

**Tucson Educational Policy Committee
Semi-Annual Report to the Faculty AY 2017-2018
January 2018 – June 2018**

Chair: Patricia Lebensohn, MD (Family and Community Medicine)

Activities of the Tucson EPC (TEPC) during the period January – June 2018 are described below, arranged in general categories.

1. Membership

The members of the TEPC (January – June 2018) are listed below.

Member name	Department	End of Term
Patricia Lebensohn, MD (Current Chair)	Family & Community Medicine	2021
Maria Czuzak, PhD	Cellular & Molecular Medicine	2020
Art Sanders, MD	Emergency Medicine	2019
Sydney Rice, MD	Pediatrics	2018
Jordana Smith, MD	Ophthalmology	2021
Kathy Smith, MD	Psychiatry	2020
Jim Warneke, MD	Surgery	2019
Stephen Wright, PhD	Physiology	2019
Chad Viscusi, MD	Emergency Medicine	2018
Zoe Cohen, PhD	Physiology	2022
Dawn K. Coletta, PhD	Medicine	2022
Lawrence M. Moher, MD	Family & Community Medicine	2022
Kristopher Abbate	Medical Student, Class of 2018	2018
Elle Campbell	Medical Student, Class of 2019	2019
Lindsey Lepoidevin	Medical Student, Class of 2020	2020
Josh Yell	Medical Student, Class of 2021	2021

Resources & Support

- Kevin Moynahan, MD (Deputy Dean for Education)
- Sean Elliott, MD (Interim Associate Dean for Medical Student Education)
- George Fantry, MD (Associate Dean for Student Affairs and Admissions)
- Violet Siwik, MD (Senior Assistant Dean for Student Affairs and Admissions)
- Raquel Givens, MEd (Director, LCME Accreditation)
- Diane Poskus, MA (Assistant Director, Clinical Curriculum)
- Sonia De Leon, BS (Assistant Director, Pre-Clinical Curriculum)
- Karen Spear Ellinwood PhD (Director, Faculty Instructional Development)
- Paul Weissburg, PhD (Director, Program Evaluation and Assessment)
- Jerie Schulz (Administrative Associate, Curricular Affairs)
- T. Gail Pritchard, PhD (Director, Resident/Fellow Development, Curricular Affairs)
- Carlos Gonzales, MD, FAAFP (Assistant Dean for Curricular Affairs)
- Travis Garner (Program Coordinator, Senior, Curricula Affairs)

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2. Curriculum Governance Activities

Level 3 Report Outline – April 4, 2018

Dr. Weissburg summarized the proposed outline for the Level 3 evaluation of the College of Medicine curriculum as designed by the Evaluation Subcommittee. TEPC members provided positive feedback, and encouraged the Evaluation Subcommittee to move forward. Although the target deadline is the end of June 2018, Dr. Weissburg noted that their ability to complete the report within that timeframe will be partially dependent on personnel resources.

Ambulatory Medicine Course Proposal – June 6, 2018

Dr. Sussman discussed how the change in the Academic Calendar restructured Medicine to 8 weeks from 12 and introduced a separate 4-week Ambulatory Medicine block beginning with the Class of 2021. Dr. Sussman presented the course proposal for the Ambulatory Medicine block noting it is similar to what students do as part of the current 12-week medicine rotation. A vote was taken to approve the course syllabus and passed.

Peer Support Program – June 6, 2018

Dr. Lebensohn introduced a new Peer Support Program that students have expressed interested in starting. The proposal consists of an Enrichment Elective for MS1's and 2's that will train students to be peer supporters and allow them to enroll in a credit-bearing Peer Support elective during 4th year. In addition to providing walk-in hours in the CUP Clinic for medical students, peer supporters will also help plan and conduct support group sessions for MS1's. Dr. Lebensohn is seeking approval for three one-hour, mandatory support group sessions during Fall of first year: one in Foundations, one in Musculoskeletal, and one in Nervous System. It was proposed the one-hour meetings would be held at the end of Societies, likely from 5-6pm. Student Affairs, Dr. Lebensohn and students will support the program and the incoming class will be notified during orientation. A vote was taken to grant three one-hour support group sessions and approved.

3. Instruction and Performance Assessment

NBME/ExamSoft-The Two Exam Policy – Various meetings; final approval February 12, 2018

It was reported that the discussion at TCMS about the Two Exam policy was inconclusive. While a majority of TCMS members expressed their dislike of the practice of retake exams, some did indicate that it does not make sense to count the NBME and ExamSoft exams as a single exam (in the context of the retake exam policy) simply because of platform issues. This led to a discussion among TEPC members about the practice of having the two exams in a single day and the usefulness of the NBME exams in general. There was a general consensus that the use of the NBME exams within the blocks needs to be re-examined, but it was agreed that that is a broader question that must be examined for next academic year. In the short-term, students need to know if the two exams are going to be counted as one exam or as two separate exams in the context of the retake exam. This question was not brought to a vote at the meeting but would be sent to TEPC members as an E-Vote shortly after the meeting.

Note: The E-vote was sent out on February 9, 2018 and TEPC members were notified on February 12, 2018, that it had been unanimously passed

Step 1 preparation time policy revision – Various meetings; final approval February 7, 2018

Dr. Lebensohn revisited the proposed changes from the January 17, 2018 TEPC meeting. Discussion focused on changes to the wording (e.g., using “may” instead of “will” and clearly distinguishing situations in which a student is on a medical leave of absence from a non-medical leave of absence. The intent of the policy is to avoid forcing students to take the Step 1 exam before they are prepared to pass it. The new language, with changes, was unanimously approved.

Block Survey completion policy – Various meetings; final approval February 21, 2018

Dr. Weissburg proposed that students failing to complete a required survey for a Block lose 5%, rather than 10%, of their Professional Competency grade. This proposal is being made due to the change in the consequences of failing the Professionalism Competency in the Blocks. A vote was taken, and the proposal was passed.

Sensitive Physical Exams Policy – May 16, 2018

Dr. Cagno proposed a new policy concerning the use of chaperons during sensitive exams. It reads: Medical students are permitted to perform sensitive exams on patients (breast, genitalia, and rectum) only in the presence of a qualified health care professional (including a fellow, nurse, nurse practitioner, medical assistant, midwife, physician, physician assistant, resident, or gynecologic or male urological teaching assistant – standardized patient). Medical students may and should decline to participate if the student does not feel comfortable with the circumstances of the exam. A vote was taken and approved.

4. Curriculum Maintenance and Evaluation

Nervous System Quick Feedback block review – February 21, 2018

Dr. Weissburg presented the quick feedback evaluation of the Nervous System block. Discussion focused on the upcoming change to the two-quiz policy and the possibility that next year this may lead to a higher failure rate. While many different opinions were articulated, it was noted that this is Dr. Vanderah’s decision as the Block Director, and he has already decided that this is the right time to make this change.

Overall, the Nervous System Block was very successful this year, and it was noted that it has been the highest rated Block for overall teaching in the past few years. One of the main student complaints was in regards to flipped sessions. Dr. Vanderah is very aware of this issue and is planning to move away from flipped sessions, instead focusing on having his faculty do more active learning with the students. One other issue raised through the student feedback was their frustration with the policy that prevents them from taking their notes from TLs. Dr. Weissburg will bring this up at the next TCMS meeting

I&I Quick Feedback block review – March 7, 2018

Dr. Weissburg presented the quick feedback evaluation of the Immunity and Infection block. Discussion focused on a variety of issues, including; a. use of flipped sessions, b. use by students of external resources, such as Sketchy, c. problem with too little unstructured time in both I&I and new curriculum and d. the perception of some students that the I&I Block is not adequately preparing them for Step 1, and is in fact, a distraction from that preparation. It was noted that for all issues there are resources in place to address and further assist.

Foundations Block – April 4, 2018

Dr. Vanderah gave a brief description of the Foundations Block redesign, including shortening it from 8 to 6 weeks; with condensed materials arranged around topics that are needed for med school, and based on the 2018 First Aid book. Dr. Vanderah asked TEPC for permission to use the Friday afternoon of

the first week of the Foundations block time – from 1-3pm, for a Team Learning session with students. This would require scheduling the session during student protected time off. In addition, one hour of time on Wednesday afternoon would also be needed for an Embryology lab. Although this would reduce the protected time off for students, the curricular redesign has shortened the length of the block, causing scheduling issues for the Doctor and Patient course (An Introduction to the Society Mentors session) which is typically offered each year. A vote was taken and unanimously approved.

Proposed Limit on Fourth Year Research Credits – May 16, 2018

Dr. Elliott introduced a policy to place limits on the number of research credits students may take during Transition to Residency. The policy would limit students to 8 credits of Research. This does not include Capstone or Independent Study. Independent Study already has a similar limit. Votes were taken on two proposals; To limit students to 8 credits of research for Transition to Residency and To conduct a soft roll out beginning in 2019. Both votes were passed.

CPR "Quick Feedback" Report – May 16, 2018

Dr. Weissburg presented the findings from the CPR block. There was very positive student feedback, with students appreciative of the scheduling of the block and improvements that have been made to the block in the past year.

Proposed Calendar Changes – June 6, 2018

Diane Poskus explained two changes to the 2018-2019 Academic Calendar: OSCE 2 has been moved to run congruently with the Immunity and Infection block. With delays moving in to the new building, the Clinical Skills needs more time than the two weeks outlined in the previous calendar to accommodate all students, thus, the proposed change. The second change was that Graduation Week for Year 4 has been moved up a week to the week of May 6, 2019 to coincide with main campus graduation. A vote was taken and the proposed changes to the calendar approved.

Advanced Topics "Quick Feedback" Report – June 6, 2018

Dr. Weissburg presented the findings from Advanced Topics and stated the block feedback was overall very positive. One area of enhancement is assessment within the block and the new Director of Program Evaluation and Assessment will work with Dr. Fuchs on improving this next year.

5. Other