

Clerkship/Course Change Policy for the Clerkship Phase

TEPC Approved: September 18, 2013

The UA COM curriculum for the clerkship phase has been designed to be integrated, advancing upon the core competencies obtained during the pre-clerkship phase, with an emphasis on active learning and the development of skills to promote life-long learning. Clerkship directors and course directors for the clerkship phase along with the Tucson Educational Policy Committee (TEPC) share responsibility for assessing the clerkships/courses and proposing adjustments to improve the quality of the educational experience while maintaining a curriculum that reflects these characteristics.

To that end, authority to implement changes in the clerkship phase is described below.

1. Desired changes in an individual clerkship/course that may be implemented by the clerkship directors and course directors **without review** or approval:
 - Minor adjustments in the content of an individual clerkship/course (i.e. any change to improve content that does not require changes to the learning objectives for that clerkship/course).

2. The following proposed changes to an individual clerkship/course **must be approved** prior to implementation in order to assess the potential impact of the change on the characteristics and goals of the curriculum as it was designed:
 - Changes in the clerkship sites and/or site directors.
 - Changes in the clerkship director or course director.
 - Changes that affect the objectives for the clerkship/course and/or affect the balance of competencies addressed by the clerkship/course.
 - Changes to the types of patients or clinical conditions that students must encounter during the clerkship.
 - Changes that affect assessment of student performance (e.g., change in the grading rubric, change in the clerkship/course examination process, etc.)
 - Changes that remove or add time dedicated to a thread topic. Such changes need to be first approved and discussed with the Pathways in Health and Medicine Director and appropriate thread director.

Procedures

To propose any of the changes itemized in 2 above:

The clerkship director/course director completes the “Clerkship Change Form” at the latest two months prior to the start of each academic year and submits the completed form to the Associate Dean Curricular Affairs (ADCA).

- The ADCA will determine the impact of the proposed change on the curriculum. At this point, they may approve the proposed change for implementation, or forward the proposal to the TEPC if committee approval is warranted. The clerkship director/course director will be notified if the proposed change is forwarded to committee.
- If the ADCA decides to forward the proposal to the TEPC for review, the clerkship director/course director may withdraw or change the proposal. If he/she decides to change the proposal, he/she will complete a second Clerkship Change Form.
- The clerkship director/course director will be notified immediately by the ADCA after its decision is made.

Relevant LCME Standards:

8.1 Curricular Management: A medical school has in place an institutional body (i.e., a faculty committee) that oversees the medical education program as a whole and has responsibility for the overall design, management, integration, evaluation, and enhancement of a coherent and coordinated medical curriculum.

Curricular Management: Involves the following activities: leading, directing, coordinating, controlling, planning, evaluating, and reporting. An effective system of curriculum management exhibits the following characteristics: 1) evaluation of program effectiveness by outcomes analysis, using national norms of accomplishment, as available, as a frame of reference, 2) monitoring of content and workload in each discipline, including the identification of omissions and unplanned redundancies, and 3) review of the stated objectives of each individual curricular component and of methods of instruction and student assessment to ensure their linkage to and congruence with programmatic educational objectives. (Element 8.1)

8.3 Curricular Design, Review, Revision/Content Monitoring: The faculty of a medical school, through the faculty committee responsible for the medical curriculum, are responsible for the detailed development, design, and implementation of all components of the medical education program, including the medical education program objectives, the learning objectives for each required curricular segment, instructional and assessment methods appropriate for the achievement of those objectives, content and content sequencing, ongoing review and updating of content, and evaluation of course, clerkship, and teacher quality. These medical education program objectives, learning objectives, content, and instructional and assessment methods are subject to ongoing monitoring, review, and revision by the responsible committee.