

TUCSON EDUCATIONAL POLICY COMMITTEE

Agenda

Wednesday October 3, 2018

4:30-6:00pm

Rm 3230

AGENDA ITEMS

Announcements:

1. Educational Leadership Committee (Lebensohn)
2. Subcommittee updates: TCMS, TCCS, Exam review, Evaluation, Electives
3. LCME Visit Updates (Review Modified Curriculum Highlights) (Givens)
4. Clerkship Overlap Updates (Lebensohn)
5. Retake and Remediation Schedule (Attachment #1)
6. Student Elections Update (de Leon)

Voting Items:

1. Minutes from September 19, 2018 Meeting (Chair- Attachment #2)
2. Nervous System Block Change Form (Vanderah) (Attachment #3)
3. New Radiology Elective Proposal (Warneke) (Attachment #4)

FUTURE AGENDA ITEMS			
	Items(s)	Assigned to	Date
1.	Clerkship Advisory Group	Elliott	
2.	Proposal for Post-Clerkship curriculum: Back to Basic Science and Boot Camp (Nov.)	D. Bear and I. Partha	
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	Elliott	
6.	Transition to Residency Curriculum	Elliott	
7.	Updates to Grading & Progression Policy	de Leon	
8.	Guiding Principles (Nov.)	Elliott	
9.	Finding from Quick Feedback Reviews	Dir. Program Eval.	

YEAR 1 - CLASS OF 2022	RETAKE DATE	REMEDICATION PERIOD	REMEDICATION EXAM
Fall Semester			
Foundations	September 10, 2018	June 3, 2019 - July 26, 2019	June 28, 2019 or July 26, 2019
Musculoskeletal System	October 22, 2018	June 3, 2019 - July 26, 2019	June 28, 2019 or July 26, 2019
Nervous System	*December 21, 2018	June 3, 2019 - July 26, 2019	June 28, 2019 or July 26, 2019
Spring Semester			
Cardio, Pulm, Renal	March 25, 2019	June 3, 2019 - July 26, 2019	June 28, 2019 or July 26, 2019
Digestion, Metabolism, Hormones	June 3, 2019	June 3, 2019 - July 26, 2019	June 28, 2019 or July 26, 2019

YEAR 2 - CLASS OF 2021	RETAKE DATE	REMEDICATION PERIOD	REMEDICATION EXAM
Fall Semester			
Life Cycle	September 24, 2018	December 10, 2018 - February 1, 2019	January 18, 2019 or February 1, 2019
Immunity & Infection	November 19, 2018	December 10, 2018 - February 1, 2019	January 18, 2019 or February 1, 2019
Advanced Topics	December 10, 2018	December 10, 2018 - February 1, 2019	January 18, 2019 or February 1, 2019

Please refer to the Grading and Progression Policy: <http://medicine.arizona.edu/students/student-policies-forms>

All retake exams (with the exception of Nervous System) are on the Monday after the block ends. *The Nervous System retake exam will be held the last day of the course prior to Winter Break.

Remediation will take place during summer break (Class of 2022) and during USMLE Step 1 Study period (Class of 2021). This allows 4-8 weeks for a remediation program. A remediation final examination must occur at least two weeks prior to the start of the upcoming academic year.

TUCSON EDUCATIONAL POLICY COMMITTEE

Meeting Attendance

Wed., September 19, 2018 4:30-6:00pm, Rm 3230

MEETING ATTENDEES			
Voting Members	*	Resource Members	*
Elle Campbell		Sonia De Leon	X
Maria Czuzak		George Fantry	X
Zoe Cohen		Holly McNulty	
Dawn Coletta	X	Raquel Givens	X
Patricia Lebensohn	X	Kevin Moynahan	
Lindsey Lepoidevin		Gail Pritchard	
Larry Moher		Karen Spear Ellinwood	
Art Sanders		Sean Elliott	X
Jordana Smith	X	Kristie Bowen	
Kathy Smith	X	Kadian Mcintosh	
Jim Warneke	X	Travis Garner	X
Stephen Wright		Jerie Schulz	X
Josh Yell		Tanisha Price	
Veronica Artega		Emily Leyva	X
Gloria Guzman		Kris Slaney	
		Athena Ganchorre	X
		Elaine Situ-Lacasse	
		Claudia Stanescu	X

Meeting Minutes

Announcements: None

Voting Items:

1. Minutes from Sept. 5, 2018 TEPC Meeting

An E-vote was taken and minutes were unanimously approved.

2. Clerkship Change Forms

Dr. Elliott presented the annual Clerkship Change Forms for the seven Clerkships, including anticipated changes and plans during the upcoming overlap.

Intersessions 1 & 2: Changes:

- Adding a section on Medical Ethics, replacing OSCE practice
- Dr. Situ-Lacasse remains the Associate Director, with Jennifer Yelich as the new Course Coordinator
- Intersessions for the Class 2021 is March 2019, which is near the time of Intersessions 2 for the Class 2010
- Intersessions will have four weeks total (one week at outset, second week mid-year, and two weeks at the end of the clerkship year)
- Funding and resources for 2018-19 year has been requested to plan and implement these courses

Transition to Clerkship: Changes:

- BLS renewal is no longer scheduled in Transition to Clerkship as most students are already certified/recertified; instead, it should be scheduled to occur during the first intersession block
- ASTEC center not prepared to support ACLS (instead of BLS) at beginning of clerkship phase February 2019
- Structured Transition activities will end either Feb. 20 or Feb. 21st, to preserve students' designated three half days to complete Transition to Clerkships independent learning activities and onboarding paperwork
- Monday-Wednesday schedule will likely be extended to end at 6pm to maximize students' time on campus
- Mid-year MS3 students and final semester MS4 students will lead MS4 Succeeding on Clerkship and Warm Hand-Off with Tours sessions
- Societies Mentors will be asked to have an expanded role in T2C block
- Curricular Affairs given a scheduled block of time in T2C 2019, to assist with students' hospital credentialing packet
- Based on student feedback from 2018, increased time will be allocated for Cerner training and additional time to talk with clerkship coordinators

Major changes from T2C 2017 to T2C 2018:

- Additional one-half day for Clinical Skills refresher added, including
 - 1-hour Cerner training reviewing new CMS medical student documentation requirements
 - 1-hour airway training with hands-on equipment practice
 - 1-hour review of assigned Independent Learning assignments for block
- Students broken into small groups in the Professionalism Cases session
- NBME Shelf exam session taught by different faculty from Student Development
- Students PE practice time increased from 30 to 45 minutes
- Feedback session removed due to negative evaluations in 2017
- Cross-Cultural Care session shortened
- Hospital Leader Welcome and Banner Strategic Initiative sessions combined
- Hospital Scavenger Hunt replaced with Tours
- Wellness Strategy session now focuses on Sleep / SAFER training
- Universal Precautions session eliminated; already covered in UA Bloodborne Pathogens online certifications
- Radiology and ECG reviews shortened, giving more time for 3rd Clinical Skills half-day
- Mission Statement review session eliminated, based on Class of 2018 feedback
- Block Welcome expanded to include Drs. Moynahan and Elliott
- Occupational Medicine presented a 30 minute overview of respirators
- Students given "Playing Doctor" by resident guest speaker/author, and independent learning assignment
- Suicide Prevention lecture cancelled due to faculty illness; will be rescheduled in Intersessions
- Curricular Affairs Update lecture pulled New Innovations materials, and made it an ILM for the block
- Judge Segal added to the Health & Law Professional Identity Panel
- COM implemented MedLearn, a new electronic learning ecosystem

Major changes to 2018 sessions:

- Transition from ArizonaMed to MedLearn

Family & Community Medicine: No changes.

Medicine: Changes:

- Medicine Clerkship will be an 8-week inpatient rotation comprised of two, 4-week rotations at either BUMCT Main, South, or SAVAHCS
- The ambulatory 4-week medicine block will be a stand-alone rotation, not always contiguous with the Medicine Clerkship. It will include at least 5 half-day clinics per week with Internal Medicine, subspecialty medicine, clinical reasoning course, simulation, and OSCEs
- During the overlap (2/29/19-6/30/19), students will be offered a selective in Infectious Disease, Hematology/Oncology, or Cardiology, with an inpatient and outpatient ambulatory experience. Required participation in clinical reasoning and OSCEs
- Didactic lectures will be revamped/reduced to 16 small group activities and didactic lectures. The didactics will be case-based, targeted towards the NBME shelf
- COM will provide salary support for Medicine Clerkship director during the overlap (0.3 increased to 0.5) and an additional 0.2 provided to a new ambulatory medicine rotation director
- COM will provide salary support for additional ambulatory rotation coordinator
- Uniformed assigned grades and assessments will be:
 - Clinical evaluations – 50%; Clinical reasoning – 20%; OSCE – 20%; Professionalism – 10%
- Introduction of High Value thought process, elements introduced into the Longitudinal aspect of the preclerkship and clerkship curriculums. Care items through Aquifer will be incorporated in didactic sessions of Medicine Clerkship

OB-GYN: Changes:

- Has a robust use of ambulatory community teaching sites, reflected on by the students
- Has a didactic session, which precedes the clinical experience the first five days of the rotation, that had good student feedback
- Will increase independent learning module as part of teaching

Neurology: Changes:

- Has gone from 3 to 4 weeks, from 4th year into the 3rd year
- Creating additional teaching services for Neurology inpatient recruiting preceptors, including recruiting Muhammed Kahn as assistant director
- New structure: General ward, Stroke ward and Codes, Specialty Outpatient, General Neurology Outpatient
- Has already assigned clinical sites for the overlap
- Using online Aquifer

Pediatrics: Changes:

- Formalize use of OSCE and standardized patient program, and increase sim-based teaching

Psychiatry: Changes:

- Transition leadership from Dr. Morenz to Dr. Heron
- Adding another OSCE and Standardized Patient to their performance assessment measures
- Changes to sites where sims experience will be
- Complying with other directors in use of Shelf Exam and the assignment of percentiles, using the national standards of pass, high pass, and honors

Surgery: Changes:

- Change from six to eight weeks, based on national trends, split into trauma, and other surgical experiences
- Subspecialties elective is in the 4th year; it is four weeks not three
- Funding from overlap budget

Overall Changes:

- All clerkship directors agreed to uniform assigned grades. Each will introduce an OSCE as part of their clinical assessment score. The clerkship directors have a little leeway with the grades, but the Shelf Exam will be 30% across the board, and clinical Assessment will be 50% across the board
- To increase uniformity of the didactic teaching and accessibility to all students offsite, the clerkships are exploring videotaping didactic sessions and releasing them as podcasts. The cost will be supported by the overlap budget
- Most changes for all clerkships are about resource changes, which are funded by the overlap budget. All clerkships get an additional .2 effort for an assistant clerkship director, additional support, and supplemental compensation for coordinators and additional coordinator hires. FTE increase for overlap, from .3 to .5, with each department getting a lump sum for line items
- Most clerkships are using or want to use online curricula, including Standardized Patients, Think Share, Aquifer, and iHuman

Discussion: None

Voting: An E-vote was taken, and the Clerkship Change Forms unanimously approved.

3. Pediatric Integrative Medicine Elective

Dr. Lebensohn introduced a four-week, 4th-year online elective course for Pediatric Integrative Medicine (IM), which uses weekly live Webinars, interactive dialogue sessions, other experiential and interactive activities, and an exam. It will be offered twice a year, once in the spring and once in the fall. The online program will increase the reach to residents and 4th year medical students, especially those offsite.

Discussion: If a student fails an exam, there are retakes. The elective will be 90 hours and count as two credits. The live didactic webinars will be scheduled on Mondays at mid-day. More information will need to be provided to students and Student Affairs. Students will need to complete more than $\geq 80\%$ of content, and pass a 50 question final by ≥ 70 (not ≥ 80 as stated on paperwork).

Voting: An E-vote was taken, and the Pediatric Integrative Medicine Elective unanimously approved.

4. MSS Block Change Form

Mrs. Stanescu reviewed the six-week MSS Block changes which include:

- Incorporating skin from Foundations
- Gaining an extra week, partly used for skin and opportunities for students to apply information
- Skin content will include: new sessions on bone tumors and bone diseases, more time given to arthritis (from 1 ½ hours to 4 hours), change anatomy by adding bones workshop, removed one hand lab, added structured anatomy review sessions, assigned students to skinning by society groups, and cut back TL sessions, biochemistry and other lectures and incorporated into other areas of the curriculum

Discussion: They are waiting on committee voting for Block Advisory Group

Voting: An E-vote was taken, and the MSS Block Change Form unanimously approved.

Discussion Items:

1. Roles of TEPC and CQI in Designing, Implementing & Monitoring the Modified Curriculum

Mrs. Given presented a power point on Evaluating & Monitoring the COM-T Modified Curriculum. It included a TEPC and Subcommittee Organizational Chair for 2018/2019, and explanations on Accreditation, Shared Governance & COM-T Bylaws, Continuous Quality Improvement, and LCME Requirements of strategic planning and Continuous Quality Improvement (CQI). The approach suggested is an ongoing systematic one that is aligned to accreditation standards, and has many benefits over one of Quality Assurance. She described the curriculum structure, program requirements and monitoring system that COM-T reported to LCME; showing modified curriculum schematics for the Class of 2021, discussing Quick Feedback Reviews, the piloting of the Block Advisory Student Group Meetings (which needs feedback to improve process), and the monitoring impact on faculty (Dr. Elliott proposed a form that was accepted for evaluating faculty members, and can be included in PMT portfolio).

The next steps for COM-T include the hiring of a Director of Program Evaluation & Student Assessment (currently underway), unifying evaluation/assessment activities, assessing CQI practices for utility, aligning with LCME standards, and developing internal metrics for success indicators.

Discussion: Dr. Moynahan suggested that there be regular peer review of educators, and would like TEPC to bring forth a proposal that he can take to the Dean. A suggestion was made to use Dr. Karen Spear-Ellinwood as a resource for this, and another to make TEPC oversee this review process. Concerns were voiced to make sure faculty reviews provide helpful formative feedback, and are not critical and reflect negatively. Currently, Block Directors have the option to decide who receives instructional feedback, and reports can be pulled in MedReports (not in MedLearn). The recommendation is all faculty have access to feedback. The new Director of Program Evaluation & Student Assessment (TBD) of Curricular Affairs will be assigned this task to develop and coordinate.

UTURE AGENDA ITEMS		
	Items(s)	Assigned to
1.	Updates to Grading & Progression Policy	de Leon
2.	Proposal for Post-Clerkship curriculum: Back to Basic Science and Boot Camp	Elliott
3.	Personalized Active Learning proposal (PAL)	Amini
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.	Peer Observation – TEPC develop system and take ownership	Dir., Prog. Eval & Stud. Assess. (TBD)

**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. **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.

Class of 2022 Deadline for Form Submission	Class of 2021 Deadline for Form Submission
Clinical Reasoning Course 1: May 30, 2018	Clinical Reasoning Course 2: October 31, 2018
Foundations: May 30, 2018	Clinical Reasoning Course 2: October 31, 2018
Foundations: May 30, 2018	Clinical Reasoning Course 2: October 31, 2018
MSS: July 31, 2018	Life Cycle: June 1, 2018
Nervous System: August 17, 2018	Immunity and Infection: May 31, 2018
CPR: October 31, 2018	Immunity and Infection: May 31, 2018
DMH: February 2, 2018	Advanced Topics: September 21, 2018
Pathways in Health & Medicine: May 30, 2018 (Fall)	Pathways in Health & Medicine: October 31, 2018 (Spring)

Course: Nervous System Block

Course Director: Dr. Todd Vanderah

Date Submitted: 8/29/2018

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.).

Dr. Gothard is on sabbatical, Dr. Vanderah will be teaching her sessions.
Dr. Khan's (Medical Imaging) contract was not re-signed and his lectures will be done by Jennifer Becker

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).

Sessions DELETED:

- Practical Exam
- Exam Reviews

NEW Sessions ADDED:

- NBME Questions (Faculty varies)
- Clinical Cases with Imaging & Pathology (Was a CRC case; now a block session)
- Movement Disorders & Treatments (Sherman)

Social Behavioral Sciences (Smith)

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.

The Nervous System Block is now 9 weeks – 1 week was added that include testable social behavior sciences that was part of the Longitudinal Curriculum.

4. 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.

NBME Exams will not be given for any block specific courses.

5. 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: 8/29/18



-
- 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 Assistant Director, Clerkship Education (TCCS)



SYLLABUS
RADI 850R Vascular and Interventional
Radiology

Description of Course

The course is an introduction to Vascular and Interventional Radiology. Two specific patient interactions should occur; the first is with patients to whom IR is a consulting service and the second with patients admitted to the IR service or otherwise managed by IR as longitudinal care.

Students should expect to take ownership of 1 to 2 patients per day off the IR consult list and work them up for appropriateness of procedure, impact on this patient's overall care, and participate in or potentially write the full consult note.

Instructor and Contact Information

Charles Hennemeyer

520-626-9077

cth@radiology.arizona.edu

Course Objectives (minimum of 3)

During this course, students will:

1. Experience how interventional radiology affects patients and their medical outcomes
2. Gather essential and accurate information about patients through obtaining pertinent medical history and physical exam
3. Work as an effective member of the health care team and develop recommendations for a management plan based on radiologic finding and clinical information

Expected Learning Outcomes (minimum of 3)

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

1. Identify the anatomic abnormality on diagnostic imaging scans
2. Propose an image-guided solution to a given anatomic problem or disease state
3. Propose a plan of follow up for either invasive or non-invasive means that will lead to the desired patient outcome

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

Textbook: Learning Radiology, 3rd Edition by William Herring
Availability: students may borrow from department

Required or Special Materials

Special tools or supplies needed:
Scrubs and radiation badge provided by department

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

Students will participate in a research activity of either their choice or related to pre-existing project where they can make meaningful contribution. Students will also present a case to their peers, residents, and attendings via PowerPoint at the end of the rotation.

Grading Scale and Policies

The course is graded on an Honors/High Pass/Pass/Fail basis. Students will receive a final grade based on evaluations by attendings and house staff, their participation in a research project, and their final PowerPoint presentation.

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 task 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>.

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

<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.