

TUCSON EDUCATIONAL POLICY COMMITTEE (TEPC)

Agenda Wednesday, June 5, 2019

4:30-6:00pm Rm. 3230

AGENDA ITEMS

Announcements:

1. Educational Leadership Committee (Elliott)
2. Subcommittee updates: TCMS, TCCS, TEVs, Evaluation, Electives
3. Clerkship Overlap Update
4. June and July TEPC Meeting Dates (Cohen)
5. Electronic Votes – Foundations Calendar, CRC Block Change Form (Cho)
6. Call to Audience (Cohen)

Voting Items:

1. Minutes from May 1 and May 15 2019 Meeting (Cohen) (Attachments)
2. Applicant Cycle Secondary Screener Elective Proposal (Price-Johnson) (Attachment)

Discussion Items:

1. Block Director Teaching Hours Proposal (Tischler) (Attachment)
2. Student Diversity Advisory Committee Letter/COM Response (Murrain)

FUTURE AGENDA ITEMS			
	Items(s)/Timeframe	Time Frame	Assigned to
	Emergency Medicine Critical Care – Syllabus update (changing from optional to required) – new item from Leyva	July 17	Warneke
	GQ 2018 Summary follow-up to address low performing areas	Future	Givens
	Block/Longitudinal Directors' Survey on New Curriculum (Attachment)	Future	Cho
	Faculty Assessment of Student Performance form – Electives	Future	Cho/Warneke
	OB-GYN Clerkship Review	Future	Cho
	Grading and Progression Policy: Reintegration Requirements for LOAs	Future	Lebensohn
	Nervous System Pilot follow-up on outcome data	Feb. 2020	Vanderah

Meeting Attendance

Wed., May 15, 2019

4:30-6:00pm, Rm 3230

Meeting Minutes

MEETING ATTENDEES

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

Announcements:

- Happy birthday wishes were extended to Dr. Lebensohn from TEPC.
- Only one TEPC meeting will be held in the months of June (5th) and July (17th).
- Clerkship Overlap Update:** The overlap continues to progress well.

Voting Items:

1. **Minutes from May 1, 2019**

A vote could not be taken as there was no quorum. A vote will be taken at the next meeting.

2. **CRC Block Change Form**

Dr. Smith presented the CRC Block Change Form. Highlighted changes include:

- 10 physicians faculty members will be considered the core faculty for the CRC course
- Groups will be larger, going from 9 students per group to 12 students
- The amount of cases will increased back to the normal load based on current blocks' schedules
- Grade weights to be implemented include:
 - First Semester – Attendance (75%), Small Group (10%), Homework (10%), Formative Feedback (5%)
 - Second Semester – Attendance (60%), Small Group (10%), Homework (10%), Formative Feedback (5%), Case-Based Final Exam (15%)

- Third Semester - Attendance (60%), Small Group (10%), Homework (10%), Formative Feedback (5%), Case-Based Final Exam (15%)

- Attendance is required at all sessions
- No more than a total of two absences of any kind, including excused and personal passes, are allowed per semester course

Discussion: Mrs. Givens requested that the applicable competencies will need to be identified. Dr. Smith said the competencies are already tagged in the Training Manual.

Vote: An electronic vote will be sent out, as there was not a quorum.

Discussion Items:

1. Use of Passes during Preclerkship and Clerkship Curriculum Phases

Mrs. Leyva discussed the Personal Day Passes policy language as follows:

- Pre-Clerkship Phase – 2 Personal Day Passes during each of their preclinical years
- Clerkship Phase – 2 Personal Day Passes during their entire clerkship year curriculum

A few issues have come up concerning the pass policies:

- Issues in MedLearn when tracking passes because it's based on an Academic Year
- Did not reset when Class of 2021 began Clerkships – students are already requesting passes in clerkships but unable to enter in the request
- If a student took 2 passes in the second half of their Preclinical phase, they would not be allowed to use a pass until the system resets again in August 2019

Mrs. Leyva offered three potential solutions to address the above issues:

1. Leave policy as is – Students can only use 2 passes between August 2018- August 2019; OR
2. Update policy to reflect 3 passes for Preclinical phase, and 2 during entire clerkship year (IT would need to update MedLearn accordingly); OR
3. Update policy to reflect the preclerkship phase instead of academic years (students would get 4 passes in preclerkship and 2 passes in clerkship phase)

Discussion: These passes are to be used outside of any excused absence. Input from TEPC student representatives and members reflected a preference for the second option. IT stated that they could make it work in MedLearn.

2. Proposed Exam Review Subcommittee (ERS) Process

Dr. Thomas presented a proposal for revising the Exam Review Subcommittee process based on clarity, validity, and quality alignment. Proposed changes include:

- Prep material will be created for the Block Team (Block Director and Program Coordinator), including tips for writing questions, learning objectives,
- Evaluate and upgraded Learning Objectives
- Developing a block Director Manual
- Increase tagging for ExamSoft question, and ask Block Teams to create exam blueprints
- Institute a policy for exam questions to be vetted
- Have non-block director content experts weigh in on questions

- Have more stringent psychometric cutoffs
- There will be a 24 hour lag time after (most) exams to allow for thorough analysis by the review team; ample time will still be available to notify students about retakes
- Records will be kept of all exam review recommendations and Block actions
- Create post-block overview reports
- For Block Teams, a D2L website to share/deposit Information; hopefully switching to a MedLearn site

The proposed procedural changes and time line will begin at the start of the academic year with a pre-academic year meeting with the Exam Review Committee and distribution of pre-semester announcements/materials. This will be followed by the Block Teams giving updates on pre-block course details, and then meeting with the ERC to conduct the exam question vetting. Next, the exam will take place and within 24 hours the exam review team will meet, and then a post-block meeting will be held. An end of year member meeting will conclude the process.

Discussion: The exams will not need to be longer to come up with enough questions as the questions will be vetted upfront. Concerns were voiced that situations could come up that regardless of the prep time, students may still get all the questions right because they know the material. Student representatives stated that some questions are easy because the examples used are exactly what was given in class. The overall goal is to improve the exam questions and how they align, and assess content knowledge better in order to better predict student performance. TEPC members appreciate this effort.

Other:

Electing a New Vice-Chair: Dr. Cohen initiated discussion about the proper time to hold elections of a new TEPC Vice-Chair. When Dr. Lebensohn was named Chair, discussion was held in TEPC to hold off elections until the fall to allow the new Chair to work with the outgoing Chair. There will be six new members elected to TEPC in July. Dr. Partha expressed her belief that it would be better to move forward with the election of a Vice-Chair before new TEPC members get voted in. This will be further discussed in July when Dr. Lebensohn returns.

The TEPC Meeting ended at 5:20 pm.

Meeting Attendance

Wed., May 1, 2019

4:30-6:00pm, Rm 3230

Meeting Minutes

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

Announcements:

- Educational Leadership Committee (ELC)** - The recent ELC meeting mostly focused on a discussion related to the presence of the Border Patrol at the hospital and how it affects some of our medical students. Dr. Murrain wrote a letter to the Dean, who will bring this issue up with Banner to see if policies can be drafted. Another part of the discussion was to bring additional translator services/interpreters when working with Border Patrol.
- Subcommittee updates:**
 - TCMS – Pharmacology ratings was a discussion at the previous TCMS meeting. Dr. Cho pulled data from the recent GQ survey to obtain student perceptions on all Basic Science courses, including Pharmacology. This will help guide conversation on how to improve ratings. Mrs. de Leon added that Dr. Vanderah developed a list of drug classifications, and the list was distributed to all Block Directors for input on where they teach and test Pharmacology in the Blocks. A Block Director meeting will be set to start the discussion. Pharmacology will also be emphasized in Longitudinal (Societies and CRC). The other two areas that have been identified for future discussion for their ratings are Genetics and Biostats.
- Clerkship Overlap Update:** While we are continuing to develop new sites and preceptors, our current Clerkship site needs are being met. The student representatives reported that student feedback on the Overlap is dependent on the clinical rotation. An email was sent to the different classes informing them of the ability to use MedLearn to provide anonymous feedback. Dr. Cho stated that to date, no student

4. **Call to Audience** – Nothing at this time.

Voting Items:

1. **Minutes from April 17, 2019**

A vote was taken and the minutes were approved.

2. **Grading and Progression Policy: Medical Leave of Absence**

The wording of “Automatic dismissal” was removed from the policy. The language of first and second year, was changed to Pre-clerkship and Clerkship. A discussion still needs to take place regarding the process of student re-entry following their medical leave of absence towards their degree from the College of Medicine. The new policy also states the Medical Leave of Absence will not count toward the 6 year limit.

A vote was taken and approved.

3. **Back to Basic Science Course Name Change**

The current title, “Back to Basic Science”, does not capture the intent and outcomes of the course. It is proposed to change the title to “Application of the Basic Sciences to Clinical Medicine.”

A vote was taken and approved.

4. **Chronic Pain Management Elective**

Dr. Ibrahim presented the syllabus for a proposed new 4th year, four-week elective called Comprehensive Chronic Pain Management. The elective will expose students to chronic pain management in the department of Anesthesiology, chronic pain division. Students will learn different types of medical and nonmedical managements for musculoskeletal, neuropathic, and cancer pain using both non-opioids options and a large array of interventional procedures to control pain. The course will be 45 hours per week, including Conference (4 hours), Outpatient (22 hours), Procedure room (14 hours), and final presentation prep time (5 hours). Grades of Honors, High Pass, Pass, and Fail will be used. The elective will start with one student, and increase from there if it flows well.

Discussion: Dr. Moynahan asked if Behavioral Management interventions would be included to which Dr. Ibrahim stated they will work with a psychiatrist for the elective. The elective will be a comprehensive pain management program which will explore all modalities. Most of the teaching will be conducted by the Attendings.

A vote was taken and approved.

Discussion Items:

1. **Attendance Policy**

- a. Attendance requirements for longitudinal curriculum Clinical Reasoning Course (CRC), Doctor & Patient (D&P), and Pathways - Dr. Elliott stated there are inconsistencies in attendance requirements for longitudinal, so a Taskforce was created to propose a uniform policy. The recommendations include:
- An expectation of 80% attendance in every session, inclusive of all the sessions.

- The attendance criteria is to be applied on a semester-by-semester basis.
- 80% attendance is required and is regardless of the two passes students are extended, as well as excused absences.
- If students don't attend 80% of the sessions, they fail the semester for that Longitudinal Course. This will potentially lead to a failing grade on their transcript unless they remediate the semester.
- For CRC, the remediation will be one-on-one with Dr. Smith or Dr. Stoneking. For Pathways, Dr. Cagno is still considering.
- Each session will get its own discrete grade, which is attendance based, as well as other elements.
- A further suggestion is to review and remove the "other" category for excused absences.

Discussion: Student representative Maddy Banergee asked if a student fails one or more Longitudinal courses, does it count towards the two-course failure policy. Dr. Lebensohn believes it should be excluded, and Dr. Elliott concurred. Dr. Cho stated this policy will be developed by all parties before being taken to the Taskforce. Dr. Smith also questioned what happens if the student fails the remediation, and if they would have to repeat the year. This issue will need to be addressed. Student representative Bryan Little asked if Pathways and CRC are plotted out on student calendars at the beginning of the year. Longitudinal days are listed on the calendar, with CRC occurring every Friday morning. He also asked about scheduling of hours, to which Dr. Lebensohn stated they are proposing roughly two, four-hour sessions. TEPC agreed to forward this proposal to the Taskforce, with all of these concerns taken under consideration.

2. SPC Grade Appeal

Dr. Elliott stated there have been changes in the purview of the Student Progress Committee (SPC), where the committee will become less punitive and more supportive of student progress. A steering committee has proposed changes to existing policy language and purpose of the SPC, along with an action plan. The committee wants to get away from "automatic dismissal" language. The new language would read:

- The Deputy Dean of Education may dismiss a student based on the recommendation of the SPC, or Associate Dean of Curricular Affairs, or Associate Dean of Student Affairs for failure to progress in the curriculum. The Deputy Dean can override any recommendation. This information is clearly stated in the Student Policy Manual, which is voted on by Faculty and TEPC. A student always has the right to appeal to the Student Appeals Committee, whose decision is final. Dr. Moynahan stated this still needs to be discussed with the Dean, who may have the final decision.
- Input from TEPC regarding these proposed changes is necessary.
- There are no students on the Student Appeals Committee. Legal counsel is involved.
- The appeal process is a blanket appeal.
- Students can appeal in written form; they do not appeal in person.
- This will omit the Hearing process.
- If a student wants to appeal any grade for any course, he/she may appeal that grade within two weeks of the grade posting to the director of that course. The director may meet with the student, and if they do not reach an agreement, the student may then appeal in writing to the Associate Dean of Curricular Affairs. The Associate Dean will meet with the student, course director and any other sources deemed necessary to effectively assess the situation to make a decision. The Associate Dean may also reach out to other course directors to gain additional insight. After that review process, the decision by the Associate Dean of Curricular Affairs is final, and no further grade appeal is permitted.

Discussion: Reaching out to other course directors is to get external support if there is any question about the situation, but is not required. Some students want evaluation comments removed. Hopefully “Below the Line” will take care of student concerns about evaluation comments.

It was agreed to move this proposal forward to the Taskforce.

3. **Foundations Block Summary Update**

Dr. Ganchorre presented an update on the anticipated changes to the Foundations Block, which will introduce basic science principles using four major health issues represented among Arizona patient populations. Working hard on application and integration of content and spiraling. Suggested changes for the Block include:

- The curricular redesign shortened the length of the block from 8 weeks to 6.
- The number of exams to two (Mid-Term and Final).
- Pathways in Health & Medicine has requested time on Friday from 8am-12pm
- Societies/Doctor & Patient has requested time on Friday from 12pm to 5pm
- Friday afternoon has been requested from 1 to 3pm for two, one-hour lecture sessions
- This scheduled time will reduce the number of afternoons off for student protected time to one afternoon off within Week 1. All other weeks during the Foundations Block, students will have the two afternoons off.
- Each week will have a clinical case that relates to the focus.

The week focuses include:

- Week 1 – Introduction to Disciplines
- Week 2 – Cardio Vascular Disease
- Week 3 – Diabetes
- Week 4 – Hematology/Oncology
- Week 5 – Asthma, Virology & Therapeutics
- Week 6 – Public Health & Biostatistics

Discussion:

Student representative Bryan Little asked about the Q&A sessions, and if they would be structured. According to Policy, there cannot be any required sessions on Friday afternoons for students, but Faculty will be there. Dr. Moynahan asked if the Diabetes content would be lifted from DHM or reinforced by DMH. Dr. Ganchorre responded that it will include both, and has asked Dr. Tischler to focus on it. The Diabetes unit will also include Pharmacology. Dr. Ganchorre will return with the complete Foundations calendar at a future TEPC meeting. Mrs. Givens asked that an eye be kept on student workload, and suggested maybe a summary could be developed to measure the teaching hours, lectures, etc... This is something Dr. Ganchorre plans to do and is very conscious of.

4. **New Grading and Progression Policy Section: Discuss reintegration requirements for LOAs**

Due to time constraints, this topic will be brought up at a future TEPC meeting. Dr. Lebensohn suggested a few slides be developed to present the ideas.

The TEPC Meeting ended at 6:00pm.

Block Director Course Responsibilities in addition to those identified in the Block Director Position Description

- Assure quality and consistency with session objectives of questions that appear on exams, quizzes, self-assessments and retakes
- Provide a report on students performing below 75% on exams and in the block and provide help to students regarding their block performance, including one-on-one exam reviews and tutoring
- Meet with core faculty at appropriate intervals during the planning phase of the block and during the block
- Respond to new curricular requirements as they become mandated

Recommended change in weekly block hour credit for Block Directors.

We recommend that the teaching/administrative hours of credit assigned for block directors be **increased from 75 to 100 hours per each week of the block**. This requested increase is recognizing two important factors.

1. First, as outlined above, **significant additional responsibilities** have been required of Block Directors since the agreement to the 75 hours of credit, which has remained unchanged in the face of additional responsibilities.
2. Second, though the length of blocks has been shortened, the **total workload for the shortened blocks is greater**. Hence Block Directors took a cut of 75-150 hours (1-2 weeks) despite their total workload effort being increased above the past by the addition of new responsibilities.

Recognition for Block Directors when administering a Remediation Course for their block.

Remediation courses are separate from the block and require additional work during the 6-week offering during the summer. This additional work consists of meeting with the students enrolled in the remediation course and the preparation of a comprehensive exam. In years when the Block Director has to offer a remediation course for the medical students who failed their block, the **Block Director should be recognized by an additional 30 hours of total effort** in addition to the total hours awarded for serving as Director of their block.



**SYLLABUS
MED 899A
Applicant Cycle Secondary Screener
and Evaluator**

Description of Course

During this course, students will participate in the secondary application screening and interview processes. Students will be trained in the proper understanding and scoring of applications utilizing provided rubrics and samples from past secondary applications as well as evaluation training and refresher training before each MMI session. Trainings are offered as both manuals and live training.

Instructor and Contact Information

Tanisha Price-Johnson, PhD
College of Medicine, Admissions, Room 2108
520-626-6214
tanishap@email.arizona.edu

Course Objectives (minimum of 3)

During this course, students will:

- Review College of Medicine – Tucson applications including personal comments (statements), disadvantaged statements, demographic information, experiences and additional questions.
- Assist in selecting a diverse cohort of students who will become the future leaders in advancing health care to the distinct communities that comprise Arizona and the United States.
- Assist the Admissions Committee with implementing and abiding by a truly holistic review process of applicants

Expected Learning Outcomes (minimum of 3)

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

- Think critically and independently in alignment with the UA COM research mission and rubric
- Assess the applicants' qualifications as part of the selection process.
- Analyze the applicants' portfolios as needed for the screening and evaluation processes.
- Describe the role and application of the attributes as part of the holistic selection process by participating in the Multiple Mini-Interviews (MMI).
- Practice their critical agency skills and attitude in the medical education system.

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

Training manuals provided.

Required or Special Materials

None

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

Students must complete assigned secondary interviews within the weekly time schedule. Students must complete a minimum of 125 secondary screenings as well as 4 MMI sessions to earn one credit.

Grading Scale and Policies

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

Classroom Behavior/Attendance Policy

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

Threatening Behavior Policy

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.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

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

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.