

Tucson Educational Policy Committee
Semi-Annual Report to the Faculty AY 2019-2020 July-December 2019
Chair: Zoe Cohen, PhD Vice-Chair: Jordana Smith, MD

Activities of the Tucson EPC (TEPC) during the period July – December 2019 are described below, arranged in general categories.

1. Membership

The members of the TEPC (July – December 2019) are listed below.

Member name	Department	End of Term
Anthony McCoy	Medical Student, Class of 2023	2023
Bryan Little (secondary)	Medical Student, Class of 2022	2022
Colleen Cagno	Family & Community Medicine	2022
David Bear, MD	Cellular & Molecular Medicine	2022
Dawn K. Coletta, PhD	Medicine	2022
Dieter Mohty (secondary)	Medical Student, Class of 2023	2023
Efreim Joseph Morales	Medical Student, Class of 2022	2022
Indu Partha	Medical Imaging	2022
Jennifer Plitt, MD	Emergency Medicine	2022
Jim Warneke, MD	Surgery	2022
Jordana Smith, MD (Vice Chair)	Ophthalmology	2021
Josh Yell	Medical Student, Class of 2021	2021
Julie Armin, PhD	Family & Community Medicine	2020
Lindsey Lepoidevin	Medical Student, Class of 2020	2020
Maddy Banergee (secondary)	Medical Student, Class of 2021	2021
Maria Czuzak, PhD	Cellular & Molecular Medicine	2020
Marion Henry, MD	Surgery	2021
Muhammad Khan, MD, MPH	Neurology	2021
Patricia Lebensohn, MD	Family & Community Medicine	2021
Zoe Cohen, PhD (Current Chair)	Physiology	2022

Resources & Support

- Ah Ra Cho, PhD (Director, Program Evaluation)
- Alex Lopez (Specialist, Quality Assurance)
- Athena Ganchorre, PhD, (Executive Director of Curriculum and Integrated Learning)
- Carlos Gonzales, MD, FAAFP (Assistant Dean for Curricular Affairs)
- Emily Leyva, (Assistant Director, Clinical Curriculum)
- George Fantry, MD (Associate Dean for Student Affairs and Admissions)
- JD Thomas, PhD (Manager, Assessment and Evaluation)
- Jerie Schulz (Administrative Associate, Curricular Affairs)
- Kadian McIntosh, PhD (Director, Research and Analytics)
- Karen Spear Ellinwood, PhD (Director, Faculty Instructional Development)
- Kevin Moynahan, MD (Deputy Dean for Education)
- Kris Slaney (Director, Student Records)
- Raquel Givens, MEd (Director, LCME Accreditation)
- Sean Elliott, MD (Interim Associate Dean for Curricular Affairs)
- Sonia de Leon, MEd (Assistant Director, Pre-Clinical Curriculum)
- Tanisha Price-Johnson, PhD (Executive Director, Admissions)
- Winifred Blumenkron (Director, Applications and Project Management)

Semi-Annual Report of the Tucson Educational Policy Committee (TEPC)

2. Curriculum Governance Activities

Date	Topic	Individual	Activity	Discussion
July 17, 2019	Transition to Residency Bootcamp Elective (APPROVED BY VOTE)	Dr. Indu Partha	The new elective is for 4 th year medical students at the end of their medical school career, offered March 2-13, 2020. The proposal consists of a two-week, credit bearing elective featuring specialty specific course material in Internal Medicine, Family Medicine, Emergency Medicine, Pediatrics, and General Surgery.	OB/GYN is included in Family Medicine and Emergency Medicine. Dr. Lebensohn asked that the <i>Prevention & Wellness</i> elective be included. The proposal was also presented and approved by the Elective Subcommittee.
August 7, 2019	Pediatric Emergency Medicine Elective - EMD (APPROVED BY VOTE)	Dr. Hans Bradshaw	The new elective will provide students with intensive acute pediatric patient care experiences with Emergency Department faculty and residents. Completion of all clinical shifts in the rotation will be mandatory. Grades will be based on attendance, clinical shifts performance, and final exam score, and will use Honors, High Pass, Pass and Fail (H/HP/P/F).	There is no prerequisite for the elective.
August 7, 2019	Emergency Medicine Course Updates – EMD 840 (APPROVED BY VOTE)	Dr. Hans Bradshaw	The new elective titled <i>Advanced Resuscitation & Emergency Management</i> will provide an intensive, intern-like patient care experience to students in the emergency department. Students will have five shifts with senior residents, five shifts with the resuscitation residents (10-hour shifts where students respond to coding patients, intubations, and sedations), 5 shifts with faculty, and one ultrasound shift. Grades will be based on attendance, clinical shifts performance, and final exam score, and will use H/HP/P/F.	
August 7, 2019	Emergency Medicine Course Updates – EMD 845 (APPROVED BY VOTE)	Dr. Hans Bradshaw	The new elective titled <i>Integrated Emergency Medicine & Critical Care</i> will give students an overview of the principles and concepts of the Emergency Medicine specialty and the intensive care unit. It will modernize the current emergency medicine/critical care rotation, and include one day of lecture featuring a simulation and ultrasound expert, and nine on-line videos. Grades will be based on attendance, clinical shifts, performance, ICU workbook, and NBME Shelf Exam score, and will use H/HP/P/F.	This proposal will streamline the current EMD 845 elective.
August 21, 2019	Enrichment Elective (APPROVED BY VOTE)	Student Shrey Goel	This new enrichment elective, titled <i>Love Thy Brother</i> , previously approved by the Electives Subcommittee, is a men's anti-sexual violence training program open to all medical students.	It is non-credit bearing with evaluation built in. Mrs. Givens suggested writing a Continuous Quality Improvement project plan.
August 21, 2019	Revising TEPC Subcommittees	Dr. Ah Ra Cho	The following revisions were proposed to TEPC Subcommittees: 1. <i>Tucson Evaluation Subcommittee (TEVS)</i> – proposed identifying the chair as the Dir. of Program Evaluation & Student Assessment, 5 Faculty, 4 Medical Students (one from each class), and Support Members 2. <i>Exam Review Subcommittee (ERS)</i> – proposed	

			identifying the chair as the Mgr. of Assessment and Evaluation 3. <i>Policy Revision Taskforce</i> - proposed changing the group from a Taskforce to a Subcommittee; identifying the chair as the Dir. of Program Evaluation & Student Assessment, and members	
September 4, 2019	Surgery Residency BootCamp (APPROVED BY VOTE)	Dr. Marion Henry	This new elective gives 4 th year students going in to general or subspecialty surgery the opportunity to focus on application of knowledge and skills. Grading will be Pass/Fail based on a lecture materials final exam, practical skills set exam, evaluation of OSCE exam, and attendance and class participation.	It is an elective for two years, and will then become mandatory.
September 4, 2019	UPDATE: Revising TEPC Subcommittees (APPROVED BY VOTE)	Dr. Ah Ra Cho	Changes in the composition of leadership, membership and status of TEPC Subcommittees were readdressed including: 1. <i>Tucson Evaluation Subcommittee (TEVS)</i> – new chair, member changes 2. <i>Exam Review Subcommittee (ERS)</i> – chair becomes Mgr. of Assessment and Evaluation 3. <i>Policy Revision Taskforce</i> – to become a new TEPC subcommittee, essential to modified curriculum	
September 18, 2019	Format of Monthly TCMS Meetings	Sonia de Leon	The second TCMS meeting of each month will become a Working Meeting. Each monthly meeting will focus on a specific topic for TCMS members to address and discuss.	It is an open meeting, and all are invited to attend.
September 18, 2019	Integrative Medicine Distinction Track Capstone Elective (APPROVED BY VOTE)	Dr. James Warneke	The proposal adds a Capstone course to the Integrative Medicine Distinction Track for tracking purposes. This proposal has gone through the Electives Subcommittee.	
Oct. 16, 2019	Dual MD-MBA Combined Program MOA (APPROVED BY VOTE)	Dr. Tanisha Price-Johnson	This five-year program, created between the College of Medicine and Eller College of Management, outlines the degree and tuition requirements. Students will step out of COM after successfully completing Step 1, take the MBA courses, and then return to the COM to finish their medical degree.	To qualify, one must be a UofA medical student, obtain letters of reference for Eller, and take the GMAT. Second year students who successfully complete Step 1 and meets the academic requirements can also apply.
Oct. 16, 2019	LGBTQ+ Clinical Health Elective (APPROVED BY VOTE)	Dr. Patricia Lebensohn	This two-week clinical rotational elective will have students go to providers, including El Rio and VA, to provide services to LGBTQ+ patients. Students will get additional learning materials and online modules relevant to educating and treating the LGBTQ+ community. It is hoped the elective will start after January 2020.	

3. Instruction and Performance Assessment

4. Curriculum Maintenance and Evaluation

Date	Topic	Individual	Activity	Discussion																					
August 7, 2019	Pathways in Health & Medicine (PHM) Block Change Form (APPROVED BY VOTE)	Dr. Colleen Cagno	<p>The Block changes for PHM include:</p> <ul style="list-style-type: none"> • Personnel and lecture changes relating to Foundations, MSS, NS, LC, I&I, and AT. • Adding new content such as sessions on Arizona Population Health, Amputation in Veterans, and Detecting Substance Use Disorders. • Structural changes to course hours: <table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>FD</td> <td>15</td> <td>15</td> </tr> <tr> <td>MSS</td> <td>7.5</td> <td>11.5</td> </tr> <tr> <td>NS</td> <td>11.5</td> <td>9.5</td> </tr> <tr> <td>LC</td> <td>8.5</td> <td>8.5</td> </tr> <tr> <td>II</td> <td>5.5</td> <td>5.5</td> </tr> <tr> <td>AT</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Changes to student performance assessment: half of sessions will include board-style questions based on LO's; student attendance required at all sessions, with an unexcused absence resulting in a 10% deduction in professionalism grade for the block. 		2018	2019	FD	15	15	MSS	7.5	11.5	NS	11.5	9.5	LC	8.5	8.5	II	5.5	5.5	AT	2	2	
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September 4, 2019	Block / Longitudinal Directors' Survey on New Curriculum		<p>The survey, completed in February 2019 by Block and Longitudinal directors on Pre-clerkship curriculum and experiences, demonstrates how TEPC is monitoring the impact the modified curriculum has on COM Faculty.</p> <ul style="list-style-type: none"> • Strengths and advantages of the new curriculum: streamlined, less redundancy, positive spiraling, student enter clerkships earlier, high-yield Step 1 preparation. • Disadvantages: not enough time, student stress, low communication, need for more resources, hasty planning, low attendance. <p>To address concerns:</p> <ul style="list-style-type: none"> • Curricular Affairs has provided Faculty UWorld subscriptions, USMLE Step 1 First Aid books, USMLE Step 1 Lecture notes, access to Kaplan books, helped Faculty create videos, prepare Team Learnings; developed innovative approaches to teaching; reviewed exams, syllabus creation, and learning outcomes. • Admissions has increased the number and type of prerequisites required for incoming medical students for the Class of 2025, which can be found on the COM website. 	<p>Some TEPC members express concerns about low ratings on the Faculty survey, however part of the dissatisfaction was attributed to changes in the curriculum.</p> <p>COM is listening to Block Directors and taking actions to address their concerns.</p> <p>Future follow-up to the survey results will include reviewing Step 1 data, and monitoring the continued impact on Faculty.</p>																					
September 18, 2019	Syllabus Template	Sonia de Leon	<p>A syllabus template has been created for all new electives and existing courses. Properly vetted, the template will serve as a guideline for what needs to be included in all syllabi, including Learning Objectives and Learning Outcomes.</p>	<p>All COM syllabi will be reviewed during the Higher Learning Commission (HLC) 2021 site visit.</p>																					
September 18, 2019	Life Cycle Block Change Form (APPROVED BY VOTE)	Dr. Tejal Parikh	<p>The Block changes for the seven-week block include:</p> <ul style="list-style-type: none"> • Medical spiraling on Mondays • Team Learnings (TLs) moved to HSIB as student feedback showed it is positive to have all students together and getting the identical 																						

			<p>lecture.</p> <ul style="list-style-type: none"> • An ultrasound workshop added • USMLE Step 1 added to lectures <p>Grading is as follows: Mid-term – 35%; Tls – 8%; Lab Practical – 11%; Cumulative Final – 46%</p>	
September 18, 2019	I&I Block Change Form (APPROVED BY VOTE)	Dr. Nafees Ahmad	<p>Block changes for the eight-week block include:</p> <ul style="list-style-type: none"> • New faculty including Drs. Shehab (antibiotics), Elliott (bacteriology), Johnson, Vednatam, Ampel and Zangeneh (clinical correlations), and Rappaport (flipped session on multi-organ diseases). • Continue with four exam system, including 3 short section exams and a comprehensive final. Grading is as follows: Exam 1 – 16%; Exam 2 – 18%; Exam 3 – 20%; Final – 31.75%; ILM Lab Quiz - .25% • Spiraling curriculum • 6 USMLE weekly quizzes worth 1% each • 7 Tls worth 1% each. They will be broken into two sessions, but taught by same person 	
September 18, 2019	MSS Block Change Form (APPROVED BY VOTE)	Dr. Claudia Stanescu	<p>Block changes include:</p> <ul style="list-style-type: none"> • New faculty Drs. Boulton, Tranesh, and Wright • A Flipped session on Resting Membrane Potential and Action Potential • A workshop on bones of the upper extremities. • The number of origins and insertions required was significantly reduced • A PHM session on amputee patient care was added. • Bumping up assessments in Practical, Professionalism Behavior, and Cadaver Dissection and Care. Grading is as follows: Midterm – 25%; Final – 50%; Practical – 17%; Tls – 3%; Flipped Quizzes – 5% <p>Professional Grading by Faculty: TL Peer Assessment – 10%; Cadaver Dissection/Care – 20%; Professional Behavior – 70%</p> <p>Cadaver dissection care: 5% - table cleanliness; 5% - thoroughness of dissections; 5% - skinning assigned area 1; 5%- skinning assigned area 2</p>	Changes in MSS grading is a deliberate response to student feedback that has been tracked for several years.
October 16, 2019	2019-2020 Threads Master List in MedLearn (APPROVED BY VOTE)	Raquel Givens	<p>Curricular Affairs has created a Threads Master List in MedLearn including tag sets, based on three years of LCME annual questionnaire data and information. New sub category thread topics required by LCME were identified and include Gun Safety, Human Trafficking, Antibiotic Stewardship, Artificial Intelligence and Precision Medicine.</p>	Thread directors were consulted on the Master List, which COM will review each year. Need to be consistent with how the threads are identified and same language is used; add alternative words.
October 16, 2019	2018-2019 Electives Annual Report	Dr. James Warneke	<p>The 2018-2019 Electives Annual Report was presented. Data indicates that Medicine (Interdepartmental) has more than half the students taking electives. The report listed the newly approved electives that will begin in Spring of 2020, and the grade distribution for electives which now reflects H/ HP/P/Fail.</p>	It was suggested to address the time period of what electives are available during March-May, as there are limited offerings during that time.

5. Policies

Date	Topic	Individual	Activity	Discussion
July 17, 2019	TEPC Processes and Procedures Document Update (APPROVED BY VOTE)	Dr. Ah Ra Cho	Dr. Cho presented updates to align the document with current information. These include: correcting term limits (from five to three years), adding election of one alternate student representative for each class, removing references to COM-Phoenix, changing language of Office of Medical Student Education to Curricular Affairs, and changing Office Student Development to Student Affairs.	
August 7, 2019	Student Progress Committee Policy Revisions (APPROVED BY VOTE)	Dr. Sean Elliott	Language revision were brought back to TEPC after being vetted by the Policy Revision Taskforce and COM legal counsel. Changes include: <ul style="list-style-type: none"> • Clean up language to clarify membership, leadership changes, and remove mentions of COM-Phoenix • Modify recommendations for academic dismissals to only be submitted to the Deputy Dean of Education by the SPC, by the Associate Dean of Student Affairs, or the Associate Dean of Curricular Affairs. Then, the Deputy Dean would be able to generate a letter of dismissal. Should the student appeal that dismissal, it no longer goes to the SPC, but will go to the Student Appeals Committee. 	
August 7, 2019	Honor Code Policy & Procedures Revisions (APPROVED BY VOTE)	Dr. Sean Elliott	Changes include: <ul style="list-style-type: none"> • Update the language. • Confirm that recommendations for conduct dismissal can come from the Honor Code committee or SPC, and will go to the Deputy Dean for consideration. • For grade appeals, if any student appeals any grade in COM – course, block, longitudinal, elective, experience, clerkship, etc... - that appeal will go to the Associate Dean of Curricular Affairs. The Associate Dean of Curricular Affairs will then assess the appeal, meet with the student, meet with the course director, and then generate an opinion to either uphold the appeal or dismiss the appeal. That decision is final, and no appeal is permitted after that. 	Mrs. de Leon added that the Policy Revision Taskforce also recommends that the Grade Appeal policy be a stand-alone policy. These changes will be effective immediately for all students.
September 18, 2019	UPDATE: TEPC Policies Electronic Vote Update (APPROVED BY E-VOTE)	Dr. Ah Ra Cho	The results of an electronic vote on revisions to four policies were announced. <ol style="list-style-type: none"> 1. Honor Code Committee Procedures and Process for Dismissal – passed 2. Student Progress Committee Procedures and Process for Dismissal – passed 3. Grade Appeal Process – passed 4. Student Appeals Committee Procedures – passed 	

October 16, 2019	UPDATE: End-of-Year 3 OSCE Retake & Remediation Policy Proposal (APPROVED BY VOTE)	Dr. Ah Ra Cho	Working with Paul Gordon, the initial proposal was previously approved by TEPC before moving on to the Policy Subcommittee. There, edits were made to the policy, including a. Identifying all the clinical elective courses students who fail the OSCE could choose from, complete and pass in order to fulfill the eight-week OSCE remediation requirement. b. Adding “remediation will occur under the guidance from the student’s House Dean, and possibly the societies mentor”	Dr. Gordon identified the chosen courses by looking for those that were ambulatory electives.
October 16, 2019	Revised TEPC Policies for: Student Progress Committee, Student Appeals Committee, Grade Appeal Process (APPROVED BY VOTE)	Dr. Ah Ra Cho	Revisions to these three policies were presented. Each received vetting and approval by legal counsel. The following changes for all three policies were recommended: <ul style="list-style-type: none"> • Standardization of the name of the Curricular Affairs Dean to Associate Dean. • Change from week to x-number of business days. 	

5. Continuous Quality Improvement Plans (CQI)

Date	Topic	Individual	Activity	Discussion
August 21, 2019	Pilot: Improve learning in required sessions taught in the Preclerkship Phase	Raquel Givens	The purpose is to address low student attendance at non-required Block sessions. It will run July 29-Sept. 6, 2019. Students perceive that the sessions are not useful, which could be due to the low interactivity/engagement of the sessions content at a higher order cognitive level. A 2-question poll will be administered to students at the end of each session via ExamSoft to track attendance and capture feedback. Qualtrics will capture block directors’ feedback and notes about the level of student engagement. All student feedback will be reviewed in real time to assist in making informed changes. An aggregate data report from ExamSoft and Qualtrics will be presented to TCMS and TEPC as part of the Level 1 report for the block.	It was suggested to <ul style="list-style-type: none"> • use questions related to session activity, rather than yes/no. • add a comment box for student feedback. • add a disclaimer that responses count toward attendance. • make flipped sessions consistent/ standardized among blocks. • review how content from outside sources compares to in-class sessions. • move classes to afternoons so students can study for Step 1 in the morning.
August 21, 2019	Student Awareness & Revamped COM-T Mental Health/Wellness Services	Raquel Givens	The purpose of the CQI is to improve student awareness of revamped mental health services available to them. It will run June 2019-Spring 2020. A Doctor & Patient course evaluation revealed that only 28% of the Class of 2020 was aware of current mental health services. Alison Sutton-Ryan, Director of Mental Health Services, is implementing a multi-faceted student public awareness campaign (website, flyers, presentations, events).	Based on all data collected and analyzed, new areas for improvement will be addressed as needed. The Student Awareness Plan will be reviewed annually in May/June. Peer Support should be included as a primary source of the communications campaign to increase awareness.

			<p>Progress in student awareness will be monitored annually for two years for:</p> <ul style="list-style-type: none"> a. In-house student evaluations (MedLearn – in May) b. Biennial Independent Student Analysis (ISA) (using Qualtrics – in May); report in 2020 c. AMERI Learning Environment (2019) d. AAMC GQ (annual) e. RedCap (HIPPA-compliant, student utility data - in August) 	
August 21, 2019	CQI System for Road to Accreditation 2022	Raquel Givens	<p>COM is using the required CQI system to identify and correct areas that have gaps in compliance in preparation for the LCME visit in 2022. The four-phase process includes:</p> <ul style="list-style-type: none"> • Phase 1 – Data Collection Instrument (DCI) • Phase 2 – CQI Projects - To address GAPS in compliance • Phase 3 – Self-Study • Phase 4 – Survey Visit Prep <p>TEPC will:</p> <ul style="list-style-type: none"> • Review and approve CQI projects • Continue oversight of Modified Curriculum roll-out; approve courses; revisit graduation requirements • Revisit/approve revisions to content selection, coordination, sequencing in Pre-clerkship, Clerkship and Transition to Residency phases; review legacy and modified curriculum outcomes; review overlap • Revisit TEPC subcommittee membership, structure; Policy Task Force 	
September 4, 2019	<p>UPDATE of Pilot: Improve Learning in Required Sessions Taught in the Preclerkship Phase</p> <p>(APPROVED BY VOTE)</p>	Raquel Givens	<p>A recap of the proposal was presented. Piloted in Foundations, this CQI addresses low student attendance at non-required Block Sessions by administering a 2-question poll at the end of each session. Data on attendance and feedback will be compiled and reported.</p>	
September 4, 2019	<p>UPDATE of Student Awareness & Revamped COM-T Mental Health/Wellness Services</p> <p>(APPROVED BY VOTE)</p>	Raquel Givens	<p>A recap of the proposal was presented. There has been a decrease in student awareness about mental health services offered at the COM. The new Director of Mental Health Services (Alison Sutton-Ryan) is implementing a communications campaign to alert students of all services available to them. Data will be collected and reported on.</p>	

6. Other

Date	Topic	Individual	Activity	Discussion
July 17, 2019	2019-2020 / 2020-2021	Jessica Le Duc	To be in compliance with Department of Education (DOE) regarding Financial Aid	The lottery for rotations will stay on the traditional schedule. The

	Academic Calendars with Financial Aid Revisions Proposal (APPROVED BY VOTE)		payment periods and student disbursements, it was proposed to adjust where fall and spring semesters end (starting with Spring 2020) to make them equal. These changes will not affect students.	AAMC has petitioned the DOE for regulatory relief, but has not received a response. Student Affairs will notify students when disbursements will take place. Students with hardship can apply for Temporary Loan.
August 7, 2019	Basic Sciences Departments Curriculum Concerns	Dr. Jean Wilson	Dr. Wilson presented concerns the Basic Sciences department has including engagement of first and second year students (attendance at lectures, participation in anatomy labs). They would like the following changes implemented in a measured way: <ul style="list-style-type: none"> • Promotion communication • Integrate basic sciences in Years 3 & 4 • More paring of basic sciences with clinical faculty in lecture halls and CRC 	Discussion about adding honors to Pass/Fail occurred, with Dr. Wilson citing it provided immediate feedback. Dr. Moynahan and Dr. Elliott asked that the topic of H/P/F be tabled pending conversation at a later date.