

**Tucson Educational Policy Committee and Educational Policy Committee
Annual Report for 2010-2011
Paul A. St. John, Ph.D. (Cellular & Molecular Medicine, Tucson)**

Activities of the Education Policy Committee (EPC) and the Tucson EPC (TEPC) during the period July 1, 2010 – June 30, 2011 are described below, arranged in general categories. This report includes information about the whole EPC (both Tucson and Phoenix) as well as the TEPC, because TEPC members are members of the whole EPC and participate in its meetings and activities.

The EPC and TEPC received excellent staff support from the Office of Medical Student Education in Tucson and from other staff members in Tucson and Phoenix.

Membership

The members of the EPC for July, 2010, through June, 2011, were the following.

Member name and category	Dept.	Track	End of Term
Terms Ended June, 2011			
Doug Campos-Outcalt, MD	Family & Community Medicine	Phoenix	2011
Sean Elliott, MD	Pediatrics	Tucson	2011
Mindy Fain, MD	Medicine	Tucson	2011
Anna Landau	Student - Class of 2011	Tucson	2011
Paul Standley, PhD	Basic Medical Sciences	Phoenix	2011
Paul St. John, PhD (Chair, 2010-2011)	Cell Biology & Anatomy	Tucson	2011
Sarah Whitley	Student – Class of 2011	Phoenix	2011
Resigned			
Denise Campagnolo		Phoenix	
Aaron Ho	Student – Class of 2013	Phoenix	2013
Ron Heimark, PhD	Surgery	Tucson	2012
Continuing			
Paul Boehmer, PhD	Basic Medical Sciences	Phoenix	2014
Denise Campagnolo, MD	Neurology	Phoenix	2012
Diana Darnell, PhD (TEPC Vice-Chair, 2010-2011)	Cell Biology & Anatomy	Tucson	2015
Kristi Grall, MD	Emergency Medicine	Tucson	2014
Kurt Gustin, PhD	Basic Medical Sciences	Phoenix	2014
Ron Heimark, PhD	Surgery	Tucson	2012
Randy Horwitz, MD, PhD	Integrative Medicine	Tucson	2012
Carol Howe, MD	Medicine	Tucson	2012
Adam Luber	Student – Class of 2013	Tucson	2013
Michele Lundy, MD	Family & Community Medicine	Phoenix	2013
Vinodh Narayanan, MD	Neurology, BNI	Phoenix	2012
Ted Price, PhD	Pharmacology	Tucson	2013
Cindy Rankin, PhD	Physiology	Tucson	2014

Sydney Rice, MD	Pediatrics	Tucson	2013
Amanda Rosen	Student – Class of 2012	Phoenix	2012
Cindy Standley, PhD (EPC Vice-Chair, 2010-11; PEPC Chair, 2010-11)	Basic Medical Sciences	Phoenix	2013
Wyatt Unger	Student - Class of 2012	Tucson	2012
New Members of EPC			
Claudia Adler	Student – Class of 2014	Phoenix	2014
Travis Austin	Student – Class of 2013	Phoenix	2013
Elizabeth Dupuy	Student – Class of 2014	Tucson	2014
William Grana, MD	Orthopedic Surgery	Tucson	2015
John Sarko, MD	Emergency Medicine	Phoenix	2015

Resources, Support, & Guests

Steve Goldschmid, MD (Dean, Tucson)

Stuart Flynn, MD (Dean, Phoenix)

Kevin Moynahan, MD (Deputy Dean for Education, Tucson)

Jacque Chadwick, MD (Associate Dean for Clinical Affairs, Phoenix)

Lee Jones, MD (Senior Associate Dean for Student Affairs)

Cheryl Pagel, MD (Associate Dean for Student Affairs, Phoenix)

Nancy Alexander Koff, PhD (Senior Associate Dean, Medical Student Education)

Gail Koshland, PhD (Physiology; Office of Medical Student Education)

Raquel Hernandez-Givens, MEd (Office of Medical Student Education)

Jack Dexter, PhD (Office of Medical Student Education)

Nicole Capdarest (Office of Medical Student Education)

Jack Nolte, PhD (Chair, Academy of Educators, COM)

Curriculum Governance – Program-Wide (Both Tracks/Campuses)

Review & Reaffirmation of Institutional Objectives – October 20, 2010

Annually, the EPC reviews and reaffirms the Core Competencies and Measureable Objectives for the medical curriculum. These documents were reaffirmed with a change to wording concerning diversity issues. The wording adopted references that recently adopted by the General Faculty. The Core Competencies and Measureable Objectives are posted at the EPC website and the website of the Office of Medical Student Education.

Dissolution of the Clinical Curriculum Subcommittee (CCS) – December 15, 2010

As the EPC adopted separate Years III and IV curricula for the Phoenix and Tucson tracks (see below), there was no longer a need for a program-wide oversight committee responsible for the Years III-IV curriculum. The committee voted to dissolve the CCS and to require the PEPC and TEPC committees to establish structures and/or processes for comprehensive oversight of the Years III and IV curricula for their respective tracks.

Structure of the Medical Curriculum – Program-Wide

Campus-Specific Tracks Established for Years III-IV – December 15, 2010

The EPC voted to establish separate Years III and IV curricula for the Phoenix and Tucson tracks. While the College of Medicine-Phoenix and the College of Medicine-Tucson remain under one LCME accreditation,

and while separate accreditation is being sought for the College of Medicine-Phoenix, clerkship directors from both campuses will continue to meet and align their goals and objectives. Oversight will remain with the EPC for policies affecting both campuses. The current EPC structure will need to be maintained until the LCME officially recognizes the Phoenix program as an independent curriculum and all students who entered the College of Medicine prior to separate accreditation complete their studies.

Curriculum Governance – Tucson Track

Tucson Educational Policy Committee

The TEPC has met regularly during 2010-11 (usually twice monthly), and has been actively pursuing its oversight responsibilities. Paul St. John, Ph.D., served as Chair in 2010-2011, and Diana Darnell, Ph.D. was elected Vice Chair of the committee in July, 2010. On November 3, 2010, the committee coordinated with the Deputy Dean for Education and other key administrators to hold the first of a planned series of "Town Hall" meetings with the general faculty to discuss broad issues of curricular interest. The Dean's Office held a subsequent meeting for medical students. The committee continues to refine a system for regular reviews of Years I and II blocks, guided by the outcomes of pilot review efforts.

Formation of the Tucson Clinical Curriculum Subcommittee (TCCS) — January 5, 2011

In response to its charge from the EPC, that the TEPC establish structures and/or processes for comprehensive oversight of the Years III and IV curricula for the Tucson Track, the committee voted to create the TCCS. Membership of this committee includes all clerkship directors, the directors of the Transitions and Intersessions courses, and other faculty and administration personnel. The TCCS is also charged with maintaining regular correspondence with their counterparts at the Phoenix campus to ensure LCME requirements affecting both programs are met.

Tucson Electives Subcommittee

The Tucson Electives Subcommittee, chaired by James Warneke, M.D., has been active reviewing electives for recommendation to TEPC for approval. The subcommittee provided a progress report to TEPC on January 17, 2011. New grading forms for electives have been developed to directly address the core competencies for the program, and will be implemented this year. Enrollment patterns for electives were analyzed, with areas of interest noted, such as how many times a student may enroll in independent-study electives, and what experiences are typical for those electives.

Tucson Curriculum Management Subcommittee (TCMS)

The Tucson Curriculum Management Subcommittee manages the delivery of the Tucson-Track curriculum for Years I & II according to curricular standards and procedures established by the EPC and the TEPC. It has been active in the annual review of blocks and attending to issues of block design and delivery.

Tucson Evaluation Subcommittee (TEVS)

The Tucson Evaluation Subcommittee implements program evaluation/review policies established by the TEPC. It was chaired in 2010-2011 by Diana Darnell, Ph.D., and participates in the annual review of blocks and reviews the effectiveness of the Evaluation Plan for the Tucson Track. In addition, this subcommittee conducts the evaluation for the Tucson Track as a whole. TEVS continues to assess the effectiveness of the evaluation plan, and some adjustments were made in the review schedule. The Office of Medical Student Education provides strong support for these curricular oversight functions.

Curriculum Maintenance and Evaluation – Tucson Track

Reviewing Block Objectives and Matching to Educational Competencies – January 17, 2011

TEPC established policy that requires all blocks and courses to 1) establish course-wide objectives 2) link those objectives to the ArizonaMed Core Competencies, and 3) establish procedures by which these objectives are regularly reviewed and updated. By linking broad course objectives to the core competencies, block directors will illustrate how those competencies are being translated into measurable objectives for expression in sessions and other activities.

Disposition of Old Policies – August 4, 2010

The review and disposition of old policies instituted by the EPC culminated with the referral of certain policies deemed to be Tucson Track-specific to TEPC for review and action. The committee decided to hold an existing policy on Teaching Awards in abeyance until those awards are reworked to ensure relevance to the integrated character of the new curriculum. A revised policy on Petitions for Student Exemption to Curricular Policy was passed on September 15, 2010. Previous USMLE Preparation Policies were dropped in light of the establishment of the PASS Step I program (see below).

Changes to the Curriculum for Years III and IV

Modifications to the structure of Year III

TEPC reviewed the organization of the Year III curriculum and the experiences drawn from the first year of implementation. They voted to restore one week to all required clerkships (except Neurology, which was reduced by one week). The Intersession Course was reduced to 2 weeks; one at mid-year and one concluding Year III. The restructured clinical curriculum for Tucson and that adopted by Phoenix correspond closely.

Emergency Medicine/Critical Care (EM/CC) Course in Year IV – January 19, 2011

TEPC approved the addition of a new graduation requirement: the Emergency Medicine/Critical Care (EM/CC) course. This will be a four-week experience in Year IV. The course provides a two-week overview of the principles and concepts of Emergency Medicine, with emphasis on the common presenting complaints and procedures in the undifferentiated patient. Additionally, students will spend two weeks with the Emergency Department to allow them to experience longitudinal care where they will be able to follow patients from the ED through admissions and into Critical Care. This requirement will take effect with the 2011-2012 academic year.

Tucson Track Electives

The TEPC reviews and approves the elective courses that can be taken by students registered in the Tucson track. New electives approved by the TEPC in 2010-2011 included the following:

- **The Healer's Art – A journey into the heart of medicine – December 1, 2010**
The course encourages inquiry by students and faculty into the experiences that shape and provide meaning to their practice of medicine and to their identities as physicians.
- **FCM - Inter-Disciplinary Disability Seminar Series – December 1, 2010**
This course explores a broad variety of disciplinary perspectives on disability, and is aimed at medical and graduate students who will be working professionally with individuals with disabilities.
- **General Gynecology Subinternship – January 19, 2011**

Students will provide care for assigned patients in an outpatient setting, performing the history and physical examination and instituting an assessment and plan. Students will also participate in outpatient surgical procedures.

Tucson Curricular Programs

Global Health Distinction Track – July 7, 2010

TEPC approved the Global Health Distinction (GHD) track, available for students enrolled in Tucson. The College had previously offered two other distinction tracks (Research Distinction, and Community Service Distinction). A distinction track acknowledges the extra effort, commitment and leadership students devote to particular areas of professional development. Foundation for the GHD extends to some twenty years of College of Medicine coursework on international health subjects. Opportunities for students to serve out of the country are offered during summer breaks, and there are grants available to fund students for these experiences.

PASS Step I – August 4, 2010

TEPC endorsed an initiative from the Deputy Dean for Education to establish an ongoing program to improve student performance on the USMLE Step I examination. *Preparing ArizonaMed Students for Success on Step 1 (PASS Step 1)* is a two-year longitudinal course, of which all students must complete at least some aspects. The first year is directed toward helping students to develop effective learning strategies, organize concepts, and apply learning within different contexts.

Case-Based Instructional Method Review – September 1, 2010

The Case-based learning method has been a feature of the curriculum since its inception in 2005. TEPC has intended that the curriculum be designed to support the ongoing development of students. To approach this intent, and to resolve issues of variability in student experience of the method, TEPC established and charged a workgroup to review current CBI practices against the most current understandings for case-based instruction. That workgroup, chaired by Dr. Vincent Fulginiti, was charged to develop uniform pedagogical principles, purposes, and practices for the CBI method. Members were drawn from faculty, Office of Medical Student Education, and the Office of Student Development, and included two Year III students. The Workgroup's final report was received March 2, 2011, and is guiding discussion and planning for a renewed approach to this interactive, student-centered instructional method. As a first step in this process, Deputy Dean Kevin Moynahan, M.D., appointed John Bloom, M.D., and Paul St. John, Ph.D., as Co-Directors of CBI, to plan, direct, and oversee CBI across Years I & II.

Review of Years I and II Medical Knowledge Content – October 6, 2010

TEPC reviewed the results of a project from the Office of Medical Student Education in which the USMLE Step I subjects outline was used as a reference to assess curricular content for Years I and II. The project mapped content terms used in each block against a modified list of USMLE subject terms. The results provided assurance that the curriculum covers Step I subjects thoroughly. A summary of the project and this conclusion were reported to students and to block directors and discipline directors. The content map also provides information on how content is integrated across blocks. The project is being refined for further use in content evaluation and curriculum planning efforts.

PASS Step I Program Dean's Policy – October 4, 2010

TEPC endorsed the *PASS Step 1 program*, which is an initiative of Deputy Dean for Education Kevin Moynahan, M.D. *PASS Step 1* is a two year longitudinal skill-building curriculum designed to introduce students to the structure and content of Step 1, and to help them acquire the study strategies and learning skills that allow flexible application of knowledge and facilitate success on Step 1 of the USMLE.

Its sessions are integrated into blocks in Years I and II. They adapt concurrent block content to the learning goals of *PASS Step 1*.