learning method
- Create a lock-down date for when all materials need to be submitted and vetted
- Revise current FID policy regarding requirements for faculty instruction development
- Consider revising the poll questions to improve feedback
- Communicate expectations to med students

Discussion: Creating a Task Force was suggested to determine best practices and standards that need to be developed in flipped sessions. Karen will lead with Athena, Ah Ra, Kadian, Raquel, JD, Sidney, and Jordana. Dr. Spear-Ellinwood disagreed that TEPC should implement guidelines and restrict flipped classrooms development. Dr. Smith suggested making recommendations for prep time.

## 2. Clerkship Assessment and Evaluation

Changes to the Clerkship Assessment and Evaluation surveys for Student Performance, and Course, Instructor, and Sites feedback were presented. Rubrics were added, and are based on EPAs, medical knowledge, patient care, etc., and use LCME elements. Questions about learning environment were added.

Discussion: Clerkship Directors were notified through New Innovations of the evaluation changes, and Karen can provide faculty development. Dr. Partha suggested that the surveys have less questions and more narrative to reduce evaluation fatigue. Dr. Smith suggested using QR codes where providers can scan students' QR-coded badges (Feedback Passports) during rounds, and give immediate feedback/evaluation. New Innovations does not offer this yet for the Clerkship side, but we will continue to investigate it.

### **Call to Audience:**

The Clerkship program and others will work on creating electives for students.

Meeting adjourned.



## **SYLLABUS FCM & Public Health Emergency Response**

### **Description of Course**

In the past two decades, a succession of public health emergencies has challenged preparedness and response capacities of governments, hospitals and clinics, public health agencies, and academic researchers, in the United States and abroad. Each of these emergencies has yielded important information and data that are essential to what is, by design and necessity, an ongoing effort to improve preparedness and response. The knowledge that is generated through well-designed, effectively executed research in anticipation of, in the midst of, and after an emergency is critical to our future capacity. Conducting research during a public health emergency is essential, but difficult. During this course, we will explore and apply best practices to develop and implement a research protocol in response to the COVID-19 pandemic.

### **Instructor and Contact Information**

Karen Lutrick, PhD  
[klutrick@arizona.edu](mailto:klutrick@arizona.edu)  
Alvernon Administrative Offices 226L  
520-626-3236

### **Course Objectives**

During this course, students will:

1. Learn the best practices for conducting research during a public health emergency, including ethical, legal and social implications (ELSI)
2. Assist in the creation of an inpatient and outpatient COVID-19 clinical registry
3. Participate in the analysis of the COVID-19 clinical registry, including the creation of publications

### **Expected Learning Outcomes**

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

1. Describe the role research plays in response and recovery of public health emergencies
2. Apply research best practices in ethical clinical research during the development of a public health emergency registry
3. Implement a public health emergency research protocol

### **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**

No textbooks will be required. Articles will be required and made available through D2L  
Availability: purchased, library reserve, or class handouts and D2L

### **Required or Special Materials**

A current CERNER login is not required, but strongly encouraged; students will need access to a computer. CITI & GCP training is required prior to data collection. Students must complete readings and lectures before they can participate in data collection.

### **Assignments and Examinations:**

- Students will have 10 required readings throughout the course (anticipated time: 5 hours)
- Students will participate in 5 lectures/discussions (5 hours)
- Students will participate in the registry data collection and analysis (minimum of 30 hours per unit of credit)
- Students will write 1 paper (5 pages) summarizing their experience and how they will apply the principles to their future career (anticipated time: 5 hours)

### **Grading Scale and Policies**

Students will be evaluated based upon completion of required reading assignments, participation in the lectures/discussions, and completeness of data collected. The course will be pass/fail.

### **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>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

### **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>

**Confidentiality of Student Records** (recommended, not required)

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

**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.