

TUCSON EDUCATIONAL POLICY COMMITTEE

Agenda Wednesday, April 3, 2019

4:30-6:00pm Rm 3230

AGENDA ITEMS (updated 3/29/19)

Announcements:

1. Educational Leadership Committee (Lebensohn)
2. Subcommittee updates: TCMS, TCCS, TEVs, Evaluation, Electives
3. Clerkship Overlap Update - Overlap student reporting, providing course/clerkship feedback in MedLearn (Attachment)
4. LCME Visit Update (Givens)
5. Call to Audience (Lebensohn)

Voting Items:

1. Minutes from March 20, 2019 Meeting (Lebensohn) (Attachment)
2. Advanced Topics detailed report of changes (Elliott/Fuchs) (Attachment)
3. Approval Flow/Process for TEPC Policy Revisions (Cho) (Attachment)

Presentation/Discussion:

1. Proposal for Restructuring Basic Science Curriculum – Pilot in Neuro (Vanderah)
2. Pre-matriculation Curriculum Evaluation Outcomes Update (Vanderah)
3. GQ 2018 Summary (Givens/Moynahan) (Attachment)
4. Committee Elections in May (Lebensohn)

FUTURE AGENDA ITEMS			
	Items(s)/Timeframe	Time Frame	Assigned to
	CRC Block Change Form – Voting Item (Attachment)	April	Smith
	Block/Longitudinal Directors' Survey on New Curriculum (Attachment)	April	Cho
	SPC Grade Appeal – need further discussion, input from legal	April	Elliott
	Chronic Pain Management Elective Approval – ANES 850A (Travis)	May	Ibrahim
	2018 Graduate Questionnaire	Future	Givens
	Faculty Assessment of Student Performance form – Electives	Future	Cho/Warneke
	OB-GYN Clerkship Review	Future	Cho
	2020/2021 Academic Calendar	May?	de Leon
	Foundations Block Change	Future	Ganchorre
	Transition to Residency Curriculum Update		
	Medical Leave/6 year Policy – 1) effective date; 2) create new policy identifying student requirements for MLOA		

Meeting Attendance

Wed., March 20, 2019

4:30-6:00pm, Rm 3230

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

Meeting Minutes

Announcements:

1. Introductions – Dr. Lebensohn introduced Bryan Little as the new student representative for the Class of 2022. Mr. Little replaces student Joseph Morales, who will continue in the role of alternate representative.
2. Clerkship Overlap Update – Dr. Elliott provided an update on the Clerkship Overlap, stating initial reports from students and clerkship directors indicate that the process is going smooth. Curricular Affairs is conducting a good will tour with each Clerkship to thank them for their hard work and to solicit immediate feedback on the Overlap. Dr. Moher stated that a few students have expressed dissatisfaction with some of the clinical experiences at new clerkship sites. The students said they are not getting enough to do, are only acting as observers, and perceive that the new sites do not seem to understand how to best use students. However, none of the students have reported it. Tucson Educational Policy Subcommittee (TEPC) members agreed that students should be encouraged to report any dissatisfaction on their evaluations, and be assured that it will not affect their grade. TEPC will take immediate action to address these student concerns, including:
 - Dr. Spear-Ellinwood will partner with Mr. Dawley to reach out to the new clinical sites. They will provide training resources and on-site instructional sessions to help clerkships offer comparable clinical learning experiences.
 - Students will be advised of various confidential mechanisms that are in place to submit feedback.
 - Students will be reminded that they can include feedback on course surveys in New Innovations, and also securely submit direct feedback on MedLearn at any time. Student feedback on MedLearn can only be

viewed by Dr. Cho, Director of Program Evaluation & Student Assessment, and the Clerkship Advisory Group members.

- Mrs. Leyva will send reminders to all preceptors of COM-T clerkship expectations.

Overall, the clerkship directors and coordinators are to be meeting with students for the mid-clerkship feedback, and reviewing with them the required patient encounters. If a student encounters a problem meeting the requirements, then it is the responsibility of the clerkship director to assign a student to a clerkship experience that meets the objectives and required patient encounter skills.

3. Advanced Topics – Dr. Elliott announced that for the next academic year – affecting the Class 2022 and then going forward – the five-week time period which has been assigned for Advanced Topics will be four weeks long. In anticipation of the shortened time, an Ad Hoc committee of block directors, including Dr. Fuchs, devised a plan to effectively distribute the content taught in Advanced Topics among the other blocks. Seventy percent of the content will go in to the Immunity and Infection block. The Advanced Topics block, also renamed to Hematology, will essentially go away as a formal block. In its place, the four weeks of time will be devoted to exam week, and will protect the Kaplan Review Course to meet the needs of COM-T students. It is anticipated that the Advanced Topics content will scaffold better when paired with other blocks. Dr. Lebensohn suggested this will need to be voted on at a future TEPC meeting. Dr. Moynahan recommended leaving Advanced Topics in place for the moment, and have Dr. Elliott and Dr. Fuchs present a detailed report to TEPC showing how the content will be spread throughout the blocks, before determining if it is in the best interests of the medical students to institute this change.
4. LCME – Mrs. Givens presented an update on the outcomes of the LCME Limited Survey Visit in October of 2018. The LCME voted to approve full accreditation of our medical education program. There is some required follow-up for some items that they will continue to monitor us on as we roll-out the four years of modified curriculum. That status report will be due April 1, 2020, and the next full accreditation survey visit will be the 2021-2022 academic year. Mrs. Givens display a power point identifying the 12 standards that all medical schools are expected to be in compliance with. It revealed COM-T performance in areas we were being reviewed before the visit and after the visit. Overall, our compliance improved, with Standards 2, 3, and 8 identified for compliant with continued monitoring. (See attached slides for more details)

In addition, the elements of each standard - that each school must perform satisfactory in order to comply with the standard overall – was shown. It revealed unsatisfactory performance with the sufficiency of administrative staff, but improvement in all other areas, with four marked as satisfactory with a need for monitoring. (See attached slides for more details)

Required follow-up for COM-T includes identifying administrative staffing recruitment efforts and timing hires, conducting a Graduation Questionnaire for 2018 and 2019, and submitting data from a survey of all classes regarding the Associate Dean of Student Affairs and Associate Dean of Curricular Affairs. COM-T will also identify the measures being taken to improve and foster a positive learning environment, including conducting surveys. Com-T will describe how phase one of the Integrated Basic Science program curriculum will be evaluated and provide summary outcome data, as well as describe plans for evaluating the outcomes of the clerkship phase once the overlap period is completed. COM-T will describe methods being used to ensure adequate response rates to surveys of program directors and medical school graduates, and describe the ongoing activities of the program evaluation subcommittee of the TEPC to monitor educational program outcomes. Finally, COM-T will conduct a survey and provide data on 2018 and 2019 career planning services and specialties.

5. Status of Step1 – Dr. Fantry provided an update on students taking Step1. For the class of 2021, the 82 students who took Step1 on time did well, with no failures and a good class average. Twenty-nine students delayed taking Step1, of which three are MD/MPH students, and the majority of the others due to academics. Most are expected to take the exam by March 29th, 2019, and Dr. Fantry expects these students will be on schedule to graduate with their class upon passing Step1.

Voting Items:

1. **Minutes from February 20, 2019**

A vote was taken and the minutes were approved.

2. **TEPC Policy Revisions Taskforce – Medical Leave Policy / 6 year update**

Dr. Lebensohn provided a recap on the proposed policy change to exclude medical leave from the six-year timeframe requirement for graduating. Following discussion at the TEPC Policy Revisions Taskforce meeting, Dr. Cho presented an overview of:

- 1) The format of all policy reviews and changes is in the process of being standardized to be clearer. A template of a Flow Chart that was developed showed how policy revisions will get submitted to TEPC, then sent to the Taskforce for review and revisions, before being sent back to TEPC for final review and voting.
- 2) For the 6 year timeframe requirement, Dr. Cho stated it is part of the overall Medical Leave of Absence Policy and requires changes in wording in other areas, as well. The terminology change up for approval by TEPC reads:

“exclusive of medical leaves of absence and inclusive of other leaves of absence”

Discussion included: Dr. Lebensohn stated the wording needed to be corrected to say “all” students, the effective date needs to be added, and the number of months clarified, to which Dr. Moher concurred. Dr. Cho said the policy still needs work by the Taskforce, and/or a new policy may need to be written to clarify. Dr. Speer-Ellinwood added that it is crucial to carefully review all the language in the policy to make sure changing one part does not affect other areas. Dr. Fantry spoke of the negative impact this policy would have on Student Affairs, as currently students on medical leave do not follow-up with Student Affairs, have no communication with them, or discussion about future plans. The change in policy will not only continue this problem, but will increase it as more students use the policy. Dr. Lebensohn expressed that she did not feel this policy affected Student Affairs, and suggested that a new separate policy, on guidelines/requirements students must adhere to while using medical leaves of absence, needs to be created. Dr. Ganchorre asked for evidence of how many students this policy actually affects, and voiced her concerns there are already too many policies, and the ones we have are too restrictive. Dr. Spear-Ellinwood recommended involving The University of Arizona Campus Health to provide direction so that we are in compliance with both University policy and ADA law. Dr. Smith stated types of leave need to be addressed and defined. Dr. Moynahan stressed that COM-T will not dismiss a student with legitimate medical leaves of absence.

It was agreed at this time, a vote of just the language change would be taken. The issues of when the policy will go in to effect and the development of a separate policy for Student Affairs will require immediate review and discussion at this meeting, and when the policy takes place and the development of a separate policy for Student Affairs will require immediate future review and discussion by the TEPC Policy Revisions Taskforce.

A vote to accept the terminology was taken and approved.

The TEPC Meeting ended at 6:00pm.

Clerkship Overlap Update from Curricular Affairs Assessment & Evaluation Unit

TEPC Meeting: April 3, 2019

1. MedLearn Feedback Updates

- Done every Monday morning
- Review every clerkship for 2020 and 2021
- Send an email summary to Associate Dean for Curricular Affairs (Sean) and Assistant Director for Clinical Education (Emily)
 - Address any clerkship specific comments/issues with Clerkship Directors – Sean
 - Address any technical/administrative issues – Emily
- Notification to Clerkship Directors only if comments/issues need to be addressed

Summaries Completed:

- March 25, 2019
- April 1, 2019

2. Clerkship Directors and Coordinators Overlap Needs Assessment Survey

- Sent out a survey to all clerkship directors and coordinators (including transition to clerkships and intersession 1 & 2 directors and coordinators)
- Asks about the clerkship overlap experience so far, needs, issues, concerns.

Relevant Dates:

- Survey opened: Wed, March 27, 2019
- Survey closes: Friday, April 5, 2019
- Survey report shared to TCCS: April 18, 2019 (anticipated)
- Survey report shared to TEPC: May 2019 meeting?

Outline for proposed merging of Advanced Topics

AY 2019-2020 (Class 2022): AT is 4 weeks. The traditional AT curriculum will be taught for the first 3 weeks and will include Pathways to Health and Medicine and Year II OSCE. Kaplan week #1 will occupy the 4th week of AT, and Kaplan week #2 will occupy the first week of the Capstone (Step I Self-study) block in January 2020. That Capstone block is 7 weeks that year, so the students will still have 6 protected weeks of self-study. Also, Kaplan week #3 will be the online streaming week so that students can participate from off-site (to maximize their winter holiday, etc.)

AY 2020-2021 (Class 2023): AT is 4 weeks. Week #1 (Thanksgiving week) will be given to I&I to accommodate the increased content from AT. Week #2 will be exam week, which will include I&I exam, Year II OSCE, and practice NBME exam. Weeks #3-4 will be Kaplan review course. This schedule (roughly, depending on annual variation) will occur going forward, with fine-tuning based on outcomes, etc.

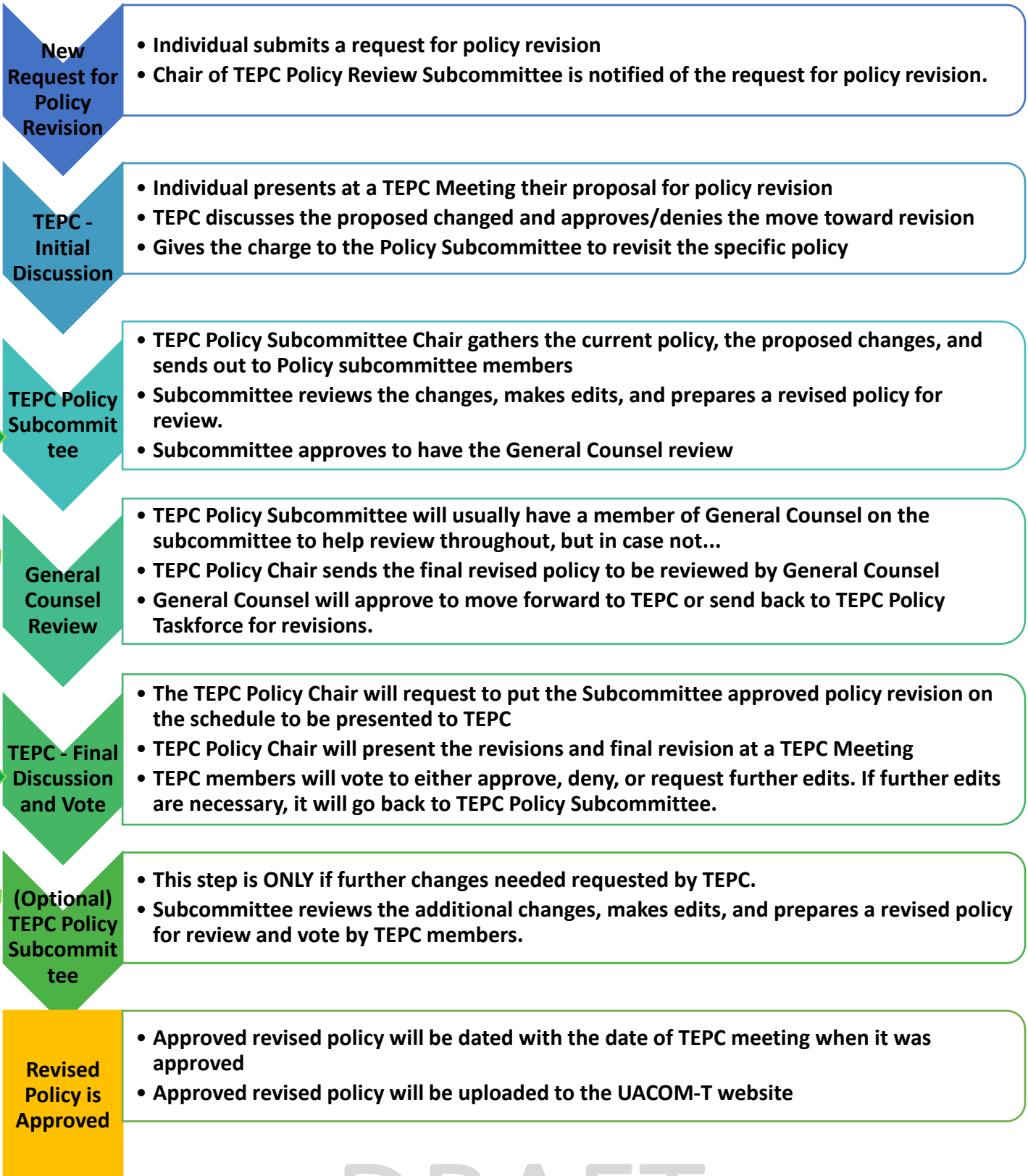
The following distribution of AT content is proposed (and approved by the Block Directors):

Session Topic	Teaching Modality	Faculty	Length	Plan
Coagulation	Lecture	Fuchs	3.5 hrs	To CPR
Anemia	Lecture	Proytcheva	3 hours	To DMH and Foundations
Anemia	Lab	Proytcheva	2 hours	To DMH and Foundations
Transfusion Medicine	Lecture	Stephens (New faculty - good evals from AT Class of 2021)	2 hours	To I/I - Combine with RBC immunology lecture (1 hour), there is some overlap already. Maybe just add one hour to the existing one hour session.
Transfusion Medicine	Lab (Case Studies)	Stephens	2 hours	I/I - Perhaps this could be an ILM or Flipped classroom?
Myeloid Neoplasms	Lecture	Fuchs	3 hours	Includes myeloproliferative neoplasms, myelodysplastic syndromes, and acute myeloid leukemia. Some of these disorders involve WBCs, providing some overlap with I/I, but also other marrow lineages (RBCs, platelets).
Lymphoid Neoplasms	Lecture	Fuchs	4 hours	To I/I
Histiocyte, Spleen and Thymus Pathology	Lecture	Fuchs	1.5 hours	I/I, nice fit with I/I
Hematopathology	Lab (virtual Slides)	Fuchs	2 hours	I/I

WBC TL	TL	Spier Krishnadasan (Ravi K. gets excellent evals from students!!)	1.5 hours X 2	I/I, combine with existing WBC TL
Myeloma TL	TL	Fuchs Krishnadasan	1.5 hours X 2	I/I. Is there room for another TL, maybe one on Lymphoid/Plasma cell neoplasms?
Cancer Pharm	Lecture (interactive)	Vanderah Krishnadasan	2 hours	?? Nice session with Todd Vanderah and Ravi Krishnadasan from Heme/Onc. We could focus discussion on Heme related agents
Clinical Correlations Lymphoid/Myeloid Neoplasms	Lecture	Krishnadasan	1 hour	Needs to go with myeloid and lymphoid neoplasm lecture

Approval Flow/Process for TEPC Policy Revisions (Proposed DRAFT)

*Future request that the TEPC Grading & Progression Policy Taskforce (temporary) be converted into a TEPC Policy Subcommittee (permanent)



DRAFT

Updated: 3/20/2019 AC

Nervous System 2019 – Week 1

Lecture Notes
DUE 10/1/19

Neuroscience Meeting : Oct 19-23, 2019 in Chicago

October: 21st 22rd 23th 24th 25th

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	★ Pathways in Health & Medicine (PHM) ALL SESSIONS REQUIRED	NS Block Intro, Vanderah 3117	Interactive review on Action Potential & Prop Steve Wright	Cellular Neuropathology Rance 3117	Major CNS structures I Vanderah 3117 ★
8:00	Guidelines for Mgmt of Chronic Pain from the CDC Lebensohn 3117	Introduction to the Nervous System Vanderah 3117			Virtual LAB: (Path) Cellular Neuropathology Rance, etc. 3113 & 3114
8:30	Non-Pharm Mgmt. of Back Pain Lebensohn + SP 3117	Neurocytology Rance 3117	Synaptic Transmission (Vanderah	Virtual LAB: (Path) Cellular Neuropathology Rance, etc. 3113 & 3114	
9:00		Psychiatric Illness in the US Population Morenz + SP 3117			Virtual LAB (Path): Neurocytology Rance, etc. 3113 & 3114
9:30		Core Faculty Meeting			
10:00		Societies By Others ★	Weekly Q & A Session Faculty who taught W, TH, F, M & T- NOT Podcasted 3117	Societies By Others ★	Q & A Faculty Office Hour NOT Podcasted Vanderah 3113 & 3114
10:30					
11:00					
11:30					
12:00					
12:30					
1:00	Implicit Bias in Patient Care (lecture) Stone 3117				
1:30					
2:00	Implicit Bias in Patient Care (team learning) Stone 3113 Rincon/Tortolita Wolsiefer 3114 Catalina/Santa Rita				
2:30					
3:00					
3:30	Student Wellness Session: Mind, Body, Medicine, Tools, & Stress Lebensohn, Cagno, McClafferty, Ranjbar 3117(3:30-4) + 3113-3114(4-5)				
4:00					
4:30					
5:00					

Nervous System 2019 – Week 2

October:








28th

29th

30th

31st

Nov 1st

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30					
8:00	Wiring Principles, Demo	Interactive session on Gross Anatomy, Imaging, Spinal Cord, and Peripheral nerves		Interactive session on Brainstem, and Cranial Nerves	CRC - Clinical Reasoning Course REQ Sessions
8:30			Introduction to Cranial Nerves Darnell 3117		
9:00	Vanderah/ Sherman	Vanderah	Organization of the Brainstem Vanderah 3117		
9:30	3117	3117			
10:00	Medical Spiral Curriculum MCB/Biochem	LAB: Spinal Cord / Laminectomy (GROSS Anatomy)			TL: Chronic Pain, peripheral nerves, spinal cord
10:30	NOT Podcasted	TV, MHC, ???			
11:00		ILM DUE			
11:30	Tischler	3105	Cranial Nerves and Nuclei Vanderah 3117	Vanderah	Vanderah, Sherman 3113 & 3114
12:00		Core Faculty Meeting			
12:30		3220			
1:00	Sensory Receptors of the PNS Vanderah	Societies By Others		Societies By Others	Q & A Faculty Office Hour NOT Podcasted
1:30	3117				3115
2:00	Pain				
2:30	Vanderah		Weekly Q & A Session Faculty who taught W, TH, F, M & T NOT Podcasted / 3117		
3:00	Spinal Cord				
3:30	Vanderah				
4:00					
4:30					
5:00					

Nervous System 2019 – Week 3

November:

4th

5th

6th

7th

8th

	Monday	Tuesday	Wednesday	Thursday	Friday			
7:30								
8:00	Interactive session on Facial embryology, face, neck, skull bones, Pharynx & Larynx Darnell 3117	Nasal & Oral Cavities & Meninges	CNS Blood Supply I Sherman 3117	Cerebrovascular Disease Rance 3117	CRC - Clinical Reasoning Course REQ Sessions			
8:30		Interactive session on CNS vascular, bleeds, ischemic infarcts, Venous thrombosis, meninges, ventricles Rance/Sherman 3117				Meninges and Ventricles Rance 3117	Autonomic & Enteric Nervous System Vanderah 3117	
9:00								LAB: Midline Cavities (Gross) Imaging – Adhikari – Set-up by MHC
9:30								
10:00	Medical Spiral Curriculum Bacteria, Fungus, & Virus NOT Podcasted Elliott 3117	Cerebrovascular Disease Rance, et al. 3113 & 3114	TL: Autonomic Nervous System and Pharmacology REQ Session Vanderah/Darnell 3113 & 3114					
10:30		Core Faculty Meeting 3220						
11:00		Societies By Others			Q & A Faculty Office Hour NOT Podcasted Vanderah 3114			
11:30								
12:00								
12:30	CNS Development & Congenital Malformations Rance 3117							
1:00			Weekly Q & A Session Faculty who taught W, TH, F, M & T- NOT Podcasted 3117					
1:30								
2:00	LAB: Neck and Face (Gross) Vanderah, Darnell, Becker, Czuzak, Alvarado ??? 3105							
2:30								
3:00								
3:30								
4:00								
4:30								
5:00								

Nervous System 2019 – Week 4

November: (Holiday) 11th

12th

13th

14th

15th

	Monday	Tuesday	Wednesday	Thursday	Friday	
7:30					Mid-Block Surveys Open	
8:00	VETERANS DAY Observed Today, November 12 th , 2018	Exam #1 (3113, 3114, 3115, 3116) ★ (And 3117 for DRC)	CN VIII (SQUARE Foam) (Auditory System) Vanderah 3117	Hypothalamus Rance 3117	CRC - Clinical Reasoning Course REQ Sessions By Others ★	
8:30						
9:00						
9:30						
10:00			Clinical Cases with Imaging & Pathology *PRE-ASSIGNMENT ★ Carmody/Rance 3117	CN VIII, contd. (Vestibular System) Vanderah 3117	Interactive session on Auditory, Vestibular, Chemical Senses and Thalamus, Internal capsule Vanderah 3117 ★	TL: Auditory, Vestibular, Chemical senses REQ Session ★ Vanderah / Darnell 3113 & 3114
10:30						
11:00				Chemical Senses: Taste and Smell Vanderah 3117	Thalamus & internal Capsule Vanderah 3117	
11:30						
12:00			Core Faculty Meeting 3220			
12:30						
1:00		Societies By Others ★	Weekly Q & A Session Faculty who taught W, TH, F, M & T- NOT Podcasted 3117	Societies By Others ★	Q & A Faculty Office Hour NOT Podcasted Vanderah 3114	
1:30						
2:00						
2:30						
3:00						
3:30						
4:00						
4:30						
5:00	4/2/2019					

Nervous System 2019 - Week 5

November: 18th

19th

20th

21st

22nd

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30			Mid-Block Surveys Close		
8:00	Orbit and Eye motility	Control of Movement	CNS Anatomy and Imaging Becker/Vanderah 3117	Interactive session on motor movements and disorders Vanderah/Sherman/Gothard 3117	CRC - Clinical Reasoning Course REQ Sessions By Others ★
8:30	Darnell/Smith J. 3117	Gothard 3117			
9:00	Eye	Basal Ganglia and Movement Disorders Sherman 3117		Learning & Memory, Plasticity Vanderah 3117	Interactive session on Learning, Plasticity, Modifications of the nervous system Vanderah/Gothard 3117
9:30	Smith J. 3117	Cerebellum (Glasses and bean bags) Vanderah/Sherman 3117			
10:00	Retina/Visual Processing	Core Faculty Meeting			
10:30	Smith J. 3117	3220			
11:00	Smith J. 3117	Societies By Others ★		Societies By Others ★	Q & A Faculty Office Hour NOT Podcasted Vanderah 3114
11:30	Eye Movements Vanderah 3117				
12:00	LAB: Orbit and Ear (Gross)		Q & A Faculty Office Hour NOT Podcasted Vanderah 3114		
12:30	Vanderah, Darnell, Czuzak, Koelling, J Smith				
1:00					
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					
5:00					

Nervous System 2019 – Week 6





November: 25th

26th

27th

(HOLIDAY) 28th

(HOLIDAY) 29th

	Monday	Tuesday	Wednesday	Thursday	Friday		
7:30							
8:00	Seizures & Epilepsy	D & P – By Others REQ		THANKSGIVING	THANKSGIVING		
8:30		Gordon & Moynahan	Anxiety and Mood Disorders and Treatments Hishaw / Vanderah 3117				
9:00	Labiner 3117	Intro to Psychopathology/Anxiety/ mood disorders Hishaw 3117	Reward Circuitry Vanderah 3117				
9:30	Cerebral Cortex						
10:00	Sherman 3117	TL: Movement and Pharmacology 					
10:30	Medical Spiral Curriculum Arthritis 						
11:00	NOT Podcasted	Vanderah / Sherman 3113 & 3114	Drugs of Abuse Hishaw 3117				
11:30	Garcia 3117						
12:00		Core Faculty Meeting 3220					
12:30							
1:00	Interactive session on Cerebral cortex, Reward, Drugs of Abuse, Intro to Psychiatry, Epilepsy and Mood Disorders 	Societies By Others 					
1:30							
2:00							
2:30							
3:00	Vanderah/ 3117						
3:30							
4:00							
4:30							
5:00							

Nervous System 2019 – Week 7

December:









2rd

3th








4th

5th

6th

	Monday	Tuesday	Wednesday	Thursday	Friday	
7:30			End Block Surveys Open		AT FINAL EXAMS	
8:00	Exam #2 	Interactive session on Schizophrenia, Cerebral Cortex 	Sleep & Wakefulness Vanderah 3117	Interactive session on Sleep, Consciousness, Coma, Anesthetics, Personality Disorders, Meds Sherman/Hishaw/Vanderah 3117 	D & P – By Others REQ Gordon & Moynahan 	
8:30	3113, 3114, 3115 and 3116 (3117 as needed for DRC)	Hishaw/Vanderah 3117				Consciousness, Coma, Brain Death & General Anesthetics Sherman/Vanderah 3117
9:00		CNS Tumors		Degenerative Diseases & Spongiform Rance 3117		
9:30		Rance 3117			TL: Sleep Disorders REQ Session 	
10:00	Limbic System and Emotinal Learning 	LAB (Path): CNS Tumors	Personality Disorders & Treatments Hishaw/Vanderah 3117	LAB: (Path) Degenerative Diseases & Spongiform	Vanderah/Hishaw 3113 & 3114	
10:30	NOT Podcasted; PROF Dress; 1 Parking pass Vanderah 3117	Rance, etc. 3113 & 3114			Rance, et al. 3113 & 3114	
11:00						
11:30		Core Faculty Meeting to review the final exam questions 3220			Deans' Hour 2117 Coordinator: Jennifer Yelich	
12:00						
12:30					Q & A Faculty Office Hour NOT Podcasted Vanderah 3114	
1:00	Higher Cortical Function & Cognitive Disorders	Societies By Others 	Weekly Q & A Session Faculty who taught W, TH, F, M & T NOT Podcasted / 3117	Societies By Others 		
1:30	Sherman/Vanderah 3117					
2:00	Traumatic Brain Injury					
2:30	Hishaw/Rance 3117					
3:00						
3:30						
4:00						
4:30						
5:00						

Nervous System 2019 – Week 8

December:	9 th	10 th	11 th	12 th	13 th
	Monday	Tuesday	Wednesday	Thursday	Friday
7:30					
8:00	Psychological Concepts Relevant to the Practice in Medicine	Language REQ Session & PKG Passes (2) 	CNS Vascular Distribution 3117	Physician Addiction Lebensohn, Moher, Siwik, Ricker, Cagno, Gonzales, Pettit, + 4 th yr. stu. 3117 + All MDLs Coordinator: Jennifer Yelich	CRC - Clinical Reasoning Course REQ Sessions By Others 
8:30		NOT Podcasted; PROF Dress			
9:00	Smith, K 3117	Pagie Beeson 3117	Vanderah	Interactive session on Genetic disorders, Psychological Concepts, Neurodevelopment, Personality testing, Meds 	
9:30	Neurodevelopmental and other childhood Disorders		Genetic Diseases of the NS 3117		
10:00	Smith, K 3117	Detecting Substance Use Disorders Hishaw/Vanderah 3117 Coordinator: Jennifer Yelich		Smith/Gardner/Vanderah/Rance 3117	TL: Psychopharmacology (DVD's NEED to be loaded on PC's) 
10:30	Medical Spiral Curriculum NOT Podcasted Skin 		Theories of Learning Gardner, A 3117		Smith K. / Vanderah Hishaw 3113 & 3114
11:00	Amerongen 3117	Core Faculty Meeting	IQ/ Personality Testing Gardner, A 3117		
11:30		3220			
12:00					
12:30					
1:00	Neuropathology of Infectious Diseases Rance 3117	Societies By Others 	Weekly Q & A Session Faculty who taught W, TH, F, M & T NOT Podcasted / 3117	Societies By Others 	Q & A Faculty Office Hour NOT Podcasted Vanderah 3114
1:30					
2:00	LAB (Path): CNS Infections				
2:30					
3:00					
3:30	Rance, et al. 3113 & 3114				
4:00					
4:30					
5:00					

Nervous System 2019 – Week 9

End-Block Surveys Close

December:



16th

17th

18th

19th

20st

	Monday	Tuesday	Wednesday	Thursday	Friday		
7:30							
8:00	REVIEW: spinal cord, somatosensory, pain NOT Podcasted	Review: Neuropathology NOT Podcasted	Final Exam  REQ Session 3113, 3114, 3115 and 3116	Final Exam Extended Time (And 3117 as needed for DRC) 	RETAKE Extended Time (And 3117 as needed for DRC)		
8:30							
9:00	Vanderah 3117	Rance 3117					
9:30					Neuro Retake Exam 3113		
10:00	REVIEW: Brainstem, Cranial nerve/nuclei, NOT Podcasted	REVIEW: Special Senses NOT Podcasted					
10:30							
11:00	Vanderah 3117	Vanderah / Smith 3117					
11:30							
12:00		Core Faculty Meeting					
12:30		3222					
1:00	REVIEW: Motor, Basal Ganglia, Cerebellum NOT Podcasted						
1:30							
2:00							
2:30	Vanderah / Sherman 3117						
3:00	REVIEW: Psychopathology NOT Podcasted						
3:30	Hishaw 3117						
4:00				TL's	Exam 1	Exam 2	Final Exam
4:30				MK 8%	MK 20%	MK 20%	MK 52%
5:00							

Questions	Anatomy		Biochemistry		Biostatistics		Cell
	Average	# of Responses	Average	# of Responses	Average	# of Responses	Average
How often did you use the modules? 1 = Never; 5 = Always	2.54	28	2.64	11	2.5	12	2.66
How would you rate the overall effectiveness of this module? 1 = Very ineffective; 5 = Very effective	3.4	25	3.45	11	3.73	11	3.33
I find the format of this course module helpful to the way that I learn? 1 = Strongly disagree; 5 = Strongly agree	3.4	25	3.55	11	3.82	11	3.58
I find the self-assessment helpful to my understanding of the module content? 1 = Strongly disagree; 5 = Strongly agree	3.6	25	3.73	11	3.82	11	3.33
In this module, I learned a great deal? 1 = Strongly disagree; 5 = Strongly agree	3.2	25	3.36	11	3.64	11	3.5
Please identify area(s) where you think the module could be improved:	<p>*Consider adding some anatomy for those students that would like to learn some basics. Maybe just definitions of common anatomical terms (foremen, fossa, tuberosity, etc.)</p> <p>*I was not very keen on the idea that these modules are considered optional, but numerous times professors would not teach something in class and instead have us refer to the modules. I think that they should either be optional and for our own benefit without further reference in class or just made to be required since many topics were not covered because they were in the "optional" modules.</p> <p>*This module was very thorough.</p> <p>*Introduction to major muscles and bones.</p> <p>*It wasn't the content, I just don't learn well from reading notes.</p> <p>*It would be helpful if modules had explanation to answers on the answer key rather than just the correct answer. Also, if there is a way to incorporate videos into it, that would be amazing.</p> <p>*Start familiarizing students with muscles, their actions, innervations and blood supply sooner. The module was well put together.</p>						
Please identify other disciplines you would like to see developed as a module:	<p>*Anatomy introduction.</p> <p>*Consider adding some anatomy for those students that would like to learn some basics. For example, adding definitions of common anatomical terms.</p> <p>*More in depth genetics modules</p> <p>*Begin providing modules about the specific muscles to make the transition into MSS easier.</p>						
The module allowed me to synthesize fundamental knowledge and skills? 1 = Strongly disagree; 5 = Strongly agree	3.6	25	3.55	11	3.73	11	3.5
The module developed my abilities and skills for the subject? 1 = Strongly disagree; 5 = Strongly agree	3.25	28	3.36	11	3.5	12	3.33
The module's content was effectively organized? 1 = Strongly disagree; 5 = Strongly agree	3.72	25	3.55	11	3.82	11	3.67
The objectives for this module were clearly defined? 1 = Strongly disagree; 5 = Strongly agree	3.72	25	3.55	11	3.82	11	3.67
The self-assessments were fair? 1 = Strongly disagree; 5 = Strongly agree	3.6	25	3.64	11	3.82	11	3.42

logy	Cellular Accumulations		Histology		Human Nervous System		Imaging		Immunology		Molecular Structure & Function -		
	# of Responses	Average	# of Responses	Average	# of Responses	Average	# of Responses	Average	# of Responses	Average	# of Responses	Average	# of Responses
	12	2.3	10	2.58	12	2.33	12	2.56	16	2.53	15	2.08	12
	12	3.33	10	3.33	12	3.58	12	3.69	16	3.67	15	3.42	12
	12	3.5	10	3.42	12	3.75	12	3.62	16	3.6	15	3.5	12
	12	3.4	10	3.5	12	3.83	12	3.81	16	3.8	15	3.5	12
	12	3.4	10	3.42	12	3.67	12	3.69	16	3.67	15	3.42	12
				<p>*This module focused on the types of stains, which was essential to establish a foundation to come to histology labs with. But otherwise, I feel could have been better in creating a good basis for understanding later histology, especially for those who have never seen anything like it before. Dr. Amerogen's slide guides in later portions of Foundations are much more helpful as it walks one through what to look for. Creating something like slide guides on an introductory level would be more useful.</p>				<p>*Great resource but not enough guidance to navigate the modules. Providing a resource with an abundance of information and little direction is overwhelming, especially for someone who has no familiarity with imaging. Additionally, the objectives can't be intuitively answered with the external resource provided. *Truly the most effective module. It covers many topics (from the first prosection lab and trying US, to preparing us for MSS imaging) and familiarizing oneself with the terminology early on was super helpful.</p>					
	12	3.4	10	3.5	12	3.67	12	3.75	16	3.73	15	3.42	12
	12	3.3	10	3.33	12	3.58	12	3.69	16	3.6	15	3.42	12
	12	3.5	10	3.5	12	3.75	12	3.81	16	3.87	15	3.5	12
	12	3.6	10	3.58	12	3.67	12	3.81	16	3.8	15	3.5	12
	12	3.6	10	3.67	12	3.83	12	3.81	16	3.8	15	3.5	12



JANUARY 11, 2019

ANALYSIS: AAMC GRADUATION
QUESTIONNAIRE (GQ) 2018
COM-T SUMMARY REPORT

COM-T ACCREDITATION OFFICE



CONTENTS

Overview	2
About.....	2
Survey Participants.....	2
Quality of Medical Education: Overall satisfaction	2
Sciences Basic to Medicine	3
Clinical Education	3
Learning Environment and Professionalism	4
Awareness of mistreatment policies and reporting procedures	4
Student Mistreatment.....	4
Reporting.....	4
Analysis	5
Medical Education: Overall Satisfaction	5
Preclerkship Phase Preparation	5
Clerkship Phase	6
Preparation for Residency.....	9
Office of the Dean of Students.....	9
Office of the Dean of Curricular Affairs.....	9
Career Planning Service	10
Student Support	11
Professional Identity Formation.....	11
Student Mistreatment.....	12
Educational Resources	13

OVERVIEW

ABOUT

Each year the AAMC Graduation Questionnaire (GQ) survey provides University of Arizona (UA) College of Medicine-Tucson (COM-T) graduate responses to items concerning their four-year medical school preparation and experiences (2014-2018).

These responses are reported in comparison of the national average reported in the 2018 All Schools report. The 2018 survey data represents the responses for ~ 90% of students who completed all four years of the curriculum.

SURVEY PARTICIPANTS

The response rate to the GQ for **University of Arizona College of Medicine-Tucson** is as follows:

- 111 (89.5%) COM-T respondents completed the GQ from the Graduating Class of 2018.
- In 2017, the total UA COM-T respondents was N = 80.

Arizona - Tucson	Total	Percent
Completed	111	89.5%
Total Eligible	124	100%

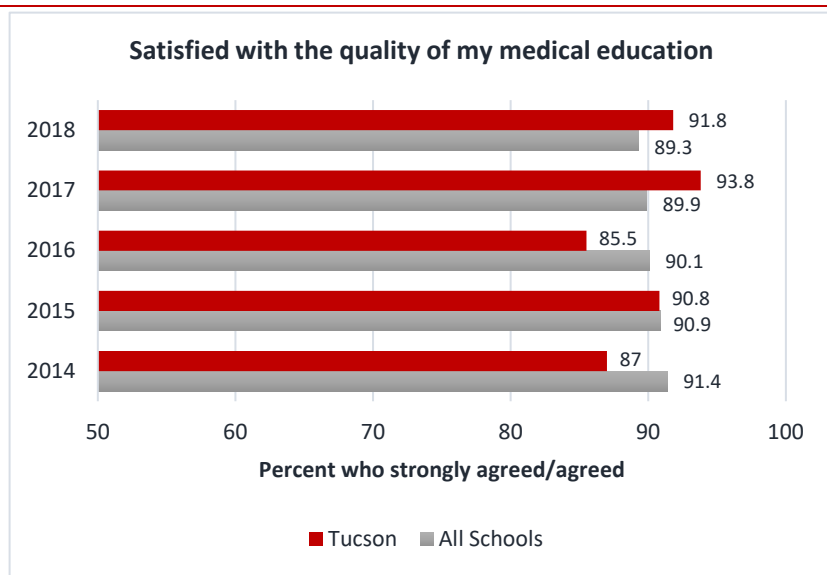
The overall **national** completion rate was **74.7%**.

Total Number of schools participating in the GQ: 141

National Completion Rate	Number of Medical Schools
90% or above:	17
80-89%:	39
70-79%:	48
60-69%:	30
50-59%:	5
40-49%:	2
below 40%:	0

QUALITY OF MEDICAL EDUCATION: OVERALL SATISFACTION

COM-T graduates have rated their overall satisfaction with the quality of their medical education **higher** than the national average for the last two years.



SCIENCES BASIC TO MEDICINE

Respondents were asked to indicate how well their study of the sciences basic to medicine prepared them for clinical clerkships and electives.

The % of respondents rating the science disciplines as “good” or “excellent” in rank order (in descending order):

1. Intro. to Clin. Med./Intro. to the Patient	97.2%	8. Microbiology	82.5%
2. Gross Anatomy	90.9%	9. Behavioral Science	80.0%
3. Pathophysiology of disease	90.8%	10. Microanatomy/Histology	76.4%
4. Physiology	89.0%	11. Biochemistry	62.1%
5. Immunology	87.3%	12. Genetics	58.9%
6. Neuroscience	87.3%	13. Biostatistics	58.0%
7. Pathology	83.7%	14. Pharmacology	53.6%

The percent of respondents rating science disciplines as “good” or “excellent” was **above the national average** for 7 of 14 the science disciplines

The percent of respondents rating science disciplines as “good” or “excellent” was:

- Below the national average for 3 of 14 science disciplines, *but within 2.7%*.
- Below the national average for 4 of 14 science disciplines.

Top Science Disciplines Compared to National Average: % of Students Selecting “Good” or “Excellent”

See pg. 5 for national %

Top 3 rated above national average (% difference)

1. Introduction to Clinical Medicine/ Introduction to the Patient (+5.7%)
2. Immunology (+5.5%)
3. Microanatomy/Histology (+5.2%)

Bottom 4 lower than national average (% difference)

1. Behavioral sciences (- 6.2%)
2. Biostatistics (-8.6%)
3. Genetics (-12.5%)
4. Pharmacology (-22.1%)

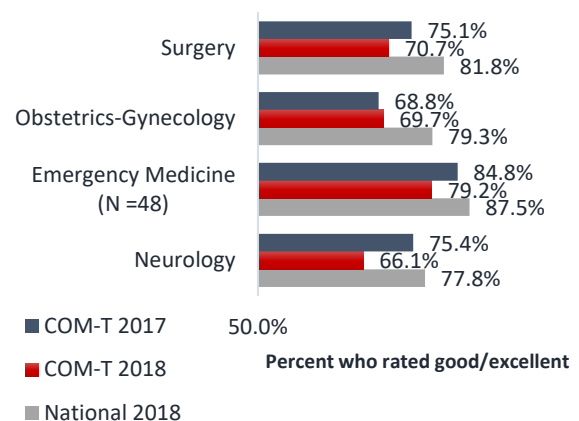
CLINICAL EDUCATION

Quality of Clerkship Experience

Of the 8 clerkships:

- 1 (Medicine) was rated above the national average
- 3 (Family Medicine, Pediatrics, Psychiatry) were within 3.9% of the national average
- 4 clerkships (Emergency Medicine, Neurology, Obstetrics-Gynecology, Surgery) were rated lower than the national average

4 Clerkships Rated Lower than Nat'l Avg. RE: Quality of Clerkship Experience



LEARNING ENVIRONMENT AND PROFESSIONALISM

AWARENESS OF MISTREATMENT POLICIES AND REPORTING PROCEDURES

- **Student awareness of mistreatment policies** has been higher than the national average since 2015
- Trends in percentage of **student awareness of procedures for reporting** mistreatment have also followed this trend

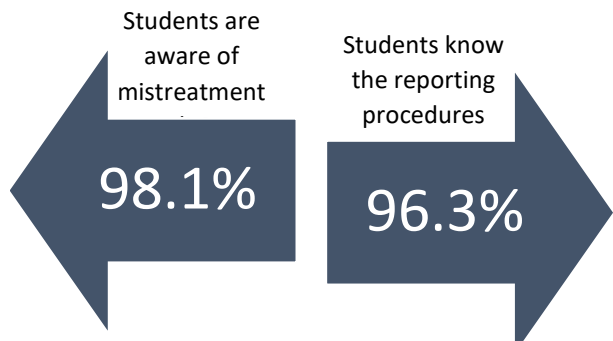
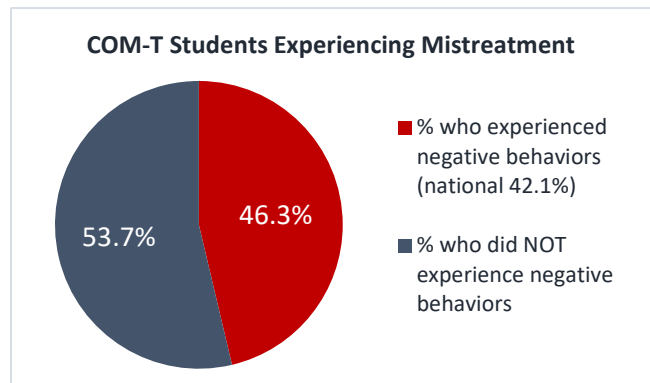


FIGURE 1: AWARENESS OF POLICIES NATIONALLY IS 97.5%; COM-T 2017 WAS 100%. AWARENESS OF REPORTING PROCEDURES NATIONALLY WAS 88.1%; COM-T 2017 WAS 93.2%

STUDENT MISTREATMENT

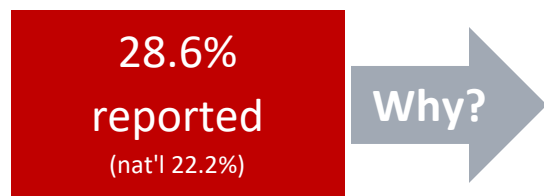
53.7% of students have NEVER personally experienced any of the negative listed¹ behaviors, excluding “publicly embarrassed” (national 57.9%)

Of those personally experiencing unprofessional behavior, the **most cited source of both public humiliation and other behaviors is clerkship faculty and residents/interns**. This mirrors the data for All Schools nationally.



REPORTING

Of those who experienced negative behaviors...



Reasons* for students who experienced the negative behaviors (N=50) not reporting were, in descending order:

- The incident did not seem important enough to report (40%, n=20)
- I did not think anything would be one about it (26%, n=13)
- Fear of reprisal (24%, n=12)
- I resolved the issue myself (20%, n=10)
- Other (12%, n=6)
- I did not know what to do (8%, n=4)

*The results include those who indicated they had personally experienced at least "Once" any of the negative behaviors, excluding "publicly embarrassed," listed. As multiple responses were permitted, totals may exceed 100%

¹ 16 types of negative behaviors, including public humiliation, derogatory remarks, and discrimination based on gender, race, sexual orientation, or other personal traits or beliefs

ANALYSIS

MEDICAL EDUCATION: OVERALL SATISFACTION

The percentage of COM-T students (91.8%) was higher than the national average who indicated they agree/strongly agree that they are satisfied with their medical education.

	COM-T 2017	COM-T 2018	National 2018
Overall, I am satisfied with my medical education.	93.8%	91.8%	89.3%

PRECLERKSHIP PHASE PREPARATION

- 50% (7/14) of the science disciplines were rated good/excellent equal to or above the national average as follows (in descending order):
 1. Introduction to Clinical Medicine/ Introduction to the Patient, 97.2% (national, 91.5%)
 2. Gross Anatomy, 90.9% (national, 86.2%)
 3. Physiology, 89.0% (national, 89.8%)
 4. *Tied for 4th place*, Immunology, 87.3% (national, 81.8%) and Neuroscience, 87.3% (national, 83.5%)
 5. Microanatomy/Histology, 76.4% (national, 71.2%)
 6. Biochemistry, 62.1% (national, 62.3%)
- 3 of 14 science disciplines were rated good/excellent slightly lower ($\leq 2.7\%$) than the national average
 - o Pathophysiology of disease, 90.8% (national, 93.4%)
 - o Pathology, 83.7% (national, 85.0%)
 - o Microbiology, 82.5% (national, 83.7%)
- 4 of 14 science disciplines were rated satisfactory/very satisfied lower than the national average

SCIENCE DISCIPLINES BASIC TO MEDICINE

How well did the study of the following sciences basic to medicine prepare you for clinical clerkships and electives?			
	Percent who Selected Good/Excellent		
Science Discipline	COM-T 2017	COM-T 2018	National 2018
Introduction to Clinical Medicine/ Introduction to the Patient	96.1%	97.2%	91.5%
Gross Anatomy	87.3%	90.9%	86.2%
Physiology	87.3%	89.0%	89.8%
Immunology	80.8%	87.3%	81.8%
Neuroscience	91.2%	87.3%	83.5%
Microanatomy/ Histology	78.5%	76.4%	71.2%
Biochemistry	68.4%	62.1%	62.3%
Pathophysiology of disease	92.2%	90.8%	93.4%
Pathology	91.2%	83.7%	85.0%
Microbiology	83.4%	82.5%	83.7%
Behavioral Science	82.2%	80.0%	86.2%
Biostatistics	55.7%	58.0%	68.6%
Genetics	59.2%	58.9%	71.4%
Pharmacology	60.8%	53.6%	75.7%

Note: Respondents had the option to select "Not applicable"; these data are not included in the report calculations and counts.
Green = At or above national average; **Yellow** = Slightly lower than national average; **Red** = Below national average

CLERKSHIP PHASE

QUALITY OF EDUCATIONAL EXPERIENCES

- A higher percentage of students (92.8%) were satisfied/very satisfied with the quality of educational experiences in the Internal Medicine clerkship compared to the national average.
- A slightly lower percentage of students (3.9% or less) were satisfied/very satisfied with 3 clerkships compared to the national average: Family Medicine, Pediatrics, and Psychiatry.
- A lower percentage of students were satisfied/very satisfied with 4 clerkships compared to the national average (ranging from 8.3% to 11.7% lower)
 - Emergency Medicine (8.3% lower)
 - Ob-Gyn (9.6% lower)
 - Surgery (11.1% lower)
 - Neurology (11.7% lower)

Rate the quality of your educational experiences in the following clerkships. If you participated in an integrated clerkship, please answer this question in terms of your educational experience in each discipline.²			
Clerkship	Percentage of Students Selecting Good/Excellent		
	COM-T 2017	COM-T 2018	National 2018
Family Medicine	88.6%	80.9%	84.8%
Internal Medicine (IM)	93.8%	92.8%	91.1%
Neurology	75.4%	66.1%	77.8%
Ob-Gyn	68.8%	69.7%	79.3%
Pediatrics	81.3%	84.6%	86.6%
Psychiatry	78.4%	84.6%	87.9%
Emergency Medicine*(N=48)	84.8%	79.2%	87.5%
Surgery	75.1%	70.7%	81.8%

*The reason for 48 student respondents is, because Emergency Medicine is a selective, not a required clerkship.

Green = At or above national average; **Yellow** = Slightly lower than national average; **Red** = Below national average

² Note: Respondents had the option to select "Not applicable"; these data are not included in the report calculations and counts.

CLINICAL OBSERVATION AND MID-CLERKSHIP FEEDBACK

The COM-T respondents on the GQ generally followed the national trend in the percentage reporting clinical observation.

PATIENT HISTORY

In 2018, 6 of the 7 core clerkships were rated above the national average.

- There were generally small increases in 6 of the 7 core clerkships in the percentage of students who reported that, during core clerkships, they were observed taking patient histories.
- Obstetrics-Gynecology (Ob-Gyn) was slightly lower (-2.6%) than the national average

Were you observed taking the relevant portions of the patient history?			
	Percentage of Students Selecting "Yes"		
	COM-T 2017	COM-T 2018	National 2018
Family Medicine	89.6%	91.8%	91.0%
Internal Medicine (IM)	96.2	96.4	93.9
Ob-Gyn	85.9	81.8	84.4
Surgery	85.7	78.9	74.9
Pediatrics	97.4	96.4	92.8
Psychiatry	98.7	100.0	93.2
Neurology	86.8	87.3	84.5
Green = At or above national average; Yellow = Slightly lower than national average; Red = Below national average			
*The COM-T collects similar data on the clerkship course evaluations that show much higher percentage of students confirming observation of their taking a patient history.			

PHYSICAL EXAM

For 5 of the 7 required clerkships, the percentage of COM-T students reporting that they were observed performing a physical or mental status exam was above 90%.

- For 3 of the 7 required clerkships the percentage was above the national average.
- For 2 of the 7 clerkships, the percentages were just shy of the national average (0.3% below): Internal Medicine (94.5%) and Neurology (91.7%)
- For 2 of the 7 clerkships, the percentages were lower than the national average: Ob-Gyn, and Surgery.
 - For these clerkships, the percentage reporting "yes" decreased from 2017 and continued to be slightly lower than the national percent (84.4%) in 2018.

Were you observed performing the relevant portions of the physical or mental status exam?			
	Percentage of Students Selecting "Yes"		
	COM-T 2017	COM-T 2018	National 2018
Family Medicine	90.9%	93.5%	92.7%
Internal Medicine (IM)	93.6	94.5	94.8
Neurology	92.1	91.7	92.0
Ob-Gyn	93.6	88.1	91.2
Pediatrics	97.4	94.4	94.1
Psychiatry	98.7	99.1	92.5
Surgery	88.5	79.8	81.0
Green = At or above national average; Yellow = Slightly lower than national average; Red = Below national average			
*The COM-T collects similar data on the clerkship course evaluations that show much higher percentage of students confirming observation of their taking a patient history.			

MID-CLERKSHIP FEEDBACK

Nationally and at the COM-T, increases were seen in the number of graduates who confirmed that they received mid-clerkship feedback. These increases were seen nationally in all six core clerkships and extend gains observed in previous years.

- At the COM-T, the percentage of respondents confirming that they received mid-clerkship feedback was lower for 2 of the 7 core clerkships (Family Medicine and Ob-Gyn) as compared to the national average.
- The percentage of respondents for 2 of the 7 core clerkships was slightly lower than the national average (Neurology and Surgery).

Were you provided with mid-clerkship feedback?			
	Percentage of Students Selecting “Yes”		
	COM-T 2017	COM-T 2018	National 2018
Family Medicine	97.4%	89.0%	95.2%
Internal Medicine (IM)	97.4	99.1	98.0
Neurology	93.4	88.0	89.2
Ob-Gyn	97.4	90.9%	94.0
Pediatrics	98.7	98.2	96.6
Psychiatry	96.1	94.5	94.6
Surgery	96.2	91.8	92.4
Green = At or above national average; Yellow = Slightly lower than national average; Red = Below national average			

CLERKSHIP FACULTY INSTRUCTION

- 2 of the 7 clerkships (Family Medicine and Internal Medicine) were equal to or above than the national average percent who agreed/strongly agreed that the faculty provided effective teaching.
- 2 of the 7 clerkships (Pediatrics and Surgery) were slightly lower than the national average.
- 3 of the 7 clerkships (Psychiatry, Neurology and Ob-Gyn) were lower than the national average.
 - Ob-Gyn was 10.5% lower
 - Neurology was 6.1 % lower
 - Psychiatry was 4.6% lower

Faculty provided effective teaching during the clerkship			
	Percentage of Students Who Agreed/Strongly Agreed		
	COM-T 2017	COM-T 2018	National 2018
Family Medicine	84.5%	84.5%	85.4%
Internal Medicine (IM)	87.2	92.8	92.1
Neurology	69.7	75.4	81.5
Ob-Gyn	61.1	67.2	77.7
Pediatrics	89.8	87.3	88.9
Psychiatry	85.8	81.8	86.4
Surgery	70.5	71.9	74.7
Green = At or above national average; Yellow = Slightly lower than national average; Red = Below national average			

PREPARATION FOR RESIDENCY

The percentage of COM-T students rating their preparation for residency was higher than the national average in 2018 and significantly increased from 2017.

	Percentage of Students who Agree/Strongly Agree		
	COM-T 2017	COM-T 2018	National 2018
I am confident that I have acquired the clinical skills required to begin a residency program	83.2%	94.6%	90.7%
Green = At or above national average; Yellow = Slightly lower than national average; Red = Below national average			

OFFICE OF THE DEAN OF STUDENTS

The percentage of students satisfied/very satisfied is below the national average but has increase the past 2 years.

- The 2018 data for accessibility, awareness/responsiveness to student concerns show that the percentage is within 3-4% of the national average.

Indicate your level of satisfaction with the following for the Office of the Dean of Students/Associate Dean for Students			
	Percentage of Students Satisfied/Very Satisfied		
	COM-T 2017	COM-T 2018	National 2018
Accessibility	56.7%	75.9%	78.7%
Awareness of student concerns	52.7	67.6	71.1
Responsiveness to student problems	48.0	67.7	70.0
Green = At or above national average; Yellow = Slightly lower than national average; Red = Below national average			

OFFICE OF THE DEAN OF CURRICULAR AFFAIRS

- The percentage of students (70.3%) satisfied/very satisfied with the accessibility of the Office of the Dean for Curricular Affairs increased in 2018 by 14.9% compared to 2017 (55.4%).
- However, the awareness and responsiveness to student concerns/problems (63.9% and 58.9%, respectively) remains below the national average (68.1% and 65.9%, respectively).
 - However, the percentage of students satisfied/very satisfied with the Office's awareness of student concerns increased significantly, an increase of 10.1% from 2017 (53.8%).

Indicate your level of satisfaction with the following for the Office of the Dean for Educational Programs/Curricular Affairs			
	Percentage of Students Satisfied/Very Satisfied		
	COM-T 2017	COM-T 2018	National 2018
Accessibility	55.4%	70.3%	72.5%
Awareness of student concerns	53.8	63.9	68.1
Responsiveness to student problems	56.8	58.9	65.9
Green = At or above national average; Yellow = Slightly lower than national average; Red = Below national average			

CAREER PLANNING SERVICE

- A lower percentage of students were satisfied/very satisfied in 2018 with the overall career planning services in 2018 compared to national data; however, the percentage is an increase from 2017.
- A slightly higher percentage of students agreed/strongly agreed that they received appropriate guidance in the selection of electives in 2018, which was a 10% increase from 2017.

Indicate your level of satisfaction with the following Career Planning Services:			
	Percentage of Students Satisfied/ Very Satisfied		
	COM-T 2017	COM-T 2018	National 2018
Overall satisfaction with career planning services	52.2%	57.1%	63.3%
	Percentage of Students Who Agreed/ Strongly Agreed		
Received appropriate guidance in the selection of electives	62.8%	72.9%	71.1%
Green = At or above national average; Yellow = Slightly lower than national average; Red = Below national average			

STUDENT SUPPORT

Overall, students were satisfied with student support services.

- The percentage of students satisfied/very satisfied for the following **three** student support areas were higher than the national average: Academic Counseling, Personal counseling, and Faculty mentoring
- However, percentage of students indicating satisfied/very satisfied with **tutoring** were lower than the national average as reported on the GQ 2017 and 2018.
 - The COM-T might consider investigating this more and/or clarifying for students who provides the tutoring services.

Indicate your level of satisfaction with the following:			
	Percentage of Students Satisfied/Very Satisfied		
	COM-T 2017	COM-T 2018	National 2018
Academic Counseling	67.7%	80.0%	72.4%
Tutoring	60.0	58.8	70.5
Personal counseling	82.2	81.1	71.3
Faculty mentoring	89.1	86.0	79.7
Wellness Activities (Student programs/activities that promote effective stress management, a balanced lifestyle and overall wellbeing)	77.4	74.3	70.8
Mental Health Services	91.9	76.6	73.3

Green = At or above national average; **Yellow** = Slightly lower than national average; **Red** = Below national average

PROFESSIONAL IDENTITY FORMATION

- The majority (94.5%) of students in 2018 agreed/strongly agreed that the medical school did a good job of fostering and nurturing their development as a future physician.
- A higher percentage of students (76.0%) agreed/strongly agreed that the “medical school did a good job of fostering and nurture their development as a person.

Indicate whether you agree or disagree with the following statements:			
	Percentage of Students Agree/Strongly Agree		
	COM-T 2017	COM-T 2018	National 2018
My medical school has done a good job of fostering and nurturing my development as a person	78.0%	76.0%	72.1%
My medical school has done a good job of fostering and nurturing my development as a future physician	92.1	94.5	91.7

Green = At or above national average; **Yellow** = Slightly lower than national average; **Red** = Below national average

STUDENT MISTREATMENT

- The percentage of students who indicated awareness of mistreatment policies and procedures to report mistreatment remain above the national average in 2018.
- The percentage of students (46.3%) who indicated they personally experienced any of the listed (mistreatment) behaviors, excluding “publicly embarrassed” is higher than the national average (42.1%).
 - However, the COM-T percentage in 2018 is lower than in 2017 (52.7%).

	Percentage of Students Selecting “Yes”		
	COM-T 2017	COM-T 2018	National 2018
Awareness of mistreatment policies	100%	98.1%	97.5%
Awareness of procedures to report mistreatment	93.2%	96.3%	88.1%
Percent of students who indicated they personally experienced any of the listed (mistreatment) behaviors*, excluding “publicly embarrassed”	52.7%	46.3%	42.1%
Green = At or above national average; Yellow = Slightly lower than national average; Red = Below national average			
* 16 types of negative behaviors, including public humiliation, derogatory remarks, and discrimination based on gender, race, sexual orientation, or other personal traits or beliefs			

FACULTY PROFESSIONAL BEHAVIORS

The combined percentages of COM-T students who indicated that the frequency of the listed professional behaviors/attitudes are demonstrated by the faculty as “fairly often,” “very often,” “always” were as follows:

- 5 of the 14 listed behaviors were above the national average
- 9 of the 14 were below the national average

Please rate how often the following professional behaviors/attitudes are demonstrated by your medical school's faculty.			
	Percentage of Students Selecting “Fairly Often,” “Very Often,” “Always”		
	COM-T 2017	COM-T 2018	National 2018
Respecting patient confidentiality	100.0	97.3	98.5
Using professional language/avoiding derogatory language	97.4	92.7	94.4
Being respectful of house staff and other physicians	96.1	95.3	95.7
Respecting diversity	94.7	95.3	94.7
Being respectful of other health professions	92.2	93.5	94.2
Being respectful of other specialties	84.2	84.2	84.2
Providing direction and constructive feedback	81.6	74.3	85.6
Showing respectful interaction with students	88.1	94.5	93.7

Please rate how often the following professional behaviors/attitudes are demonstrated by your medical school's faculty.			
	Percentage of Students Selecting "Fairly Often," "Very Often," "Always"		
	COM-T 2017	COM-T 2018	National 2018
Showing empathy and compassion	88.2	90	93.5
Being respectful of patients' dignity and autonomy	94.7	92.8%	95.8
Actively listened and showed interest in patients	92.1	94.5	95.2
Taking time and effort to explain information to patients	85.6	90	91.9
Advocating appropriately on behalf of his/her patients	92.2	90.7	94.7
Resolving conflicts in ways that respect the dignity of all involved	90.8	88.8	94.6

EDUCATIONAL RESOURCES

The percentage of students satisfied/very satisfied with the four (4) areas of educational resources (library, study space, student relaxation space) was higher than the national average.

Indicate your level of satisfaction with the following facilities:			
	Percentage of Students Satisfied/Very Satisfied		
	COM-T 2017	COM-T 2018	National 2018
Library	91.9%	87.8%	86.3%
Study space	84.9%	80.4%	78.7%
Student relaxation space	77.9%	79.0%	66.1%
Computer resource center	79.7%	88.7%	84.5%
Green = At or above national average; Yellow = Slightly lower than national average; Red = Below national average			