

**Tucson Educational Policy Committee
Semi-Annual Report to the Faculty AY 2016-2017
July – December 2016**

Chair: Art Sanders, MD (Emergency Medicine)

Activities of the Tucson EPC (TEPC) during the period July – December 2016 are described below, arranged in general categories.

1. Membership

The members of the TEPC (July – December 2016) are listed below.

Member name	Department	End of Term
Art Sanders, MD (Current Chair)	Emergency Medicine	2019
Maria Czuzak, PhD	Cellular & Molecular Medicine	2020
Herman Gordon, PhD	Cellular & Molecular Medicine	2017
Wendi Kulin, MD	Neurology	2017
Patricia Lebensohn, MD (Vice-Chair)	Family & Community Medicine	2016
Bill Marshall, MD	Pediatrics	2017
Sydney Rice, MD	Pediatrics	2018
Jordana Smith, MD	Ophthalmology	2020
Kathy Smith, MD	Psychiatry	2020
Jim Warneke, MD	Surgery	2019
Stephen Wright, PhD	Physiology	2019
Chad Viscusi, MD	Emergency Medicine	2018
Sarah Harris	Medical Student, Class of 2016	2017
Kristopher Abbate	Medical Student, Class of 2018	2018
Elle Campbell	Medical Student, Class of 2019	2019
Lindsey Lepoidevin	Medical Student, Class of 2020	2020

Resources & Support

- Kevin Moynahan, MD (Deputy Dean for Education)
- Amy Waer, MD (Associate Dean for Medical Student Education)
- George Fantry, MD (Associate Dean for Student Affairs and Admissions)
- Violet Siwik, MD (Senior Assistant Dean for Student Affairs and Admissions)
- Raquel Givens, MEd (Director, LCME Accreditation)
- Kristie Bowen, PhD (Director, Student Affairs)
- Diane Poskus, MA (Manager Clinical Curriculum)
- Sonia De Leon, BS (Manager Pre-Clinical Curriculum)
- Karen Spear Ellinwood PhD (Director, Faculty Instructional Development)
- Paul Weissburg, PhD (Director, Program Evaluation and Assessment)
- Susan Ellis, EdS (Manager for Curriculum and Assessment, Office of Medical Student Education)

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

2. Curriculum Governance Activities

Review and Revision of the Educational Competencies and Program Objectives (EPOs) – Various meetings; final approval July 6, 2016

The competencies and EPOs set the expectations for student learning in the program leading to the MD degree. As part of its charge, the TEPC must reauthorize the competencies and EPOs each year. In light of proposed curriculum change, the TEPC reviewed and revised the competencies and EPOs. This revision is Appendix A in this document.

Proposed Curriculum Renewal Plan –September 21, 2016

At part of the curricular renewal plan, five subcommittees were tasked with addressing challenges relevant to separate curricular components. These components included the preclinical curriculum (Years 1 & 2); the clerkship curriculum; a “longitudinal” curricular component; the elements of a “transition to residency” program and a scholarly project requirement. The summary reports provided the broad structure of the revised curriculum, which was approved by the TEPC

3. Instruction and Performance Assessment

Updates to Grading and Progression Policy – Various meetings

Several revisions to the Grading and Progression policy were made during this time period, in reference to completion of the USMLE Step 1 exam and student enrollment/progress subsequent to failure of the exam.

Academic Probation Policy – November 16, 2016

The impetus to establish an academic probationary status came from a TEPC task force on assessment in the preclinical years (Spring 2016). The policy defines conditions under which academic probation may occur, and specifies restrictions.

4. Curriculum Maintenance and Evaluation

Reports from the Directors of the Neurology and Obstetrics and Gynecology Clerkships – July 6, 2016

Dr Wendi Kulin, Neurology Clerkship Director, and Dr Heather Reed, Director of the Obstetrics and Gynecology clerkship, updated the TEPC on changes to the clerkship made in response to recommendations from the most recent review (AY 14-15).

Report from the Director of the Family and Community Medicine Clerkship – August 3, 2016

The Family and Community Medicine clerkship director, Dr Krista Sunderman, updated the TEPC on changes to the clerkship made in response to recommendations from the most recent review (AY 14-15).

Level 2 Report on the Preclinical Blocks – September 7, 2016

TEPC reviewed and approved recommendations from the Level 2 Report on the Preclinical Blocks. This report is a triennial product of the Tucson Evaluation Subcommittee (TEVS) by which course and faculty evaluation data is assembled and evaluated across years. The purpose of the Level 2 report is to affirm

the quality and progress of the preclinical (Years 1 and 2) curriculum as a whole and to offer the TEPC recommendations for its improvement.

Elective for Students Underrepresented in Medicine- July 6, 2016

This Year 4 elective course was approved by the TEPC. The course offers selected medical students a challenging experience, working with academic physicians providing care to a predominantly underserved, urban patient population. They will recognize and learn to address issues of health disparities while continuing to improve their patient care skills.

5. Other

Step 1 Performance Review – November 2, 2016

The TEPC reviewed the Step 1 results from the Class of 2018.

Medical Student Dress Code Policy – November 2, 2016

The TEPC adopted a revised dress code policy for medical students.

University of Arizona

College of Medicine – Tucson

Competencies and Educational Program Objectives

The College of Medicine – Tucson curriculum is designed to develop six educational competencies central to the practice of medicine.

In the following competencies and objectives diversity is understood to include race, sex, ethnicity, culture, ability, disability, socioeconomic status, education level, language, religion, spiritual practices, sexual orientation, gender identity, geographic region, age, country of origin, education and genetics.

Patient Care

Graduates obtain appropriate histories; perform skillful, comprehensive and accurate patient examinations; and develop appropriate differential diagnoses and management plans. Graduates will recognize and understand the principles for managing life-threatening situations. They will select, perform and accurately interpret the results of laboratory tests and clinical procedures in order to provide patient-centered care that results in high-quality outcomes. Graduates will be able to:

- Obtain an accurate medical history that covers all essential aspects of the history
- Perform both a complete and an organ system specific examination
- Identify appropriate diagnostic procedures, perform those commonly used, and correctly interpret the results
- Reason deductively and efficiently to reach a diagnosis for patients with common medical conditions
- Outline an optimal plan of management for patients with common medical conditions, and describe prevention plans for common conditions
- Recognize patients with immediate life threatening conditions regardless of etiology, and institute appropriate initial treatment
- Demonstrate knowledge of the principles of rehabilitation, long-term care, and palliative and end-of-life care
- Provide appropriate care to all patients, regardless of any individual characteristics, background, or values

- Provide health care services as well as health education that empower patients to participate in their own care and that support patients, families, and communities in preventing health problems and maintaining health

Medical Knowledge

Graduates apply problem solving and critical thinking skills to problems in basic science and clinical medicine. They demonstrate knowledge about (1) established and evolving core of basic sciences, (2) application of sciences to patient care, and (3) investigatory and analytical thinking approaches. Graduates will demonstrate their knowledge in these specific domains:

- Core of basic sciences
- The normal structure and function of the body as a whole and of each of the major organ systems
- The molecular, cellular and biochemical mechanisms of homeostasis
- Cognitive, affective and social growth and development
- The altered structure and function (pathology & pathophysiology) of the body/organs in disease
- The foundations of therapeutic intervention, including concepts of outcomes, treatments, and prevention, and their relationships to specific disease processes
- The many and varied social determinants of health and disease
- The legal, ethical issues and controversies associated with medical practice
- Critical thinking about medical science and about the diagnosis and treatment of disease
- The scientific method in establishing the cause of disease and efficacy of treatment, including principles of epidemiology and statistics
- The effective use of information technology to acquire new information and resources for learning

Practice Based Learning and Improvement

Graduates are prepared to practice medicine today and in the future within the context of society and its expectations. They use evidence-based approaches, demonstrating proficiency with information retrieval and critical appraisal of the medical literature to interpret and evaluate scientific and patient care information. They are dedicated to continuous learning within the science of healthcare delivery. They understand the limits of their own personal knowledge, remediate inadequacies to remain current, and integrate increased self-knowledge into their daily activities. At the time of graduation, students have not yet established a practice but nonetheless will demonstrate an awareness of and an understanding of general principles for:

- Identifying strengths, deficiencies and limits in one's knowledge and expertise
- Identifying and performing learning activities that address gaps in one's knowledge, skills, or attitudes
- Incorporate feedback into clinical practices
- Remaining informed about new, most current practices on national and international levels
- Locating, appraising, and assimilating evidence from scientific studies related to clinical care
- Participating in the education of patients, families, students, trainees, peers, and other health professionals

- Obtaining information about the populations and communities from which individual patients are drawn and applying it to the diagnosis and treatment of those patients
- Understanding the population, background, socio-economic, and community factors that can affect health and health care delivery for individual patients
- Identifying and critically analyzing the role and cost-benefits of guidelines, standards, technologies, and new treatment modalities for individual patients
- Describing the causes and systemic approaches to prevent medical errors and provide a safe environment for patient care

Interpersonal and Communication Skills

Graduates demonstrate interpersonal and communication skills that result in the effective information exchange and collaboration with patients, their families, and health professionals. They use effective communication skills with patients, families, and the community to educate and promote health and wellness. Graduates will demonstrate the ability to:

- Develop a meaningful therapeutic and ethically sound relationship with patients and their families across diverse backgrounds
- Effectively communicate with patients and families by understanding and appropriately responding to emotions, using listening skills, nonverbal, explanatory, questioning and writing skills to elicit information and manage interactions
- Document and present patient data and clinical information in an organized, accurate, legible and/or verbally clear manner
- Encourage patients' health and wellness through appropriate health education
- Engage in collaborative communication when working within a team of one's profession or as part of an interprofessional team

Professionalism

Graduates are committed to carrying out professional responsibilities, demonstrating compassion, adhering to ethical principles, and are sensitive to diverse patient populations. Graduates respect patients, families, and professional colleagues and are advocates for improving access to care for everyone.

Graduates will exemplify a professional character that exhibits:

- Compassion, integrity, and respect for others
- Respect for patients' autonomy, privacy, and dignity
- Respect for patients' *race, sex, ethnicity, culture, ability, disability, socioeconomic status, education level, language, religion, spiritual practices, sexual orientation, gender identity, geographic region, age, country of origin, education and genetics*
- Integrity, reliability, dependability, truthfulness in all interactions with patients, their families and professional colleagues
- A responsiveness to patient's needs and society that supersedes self-interest
- The skills to advocate for improvements in the access of care for everyone, especially vulnerable and underserved populations

- A commitment to excellence and on-going learning, recognizing the limitations of their personal knowledge and abilities, and the capacity to effectively address their own emotional needs
- Knowledge of and a commitment to uphold ethical principles in such areas as the provision of care, maintaining confidentiality, and gaining informed consent
- An understanding of and respect for the contributions of other health care disciplines and professionals, and appropriate participation, initiative and cooperation as a member of the health care team

Systems-based Practice and Population Health

Graduates demonstrate awareness of and responsiveness to the context and system of health and healthcare. They recognize health disparities and are able to effectively call on system resources to provide optimal care. Graduates are able to work with patients both as individuals and as members of communities and take this into account when performing risk assessments, assessing symptoms, diagnosing illnesses, making treatment plans and considering the patient care and systems-level implications of their work. Graduates will demonstrate:

- An understanding of how patient care and professional practices affect health care professionals, the health care organization, and the larger society and how these elements of the system affect their own practice
- An understanding of factors involved in healthcare disparities and how to optimize care for vulnerable or underserved populations
- Knowledge of how types of medical practice and delivery systems differ from one another.
- An understanding of how to practice cost-effective health care and resource allocation that does not compromise quality of care
- Advocacy for quality patient care and access for all people, including the underserved, and a commitment to assist patients in dealing with system complexities
- The capacity to partner with health care managers and health care providers to assess, coordinate and improve health care and knowledge of how these activities can affect system performance
- An understanding of the physician's role and responsibilities to promote the health of the community and the underlying principles of preventive medicine and population-based health care delivery
- The ability to acquire relevant information about the health of populations or communities and use this information to provide appropriate services
- The ability to appropriately mobilize community-based resources and services while planning and providing patient care