

CEPC MEETING AGENDA

01:00 PM - 02:30 PM

10/13/2022

CHAIR:

Dr. Maureen Francis, MD, FACP, MS-HPed

VOTING MEMBERS:

Colby Genrich, MD; Fatima Gutierrez, MD; Houriya Ayoubieh, MD; Jessica Chacon, PhD, Munmun Chattopadhyay, PhD; Patricia Ortiz, MD; Khanjani Narges, MD, PhD

EX-OFFICIO:

Lisa Beinhoff PhD; Linda S. Ellis, MD; Tanis Hogg, PhD; Jose Lopez

STUDENT REPRESENTATIVES:

Kristina Ingles MS1 (Voting); Joshua Salisbury MS1 (Ex Officio); Rowan Sankar MS2 (Voting); Nikolas Malize MS2 (Ex Officio); Whitney Shaffer MS3 (Voting); Rohan Rereddy MS3 (Ex Officio); Miraal Dharamsi MS4 (Voting); Daniel Tran MS4 (Ex Officio);

INVITED/GUESTS:

Richard Brower, MD, FAAN; Christiane Herber-Valdez, PhD; Martin Charmaine, MD; Jose Manuel de la Rosa, MD; Priya Harindranathan, PhD; Maria Coteria, MA

APPROVAL OF MINUTES

Minutes will be attached.

ANNOUNCEMENTS

Presenter(s): Dr. Francis

- Clerkship phase review
- CEPC meeting dates/times (in person or virtual)

CEPC 10/13/2022

ITEMS FROM STUDENT REPRESENTATIVES

Presenter(s): Students

ITEM I POLICY UPDATES

Presenter (s): Dr. Francis

- Grading, Promotion, and Academic Standing (GPAS)
- Clerkship Director/Assistant Director Position Descriptions

ANNUAL REPORT – Pre-Clerkship

Presenter(s): Dr. Harindranathan (Item moved to November 10, 2022 CEPC Meeting)

ITEM III CLERKSHIP DIRECTORS UPDATE

Presenter(s): Dr. Francis

OPEN FORUM

ADJOURN

MEMBERS IN ATTENDANCE:

Maureen Francis, Munmun Chattopadhyay, Patricia Ortiz, Khanjani Narges, Lisa Beinhoff, Jose Lopez, Kristina Ingles, Joshua Salisbury, Rowan Sankar, Nikolas Malize,

MEMBERS NOT IN ATTENDANCE:

Colby Genrich, Fatima Gutierrez, Jessica Chacon, Tanis Hogg, Linda S. Ellis, Miraal Dharamsi, Rohan Rereddy, Whitney Shaffer, Daniel Tran,

PRESENTERS/GUESTS IN ATTENDANCE:

Richard Brower, Charmaine Martin, Priya Harindranathan, Ellen Dudrey, Cara Orji, Chukwudumebi Atuegbu, Idris Akinlusi

INVITED/GUESTS NOT IN ATTENDANCE:

Jose Manuel de la Rosa, MD, Christiane Herber-Valdez, PhD, Maria Cotera

REVIEW AND APPROVAL OF MINUTES

**Dr. Francis, New CEPC
Chair**

- Meeting minutes from September 8, 2022 were adopted. Members voted electronically and asynchronously.

ANNOUNCEMENTS

Presenter(s): Dr. Francis

Dr. Francis opened the meeting with a brief presentation of the Clerkship Phase Review Plan

*Presentation is attached

- She explained that the curriculum is reviewed in a three-year cycle. The pre-clerkship phase review was conducted last year and will be finalized at the upcoming CEPC meeting in November. Dr. Francis added that the review of the curriculum as a whole will be done next year after the completion of the clerkship phase. The current clerkship phase review will use data from AY 2021-2022. All blocks and required clerkships will be reviewed. The proposed schedule was already presented to the Year 3/4 Committee. The review should

be conducted between January and May of 2023 when a summary of findings will be presented along with the overall improvement plans to the CEPC members.

- Dr. Francis suggested to move CEPC meetings to second Mondays of the month from 5pm to 6:30 pm. Members agreed and would like meetings to be offered in a hybrid format. Dr. Francis concluded that this change will take place in January 2023.

ITEMS FROM STUDENT REPRESENTATIVES

Kristina Ingles (MS1)

- Kristina asked for clarification on the process for failing exams. Dr. Dudrey explained that in any given unit, students could fail in-house or NBME, and as a result, they would receive a deferred grade for that particular unit until they remediate.
- MS2 had no comments or issues to report.

ITEM I POLICY UPDATES – GPAS POLICY

Presenter(s): Dr. Francis

Dr. Francis presented an updated version of the GPAS policy.

*Document is attached

Discussion regarding the policy updates:

- Nick Malize (MS2) asked if a student's significant other had a birth of child and if the student would need to take ten days off, would that fall under the leave of absence section in the policy. Dr. Martin explained that there are two types of leaves of absence without interruption of enrollment according to *HSCEP OP 77.05 Student Leaves of Absence and Suspensions Policy*. She added that, usually, a leave of absence that is less than 30 days would cover something like that. So personal illnesses, birth of a child and other emergencies would be covered as long as the student complies with this policy, she concluded.
- Dr. Francis noted that a student might also go on leave of absence because of academic warning or probation (e.g. someone who failed Step 1 might take a leave of absence with interruption and they may be on academic warning related to that).
- Nick Malize (MS2) asked if transcripts would reflect an updated deferred grade after the remediation. Dr. Francis clarified that students shouldn't have any deferred or temporary grades on their transcript once the remediations are completed. Dr. Brower added that if



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in the situation where a student requests transcripts while they had a temporary grade listed, it would show on that transcript printed at that time. However, he explained, those temporary designations would convert to a permanent notation after certain policy-specified events of time.

- Dr. Francis addressed that policy *HSCEP OP 10.20* about requirements regarding criminal record information was inserted under the Professionalism concerns section.
- Kristina Ingles (MS1) asked about support for individuals who might need to repeat the entire year. Dr. Francis explained that there is a variety of support services along the way (e.g. tutoring, individual meetings with director of student success office, meetings with physician and student well-being committee if there are health issues involved, etc.). She explained that this policy addresses the consequences if students get to this point with all given support. Dr. Brower added that this policy represents an end of the road decision. He stated that once academic outcomes have been determined, the GPC makes the decision. The GPC is not in the business of determining academic outcomes or micromanaging them, he stated. Dr. Brower said that GPC considers exceptional circumstances, looks for extreme deviations that might require special management, but otherwise this is the standard operating approach.
- Dr. Francis said that the main update of the policy permits students to take the Step 1 exam only when certain criteria are met. She explained that the student has to complete all year 2 coursework with no unresolved temporary/deferred grades and achieve a minimum score at 63 on the end of year or most recent CBSE to become eligible to take the Step 1. Dr. Francis added that a score of 63 equates to 89% chance of passing Step 1. She explained that faculty felt that it would be in the best interest of students to pass Step 1 prior to starting a clerkship phase. Dr. Francis concluded by stating that this change is not going to affect current 2nd year students, and if adopted, it will take effect in the next academic year (AY 2023/2024).
- Rowan Sankar asked that if students would like to take Step 1 in early April or even in the March timeframe, would they still meet the minimum requirements, and if they need to sit for all remaining CBSEs. Dr. Dudley clarified that the last CBSE would mark the end of the second year, so that last CBSE would mark the first day when they might actually be

able to sit for it. Rowan Sankar asked if additional CBSE were offered later in the cycle. Dr. Francis said that in the past the school offered optional testing later on if someone did not achieve the minimum score at their last CBSE in March. Dr. Dudley added that Dr. Hogg has a mechanism for helping out students if this type of situation occurs. Dr. Brower pointed out that if students are not prepared to succeed in Step 1 and if they cannot demonstrate the minimum evidence of potential to pass then they will be held back. Dr. Francis agreed and added that the USMLE record will show that the student has failed on the first attempt so the policy is designed to ensure that students are ready when they sit for the exam. Kristina Ingles asked what the advice would be to a student who would like to proceed with that first attempt because this is within their rights to do so. Dr. Francis answered that many schools are using the CBSE as a gateway to eligibility for Step 1 with the goal of protecting students. Dr. Brower emphasized that this rule is important not just in terms of encouraging students to prepare, which is the primary intent, but it is also very deliberately part of the program's integrity.

- Chukwudumebi Atuegbu asked if students need to wait to register until they reach 63-point mark or if they can register and then change the date if they did not fulfil the requirement. Dr. Francis acknowledged that the registration process was not specified in this policy and that this should be addressed with the Office of Student Affairs. She explained that issue could be the fee that needs to be paid for a date change which could result in a burden for many students. Dr. Francis reiterated that the school can remove eligibility if a student did not meet all required criteria, which would result in an exam date change. Dr. Martin agreed and stated that students have to comply with this policy.
- Dr. Francis stated that elective courses are included in this updated version in section 11 b.iii.
- She also talked about the 6-year rule for graduation; students are expected to complete the MD within 4 years but because of extenuating circumstances this can be expended to 6 years. Extension of the MD degree program beyond 6-years is subject to approval by the Dean and the TTUHSCEP Chief Academic Officer. Extension of the timeline for students in dual degree programs will be considered on a case-by-case basis.

ITEM III - CLERKSHIP DIRECTORS UPDATE

Presenter(s): Dr. Francis

Dr. Michael will become the new Assistant Clerkship director for Psychiatry
*CV is attached

ADJOURN

Members voted electronically and asynchronously, and adopted the following items:

- *Meeting minutes from September 8, 2022*
- *Grading, Promotion, and Academic Standing (GPAS)*
- *Clerkship Director/Assistant Director Position Descriptions Policy*
- *Clerkship directors update*

Meeting adjourned at 2:30pm.

Clerkship Phase Review Plan

CEPC

10/13/2022

Clerkship Phase Review Scope

- Data from AY 2021-2022
- Blocks and Required Clerkships subject to review:
 - OB/GYN, Pediatrics, and Surgery
 - Internal Medicine, Family Medicine and Psychiatry
 - Neurology
 - Emergency Medicine
 - Critical care (as group)
 - Sub-Internships (as group)
 - Intersession
 - Bootcamp

Proposed schedule

- CEPC meetings from January to May
 - January Internal Medicine, Family Medicine and Psychiatry
 - February OB/GYN. Pediatrics and Surgery
 - March Emergency Medicine, Neurology and Bootcamp
 - March extra meeting if needed
 - April Intersession, Sub I & Critical Care (presented as group)
 - April extra meeting if needed to complete reviews
 - May Overall outcomes and notification of major changes to syllabi

Responsibility of Clerkship Directors

- Objectives
 - Overview
 - Op log requirements and discussion of alternate experiences
- Combined/integrated and longitudinal experiences
- Clinical experiences (including clinical sites)
- Basic science examples
- IPE examples
- Selectives (if offered)
- Portfolio of assessments
 - Please include observed activities
- Preparation of department faculty and residents to teach
- Block evaluation summary (OME can assist with preparation of this data)
- Specific challenges
 - Class size expansion and sites
- Quality Improvement Plan – include changes for the upcoming year and major changes anticipated in the syllabus

Review Team

Team will consist of 2 to 3 faculty and 1 to 2 students

Review material provided and meet to discuss as a team and with Clerkship Directors

- Syllabus
- Comparability reports
 - Site specific data
 - Mid-clerkship completion
 - Fair and timely release of grades
 - NBME results compared to national data
- Inpatient /outpatient ratio in the clerkship and block
- Block evaluations
- Learning environment surveys
- Conclusions

Phase Review Wrap-up

- May 2023
- Summarize major points from team presentations and reviews
- Present overall outcome data
- Overall improvement plan



Medical Education Program Policy

Policy Name:	Grading, Promotion, and Academic Standing (GPAS)				
Policy Domain:	Medical Student Grading, Promotion, and Academic Standing	Refers to LCME Element(s):	9.9		
Approval Authority:	Curriculum and Educational Policy Committee (CEPC)	Adopted:	March 2019	Date Last Reviewed:	October 2022
Responsible Executive:	Associate Dean for Medical Education	Date Last Revised:	October 2022		
Responsible Office:	Office of Medical Education	Contact:	Mirjana Babic, M.P.A. Babic, Mirjana		

- 1. Policy Statement:** This document defines the school's expectations and practices related to the determination of student grades, promotion, and academic standing.
- 2. Reason for Policy:** The purpose of this policy is to guide the faculty and its relevant committees in their administration of student grades, promotion, and academic standing.
- 3. Who Should Read this Policy:** All PLFSOM educational program leaders, including the dean, the Vice President for Academic Affairs, all academic officers of the Office of Medical Education and Office of Student Affairs, all course/clerkship directors and assistant directors, and all members of the following standing faculty committees: the Committee on Curriculum and Educational Policy (CEPC), the Committee on Student Grading and Promotion (GPC), the Sub-Committee on Evaluation of Educational Programs, and the Committee on Student Affairs. This policy is included in the student handbook and should be read by all students.
- 4. Resources:** This policy is administratively maintained by the PLFSOM Office of Medical Education, and further supported by the Office of Student Affairs. As described below, the Committee on Student Grading and Promotion has especially extensive responsibility for adherence to and application of this policy.
- 5. The Policy (Introduction):**
 - a. Grading:** Every student has a right to a course grade that represents the faculty's good faith judgment of the student's academic performance. A student's grade in every course is based upon performance, professional behavior, and/or participation in any activities as may be applicable to that course as described in its syllabus. Responsibility for student assessment and grading rests with the course faculty. Faculty members have an obligation to the students, the school, and the public to award passing grades only to those students who have demonstrated the knowledge, skills, attitudes, and conduct defined by the MD degree program's educational goals and objectives, the PLFSOM technical standards for admission, retention, and graduation ('Technical Standards') and by other school and institutional policies related to attendance, participation, assessment, and conduct.
 - b. Promotion/Student Advancement (referring to LCME accreditation element 9.9):** Every student achieving all of the academic, technical non-academic, and professional standards of the courses and curricular phase in which they are enrolled is entitled to be promoted according to the MD degree plan as outlined in the school's academic catalog. Responsibility for monitoring and recommending students for promotion and graduation based on their academic and professional progress rests with the Committee on Student Grading and Promotion (GPC).



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The GPC has an obligation to the students, the school, and the public to allow a student to be promoted, and to graduate, only when they have demonstrated the knowledge, skills, attitudes, and conduct defined by the MD-degree-program's educational goals and objectives, the PLFSOM standards for curricular completion ("Technical Standards") and by other school and institutional policies related to attendance, participation, assessment, and conduct. This obligation specifically includes preventing the promotion and graduation of students who demonstrate unacceptable behavior or conduct in the care of patients, in relationships with faculty, residents, staff, and peers, and/or in their public life. A student may be dismissed if the GPC determines that the student's academic and/or professional performance is unsatisfactory or that the student is otherwise unfit to continue the study of medicine with information from the physician and student well-being committee along with the Paul L Foster School of Medicine technical standards for admission, retention, and graduation.

- c. **Good academic standing:** Students on academic probation as defined below in Sections 9 (pre-clerkship phase) and 11 (clerkship phase) are not in good academic standing. Students on academic warning as defined in Sections 9 (pre-clerkship) and 11 (Clerkship) are still considered to be in good academic standing unless otherwise specified by the GPC.
 - i. Students on probation are not permitted to enroll in any additional or supplemental elective courses or programs, or to serve as an officer for a school-sponsored student committee or organization. Students on probation are required to withdraw from any additional or supplemental elective courses or programs, and to resign from any ongoing service as an officer for any school-sponsored student committees, organizations or leadership roles.
 - ii. Students on academic warning are required to critically review and reduce their extracurricular activities (leadership roles, supplemental curricula, and/or volunteerism), and required to seek approval of their plans in this regard from the Associate Dean for Student Affairs or their designee. This review is to be documented and retained by the Associate Dean of Student Affairs' or their designee. Non-adherence to an approved plan may result in referral of the student to the GPC for a review of their academic status based on a professionalism concern.
- d. **Leave of Absence:** Students on leave of absence with interruption of enrollment are required to resign from any ongoing service as an officer for any school-sponsored student committees, organizations or leadership roles. Participation in volunteer activities must be approved by the Associate Dean for Student Affairs or their designee. For more information regarding LOA with and without interruption of enrollment, please refer to the Student Leave of Absence and Suspensions Policy HSCEO OP 77.05 Policy.

6. Responsibilities for the operational/day-to-day monitoring of student progress

The Associate Dean for Student Affairs in conjunction with the College Mentors, the Associate Dean for Medical Education, the Assistant Dean for the Pre-clerkship Phase, and the Assistant Dean for the Clerkship Phase are responsible for the operational/day-to-day monitoring of the medical students and will refer students to appropriate academic or personal counseling services when indicated.

7. Responsibilities of the Committee on Student Grading and Promotion (GPC)

The GPC is a standing committee of the PLFSOM Faculty Council, defined and governed by the PLFSOM Faculty Bylaws, and with fundamental responsibilities as outlined in Section 5 above. The GPC is not a policy making body, but it applies policies related to grading and promotion as approved by the Committee on Curriculum and Educational Policy (another standing committee of the PLFSOM Faculty Council). The Office of Student Affairs provides administrative support to the GPC and maintains the committee's meeting minutes and other records. Students are notified from the Office of Student Affairs in writing if they are expected to meet with the GPC to discuss their performance in relation to the school's academic, non-academic (technical), and professional standards. Students are required to meet with the Associate Dean of Student Affairs and/or the Assistant Dean of Student Affairs to prepare for the GPC meeting. The Chair of the GPC composes the committee's recommendation(s) letter that individually notifies affected students of any decisions by the



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committee related to their academic status, and the student's College Mentors, the Director of Academic Support, the Associate Dean for Student Affairs, the Assistant Dean for Students Affairs, the Associate Dean for Medical Education, the respective Assistant Deans for Pre-clerkship or Clerkship Phase, and the Dean (or their designee) receive a copy. In addition, a copy of this document shall be retained in the student's permanent record. The proceedings of the GPC are confidential, in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA).

a. **Guidelines for GPC deliberations and determinations regarding a student's academic status**

- i. Five members of the committee constitute a quorum at a regular or called meeting.
- ii. All committee decisions requiring a vote are determined by a simple majority vote with the Chair included as a voting member.
- iii. In conducting individual student reviews, the committee is expected to review the relevant academic outcomes, including professionalism concerns, to consider a student's responses to the specific outcomes and concerns, and act on the committee's findings according to the rules outlined in this policy whenever applicable. In circumstances for which a rule is not specified, the GPC is empowered to make determinations regarding a student's academic status within the institution's general academic policies.

8. Responsibilities of the Dean

Initial recommendations and associated actions for each student are delegated to the GPC. The Dean or their designee acting as the Chief Academic Officer is responsible for administering the appeals process and rendering final decisions.

9. Review of pre-clerkship phase coursework

The GPC reviews pre-clerkship student progress at the end of the fall semester and at the end of each academic year. Completed courses in the pre-clerkship phase of the curriculum use a Pass/Fail grade mode according to HSCEP OP 59.05 (Grading Procedures and Academic Regulations).

Other transcript notations may apply to courses not completed (per HSCEP OP 59.05). Students passing all courses with no professionalism concerns or exceptional circumstances adversely affecting their academic progress are promoted as a cohort according to the MD degree plan (per PLFSOM academic catalog). All other students are designated as either on academic warning or academic probation (see also paragraph 5.c above):

- **Academic Warning:** Students designated as on academic warning have specifically identified academic and/or professional challenges that are potentially remediable within the current academic year or prior to progression to the next academic phase. Unless specifically modified by the GPC, this status persists until all associated academic and/or professional performance deficiencies are satisfactorily resolved, at which point the student is no longer designated as on academic warning.
- **Academic Probation:** Academic probation is a formal designation and is recorded on the Medical Student Performance Evaluation (MSPE) at the discretion of the Grading and Promotions Committee. Students on academic probation have specifically identified academic and/or professional deficits that are not remediable within the current academic year or prior to progression to the next academic phase. In most instances of academic probation students will be required to repeat a year or complete a revised curriculum plan that is less than one year in duration. This needs to be considered in conjunction with the Leaves of Absence and Suspensions Policy HSCEP OP: 77.05. Unless specifically modified by the GPC, the designation of academic probation persists until satisfactory completion of the repeat year, at which point the student is on academic warning until satisfactory completion of the pre-clerkship phase of the curriculum.. At the discretion of the GPC, a student placed on academic probation for professionalism concerns may be permitted to progress without repeating the year. The designation of probation will remain until the GPC determines that the professionalism issue has been satisfactorily addressed and remediated.

All students referred to the GPC are subject to individualized GPC reviews that incorporate the student's current and accumulated academic performance since matriculation, any professionalism notations/concerns, compliance with educational program expectations (per program policies and as may be individually specified by the GPC), and any exceptional circumstances affecting the student's academic performance. In most cases a student's academic warning or probation status is automatically determined by their circumstances as outlined below. However, students initially designated as on academic warning shall be re-designated as on academic probation if the GPC determines that repeat of the year or a revised curriculum plan is necessary.

Note regarding pre-clerkship phase deferred/temporary grade resolution and course remediation plans: Standard plans for the resolution of deferred/temporary course grades are specified by course syllabi. When individualized course (or course component) remediation is a consideration, the course director shall propose a plan for GPC review and approval.

a. **Fall Semester Review**

Table 9.a Pre-Clerkship Phase Fall Semester Review Rules	
The GPC will consider all pre-clerkship phase students after the end of the fall semester. Students will be placed on academic warning or academic probation and reviewed by the GPC according to the following rules:	
If:	Then:
i. Deferred/temporary grade in one course:	
SPM	
<ul style="list-style-type: none"> • One SPM unit failed on the first attempt 	Academic warning , referral to the GPC at the discretion of the SPM course director, the assistant dean for the Pre-clerkship phase, and/or the associate dean for medical education (for consideration of individual remediation or repeat of the year).



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- Two SPM units failed on the first attempt

Academic warning with required referral to the GPC for individualized review, including academic performance issues that may not be adequately identified or addressed at the course level (see sections 5.b and 9 above)



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SCI or Medical Skills or Colloquium	Academic warning , referral to the GPC at the discretion of the course director and/or associate dean for medical education (for consideration of individual remediation or repeat of the year)
ii. Deferred/temporary grade in two courses:	
One SPM unit <u>and</u> one of the following: SCI, Medical Skills, <u>or</u> Colloquium	Academic warning and referral to the GPC at the discretion of the relevant course directors, the assistant dean for the Pre-clerkship phase and/or the associate dean for medical education (for consideration of individual remediation, repeat of the year, or dismissal)
Two SPM units <u>and</u> one of the following: SCI, Medical Skills, <u>or</u> Colloquium	Academic probation and referral to the GPC for consideration of repeat of the year or dismissal
Any two of the following: SCI, Medical Skills, <u>or</u> Colloquium	Referral to the GPC for determination of at-risk status (academic warning or academic probation) and for consideration of individual remediation, repeat of the year, or dismissal
iii. Deferred/temporary grade in three or more courses:	
Any combination of three or four of the following: SPM, SCI, Medical Skills, or Colloquium	Academic probation and referral to the GPC for consideration of repeat of the year or dismissal
iv. Failure of one course:	
SPM, SCI, Medical Skills, or Colloquium	Academic probation and referral to the GPC for consideration of individual remediation, repeat of the year or dismissal
v. Failure of multiple courses:	
Any combination of two or more courses (SPM, SCI, Medical Skills, and/or Colloquium)	Academic probation and referral to the GPC for consideration of repeat of the year or dismissal



vi. Professionalism concerns	<p>A student referred to the GPC based on a professionalism concern may be placed on academic warning or probation based on the GPC's review of the specific concern(s) and the student's overall academic record. GPC considerations may include individual remediation, repeat of the year, or dismissal, and possible referral to the Physician and Student Well Being Committee (PSWBC). As professionalism is an essential component of the school's academic program (see the PLFSOM medical education program goals and objectives and the PLFSOM technical standards), the GPC may issue directives solely based on professionalism concerns (regardless of the student's performance related to other educational program goals and objectives).</p> <p>Refer to policy HSCEP OP 10.20 for requirements regarding criminal record information/updates available at: https://elpaso.ttuhsc.edu/opp/_documents/10/op1020.pdf</p>
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b. Year End Review

Table 9.b Pre-Clerkship Year End Review Rules	
The committee will consider all pre-clerkship phase students after the end of the academic year. Students will be placed on academic warning or academic probation and reviewed by the GPC according to the following rules:	
If:	Then:



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i. Not already on academic warning or academic probation based on prior performance	Criteria per Section 9.a (see above) applies
ii. Already on academic warning based on prior performance:	
a. Already on academic warning based on Fall semester performance in SCI, MS, or Colloquium <u>plus</u> failure of one SPM unit in the Spring semester	Continuation of academic warning , referral to the GPC at the discretion of the SPM course director, the assistant dean for the Pre-clerkship phase, and/or associate dean for medical education
b. Already on academic warning based on one SPM unit failure in the Fall semester <u>plus</u> failure of one SPM unit in the spring semester	Continuation of academic warning with required referral to the GPC for individualized review, including academic performance issues that may not be adequately identified or addressed at the course level (see sections 5.b and 9 above)
c. Already on academic warning based on one SPM unit failure in the Fall semester <u>plus</u> : <ul style="list-style-type: none">• Failure of two SPM units in the spring semester or• Failure of one SPM unit in the spring semester and a deferred/temporary grade in one spring semester course including Medical Skills, SCI or Colloquium	Academic probation , and referral to the GPC for consideration of repeat of the year or dismissal
d. Already on academic warning based on performance in the fall semester of either SCI, MS, or Colloquium <u>plus</u> a deferred/temporary grade in one spring semester course of either SCI, MS, Colloquium	Continuation of academic warning , referral to the GPC For consideration of individual remediation, repeat of the year, or dismissal
e. Failure of any spring semester course	Academic probation , and referral to the GPC for consideration of repeat of the year or dismissal
f. Failure to resolve any deferred/temporary grades from the fall semester	Academic probation , and referral to the GPC for consideration of repeat of the year or dismissal
g. Professionalism concerns	Rules as per Section 9.a.vi apply (see above)
iii. Timelines for the resolution of deferred/temporary course grades and/or course remediation:	



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a. Year 1 students	<ul style="list-style-type: none">• To advance to Year 2, all Year 1 academic expectations, including passing of the Comprehensive End-of-Year Exam (CEYE), must be fulfilled a minimum of 2 weeks before the start of orientation for Year 1 of the next academic cycle• Unsuccessful, incomplete, or unattempted resolutions of deferred/temporary grades two weeks before orientation of the 2nd year (timeline as above) will result in a grade of FA (failure) for the associated course or requirement, with no opportunities for remediation other than repeat of the year, if eligible, or dismissal
b. Year 2 students	See Section iv.b below
iv. Review based on cumulative end-of-year requirements (Students are also subject to review based on cumulative end-of-year requirements)	



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a. Year 1 students:	
Failure of first attempt of the CEYE	Academic warning , referral to the GPC at the discretion of the assistant dean for the Pre-clerkship phase, the Associate Dean for Medical Education or their designee
Failure of a second attempt of the CEYE	Academic probation and referral to the GPC for consideration of repeat of the year, if eligible, or dismissal
b. Year 2 students: (* see footnote below for stipulations governing AY 2022-2023)	<ul style="list-style-type: none">Students will be eligible to take Step 1 when the following criteria are met: student has completed all year 2 coursework with no unresolved temporary/deferred grades AND they have achieved a minimum score of 63 on the end of year or most recent CBSEFor on-time promotion to the clerkship phase according to the standard degree plan, students completing Year 2 must take and pass the USMLE Step 1 exam prior to the first day of orientation for the next Year 3.
Student passes (routinely or through remediation) all pre-clerkship phase courses and is <u>not</u> designated as on academic warning or probation.	<p>If student achieves a score of 63 or greater on the CBSE, than Student is designated as eligible to take the USMLE Step 1 examination.</p> <p>If student does not achieve a minimum score of 63 on the end of year or most recent CBSE, then they would be placed on academic warning, be ineligible to take Step 1, ineligible to enroll in Year 3. referred to GPC for review of their progression plan</p>
Student passes (routinely or through remediation) all pre-clerkship phase courses <u>and is</u> designated as on academic warning or probation	Student's eligibility to take the USMLE Step 1 examination is subject to GPC review and approval (with GPC discretion to require advancement under academic warning and an individual remediation plan, repeat of the year, or dismissal). Same requirements for CBSE as noted above.



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Student completes Year 2 but does not take and PASS USMLE Step 1 prior to the first day of orientation for the next Year 3

Academic warning, ineligible to enroll in Year 3, referral to GPC to explain rationale for delaying USMLE Step 1 and progression into the clerkship phase, GPC discretion to direct student to engage with academic counseling/support resources, and the student is **required to pass USMLE Step 1 before re-enrolling in the curriculum.**

Upon passing USMLE Step 1, the student will enter the clerkship phase either with block 2 of the same academic year, or with block 1 of the next academic year (as determined by the GPC in consultation with the Associate Dean for Medical Education or their designee and based on educational program considerations such as block capacity and the comparability of student cohorts and experiences). If a student in this situation does not pass Step 1 prior to block 2 of the same academic year, then their final opportunity to enter Year 3 shall be with block 1 of the next academic year

***During AY 2022-2023, requirements for Step 1 outlined in the GPAS adopted on March 11, 2019 will remain in effect. At the start of AY 2023-2024 for third year, on May 22, 2023, the new rules outlined in this updated policy regarding Step 1 will take effect and this footnote will be deleted.**



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Failure of first attempt of USMLE Step 1	Academic warning: <ul style="list-style-type: none">• If failing grade is received prior to the start of clerkship block 1: student is ineligible to enroll in Year 3,• Mentors notified, student required to meet with the Associate Dean for Student Affairs (or their designee), student may be referred to the GPC at the discretion of the Associate Dean for Student Affairs, and the student is required to pass USMLE Step 1 before re-enrolling in the curriculum. Upon passing USMLE Step 1, the student will enter the clerkship phase either with block 2 of the same academic year, or with block 1 of the next academic year (as determined by the Associate Dean for Medical Education or their designee and based on educational program considerations such as block capacity and the comparability of student cohorts and experiences). If a student in this situation does not pass Step 1 prior to block 2 of the same academic year, then their final opportunity to enter Year 3 shall be with block 1 of the next academic year
Failure of second attempt of USMLE Step 1	Academic probation, student to meet with Associate Dean for Student Affairs (or their designee) to review circumstances, options (as discussed in section above), and recommendations. Student will be referred to the GPC to review their progress plan and make further recommendations.
Failure of third attempt of USMLE Step 1	Referral to the GPC for consideration of dismissal

10. Additional expectations related to repeat years

Table 10 Additional Rules Related to Repeat of a Pre-Clerkship Year (see also Section 12.b below)	
Students on academic probation and repeating a pre-clerkship year will be subject to the following rule that apply to both fall semester and end-of-year reviews and must go to tutoring as a condition from the GPC. The students may avail themselves of the TTUHSC EP tutors or they may seek out outside tutors and demonstrate that they are working with them on a regular basis.	
If:	Then:



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i.	Deferred/temporary grade in any semester course	Referral to GPC for discussion of progression plan or consideration of dismissal*
ii.	Failure of any semester course (includes SPM, SCI, MS or Colloquium)	Referral to the GPC for consideration of dismissal*
iii.	Professionalism concerns	Rules as per Sections 9.a.vi apply (see above)*
*Repeat of the year is not a possibility in these circumstances because it would violate the 6 year rule as outlined in Section 13.		



11. Review of clerkship phase coursework

The GPC reviews Year 3/core clerkship block student progress at the end of each block and at the end of the academic year. The GPC reviews Year 4 student progress on a rolling basis as indicated based on input from the Associate Dean for Medical Education, Assistant Dean for Clinical Instruction and/or the Associate Dean for Student Affairs. Except for the intersessions, Emergency Medicine and Family Medicine longitudinal clerkships and the boot camp (which apply the Pass/Fail grading mode), all completed courses of the clerkship phase apply the Honors/Pass/Fail grading mode. Other transcript notations may apply to courses/clerkships not completed (per HSCEP OP 59.05 Grading Procedures and Academic Regulations). Students passing all courses/clerkships with no professionalism concerns or exceptional circumstances adversely affecting their academic progress are promoted as a cohort according to the MD degree plan (per PLFSOM academic catalog). All other students are designated as either on academic/professional warning or academic/professional probation (see also paragraph 5.c above):

- **Academic warning:** Students on academic warning have specifically identified academic and/or professionalism challenges that are potentially remediable within the current academic year or prior to graduation. Unless specifically modified by the GPC, this status persists until all associated academic performance deficiencies are satisfactorily resolved, at which point the student is no longer on academic warning.
- **Academic probation:** Academic probation is a formal designation and is recorded on the Medical Student Performance Evaluation (MSPE) at the discretion of the Grading and Promotions Committee. Students on academic probation have specifically identified academic deficits that require repeat of a year or a revised curriculum plan that is less than one year in duration. This needs to be considered in conjunction with the Leaves of Absence and Suspensions Policy HSCEP OP: 77.05. Unless specifically modified by the GPC, this status persists until satisfactory completion of the repeat year or revised curriculum plan, at which point the student is placed on academic warning until the student's satisfactory completion of the clerkship phase of the curriculum, at which point the student is no longer on academic warning. At the discretion of the GPC, a student placed on academic probation for professionalism concerns may be permitted to progress without repeating the year. The designation of probation will remain until the GPC determines that the professionalism issue has been satisfactorily addressed and remediated.

All students are subject to individualized GPC reviews that incorporate the student's current and accumulated academic performance since matriculation, any professionalism notations/concerns, compliance with educational program expectations (per program policies and as may be individually specified by the GPC), and any exceptional circumstances adversely affecting the student's academic performance.

Note regarding clerkship phase remediation plans: Standard remediation plans may be specified by course/clerkship/block syllabi. When individualized course/clerkship/block (or component) remediation is a consideration, the relevant course/clerkship/block director(s) shall propose a plan for GPC review and approval.

a. Year 3 end-of-clerkship block review rules

Table 11.a Year 3 End-of-Clerkship Block and End of Year Review Rules	
The committee will consider all Year 3 students after the end of each 3 rd year clerkship block. Students will be placed on academic warning or probation and reviewed by the GPC according to the following rules:	
If:	Then:
i. Failure of one or two clerkships:	Referral to GPC for consideration of: one-month remediation* in Year 4 for each failure (student placed on academic warning), repeat of the associated clerkship block(s), repeat of Year 3 (student placed on probation), or dismissal based on the student's prior academic and professional performance.
ii. Failure of three clerkships	Academic probation and referral to GPC for consideration of: repeat of the relevant block (if the



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	three failures are contained in one block), repeat of Year 3 or dismissal
iii. Rating of needs improvement in 3 or more competencies cumulative across all clerkship final assessments	Referral to GPC for consideration of: individualized remediation* (student placed on academic warning), repeat of the relevant block or repeat of Year 3 (student placed on academic probation), or dismissal based on the student's prior academic and professional performance.
iv. Failure of 1 st attempt of NBME in 3 or more different clerkships	Referral to GPC for consideration of: repeat of the relevant clerkship block(s) or repeat of Year 3 (student placed on academic probation), or dismissal based on the student's prior academic and professional performance.



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v. Professionalism concern	<ul style="list-style-type: none"> • A student referred to the GPC based on a professionalism concern may be placed on academic warning or academic probation based on the GPC's review of the specific concern(s) and the student's overall academic record. As professionalism is an essential component of the school's academic program (see the PLFSOM medical education policy on program goals and objectives), the GPC may issue directives solely based on professionalism concerns (regardless of the student's performance related to other educational program goals and objectives). • GPC recommendations may include individual remediation*, delayed progression to Year 4, repeat of Year 3, delay of graduation, or dismissal • GPC may recommend a formal notation in the professionalism sections on the MSPE • Refer to policy HSCEP OP 10.20 for requirements regarding criminal record information/updates available at: https://elpaso.ttuhsoc.edu/opp/documents/10/op1020.pdf.
*Students cannot earn clerkship phase elective credit for GPC-required remediation(s)	

b. Year 4 review rules

Table 11.b Year 4 Review Rules	
The committee will consider all Year 4 students on a rolling basis following each 4 th year block. Students will be placed on academic warning or probation and reviewed by the GPC according to the following rules:	
If:	Then:
i. Failure of one or two required or elective courses/clerkships in the fourth year	Referral to GPC for consideration of: individualized remediation* (student placed on academic warning), delay in graduation, repeat of Year 4 (student placed on academic probation), or dismissal based on the student's prior academic and professional performance.
ii. Failure of three or more required or elective courses/clerkships in the fourth year	Academic probation and referral to GPC for consideration of individualized remediation and delay in graduation, or repeat of Year 4, or dismissal based on the student's prior academic and professional performance.
iii. Rating of Needs Improvement in 2 or more competencies cumulative across all final assessments (regardless of final grade) in required clerkships and/or elective courses.	Referral to GPC for consideration of: individualized remediation* and delay in graduation (student placed on academic warning), or, repeat of Year 4 (student placed on academic probation), or dismissal based on the student's prior academic and professional performance.
iv. Scholarly Activity and Research Program (SARP) requirements:	



<ul style="list-style-type: none">• Failure to submit final report by the Fall deadline for Year 4 (SARP II)• Failure to complete all SARP requirements by May 1st of Year 4	<p>Academic warning and referral to GPC by a SARP coursedirector</p> <p>Academic probation and referral to the GPC for consideration of delay in graduation, repeat of Year 4, or dismissal</p>
<p>v. Professionalism concern</p>	<ul style="list-style-type: none">• A student referred to the GPC based on a professionalism concern may be placed on academic warning or academic probation based on the GPC's review of the specific concern(s) and the student's overall academic record. As professionalism is an essential component of the school's academic program (see the PLFSOM medical education policy on program goals and objectives), the GPC may issue directives solely based on professionalism concerns (regardless of the student's performance related to other educational program goals and objectives).• GPC recommendations may include individual remediation*, repeat of Year 4, delay of graduation, or dismissal• GPC may recommend a formal notation in the professionalism sections on the MSPE• If the MSPE has already been uploaded, an addendum regarding the professionalism concern may be added.• If this occurs after Match Day, then the student's Residency Program Director may be contacted



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vi. Failure to take Step 2 CK prior to October 31 st of 4 th year	Student will be removed from rotations and placed on academic warning, required to meet with the Associate Dean for Student Affairs (or their designee), student's College Mentors notified, GPC review not required unless graduation timeline is affected. Student can return to the curriculum once the Step 2 CK exam has been taken.
vi. Failure of Step 2 CK on the first attempt	Academic warning , student required to meet with the Associate Dean for Student Affairs (or their designee), student's College Mentors notified, GPC review not required but student must submit a passing score for Step 2 CK by May 1 st in order to graduate in May of the same academic year (non-fulfillment of this requirement may result in delay of graduation)
vii. Failure of Step 2 CK on the second attempt	Academic probation and referral to the GPC for discussion of their progression plan and consideration for delay in graduation. Student required to meet with the Associate Dean for Student Affairs (or their designee), student's College Mentors notified. Student must submit a passing score for Step 2 CK by May 1 st in order to graduate in May of the same academic year (non-fulfillment of this requirement may result in delay of graduation)
viii. Failure of Step 2 CK on the third attempt	Referral to the GPC for consideration of dismissal
*Students cannot earn clerkship phase elective credit for GPC-required remediation(s)	

12. Failure to remediate

- If a student fails to successfully complete a GPC-approved remediation plan (as per the framework outlined above), then the student shall be automatically referred back to the GPC for consideration of repeat of the year, if eligible, or dismissal
- If a student on academic probation fails one or more courses/clerkships during a repeat year, then the student shall be automatically referred back to the GPC for consideration of dismissal (see also table 10 above)

13. Promotion and graduation timeline

- Students are expected to complete the MD degree program and graduate within 4 years of initial matriculation
- A student's timeline for completion of the MD degree may be extended due to:
 - A school-approved leave of absence (Refer to the Student Leaves of Absence and Suspensions Policy HSCEP OP 77.05)
 - Academic difficulty requiring repetition of an academic year as per this policy
- Non-completion of Years 1 and 2 of the MD degree program within 3 years will result in dismissal, regardless of cause
- Non-completion of the MD degree program within 6 years will result in dismissal, regardless of cause. Exceptions to this policy can only be made after consideration of exceptional circumstances with a unique and compelling justification. Extension of the MD degree program beyond 6-years is subject to approval by the Dean and the TTUHSCEP Chief Academic Officer.
- Extension of the timeline for students in dual degree programs will be considered on a case-



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by-case basis. As noted in 13.d, a unique and compelling justification will be required, and the decision will be subject to approval by the Dean and the TTUHSCEP Chief Academic Officer.

14. Appeals

- a. A student may appeal the decision of the GPC. This appeal must be made to the Dean or their designee of the School of Medicine within five business days, in writing, and must cite grounds for the appeal. An appeal may only be based on a claim that due process of GPC policies and procedures was not followed
- b. The Dean or their designee may issue the decision alone or may appoint an Appeals Committee comprised of three members of the faculty representing both the clerkship and pre-clerkship phases of the curriculum to determine whether a basis for appeal exists.
- c. If an Appeals Committee is appointed:
 - i. The Associate Dean for Student Affairs (or their designee) and the Chair of the GPC (or their designee from among the regular members of the GPC) shall serve as ex officio members of the Appeals Committee.
 - ii. The Appeals Committee will be convened by the Chief Academic Officer within five business days after appointment to consider the student's appeal.
 - iii. The student shall notify the Associate Dean for Student Affairs in advance if he/she is to be accompanied by an attorney or other representative. An attorney or representative may appear only in an advisory capacity and may not address the Appeals Committee. Should



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the student be accompanied by an attorney or representative, the School of Medicine shall be represented by the Office of General Counsel. If necessary, the appeal hearing may be delayed up to five business days of the scheduled date if needed to allow personnel from the Office of General Counsel to attend.

- iv. The student may present a statement to the Appeals Committee regarding their appeal. Both the Appeals Committee and the student may call witnesses and present evidence relevant to resolution of the appeal. At the conclusion of the hearing, the Appeals Committee shall forward its recommendation to the Dean or their designee. If the recommendation is not unanimous, a minority view shall be appended.
- v. Unless suspended for justifiable cause, the student may continue to participate in the curriculum as enrolled until the appeal is resolved.
- vi. After review of the Appeals Committee recommendation, the Dean or their designee will make a final decision.

- d. The decision of the Dean or their designee is final. The student and the Chair of the GPC will be notified in writing by the Dean or their designee.

15. Notifications related to repeat of a year or dismissal

- a. Following a final decision to require a student to repeat a year, or to dismiss a student from the Paul L. Foster School of Medicine, the Office of Student Affairs shall notify in writing Accounting Services, Financial Aid, the Registrar, and other pertinent offices and entities.

16. Review and revision of grading and promotions policies

- a. Consistent with Section 7 above, grading and promotion policies are developed, reviewed, and approved by the Committee on Curriculum and Educational Policy, which is a standing committee of the PLFSOM Faculty Council as defined in the PLFSOM Faculty Bylaws.

Sarah Michael, MD

saramich@ttuhsc.edu | 5916 Los Pueblos Drive, El Paso, TX 79912 | (812) 241-4037

EDUCATION

Baylor College of Medicine, Houston, TX

Doctor of Medicine

July 2012-May 2016

Brandeis University, Waltham, MA

Bachelor of Science in Health: Science, Society, and Policy

August 2008-May 2012

Magna Cum Laude

CLINICAL TRAINING

McGaw Medical Center of Northwestern University, Chicago, IL

Child and Adolescent Psychiatry Fellowship

July 2019-June 2021

New York University Medical Center, New York City, NY

General Psychiatry Residency

July 2016-June 2019

LICENSURE AND CERTIFICATION

State of Texas Physician License

Expires August 2024

State of Illinois Licensed Physician and Surgeon

Expires July 2023

Child and Adolescent Psychiatry Board Certification

Received September 2021

Psychiatry Board Certification

Received September 2020

HONORS AND AWARDS

- *Gold Humanism Honor Society, 2015*: Awarded for demonstrating excellence in clinical care, leadership, compassion, and dedication to service during medical school
- *Jacob and Bella Thurman Award for Social Citizenship, 2012*: Awarded to one graduating senior through Brandeis University's Dean of Students Office for demonstrating the highest type of social citizenship, civility, integrity, life-long learning, and respect
- *Martin Luther King Scholarship, 2008-2012*: Awarded a four year, full tuition with room and board scholarship at Brandeis University for accomplishments in community service and academics

WORK EXPERIENCE

Texas Tech University Health Science Center

El Paso, Texas

Assistant Professor

October 2021-Present

- Serve as medical director of the Texas Child Health Access Through Telemedicine (TCHAT) program, a free, school-based mental health program for Texas public school students, and El Paso Child Guidance Center Outpatient Clinic
- Supervise residents in multiple rotations, including TCHAT, consult-liaison service at El Paso Children's Hospital, and El Paso Child Guidance Center Outpatient Clinic
- Provide didactics, supervision, and psychotherapy supervision for residents and fellows

Texas Child Health Access through Telemedicine*Medical Director***El Paso, Texas***October 2021 to Present*

- Work closely with the clinical director to create, review, and update TCHAT policies and processes
- Provide outreach, which may include psychoeducation and training, to school districts and community organizations in coordination and with guidance from the clinical director
- Provide a comprehensive psychiatric evaluation to students enrolled in TCHAT districts
- Communicate with families regarding diagnoses, treatment plan, and future recommendations
- Prescribe psychotropic medications as indicated and with consent from a student's parents/guardians
- Provide supervision to psychiatry residents and child and adolescent psychiatry fellows conducting comprehensive psychiatric evaluations and follow-up appointments
- Lead the Mental Health Ambassadors extracurricular program for high school students in the TTUHSC El Paso TCHAT region

El Paso Child Guidance Center*Medical Director***El Paso, Texas***February 2021 to Present*

- Review and update Child Guidance Center policies including those regarding scheduling, caseloads, billing, and discharge from the clinic
- Work closely with administration to improve systemic processes
- Orient new residents and fellows starting their rotation
- Collect feedback from both Child Guidance Center administration, and residents and fellows rotating at the clinic to improve overall experience
- Supervise all trainees, including signing notes and prescriptions

LEADERSHIP EXPERIENCE**Lurie Children's Hospital Center for Childhood Resilience***Member***Chicago, Illinois***July 2020-July 2021*

- Created a stress and coping tool kit, and train teachers within the Chicago Public School system to implement workshops in the classroom
- Participated in implementation of the Integrated Care for Kids grant, a 7 year grant to expand access to primary care, specialty care, and behavioral health services while building service integration for children in two low resource neighborhoods in West Chicago, with focus on efficacy of various parenting programs and waiting room interventions

Lurie Children's Medical Student Inpatient Unit Teaching*Co-leader***Chicago, Illinois***July 2020-December 2020*

- Supplemented third year medical students rotating on the child and adolescent inpatient psychiatry unit with twice weekly interactive lectures and observed interviews
- Presented clinical cases geared towards preparing medical students for their shelf

Lurie Children's Health and Emotional Awareness Lab*Speaker/Co-leader***Chicago, Illinois***July 2020-August 2020*

- Led a class addressing mental health awareness and strategies for coping for 100 Chicago public high school students
- Presented on pursuing a career in medicine and psychiatry to increase interest in the field

New York University Department of Psychiatry Safety Committee
Committee Member

New York City, New York
April 2017-June 2019

- Represented resident safety concerns and developed solutions with committee members
- Researched resident and faculty readiness to handle sexually inappropriate behaviors by patients, resulting in a published article in Academic Psychiatry

Psychminded: Psychiatry Interest Group

Houston, Texas

Citizen Schools Liaison

August 2014-May 2016

- Created and implemented an afterschool program addressing various mental health topics including depression, suicide, drug use, and relationships for low-resource middle school students
- Presented curriculum to Citizen Schools director to be adopted as a long-term Citizen Schools afterschool program for low-resource middle school students in Houston
- Assessed efficacy of mental health curriculum through various surveys to teachers and students participating in the program and made necessary changes in curriculum
- Presented initiatives at the American Academy of Pediatrics National Conference

Teach Like Ms. Frizzle: Care of the Underserved Elective

Houston, Texas

Co-founder

August 2013-May 2016

- Established a preclinical elective that allows Baylor medical students to teach about the human body in low-resource middle schools and learn about barriers to care in those communities
- Trained medical students in a curriculum about the human body and in behavior management in coordination with Citizen Schools Afterschool Program
- Invited guest lecturers, including physicians and teachers that work in underserved areas, to speak about barriers to care and obstacles children from low-resources areas face in pursuing healthcare professions

Human Sexuality Elective

Houston, Texas

Small Group Leader

March 2014-June 2014

- Taught a group of six medical students in a Baylor College of Medicine elective about sexuality in medicine and taking a sexual history

SERVICE EXPERIENCE

Physicians for Human Rights

New York, New York

Member

June 2022-Present

- Completed training through the Keck Human Rights Clinic at the University of Southern California to conduct medical and psychological evaluations for asylum seekers in the United States and abroad
- Conduct asylum evaluations for children and adults as requested by law firms through the Physicians for Human Rights portal and provide an affidavit documenting evaluation
- Provide oral testimony as requested by the court

Haven Center

Houston, Texas

Volunteer

September 2012-May 2016

- Assisted homeless youth in finding jobs, creating resumes, finding housing, and finding appropriate healthcare venues
- Provided furniture, food, and other assistance for recently housed clients (Started February 2013)
- Established interactive health workshops for clients through the Albert Schweitzer Fellowship

Junior Brandeis Achievers (JBA)*Coordinator***Waltham, Massachusetts***August 2009-May 2012*

- Recruited, trained, and provided support for 40 volunteers each semester to lead 12 after school clubs for 250 children at two low resource elementary schools
- Organized and planned program logistics with school administrations
- Improved and expanded program through feedback initiatives and evaluations
- Presented progress and future learning goals in an annual learning symposium

GRANT AWARDS

Albert Schweitzer Fellowship, Houston, Texas*April 2013-May 2014*

- Awarded \$2500 stipend to create and provide one year of health workshops for 20 homeless young adults regarding topics such as sexual health, child development, healthy eating, and mental wellness
- Created a Houston resource binder for job opportunities, healthcare and shelter options, and educational opportunities
- Tracked attendance, curriculum materials, and impact on clients and presented at a final exhibition

Sorensen Fellowship Program, Waltham, Massachusetts*January 2011-December 2011*

- Awarded \$3500 to intern for 11 weeks at the Children's Association for Maximum Potential overnight summer camp for children and adults with disabilities
- Led children and adults with various genetic, physical, and mental disabilities in various activities and events
- Trained volunteers in direct care and disability awareness
- Chronicled experiences with a central theme of rethinking the meaning of disability and the roles of individuals with disabilities in today's society
- Participated in a writing intensive course and was included in a final publication ("Voices in Solidarity: Six Friends Reaching for Healing Across the World")

EXPERIENCE ABROAD

Korle-Bu Teaching Hospital, Accra, Ghana*October 2017*

- Participated in two-week resident teaching elective with New York University faculty and child fellow
- Taught lectures to junior and senior medical students on their psychiatry clerkships
- Coordinated with University of Ghana medical student representatives to create a medical student psychiatry interest group

American University of Beirut, Beirut, Lebanon*October 2014*

- Funded by \$3600 grant awarded by the Global Initiatives Department at Baylor College of Medicine
- Rotated in an inpatient psychiatric hospital and outpatient family medicine clinic at a refugee camp in Beirut, Lebanon to learn about mental health culture in Lebanon and among refugees
- Presented qualitative findings at the Baylor College of Medicine Global Health Symposium

PRESENTATIONS AND PUBLICATIONSPresentations:

Hernandez, S., Billups, D., Rizk, C., **Michael, S.**, & Idicula, S. (2015, October). Teaching Mental Health in Middle Schools: Two Initiatives Targeting Students in Two Urban Middle Schools. Poster presented at the meeting of American Academy of Pediatrics National Conference & Exhibition,

Washington, DC.

Michael, S. (2015, January). Psychiatry's Role in Global Health: Examining the Syrian Refugee Crisis. Poster presented at the meeting of Baylor College of Medicine Global Health Symposium.

Michael, S. & Ibe A. (2014, April). PEBBLES: Stepping Stones Toward Success. Poster presented at the meeting of Albert Schweitzer Fellowship Final Exhibition.

Raviv, T., Vargas Ocasio, B., Baker, S., Goldenthal, H., Rivera, C., Lee, J., & **Michael, S.** (2021, October). Development, Feasibility, and Acceptability of the Stress & Coping Toolkit. Presentation at 2021 Annual Conference on Advancing School Mental Health.

Publications:

Michael, S. Alone in Medicine. *Illinois Psychiatric Society Mind Matters*. 44. Summer 2020.

Michael, S., Chen, X., Raymond, E. & Capasso, R. Prevalence of and Preparedness to Address Inappropriate Sexual Behavior from Patients During Psychiatry Training: A Pilot Study. *Academic Psychiatry* 44, 21–25. August 2019.

Michael, S. "Rethinking Disability: Value in Human Difference." Voices in Solidarity: Six Friends Reaching for Healing Across the World. *The International Center for Ethics, Justice and Public Life*. December 2011.