

# TUCSON EDUCATIONAL POLICY COMMITTEE

Agenda Wednesday, March 20, 2019

4:30-6:00pm Rm 3230

## AGENDA ITEMS

### Announcements:

1. Educational Leadership Committee (Lebensohn)
2. Subcommittee updates: TCMS, TCCS, TEVs, Evaluation, Electives
3. Call to Audience (Lebensohn)
4. Clerkship Overlap Update (Elliott)
5. LCME Visit Update (Givens)
6. TEPC Policy Revisions Taskforce (de Leon)

### Voting Items:

1. Minutes from February 20, 2019 Meeting (Lebensohn) (Attachment)
2. Changes to Class of 2023
  - Transitions to Residency Phase
  - Advanced Topics in Clerkship Years
  - Intersessions
  - Semester Lengths
  - Clerkship Lengths (Time Allocation/Time Off)
3. TCCS Revised Policies – Absences (Elliott)
4. Medical Leave Policy/6 year

### Presentation/Discussion:

FUTURE AGENDA ITEMS			
	Items(s)/Timeframe	Time Frame	Assigned to
	CRC Block Change Form	April	Smith
	2018 Graduate Questionnaire	April	
	CQI	Future	Givens
	Proposal for Restructuring of Basic Science Curriculum – Pilot in Neuro	Future	Vanderah
	Faculty Assessment of Student Performance form – Electives	Future	Cho/Warneke
	OB-GYN Clerkship Review	Future	Cho
	2020/2021 Academic Calendar	Future	de Leon
	SPC Grade Appeal – need further discussion, input from legal	Future	Elliott
	Foundations Block Change	Future	Ganchorre

## Meeting Attendance

Wed., Feb. 20, 2019

4:30-6:00pm, Rm 3230

MEETING ATTENDEES			
Voting Members		Resource Members	
Art Sanders	x	Ah Ra Cho	x
Colleen Cagno	x	Athena Ganchorre	
Dawn Coletta	x	Carlos Gonzales	x
Indu Partha		Emily Leyva	
Elle Campbell (2019)		George Fantry	x
Jim Warneke		JD Thomas	x
Joe Morales (2022)		Jennifer Yelich	
Jordana Smith	x	Jerie Schulz	x
Josh Yell (2021)	x	Kadian Mcintosh	x
Kathy Smith	x	Karen Spear Ellinwood	x
Larry Moher	x	Kevin Moynahan	
Lindsey Lepoidevin (2020)		Kris Slaney	x
Maria Czuzak	x	Kristie Bowen	
Patricia Lebensohn	x	Raquel Givens	x
Stephen Wright	x	Sean Elliott	
Zoe Cohen	x	Sonia de Leon	
		Tanisha Price-Johnson	
		Winifred Blumenkron	
		Dale Woolridge	x

## Meeting Minutes

### Announcements:

1. Educational Leadership Committee (ELC) – The GQ Graduate Questionnaire from the class that graduated last year was discussed in the ELC. It will be brought to a future TEPC meeting for discussion.
2. Subcommittee Updates – Nothing at this time.
3. Call to Audience –  
 Dr. Sanders stated, that as discussed in a recent committee meeting, issues with Transition to Clerkships Block is causing a few of his students to delay Step 1. Dr. Cagno explained there is a very robust process to provide an equivalent experience for students who miss the scheduled week of Transition to Clerkships, which is set aside a week between the student's Step 1 exam and the clerkships start dates to complete the Transition to Clerkships assignments. Dr. Cagno is working hard to ensure this make-up process offers the same onboarding requirements, and learning experiences as possible. While there are a few things that cannot be replicated, the Podcasts provide a record of all sessions.

Dr. Sanders suggested Transition to Clerkships should be included as part of the Preclerkship phase, and then students can take it if they delay. Then they would be ready to start their clerkship rotations on time. Dr. Cagno stated she would not support allowing students to take Transition to Clerkships while studying for the Step 1 exam, and then not have to do any reorientation before starting clinical work. Dr. Fantry said we will not allow students who delay Step 1 to take Transition to Clerkships and break up their study time for the Step 1 exam who are not going on to clerkships.

Dr. Lebensohn also stated that these students are in their second year, not in their third year. She suggested perhaps a Quick Evaluation could be conducted to make it clear for everyone and create guidelines.

4. Clerkship Overlap Update – Dr. Lebensohn mentioned that the Societies Program is creating instructional sessions to help the clerkships ensure comparable clinical learning experiences. At the appointed time, Dr. Cho will provide a brief report for TEPC, looking at the evaluations to immediately address any concerns. She plans to work with Dr. Gordon on the activities each of the Societies Mentors have been doing with each of the clerkships. In addition, she will compare the Shelf scores from 2021 and 2020, and look at student feedback in general.
5. LCME – Mrs. Givens said that the LCME met last week to review the LCME Survey Team’s report about their visit to our school. The Dean did not receive any phone calls from LCME about severe actions, which signals that the outcome is positive. Currently, COM is waiting for their letter from the LCME informing us of their determination regarding the COM-T’s accreditation status and compliance with the standards and elements that were under review. Mrs. Given is certain, though, that the LCME will require a follow-up status report next year.
6. TEPC Policy Revisions Taskforce – Dr. Lebensohn stated there has been no further movement on the proposed policy change excluding medical leave from the six-year timeframe for graduating. More vetting and input is required from Student Affairs, Curricular Affairs, legal counsel, and others. Dr. Cho mentioned that the TEPC Policy Revisions Taskforce met last week, consisting of members from Student Affairs, Curricular Affairs, ITS, Financial Affairs, general counsel, and the COM-T accreditation office. They will look at all of the policies, and reorganize and standardize their format by the end of the year. Dr. Lebensohn requested an earlier timeframe to address the proposed policy change. Dr. Moher expressed concern that legal counsel said (as reflected in previous TEPC meeting minutes) that the proposed policy on medical leave should not take place immediately. Dr. Lebensohn clarified that legal counsel recommended that the subject of “immediate” needs to be discussed with other parties, which has taken place. It was suggested that the Taskforce address this topic soon. Further discussion will take place at a future TEPC meeting.

#### **Voting Items:**

##### **1. Minutes from February 6, 2019**

A vote was taken and the minutes were approved.

##### **2. DMH Block Change Form** – Dr. Woolridge, the new DMH Block Director, presented the DMH Block Change Form to TEPC. It included:

Lecturer Changes: Several lecturers have been eliminated or moved to other areas, including Dr. Amini (content moved to Pathways), Dr. French (retired), Dr. Johnson (retired), Dr. Nuno (content moved to Pathways), Dr. Palmer (replaced with Dr. Woolridge), and Dr. Trowers (replaced), Dr. Pendergrass (sessions given by Dr. Stump for 2019 only), and Dr. Klotz (sessions given by Dr. Hayes for 2019 only).

Lecture Changes: Several lectures have been deleted or moved to other areas, including Metabolic Overview (moved to Foundations), Nucleotide Metabolism (moved to Foundations), Pathology of the Endocrine Pancreas, Advanced Statistics (moved to Pathways), Therapy Decisions 101 and Advanced (both moved to Pathways), Botanical Supplement (moved to Pathways), Case Interview Reports (move to Pathways), Nutritional Disorders and Lab Values (combined), and Catecholamines and Catecholamine (combined with G-Protein). Two lectures were added: Cholesterol Processing and Lipid Transport, and Clinical Corrections (Flipped) – Inflammation and GI.

Student Performance Assessment – NBME exams will not be given for any block specific courses.

Discussion – It was asked that Dr. Woolridge clarify the location of where all lecture changes were moved to or integrated into other courses.

A vote was taken and the DMH Block Change Form was approved.

3. **Enrichment Elective Proposal** – Ms. Melamed, the Medical Humanities faculty lecturer, along with two students, presented a new Enrichment Elective proposal based on student interest in having more humanities in the medical curriculum. Titled *Diverse Topics in Medical Humanities*, this proposal will consist of monthly meetings to discuss various medical humanities topics. It will be offered to first and second year students during the fall semester, and require students to attend four of the five sessions, for a total of 15 hours.

Discussion – This elective will not interfere with the healing arts. Travis Garner already presented the proposal to the Elective Subcommittee, where it was approved.

A vote was taken and the new Medical Humanities Enrichment Elective was approved.

### **Presentation/Discussion:**

#### **1. Foundations and MSS Quick Feedback Reports**

Dr. McIntosh presented the findings from student focus groups and student block advisory group meetings that she conducted with the Class of 2022 regarding the Foundations and MSS blocks, along with other sources.

Foundations Block – Data showed the mean MK score (percent) for Foundations had a decline for the Class of 2022, from 84.0 the year before to 80.36. Feedback from students was consistent, and focused on the organization of block/subtopics, communication of student expectations, and use of supplementary materials. Highlighted points included: the need for consistency in teaching style; the class sessions being too different and unrelated; the timing and spacing of exams was difficult; improvement in the consistency of the lecture slides and notes is needed, as well as more applied learning and applicable content; and there was a lack of clarity of in the communication of expectations.

Musculoskeletal (MSS) Block – Data showed the mean MK score (percent) for the MSS Block declined, from 85.6 for the Class of 2021, to 82.54 for the Class of 2022. There was an increase in the percentage of students who received an MK score below 70, below 75, and below 83 for the Class of 2022. Data from student surveys indicated that compared to last year, students' ratings increased in response to the "the amount of unscheduled time," "overall organization of the block," and "overall teaching of the block." Focus group feedback recommendations included: there needs to be more consistency and clarity of notes, learning objectives and other class-related materials; better spacing/pacing of material is needed; the flipped classroom format was unclear and hard to follow; and the format of anatomy, as it related to the time required for skin/fat removal from cadavers, was frustrating.

Discussion – Dr. Wright stated students do not like shifting from one teacher to the next, and clear objectives for what students need to succeed in the Block are important. Another concerns was about the high number of Block failures, and the need to immediately address it. The next step will be to have the Foundations and MSS block directors review their course materials, and return to TEPC to present their proposals for how they will address these issues.

#### **2. Continuous Quality Improvement - CQI**

Mrs. Givens introduced the current Continuous Quality Improvement Policy (CQI) that is in effect at the University of Arizona College of Medicine – Phoenix. A requirement of LCME 1.1 Strategic Planning and Continuous Quality Improvement, a CQI policy needs to be established at the College of Medicine-Tucson (COM-T) to optimize the medical education program's response to evolving resources and knowledge bases, and to safeguard compliance with all accreditation standards. The process will be initiated by collecting and evaluating data, making informed decisions based on that data, and then closing the feedback loop by ensuring changes take place.

Discussion – Dr. Smith suggested having Block Directors present feedback on what was done and how it affected their respective blocks. Dr. Spear-Ellinwood recommended consulting UA General legal counsel to determine where to codify the CQI Policy: by the COM-T general faculty (as college-wide policy), or the TEPC (education mission of the college). Dr. Cho also noted that she would be conducting an academic year-end review that will support the CQI process. Mrs. Givens stated the development of a COM-T CQI Policy will require further discussion and action.