

The Tucson Educational Policy Committee (TEPC)
Semi-Annual Report to the Faculty AY 2021-2022 **July- December 2021**
Chair: Julie Armin, PhD **Vice-Chair: Arthur Sanders, MD**
Associate Dean, Curricular Affairs: Janet Corral, PhD

Activities of the TEPC during the period July- December 2021 are described below, arranged in general categories.

1. Membership

The members of the TEPC (July – December 2021) are listed below.

Member name	Department	End of Term
Allison Huff MacPherson, DHed (2024) Faculty	Family & Community Medicine	2024
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	
Bryan Little (secondary)	Medical Student, Class of 2022	August 2021
Colin Fields	Medical Student, Class of 2024	2024
David Bear, MD	Cellular & Molecular Medicine	2022
Dawn K. Coletta, PhD	Medicine	2022
Dieter Mohty (secondary)	Medical Student, Class of 2023	December 2021
Indu Partha	Medicine	2022
Isabellyana Dominguez	Medical Student, Class of 2025	2025
James Proffitt, PhD (2024) – Faculty		
Jasmine Lock (secondary)	Medical Student, Class of 2025	2025
Jennifer Plitt, MD	Emergency Medicine	2022
Jim Warneke, MD	Surgery	2022
Jordana Smith, MD	Ophthalmology	2024
Julie Armin, PhD (Chair)	Family & Community Medicine	2023
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
Zoe Cohen, PhD	Physiology	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)
 Emily Leyva (Director, Admissions) (Term ended October 2021)
 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)
 Kadian McIntosh, PhD (Director, Research and Analytics) (Term ended December 2021)
 Kevin Moynahan, MD (Deputy Dean for Education)
 Kris Slaney (Director, Student Records)
 Lindsey Epperson (Executive Assistant to Janet Corral, Curricular Affairs)
 Loren Drake (Executive Assistant, Curricular Affairs) (Term ended December 2021)
 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)
Sidney Donzella (Graduate Assistant, Curricular Affairs) (August 2021)
Sonya Seaman (Program Coordinator, Sr., Curricular Affairs) (August 2021)
Tejal Parikh, MD (Associate Dean, Admissions)
Travis Garner (Program Manager Curricular Affairs)
Winifred Blumenkron (Director, Applications and Project Management) (Term ended December 2021)

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

2. Curriculum Governance Activities

Date	Topic	Individual	Activity	Discussion
July 28, 2021	TEPC Vice Chair (APPROVED BY VOTE)	Dr. Julie Armin	Art Sanders agreed to be Vice Chair of TEPC, and this item was approved by the committee after quorum was reached for a passing vote.	
July 28, 2021	TCCS Terms of Reference (APPROVED BY VOTE)	Julie Sherwood	Julie Sherwood advised that they have updated the mission statement, responsibilities, and membership guidelines with help from general counsel to ensure the policies and procedures are clear and appropriate for TCCS. This item was approved by the committee after quorum was reached for a passing vote.	
July 28, 2021	Updated Doctor & Patient Assessment Form (APPROVED BY VOTE)	Dr Colleen Cagno/Dr. Janet Corral as Dr Cagno could not make the meeting	Dr. Corral advised that to stay in compliance with LCME standards 6.3, we need to show in our doctor and patient assessment forms that student can find credible information sources to feed into their clinical decision-making processes. The D&P Course is proposing two questions to be added to the assessments requiring a students' ability to seek accurate, evidence-based information and their ability to identify appropriate evidence-based resources.	After much discussion this item was approved by the committee after quorum was reached for a passing vote. The committee at large agreed that they would like to see this assessment revised to remove some redundancy in the future.
August 25, 2021	Tucson Electives Subcommittee (TES) Terms of Reference (APPROVED BY VOTE)	Travis Ganer	Travis Garner went over the changes to the Tucson Electives Subcommittee (TES) Terms of Reference. The membership is the primary change to the terms of reference, quorum was updated to be 50% of eligible voting members to align with TEPC, and the leadership is now the Electives Director.	
August 25, 2021	Meeting Cadence	Dr. Arthur Sanders	Art Sanders opened the discussion to move to having two Zoom TEPC meetings a month, instead of having an e-vote meeting and one zoom meeting a month. After some discussion the committee agreed to have two meetings a month, until LCME site visit. After the site visit, TEPC would reevaluate to possibly move to one meeting per month. At large the committee agreed to have two effective short meetings monthly, instead of one long meeting per month.	
September 22, 2021	Electives Subcommittee Membership (APPROVED BY E VOTE)	Dr. James Warneke	James Warneke presents the electives subcommittee membership to the committee. They have filled their vacancies and Maria Czuack has agreed to serve as the at large basic faculty	

			voting member, while Tae-Woei Tan has agreed to serve as the at large clinical faculty voting member.	
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3. Instruction and Performance Assessment

Date	Topic	Individual	Activity	Discussion
July 14, 2021	Block Change Form – Foundations (APPROVED BY VOTE)	Dr. Jordana Smith	Dr. Bear has modified the historical genetics sessions to include specific elements that will be presented in learning module format and more condensed presentations. Specific Independent Learning (IL) modules preceding lecture, which will be Discussion, Large Group (LG) interactive sessions, are specifically placed into the block timing to allow for adequate preparation. Block change form was presented to the committee and approved by TEPC vote.	TEPC noted curriculum changes requested, discussed best new placement, and agreed with recommendations from TCMS.
July 14, 2021	Block Change Form – Life Cycle (APPROVED BY VOTE)	Dr. Tejal Parikh	No major changes to this block except: Block is adopting new weekly Step 1 quiz (5% of grade) and facilitated faculty debrief as per Preclerkship Guidelines. Block change form was presented to the committee.	TEPC noted block change form was in line with Preclerkship Guidelines.
August 11, 2021	Proposed Anti-Racism EPO's (APPROVED BY VOTE)		The COMT Anti-Racism in Medicine (ARiM) curriculum committee is sending forward antiracism Educational Program Objectives, which were adapted from EPAs adopted by the University of Pittsburgh Medical School in Fall 2020. The TEPC voted to approve the edited EPOs on December 2, 2020. The EPOs were discussed with TCMS in February 2021 and then taken to TEPC for discussion and a vote in June 2021. TEPC recommended that we map competencies to the EPOs, which the committee completed on July 13, 2021.	The committee anticipates that these EPOs will set expectations for learning objectives and assessments, and that the committee will engage with faculty to develop curriculum and assessments that address the EPO content. TEPC will return to this work in June and July 2022, to check progress and quality.
August 25, 2021	EM/CC Required Clerkship (APPROVED BY VOTE)	Hans Bradshaw	Hans Bradshaw asked for the EM/CC elective to become a clerkship course. EM/CC includes 10 emergency department shifts, 5 critical care shifts, and grades are based on shift evaluations (65%), ICU workbooks (15%) and the NBME Exam (20%). Hans developed a list of required clinical experiences students can expect to encounter within the EM/CC.	
August 25, 2021	Scholarly Project Syllabus (APPROVED BY VOTE)	Keith Joiner	Keith Joiner presented the Spring curriculum for Scholarly Project, which is a continuation of the Fall when students are queried about their research interests and which distinction track they prefer. The Fall is	TEPC noted more clarity needed for expectations each semester; concern for number of mentors and research opportunities;

			dedicated to helping them refine their interest as they head into the Spring semester. Students will need to identify a mentors, draft a proposal for the scholarly project and submit documents to regulatory agencies, such as the IRB. Students will also present their projects at a forum in the Spring.	concern about budget to support student summer study.
August 25, 2021	2020-2021 Clerkship Medical Student Duty Hours Compliance Report (APPROVED BY VOTE)	Julie Sherwood	Julie Sherwood advised that clerkships are required to give an annual report at the end of the year to TCCS & TEPC. A portion of this annual report is including the status of duty hours from the previous year Julie compiled a comprehensive summary of duty hours for each clerkship.	TEPC asked about the number of duty hours and was directed to the Duty Hours policy.
September 22, 2021	Advanced Topic Block Curriculum Proposal (APPROVED BY VOTE)	Dr. Dale Woolridge	Dale Woolridge presents his block change form for Advanced Topics (AT). AT is designed to launch students into Step 1/USMLE. The new course design, set by a Task Force of students, staff and faculty, with multiple sources of preclerkship and clerkship input, uses a multi organ/multi system approach to reiterate and repeat content that students should focus on in preparation for the Step 1 exam. The assessment for this course is 35% NBME exam completion and 65% attendance/behavior. Dr Corral advised that the AT is an in-person experience, while some of the courses will be offered via Zoom, students should expect to be in town and available for the OSCE exams. Julie Armin offered to serve as a reference to Woolridge, should he need more diverse and inclusive case examples that he can incorporate in the AT curriculum.	TEPC was encouraged by the amount of preclerkship and clerkship student feedback into redesigning Advanced Topics, noting this new design was responsive to needs and provided a more thorough preparation for Step 1.
September 22, 2021	Surgery Clerkship Report (APPROVED BY VOTE)	Dr. Michael Ditillo	Mike Ditillo presented the Surgery Clerkship Report, which has more positive student ratings. The overall rating is 3.82/5, overall attending rating is 4.12/5 & overall resident rating is 4.25/5. See Meeting Minutes for full details of the Level 1 report.	
September 22, 2021	Pediatric Clerkship Report (APPROVED BY VOTE)	Dr. Kareem Shehab	There were no block changes to note for the Pediatrics clerkship.	
September 22, 2021	Neurology Clerkship (APPROVED BY VOTE)	Dr. Holli Horak	Holli Horak presented the Neurology Clerkship Report, see attachment for full details. The neurology grade is based on a composite score & a weighted shelf exam:	

			35% clinical assessment, 35% WBA, 15% NBME Shelf Exam, 5% Professionalism, 10% OSCE. The overall rating is 3.97/5, overall attending rating is 4.36/5 & overall resident rating is 4.34/5.	
September 22, 2021	Psychiatry Clerkship Report (APPROVED BY VOTE)	Dr. Holli Horak	Horak also presented the Psychiatry Clerkship Report, see attachment for full details. The psychiatry grade is comprised of: 50% clinical evaluations (New Innovations), 30% NBE Shelf Exam, 10% OSCE, 5% case report, and 5% professionalism. The overall rating is 4.24/5, overall attending rating is 4.49/5 and overall resident rating is 4.61/5.	
September 22, 2021	Family & Community Medicine Clerkship Report (APPROVED BY VOTE)	Dr. Holli Horak	Horak also presented the Family & Community Medicine Clerkship Report, see attachment for full details. The FCM grade is comprised of: 70% clinical (30% WBA & 35% clinical assessment), 15% NBME shelf exam, 10% weekly EBM Sessions & 5% professionalism. The overall rating is 4.06/5, overall attending ratings is 4.52/5 and the overall resident rating is 4.47/5.	
October 13, 2021	Clerkship Block Change Form (APPROVED BY VOTE)	Dr. Julie Armin	Julie Armin opens discussion about the new Clerkship Change Request Form. The proposal is to add the following attestations for Clerkship Directors, "I attest that I have distributed and explained the "Guide to Creating Inclusive Lectures" to the clinical teaching faculty and residents, and they have been asked to review all lectures with it." Armin noted that the guide has already been approved by TEPC and there is no need to vote on use of the guide.	Attestation added to clerkship block change form.
October 13, 2021	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.
October 13, 2021	Life Cycle Narrative Feedback Form (APPROVED BY VOTE)	Dr. Julie Armin	Julie Armin opened discussion for the Life Cycle narrative feedback form. Similarly, to the MS1 form it is designed to allow for narrative feedback about student performance, based on a criterion-referenced rubric. It meets the criteria for LCME 9.7 and the Narrative Feedback Policy.	TEPC agreed the form meets the criteria for LCME 9.7 and the Narrative Feedback Policy.
October 13, 2021	Student Feedback on Clerkships	Dr. Annah Conn	a. Annah Conn opened discussion around the changes on the Student Feedback for Clerkships Forms. In	After committee discussion they voted on the survey on incorporating the poor

	(APPROVED BY VOTE)		<p>alignment with LCME standards 7.1, specific questions were added to this survey centered around Biochemistry, Pharmacology, Biostatistics & Epidemiology, Genetics and Behavioral Sciences curriculum.</p> <p>b. Raquel Givens suggested that the scale for these questions be updated to a poor to excellent scale, a 4 point scale instead of the 5 point Likert scale shown on the current survey. This update would be in alignment with the scale used in the GQ. Julie Armin suggested including an introductory prompt before the scale changes on the survey to alert the respondents of a change in grading scale. Julie Sherwood advised that the grammar would need to be updated to make these changes occur and these changes would need to be implemented at the start of the next rotation, because of the way evaluations are distributed and collected. Katie Pulling had a question about incorporating questions regarding formative feedback. Sherwood also advised that adding a question centered around WBA after a full year of its implementation- may also be something to consider when revising this survey in future.</p>	<p>to excellent scale into questions 13-17, updating the grammar to reflect these changes and adding in an introductory prompt to notify survey respondents of the change in scale. The survey was then approved by the committee after quorum was reached for a passing vote.</p>
October 13, 2021	Scholarly Project Curriculum	Keith Joiner	<p>Keith Joiner opened discussion to state that his team has changed much of the overall structure of Scholarly Project curriculum, but he focused discussion on the changes to the didactic curriculum. In the Fall, the plan to explain what denotes scholarship and discuss how to conduct medical research, and in the Spring student are asked to present their case reports and literature reviews.</p>	
October 13, 2021	Quarterly Clerkship and Electives Grade Reports (APPROVED BY VOTE)	Travis Garner	<p>Travis Garner advised that grades are due within 6 weeks of the clerkship ending or an elective ending. The Clerkship team monitors this weekly, and overall the electives did a good job getting their grades in on time. Garner reviewed a table that reviewed the average, minimum and maximum amount of time it took each clerkship to enter their grades and this information will be submitted in the DCI. Note that Neurology was noncompliant when inputting their grades in a timely fashion this year, but that that period of time is when they the Neurology Clerkship was</p>	<p>TEPC approved the monitoring as compliant, agreeing with the Office of Curricular Affairs that each clerkship should have a training plan in place and regularly monitor their own compliance ahead of the 6 week due date.</p>

			undergoing a staffing change.	
October 13, 2021	Quarterly Midclerkship Feedback Report (APPROVED BY VOTE)	Julie Sherwood	Julie Sherwood went over the Mid Clerkship grade compliance report, see minutes for further details. Sherwood notes not that all Clerkships listed on this document are complying, any Clerkship with a 0% has not fully completed yet, and this document will continue to be updated and shared with the committee.	TEPC was alarmed and multiple clerkships said the report was erroneous. IT noted the data was correct from their perspective, though would look into the issue. This issue was returned to TCCS for clarification. TCCS provided a report the following month showing all clerkships were compliant and the IT report was pulling from the wrong database.
October 13, 2021	Racism EPO's Update	Dr. Julie Armin	Julie Armin advised that she and a workgroup started mapping the ARiM EPO's to the existing EPO's. Additionally the ARiM committee identified several EPO's that they would like Lynda to pull a report on; to better assist the ARiM committee develop content to proposed to faculty teaching in those areas and where anti-racist content would fit well.	
October 13, 2021	Professionalism Form Update	Bruce Coull	Bruce Coull advised that the LCME mock site visitors determined that different units are dealing with unprofessional behaviors in a variety of ways that our students encounter in the course of their education. The professionalism program has been instituted since 2013, and it tries to acknowledge exemplary professional behavior, and also calls unprofessional behaviors to the attention of his office. As a program, they are not an investigative body, but the program members receive incoming information and determine who is responsible administratively for an incident and then ask those people to an investigation. Coull goes on to ask the committee that if they become aware of unprofessional behaviors occurring in a particular department or area of the curriculum that they inform his team via the professionalism form.	
October 27, 2021	Clerkship Level 1 Report Presentations-Medicine	Dr. Amy Sussman	Amy Sussman presented the Medicine Clerkship Report, see meeting minutes for full details of this Level 1 report. The overall rating is 4.22/5, overall attending rating is 4.33/5 & overall resident rating is 4.25/5.	
October 27, 2021	Psychiatry Block Change	Dr. Steve Herron	Steve Herron presented his block change form for Psychiatry. He advised that the	

	Form Presentation and Vote (APPROVED BY VOTE)		main changes to the didactic sessions including the addition of new treatment lectures to give students an overview of new technological assessments associated with psychiatry as well as racial health disparities within psychiatry, see block change form in the TEPC minutes for full details.	
November 10, 2021	Neurology Block Change Form (APPROVED BY VOTE)	Dr. Awais Khan	Awais Khan presented his block change form. This item was approved by the committee after quorum was reached for a passing vote.	
November 10, 2021	Basic Science Capstone Block Change Form (APPROVED BY VOTE)	Dr. Janet Corral	Janet Corral advised that this course includes a 1 hour Zoom session with the learning specialists to review their top tips to make student successful, see Block Change Form in the TEPC agenda and minutes for full details.	
November 10, 2021	Global Health Elective (APPROVED BY VOTE)	Dr. James Warneke	Dr Warneke presented on the Global Health Elective and proposed it become a 4 credit course instead of a 3 credit course. The grade distribution for this course is as follows: 25% attendance, 25% group participation, 25% evaluation of instructors, sessions and course and 25% weekly quizzes. George Fantry asked why this three week course continues as 4 weeks for credit, because typically 1 week of coursework equalates to 1 credit. After some committee discussion Diane Pokus agreed to go back to Dr. Aldulaimi to build this into a 4 week course. The committee agreed to forego voting on this item, until it comes back as a 4 week/4 credit structure.	
November 10, 2021	Handling Gender Divide & Sexual Harassment Training (APPROVED BY VOTE)	Dr. Janet Corral	Janet Corral opened discussion around the Handling Gender Divide & Sexual Harassment Training session. She proposed that this training occur after the I&I Final and before AT starts, specifically on 12/1/21, 12/2/21 & 12/3/21 for the appropriate third of the class to attend. Dr Corral also notes that lunch will be offered all 3 days to the student attendees.	
December 8, 2021	CPR Block Change Form (APPROVED BY VOTE)	Dr. John Bloom	Dr. John Bloom presented his block change form for CPR. He advised to add a new session "Evaluation and Diagnosis of Chest Pain: Interactive Cases" (E. Juneman). Change "Imaging of the Heart" (E. Juneman) Previously presented in lecture format; change due to difficulty in presentation of session videos in live format. Instructor change "Heart Failure", E. Juneman will instruct session instead of J. Palmer; no	

			<p>change in Learning Objectives. Adding “Congenital Heart Disease: Interactive Cases” (M. Seckeler). Add/Change Congenital Heart Disease Sessions: Acyanotic (D. Rush), Acyanotic (M. Seckeler) Cyanotic and Complex Lesions (D. Rush), Cyanotic and Complex Lesions (M. Seckeler), Change in presentation from Large Group to Independent Learning; students will prepare for required Interactive Case session. Adding new session: “Venous Thromboembolism: Interactive Cases” (J. Bloom), Clinical emphasis; preparation for clerkship. Adding new session: “Drugs for COVID-19 Disease” (J. Bloom). Adding new session: “Administration of Respiratory Drugs and Oxygen” (J. Bloom), Clinical emphasis; preparation for clerkship. Adding new session: “Evaluation and Diagnosis of Pulmonary Disease: Interactive Cases” (J. Bloom), Clinical emphasis; preparation for clerkship. Adding new session: “Weekly Quiz” (J. Bloom), Weekly quiz mandated by TEPC for pre-clerkship blocks—approved June, 2021. Deleted session: “Clinical and Step1 Correlations Quiz” (J. Bloom).</p>	
December 8, 2021	Transitions to Clerkship Block Change Form (APPROVED BY VOTE)	Dr. Chad Viscusi and Dr. Colleen Cagno	<p>Structural changes to the clerkship: Expansion of the clinical skills refresher from 2 SP cases to 4 SP cases. To provide students additional clinical exposure prior to the start of clerkships. 2 old cases AB Pain and HA will continue. 2 new cases will be (1) Women’s Health (likely secondary amenorrhea and (2) Adolescent Bullying case. Anticipated personnel changes in clerkship: Colleen Cagno, MD is leaving the position and is working to plan block while we are in the process of recruiting the new Director Block Coordinator is Lynda Lehtinen in coordination with Jennifer Yelich for the transition of this position. Teaching Faculty changes: Cerner Training: Cindy Merkley will be leaving IT. Ramesh Karra, MD and Karissa Wasiak, MD will take the lead. Feedback for Success: Colleen Cagno, MD and Karyn Kolman, MD will be replaced with Indu Partha, MD and Mike Ditillo, MD Surviving Clerkship - MS4 Ward Skills: Cassandra Villa and Ramon Jauregui will be replaced by new MS4 Kous Kondapalli</p>	

			<p>Curricular Affairs Updates – Adding Learning Specialists. Katy Tomlinson, David Neiling, Lindsey Hildebrand, Derek Honeyman</p> <p>Content changes to clerkship: Consolidate Deans’ Hour with Leadership Welcome – same LO’s. Value-Based Care and Choosing Wisely – Deleted – as this session was presented in CPR block for Class 2024. ILM Scrub Training Intro Talk Demo converted from live Zoom structure to ILM sessions. LO’s remain the same. Addition of White Coat Ceremony included at the request of Student Affairs. No LO’s associated with this scheduled event. VA Fingerprinting for credentialing added to facilitate process. No LO’s associated with this scheduled event.</p>	
December 8, 2021	Scholarly Project Updates on Didactics	Dr. Zoe Cohen	<p>Dr. Zoe Cohen presented on Scholarly Project Updates. Dr. Cohen let the committee know the Scholarly Project team had a webinar with the class of 2025 to explain some of the recent changes that have made, as well as to answer any questions from students. Dr. Cohen noted that one of the things they are implementing are some didactic sessions that they will work to combine with DMH. Objectives for the didactic sessions were reviewed and discussed by the committee.</p>	TEPC was pleased to hear the outreach webinar to students and that changes to SP were being made in response to student feedback.
December 8, 2021	Absence Annual Report (APPROVED BY VOTE)	George Fantry	<p>Dr. George Fantry presented the absence data for the clerkships and reviewed the way absences are approved. The data shown was for January -December 2021. During that period there were 379 absences, and the vast majority are excuse absences. Dr. Fantry noted there are rarely any unexcused absences. When looking at the clerkship type breakdown, we see more illness absences due to the pandemic as any signs of illness were cause for worry. Block directors have access to this data. Preclerkship had 287 absences total. Majority of absences for both Clerkship and Preclerkship was illness or pass.</p>	
December 8, 2021	MSS Level 1 report (APPROVED BY VOTE)	Dr. Claudia Stanescu	<p>Dr. Claudia Stanescu presented the MSS Level 1 Report. Key issues discussed in the report included areas to improve the course and certain issues encountered with the anatomy lab. Dr. Stanescu is planning to review ILMs to determine which ones should go back to lecture format; and if the time allotted for ILM’s is sufficient. Content will</p>	TEPC feedback was positive, and Dr. Stanescu did a phenomenal job responding to the amount of student feedback and making changes in the course.

			also be added to orientation to address student professionalism in the weekly review session and to remind students of professionalism during the first weekly quiz review session.	
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4. Curriculum Maintenance and Evaluation

Date	Topic	Individual	Activity	Discussion
July 28, 2021	Clerkship Site Visit Form/Non-standard Clinical Assessment Form (APPROVED BY VOTE)	Julie Sherwood	Julie Sherwood presented the Clerkship site visit form and advised that TCCS proposed moving site visits from twice a year to once a year with the third visit necessitating an in-person site visit. She asked TEPC to approve the updated form, as TCCS has already approved this policy change. This item was approved by the committee.	TEPC approved the form as it follows policy.
August 11, 2021	Proposed Anti-Racism EPO's (APPROVED BY VOTE)		The COMT Anti-Racism in Medicine (ARiM) curriculum committee is sending forward antiracism Educational Program Objectives, which were adapted from EPAs adopted by the University of Pittsburgh Medical School in Fall 2020. The TEPC voted to approve the edited EPOs on December 2, 2020. The EPOs were discussed with TCMS in February 2021 and then taken to TEPC for discussion and a vote in June 2021. TEPC recommended that we map competencies to the EPOs, which the committee completed on July 13, 2021.	The committee anticipates that these EPOs will set expectations for learning objectives and assessments, and that the committee will engage with faculty to develop curriculum and assessments that address the EPO content. TEPC will return to this work in June and July 2022, to check progress and quality.
August 25, 2021	Scholarly Project Syllabus (APPROVED BY VOTE)	Keith Joiner	Keith Joiner presented the Spring curriculum for Scholarly Project, which is a continuation of the Fall when students are queried about their research interests and which distinction track they prefer. The Fall is dedicated to helping them refine their interest as they head into the Spring semester. Students will need to identify a mentors, draft a proposal for the scholarly project and submit documents to regulatory agencies, such as the IRB. Students will also present their projects at a forum in the Spring.	TEPC noted more clarity needed for expectations each semester; concern for number of mentors and research opportunities; concern about budget to support student summer study.
August 25, 2021	LCME Standard 8.3-1 (APPROVED BY VOTE)	Dr. Janet Corral	Janet Corral draws attention to table 8.3-1 in the LCME standards. She highlights the Curriculum Committee column on this table, that is represented by TEPC, she opens the floor and asks the committee to review the charge to develop, review and act on all the tasks listed in this table.	TEPC had prolonged discussion to debate the recommend vs review terms, and the evaluation responsibilities of faculty, block directors and the Office of Curricular Affairs. A final decision was reached. TEPC had

				quorum, voted and approved.
September 8, 2021	Ambulatory Medicine Course Becoming a Clerkship (APPROVED BY VOTE)	Travis Garner	Dr Corral advised that the Ambulatory course functions very similarly to a Clerkship in that: a) all students do the same learning objectives; b) all students rotate at the same type of site (ambulatory); c) all students assessed using the same forms and standards. Dr. Jernberg and her team have reviewed their course materials and agree that their course should be classified as a Clerkship, because it functions and performs like one.	TEPC agreed with all three functions for clerkships being the same for Ambulatory (learning objectives, site, standards).
September 22, 2021	Advanced Topic Block Curriculum Proposal (APPROVED BY VOTE)	Dr. Dale Woolridge	Dale Woolridge presents his block change form for Advanced Topics (AT). AT is designed to launch students into Step 1/USMLE. The new course design, set by a Task Force of students, staff and faculty, with multiple sources of preclerkship and clerkship input, uses a multi organ/multi system approach to reiterate and repeat content that students should focus on in preparation for the Step 1 exam. The assessment for this course is 35% NBME exam completion and 65% attendance/behavior. Dr Corral advised that the AT is an in-person experience, while some of the courses will be offered via Zoom, students should expect to be in town and available for the OSCE exams. Julie Armin offered to serve as a reference to Woolridge, should he need more diverse and inclusive case examples that he can incorporate in the AT curriculum.	TEPC was encouraged by the amount of preclerkship and clerkship student feedback into redesigning Advanced Topics, noting this new design was responsive to needs and provided a more thorough preparation for Step 1.
October 13, 2021	MS1 Narrative Feedback Form (APPROVED BY VOTE)	Dr. Julie Armin	Julie Armin opened discussion for the MS1 narrative feedback form. 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.
October 13, 2021	Life Cycle Narrative Feedback Form (APPROVED BY VOTE)	Dr. Julie Armin	Julie Armin opened discussion for the Life Cycle narrative feedback form. Similarly, to the MS1 form it is designed to allow for narrative feedback about student performance, based on a criterion-referenced rubric. It meets the criteria for LCME 9.7 and the Narrative Feedback Policy.	TEPC agreed the form meets the criteria for LCME 9.7 and the Narrative Feedback Policy.
October 13, 2021	Student Feedback on Clerkships	Dr. Annah Conn	a. Annah Conn opened discussion around the changes on the Student Feedback for Clerkships Forms. In	After committee discussion they voted on the survey on

	(APPROVED BY VOTE)		alignment with LCME standards 7.1, specific questions were added to this survey centered around Biochemistry, Pharmacology, Biostatistics & Epidemiology, Genetics and Behavioral Sciences curriculum. b. Raquel Givens suggested that the scale for these questions be updated to a poor to excellent scale, a 4 point scale instead of the 5 point Likert scale shown on the current survey. This update would be in alignment with the scale used in the GQ. Julie Armin suggested including an introductory prompt before the scale changes on the survey to alert the respondents of a change in grading scale. Julie Sherwood advised that the grammar would need to be updated to make these changes occur and these changes would need to be implemented at the start of the next rotation, because of the way evaluations are distributed and collected. Katie Pulling had a question about incorporating questions regarding formative feedback. Sherwood also advised that adding a question centered around WBA after a full year of its implementation- may also be something to consider when revising this survey in future.	incorporating the poor to excellent scale into questions 13-17, updating the grammar to reflect these changes and adding in an introductory prompt to notify survey respondents of the change in scale. The survey was then approved by the committee after quorum was reached for a passing vote.
October 13, 2021	Scholarly Project Curriculum	Keith Joiner	Keith Joiner opened discussion to state that his team has changed much of the overall structure of Scholarly Project curriculum, but he focused discussion on the changes to the didactic curriculum. In the Fall, the plan to explain what denotes scholarship and discuss how to conduct medical research, and in the Spring student are asked to present their case reports and literature reviews.	
October 13, 2021	Racism EPO's Update	Dr. Julie Armin	Julie Armin advised that she and a workgroup started mapping the ARiM EPO's to the existing EPO's. Additionally the ARiM committee identified several EPO's that they would like Lynda to pull a report on; to better assist the ARiM committee develop content to proposed to faculty teaching in those areas and where anti-racist content would fit well.	
October 13, 2021	Professionalism Form Update	Bruce Coull	Bruce Coull advised that the LCME mock site visitors determined that different units are dealing with unprofessional behaviors in a variety of ways that our students encounter in the course of their education. The professionalism program has been instituted	

			<p>since 2013, and it tries to acknowledge exemplary professional behavior, and also calls unprofessional behaviors to the attention of his office. As a program, they are not an investigative body, but the program members receive incoming information and determine who is responsible administratively for an incident and then ask those people to an investigation. Coull goes on to ask the committee that if they become aware of unprofessional behaviors occurring in a particular department or area of the curriculum that they inform his team via the professionalism form.</p>	
November 10, 2021	Global Health Elective	Dr. James Warneke	<p>Dr Warneke presented on the Global Health Elective and proposed it become a 4 credit course instead of a 3 credit course. The grade distribution for this course is as follows: 25% attendance, 25% group participation, 25% evaluation of instructors, sessions and course and 25% weekly quizzes. George Fantry asked why this three week course continues as 4 weeks for credit, because typically 1 week of coursework equivalates to 1 credit. After some committee discussion Diane Pokus agreed to go back to Dr. Aldulaimi to build this into a 4 week course. The committee agreed to forego voting on this item, until it comes back as a 4 week/4 credit structure.</p>	
November 10, 2021	Handling Gender Divide & Sexual Harassment Training (APPROVED BY VOTE)	Dr. Janet Corral	<p>Janet Corral opened discussion around the Handling Gender Divide & Sexual Harassment Training session. She proposed that this training occur after the I&I Final and before AT starts, specifically on 12/1/21, 12/2/21 & 12/3/21 for the appropriate third of the class to attend. Dr Corral also notes that lunch will be offered all 3 days to the student attendees.</p>	
December 8, 2021	Scholarly Project Updates on Didactics	Dr. Zoe Cohen	<p>Dr. Zoe Cohen presented on Scholarly Project Updates. Dr. Cohen let the committee know the Scholarly Project team had a webinar with the class of 2025 to explain some of the recent changes that have made, as well as to answer any questions from students. Dr. Cohen noted that one of the things they are implementing are some didactic sessions that they will work to combine with DMH. Objectives for the didactic sessions were reviewed and discussed by the committee.</p>	<p>TEPC was pleased to hear the outreach webinar to students and that changes to SP were being made in response to student feedback.</p>

5. Policies

Date	Topic	Individual	Activity	Discussion
July 14, 2021	Faculty Instructional Development Policy (APPROVED BY VOTE)		This item was recommended by PRS to TEPC to be compliant with LCME 9.1, and approved by the TEPC after quorum was reached for a passing vote.	
July 14, 2021	Grading and Progression Policy: OSCE (APPROVED BY VOTE)		This item was recommended by PRS to TEPC to be compliant with OSCE changes, and approved by the TEPC after quorum was reached for a passing vote.	
July 14, 2021	Curriculum and Enrollment Policy (APPROVED BY VOTE)		This item was recommended by PRS to TEPC, and approved by the TEPC after quorum was reached for a passing vote.	
July 14, 2021	Fitness for Duty Policy (APPROVED BY VOTE)		This item was recommended by PRS to TEPC and approved by the TEPC after quorum was reached for a passing vote.	
July 28, 2021	Grading and Progression Policy (APPROVED BY VOTE)	Dr. Janet Corral	Janet Corral advised that the in outpatient clinical, faculty are so pressed for their clinical interviews that it is difficult to get the high amount of faculty and residents accessing our Class of 2023, so in response to student feedback she is asking the committee to approve workplace-based assessments on a weekly basis. The end goal in mind is to ramp down assessments for Class of 2023 as we make the transition to WBA, and then ramp back up to twice a week for the Class of 2024 as our clinical sites acclimate to this expectation/change.	TEPC was appreciative of how responsive the Office of Curricular Affairs was to student feedback in making these changes. TEPC also noted how the WBAs provide students with formative feedback every week, which is above the standard set by LCME for at least at the midpoint of the clerkship.
September 8, 2021	Proposed Updates to Grading and Progression Policy (APPROVED BY E VOTE)	Dr. Kevin Moynahan	George Fantry advised that him, Dr. Moynahan and Dr. Corral are in the process of editing the Grading and Progression Policy to reduce redundancy, and to improve the clarity of this document. Fantry drew attention to Section H- Repeating an Academic Year. Most of the revisions to the policy serve to clarify the language and update terminology, e.g. Office	As per the agenda, the committee focused much of its discussion on page 12's revisions to conditions for academic dismissal. The committee was confused about the language. Suggested changes included: However, if a student fails a third Preclerkship course, they meet the criteria for failing three different courses and are subject to academic dismissal. If a student fails 2 clerkship

			of Student Development is now Office of Student Success.	courses, they are subject to academic dismissal. The modifications suggested to this document involve student dismissals and appeals, and leadership aimed to make a more student friendly policy regarding academic proposal. There was much committee discussion about whether the changes to this policy student were friendly, Art Sanders advised that in his view the changes to this policy are heavy headed. George Fantry, Senior Associate Dean, Student Affairs and Admissions, advised that from a student affairs perspective that this policy is incredibly fair and student friendly. Janet Corral, Associate Dean of Curricular Affairs, advised that in her view the changes to the policy are student friendly. In efforts to provide additional support to students the student development team has been invested in with the addition of a learning specialist. Also, the learning specialists have increased their focus to encompass Step 2 and the Shelf Exam. After much committee discussion the committee agreed to provide revision feedback to PRS- to update the Grading and Progression Policy once more before receiving a passing vote from TEPC.
September 22, 2021	Updated Student Progress Committee Procedures (APPROVED BY E VOTE)	Dr. Janet Corral	PRS recommends changing the membership clause to clarify the conflict-of interest terms within this policy, that was brought to UACOMT's attention by the external reviewers. This change would further detail the conditions that would constitute a conflict of interest, and thereby make a faculty member ineligible from serving on the Student Progress Committee if they fell into one of these categories identified.	TEPC reinforced the importance of all faculty reviewing the policies in the Faculty Handbook annually.
September 22, 2021	Updated Student Appeals Committee Procedures (APPROVED)	Dr. Janet Corral	PRS recommended that the same membership clause within the Student Progress Committee Procedures is being updated within the Student Appeals Committee Procedure to clarify the conflict-of	

	BY E VOTE)		interest terms.	
October 13, 2021	Grading & Progression Policy (APPROVED BY VOTE)	Dr. Kevin Moynahan	<p>Kevin Moynahan, Vice Dean of Education, opened discussion around the Grading & Progression Policy by reviewing the principles of shared governance with the committee. Shared governance means that TEPC works in conjunction with the Dean’s Office and Chief Academic Officer (Kevin Moynahan), to ensure the needs of the medical school and students are taken care of. Individuals within the Dean’s Office are privy to what other medical schools are doing, and they are intimately acquainted with the unique needs of our medical school along with the private needs of our students. They are also privy to the direct outcomes of policies and how these policies directly impact students within our college. The Dean’s responsibility is to have final authority over the curriculum at COM-T with input from faculty and students at TEPC. This model of shared governance has worked incredibly well for COM-T over the years. Kevin Moynahan opens to discussion around the specific changes to the Grading and Progression Policy concerning the conditions surrounding academic dismissal which are ultimately positive changes for students at COM-T. The first change is to eliminate a three-failure rule. In the current policy, if a student had failed two courses in their first year, and successfully remediated the year, but if they failed any other course at any time in the clinical years it would result in automatic dismissal for a student. The updated policy ensures that a student who fails and remediates two courses in Preclerkship, would need two additional failures in the clinical years to be eligible for an academic dismissal. The second change is the removal of the term automatic</p>	<p>Julie Armin opened the floor for general discussion on this voting item. Armin would also like to continue a broader discussion of the policy with Moynahan later and invites committee members to join her if they’d like. Art Sanders proposes a change to the dismissal policy: that would allow a student 3 failures in the clerkship phase before they are subject to dismissal instead of the two indicated in the policy. Kevin Moynahan advised that the change he is proposing mirrors other accredited medical school institutions and the updated policy doesn’t state that the student is subject to automatic dismissal- this just qualifies the student to appear before the SPC for review. After much committee discussion, Julie Armin asked the committee to vote, and the policy changes were approved. Committee had quorum.</p>

			dismissal and that has been replaced with “students may be subject to academic dismissal”, to allow for students to make an appeal before the committee (the SPC and if needed SAC) and tell of extenuating circumstances in their life that may have contributed to their course failure. Moynahan advised that these changes to the G&P Policy are important for students and protect the interest of the overall public as well. As Vice Dean he advised that the changes to the policy are more student centric and student friendly and he recommends the committee move to approve the changes he has outlined. Moynahan advises that if the chair of TEPC wishes to engage in a broader discussion of the policy with him to get a better understanding of the outcomes prior to the policy changes and what our LCME accrediting body requires of us- he welcomes that discussion later.	
October 27, 2021	ERS Bylaws (APPROVED BY VOTE)	Travis Graner and Dr. Annah Conn	Travis Garner opened discussion around the ERS Bylaw changes and advised all adjustments were previously approved at TCMS. Annah Conn the new chair of ERS also approves of the new changes. Most changes are centered around some language and updating the committee membership. Jordana Smith asks for the bylaw language to be updated to add an additional hour to the exam time to allow the subcommittee adequate time to review the exam report. The committee was in favor of this change and moved this item to a vote with this adjustment.	Jordana Smith asks for the bylaw language to be updated to add an additional hour to the exam time to allow the subcommittee adequate time to review the exam report. The committee was in favor of this change and moved this item to a vote with this adjustment. Adjustment was made and ERS bylaws were approved with TEPC having quorum.
October 27, 2021	Parental Leave Policy	Kate Anderson	Rebecca Whitmer in Class 2024 opened discussion on the Parental Leave Policy they are trying to create for the University of Arizona, COM-T, and 33% of medical schools already have one. Students and faculty alike have advised this policy is important to them. The current policy requires parents to	Julie Armin agreed to continue to bring Rebecca and Kate back for key updates as they continue developing this policy. TEPC members were enthusiastic and supportive of findings ways to make this approach work for our students.

			<p>take off an entire year- and in this process they are forfeiting financial aid, tuition, and health insurance. The proposed policy would allow students to maintain their standing- by following a plan similar to remediation where students take their exams in the summer, and still participate in societies and CRC. James Proffitt offered to meet offline to discuss anatomy lab logistics with the students. The students noted they appreciated the support of the Associate Dean, Curricular Affairs, for this proposal. Dr Corral agreed. Multiple faculty members shared their support.</p>	
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6. Continuous Quality Improvement Plans (CQI)

Date	Topic	Individual	Activity	Discussion
October 13, 2021	Racism EPO's Update	Dr. Julie Armin	Julie Armin advised that she and a workgroup started mapping the ARiM EPO's to the existing EPO's. Additionally the ARiM committee identified several EPO's that they would like Lynda to pull a report on; to better assist the ARiM committee develop content to proposed to faculty teaching in those areas and where anti-racist content would fit well.	

7. Other

Date	Topic	Individual	Activity	Discussion
September 22, 2021	Revisions to DCI Table 6.2-1 (APPROVED BY E VOTE)	Dr. Janet Corral	Janet Corral is bringing Table 6.2-1 forward after TCCS approved of its revisions. The table revisions include EM/CC which recently became a clerkship, and feedback from external evaluators about some of the existing clerkships. Table 6.2-1 lists all the required clinical experiences for students in the third year of their clerkship. Corral clarifies that every year this table is revised, and changes are suggested to TEPC by TCCS, and then approved by TEPC.	
November 10, 2021	ODEI Team as TEPC resource members (APPROVED BY VOTE)	Dr. Julie Armin	Julie Armin has spoke with Drs. Murrain and Ortiz about becoming ODEI resource members to TEPC, when available, and she opens committee discussion surrounding this topic. The committee agrees to make Dr. Murrain a primary resource member, with Dr. Ortiz as her	

		alternate.	
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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.

Self-directed learning (LCME 6.3)

Self directed learning time is clearly outlined in the Preclerkship Guidelines for each course, and has been held on the calendar (typically every block uses Wednesday and Friday afternoons, for a total of 8 hours a week). However, as student dissatisfaction on the ISA is 15-20% by year, it will be monitored by preclerkship block through block change forms (two months before a course starts) and Level 1 reports. CPR block director Dr John Bloom in Year 1 of the curriculum has already presented a report on SDL time set aside in the course. Melinda Davila has worked with IT to ensure SDL hours are noted on the MedLearn student calendar. Student feedback was positive and students have shared this approach clarified the time they have outside of class to prepare their learning goals and research their learning goals. Block directors also have improved their messaging to students to point out time students have for independent and self-directed time. One Class 2022 student, Jody Platto, is completing her M.Ed. at Harvard, and as her topic of study is doing self-directed learning metacognition prompts for learners. Approved for implementation with our curriculum, she will be integrating this into the Spring 2022 blocks (CPR and DMH). Insights from the research will be presented at TEPC to inform future curriculum integrations for SDL.

Clinical Relevance in Basic Science Instruction (LCME 7.1)

Multiple concerns arose with the AAMC GQ 2021, where multiple basic sciences were below national average: biostats, biochemistry, genetics, behavioral sciences, and pharmacology. Multiple changes were suggested at the 2021 Spring Curriculum retreat, which were reviewed with TCMS and TCMS/TCCS quarterly meeting and approved by TEPC:

- increased repeated assessment and spaced learning in the Preclerkship blocks through a weekly quiz (20-25 Step 1 questions) with a 1 hour facilitated faculty debrief weekly
- changing Advanced Topics to be integrated basic science and clinical science integration
- making the clinical relevance explicit in the instruction of the sciences basic to medicine for enhancing student preparation for clinical clerkships and electives through: clinical correlations, team learning; quarterly TCMS/TCCS meetings, and the creation of a common clinical presentation list that would align with milestones across the curriculum
- creation of a common pharmacology list for preclerkship phase, vetted by clerkship phase, approved by TEPC

Some positives on the 2021 AAMC Graduation Questionnaire (GQ) were an increased percentage of respondents who agreed/strongly agreed (72.5%) that basic science coursework had sufficient illustrations of clinical relevance as compared to the 2020 GQ (63.4%), even though the class of 2021 was only able to receive a portion of the improvements.

In November and December 2021, the Assessment, Evaluation and Learning Analytics team in the Office of Curricular Affairs convened multiple focus groups from Classes 2023 and 2022 to explore what was and was not working regarding basic sciences integration for those classes. Key results included: needing to have clearer clinical connections. All TCMS and TCCS members have a copy of the report as does TEPC. TCMS/TCCS quarterly meeting continues to advance the conversation, including presentations from biostats with a renewed plan to integrate across the four years of the curriculum, and genetics, with a new plan for engagement across the four years plus the great news of hiring a clinical geneticist, who starts July 2022.

A new director of behavioral sciences has been hired, Dr Amy Hu. Students in Classes 2025, 2024, 2023 and 2022 have reported they are excited that a psychiatrist has been hired, which is a direct response to their feedback to the program. Dr Hu has already engaged in multiple teaching collaborations with Ambulatory and Surgery clerkships, with positive evaluations.

The Associate Dean of Curricular Affairs has shared directions for Fall 2022 for all preclerkship blocks, which TEPC will be reviewing on all block change forms:

- for all basic science disciplines listed above, include multiple choice questions on each topic on weekly quizzes, midterms and finals. Melinda Davila and Dr Annah Conn have lead program coordinators in preclerkship phase in

engaging with block directors to work on these question integrations

- use of the common pharmacology list
- begin milestones for common clinical presentation list

Number of Instructional Hours (LCME 8.8)

The student satisfaction on 2020 Independent Student Analysis (ISA) show most respondents are satisfied/very satisfied with the student workload in the Preclerkship and Clerkship Phases (82.9% and 87.9%, respectively), but the dissatisfaction (17 to ~19%) with the Preclerkship Phase workload was too high (LCME Element 8.8). An analysis showed the number of required instructional hours average less than 28 hours a week, consistent with the national average (AAMC Curriculum Inventory reports). As mentioned earlier, on May 5, 2021, TEPC revised the Guiding Principles for Preclerkship Education to ensure 13-15 hours/week of unscheduled time for independent study time which includes 8 hours/week for self-directed-learning, and the Preclerkship Phase weekly template was updated to reflect the commitment. There were additional improvements in instruction that were instituted in the fall 2021 to support development of self-directed learning skills. Student satisfaction is being monitored and anticipated to improve with this new practice. **Fulfilling TEPC's Purview (LCME 8.3)**

On May 17, 2021, the TEPC's Curriculum retreat was a major step in enhancing TEPC's central role in identifying areas for curricular improvement. The purpose of this first retreat was to evaluate the entire modified curriculum that was implemented in 2017 with the class of 2021, which had just graduated the week before (LCME Element 8.4). The attendees included education leadership, course/block and clerkship directors, students, and the members of the TEPC and its subcommittees who participated in evaluating program outcomes. Key recommendations that emerged from the retreat include better alignment between the Preclerkship and Clerkship Phases; a new Longitudinal Integrated Clerkship format for a rural health experience; improving instruction and opportunities for self-directed learning skills across all four years; and more active learning in the Preclerkship Phase with increased integration of clinical relevance in basic science instruction. These recommendations are discussed at a new joint quarterly meeting (Joint TCCS/TCMS meeting) expressly developed to discussion coordination across phases. Recommendations from this group come to TEPC for approval and assignment to which phase of the curriculum is responsible for adopting curriculum or assessment.

Throughout the months of this report, TCMS and TCCS have reviewed and recommended to TEPC, and TEPC has discussed, provided feedback, and approved once changes made, all block change forms for preclerkship and clerkship phases. This has led to clear examples of TEPC using EPOs driving learning objectives; TEPC assigning curriculum to specific phases; TEPC approving changes in assessment practices to improve learning outcomes; TEPC approving new course structures (e.g. Advanced Topics) to support student success. In addition, TEPC has reviewed and approved: the academic calendar and multiple policies within its purview requiring changes before the LCME site visit in January 2022. This included multiple updates to the Grading and Progression policy, including updating the dismissals section to reflect LCME expectations for students to appeal to SPC after first being notified that they qualify for academic dismissal (**LCME 9.9**). This change was approved in consultation with University Counsel, as per PRS procedures. Thank you to Ms Elizabeth Miller for her excellent advice on this and every policy change.

Formative and Narrative Feedback in Clerkship Phase (LCME 9.7, 9.5)

The adoption of WBA's in Jan. 2021 by TEPC was to address student concerns about receiving formative feedback during the clerkship phase (LCME 9.7). The WBA helped improve the percentage of respondents who are satisfied/very satisfied with the amount of formative feedback in third year (2020 ISA 82.8%; 2021 survey 87.5%). The GQ data has also improved the percentage of respondents who agree/strongly they received mid-clerkship (formative) feedback in some of the clerkships. In the 2020 there were 4 of 7 clerkships with GQ percentages lower than national; in the 2021 GQ, there were only two with lower than national averages. As mentioned above, TEPC codified in a policy in 2021 the longstanding practice of formative student feedback sessions no later than the midpoint of courses/clerkships of 4 weeks or longer (LCME 9.7). All clerkships are 100% compliant with providing midpoint feedback. Preliminary satisfaction data about clinical skills assessment show that the Workplace Based Assessment (WBA) initiative, which kicked-off with the Clerkship Phase March 2021, has helped slightly increase satisfaction, (2020 ISA, 83.2%; 2021 survey, 84.8%), but more importantly, reduced dissatisfaction by almost half among third-year respondents (2020 ISA, 18.3%; 2021 survey, 9.72%).

Notably the WBA form allows for speech-to-text comments, which has increased the length of comments to students (average: 110 words for Class 2023). In a December 2021 report compiled by the Assessment & Evaluation team in the

Office of Curricular Affairs, students from Classes 2022 and 2023 noted that areas for continued quality improvement are in the quality of the comments, particularly from residents. Drs. Ditillo and Partha, the co-leads for clinical faculty development, have renewed their outreach to residents to improve the quality of feedback students receive.

Fair and Timely Summative Assessment (LCME 9.8)

LCME requires final grades are available within six weeks of the end of a course or clerkship. At the preclerkship phase, final grades on exams are available same day, and final grades for a course are available within the same week (this accounts for any students rewriting exams).

In the clerkship phase, there have been three issues noted in the last three years. In AY 2018-2019, the Family & Community Medicine clerkship experienced a single delay while awaiting a sole preceptor evaluation. This was documented and communicated to the student. In AY2019-2020, the Psychiatry clerkship experienced one course during the transition of the clerkship coordinator where they were unable to enter the grades on time. This was documented and communicated to the students. In December 2021, Medicine clerkship was late by 1 day with grades due to family death and family illness for the clerkship director. This was documented and communicated to the students. The requirement to have grades in within 6 weeks has been reviewed at TCCS and TEPC. Monitoring reports are made every quarter to TCCS and TEPC.