

The Tucson Educational Policy Committee (TEPC)
Semi-Annual Report to the Faculty AY 2022 - 2023 January – June 2022
Chair: Julie Armin, PhD Vice-Chair: Arthur Sanders, MD
Associate Dean, Curricular Affairs: Janet Corral, PhD

Activities of the TEPC during the period January – June 2022 are described below, arranged in general categories.

1. Membership

The members of the TEPC (January – June 2022) are listed below.

Member name	Department	End of Term
Allison Huff MacPherson, DHed (2024) Faculty	Family & Community Medicine	2024 (term ended May 25, 2022)
Anthony McCoy (secondary)	Medical Student, Class of 2023	2023
Aaron Masedji (secondary)	Medical Student, Class of 2022	2022
Arthur Sanders, MD (2024) – Faculty, Vice Chair	Emergency Medicine	(term ended May 25, 2022)
Colin Fields	Medical Student, Class of 2024	2024
David Bear, MD	Cellular & Molecular Medicine	2022 (term ended May 25, 2022)
Dawn K. Coletta, PhD	Medicine	2022 (term ended May 25, 2022)
Indu Partha, MD	Medicine	2022 (term ended May 25, 2022)
Isabellyana Dominguez	Medical Student, Class of 2025	2025
James Proffitt, PhD (2024) – Faculty		(term ended May 25, 2022)
Jasmine Lock (secondary)	Medical Student, Class of 2025	2025
Jennifer Plitt, MD	Emergency Medicine	2022 (term ended May 25, 2022)
Jim Warneke, MD	Surgery	2022 (term ended May 25, 2022)
Jordana Smith, MD	Ophthalmology	2024 (term ended May 25, 2022)
Julie Armin, PhD (Chair)	Family & Community Medicine	2023 (term ended May 25, 2022)
Katie Pulling (secondary)	Medical Student, Class of 2024	2024
Kayla Darris	Medical Student, Class of 2022	2022
Teresa Orth, MD, PhD	Obstetrics and Gynecology	2024 (term ended May 25, 2022)
Zoe Cohen, PhD	Physiology	2022 (term ended May 25, 2022)

Resources & Support

Alex Lopez (Specialist, Quality Assurance)
 Annah Conn (Senior Manager of Assessment and Evaluation, Curricular Affairs)
 Carlos Gonzales, MD, FAAFP (Assistant Dean for Curricular Affairs)
 Dale Woolridge, MD (Digestion, Metabolism, Hormones, Advanced Topics)
 George Fantry, MD (Associate Dean for Student Affairs and Admissions)
 Holly Bullock, Co-Director (OBGYN)
 Janet Corral, PhD (Associate Dean of Curricular Affairs)
 Keith Joiner (Scholarly Projects, Curricular Affairs)
 Julie Sherwood (Assistant Director, Clerkship, Curricular Affairs)
 Kevin Moynahan, MD (Deputy Dean for Education)
 Kris Slaney (Director, Student Records)
 Lindsey Epperson (Executive Assistant to Janet Corral, Curricular Affairs)
 Martha Burkle (Assistant Dean Assessment, Evaluation, and Analytics, Curricular Affairs)
 Vice Dean Victoria Murrain (ODEI)
 Mike Ditillo, MD (Surgery)
 Raquel Givens, MEd (Director, LCME Accreditation)
 Tejal Parikh, MD (Associate Dean, Admissions)
 Travis Garner (Program Manager Curricular Affairs)

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

2. Curriculum Governance Activities

Date	Topic	Individual	Activity	Discussion
April 27, 2022	Adding TEPC Faculty Member to Policy Review Subcommittee	Dr. Arthur Sanders	Dr. Art Sanders presented his suggestion to add a TEPC member to the Policy Review Subcommittee (PRS). PRS is a subcommittee within TEPC and can send suggestions to TEPC. The reason to add a TEPC voting member was to have more a diverse view of the suggestions. Dr. Sanders pointed out there was a lack of accountability in ensuring that suggestions or changes were being made and gave an example of the Grading and Progression policy that had not been updated. Dr. Armin thanked Dr. Sanders for his suggestion and mentioned that Dr. Corral made a comment in the chat about the corrections being in the minutes.	The group continued to discuss if it was necessary to have a voting faculty member sitting on PRS. Dr. Jordana Smith brought up her concerns about mandating a TEPC Faculty voting member on PRS and proposed a voluntary position instead. Dr. Sanders asked if having this be a voluntary position would resolve the issue. thought and reiterated what the proposal is. Dr. Sanders also mentioned that the incorrect version of the G&P policy was on the website. The curricular affairs team corrected this and updated the website.
April 27, 2022	Discuss TEPC Bylaws related to committee composition and	Dr. Julie Armin	Dr. Julie Armin presented suggested changes to the TEPC Bylaws. After the LCME visit, there was concerns about whether there's enough continuity in membership on TEPC to oversee the curriculum. There has been	There were concerns from the group on extending the terms. Julie Armin said she would meet with Bruce Coull to discuss possible

	responsibilities; leadership terms		discussion on extending the Chair to a 2-year tenure with the Vice Chair to one year, as well as extending voting members from three years to five years. The other major suggestion would be that the chairs of TCMS and TCCS would be voting members of TEPC. There would be fourteen faculty members and 4 students with alternates.	changes.
April 27, 2022	LCME Monitoring, and TEPC oversight	Dr. Julie Armin, Dr. Arthur Sanders	Dr. Julie Armin presented on LCME Monitoring and TEPC Oversight. We need to be clear on the level of monitoring that TEPC is doing. Raquel Givens brought up some points on looking at the evaluation plan that TEPC approved that reviews the Level 1 and 2 reports. Level 1 is at the unit or course level and Level 2 is about the different phases of our curriculum. For example, Level 2 reports review content in terms of coordination, integration, and sequencing. Dr. Armin thanked Raquel for her input.	Dr. Jordana Smith suggested that we create a template for the minutes when Level 1 reports are presented to ensure that all areas are covered, and everything is documented correctly. Dr. Armin agreed and said that she and DR. Sanders would work with Lindsey to put this together. Dr. Sanders asked Raquel when we could expect the LCME report. Raquel confirmed that they received the draft report and they responded with some factual about a week prior. Their final determination meeting is in June 14 or 15, so we should hear their final determination on our accreditation status on June 15 or 16. Dr. Armin clarified that with knowing this timing, we should continue working toward creating procedures and addressing some issues that we know or suspect that need to be fixed.

3. Instruction and Performance Assessment

Date	Topic	Individual	Activity	Discussion
February 23, 2022	Enrichment Elective Proposal - Clinical Problems and Understanding of Patients with Valley Fever and HIV	Dr. John Galgiani	Dr. Galgiani gave an overview of the enrichment elective proposal. He explained that valley fever has disparities in healthcare. This led to an exploration to how we can move forward. He met with HIV Physicians in the division of infectious disease, then met with Peds Preclerkship regarding their elective and how theirs worked. The goal of this elective is to expose	

	(APPROVED BY VOTE)		1st and 2nd year students so they can experience working with patients who have HIV or Coccidioides. With this elective, students will have the chance to learn and discuss these diseases in detail.	
February 23, 2022	Annual Electives Report (APPROVED BY VOTE)	Dr. James Warneke	Dr. Warneke gave an overview of the annual enrichment electives report. The report detailed required courses, popular courses amongst students, and how COVID impacted attendance in some courses. High numbers of students were in Radiology and Anesthesia. Students have been giving great feedback on the electives. Feedback from students included needing an orientation on what to expect from the electives. Orientations are in Oasis, but students forget or don't know to look there. Another component is the bed for midpoint feedback. A feedback form is being created that's similar to what the clerkships have.	
February 23, 2022	Nervous System Level 1 Report (APPROVED BY VOTE)	Dr. Awais Khan	Dr. Khan gave an overview of the Level 1 Nervous System report. Shown was the breakdown of what is taught, course structure, students' grades, and feedback from students. Students are doing well in the course. Student feedback was satisfactory or higher.	
February 23, 2022	Clerkship Block Change Forms for Class of 2024 (AY2021-2022) (APPROVED BY VOTE)	Dr. Holli Horak, Dr. Janet Corral	Dr. Corral gave an overview of the clerkship block change forms for class of 2024 that was discussed at TCCS on 2/18/22. What was shown was a summary of the changes across all the clerkships for the upcoming year. The grading criteria showed changes to Medicine, Neurology, and Ambulatory. She reviewed the Shelf cutoffs. Changes to Clerkships: FCM 5th percentile, EM/CC 10th percentile, Surgery 10th percentile. Note: All clerkships in Year 3 follow the quartile system. EM/CC in Year 4 follows the annual system and will revisit this after their first year as a clerkship.	<p>Compliance in Clerkships - TCCS 2/18/22 and/or clerkship change form review dialog between ADCA and the CD discussed the importance of monitoring site compliance, logbooks, midpoint feedback, timely grades, WBAs, etc. In addition:</p> <ul style="list-style-type: none"> • Compliance reporting has: <ul style="list-style-type: none"> Start of block, end of block checklists for each clerkship • midpoint and one week before end of rotation checks by coordinator and CD • Required reporting to TCCS, TEPC at 6 months, end of clerkship year <p>Coordinators – are cross-trained.</p>

February 23, 2022	LCME 6.3 Self-directed learning monitoring report - CPR course	Melinda Davila, Dr. John Bloom	Melinda Davila presented the LCME 6.3 Self-directed learning monitoring report. This will be an item that they will be monitored going forward. In order to be in compliance with clerkship guidelines, we are required to block out 15 hours for independent learning. This includes independent study and homework. 8 of those hours should be dedicated to self-directed learning. Melinda presented the chart of how the hours are broken down. Example calendars were shown to give an idea of how these hours would be organized. This is now on the student's calendars in MedLearn and was announced to the students.	These reports will continue to be presented to TEPC going forward.
February 23, 2022	Learning Objectives for Intersessions 2. (APPROVED BY VOTE)	Dr. Elaine Situ-LaCasse	Dr. Situ-LaCasse presented the Learning Objectives for Intersessions 2. Dr. Situ-LaCasse and Dr. Sanders has worked to create new curriculum for the students for intersessions 2. The overarching themes for the two weeks are critical illness and pandemic medicine. In addition to these themes, they've included evidence medicine, pharmacology, and psychiatry. They will also be focusing on getting students ACLS certified as it's important for students to have the skills to run codes. Sessions have been added with faculty and community leaders to discuss how the pandemic has changed how we practice medicine and how to prepare for future pandemics. Other sessions that were added are on how to manage their finances with a financial advisor and an attorney specialized in medical cases.	
February 23, 2022	Updated G&P Policy for INT 1&2	Dr. Julie Armin, Dr. Kevin moynahan	G&P Policy for INT 1&2 approved by the Vice Dean with the following changes: Typo fixed "Intersessions consists of two, week-long courses", removed the oral presentation portion listed in 4.iii as this is no longer in the assessment requirements for INT 1 & 2. Dr. Armin clarified that the Vice Dean can make these changes without going through TEPC especially for typo issues.	
February 23, 2022	Updated Fitness for Duty Evaluation	Dr. Janet Corral	Fitness for Duty Evaluation – Scrivener's errors were updated by University Counsel for wording to be commensurate with federal laws 2/16/2022. Procedural steps were reviewed with TCCS 2/18/2022 to ensure all clinical training phase leaders and coordinators understand the steps.	
February 23, 2022	Tuition Reimbursement	PRS	Tuition Reimbursement Policy – Reviewed by PRS 2/16/2022 with no changes.	

	Policy			
March 9, 2022	Biostats Curriculum Update	Dr. Keith Primeau	<p>Dr. Primeau presented the action plans for EBDM curriculum. BioStatistics and Epidemiology are one of the main sub areas of the EBDM curriculum. It has been one of the weaknesses here at the college and GQ scores have been low, scores have been stagnated over the last three years below the national average.</p> <p>With the opportunity to improve, focus groups were formed before the LCME visit to gather feedback for improvement from the graduating class. Feedback included practical applications over theory, provide journal articles and create longitudinal curriculum on how to analyze and critically appraise articles to draw clinical conclusions, and integrate non-traditional instructional modalities including flipped-classroom, simulation, and clinical questions to guide seminars.</p>	Dr. Primeau reviewed the proposed curricular integrations that address the students' concerns.
March 9, 2022	I&I Level 1 Report (APPROVED BY VOTE)	Dr. Nafees Ahmad	<p>Dr. Ahmad gave an overview of the Level 1 Immunity & Infection. Shown were the students' grades. Overall average of the I&I block was 82.67%, similar to previous years. Exam 3 was unusually low this year. Last year it was 84%. Dr. Ahmad has been working to improve this using board review resources. Students overall feedback was positive with some recommended improvements. Two issues were team learning on Zoom and exam timing. Midterm Exams will now be on Mondays and hopefully we will soon have more students in-person learning for team learning.</p>	
March 9, 2022	Scholarly Project	Dr. Keith Joiner	<p>Dr. Keith Joiner announced new option for Scholarly Project research. The goal is to find sources of funding for students during the summer, aside from those that already exist. We've received commitment from the Dean. Dr. Corral pushed hard for this to work. Jason Wertheim is the PI on a grant to the VA and we received notice that we were funded. This provides summer support stipend for students between the first- and second year doing research associated with the VA. The stipend is the same level of support as the MSRP. Students will not be required to spend a full two months. They can spend 6 weeks if they'd like. We have up to \$2500</p>	

			supply support. The grant was written with a focus on underrepresented minorities. Any student who is interested is eligible to participate. Students need to be identified by late April - early May. The notice shown to TEPC is what will be sent out to students. Dr. Armin clarified that this isn't a voting item, but that we can take feedback and questions from the committee.	
March 23, 2022	DMH Block Change Form AY 2021-2022 (APPROVED BY E-VOTE)	Dr. Dale Woolridge	DMH is requesting a change to the Professional grading structure. We propose the addition of an additional assignment: Critical Reflection: Research Activity for 5% PRO grade. The impact will result in an adjustment of overall "Professional Behavior" assignment and an increase of PHM Reflection to allow parity between assignments.	
April 13, 2022	New ideas for considering SDOH in Basic Sci Course	Dr. Julie Armin, Dr. Julie Jernberg	Dr. Julia Jernberg presented new ideas for considering SDOH in Basic Sciences course. The clinical part of a patient's outcome is limited, the data are between 20 and 40% happens in the clinic and between 60 and 80% may be impacted in one way or another by their social environment and because this course is so critical in tying together the basic sciences is with the clinical medicine manifestations and outcomes. The goal is to weave the knowledge the students have of social determinants of health and help them realize and appreciate that outcome. We asked students to consider what social influences might impact the disease that they're talking about, and if there is social impact, to find a references.	
April 13, 2022	Add Urology to our COM-T course catalog (APPROVED BY VOTE)	Dr. Christian Twiss	Dr. Janet Corral recommended that we have a clear and consistent structure for decision making. More of these requests will happen in the future and we need to be prepared. Another key piece that Dr Twiss mentioned, we need to consider that our students are accepted first to syllabi as per our agreement with banner. We also need to consider that any online course approvals would be outside the purview of TEPC and that would be a different matter through the registrar on main campus and other approvals within the college of medicine.	Dr. George Fantry agreed with the request. Travis Garner added that the Urology prefix is already registered with main campus, but it not part of the COMT catalog. The group continued to discuss.
April 13, 2022	Add Diversity Equity and Inclusion	Dr. James Warneke, Dr. Celia	Dr. James Warneke reviewed the proposal to add Diversity Equity and Inclusion Clinical Elective OBG – 850A. The elective	

	Clinical Elective OBG – 850A (APPROVED BY VOTE)	Valenzuela	committee are proposing this addition to help outside students get experience at our institution. There's grant money available to support them when they come to Tucson and they're proposing to make it available to our own students. The elective was initially created to attract applicants to our residency program, and it's meant to combine the visiting student's elective scholarship, which is a \$1500 stipend to support their travel. The US has one of the highest mortality rates among high income countries and there are many health inequities in the medical field. The key factors to addressing and eliminating these disparities is to educate healthcare professionals of their existence, what has contributed to them and what can diminish them. These are addressed in the elective. The elective committee thought this would be important to offer this opportunity to our own students as well. In this elective, students will get the opportunity to participate in surgery, labor & delivery, ambulatory care, underserved clinic, and more.	
April 13, 2022	MS1 Narrative Feedback Form (APPROVED BY VOTE)	Dr. Julie Armin	Julie Armin opened discussion for the MS1 narrative feedback for. This form was developed to allow for narrative feedback about student performance, which is required by LCME 9.7. The form asks faculty to assess whether students meet expectations for performance, based on a criterion-referenced rubric.	TEPC agreed the form meets the criteria for LCME 9.7 and the Narrative Feedback Policy.
May 25, 2022	Level 1 Report Neurology (APPROVED BY VOTE)	Dr. Holli Horak	Dr. Holli Horak presented the Level 1 Report for Neurology and thanked Dr. Corral for her feedback. The clerkship has a new, wonderful coordinator. All grades have been in within the 6 weeks required by LCME. The clerkship is excited to work with Dr Symonds as a clinical geneticist and will reach out in July when Dr Symonds arrives to discuss didactics. The clerkship seeks help with improving faculty feedback to students, and Drs Ditillo and Partha have been asked as co-leads for faculty development to assist. Student mistreatment was immediately addressed as soon as it was brought to Dr Horak's attention. All faculty have signed the teacher-learner compact. Site comparability is conscientiously reviewed each block. See full report attached to the agenda.	Colin Fields commented that the shelf report data needed correction. Annah Conn will correct the data and provide an updated report to the clerkship and TEPC.

<p>May 25, 2022</p>	<p>Level 2 Preclerkship Report</p>	<p>Dr. Julie Armin</p>	<p>The Level 2 report that was reviewed at the Spring Retreat on May 19th. Dr. Armin had a question about table 10 on Self Directed Learning on page 16 and asked if this table depicted the ideal or reality. Annah responded saying this table provided the reality for all blocks. Dr. Armin thanked Annah. Dr. Corral clarified in case people misunderstood that self-directed learning hours were hand counted from each week of each block. That's how that third-row number was determined. This fits the LCME requirement.</p>	<p>Colin Fields asked for clarification on the Level 2 report Step 1 scores, as 202 seemed too low for the standard deviation. Annah confirmed the data came from the Learning Specialists. Dr. Corral thanked Colin for bringing this up and mentioned that they had discussed this at the spring retreat when Collin brought this up to her and they had determined that there was a transposition error there, it was really 220. If everyone looks at their LCME packages from Raquel Givens and her accreditation team, you will see that that same data was reported to the LCME. Annah is correct that this data comes directly from the NBME portal to us as a table. Dr. Corral thanked Annah for making these corrections to the Level 1 report. Dr. Armin agreed to table this report for voting until the corrections are made.</p>
<p>May 25, 2022</p>	<p>Level 1 Report Pediatrics (APPROVED BY VOTE)</p>	<p>Dr. Kareem Shehab</p>	<p>Dr. Shehab presented the Level 1 report for Pediatrics. The clerkship is well liked by students. The clerkship finds it challenging to use Shelf scores for site comparability, as all students do 3 weeks inpatient, and 3 weeks outpatient, during which time they can be in 4+ clinical environments. So, it's hard to attribute a shelf score to the specific clinical site. The clerkship continues their annual site visits, and all faculty have signed the teacher-learner compact. The end of shift form is going well, where students can select who assesses them, in addition to the WBA. The clerkship is excited to welcome Dr Symonds as a clinical geneticist and will reach out in July when Dr Symonds arrives to discuss didactics to prepare for the shelf. Some critical comments from students earlier in the year have already been addressed, including</p>	

			efforts to better prepare students for the shelf, to align student hours on the pm inpatient shift with typical admission times. Student mistreatment was immediately addressed as soon as it was brought to Dr Shehab's attention. See full report attached to the agenda.	
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4. Curriculum Maintenance and Evaluation

Date	Topic	Individual	Activity	Discussion
February 9, 2022	Review & Approval 2022-2023 Academic Calendar (APPROVED BY VOTE)	Travis Garner, Kris Slaney, Jessica DeLuc, Melinda Davila	Travis Garner, Kris Slaney and Jessica Le Duc presented the updated academic calendar for 2022-2023.	
February 9, 2022	Discussion re: Expectations regarding self-directed learning	Dr. Julie Armin	Dr. Armin presented on self-directed learning and how the LCME has a very specific definition for it. It focuses on giving the students time and self-directed learning experiences to allow that kind of lifelong learning skill development. Dr. Corral supported Dr. Armin and added that the LCME has four parts of the definition of self-directed learning and that we must do all of them, and in a specific order. CRC is doing this well. Students in CRC are formulating their learning objectives, looking up resources, and then getting feedback from their CRC faculty mentor. This also happens in D&P. Melinda Davila added that they will implementing self-directed learning in MedLearn.	
February 9, 2022	Debrief of LCME Visit	Dr. Janet Corral	Dr. Corral presented an overview of the LCME site visit. The College does not have the official report from the LCME just yet, but do expect a preliminary report by Friday, February 11th. Once we have the preliminary report, it will come to TEPC for review, discussion, and then direction on what TCCS, TCMS should be working on. Dr. Corral announced the joint meeting for TCCS and TCMS coming up and this will be a topic of discussion. In looking ahead, Dr. Corral identified some keys areas that will require robust discussion at TEPC. 1. Block change forms for clerkship and pre-clerkship 2. Graduation questionnaire results, and especially question 9 for three years has had low performers and that is BioStats and	Overall, the committee will be seeing a lot more reports coming to TEPC that will require discussion and ideas. Dr. Corral ended by congratulating the group for a job well done preparing for and during the visit. Dr. Armin asked Dr. Corral what we should expect and next steps after we get the report back from LCME. Dr. Corral answered that this report is not the final report, and the College has two weeks to respond to the preliminary

			<p>Genetics. We're going to work on that and create next steps.</p> <p>3. Monitoring reports.</p> <p>Site comparability at the clerkship level (ex. How does the VA compare to the experience at Banner).</p>	<p>report. Drs. Corral, Moynahan and Fantry send the response on behalf of the College back to the LCME, and within 30 days, they're going to provide a semipermanent report. There's a multi-month process and we will get the final report in July.</p>
February 9, 2022	Bridge Program	Dr. Janet Corral	<p>Dr. Corral reviewed the Bridge Program that is currently run by Dr. Marc Tischler. Importantly, Dr. Corral noted there is currently no FTE dedicated to this position. Dr. Tischler will be retiring so we will need to find someone else to run this or retire the program. However, there has been lower yield overall for the students and ROI on this program. This is not part of the four-year curriculum, but before. Our options are to assign to a block director using our own online modules, or a third- party company like Harvard, or we could eliminate the program. Dr. Corral opened this up to TEPC for discussion.</p>	<p>Katie Pulling, student, shared her positive experience being part of Bridge.</p> <p>Dr. Art Sanders echoed Katie's positive remarks of Bridge and suggested a survey to be sent to previous Bridge Program students to gain more knowledge of their experience in the program. Dr. Teresa Orth agreed with gathering more data on the program.</p> <p>Dr. Corral suggested to the TEPC chair that we put together a task force through TCMS to investigate options for Bridge.2/23/22 revision: At the TEPC meeting on 2/23/22, TEPC members Dr. Sanders and Dr. Armin asked that we add this: TEPC recommended collecting data on Bridge outcomes. No members volunteered to manage the program, though discussion on a taskforce will be added to an upcoming TCMS agenda</p>
May 25, 2022	Genetics Curriculum Update	Dr. David Bear	<p>Dr. David Bear presented a status report on the Genetics curriculum. He reviewed the current curriculum, challenges of medical genetics education, recommendations for changes to the genetics curriculum, and recent developments. After reviewing the current curriculum and GQ stats, he covered the internal challenges which included: Change to 18-month preclinical curriculum,</p>	<p>Recommended actions for the Preclerkship course directors: More effectively communicate importance of genetics/genomics for the practice of medicine to both students & faculty, defragment genetics in the pre-clinical curriculum,</p>

			<p>Dr. Laukaitis who played key role left UA-COM, GQ results showed students saying that preclinical genetics is inadequate preparation for rotations & residency, and genetics was invited to be in but due to personal reasons, he did not engage in the Advanced Topics course USMLE 1 topic review. He mentions that Dr. Janet Corral organized a focus group to get more information from students, where students emphasized, they wanted clinical connections. Some external challenges include: USMLE Step 1 board genetics review materials are often inaccurate or incomplete, mismatch between what is taught for USMLE Step 1, and few role clinical models. The complexities of medical genetics in general are that it's highly conceptual so it doesn't lend itself to the typical techniques that many students use for studying for USMLE or for the rest of the blocks. There's also a wide variation of student background and understanding. Dr. Bear's recommended the changes to the Genetics curriculum are all based on USMLE content and Association of Professors of Human and Medical Genetics, American College of Medical Genetics & Genomics (ACMG), Curricular of per institutions, recent medical Genetics/ Genomics textbooks, and results of GQ.</p>	<p>and include genetics in Advanced Topics for USMLE review.</p> <p>II. Recommended actions for Foundations & Lifecycle Blocks: Move molecular genetics basic science to self-paced independent learning modules and included weekly Zoom help sessions, restore sessions on clinical methods for diagnosis of genetic diseases, and focus on in-class sessions on clinical cases & applications.</p> <p>III. Recommended actions for the Clerkship directors: integrate appropriate genetics/genomics topics into each clerkship and reinforce genetics/genomics in the 4th year.</p> <p>b. Recent developments: Dr. Jordana Smith became the Foundations block director in 2021 and has brought experience in clinical genetics practice to the block leadership. Dr. Liwen Lai, a medical geneticist who participated in Lifecycle for the first time in 2021 and will play an important role in COM-T Genetics education. Dr. Esteban Symonds, medical geneticists will join the dept of medicine this year.</p> <p>I. Other recent developments in 2022 since the LCME site visit include; lecture on "Genomics in the clinic" presented to 4th year students in Advance Sciences for Residency training, website for UA for Genetics/Genomics medical education is</p>
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				currently under development, new genetics lectures will be presented in Musculoskeletal block and Intercession 1, ACMG is launching a medical genetics/genomics medical school education initiative.
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5. Policies

Date	Topic	Individual	Activity	Discussion
January 25, 2022	Tuition Refund Policy (APPROVED BY VOTE)		The Tuition Refund Policy was sent for an e-vote. It was noted the policy was reviewed by the Policy Review Subcommittee and the subcommittee voted to recommend a draft of the policy to TEPC for review and approval. It was also noted that the policy is in line with main campus.	
April 27, 2022	PRS Recommendations on Grading & Progression policy (APPROVED BY VOTE)	Dr. Martha Burkle	Dr. Martha Burkle presented the recommended changes from PRS to the Grading & Progression policy. Changes made on Page 16, section D. 4. Additions recommended by the LCME included documenting the midpoint assessment for clerkship and a mid-elective assessment for electives.	Raquel Givens clarified that the element is for required courses and the standard asks for any required course that is 4 weeks or longer needs to have a midpoint feedback session. She proposed adding this to a more general section instead of just the Clerkship section. Dr. Armin asked if this is included in the Preclerkship courses. Raquel clarified that the only thing we have is the narrative policy that says they're supposed to be a narrative formative feedback in a Preclerkship course, but it doesn't say at the midpoint and it doesn't stipulate four weeks or longer of course that's four weeks or longer. Dr. Corral agreed with Raquel with adding that extra wording. Dr. Art Sanders asked if we are mandating this for all electives. Dr. Corral mentioned that Travis Garner could explain the process through TES and the midpoint assessment form. Travis explained that they are developing the process now and it will be similar to how we do WBA. This will be for any elective that is four weeks. Any electives less than

				four weeks will not be required to complete the midpoint assessment. Dr. Corral pointed out the wording included in the policy on page 20.
April 27, 2022	PRS Recommendation on Medical Education Research (APPROVED BY VOTE)	Dr. Martha Burkle	Dr. Martha Burkle presented recommendations from PRS to the Research Data Request Policy. Requests were received from students and faculty to share data for a particular scholarship or research piece. PRS is requesting a policy that asks students to form a proposal for the data request.	

6. Continuous Quality Improvement Plans (CQI)

Date	Topic	Individual	Activity	Discussion
May 25, 2022	Near-Peer Step 1 Tutoring Program Proposal	Gabrielle Mintz	Gabi Mintz (Class 2024) presented her recommendation to have a Step 1 Near-Peer Mentoring Program. She thanked Dr Corral for the opportunity to bring this to TEPC. Near-Peer Mentorship (NPM) would be an optional mentorship opportunity for MS2 students in which they would be matched with an MS3 or 4 peer mentor. Step 1 dedicated is well-known to be the most difficult part of medical school. With COVID restrictions, this isolated a lot of students, and no one could tell how anyone was doing. Ms Mintz shared she was aware the preexisting resources that we currently have for students are the learning specialists, peer tutors, and counseling services. The goal with peer mentorship would create an umbrella to connect students to all of these resources and provide moral support from other students who have personal gone through the Step 1. The goals would be to diminish sense of isolation, improve mental health during Step 1 dedicated period, provide reassurance and accountability, and genera inter-class connections. The general structure would be to have 3-4 MS4 organizers, mentors from MS3 and MS4, and MS2 mentees. The timeline for this program would be over the summer months and we would disseminate information packets to the MS2's. Training would begin at the end of summer. Students can meet with their mentor monthly starting in the fall and plan for Step 1. 30-minute check-in's will be scheduled to review mental health, studies (structure, progress, and plan), wellness plan, and Referrals. Year after year, we hope to see mentees become mentors.	Dr. Armin commended Gabi for her work on this and asked the audience for questions. Dr. Indu Partha praised Gabi for this outstanding idea and asked if it would be one mentor to one mentee or is it one mentor with multiple mentees. Gabi answered that upon working with students on this program that one-on-one relationships seem to the best option for students to have. Raquel Givens asked if there was a certificate for the mentors. Gabi answered that this isn't a formal program but is hoping to speak with Dr. Smith about this. She extended the invite to any faculty interested in taking part in this program to make it a formal program. Dr. Armin asked for a motion to approve.

7. Other

Date	Topic	Individual	Activity	Discussion
April 27, 2022	Zoom for clerkships in In-Person Fall (APPROVED BY VOTE)	Dr. Holli Horak	Dr. Horak made a motion for clerkships to be able to continue using Zoom as needed. The motion also required that to help with engagement, students will be required turn their cameras on for all Zoom sessions. With quorum, the committee voted to recommend to TEPC Zoom be allowed and cameras on as a requirement for students and faculty for the clerkship phase.	
April 27, 2022	Genetics & Biostats GQ Ratings (APPROVED BY VOTE)	TCMS/TC CS Joint Meeting	<p>I. Three ways to make genetics & biostats GQ ratings go up by helping students:</p> <ul style="list-style-type: none"> a. Signposting/Labeling (e.g. you are now learning...) b. Synonyms (e.g. biostats has been called many things over the years – teach students multiple terms) c. Clear connections to clinical/bedside examples (Follow-up from LCME 7.1 focus group report) <p>II. Recommended list of clinical presentations to align preclerkship and clerkship phase: Chest pain, SOB, Headache, Palpitations, Weakness, Back pain, Abdominal pain, Fatigue, Cognitive change, Amenorrhea, Fever, Cough, Joint pain, Rash, Confusion.</p>	

Continuous Quality Improvement (CQI) Initiatives

The following are other areas earmarked for continued monitoring and CQI initiatives to improve student satisfaction and compliance with the LCME accreditation standards.

2022

Near-Peer Step 1 Tutoring Program Proposal

Gabi Mintz (Class 2024) presented her recommendation to have a Step 1 Near-Peer Mentoring Program. She thanked Dr Corral for the opportunity to bring this to TEPC. Near-Peer Mentorship (NPM) would be an optional mentorship opportunity for MS2 students in which they would be matched with an MS3 or 4 peer mentor. Step 1 dedicated is well-known to be the most difficult part of medical school. With COVID restrictions, this isolated a lot of students, and no one could tell how anyone was doing. Ms Mintz shared she was aware the preexisting resources that we currently have for students are the learning specialists, peer tutors, and counseling services. The goal with peer mentorship would create an umbrella to connect students to all of these resources and provide moral support from other students who have personal gone through the Step 1. The goals would be to diminish sense of isolation, improve mental health during Step 1 dedicated period, provide reassurance and accountability, and genera inter-class connections. The general structure would be to have 3-4 MS4 organizers, mentors from MS3 and MS4, and MS2 mentees. The timeline for this program would be over the summer months and we would disseminate information packets to the MS2's. Training would begin at the end of summer. Students can meet with their mentor monthly starting in the fall and plan for Step 1. 30-minute check-in's will be scheduled to review mental health, studies (structure, progress, and plan), wellness plan, and Referrals. Year after year, we hope to see mentees become mentors. Dr. Armin commended Gabi for her work on this and asked the audience for questions. Dr. Indu Partha praised Gabi for this outstanding idea and asked if it would be one mentor to one mentee or is it one mentor with multiple mentees. Gabi answered that upon working with students on this program that one-on-one relationships seem to be the best option for students to have. Raquel Givens asked if there was a certificate for the mentors. Gabi answered that this isn't a formal program but is hoping to speak with Dr. Smith about this. She extended the invite to any faculty interested in taking part in this program to make it a formal program. Dr. Armin asked for a motion to approve.