

TUCSON EDUCATIONAL POLICY COMMITTEE

Agenda

Wednesday May 16, 2018

4:30-6:00pm

Rm 3230

AGENDA ITEMS

Announcements:

1. New TEPC Vice-Chair (Lebensohn)
2. Educational Leadership Committee (Lebensohn)
3. Curriculum Renewal Committee (Lebensohn)
4. Subcommittees updates: TCMS, TCCS, Exam review, Evaluation, Electives

Voting Items:

1. Minutes from April 4, 2018 TEPC Meeting (Attachment 1- Chair)
2. Sensitive Physical Exams policy (Attachment 2 - Cagno)
3. Proposed Limit on Fourth Year Research Credits (Elliott)
4. CPR "Quick Feedback" Report (Separate Attachment – Weissburg)

FUTURE AGENDA ITEMS

| | Items(s) | Assigned to |
|----|---|--------------------------------|
| 1. | Advanced Topics "Quick Feedback" Report | Weissburg |
| 2. | Proposal for Post-Clerkship curriculum: Back to Basic Science and Boot Camp | Elliott |
| 3. | Personalized Active Learning proposal (PAL) | |
| 4. | Updates to Grading & Progression Policy | De Leon, Poskus, and Weissburg |
| 5. | Proposed changes to Longitudinal Curriculum | |
| 6. | Faculty Assessment of Student Performance form – Electives | Weissburg |

TUCSON EDUCATIONAL POLICY COMMITTEE

Meeting Minutes

April 4, 2018

4:30pm, 3230

| MEETING ATTENDEES | | | |
|--------------------|---|-----------------------|---|
| Voting Members | * | Resource Members | * |
| Kristopher Abbate | | Sonia De Leon | X |
| Elle Campbell | | George Fantry | X |
| Maria Czuzak | | Carlos Gonzales | |
| Zoe Cohen | X | Raquel Givens | X |
| Dawn Coletta | X | Kevin Moynahan | X |
| Patricia Lebensohn | X | Diane Poskus | X |
| Lindsey Lepoidevin | X | Karen Spear Ellinwood | |
| Larry Moher | X | Sean Elliott | |
| Art Sanders | | Paul Weissburg | X |
| Sydney Rice | | Violet Siwik | |
| Jordana Smith | | Travis Garner | |
| Kathy Smith | X | Jerie Schulz | X |
| Jim Warneke | | Tanisha Price | X |
| Stephen Wright | | Special Guests | |
| Chad Viscusi | | Mary Vega | X |
| Josh Yell | X | Todd Vanderah | X |

*X = present

MEETING MINUTES

Announcements:

1. Educational Leadership Committee

Dr. Moynahan provided updates on:

- a. Prematriculation course - Dr. Vanderah is putting together the modules, which will be available to students this year, and are designed for students to use to bolster medical knowledge before medical school begins.
- b. PAL Class for the summer - Dr. Rappaport has been outlining all the coursework.
- c. Back to Basics - The Block Director is Dr. Bear.
- d. Boot Camp - The Director is Dr. Partha.

2. Subcommittees Updates

- a. Evaluation Subcommittee - Dr. Weissburg announced the decision by the Evaluation Subcommittee to pilot the Clerkship "Quick Feedback" process with OB-GYN this year. The original plan had been to pilot the quadrennial self-study process with OB-GYN, but a concern was raised that the clerkships are currently focused on preparing for the upcoming overlap resulting from the scheduling changes to the Pre-clerkship curriculum and that this would not be an ideal time to ask them to undergo a robust self-study process. The "Quick Feedback" process does not require as much from the clerkship director and coordinator as the "self-study" process, and so that is the process that will be used until the overlap concludes in the spring of 2019.

3. Update on SPC Proposals

Dr. Lebensohn recapped the two proposals introduced at a previous TEP-C meeting including:

- a. Allowing faculty who are brought to SPC meetings to represent students to be able to speak freely and not only in response to direct questions from SPC members, and
- b. That SPC members not be discouraged from considering information that is provided regarding medical issues when making decisions

During discussion to obtain clarification, it was discovered that:

- a. According to bylaws, TEP-C does not write or review policies for SPC. Another committee – The Student Affairs Committee (which is no longer in place), is responsible for changes in SPC policy. Dr. Moynahan stated The Student Affairs Committee could become operational again, if necessary, or another option may be to rewrite the bylaws and have TEP-C or some other group oversee SPC policy. Discussion included allowing SPC some control over its direction.
- b. Dr. Fantry also indicated they are working to have student hearings revert back to a student appeal, removing the “court of law” process in favor of a committee meeting that would be recorded but would be less formal in structure.

Voting Items:

1. Minutes from April 4, 2018 meeting.

The minutes were unanimously approved.

2. Foundations Block –

- a. Dr. Vanderah gave a brief description of the Foundations Block redesign, including shortening it from 8 to 6 weeks; with condensed materials arranged around topics that are needed for med school, and based on the 2018 First Aid book.

Week 1 – Embryology and Genetics

Week 2 – Biochemistry and Histology

Week 3 – Histology and Immune System Inflammation; Quiz

Week 4 – Microbiology and Pathology

Week 5 – Pharmacology, Biostats, and Public Health; Quiz

Week 6 – Review Sessions; Exam; Longitudinal Curriculum; Societies

- b. Dr. Vanderah asked TEP-C for permission to use the Friday afternoon of the first week of the Foundations block time – from 1-3pm, for a Team Learning session with students. This would require scheduling the session during student protected time off. In addition, one hour of time on Wednesday afternoon would also be needed for an Embryology lab. Although this would reduce the protected time off for students, the curricular redesign has shortened the length of the block, causing scheduling issues for the Doctor and Patient course (An Introduction to the Society Mentors session) which is typically offered each year.

A vote was taken and unanimously approved.

Discussion Item:

1. Level 3 Report Outline

- a. Dr. Weissburg summarized the proposed outline for the Level 3 evaluation of the College of Medicine curriculum as designed by the Evaluation Subcommittee. TEP-C members provided positive feedback, and encouraged the Evaluation Subcommittee to move forward. Although the target deadline is the end of June 2018, Dr. Weissburg noted that their ability to complete the report within that timeframe will be partially dependent on personnel resources.

| FUTURE AGENDA ITEMS | | | |
|----------------------------|---|--------------------|--------------------|
| | Items(s) | Assigned to | Target Date |
| 1. | Sensitive Physical Exams policy – April 18 | Cagno | April 18 |
| 2. | Faculty Assessment of Student Performance form – Electives | Weissburg | |
| 3. | Proposal for Post-Clerkship curriculum: Back to Basic Science and Boot Camp | Elliott | |
| 4. | Personalized Active Learning proposal (PAL) | | |
| 5. | Proposed Calendar changes | | |
| 6. | Proposed changes to Longitudinal Curriculum | | |
| | | | |
| | | | |

Policy Writing Tip Sheet and Template

General Tips:

- Keep it simple – the policy should be intelligible to a diverse audience (use short sentences, avoid jargon, use common words, avoid prepositions)
- Keep it general – a policy cannot account for all possible situations
- Keep it helpful – a policy should tell the reader why it exists
- Define key terms as needed
- Should be written in the third person
- Use the active voice (e.g., “The department proposed new regulations” not “Regulations have been propose by the department”)
- Check for redundancy – make sure the policy you are creating isn’t already addressed with existing policies or in conflict with existing policies
- Differentiate between policies and procedures - administrative procedures should not be part of a policy. Procedures are the processes or steps followed in order to implement a policy

Language:

- The word “shall” means compliance, also consider the word “must” to indicate compliance or “must not” to indicate a prohibition
- The word “should” or “may” imply choice or a recommendation, means that one can choose to follow a policy but **does not have to**

Pre-Submission Checklist:

| | Yes | No |
|---|-------------------------------------|-------------------------------------|
| Review existing policies to avoid redundancy | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Is this an edit to an existing policy? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Is this a new policy? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Does this policy propose major changes | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Has the proposed policy language been reviewed by multiple individuals? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Review bylaws and ABOR Code of Conduct to ensure compliance | <input type="checkbox"/> | <input type="checkbox"/> |
| Review LCME accreditation standards to ensure compliance | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Policy Template

University of Arizona College of Medicine

[Location] Campus

| | |
|---|---|
| <p>Subject: <i>Please indicate the subject of the policy. Review existing policies in this area to determine appropriate subject. Please indicate the target group for this policy (e.g., students, faculty)</i></p> | <p>Guidelines for sensitive physical exams</p> |
| <p>Policy Title: <i>Please provide a draft title for the policy.</i></p> | <p>Supervision of Sensitive Physical Examination Policy</p> |
| <p>Justification: <i>Please provide a brief summary as why this policy is needed.</i></p> | <p>Students need to be aware of the proper procedure and participation options when examining patients in a sensitive physical exam.</p> |
| <p>Plain Language Intent: <i>Describe the intent of the policy in plain language statement.</i></p> | <p>To provide students with guidelines for examining patients in a sensitive physical exam.</p> |
| <p>Originator: <i>Please identify the individual writing and or shepherding this policy</i></p> | <p>Curricular Affairs</p> |
| <p>Responsible Office: <i>If approved, identify the office or unit with primary responsibility for implementing this policy.</i></p> | <p>Curricular Affairs</p> |
| <p>Approval Committee: <i>Please identify the committee who will review this policy (e.g., EPC, TEPC, PEPC, or Student Affairs)</i></p> | <p>TEPC</p> |
| <p>Approval Date: <i>If/when approved by the appropriate committee, please indicate the approval date.</i></p> | <p>TBD</p> |
| <p>Effective Date: <i>Please indicate your proposed effective date. Policies governing all students should be effective immediately. Policies governing portions of the curriculum should consider current students.</i></p> | <p>TBD</p> |
| <p>Scheduled Review Date: <i>The review data should be two-years post the original effective date</i></p> | <p>TBD</p> |

Please complete the draft language for the policy below. If you are submitting a revision, please use the existing policy language and include your suggested revisions by using track changes.

Policy Statement:

Students must learn to perform physical examinations to ensure the safety and comfort of the patient as well as to gain practical experience. When a physical exam requires examination of sensitive body parts, another health care professional must be present in the room with the medical student.

Policy:

Medical students are permitted to perform sensitive exams on patients (breast, genitalia, and rectum) only in the presence of a qualified health care professional (including a fellow, nurse, nurse practitioner, medical assistant, midwife, physician, physician assistant, resident, or gynecologic or male urological teaching assistant – standardized patient). Medical students may and should decline to participate if the student does not feel comfortable with the circumstances of the exam.

Accreditation Standards:

9.3 Clinical Supervision of Medical Students

A medical school ensures that medical students in clinical learning situations involving patient care are appropriately supervised at all times in order to ensure patient and student safety, that the level of responsibility delegated to the student is appropriate to his or her level of training, and that the activities supervised are within the scope of practice of the supervising health professional.

Required Website Information

Please indicate the appropriate **AUDIENCE** and **TOPIC** for this policy. This checklist mirrors the required tagging when the policy is uploaded to **medicine.arizona.edu**.

| | |
|-----------------|-------------------------------------|
| AUDIENCE | |
| | Alumni |
| | Current Students |
| | MD Students |
| X | 1 st Year |
| X | 2 nd Year |
| X | 3 rd Year |
| X | 4 th Year |
| X | Visiting |
| | Undergraduate Students |
| | Graduate Students |
| | International Students |
| | Employees |
| | Appointed Personnel |
| | Faculty |
| | Tenure Eligible |
| | Specialty Advisor |
| | Society Mentor |
| | Mental Health Counselor |
| | Non-tenure-eligible |
| | Tenured |
| | Clinical |
| | Special Professors |
| | Emeritus |
| | Staff |
| | Classified staff |
| | Independent Contractor |
| | Student Employees |
| | Affiliates and Associates |
| | Researchers |
| | Fellows |
| | Physicians |
| | Residents |
| | Department Head |
| | Learning to Lead Participant |
| | 2014 Cohort |
| | 2012 Cohort |
| | 2010 Cohort |
| | General Public |
| | News Media |
| | Prospective Students |

| TOPICS | |
|---------------|-----------------------------------|
| | Admissions |
| | Awards |
| | Career Advising |
| | MSPE |
| | Residency Advice for MD Students |
| | Specialties |
| | Committees |
| | Conflict of Interest |
| | Diversity |
| | Faculty Mentorship |
| | Finance |
| | Accounts |
| | Budgets |
| | Commitment Funding |
| | Payroll |
| | Property Management |
| | Purchasing |
| | Travel |
| | University of Arizona Foundation |
| | Graduate Medical Education |
| | General Policies |
| | Hiring |
| | Applying |
| | Benefits |
| | Program Evaluation |
| | Resident/Fellow Evaluation |
| | Scholarship |
| | Human Resources |
| | Benefits |
| | Dismissal |
| | Job Application Requirements |
| | New Faculty Orientation |
| | Recruitment |
| | Tuition |
| | Vacation and Leave |
| | Learning to Lead |
| | Main Campus Policy |
| | MD Curriculum |
| | Attendance and Absence |
| X | Blocks and Courses |
| X | Clerkships |
| | Distinction Tracks |
| X | Electives |
| | Grading and Progression |
| | Graduation Requirements |

| | |
|---|--|
| | Pre-2013 Phoenix Curriculum |
| X | Selectives |
| | Specialty Advisors |
| X | Student Handbook |
| | Organization |
| | Professionalism and Integrity |
| | Promotion and Tenure |
| | Annual Reviews |
| | Clock Stop |
| | Joint Appointments |
| | Mid-Cycle Reviews |
| | Emeritus Status |
| | Sabbatical Leave |
| | Faculty Track Changes |
| | Title Approval |
| | Research |
| | Clinical Research |
| | Contract Review Process |
| | Material Transfer Agreement |
| | Clinical Trial Agreement |
| | Core Services |
| | Frontiers in Medical Research Seminars |
| | Proposal Routing Process |
| | Public Access |
| | Research Budget |
| | Signature Requirements |
| | Risk Management |
| | Space and Facilities |
| | Student Health |
| | Technology |