

TUCSON EDUCATIONAL POLICY COMMITTEE

Agenda Wednesday, April 17, 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. Call to Audience (Lebensohn)

Voting Items:

1. Minutes from April 3, 2019 Meeting (Lebensohn) (Attachment)
2. Advanced Topics Proposal – Calendar (Elliott) (Attachment)
3. 2020/2021 Academic Calendar (de Leon/Elliott) (Attachment)
4. Transition to Residency Curriculum & Enrollment (Leyva/Elliott) (Attachment)
5. Absence Policy Revision (Elliott/Leyva)
6. Medical Education Distinction Track Capstone Course Proposal (Ganchorre) (Attachment)

FUTURE AGENDA ITEMS			
	Items(s)/Timeframe	Time Frame	Assigned to
	CRC Block Change Form (Attachment)	Future	Smith
	GQ 2018 Summary follow-up to address low performing areas	Future	Givens
	Medical Leave/6 year Policy – 1) effective date; 2) create new policy identifying student requirements for MLOA	Future	
	Block/Longitudinal Directors' Survey on New Curriculum (Attachment)	Future	Cho
	SPC Grade Appeal – need further discussion, input from legal	Future	Elliott
	Chronic Pain Management Elective Approval – ANES 850A (Travis) (Attachment)	May	Ibrahim
	Faculty Assessment of Student Performance form – Electives	Future	Cho/Warneke
	OB-GYN Clerkship Review	Future	Cho
	Foundations Block Change	Future	Ganchorre
	Neurology Pilot follow-up on outcome data	Feb. 2020	Vanderah

Meeting Attendance**Wed., April 3, 2019****4:30-6:00pm, Rm 3230****Meeting Minutes**

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

Announcements:

1. Introductions – Dr. Lebensohn introduced Maddy Banergee, the student representative back-up for the Class of 2021, to TEPC members.
2. Clerkship Overlap Update – Dr. Cho will provide a written report about the Clerkship Overlap to TEPC and all Clerkship Directors. Two items that have been recently addressed include:
 - a. MedLearn feedback updates have been implemented so that students can anonymously provide information on any issues or concerns they have about the overlap. Dr. Cho will review the feedback, and forward it along to Dr. Elliott and Mrs. Leyva so they can immediately address it with the Clerkship directors and coordinators.
 - b. An assessment needs survey was sent out to all clerkship director and coordinators, as well as other directors and faculty who are part of the clerkship experience. The survey inquires how the overlap is going, and what Curricular Affairs can do to assist them.

Dr. Elliot mentioned the overlap is going well, and while there have been a few mentions from students about comparable experiences, which are being addressed. TEPC student representatives stated the experiences were site rotation dependent. Dr. Lebensohn emphasized that the student representatives should continue to inform their classes on how they can give feedback without fear of repercussions. Dr. Cagno provided status updates about the students who delayed taking their Step1 exam. Two started their clerkship on April 1st, 10 will start on April 8th, and

another 16 students will start the end of April. Plans are in effect for each of these students to insure a smooth transition into their clerkships. Dr. Elliott mentioned that he, Mrs. Leyva and Mr. Dawley have been meeting with the Clerkship teams to touch base and have discussions about the experiences.

3. Dr. Moynahan announced that Dr. Zoe Cohen was recently awarded Margaret Briel and Dennis Raitt 5 Star Teaching Award.

Voting Items:

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

A vote was taken and the minutes were approved.

2. **Advanced Topics Block detailed report of changes (Elliott/Fuchs) (Attachment)**

Dr. Elliott presented the proposed changes to Advanced Topics (A.T.) Block that were prepared with Dr. Fuchs, the Block Director. Starting next academic year, 2019-2020, affecting the class of 2022, there are only four weeks available for the A.T. Block content and the Kaplan study, which is not enough time. The block is typically five weeks, but will lose a week due to the winter holidays in 2019. An alternative, based on feedback from students and efficacy of the block, would be to blend content areas of the A.T. block throughout the curriculum, which would lead to better content integration and scaffolding in learning. A proposal was developed based on freeing up the time occupied by the A.T. Block.

For the 2019-2020 year, the 2 ½ week A.T. Block will occur as it traditionally does for the Class of 2022, with the last week designated for Kaplan Course week #1, then students leave for Winter Break. After the break, students then return to the 7-week Basic Science Capstone. The first week will be devoted to Kaplan Course preparation week #2, which is in a virtual, on-line study format, followed by six weeks of self-study before they sit for their Step 1 exam. The traditional A.T. Block space will still hold the Year 2 OSCEs and NBME practice exam 2.

For the next academic year, 2020-21 the A.T. Block will be distributed for the Class of 2023 throughout the preclerkship blocks, with 70% of it going into Immunity & Infection (I&I) Block, and the remaining content will be integrated into Foundations, Digestion, Metabolism & Hormones (DMH), and Cardio, Pulmonary & Renal (CPR) blocks. The 2 ½ weeks of what would normally be the A.T. Block will be distributed as follows:

- Add one week to the I&I Block (18 teaching session hours),
- Make the second week of the A.T. Block a brand-new exam week for the I&I Block final exam, Year 2 OSCE, and NBME second practice exam.
- Then, the next two weeks of the A.T. Block will be reserved for the administration of the Kaplan Course, followed by Winter Break, and then the six-week Basic Science Capstone.

It will be a two-year roll-out for this change, but the A.T. Block name will remain.

Discussion: Student Josh Yell asked if there is a possibility of not splitting up the Kaplan Course time. He also stated having all those exams in one week is not conducive to student success. Dr. Lebensohn had concerns about having the OSCE at the end due to student failures. She asked if it was possible to have it earlier to allow students the opportunity to remediate. Dr. Cagno asked about the class of 2023 dedicated study time, to which Dr. Elliott said there would be no change. There would be no impact to the Transition to Clerkships Block or the Basic Science Capstone Course.

A vote was not taken at this time in order for the Calendar to be presented at the next TEPC meeting. However, the concept did receive TEPC consensus.

3. **Approval Flow/Process for TEPC Policy Revisions (Cho) (Attachment)**

Dr. Cho introduced a new approval flow process for future TEPC policy revisions that requires approval by TEPC. The flow process, which will streamline policy revisions, consist of the following steps:

- New Request for Policy Revision – An individual submits a request for policy revision, and the Chair of the TEPC Policy Review Subcommittee is notified of the request.
- TEPC-Initial Discussion – The individual presents their proposal at a TEPC meeting, where members discuss the proposed changes, and approve or deny the request. If approved, the charge is given to the Policy Task Force for further follow-up.
- TEPC Policy Task Force – The Chair gathers the current policy and the proposed changes, and sends them out to the members who will review, edit and prepare a revised policy, before forwarding it to General Counsel.
- General Counsel Review – General Counsel is part of the Subcommittee, and will review the final revised policy before approving to move forward to TEPC or send back to the TEPC Policy Taskforce for further revisions.
- TEPC – Final Discussion and Vote – The approved policy revision will be added to a future TEPC meeting agenda. The TEPC Policy Task Force Chair will present the revisions, and TEPC members will vote to approve, deny, or request further edits. If additional edits are needed, it will go back to the TEPC Policy Task Force for revision. However, if the revised policy is voted and approved, it will be dated with the date of the TEPC meeting when it was approved, and uploaded to the UACOM-T website.

Currently, the TEPC workgroup who developed this Flow/Process is a Taskforce. A proposal will be forthcoming to make the Taskforce an official Subcommittee of TEPC.

A vote was taken, and the process was approved.

Presentation/Discussion:

1. Proposal for Restructuring Basic Science Curriculum – Pilot in Neurology (Vanderah)

Dr. Vanderah presented a proposed pilot program for the Nervous System Block to reduce the number of lectures. On Wednesday's, students will not be required to attend class. Instead, students will be responsible for reviewing material consisting of Podcasts, notes and Learning Objectives. The built-in motivation for students to review the material will be that subsequent sessions later in the week (Thursday's required sessions and/or Friday's CRC), are going to be application of that content via board type exam questions and cases, and tested on in Team Learnings. There still will be a few lectures. Dr. Elliott mentioned that other medical schools successfully use this style of active learning.

Discussion: Dr. Spear-Ellinwood stated it might be helpful to curriculum design specialists peruse the materials and highlight active learning attractors. This involvement would help students more likely be engaged in learning the material. Mrs. Givens asked what performance outcomes Dr. Vanderah plans to collect. Dr. Vanderah replied that the outcome measures will be quizzes and exams. Based on a survey he sent to the student class, general feedback was positive for conducting this type of program. Dr. Sanders suggested Dr. Vanderah might compare the outcomes of lectures to the active learnings. He also questioned if this pilot is really testing out the idea of having lectures or not, or whether this is flipped-classroom instructional strategy. Dr. Vanderah explained that with this new program, students will be exposed to the material prior to the interactive session and have time to digest it, as opposed to a lecture where there is no time to think about it. Dr. Elliott added that the interactive sessions are the applicational component, and will help students engage with the material at a higher cognitive order, and apply those concepts. In addition, this format responds to the needs of today's student learner. Dr. Moynahan also mentioned that this process is more efficient for the students, and will streamline the learning process. Formative assessments can be added to the learning materials to measure performance. This process will also help identify earlier those students who are having difficulty with the material. Dr. Smith suggested identifying the number of students who are using the material; asking students to rate the material or asking a few assessment questions in which they have to get 100%. Dr. Speak-Ellinwood said it was important for instructors that the questions for students are substantive to inform where the instructor ought to place more emphasis in the in-person sessions. TEPC will hear a follow-up on outcome data for this pilot program in January/February of 2020.

2. Pre-matriculation Curriculum Evaluation Outcomes Update (Vanderah)

Dr. Vanderah spoke about the outcomes from the development of learning modules and self-assessment exams that

were put together by faculty from different areas, and distributed to students prior to them beginning medical school in June. While initial student response was low, comments suggested they liked them and requested access to them sooner. Dr. Vanderah stated that the modules and exams will be offered earlier. Faculty will be encouraged to add videos to the modules. TEPC students representatives were asked to pass this information along.

3. GQ 2018 Summary (Givens/Moynahan) (Attachment)

Dr. Moynahan presented highlights from the AAMC Graduation Questionnaire (GQ) survey based on graduate responses to items concerning their four-year medical school preparation and experiences (2014-2018). The responses are compared to the national average.

- COM-T had a record high of participation from the class of 2019, with almost 90% response, over the Class of 2017 at 80%. (National Average (NA was 74%).
- Overall satisfaction with the COM-T Quality of Medical Education as 92% (NA was 89.3%).
- Sciences Basic to Medicine preparation for clerkships - Student ratings showed some students doing very well with Doctor & Patient at 97.2%, but three other areas (Genetics, Biostatistics and Pharmacology) have lower than the NA, and require immediate COM-T attention to develop a process to improve those ratings.
- Clerkship Education – Medicine was rated above the NA, three (Family Medicine, Pediatrics, Psychiatry) were within 3.9% of the NA, and four clerkships (Emergency Medicine, Neurology, Obstetrics-Gynecology, Surgery) were rated lower than the NA. There are already changes in the works to address the lower areas.
- Learning Environment – 98% of students are aware of mistreatment policies, and 96% know the reporting procedures. 53.7% of students never experience any negative behaviors (NA is 57.9%). We are improving, and expect to be at the NA next year. Of the students who experienced negative behaviors, 28.6% reported is (NA 22.2%). COM-T is usually a little higher, but it is still better than the NA. Of the students who did not report, most were due to the incident did not seem important enough (40%) and they resolved the issue themselves (20%).
- Clerkship Phase – Medicine has turned around, and Family Medicine is typically better. Neurology and OB-GYN need some improvement, and there are plans in place to address both of those. Emergency Medicine dropped, as did Surgery. Changes are being implemented to improve these ratings. All are committed to improvement.
- Patient History – Six of the seven core clerkships were rated above the national average, with OB-GYN slightly lower.
- Physical Exam – Two areas – OB-GYN and Surgery – are below the NA.
- Mid-Clerkship Feedback – Family Medicine dropped to 89% (NA 95%), as did OB-GYN at 90.9% (94% NA).
- Faculty provided Effective Teaching – Neurology, OB-GYN and Psychiatry are lower than the NA, and have plans of improvement in place.
- Preparation for Residency – COM-T students rated this area at 95% (91 NA).
- Office of the Dean of Students – Dr. Fantry continues to improve this area, increasing accessibility from 56.7% in Com-T 2017 to 75.9% in 2018 (NA was 78.7%).
- Office of the Dean of Curricular Affairs – Dr. Elliott continues to improve this area, increasing accessibility from 55.4% in 2017 to 70.3 in 2018 (NA was 72.5%).
- Career Planning Service – Dr. Fantry has been working hard on to improve overall satisfaction from 52.2% in 2017 to 57.1% in 2018 (NA was 63.3%).
- Student Support – Changes in academic counseling and mentoring have higher than average ratings for 2018, except for Tutoring, which had a slight decrease.
- Professional Identity Formation – The majority (94.5%) of students in 2018 agreed that COM-T did a good job of fostering and nurturing student development, surpassing the NA.
- Student Mistreatment – We are improving over last year's numbers, but we need to continue to improve in this area.
- Educational Resources – Students continued to be satisfied/very satisfied in this area.

Discussion: Overall, it was a good year. We will continue to work on areas that need improvement, and will conduct focus groups with students who have already been through the curriculum to better understand their responses. Dr. Cho just sent out a four-question survey to the classes of 2020, 2021, and 2022 to ask about the basic science disciplines and find out how we can improve. Dr. Cho will separate the data out. Dr. Moynahan plans to work on assembling a

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mini-retreat for TEPC, TCMS and TCCS to share ideas. There may be a norming with ratings over the next couple of years due to the overlap and shortened curriculum.

4. Committee Elections in May (Lebensohn)

There will be five openings for faculty at TEPC. A brief paragraph will be prepared to explain the expectations of TEPC members. This will be conducted at a future TEPC meeting.

The TEPC Meeting ended at 6:00pm.

Advanced Topics

Transition Plan

Advanced Topics

- Coagulation
- Anemia
- Transfusion Medicine
- Myeloid & Lymphoid Neoplasms
- Hematopathology
- Histiocyte, Spleen & Thymus pathology
- Cancer Pharmacology
- Clinical Correlations

CLASS OF 2023

Week Beginning # Weeks per Course Total # of weeks	Fall Semester 2019 July 2019 - December 2019																					Spring Semester 2020 January 2020 - May 2020																																																																					
	7/8/2019 to 7/15/2019							7/22/2019 to 7/29/2019							8/5/2019 to 8/12/2019							8/19/2019 to 8/26/2019							9/2/2019 to 9/9/2019							9/16/2019 to 9/23/2019							9/30/2019 to 10/7/2019							10/14/2019 to 10/21/2019							10/28/2019 to 11/4/2019							11/11/2019 to 11/18/2019							11/25/2019 to 12/2/2019							12/9/2019 to 12/16/2019							12/23/2019 to 12/30/2019						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7																					
	MED 802 Foundations														MED 804 Musculoskeletal System							MED 803 Nervous System							MED 805 Cardiovascular, Pulmonary, Renal							MED 806 Digestion, Metabolism, Hormones							Personalized Active Learning (PAL)																																																
	7/28/2019 to 8/6/2019														8/6/2019 to 10/18/2019							10/21/2019 to 12/20/2019							1/6/2020 to 3/20/2020							3/30/2020 to 6/28/2020																																																							
	MED 815A Doctor & Patient/Societies MED 810A Clinical Reasoning																					MED 815B Doctor & Patient/Societies MED 810B Clinical Reasoning																					MED 815B Doctor & Patient/Societies MED 810B Clinical Reasoning																																																

CLASS OF 2022

Week Beginning # Weeks per Course Total # of weeks	Fall Semester 2019 August 2019 - December 2019																		Spring Semester 2020 January 2020 - August 2020																																																																																																																																															
	8/12/2019 to 8/19/2019						8/26/2019 to 9/2/2019						9/9/2019 to 9/16/2019						9/23/2019 to 9/30/2019						10/7/2019 to 10/14/2019						10/21/2019 to 10/28/2019						11/4/2019 to 11/11/2019						11/18/2019 to 11/25/2019						12/2/2019 to 12/9/2019						12/16/2019 to 12/23/2019						12/30/2019 to 1/6/2020						1/13/2020 to 1/20/2020						1/27/2020 to 2/3/2020						2/10/2020 to 2/17/2020						2/24/2020 to 3/2/2020						3/9/2020 to 3/16/2020						3/23/2020 to 3/30/2020						4/6/2020 to 4/13/2020						4/20/2020 to 4/27/2020						5/4/2020 to 5/11/2020						5/18/2020 to 5/25/2020						6/1/2020 to 6/8/2020						6/15/2020 to 6/22/2020						6/29/2020 to 7/6/2020						7/13/2020 to 7/20/2020						7/27/2020 to 8/3/2020						8/10/2020 to 8/17/2020					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6																																				
	MED 808 Life Cycle						MED 807 Immunity and Infection						MED 809 Advanced Topics						MED 815 Basic Sciences Capstone (USMLE Step 1 Study)												2022-FCM/OBG/PED/PSYI-001						2022-FCM/OBG/PED/PSYI-002						2022-FCM/OBG/PED/PSYI-003						2022-FCM/OBG/PED/PSYI-004																																																																																																																	
	8/12/2019 to 8/27/2019						8/30/2019 to 11/22/2019						11/25/2019 to 12/20/2019						1/6/2020 to 2/21/2020												3/2/2020 - 4/10/2020						4/13/2020 - 6/22/2020						6/1/2020 - 8/10/2020						7/13/2020 - 8/21/2020																																																																																																																	
	MED 815C Doctor & Patient/Societies MED 810B Clinical Reasoning																		2022-GURG/MED-001												2022-GURG/MED-002						2022-GURG/MED-003						2022-GURG/MED-004																																																																																																																							
																			NEURI/AMBMED-001						NEURI/AMBMED-002						NEURI/AMBMED-003						NEURI/AMBMED-004						NEURI/AMBMED-005						NEURI/AMBMED-006																																																																																																																	

AY '19 - '20

11/18/2019	11/25/2019	12/2/2019	12/9/2019	12/16/2019	12/23/2019	12/30/2019	1/6/2020	1/13/2020	1/20/2020	1/27/2020	2/3/2020	2/10/2020	2/17/2020	2/24/2020		
8	1	2	3	4			1	2	3	4	5	6	7	1		
15	16	17	18	19			20	21	22	23	24	25	26	27		
MED 809 Advanced Topics					Winter Recess 12/23/2019 to 1/3/2020		MED 816 Basic Sciences Capstone (USMLE Step 1 Study)								Transition to Clerkships 2/24/2020 - 2/28/2020	
11/25/2019 to 12/20/2019							1/6/2020 to 2/21/2020									

Proposal

- AY 2019 – 2020 (Class of 2022):
 - AT = 4 weeks
 - Weeks 1 – 3:
 - Traditional AT curriculum
 - Pathways to Health and Medicine
 - Year II OSCE
 - Week 4: 1st week of Kaplan course
 - Week 1 of Capstone: 2nd week of Kaplan course

AY 2019 - 2020

16	17	18	19	Winter Recess	20	21
MED 809 Advanced Topics				Winter Recess	Med 816 Basic Science Capstone	
Advanced Topics		Kaplan #1	Winter Recess		Kaplan #2	Capstone X 6 wks

Proposal

- AY 2020 – 2021 (Class of 2023):
 - AT = 4 weeks
 - Week 1: I&I curriculum
 - Week 2: Exam week (I&I exam, Year II OSCE, practice NBME exam)
 - Week 3-4: Kaplan review course
 - AT content distributed

AY 2020 - 2021

16	17	18	19	Winter Recess	20	21
MED 809 Advanced Topics				Winter Recess	Med 816 Basic Science Capstone	
I&I wk #9	Exam week	Kaplan 1&2	Winter Recess		Capstone X 6 wks	

Advanced Topics

- Coagulation → CPR
- Anemia → Foundations & DMH
- Transfusion Medicine → I&I
- Myeloid & Lymphoid Neoplasms → I&I
- Hematopathology → I&I
- Histiocyte, Spleen & Thymus pathology → I&I
- Cancer Pharmacology → I&I
- Clinical Correlations → I&I

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

**COLLEGE OF MEDICINE - TUCSON
ACADEMIC CALENDAR
AY 2020-2021**

DRAFT: 4/5/2019
TEPC Approved: _____

DRAFT

CLASS OF 2024	Week Beginning	# Weeks per Course	Total # of weeks	Fall Semester 2020 July 2020 - December 2020												Spring Semester 2021 January 2021 - May 2021												May 2021 - August 2021																																
				7/6/2020	7/13/2020	7/20/2020	7/27/2020	8/3/2020	8/10/2020	8/17/2020	8/24/2020	8/31/2020	9/7/2020	9/14/2020	9/21/2020	9/28/2020	10/5/2020	10/12/2020	10/19/2020	10/26/2020	11/2/2020	11/9/2020	11/16/2020	11/23/2020	11/30/2020	12/7/2020	12/14/2020	12/21/2020	12/28/2020	1/4/2021	1/11/2021	1/18/2021	1/25/2021	2/1/2021	2/8/2021	2/15/2021	2/22/2021	3/1/2021	3/8/2021	3/15/2021	3/22/2021	3/29/2021	4/5/2021	4/12/2021	4/19/2021	4/26/2021	5/3/2021	5/10/2021	5/17/2021	5/24/2021	5/31/2021	6/7/2021	6/14/2021	6/21/2021	6/28/2021	7/5/2021	7/12/2021	7/19/2021	7/26/2021	8/2/2021
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	1	2	3	4	5	6	7	8	9	10						
				MED 802 Foundations 7/27/2020 to 9/4/2020				MED 804 Musculoskeletal System 9/7/2020 to 10/16/2020				MED 803 Nervous System 10/19/2020 to 12/18/2020				MED 805 Cardiovascular, Pulmonary, Renal 1/4/2021 to 3/19/2021				MED 806 Digestion, Metabolism, Hormones 3/29/2021 to 5/28/2021				Personalized Active Learning (PAL)																																				
				MED 815A Doctor & Patient/Societies MED 810A Clinical Reasoning												MED 815B Doctor & Patient/Societies MED 810B Clinical Reasoning												MED 815B Doctor & Patient/Societies MED 810B Clinical Reasoning																																

PRECLERKSHIP PHASE

CLASS OF 2023	Week Beginning	# Weeks per Course	Total # of weeks	Fall Semester 2020 August 2020 - December 2020												Spring Semester 2021 January 2021 - August 2021																																											
				8/10/2020	8/17/2020	8/24/2020	8/31/2020	9/7/2020	9/14/2020	9/21/2020	9/28/2020	10/5/2020	10/12/2020	10/19/2020	10/26/2020	11/2/2020	11/9/2020	11/16/2020	11/23/2020	11/30/2020	12/7/2020	12/14/2020	12/21/2020	12/28/2020	1/4/2021	1/11/2021	1/18/2021	1/25/2021	2/1/2021	2/8/2021	2/15/2021	2/22/2021	3/1/2021	3/8/2021	3/15/2021	3/22/2021	3/29/2021	4/5/2021	4/12/2021	4/19/2021	4/26/2021	5/3/2021	5/10/2021	5/17/2021	5/24/2021	5/31/2021	6/7/2021	6/14/2021	6/21/2021	6/28/2021	7/5/2021	7/12/2021	7/19/2021	7/26/2021	8/2/2021	8/9/2021	8/16/2021		
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51					
				MED 808 Life Cycle 8/10/2020 to 9/25/2020				MED 807 Immunity and Infection 9/28/2020 to 12/4/2020				MED 809 Advanced Topics 12/7/2020 to 12/18/2020				MED 816 Basic Sciences Capstone (USMLE Step 1 Study) 1/4/2021 to 2/19/2021				2023-FCM/OBG/PED/PSYI-001 3/1/2021 - 4/9/2021				2023-FCM/OBG/PED/PSYI-002 4/12/2021 - 5/21/2021				2023-FCM/OBG/PED/PSYI-003 5/31/2021 - 7/9/2021				2023-FCM/OBG/PED/PSYI-004 7/12/2021 - 8/20/2021																											
				MED 815C Doctor & Patient/Societies MED 810B Clinical Reasoning												2023-SURG/MED-001 3/1/2021 - 4/23/2021												2023-SURG/MED-002 4/26/2021 - 6/18/2021				2023-SURG/MED-003 6/28/2021 - 8/20/2021				2023-NEUR/AMBMED-001 3/1/2021 - 3/26/2021				2023-NEUR/AMBMED-002 3/29/2021 - 4/23/2021				2023-NEUR/AMBMED-003 4/26/2021 - 5/21/2021				2023-NEUR/AMBMED-004 5/24/2021 - 6/18/2021				2023-NEUR/AMBMED-005 6/28/2021 - 7/23/2021				2023-NEUR/AMBMED-006 7/26/2021 - 8/20/2021			

PRECLERKSHIP PHASE

CLERKSHIP PHASE

CLASS OF 2022	Week Beginning	# Weeks per Course	Total # of weeks	Fall Semester 2020 August 2020 - December 2020												Spring Semester 2021 January 2021 - June 2021																																
				8/24/2020	8/31/2020	9/7/2020	9/14/2020	9/21/2020	9/28/2020	10/5/2020	10/12/2020	10/19/2020	10/26/2020	11/2/2020	11/9/2020	11/16/2020	11/23/2020	11/30/2020	12/7/2020	12/14/2020	12/21/2020	12/28/2020	1/4/2021	1/11/2021	1/18/2021	1/25/2021	2/1/2021	2/8/2021	2/15/2021	2/22/2021	3/1/2021	3/8/2021	3/15/2021	3/22/2021	3/29/2021	4/5/2021	4/12/2021	4/19/2021	4/26/2021	5/3/2021	5/10/2021	5/17/2021	5/24/2021	5/31/2021	6/7/2021	6/14/2021	6/21/2021	6/28/2021
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43		
				MED 827A Intersections I 8/24/2020 - 8/28/2020				2022-FCM/OBG/PED/PSYI-005 8/31/2020 - 10/9/2020				2022-FCM/OBG/PED/PSYI-006 10/12/2020 - 11/20/2020				2022-FCM/OBG/PED/PSYI-007 11/23/2020 - 1/15/2021				007 cont.				2022-FCM/OBG/PED/PSYI-008 1/18/2021 - 2/26/2021				MED 827B Intersections II 3/1/2021 - 3/12/2021				Transition to Residency Phase Requirements: Total 44 units --Core Subinternship (4 units) --EM/CC (4 units) --Surgery Subspecialty (4 units) --Back to Basic Science (4 units) --Additional elective requirements (28) (12 maximum non-clinical units may count towards this requirement)																
				2022-SURG/MED-004 8/31/2020 - 10/23/2020				2022-SURG/MED-005 10/26/2020 - 12/18/2020				2022-SURG/MED-006 1/4/2021 - 2/26/2021				2022-NEUR/AMBMED-001 1/4/2021 - 1/29/2021				2022-NEUR/AMBMED-002 2/1/2021 - 2/26/2021				GRAD. WK																								

CLERKSHIP PHASE

TRANSITION TO RESIDENCY PHASE

CLASS OF 2021	Week Beginning	Total # of weeks	Fall Semester 2020 July 2020 - December 2020												Spring Semester 2021 January 2021 - May 2021																																
			7/6/2020	7/13/2020	7/20/2020	7/27/2020	8/3/2020	8/10/2020	8/17/2020	8/24/2020	8/31/2020	9/7/2020	9/14/2020	9/21/2020	9/28/2020	10/5/2020	10/12/2020	10/19/2020	10/26/2020	11/2/2020	11/9/2020	11/16/2020	11/23/2020	11/30/2020	12/7/2020	12/14/2020	12/21/2020	12/28/2020	1/4/2021	1/11/2021	1/18/2021	1/25/2021	2/1/2021	2/8/2021	2/15/2021	2/22/2021	3/1/2021	3/8/2021	3/15/2021	3/22/2021	3/29/2021	4/5/2021	4/12/2021	4/19/2021	4/26/2021	5/3/2021	5/10/2021
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43		
				Transition to Residency Phase Requirements (Continued): Total 44 units --Core Subinternship (4 units) --EM/CC (4 units) --Surgery Subspecialty (4 units) --Back to Basic Science (4 units) --Additional elective requirements (28) (12 maximum non-clinical units may count towards this requirement)																								Transition to Residency Phase Requirements (Continued): Total 44 units --Core Subinternship (4 units) --EM/CC (4 units) --Surgery Subspecialty (4 units) --Back to Basic Science (4 units) --Additional elective requirements (28) (12 maximum non-clinical units may count towards this requirement)																			

Important Dates to Remember	
NBME Practice Exam:	Week of 11/30/2020
OSCE (End of Preclerkship Phase):	Week of 11/30/2020
USMLE Step 1 Exam:	Before 2/22/2021
OSCE (End of Clerkship Phase):	Week of 2/15/2021
USMLE Step 2 (CK):	Before 11/30/2020
USMLE Step 2 (CS):	Before 12/31/2020

TRANSITION TO RESIDENCY PHASE

DRAFT: 2/1/2019

Notes: BD discussed and agreed moving oncology topics from "AT" and distributing throughout Foundations, CPR, DMH, and I&I. I&I will be extended 2 weeks to accommodate oncology topics and give student's final exam during the week of 11/30/2020. Class of 2023 will have this new curriculum. The AT name and course number will remain the same, but be adjusted to 2 weeks and will contain Kaplan, with Athena Ganchorre as the BD for that course. The OSCE and NBME practice exam will be coordinated with I&I during the last week of their block (final exam week/retake week). Interessions remains 3 weeks in total for Int I (1 week) and Int II (2 weeks)

Curriculum & Enrollment Policies

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Section One: Graduation Requirements

Overview of Graduation Requirements

Approved: February 15, 2012

Every student must meet the following requirements in order to graduate:

- 1) The student must pass all required courses.
- 2) The student must take and pass the requisite number of electives as set forth by the Educational Policy Committee (EPC).
- 3) The student must pass both the USMLE Step 1 exam and the USMLE Step 2 Clinical Knowledge (CK) exam.
- 4) The student must take the USMLE Step 2 Clinical Skills (CS) exam prior to graduation.
- 5) The student must pass the third-year Objective Structured Clinical Examination (OSCE) exam, including any necessary remediation, prior to graduation.
- 6) The student must complete any other academic or non-academic requirement established by the TEPC for the educational program associated with the MD degree.

Section Two: Years 1 and 2 Enrollment Policy

Policy on the Sequential Completion of Blocks in Years 1 and 2

Approved: August 7, 2013

- 1) A student must complete the curricular blocks and courses of Years 1 and 2 in the sequence they are offered.
- 2) A student may be enrolled in only one block at a time.
- 3) Special requests for exemptions from attendance in required blocks and courses will not be considered.

Section Three: Year 3 Enrollment Policies

Approved: December 14, 2011

Revised: June 18, 2014; May 6, 2015; February 1, 2017

A. Enrollment in Clerkships and Intersessions

- a) Enrollment in required clerkships and the Intersession courses will NOT be electively postponed to Year 4. Exceptions may apply to:
 - 1) A student whose academic progress is delayed because of remediation of a block at the end of Year 2 or failure of the USMLE Step 1 exam, as approved by the Associate Dean for Admissions and academic progress committees; or
 - 2) A student on an approved medical or personal leave of absence.
- b) A student for whom an exception is granted under (a)(1) or (a)(2), above, must complete all required clerkships by the end of the fall semester of the student's fourth year.

B. Clerkship Scheduling Guidelines

1) Clerkship Enrollment

- a) A student must be enrolled in a required clerkship rotation 21 days prior to the start of that rotation's published start date.
- b) A student not enrolled in a clerkship prior to the 21-day deadline will not be allowed to begin his/her rotation.
- c) A student who is returning to clerkships after stopping progress to successfully complete USMLE Step 1 can be enrolled within the 21-day deadline, assuming the availability of an opening in a given clerkship's schedule.

2) Clerkship Enrollment- Rural Locations

- a) A student's enrollment in a required clerkship rotation at a designated rural teaching site must be confirmed 60 days prior to the start of that rotation's published start date.
- b) Exceptions to the 60-day enrollment deadline require the approval of the Director of the Rural Health Professions Program and the Associate Dean for Admissions and Student Affairs.
- c) A student who cannot begin a planned rural clerkship rotation due to failure to pass his/her USMLE Step 1 exam is excused from compliance with the 60-day rule. Student Affairs will notify clerkships of students requiring this exemption as soon possible.

3) Year 3 Elective Enrollment

- a) There is a three-week period during Year 3 that is designed for students to complete an elective.
 - i) A student will enroll in a designated Year 3 elective course during the elective period of Year 3.
 - ii) Students are strongly encouraged to complete their Year 3 elective at the home institution.
 - iii) Completion of the Year 3 elective course will not be delayed to Year 4.
 - iv) The Year 3 elective period will not be used for vacation or for discretionary time.
 - v) Students from schools other than the UA College of Medicine may not enroll in Year 3 elective courses.
 - vi) Year 4 requirements will not be met in the Year 3 Elective Period unless satisfying the exception herein:

- (1) Exception: A student may enroll in a designated surgical subspecialty during the Year 3 elective period.
- vii) Exceptions to the policies regarding the Year 3 elective must be approved by the Associate Dean for Admissions and Student Affairs.

Section 4: Year 4 Requirements

A. Year 4 Units and Required Courses

Approved: July 22, 2009

Revised: August 10, 2011

Year 4 consists of 35 total required units as follows:

- 1) 4 weeks Core Subinternship
 - a) Due to prerequisites, a student can only be enrolled in a subinternship during Year 4.
- 2) 4 weeks Selective in Emergency Medicine or Critical Care
- 3) 3 weeks Surgical Subspecialty (unless completed in Year 3)
- 4) If the surgical subspecialty is taken in Year 3, that requirement is satisfied. However, students must still enroll in 35 total units in Year 4.
- 5) 24 units additional elective courses.
- 6) A student must obtain approval from an advisor of plans for Year 4 courses

B. Transition to Residency Units and Required Courses

Approved: January 18, 2017

Transition to Residency consists of 44 total required units as follows:

- 1) 4 weeks Core Subinternship
- 2) 4 weeks Integrated Emergency Medicine/Critical Care course (EMD 845)
- 3) 4 weeks Surgical Subspecialty
- 4) 4 weeks Back to Basic Science requirement
- 5) 28 units additional elective courses.
 - a) Of this 28, a maximum of 12 non clinical units may be taken
- 6) A student must obtain approval from an advisor of plans for Transition to Residency courses

C. Year 4 Core Subinternship Rotations

Approved: February 20, 2013

- 1) Core subinternships are Year 4 clinical rotations taken in one of six core clinical disciplines: internal medicine, general surgery, pediatrics, obstetrics & gynecology, emergency medicine, or family medicine. A subinternship serves as an experience which helps prepare students for residency by allowing them to function with increased responsibility compared to Year 3 clerkship rotations. A student on a subinternship rotation should function like a traditional intern or PGY-1 would function. Students are required to take at least one 4-week subinternship in a core discipline during

Year 4 to meet graduation requirements. This rotation must be taken with a UA faculty preceptor. Any exception must be approved by the Associate Dean for Medical Student Education.

- 2) The following are general criteria by which a rotation will qualify as a core subinternship. These criteria serve to distinguish a subinternship from a Year 3 clerkship rotation or a general Year 4 elective rotation.
 - a) Core discipline (internal medicine, general surgery, pediatrics, obstetrics & gynecology, emergency medicine, or family medicine)
 - b) Level of responsibility similar to an intern (PGY-1)
 - c) Responsible for an increased patient load
 - d) Typically caring for patients of higher acuity
 - e) Ability to manage patients at a higher level (e.g., time management, increased independence [within supervision], complexity)
 - f) Must involve on-call or after hours experience, initial patient assessments and management plans
 - g) Generally should be an inpatient, clinical rotation
 - h) If a primarily ambulatory experience, should include some emergency department, urgent care and/or ICU coverage (similar to typical PGY-1 schedule)
 - i) Consist of a single, four-week rotation
- 3) Although core subinternship goals and objectives will be specialty-specific, these will serve as general guidelines to designate a rotation as a valid core subinternship.
- 4) Students may take subinternship-level electives in non-core disciplines during their fourth year, but these rotations will not count toward the core subinternship requirement.

Section Four: Year 4 Enrollment Policies

Approved: September 18, 2013

Approved: May 16, 2018

Any exceptions to the limitations below must be pre-approved by the Associate Dean for Medical Student Education.

A. Double-Dipping Policy

Double-dipping is not permitted among courses that apply toward the surgical subspecialty, core subinternship and emergency medicine/critical care graduation requirements. Students are expected to complete 3 separate courses in order to meet the requirements.

B. Discretionary Time

- 1) Students may use available discretionary time as they wish for such activities as vacation, residency interviewing, and other non-credit activities.
- 2) Students may take additional electives during the discretionary time at no extra tuition charge.
- 3) Students may continue to participate in elective experiences that are interrupted by graduation

C. Limit on the Number of Weeks in Any One Subspecialty Field

- 1) The maximum number of weeks allowed during Year 4 in one subspecialty field is 12.
- 2) “Subspecialty field” is defined as any field in which subspecialty board certification is possible.
- 3) Students may take multiple rotations within a broader discipline’s umbrella, as long as the rotations do not substantively overlap in curricular content. For example, a student may take multiple pediatric electives, so long as no more than 3 electives are in any one particular sub-specialty (e.g., a student may take a variety of pediatric subspecialty rotations, but no more than 3 general pediatric rotations or 3 pediatric cardiology rotations).

D. Limit on the Number of Non-University of Arizona CoM Rotations

- 1) The maximum number of weeks allowed for rotations completed at institutions and sites not directly supervised by University of Arizona COM faculty during the fourth year is 16.
- 2) For a directly supervised course, the course director is a UA COM appointed faculty member who has ultimate responsibility for the design, Implementation, and assessment of the course. The course director may hold any faculty title, including a volunteer clinical position, lecturer, adjunct, as well as assistant, associate or full professor.

E. Maximum Units of Independent Study Credit

The maximum combined number of independent study units for which credit will be allowed is 8. The due date for submission of the form to Student Affairs: 30 days prior to start of the rotation.

F. Maximum Units of Research Credit

The maximum combined number of research units for which credit will be allowed is 8. The due date for submission of the form to Student Affairs: 30 days prior to start of the rotation.

G. Year 4 Holiday Policy

Year 4 students participating in electives will observe the holiday schedule of the institutions of their elective rotations.

Section Five: Elective Policies Applicable to All Years

A. Elective Block Scheduling

Approved: December 5, 2012

- 1) The Year 4 template for scheduling electives will default to elective periods of 2 and 4 weeks.
- 2) The first elective period for any academic year will begin with the first week of the first month for that year.
- 3) Students who seek to schedule 3-week elective periods may apply to the Office of Student Affairs. Exceptions will be granted for compelling reasons, but any 3-week elective must fall within a 4-week block.
- 4) Year 3 students who use their 3-week elective period to take an elective, rather than a 3-week surgical subspecialty rotation, must choose an elective from among those designed specifically for the 3-week, Year 3 experience.

B. International Elective Enrollment

Approved: February 19, 2014

Revised May 6, 2015

Policy Statement:

- 1) Medical students at the University of Arizona College of Medicine-Tucson shall apply only for international electives associated with LCME-accredited institutions or courses offered in the College of Medicine-Tucson (COM-T) student electives catalog.
- 2) Any exceptions will require approval by the Associate Dean for Admissions and Student Affairs and the appropriate COM- department or COM- Office of Global and Border Health (OGBH); an affiliation/preceptor agreement with the clinical site of the proposed international elective; and travel authorization from the UA Risk Management Offices before enrolling in an international elective.

C. Longitudinal Elective Course Credit Policy

Approved: August 15, 2007

Policy Statement:

- 1) Longitudinal elective courses may be designed as two courses, in which the student will typically enroll sequentially, the first course being prerequisite to the second, except with the consent of the instructor.
- 2) The first course will provide credit for learning activities accomplished in Years 1 and 2; the second course will provide credit for learning activities, which are more complex and sophisticated, accomplished in Years 3 and 4.
- 3) Students enrolling in the first course of the pair will earn credit that will be reported on the student's transcript, but that will not count toward earning the required number of elective credits. If the student takes the second course [in Years 3 or 4], the earned units will count toward earning required elective credits.

Section Six: Rural/Underserved Required Experience

Approved: June 16, 2008

Revised: June 19, 2013

Policy Statement: The University of Arizona College of Medicine- Tucson supports the development of physicians who will care for the rural and underserved communities throughout Arizona. The College requires our medical students to have significant exposure to such communities and the people who live in these communities. Therefore, the College of Medicine- Tucson requires medical students to participate in an educational experience that serves a disadvantaged and/or resource-poor population. This requirement can be completed in a variety of venues throughout the students' medical education. These include:

- 1) A rural or underserved clerkship rotation---Banner-University Medical Center South Campus Hospital, any rural FCM clerkship, a rotation at Maricopa Integrated Health System or affiliated sites, a rotation at a community health center
- 2) 2-week elective at a rural or underserved site (see above for sites)
- 3) Involvement in the Rural Health Professions Program (RHPP)
- 4) A minimum of 30 Commitment to Underserved People (CUP) volunteer contact hours (not including training hours) in either CUP I or II

Section One: Attendance Policy for Preclinical Years

Approved: July 8, 2009

Revised: June 7, 2017

Policy Statement:

This policy establishes guidelines and procedures for attendance and absences in mandatory classroom and clinical activities. Participation in learning activities is critical for students to develop into effective physicians. It is important for students to act in a professional manner and demonstrate a commitment to professional responsibilities.

- Attendance at all small-group sessions, all sessions in which patients are present, and all interprofessional activities is mandatory.
- Attendance is mandatory at any other activity that has been announced as being required.
- The student must request an excused absence a minimum of two weeks in advance and must be recorded in ArizonaMed (see Procedure for Reporting and Tracking Absences).
- Attendance at all exams is mandatory. This includes course exams, retake exams, exams for course remediation, OSCE, NBME and any other scheduled exam.
- Attendance Sign-In Sheet/Form: Signing-in or submitting an attendance sheet/form for another student is unethical and considered an Honor Code Policy violation. Students may ONLY sign-in/submit attendance sheet/form for themselves and no other student.

1. Excused Absences

- **Illness.** In the case of a student's own illness or injury, it is the student's responsibility to ensure that an absence request is submitted to the Course Director in a timely manner. A note may be required from Campus Health or a primary care provider.
- **Presentation at a professional conference.** An excused absence may be granted for a student to present at a professional conference. Conference attendance alone, without presentation responsibilities, does not meet the requirements for an excused absence. Proof of acceptance to the conference where the student is presenting must be provided.
- **Leadership activity.** An excused absence may be granted for a student to represent the University of Arizona College of Medicine in a leadership capacity at a professional conference or meeting (for example, as an elected representative of UACOM on an AMSA committee). Conference attendance alone, without leadership responsibilities, does not meet the requirements for an excused absence.
- **Religious observance.** An excused absence may be granted for a student to observe a religious holiday, in accordance with University policy.

- **Jury Duty.** An excused absence may be granted for a student to fulfill this civic responsibility.
- **Bereavement.** An excused absence may be granted for up to three (3) days because of the death of student's spouse, parent (natural parent, step-parent, adoptive parent), parent-in-law, sibling, child (natural child, adoptive child, fosterchild, step-child), grandparents, grandchildren, brother or sister-in-law, or any other person who is a member of the student's household.

A student may be granted up to two (2) additional days in order to attend or arrange funeral services out-of-state. If a student requires an excused absence for more than five (5) days, the student must request a Leave of Absence with the Associate Dean for Student Affairs.

2. Personal Day Passes

- Students are allowed up to two (2) Personal Day Passes during each of their preclinical years to attend to personal business, weddings, reunions, or other events that are not included on the list of recognized excused absences.
- Students must submit a request for a Personal Day Pass to the course director/Societies director a minimum of two weeks in advance. The request must be approved by the course/Societies director. Student will receive final approval by email from the Associate Dean for Students Affairs.
- Personal Day Passes may **not** be taken for the following:
 - Course exams ○ Retake exams
 - Exams for course remediation
 - OSCE ○ NBME exams ○ Other scheduled exams ○ Interprofessional activities
- No half days or hour counts are permitted.
- Personal Day Passes are non-transferrable.
- A specific reason for a Personal Day Pass is not required.
- Approval is not guaranteed but will depend on the nature of the missed sessions and whether the sessions can be remediated, if deemed necessary, by the course director and/or societies mentor.
- After the use of two Personal Day Passes within a single preclinical year, any additional absence that does not meet the criteria for an excused absence will be considered an unexcused absence.

3. Unexcused Absences and Consequences of Unexcused Absences

- Any non-emergency absence that is taken without prior notification or permission of the course director is considered an unexcused absence and will be treated as an act of unprofessional behavior.
- An unexcused absence will result in a 10% deduction from the student's Professionalism grade for the course and a score of zero on any graded activity (e.g., the IRAT and GRAT in a Team Learning session).

Procedure for Requesting and Tracking Absences

1. Requesting an absence

- To request an absence from a mandatory course activity, except in cases of personal illness, injury, or emergency, students must consult the course director (or Societies mentor) no less than **2 weeks in advance** of the anticipated absence.
- The student must enter all absence requests in ArizonaMed. This applies to excused and unexcused absences (including Personal Day Pass).
- The reason for the absence (except for Personal Day Pass) and the date(s) of the absence must be included in the request entered on ArizonaMed. A note may be required from Campus Health or a primary care provider in the case of illness.
- Student will receive final approval by email from the Associate Dean for Students Affairs.
- A student who misses any small group activity for any reason is responsible for notifying the student's facilitator/mentor and small-group members in advance of the absence.
- In the event of long term, serious medical or personal issues, the student should contact the Associate Dean for Student Affairs to request a [leave of absence](#).

2. Tracking absences

- The Associate Dean for Student Affairs will review the student absence reports, and if a student has a pattern of frequent absences from mandatory sessions, the student will be required to meet with the Associate Dean for Student Affairs to explain the reasons and discuss a plan for improvement in attendance.
- The Associate Dean for Student Affairs shall present the data from student absence reports to the Tucson Curriculum Management Subcommittee (TCMS) on an annual basis so that trends in the data can be noted and discussed.

Section Two: Attendance Policy for Clinical Years

Approved by EPC September 12, 2011

Amended: May 4, 2016

Effective: July 4, 2016

Policy Statement:

This policy establishes guidelines and procedures for attendance and absences in required clerkships. Participation in learning activities is critical for students to develop into effective physicians. It is important for students to act in a professional manner and demonstrate a commitment to professional responsibilities.

- All clerkship experiences are mandatory including [NBME Shelf Exams](#), Transition to Clerkships and Intersessions 1 & 2. Any absence must be recorded in ArizonaMed (see Procedure for Reporting and Tracking Absences).
- Excused absences will be remediated as deemed appropriate by the clerkship director.
 - To demonstrate that a student has remediated an absence, students will be expected to know the information and follow the requirements found in each clerkship manual.
- All absences must be requested a minimum of **30 days** prior to the anticipated absence.
- Attendance Sign-In Sheet/Form: Signing-in or submitting an attendance sheet/form for another student is unethical and considered an Honor Code Policy violation. Students may **ONLY** sign-in/submit attendance sheet/form for themselves and no other student.

1. Excused absences

- **Illness.** In the case of a student's own illness or injury, it is the student's responsibility to ensure that an absence request is submitted to the clerkship director/clerkship coordinator in a timely manner. A note may be required from Campus Health or a primary care provider.
- **Presentation at a professional conference.** An excused absence may be granted for a student to present at a professional conference. Conference attendance alone, without presentation responsibilities, does not meet the requirements for an excused absence. Proof of acceptance to the conference where the student is presenting must be provided to the clerkship. The number of days excused may not exceed those allowed in the absence policy for each clerkship.
- **Leadership activity.** An excused absence may be granted for a student to represent the University of Arizona College of Medicine in a leadership capacity at a professional

conference or meeting (for example, as an elected representative of UACOM on an AMSA committee). Conference attendance alone, without leadership responsibilities, does not meet the requirements for an excused absence.

- **Religious observance.** An excused absence may be granted for a student to observe a religious holiday, in accordance with University policy.
- **Jury Duty.** An excused absence may be granted for a student to fulfill this civic responsibility.
- **Bereavement.** An excused absence may be granted for up to three (3) days because of the death of student's spouse, parent (natural parent, step-parent, adoptive parent), parent-in-law, sibling, child (natural child, adoptive child, fosterchild, step-child), grandparents, grandchildren, brother or sister-in-law, or any other person who is a member of the student's household.

A student may be granted up to two (2) additional days in order to attend or arrange funeral services out-of-state. If a student requires an excused absence for more than five (5) days, the student must request a Leave of Absence with the Associate Dean for Student Affairs.

2. Personal Day Passes

- Students are allowed up to two (2) Personal Day Passes during their entire clerkship year curriculum to attend to personal business, weddings, reunions, or other events that are not included on the list of recognized excused absences.
- Students must submit a request for a Personal Day Pass a minimum of 30 days in advance to the clerkship director/coordinator and the request must be approved by the clerkship director/coordinator.
- Personal days may **not** be taken during the following:
 - Orientation
 - Last week of a clerkship rotation
 - Teaching/didactic days
 - OSCE
 - NBME exams
 - Other scheduled exams
 - Transition to Clerkships
 - Intersessions 1 & 2
- No half days or hour counts are permitted.
- Personal Day Passes are non-transferrable.
- A specific reason for a Personal Day Pass is not required.

- Approval is not guaranteed but will depend on the nature of the missed sessions and whether the sessions can be remediated, if deemed necessary, by the clerkship director.
- Absences may not exceed the maximum number of days allowed in a clerkship (see Procedure for Requesting and Tracking Absences). Two (2) absences or Personal Day Passes may not be requested while on the Neurology clerkship; this exceeds the maximum number of 1.5 days allowed for 3 week rotations.
- Personal Day Passes are not applicable to 4th year students.
- After use of two Personal Day Passes, any additional absence that does not meet criteria for an excused absence will be considered an unexcused absence.

3. Remediation of excused absences

- The clerkship directors will create a remediation plan that is specific to the unique requirements of their clerkship and that will apply to students at all sites within that clerkship.
- In the event that: (1) an absence is requested 30 days in advance; and (2) the clerkship director is unable to arrange a remediation plan because of the student's prolonged absence or the clerkship director's inability to recreate the needed clinical or didactic material, the clerkship director may deny approval for the requested absence.
- In the event that: (1) an absence due to illness or unanticipated events (i.e., 30 days advance notice is impossible); and (2) the clerkship director is unable to arrange a remediation plan because of a student's prolonged absence, or the clerkship director is unable to recreate the needed clinical or didactic material, the clerkship director, in consultation with the Associate Dean for Student Affairs, may require the student to repeat the entire clerkship.

4. Unexcused Absences and Consequences of Unexcused Absences

- Any non-emergency absence that is taken without prior notification or permission of the clerkship director is considered an unexcused absence. This will be treated as an act of unprofessional behavior which will be included in the student's final assessment.
- An unexcused absence from clerkship didactics may be noted in the final assessment and may affect the student's final grade.
- **If a student does not appear for a regularly scheduled NBME Shelf exam, the absence may be counted as unexcused.**

5. Holidays

- Clerkship sites will observe the [holiday schedule of the University of Arizona](#).

- A student may request to work on a day designated as a holiday by the University of Arizona. Upon approval by the clerkship director in advance, the holiday day may be substituted for a regular non-holiday work day. Clarify with the clerkship coordinator or director if it is required to report for weekend service following a holiday at the end of the week.

Procedure for Requesting and Tracking Absences

1. Requesting an excused absence:

- To request an excused absence, except in cases of personal illness, injury, or emergency, students must send an email to the clerkship director/clerkship coordinator no less than **30 days in advance** of the anticipated absence. The reason for the absence (except for Personal Day Pass) and the date(s) of the absence must be included in the request.
- If a student requests an excused absence due to illness or injury, he/she will contact the clerkship director/clerkship coordinator as soon as possible. A note may be required from Campus Health or a primary care provider.
- The student must enter all absences in ArizonaMed. This applies to excused and unexcused absences (including Personal Day Pass).
- The clerkship director or coordinator will inform the student of his or her decision regarding the request for an excused absence by email.
- In the event of long term, serious medical or personal issues, the student should contact the Associate Dean for Student Affairs to request a [leave of absence](#).

2. Tracking absences

The following indicates the maximum number of any absences (excused or unexcused) for clerkships of various lengths.

- .5 days for a 1-week course
 - 1 day for a 2-week course
 - 1.5 days for a 3-week rotation
 - 2 days for a 4-week rotation
 - 3 days for a 6-week rotation
 - 4 days for a 8-week rotation
 - 6 days for a 12-week rotation
- If the number of absences exceeds the maximum allowed, the student will be required to repeat the clerkship.
 - The Associate Dean for Student Affairs will review the student absence reports, and if a student exhibits a pattern of excessive absences, the student will be required to meet with

the Associate Dean for Student Affairs to explain the reasons and discuss a plan for improvement in attendance.

- The Associate Dean for Student Affairs shall present the data from student absence reports to the Tucson Clinical Curriculum Subcommittee (TCCS) on an annual basis so that trends in the data can be noted and discussed.

Section Three: Attendance Policy for Electives

Approved: December 14, 2011

1. Attendance is required at all activities identified for an elective course. The student must complete the amount of work in the course that matches the number of credit hours established for the elective course.
 - The elective course director must approve an absence. The student should contact the elective course director in advance of the absence whenever possible.
 - Even if a request is made in advance, approval of an absence is not guaranteed. The elective course director may refuse to excuse an absence in the case where alternative experiences/work cannot be arranged such that the student cannot accomplish the course objectives.
 - If a student has an excused or unexcused absence, the student must arrange with the course director to complete an equivalent amount of work at an alternative time.
 - Unexcused absence(s) may result in a failure of the course at the discretion of the course director. The criteria for failure due to unexcused absence(s) will be communicated to students and written in course materials.
2. Acceptable reasons for excused days of absence include the following:

Note: Regardless of the reason, a student must follow the policies above for obtaining an excused absence and arranging for the work to be completed.

 - **Interviews for residency.** It is expected that students use discretionary days to schedule interviews. However, circumstances may occur such that an interview is unavoidable during an elective (particularly for the months of Nov, Dec and Jan).
 - **Presentation at a Professional Conference or Leadership Activity** (e.g., as an AMSA Committee Member) on behalf of the University of Arizona College of Medicine.
 - **Religious observance.** Students may arrange for an absence for religious observances, which will be considered in accordance with law and University policy.

- **Extenuating Personal Circumstances.** Extenuating personal circumstances may include, without limitation, significant family or personal events that acutely disrupt the student's ability to attend to rotation responsibilities. The student should contact the electives course director as soon as possible.
- **Personal Illness, injury or disability.** In the case of a student's own illness, injury or disability, it is the student's responsibility to ensure that electives course director is informed of the absence in a timely manner. If the student is seriously ill (injured, etc), a family member or friend can inform the electives director.
- **Holiday schedule.** Fourth-year students participating in electives will observe the holiday schedule of the institutions of their elective rotations.

3. Tracking absences

The following indicates the maximum number of any absences (excused or unexcused) for electives of various lengths. This also applies to any 4th year required courses.

- .5 days for a 1-week course
 - 1 day for a 2-week course
 - 1.5 days for a 3-week rotation
 - 2 days for a 4-week rotation
 - 3 days for a 6-week rotation
 - 4 days for a 8-week rotation
 - 6 days for a 12-week rotation
- If the number of absences exceeds the maximum allowed, the student will be required to repeat the elective.



SYLLABUS

Medical Education Distinction Track

Capstone

Description of Course

This course is only available to students enrolled in the Medical Education Distinction Track (MEDT). The Medical Education Distinction Track helps medical students who are interested in pursuing careers in academic medicine to develop knowledge and experience in both the theory and the practice of education.

The Capstone Project is a scholarly project that allows the student to explore deeply into a focused question in medical education, think creatively, and demonstrate mastery of key concepts in the field. The student should discuss possible topics for the Capstone Project with his/her MEDT Mentor. The student must submit a completed Project Proposal Form for approval by the Director and Steering Committee of the track.

After the student's proposal has been approved, the student should regularly discuss the project with his/her MEDT Mentor, including design or planning and progress. The student must also submit progress reports to the Steering Committee by specific dates. The final written report and presentation are due during March of the student's MS4 year.

Instructor and Contact Information

Athena Ganchorre, PhD
Room Number: COM 3206
520-626-2203
athenag@medadmin.arizona.edu

Course Objectives

During this course, students will:

- Develop characteristics of good mentoring focusing on how to actively seek positive mentors and advisors and cultivate positive mentor/mentee relationships
- Identify a current research question in medical education and design a study to address it
- Develop a scholarly approach to education through research, publications, reviewer of publications, local, regional and national presentations

- Explain and apply educational theory, knowledge, and skills relevant to medical education

Expected Learning Outcomes

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

- Teach and actively participate in curriculum development
- Design a course or curriculum for medical students using principles of adult learning theory, findings from published studies and medical knowledge
- Assess learners and provide feedback
- Design a system for evaluation of a medical-education program that is efficient, responsive and effective
- Identify methodologies to perform needs assessments for learning

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

N/A

Required or Special Materials

N/A

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

- Poster presentation at Medical Education Research Day or Capstone Presentation
- Capstone Research Paper

Grading Scale and Policies

Course grading: Honors/High Pass/Pass/Fail based on completion of assignments and participation.

Honors will be awarded to students who successfully complete all course requirements and submit their capstone paper for peer review or present their capstone poster at a regional or national conference.

Scheduled Topics/Activities (recommended but not required)

Students in the course will regularly meet with a mentor to discuss their project, and submit progress reports in the form of an abstract to the MEDT Steering Committee. In addition, all students will be required to do a Capstone Presentation or create a poster and present it at Medical Education Research Day at the College of Medicine - Tucson.

Classroom Behavior/Attendance Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Accessibility and Accommodations

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

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.