

TUCSON EDUCATIONAL POLICY COMMITTEE

Agenda

Wednesday August 1, 2018

4:30-6:00pm

Rm 3230

AGENDA ITEMS

Announcements:

1. Educational Leadership Committee (Lebensohn)
2. Curriculum Renewal Committee (Lebensohn)
3. Subcommittee updates: TCMS, TCCS, Exam review, Evaluation, Electives
4. Clerkship Overlap Updates (Elliott)

Voting Items:

1. Minutes from July 11, 2018 TEPC Meeting (Chair - Attachment # 1)
2. New Course Proposal (Gordon – Attachment # 2)
3. Formative Feedback for Bedside Sessions (Gordon)
4. Doctor and Patient Semester Evaluation Exam (Gordon)
5. Proposed changes to Longitudinal Curriculum (Cagno)
6. CRC Block Change Form (Smith – Attachment # 3)
7. CRC Assessment Tool (Smith – Attachment # 4)
8. New Course Proposal(s) (Lebensohn – Attachments # 5-7)

FUTURE AGENDA ITEMS

	Items(s)	Assigned to
1.	Level 3 Report	
2.	Proposal for Post-Clerkship curriculum: Back to Basic Science and Boot Camp	Elliott
3.	Personalized Active Learning proposal (PAL)	
4.	Faculty Assessment of Student Performance form – Electives	
5.	2019-2020 and 2020-2021 Academic Calendar/Course Title Updates – Nov. 7, 2018 Meeting	Elliott
6.	Transition to Residency Curriculum	Elliott
7.	Updates to Grading & Progression Policy	de Leon

TUCSON EDUCATIONAL POLICY COMMITTEE

Meeting Attendance

July 11, 2018

4:30pm, Room 3230

MEETING ATTENDEES			
Voting Members	*	Resource Members	*
Kristopher Abbate		Sonia De Leon	X
Elle Campbell	X	George Fantry	X
Maria Czuzak		Holly McNulty	
Zoe Cohen	X	Raquel Givens	X
Dawn Coletta		Kevin Moynahan	X
Patricia Lebensohn	X	Gail Pritchard	
Lindsey Lepoidevin		Karen Spear Ellinwood	X
Larry Moher		Sean Elliott	
Art Sanders	X	Kristie Bowen	
Sydney Rice		Kadian McIntosh	
Jordana Smith	X	Travis Garner	X
Kathy Smith	X	Jerie Schulz	X
Jim Warneke		Tanisha Price	
Stephen Wright		Emily Leyva	X
Josh Yell	X	Kris Slaney	
Chad Viscusi		Winifred Blumenkron	
Veronica Artega	X	Mary Vega	
Gloria Guzman		Athena Ganchorre	
		Special Guests	
X=attended			

Meeting Minutes

Announcements:

- Dr. Lebensohn reviewed the recent LCME Secretariat Council Visit that took place in June. This visit was intended for a consultation on issues that will be reviewed during the October LCME review. The focus of the Secretariat visit included:
 - Curricular change process
 - Curriculum content location and possible content removal due to a shortened Preclerkship curriculum
 - Overlap clerkship phase for years 2020 and 2021, between February and June of 2019; sufficient instructors, sites, quality of experience
 - Involvement of TEPC in curriculum change processes
 - Monitoring of Student Affairs, Alumni, Advising, etc...
- Ms. Givens and Student Affairs are preparing the Level 3 report draft of the overall four-year curriculum. It will be presented to TEPC for review and approval by July

20th. The final report will be completed in time for the Oct. 21-24 LCME visit.

- Dr. Lebensohn announced admission is at 125 for the Class of 2022.
- Approximately 20 students have delayed taking USMLE Step 1 and individualized plans have been developed for each student.
- There are two new TEPC voting members: Dr. Veronica Arteaga and Dr. Gloria Guzman.

Voting Items:

1. Minutes from June 6, 2018 meeting.

The minutes were unanimously approved without revision.

2. Basic Science Capstone Course

Dr. Lebensohn revisited the new course proposal Dr. Ganchorre introduced to TEPC at the June 6, 2018 meeting for a new mandatory Capstone course. The discussion was tabled at the previous meeting to allow for student input. Students Elle Campbell and Josh Yell both expressed positive feedback for the course, stating that it will benefit all students by giving them a guided, structured study plan.

Discussion focused on Dr. Sanders stating his concern of the purpose and efficacy of the course. While Dr. Smith cited the benefits were high and in the best interest of the students, and the risk was minimal.

A vote was taken and the course approved. It will be a required course beginning with the Class of 2021.

3. Foundations Block Change Form

Ms. de Leon introduced the completed Course Change Request Form for the proposed changes to Foundations. Such changes include:

- Personnel changes – Drs. Elliott and Vanderah new Bock Directors; weekly core faculty meetings
- Content sessions added, such as Step 1 prep, spiraling, Gross Lab, and TL's
- Structural changes – shortened from 8 to 6 weeks, with skin and connective tissue moved to MSS
- Changes to student performance assessment – NBME exams will not be given for any block specific course, two quizzes vs. one midterm exam will be administered.
- Other changes – reduction in faculty, emphasizing "core faculty," holding weekly core faculty meetings for course content and organization, and development of exam questions.

A vote was taken and the Block Change Form for Foundations was approved.

****NOTE** - After meeting correction/clarification:

1. The Gross Lab was not deleted from the course; it was a block change form error.
2. There will only be one TL for students.

4. Life Cycle Block Change Form

Ms. de Leon presented the completed Course Change Request Form for the proposed changes to Life Cycle. Such changes include:

- Personnel changes – Dr. David Elliott (retiring); Dr. Rush and Dr. Klein splitting lecture/lab sessions; Dr. Doyle covering Biology of Aging; Dr. Tabsh teaching Physiology of Pregnancy.
- Content movement – new sessions added: PCOS, Tree Blessing (moved to Life Cycle from DMH), Willed Body Memorial (move to Life Cycle from DMH). Health Care Systems was already provided in the Longitudinal Curriculum. Health Care Systems deleted as it's already in the Longitudinal Curriculum
- Structural changes – CRC session courses (previously in Life Cycle) will now be incorporated into the CRC Course. First year to implement curriculum reorganization, this course was shortened from 9 (for AY17-18) to 7 weeks.
- Changes to student performance assessment – NBME exams will not be given for any block specific courses.

A vote was taken and the Block Change Form for Life Cycle was approved.

****NOTE** – After meeting clarification:

The CRC sessions moved. As CRC is now its own course, cases moved to the new course as part of the curriculum renewal process.

5. DMH “Quick Feedback” Review

This topic was tabled as the former Director of Student Evaluation and Assessment has departed. Dr. Lebensohn instructed TEPC members to read the report and send comments to her for review.

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3.	Personalized Active Learning proposal (PAL)	
4.	Faculty Assessment of Student Performance form – Electives	
5.	2019-2020 Academic Calendar Updates	Elliott
6.	Proposed changes to Longitudinal Curriculum	Cagno
7.	Level 3 Report	Raquel
8.	DMH Quick Feedback Review comments	Lebensohn



SYLLABUS
FCM – 896K - Planning & Assisting in Teaching
Undergraduate class

Description of Course

Through this course, students will work closely with the Course Director in planning and instructing undergraduate students in FCM 401 titled “Being a Health Care Professional.” This course meets the 4th year requirement for the Medical Education Distinction track students; although is open to all 4th year medical students.

Instructor and Contact Information

Instructor name: Paul Gordon
Office location: 3122
Telephone number: 626-3969
E-mail address: pgordon@u.arizona.edu

Course Objectives (minimum of 3)

During this course, students will:

1. Assist in the design and modification of lectures for FCM 401: Being a Health Care Professional to ensure they are interactive
2. Lead small group discussions of students enrolled in FCM 401
3. Assist in writing objectives for at least 4 classroom sessions for FCM 401
4. Help create a scoring rubric, based on class material, for use in assessing student performance on mid-term & final exams in FCM 401
5. Score mid-term and final exams for students in FCM 401

Expected Learning Outcomes (minimum of 3)

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

1. Develop and design interactive lectures
2. Write course objectives
3. Facilitate small group discussion sessions
4. Score examinations using a rubric

Absence and Class Participation Policy

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Required Texts or Readings

No required materials

Required or Special Materials

None

Assignments and Examinations: Schedule/Due Dates (if applicable)

Some of the work will be in small group instruction sessions with the Course Director. Students are required to attend approximately 6-8 classroom sessions for FCM 401. The classroom sessions requiring in-class participation will be reviewed with the student. Finally, the student will score mid-term and final examinations, which will occur during scheduled weeks, but the work can be completed wherever there is computer access. This elective will meet the 4th year requirement for students enrolled in the Medical Education Distinction track.

Grading Scale and Policies

Course grading: Pass/Fail based on completion of assignments, attendance and participation.

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

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Accessibility and Accommodations

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation.

If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

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>

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

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.

University of Arizona College of Medicine
Course Change Request Form
Academic Year 2018/2019

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. Please submit the form electronically to the Assistant Director, Preclinical Education for appropriate approval and routing.

Year 1 Deadline for Form Submission

Clinical Reasoning Course 1: May 30, 2018

Foundations: May 30, 2018

MSS: July 31, 2018

Nervous System: August 17, 2018

CPR: October 31, 2018

DMH: February 2, 2018

Longitudinal Curriculum (Fall):

Year 2 Deadline for Form Submission

Clinical Reasoning Course 2: October 31, 2018

Life Cycle: June 1, 2018

Immunity and Infection: May 31, 2018

Advanced Topics: September 21, 2018

Longitudinal Curriculum (Spring): October 31, 2018

Course: Clinical ReasoningCourse Director: Kathy Smith, MD/ Lisa Stoneking, MDDate Submitted: 7/11/2018

I do not anticipate any major changes to my course.
 (Please check here and do not complete remainder of form)

Please describe any anticipated personnel changes in your course (i.e. lecturers leaving or starting, lecture eliminated, lecturer change only, CBI facilitator leaving or starting, change in key faculty etc.).

New Course Director(s): Kathy Smith, MD and Lisa Stoneking, MD

Please describe any content changes to the course (i.e. lectures added or deleted, changes in learning objectives to the block, CBC case new or modified or deleted, TL, Lab, or small group activity changes, modifications, or deletions).

DELETED or MOVED:

Discontinuing the use of Thinkshare application

Changes made to learning objectives(new):

Clinical Reasoning:

1. Demonstrate an understanding of and explain foundational principles of clinical reasoning theories such as Information Processing Theory, Deliberate Practice Theory (in Societies) and Self-Regulation Theory (MK-9)
2. Understand and utilize various scaffolding techniques and “schemas” to organize medical knowledge in a useful and meaningful way to diagnose and treat medical conditions (MK-9, PC-4)
3. Explain the underlying pathophysiology of clinical cases and utilize this knowledge to develop diagnostic hypotheses (MK-5, PC-4)
4. Identify common diagnostic and cognitive errors and begin to recognize when cognitive errors are employed in one’s clinical reasoning (MK-9, PC-4, PLI-10)
5. Develop reflective clinical reasoning skills such as forethought, performance monitoring and self-reflection to improve one’s clinical reasoning skills (PC-4)

Self-Directed Learning:

6. Identify information that is relevant to assess one’s own learning needs (PLI-1, PLI-2)
7. Assess the credibility of information sources used to diagnose and treat medical conditions (MK-11, PLI-5)
8. Incorporate facilitator feedback into current performance to improve clinical reasoning skills (PLI-3)
9. Actively contribute to advancing group discussions to diagnose clinical cases accurately (PLI-6)

Timing for MS1 student sessions changed from 1-3pm to 8-10am.

For AY18-19 there will be only 4 student sessions per block

Case Conferences for both MS1 and MS2 will be at noon

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.

Teaching credit hours reduced from 7 to 5 hours. Justification: there will be less prep time with the discontinuation of Thinkshare.

Please describe any changes in the course's method of student performance assessment (i.e. additional examinations or fewer examinations). Please include the rationale for such changes.

See attached assessment tool.

Any other anticipated changes or comments regarding your course?

.....
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,

Date: 7/13/18



-
- Sonia de Leon notified
 - Forward to Travis Garner (TEPC)
 - Forward to Lynda Lehtinen (Tagging)
 - Forward to Raquel Givens (LCME)
 - Forward to Karen Spear-Ellinwood (FID)
 - Forward to Athena Ganchorre (Curriculum)
 - Forward to Assistant Director, Clerkship Education (TCCS)

Clinical Reasoning Course Assessment Tool

This section focuses on the students' clinical reasoning skills

1. Student is able to identify and organize the salient features of a clinical case			
Pre-Emergent (not yet observed)	NOVICE (Semester 1)	INTERMEDIATE (Semester 2)	ADVANCED (Semester 3)
<i>Not yet able to organize or accurately summarize clinical information obtained from a clinical case</i>	Organizes and accurately summarizes clinical information obtained from a clinical case	Incorporates identified patterns and recognized phenomenology into a case summary of a clinical case	Begins to incorporate subtle, unusual, or conflicting findings into a case summary of a clinical case
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student is able to develop and prioritize a differential diagnosis of a clinical case			
Pre-Emergent (not yet observed)	NOVICE (Semester 1)	INTERMEDIATE (Semester 2)	ADVANCED (Semester 3)
<i>Not yet able to develop a working diagnosis from information in a clinical case</i>	Develops a working diagnosis from information in a clinical case	Develops a basic differential diagnosis for common syndromes in clinical cases	Develops a full and prioritized differential diagnosis for syndromes in clinical cases
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student is able to link underlying pathophysiology to a clinical case			
Pre-Emergent (not yet observed)	NOVICE (Semester 1)	INTERMEDIATE (Semester 2)	ADVANCED (Semester 3)
<i>Not yet able to identify underlying basic science concepts involved in a clinical case.</i>	Able to identify underlying basic science concepts involved in a clinical case	Able to explain underlying basic science concepts and how they relate to a clinical case	Able to explain underlying basic science concepts and integrate differences in the situation or context to aid in accurate clinical decision making
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Student is able to reflect on own reasoning process and is able to improve it				Student is able to reflect on own reasoning process and is able to improve it
Pre-Emergent (not yet observed)	NOVICE (Semester 1)	INTERMEDIATE (Semester 2)	ADVANCED (Semester 3)	
<i>Not yet developed a capacity for self-reflection or able to describe the influence of cognitive tendencies or other factors that may impact clinical reasoning</i>	Demonstrates capacity for self-reflection and is able to describe the influence of cognitive tendencies or other factors that may impact clinical reasoning	Regularly able to describe and identify a cognitive tendency, emotional or situational factor may impact own clinical reasoning	Regularly considers cognitive tendencies, emotional or situational factors that may impact clinical reasoning and regularly incorporates this understanding to improve own clinical decision making	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

This section focuses on the students' self-directed learning

5. Student is able to identify their own gaps in knowledge, and/or identify own diagnostic or cognitive errors			
Pre-Emergent (not yet observed)	NOVICE (Semester 1)	INTERMEDIATE (Semester 2)	ADVANCED (Semester 3)
<i>Not yet able to recognize limits of one's knowledge and skills and/or seek feedback to improve</i>	Recognizes limits of ones knowledge and skills and seeks feedback to improve	Is able to ask relevant questions and select an appropriate, evidence based information tool to meet self-identified learning goals	Regularly demonstrates improvement in clinical cases based on continual self-assessment and evidence-based information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Student is able to assess the credibility of information sources and use these sources to diagnose and treat medical conditions			
Pre-Emergent (not yet observed)	NOVICE (Semester 1)	INTERMEDIATE (Semester 2)	ADVANCED (Semester 3)
<i>Not yet able to formulate a searchable question to obtain clinical information that is relevant to a clinical case</i>	Is able to formulate a searchable question to obtain clinical information that is relevant to a clinical case	Consistently uses credible sources to obtain clinical information commonly accepted in academic medicine that is relevant to a clinical case	Is able to independently search for and discriminate evidence from credible clinical sources to obtain clinical information that is relevant to a clinical case
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Student is able to incorporate facilitator feedback to improve their own clinical reasoning process			
Pre-Emergent (not yet observed)	NOVICE (Semester 1)	INTERMEDIATE (Semester 2)	ADVANCED (Semester 3)
<i>Does not use feedback from facilitator or peers to assess own level of knowledge and expertise</i>	Uses feedback from facilitator and peers to assess own level of knowledge and expertise	Is able to incorporate feedback from facilitators and peers to improve performance with prompting	Regularly and consistently incorporates feedback from facilitators and peers to improve performance without prompting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Student is able to incorporate facilitator feedback to improve their own clinical reasoning process				Student is able to incorporate facilitator feedback to improve their own clinical reasoning process
Pre-Emergent (not yet observed)	NOVICE (Semester 1)	INTERMEDIATE (Semester 2)	ADVANCED (Semester 3)	
<i>Does not use feedback from facilitator or peers to assess own level of knowledge and expertise</i>	Uses feedback from facilitator and peers to assess own level of knowledge and expertise	Is able to incorporate feedback from facilitators and peers to improve performance with prompting	Regularly and consistently incorporates feedback from facilitators and peers to improve performance without prompting	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

9. Participates in small group sessions and contributes to the group process to solve clinical cases				Participates in small group sessions and contributes to the group process to solve clinical cases
Pre-Emergent (not yet observed)	NOVICE (Semester 1)	INTERMEDIATE (Semester 2)	ADVANCED (Semester 3)	
<i>Does not participate in group problem-solving process</i>	Participates in group problem-solving process by responding to questions from facilitator and peers	Actively contributes to advancing group problem-solving process by spontaneously offering suggestions or explanations of clinical cases	Actively contributes to advancing group problem-solving discussions and begins to take a leadership role by leading and/or facilitating discussion points and approaches to solve clinical cases	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

- YES NO Student completed all weekly assignments on time?
- YES NO Student attended formative feedback session?
- YES NO Student was professional in their interactions with the facilitator and peers?
- YES NO Student arrived on time and ready to participate in all small group sessions?

Please provide written comments about this student's performance during this assessment period:

Enrichment Elective Proposal

Course Title: Peer Support Program

Format: To repeat fall semester each year

Peer Support Program Enrichment Elective requirements:

1. Participate in the peer supporter training. Training sessions will take place in early August each year.
2. Facilitate a minimum of 3 one-hour group sessions
3. Participate in a minimum of 3 debriefing group sessions
4. Provide approximately 1.5 hours for walk in hours to provide peer support twice a month (schedule to be determined by student wellness leaders). Walk in hours are scheduled from 5-6:30PM

Total Time Commitment: Approximately 30 hours

5 Minimum number of students

20 Maximum number of students

Enrollment open to students in semester(s): Fall semester, year 2

Knowledge and/or skills necessary to participate effectively in this Enrichment Elective:

- Completion of Healer's Art Enrichment Elective during year 1
- If the Healer's Art Enrichment Elective was not completed during the first year, students may complete the Healer's Art and Peer Support Program Enrichment Electives simultaneously.

Names of other faculty who will be involved in the course, if any:

Violet Siwik, MD

Larry Moher, MD

Alison Sutton-Ryan, LCSW, LISAC

Is this an adaptation of a current course? If so, please explain: N/A

Faculty Name: Patricia Lebensohn, MD

Department: FCM

Mailing Address: PO Box 245153

Phone(s): 520-626-9390

E-mail: plebenso@email.arizona.edu

Course Description:

There is a national movement to incorporate peer support programs in undergraduate and graduate medical education. With the start of the accelerated curriculum and with a

condensed pre-clerkship phase, students have an increased perceived stress. In addition, previous classes raised the need of increasing support during the clerkship phase.

The goals of the Peer Support program are:

1. Create a collaborative and sustainable program that supports students' wellness.
2. Establish safe spaces throughout the curriculum for students to share experiences and vulnerabilities with their peers.
3. Develop a curriculum for students interested in becoming peer supporters.

The program is a supplement to the existing counseling program for medical students staffed by physicians and psychologists who meet one on one with students in need. The peer support program's main goal is to create safe spaces for students to share challenges with trained peers who know how to listen effectively, are aware of resources and can suggest helpful next steps to obtain support such as individual counseling, meeting with student affairs, or student development.

Eligible peer support students to participate in this Enrichment Elective are Pre-clerkship students that are not at risk for academic probation.



SYLLABUS
FCM 896E - Peer Support Program

Description of Course

The peer support program's main goal is to create safe spaces for students to share challenges with trained peers who know how to listen effectively, are aware of resources and can suggest helpful next steps to obtain support such as individual counseling, meeting with student affairs, or student development. The program is a supplement to the existing counseling program for medical students staffed by physicians and psychologists who meet one on one with students in need.

Instructor and Contact Information

Patricia Lebensohn, MD
520-626-9390
plebenso@email.arizona.edu

Course Objectives

During this course, students will:

1. Create a collaborative and sustainable program that supports students' wellness.
2. Establish safe spaces throughout the curriculum for students to share experiences and vulnerabilities with their peers
3. Provide one on one walk-in sessions for students experiencing challenges during medical education

Expected Learning Outcomes

Upon completion of this course, students will:

1. Demonstrate skills in providing peer support to other medical students
2. Recognize unhealthy coping mechanism for stress management
3. Identify when additional resources are needed and locate and refer resources as appropriate

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Required Texts or Readings

None

Required or Special Materials

NA

Assignments and Examinations: Schedule/Due Dates (if applicable)

NA

Pre-requisites

1. Healer's Art Enrichment Elective

Grading Scale and Policies

Pass/Fail through participation in required activities

Scheduled Topics/Activities

1. Complete peer support training. Students who completed peer support training in the past will co-facilitate current training sessions.
2. Complete healthcare professional wellbeing online course offered through the University of Arizona Center in Integrative Medicine. The course includes 4.5 hours of content and 2 hours of experiential practice.
3. Facilitate a minimum of 3 one-hour group sessions for MS1's
4. Participate in a minimum of 3 debriefing group sessions
5. Provide approximately 15 hours for walk in peer support

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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Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

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

Subject to Change Statement

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SYLLABUS

FCM 896F - Continuing Peer Support Program

Description of Course

The peer support program's main goal is to create safe spaces for students to share challenges with trained peers who know how to listen effectively, are aware of resources and can suggest helpful next steps to obtain support such as individual counseling, meeting with student affairs, or student development. The program is a supplement to the existing counseling program for medical students staffed by physicians and psychologists who meet one on one with students in need. This course is a continuation of FCM 896E with students providing peer support on a walk-in basis as the only course requirement.

Instructor and Contact Information

Patricia Lebensohn, MD
520-626-9390
plebenso@email.arizona.edu

Course Objectives

During this course, students will:

1. Facilitate a collaborative and sustainable program that supports students' wellness
2. Establish safe spaces throughout the curriculum for students to share experiences and vulnerabilities with their peers
3. Provide one on one walk-in sessions for students experiencing challenges during medical education
4. Build upon an understanding of principles, values and practices of peer support

Expected Learning Outcomes

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

1. Demonstrate skills in providing peer support to other medical students
2. Recognize unhealthy coping mechanism for stress management
3. Identify when additional resources are needed and locate and refer resources as appropriate
4. Develop and implement similar peer support programs in other professional settings

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

None

Required or Special Materials

NA

Assignments and Examinations: Schedule/Due Dates (if applicable)

NA

Pre-requisites

1. FCM - 896E

Grading Scale and Policies

Pass/Fail through participation in required activities

Scheduled Topics/Activities

1. Provide approximately 45 hours for walk in peer support

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 physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation.

If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

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>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

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

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.