**TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER. EL PASO**

Paul L. Foster School *of* Medicine

**CHAIR:**

Dr. Maureen Francis, MD, MACP, MS-HPEd

**VOTING MEMBERS:**

Dale Quest, PhD; Colby Genrich, MD; Fatima Gutierrez, MD; Patricia Ortiz, MD; Jessica Chacon, PhD; Khanjani Narges, MD, PhD; Munmun Chattopadhyay, PhD; Marwaha Komal, MD, PhD

**EX-OFFICIO:**

Lisa Beinhoff, PhD; Martin Charmaine, MD; Tanis Hogg, PhD; Jose Lopez; Neha Sehgal, DO

**STUDENT REPRESENATIVES:**

MS1 (Voting-Pending); MS1 (Ex Officio-Pending); Lee Spencer MS2 (Voting); Samuel Aldous MS2 (Ex Officio); Katherine Asmis MS3 (Voting); Joshua Salisbury MS3 (Ex Officio); Rowan Sankar MS4 (Voting); Nikolas Malize MS4 (Ex Officio)

**INVITED/GUESTS:**

Thwe Htay, MD, Priya Harindranathan, PhD

| REVIEW AND APPROVAL OF MINUTES |
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| Minutes Attached |
| **ANNOUNCEMENTS** |
| **Presenter(s): Dr. Francis** |
| **ITEMS FROM STUDENT REPRESENTATIVES** |
| **Presenter(s): Students** |
| **ITEM I LCME Element 1.1 – Table Updates** |
| **Presenter(s): Dr. Francis** |
| **ITEM II CBSE Timeline** |
| **Presenter(s): Dr. Hogg** |
| **ITEM III SARP Syllabus Updates** |

**Presenter(s): Dr. Hogg**

**ITEM IV Alternate Experiences for Required Patient Encounters/Procedures**

**Presenter(s): Dr. Sehgal**

**ITEM V: Policy Updates**

**Presenter(s): Dr. Francis**
- o Non-Involvement of Providers of Student Health Services in Student Assessment (12.5)
- o Oversight of Extramural Electives (11.3)
- o Technical Standards for Admission, Retention, and Graduation
- o Course Evaluation & Reporting
- o Sub-Committee on Evaluation of Education Programs

**ADJOURN**

**Meeting adjourned:**

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**CEPC Monthly Meeting Minutes**
**5:00 PM - 6:30 PM**
**8/12/2024**

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**MEMBERS IN ATTENDANCE:**

Charmaine Martin; Colby Genrich; Dale Quest; Fatima Gutierrez; Jessica Chacon; Jose Lopez; Samuel Aldous; Katherine Asmis; Lisa Beinhoff; Maureen Francis; Munmun Chattopadhyay; Narges Khanjani; Neha Sehgal; Patricia Ortiz; Tanis Hogg

**MEMBERS NOT IN ATTENDANCE:**

Komal Marwaha; Lee Spencer; Joshua Salisbury; Nikolas Malize; Rowan Sankar

**PRESENTERS/GUESTS IN ATTENDANCE:**

Thwe Htay; Nathan Holland

**INVITED/GUESTS NOT IN ATTENDANCE:**

Priya Harindranathan

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**CEPC 08/12/2024**

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| REVIEW AND APPROVAL OF MINUTES | |
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| **Dr. Francis** | Having met quorum, the meeting minutes from the July 08, 2024 meeting were voted on and approved as presented. |
| | Dr. Quest moves the motion for approval. |
| | Dr. Genrich seconds the motion. |
| | No objections: Motion was approved. |
| **ITEMS FROM STUDENT REPRESENTATIVES** | |
| **MS1/MS2/MS3/MS4** | o MS1: Roles to be filled soon |
| | o MS2: Samuel Aldous noted that students are very receptive to the new anatomy format. The only area that might need improvement is the organization of the TA stations and assignments. Additionally, TAs should make sure they cover all the important content so students do not miss anything. Dr. Francis thanked the student for raising concern at the start of the unit, and Dr. Hogg took note to address the issue promptly for immediate improvement. |
| | o MS3: Katherine Asmis raised a concern about the Elantra system, stating that op logs, assignments, the number of required evaluations, etc., are not updated for several clerkships. Dr. Seghal promptly invited a student to meet and thoroughly review these discrepancies together. Additionally, Katherine raised concern that the students have been receiving their ED schedules at the last minute. Dr. Sehgal stated that she would speak with the scheduling coordinator to address this issue and explore ways to improve the process. |
| | o MS4: not present |
| **ITEM I: ITEM I LCME Element 1.1 – Table Updates** | |

**Presenter(s):  Dr. Francis**

LCME Element 1.1 – Table Overview
*Please see attached report

Dr. Francis stated that the table is required by the LCME and emphasized that the committee's next step is to ensure that the monitoring of the listed items is taking place. She explained that many of these elements are already tracked by other groups, such as the LCME Leadership Advisory Group and through other channels. The goal is to ensure that curriculum-related standards, which are explicitly addressed in phase reviews and annual reports, are closely monitored by the committee as part of the established practice. She emphasized that this agenda item was shared as a reminder of the standardized practices required by accreditation, as reflected in the table.

| ITEM II: CBSE Timeline |
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**Presenter(s): Dr. Hogg**

**NBME CBSSA & CBSE**
*Please see attached report

Dr. Hogg said that the goal of his presentation is to show the improved process for Step 1 preparation. He explained that the NBME offers two assessments, the CBSSA and the CBSE, which simulate USMLE Step 1, and highlighted their similarities and differences. He showed how these exams were administered last year in AY 2023-24 (slide 3). He pointed out that the concerns raised by students at this committee about taking these two CBSE exams early in the curriculum would exhaust their opportunities to achieve passing scores after completing their full course of study. In response, Dr. Francis and Dr. Hogg met with the NBME representatives and developed a new, robust system. Hence, instead of taking two CBSE exams early in the curriculum, students will now have the option to use the CBSSA (proposed schedule for AY 2024-25 – slide 4).

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In summary, students will have 4 CBSSA exams and can choose up to 5 CBSE dates out of 6 offered, with a two-week interval between each. He emphasized that students are encouraged to take as many CBSSA exams as possible, even if they achieve the passing score of 63 and become eligible for Step 1. Dr. Hogg stressed out that our school has established a passing score of 63 for Step 1 eligibility. However, due to the risk of failing Step 1, he concluded, the NBME recommends students aim for a score of 69 or higher, ideally in the seventies, to ensure a stronger performance.

**Decision:**

Dr. Quest moves the motion for approval.
Dr. Khanjani seconds the motion.
No objections: Motion was approved.

## ITEM III: SARP Syllabus Updates

**Presenter(s): Dr. Holland**

*Please see attached report

Dr. Holland presented minor changes to the SARP syllabus. He conveyed that last year, students who were applying for residency, requested additional time for the submission of progress and final reports. Therefore, the faculty proposed to give them an additional month.

**Decision:**

Dr. Chattopadhyay moves the motion for approval.
Dr. Khanjani seconds the motion.
No objections: Motion was approved.

## ITEM IV: Alternate Experiences for Required Patient Encounters/Procedures

**Presenter(s): Dr. Sehgal**

*Please see attached report

Dr. Sehgal explained that her presentation is related to the LCME 6.2 Required Clinical Experiences element. She noted that, traditionally, if students did not complete the OpLog, they would need to complete

alternative assignments. Consequently, a comprehensive list of prospective alternative assignments for all OpLog requirements was gathered by the clerkship directors and coordinators. The proposal is to incorporate this into the curriculum for the next academic year.

**Decision:**

Members agreed that this agenda item should be sent out for an asynchronous and electronic vote, so they could review the comprehensive list of alternative assignments. This agenda item was approved by the electronic vote.

## ITEM V: Policy Updates

**Presenter(s): Dr. Francis**

Dr. Francis presented the new policy, titled *Non-Involvement of Providers of Student Health Services in Student Assessment*, which is related to the LCME 12.5.  *Please see attached report

- o She highlighted that the core principle of this policy is that healthcare providers who treat students as patients should not have any influence on the students' academic assessment or progress. Dr. Francis concluded that this practice was already outlined in the handbook, but the goal is to formalize it as an official policy.
- o After a short discussion, members agreed to add a rule stating that if a student is involved in the care of a faculty member, resident, or other healthcare provider, that person must recuse themselves from any decisions about the student's academic progress.

Dr. Ortiz moves the motion for approval.
Dr. Quest seconds the motion.
No objections: Motion was approved.

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Dr. Francis presented the new policy titled *Oversight of Extramural Electives*, which was also included in the handbook but had not been formalized as an official policy before the CEPC. \*Please see attached report

- o She highlighted three pathways that students in their fourth year can take in order to apply for away rotations. In addition, she explained that students must follow certain guidelines to receive their credit for away rotations and that this requirement is based on the length of the elective. She noted that the start dates of away rotations vary across different institutions, which is why students have 16 weeks of flexible time in their fourth year to plan. Dr. Martin mentioned that affiliation agreements sometimes require several months to be fully executed between institutions. Members agreed to add this language to the policy.

Dr. Genrich moves the motion for approval.
Dr. Quest seconds the motion.
No objections: Motion was approved.

Dr. Francis presented the *Technical Standards for Admission, Retention, and Graduation* policy.  \*Please see attached report

- o She noted that this policy was reviewed last year, but the Office of Accessibility Services had an additional suggestion. She emphasized the section where incoming students are strongly encouraged to submit accommodation requests at least 30 days before the start of their first semester. In addition, she noted that the new monitoring is based on LCME requirements. Students will have to attest to the policy every year.

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Dr. Khanjani moves the motion for approval.
Dr. Quest seconds the motion.
No objections: Motion was approved.

Sub-Committee on Evaluation of Education Programs had a minor change related to a title change within its composition.

Dr. Quest moves the motion for approval.
Dr. Chattopadhyay seconds the motion.
No objections: Motion was approved.

Due to time constraints, the Course Evaluation & Reporting policy was sent for an asynchronous and electronic vote along with alternative assignments for all OpLog list. Both items were approved.  *Please see attached reports

**ADJOURN**

Meeting adjourned at 6:30 PM

**Table 1 – PLFSOM LCME Monitoring Timing, Metrics and Reporting**

| # | Elements that are Monitored | Timing of Monitoring | Data Source(s) Used to Monitor the Element | Individual(s)/Group(s) Receiving the Results | Individual/Group Responsible for Taking Action |
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| 1.1 | Strategic Planning and Continuous Quality Improvement | Annually | For educational program continuous quality improvement and accreditation:<br>• Office of Medical Education Continuous Quality Improvement Initiatives Tracking SharePoint Page<br>• Office of Medical Education (OME) Element Monitoring Schedule<br>For the school's strategic plan:<br>• PLFSOM Strategic Plan and Strategic Plan 'Scorecard'<br><br>• | For educational program continuous quality improvement and accreditation:<br>• TTUHSC El Paso Vice President for Academic Affairs<br>• Office of Institutional Research and Effectiveness<br>For the school's strategic plan:<br>• PLFSOM Associate Dean for Medical Education<br>• PLFSOM Faculty Council | For educational program continuous quality improvement and accreditation compliance:<br>• PLFSOM Associate Dean for Medical Education<br>• The PLFSOM Curriculum and Educational Policy Committee (CEPC)<br>For the school's strategic plan:<br>• Responsibilities are assigned by element in the plan scorecard maintained in the TTUHSC El Paso *PLFSOM Office of Medical Education and OIRE* |
| 1.2 | Conflict of Interest Policies | Varies, as indicated in each related operating policy or, otherwise, every 3 years<br>For research:<br>• HSCEP OP 73.14 Research Compliance (reviewed every- | For research:<br>• Conflict of Interest Training/Credentialing logs<br>• Institutional Conflict of Interest in Research Committee minutes<br>• Required financial | For research:<br>• Institutional Research Compliance Officer (RCO)<br>• Institutional Conflict of Interest in Research Committee<br>For private interests of | For research:<br>• Institutional Research Compliance Officer (RCO)<br>• Institutional Research Compliance Committee (RCC)<br>• Institutional Conflict of |

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| | | other-year by the Managing Director of the Office of Research, the Institutional Compliance Officer, and the Vice President for Research)<br>• HSCEP OP 73.09 Financial Conflicts of Interest in Research (reviewed every-other-year by the Chair of the Conflict of Interest in Research Committee, the Managing Director of the Office of Research and the Vice President for Research of their designee)<br>For private interests of faculty with academic /teaching responsibilities:<br>• HSCEP OP 52.01 Institutional Compliance Plan (reviewed annually by the Institutional Compliance Committee/ICC)<br>For interest in commercial support of continuing | disclosure submissions<br>For private interests of faculty with academic /teaching responsibilities:<br>• Conflict of Interest Training/Credentialing logs<br>• Required financial disclosure submissions<br>For interest in commercial support of continuing medical education:<br>• Conflict of Interest Training/Credentialing logs<br>• Required conflict of interest disclosure submissions | faculty with academic /teaching responsibilities:<br>• Vice President for Institutional Compliance & Institutional Compliance Officer<br>• Institutional Compliance Committee (ICC)<br>For interest in commercial support of continuing medical education:<br>• Senior Director for Continuing Medical Education<br>• PLFSOM Associate Dean for Faculty Affairs | Interest in Research Committee<br>For private interests of faculty with academic /teaching responsibilities:<br>• Vice President for Institutional Compliance & Institutional Compliance Officer<br>• Institutional Compliance Committee<br>For interest in commercial support of continuing medical education:<br>• PLFSOM Associate Dean for Faculty Affairs<br>• PLFSOM Committee on Continuing Medical Education |

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| | | medical education:<br>• See continuing medical education policies and related resources posted at: https://elpaso.ttuhsc.edu/cme/eventplanning/default.aspx<br>• HSCEP 10.05 Conflict of Interest and Commitment Policy<br><br>Provides guidelines on Texas Tech University (TTU) System and TTUHSC El Paso conflict of interest policies and to protect the ethical and civic responsibilities of the university and its mission | | | |
| 1.3 | Mechanisms for Faculty Participation | 3 year review cycle | • PLFSOM Faculty Bylaws reviews<br>• PLFSOM Standing Committee Rosters<br>• PLFSOM Faculty Council meeting agendas and minutes<br>• PLFSOM General faculty meeting agendas and minutes<br>• PLFSOM Annual Faculty Governance Retreat summaries<br>• PLFSOM Curriculum and Educational Policy Committee | • PLFSOM Associate Dean for Faculty Affairs/TTUHSC El Paso Vice President for Faculty Success<br>• PLFSOM Associate Dean for Medical Education<br>• PLFSOM Curriculum and Educational Policy Committee | • PLFSOM Associate Dean for Faculty Affairs/TTUHSC El Paso VP for Faculty Success<br>• PLFSOM Faculty Council<br>• PLFSOM Associate Dean for Medical Education<br>• PLFSOM Curriculum and Educational Policy Committee |

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| | | | <br>• AAMC Standpoint Survey | • PLFSOM Faculty Council | |
| 1.4 | Affiliation Agreements | Annually | • Affiliation Agreements<br>• Contracting Office Reports<br>• Office of Medical Education Affiliation Agreement Tracking SharePoint Page | • Associate Dean for Student Affairs<br>• Associate Dean for Medical Education<br>• Managing Director, TTUHSC El Paso Contracts Department | • Associate Dean for Student Affairs<br>• Associate Dean for Medical Education<br>• Managing Director, TTUHSC El Paso Contracts Department |
| 1.5 | Bylaws | 3 year review cycle | • Faculty Bylaws reviews<br>• Faculty Council Meeting Minutes | • Associate Dean for Faculty Affairs<br>• PLFSOM Faculty Council<br>• PLFSOM faculty Council Steering Committee<br>• Faculty Council President | • Faculty Council<br>• Faculty Council Steering Committee<br>• Faculty Council President<br>• PLFSOM Dean<br>• TTUHSC El Paso President |
| 1.6 | Eligibility Requirements | For program level accreditation:<br>• 3 Year Cycle for Full Curriculum Review<br>• LCME accreditation surveys ordinarily occur every 8 years<br>For institutional accreditation:<br>• Annual institutional effectiveness cycle | For program level accreditation:<br>• LCME Accreditation survey and monitoring outcomes<br>• PLFSOM Curriculum and Educational Policy Committee curriculum review process outcomes (as documented in minutes and attached reports)<br>For institutional accreditation:<br>• SACSCOC Accreditation reaffirmation outcomes<br>• TTUHSC El Paso Institutional Effectiveness cycle and | For program level accreditation:<br>• PLFSOM Associate Dean for Medical Education<br>• PLFSOM Curriculum and Educational Policy Committee<br>For institutional accreditation:<br>• TTUHSC El Paso Vice President for Academic Affairs<br>• TTUHSC El Paso Sr. Managing Director, Office of Institutional Research and Effectiveness | For program level accreditation:<br>• PLFSOM Dean<br>• PLFSOM Associate Dean for Medical Education<br>• PLFSOM Curriculum and Educational Policy Committee<br>For institutional accreditation:<br>• TTUHSC El Paso President<br>• TTUHSC El Paso Vice President for Academic Affairs<br>• TTUHSC El Paso Council of |

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| | | • SACSCOC reaffirmation ordinarily conducted every 10 years | outcomes | • TTUHSC El Paso Council of Institutional Research and Effectiveness (CIRE)<br>• TTUHSC El Paso Academic Council | Institutional Research and Effectiveness (CIRE)<br>• TTUHSC El Paso Academic Council |
| 2.1 | Administrative Officer & Faculty Appointments | Ongoing/continuous operational responsibility | • Reports on faculty and leadership hiring, retention and attrition at annual PLFSOM strategic plan updates<br>• HSCEP OP 10.14, Appointments to Academic Administrative Positions | • President (for dean)<br>• Dean and associated deans (for senior administrative staff)<br>• Associate Dean for Faculty Affairs/Vice President for Faculty Success (for faculty)<br>• PLFSOM Committee on Faculty Appointments, Promotion, Tenure and Comprehensive Performance Appraisal (for faculty) | • President<br>• Dean<br>• Associate Dean for Faculty Affairs/Vice President for Faculty Success<br>• PLFSOM Committee on Faculty Appointments, Promotion, Tenure and Comprehensive Performance Appraisal<br>• PLFSOM Faculty Council (for any issues pertaining to modification of the faculty bylaws) |
| 2.2 | Dean's Qualifications | Ongoing/continuous operational responsibility (with annual reviews) | • Dean's current curriculum vitae<br>• Dean's performance conference with the TTUHSC El Paso President (if the Dean is also the President, then the evaluation is by the Chancellor of the Texas Tech University System, with review and approval by the | • TTUS Chancellor (when dean is also president)<br>• TTUHSC El Paso President | • TTUS Chancellor (when dean is also president)<br>• TTUHSC El Paso President (*see FSOM Bylaws Article VII*) |

**Commented [BR2]:** See HSCEP OP 10.14 section 4.b (last paragraph of this section)

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| | | | Board of Regents) | | |
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| 2.3 | Access and Authority of the Dean | Ongoing/continuous operational responsibility (with annual reviews) | • Organizational Charts<br>• HSCEP OP 10.14, Appointments to Academic Administrative Positions<br>• PLFSOM Faculty Bylaws<br>• Resource Allocation<br>• AAMC StandPoint Survey | • President and dean (*until separate dean named*)<br>• Vice president of academic affairs (*Provost equivalent*)<br>• Associate dean for faculty Affairs/ vice president for faculty success | • President & dean (*until separate Dean named*)<br>• Associate dean for faculty affairs/vice president for faculty success<br>• PLFSOM Faculty Council |
| 2.4 | Sufficiency of Administrative Staff | Ongoing/continuous operational responsibility (with annual reviews) | • AAMC Graduation Questionnaire (GQ) & AAMC Year 2 Questionnaire (Y2Q)<br>• Office of Institutional Research and Effectiveness (OIRE) Student & Faculty Annual Surveys<br>• Administrative Staffing & Interim Roles<br>• Faculty Offer Letters | • The dean<br>• Vice President of Academic Affairs<br>• Associate Dean for Faculty Affairs/Vice President for Faculty Success | • The Dean<br>• Associate Dean for Faculty Affairs/Vice President for Faculty Success |
| 3.1 | Resident Participation in Medical Student Education | 3 Year Cycle - Clerkship Review | • Graduation Questionnaire<br>• Required clinical site list w/ percent residents who teach/supervise<br>• Graduate Medical Education (GME) Internal Resident Survey | • Curriculum and Educational Policy Committee<br>• Assistant Dean for Clinical Instruction<br>• Associate Dean for Graduate Medical Education<br>• Clerkship Phase Curriculum Committee | • Assistant Dean for Clinical Instruction |

**Commented [BR3]:** See TTUS Regents' Rules 02.03.04

**Commented [KA4]:** Q17a, 17c, 17d, 17e

**Commented [BR5]:** Referring to the annual PLFSOM strategic plan and TTUHSC El Paso strategic plan reviews/updates.

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| 3.2 | Community of Scholars/Research Opportunities | 3 Year Cycle Pre-Clerkship Review | • GQ & Y2Q<br>• OIRE Student & Faculty Annual Satisfaction Surveys<br>• Student Scholarly Activity and Research Program Annual Report<br>• Faculty Development Programs for Research & Grants | • Vice President for Research/ Associate Dean for Research Associate Dean for Faculty Development<br>• Assistant Dean for Basic Science Instruction | • Assistant Dean for Basic Science Instruction |
| 3.3 | Diversity/Pipeline Programs & Partnerships | Annually | • Admissions Reports: Pipeline, Recruitment, & Applications<br>• OIRE Student Enrollment Reports<br>• Human Resources/OIRE Faculty Roster Reports<br>• Department Faculty Capture Survey (OME)<br>• Institutional Operational Policies & Procedures<br>• GQ & Y2Q<br>• Bi-annual Campus Climate Survey | • Associate Dean for Admissions<br>• Associate Vice President for Outreach<br>• OIRE<br>• Vice President for Academic Affairs?<br>• LCME Leadership Advisory Group | • Associate Dean for Admissions |
| 3.4 | Anti-Discrimination Policy | 2 Year Cycle | • Institutional Operating Policies & Procedures HSCEP OP 51.02, Non-Discrimination and Anti-Harassment Policy, and 51.03<br>• Texas Tech University System Regulation 07.06 and 07.10<br>• Title IX Training Reports | • Vice President – Human Resources<br>• Vice President for Academic Affairs<br>• Associate Dean for Faculty Affairs/Vice President for Faculty Success | • Texas Tech University System (TTUS) Office of Equal Opportunity (OEO)<br>• TTUHSC El Paso Title IX Coordinator<br>• |

Commented [FM6]: Add TTUHSC EP and TTU polices as evidence in appendix

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| | | | <ul><li>Student Handbook</li><li>Student Affairs Training Programs</li><li>Annual Security Report</li><li>AAMC Standpoint Survey</li></ul> | | |
| 3.5 | Learning Environment/ Professionalism | Annually | <ul><li>Course & Clerkship Evaluations</li><li>Y2Q & GQ reports</li><li>Student Faculty Evaluations</li><li>Mistreatment reports</li><li>Learning Environment Report</li><li>Educational Program Policies – Pre- Clerkship Phase Student Attendance and Participation Policy</li><li>Professional expectations clerkship phase</li><li>Clerkship "needs improvement" report</li></ul> | <ul><li>Curriculum and Educational Policy Committee</li><li>Associate Dean for Student Affairs</li><li>Associate Dean for Medical Education</li><li>Vice President for Academic Affairs</li><li>Committee on Student Affairs</li></ul> | <ul><li>Associate Dean for Student Affairs</li><li>Associate Dean for Medical Education</li></ul> |
| 3.6 | Student Mistreatment | Annually | <ul><li>Course & Clerkship Evaluations</li><li>Y2Q & GQ reports</li><li>Student Faculty Evaluations</li><li>Learning Environment Report</li><li>Mistreatment reports</li></ul> | <ul><li>Curriculum and Educational Policy Committee</li><li>Committee on Student Affairs</li><li>Associate Dean for Student Affairs</li><li>Associate Dean for Medical Education</li></ul> | <ul><li>Associate Dean for Student Affairs/Assistant Dean for Student Affairs</li><li>Associate Dean for Medical Education</li></ul> |
| 4.1 | Sufficiency of Faculty | Annually | <ul><li>Faculty Roster</li><li>AAMC Faculty/Student Ratio Benchmarks</li><li>Annual Faculty Recruitment and Attrition Reports</li><li>Faculty Appointment letters</li></ul> | <ul><li>Vice President for Academic Affairs</li><li>Associate Dean for Faculty Affairs/ Vice President for</li></ul> | <ul><li>Associate Dean for Faculty Affairs/ Vice President for Faculty Success</li></ul> |

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| | | | • Clinical Capacity Assessments by Clerkship<br>• AAMC StandPoint Survey | Faculty Success<br>• Associate Dean for Medical Education<br>• Vice President for Outreach and Community Engagement<br>• Clerkship Phase Committee | |
| 4.2 | Faculty Appointment Policies | 3 Year Cycle | • TTUSHC EP Operating Policy 60.01 and 60.09<br>• Guidelines for PLFSOM Faculty Appointment, Promotion, and Tenure<br>• Templates of Letter of Offer for Faculty Appointment, Physician Employment Agreement and Annual Non-Tenure Track Faculty Memorandum of Reappointment<br>• AAMC StandPoint Survery | • Associate Dean for Faculty Affairs<br>• PLFSOM Academic Council | • Associate Dean for Faculty Affairs/ Vice President for Faculty Success |
| 4.3 | Scholarly Productivity | Annually | • Office of Research faculty dashboards<br>• Guidelines for Faculty Appointment, Promotion, and Tenure<br>• Department reports<br>• Watermark data base<br>• Bibliographic retrieval<br>• Office of Faculty Development Publications webpage | • Associate dean for faculty affairs/vice president for faculty success<br>• Interim associate dean for faculty development<br>• Vice president for research<br>• Department chairs | • Department chairs<br>• Vice president for research<br>• Associate Dean for Faculty Affairs/ Vice President for Faculty Success |
| | | | • TTUSHC EP Operating Polices | • Associate Dean for Faculty Affairs/VP for Faculty Success | • Associate Dean for Faculty Affairs/VP for Faculty Success |

| | | 3 Year Cycle | • Faculty Evaluations by the department chairs<br>• Faculty UME Teaching Evaluation Dashboard<br>• AAMC StandPoint Survey | • Associate Dean for Medical Education<br>• Department Chairs<br>• Vice President for Academic Affairs | |
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| 4.4 | Feedback to Faculty | | | | |
| 4.5 | Faculty Professional Development | 3 Year Cycle | • Faculty Development Program Calendar<br>• Faculty Development Program Participation & Evaluations Reports<br>• AAMC StandPoint Survey<br>• Office of Continuing Professional Education activity surveys | • Interim Associate Dean for Faculty Development<br>• Relevant Assistant Dean for Medical Education (Basic Science or Clinical Instruction) | • Interim Associate Dean for Faculty Development |
| 4.6 | Responsibility for Medical School Policies | Annually | • Faculty Bylaws<br>• Faculty Council Meeting Minutes<br>• Educational Program Policies<br>• Curriculum and Educational Policy Committee Minutes<br>• Academic Council Meeting Minutes (for institutional policies) | • Faculty Council<br>• Curriculum and Educational Policy Committee<br>• Academic Council (for institutional policies) | • Associate dean for faculty affairs/vice president for faculty success<br>• Vice president for academic affairs<br>• Associate dean for medical education |
| 5.1 | Adequacy of Financial Resources | Annually | • LCME Part 1-A Annual Financial Questionnaire<br>• PLFSOM Revenue & Expenditure Summary<br>• TTUHSC EP Operating Policies – Budget & Deferred Maintenance<br>• Independent Audit Report<br>• Annual Financial Report | • Associate Dean for Finance and Administration<br>• Vice President for Academic Affairs | • Associate Dean for Finance and Administration |

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Commented [KA10]: 19c, 22, 23, 24, 25, 26a

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| 5.2 | Dean's Authority/Resources | 3 Year Cycle | • LCME Part 1-A Annual Financial Questionnaire<br>• PLFSOM Revenue & Expenditure Summary<br>• Board of Regents Rules & Meeting Minutes - Tuition & Fee Approval | • Associate Dean for Office of Finance and Administration<br>• Vice President for Academic Affairs | • Associate Dean for Office of Finance and Administration |
| 5.3 | Pressures For Self-Financing | Annually | • LCME Part 1-A Annual Financial Questionnaire<br>• TTUHSC EP & PLFSOM Strategic Plans<br>• Board of Regents Rules & Meeting Minutes – Tuition & Fee Approval | • Vice President for Finance and Administration<br>• Vice President for Academic Affairs | • Vice President for Finance and Administration<br>• Vice President for Academic Affairs |
| 5.4 | Sufficiency of Buildings and Equipment | Annually | • TTUHSC El Paso State Space Inventory & Space Utilization Reports<br>• Classroom Scheduling User Group Space Utilization Reports & Meeting Minutes<br>• Course & Clerkship Evaluation Reports | • Classroom Scheduling User Group<br>• Academic Council<br>• Vice President for Academic Affairs | • Vice President for Academic Affairs |
| 5.5 | Resources For Clinical Instruction | 3 Year Cycle - | • Clinical Teaching Site Inventory<br>• Clerkship Capacity Reports<br>• Year 3/4 Committee Meeting Minutes | • Associate Dean for Medical Education<br>• Assistant Dean for Clinical Instruction<br>• Curriculum & Educational Policy Committee<br>• Vice President for Academic Affairs | • Assistant dean for clinical instruction<br>• Associate dean for medical education |

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| 5.6 | Clinical Instructional Facilities/Information Resources | Annual | • Clinical Teaching Site Inventory<br>• Clerkship Evaluations | • Curriculum & Educational Policy Committee<br>• Associate dean for student affairs<br>• Associate dean for medical education<br>• Assistant dean for clinical instruction | • Assistant dean for clinical instruction |
| 5.7 | Security, Student Safety, and Disaster Preparedness | 3 Year Cycle | • OIRE Student Satisfaction Survey<br>• TTUHSC EP Operating Policies<br>• Safety Services Trainings & Compliance Reports<br>• TTUHSC EP Safety Manuals<br>• Student Orientation Presentations/Materials<br>• Annual Security & Fire Safety Report | • Office of Safety Services<br>• Vice President for Academic Affairs | • Senior Director, Safety Services |
| 5.8 | Library Resources / Staff | 3 Year Cycle | • Medical School Library Resources & Space<br>• Library Organization Chart<br>• OIRE Faculty and Student Satisfaction Surveys<br>• Y2Q & GQ<br>• Faculty Bylaws | • Academic Council<br>• Vice President for Academic Affairs<br>• Managing Director, Library | • Managing Director, Library |
| 5.9 | Information Technology (IT) Resources/Staff | 3 Year Cycle | • Y2Q & GQ<br>• OIRE Student Satisfaction Survey<br>• Information Technology Organization Chart<br>• IT Academic Training | • Academic Council<br>• Vice President for Academic Affairs<br>• Assistant Managing Director of Institutional Assessment and | • Vice President for Information Technology<br>• Assistant Vice President for Technology Services<br>• IT Academic Support Committee |

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| | | | Evaluation Survey<br>• IT Project Ticketing System Reports | Accreditation \| Office of Institutional Research and Effectiveness<br>• Vice President for Information Technology<br>• Assistant Vice President for Technology Services<br>• Associate Managing Director-Technology Services \| Information Technology<br>• IT Academic Support Committee<br>• Managing Director-Network Operations | |
| 5.10 | Resources Used By Transfer/Visiting Students | 3 Year Cycle - | • Admissions Policy<br>• Enrollment Reports<br>• Visiting Student Application Service Report<br>• Transfer and admission data<br>• Clinical capacity assessment | • Assistant Dean for Clinical Instruction<br>• Associate Dean for Student Affairs<br>• Associate Dean for Admissions<br>• Clerkship Phase Committee<br>• Curriculum and Educational Policy Committee | • Associate dean for admissions<br>• Associate dean for medical education<br>• Associate dean for student affairs |
| 5.11 | Study Lounge/Storage Space/ Call Rooms | 3 Year Cycle - | • Y2Q & GQ<br>• OIRE Student Satisfaction Survey<br>• Clinical Teaching Site Inventory<br>• TTUHSC EP State Space Inventory Report<br>• PLFSOM Locker Inventory<br>• UMC walk rounds | • Committee on Student Affairs<br>• Associate Dean for Student Affairs<br>• Associate Dean for Medical Education<br>• Vice President for Academic Affairs<br>• Assistant Vice President for Student Services & | • Associate Dean for Student Affairs<br>• Associate Dean for Medical Education<br>• Assistant Vice President for Student Services & Student Engagement |

| | | | | Student Engagement | |
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| 5.12 | Required Notifications to the LCME | Annually | • Admitted & Enrolled Student Reports<br>• OME LCME Communications Log<br>• LCME Standards, Publications, & Notification Forms Website<br>• Office of Medical Education website | • Associate Dean for Medical Education | • Associate Dean for Medical Education |
| 6.1 | Program and Learning Objectives | Annually | • Curriculum & Educational Policy Committee Meeting Minutes & Annual Approval of Educational Program Goals & Objectives (PGOs)<br>• Documented Processes on informing the UME community of expectations based on PGOs<br>• PGO Mapping Report<br>• Phase Review Cycle Reports<br>• Office of Evaluation Annual Report | • Curriculum & Educational Policy Committee<br>• Pre-clerkship Phase Curriculum Committee<br>• Clerkship Phase Curriculum Committee | • Curriculum & Educational Policy Committee<br>• Associate dean for medical education |
| 6.2 | Required Clinical Experiences | Annually | • Online Patient Log Requirement Report By Clerkship<br>• Clerkship Comparability Report<br>• Clerkship Phase Curriculum Committee Meeting Minutes<br>• Curriculum & Educational Policy Committee Meeting Minutes<br>• Clerkship Phase Review Outcomes | • Clerkship Phase Committee<br>• Curriculum & Educational Policy Committee | • Curriculum & Educational Policy Committee<br>• Assistant dean for clinical instruction |

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| 6.3 | Self-Directed and Life-Long Learning | 3 Year Cycle | • Curriculum Management System Reports:<br><br>  • Self-Directed Learning Activities Report<br>  • Pre-clerkship and clerkship phase review outcomes | • Curriculum & Educational Policy Committee<br>• Pre-Clerkship Phase Curriculum Committee<br>• Clerkship Phase Curriculum Committee | • Assistant dean for clinical instruction<br>• Assistant dean for basic science instruction<br>• Curriculum & Educational Policy Committee |
| 6.4 | Inpatient / Outpatient Experiences | 3 Year Cycle | • Clerkship Phase Review Outcomes<br>• Clerkship Site Placement Data<br>• Clerkship Evaluation Reports | • Curriculum & Educational Policy Committee<br>• Clerkship Phase Curriculum Committee | • Assistant dean for clinical instruction<br>• Curriculum & Educational Policy Committee |
| 6.5 | Elective Opportunities | 3 Year Cycle | • Banner Student (Cognos) Registration Reports<br>• AAMC Graduation Questionnaire<br>• Clerkship Elective Evaluation Report<br>• Clerkship Away Rotation Evaluation Report | • Curriculum & Educational Policy Committee<br>• Clerkship Phase Curriculum Committee | • Assistant dean for clinical instruction<br>• Curriculum & Educational Policy Committee |
| 6.6 | Service-Learning/Community Service | 3 Year Cycle | • GQ<br>• Student Satisfaction with Service Learning & Community Service Opportunities<br>• 100 Hour Club Report<br>• Service Learning Committee & Meeting Minutes | • Service Learning Committee<br>• LCME Leadership Advisory Group<br>• Vice President for Academic Affairs<br>• Vice President for Outreach and Community Engagement | • Vice President for Outreach and Community Engagement |
| | Academic | | • Interprofessional Educational (IPE) Activities<br>• IPE Curriculum Committee and | • Vice President for Academic Affairs | • IPE Council<br>• Managing Director, |

| | | | Meeting Minutes | • Office of Medical | Office of |
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| 6.7 | Environments | 3 Year Cycle | • Continuing Medical Education<br>• TTUHSC EP Academic Programs | Education<br>• Academic Council<br>• Office of IPE | Interprofessional<br>Education |
| 6.8 | Education Program Duration | 3 Year Cycle | • PLFSOM Academic Calendars<br>• Official TTUHSC EP Calendars | • Curriculum and Educational Policy Committee | • Associate dean for medical education<br>• Curriculum and Educational Policy Committee |
| 7.0 | Curricular Content | Annually | • AAMC Graduation Questionnaire<br>• AAMC Resident Residency Readiness Survey<br>• ACGME Milestone Data for Graduates | • Curriculum & Educational Policy Committee<br>• Clerkship Phase Committee<br>• Pre-clerkship Phase Committee | • Associate dean for medical education<br>• Curriculum & Educational Policy Committee |
| 7.1 | Biomedical, Behavioral, Social Sciences | 3 Year Cycle | • Curriculum Management System Reports<br>• AAMC Year 2 Questionnaire<br>• AAMC Graduation Questionnaire<br>• Curriculum & Educational Policy Committee Curriculum Review Cycle Phase Outcomes<br>• Office of Evaluation Annual Report<br>• LCME Annual Medical School Questionnaire (Topics Listing)<br>• AAMC SCOPE Report | • Curriculum & Educational Policy Committee<br>• Pre-Clerkship Phase Curriculum Committee<br>• Clerkship Phase Curriculum Committee<br>• Sub-committee on Evaluation of Educational Programs | • Assistant dean for basic science instruction<br>• Curriculum & Educational Policy Committee |
| | Organ Systems/Life | | • Curriculum Management System Reports<br>• AAMC Year 2 Questionnaire<br>• AAMC Graduation | • Curriculum & Educational Policy | • Assistant dean for clinical instruction<br>• Assistant dean for basic science instruction |

| | | | Questionnaire | Committee | • Curriculum & Educational Policy Committee |
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| 7.2 | Cycle/Prevention/ Symptoms/ Signs/Differential Diagnosis/ Treatment Planning | 3 Year Cycle | • Curriculum & Educational Policy Committee Curriculum Review Cycle Phase Outcomes<br>• Office of Evaluation Annual Report<br>• AAMC SCOPE Report<br>• Hot Topic & Keyword Curriculum Review<br>• Course and Clerkship Syllabi<br>• NBME Customized Exam Reports | • Pre-Clerkship Phase Curriculum Committee<br>• Clerkship Phase Curriculum Committee<br>• Committee on Evaluation of Educational Programs | |
| 7.3 | Scientific Method/Clinical/ Translational Research | 3 Year Cycle | • Curriculum Management System Reports<br>• AAMC Graduation Questionnaire<br>• Curriculum and Educational Policy Committee Curriculum Review Cycle Phase Outcomes<br>• AAMC SCOPE Report<br>• Scholarly Activity and Research Project (SARP) Outcomes Report<br>• Course & Clerkship Syllabi<br>• NBME Customized Exam Reports | • Pre- Clerkship Phase Curriculum Committee<br>• Clerkship Phase Curriculum Committee<br>• Curriculum and Educational Policy Committee<br>• LCME Leadership Advisory Group | • Assistant dean for basic science instruction<br>• Assistant dean for clinical instruction<br>• Curriculum and Educational Policy Committee |
| 7.4 | Critical Judgment/Problem-Solving Skills | 3 Year Cycle | • Curriculum Management System Reports<br>• Curriculum and Educational Policy Committee Curriculum Review Cycle Phase Outcomes<br>• Course & Clerkship Syllabi<br>• ExamSoft Reports<br>• NBME Customized Exam Reports<br>• NBME subject exam reports | • Pre- Clerkship Phase Curriculum Committee<br>• Clerkship Phase Curriculum Committee<br>• Curriculum and Educational Policy Committee | • Assistant dean for basic science instruction<br>• Assistant dean for clinical instruction<br>• Curriculum and Educational Policy Committee |

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| | | | • End of block and end of year OSCE reports | | |
| 7.5 | Societal Problems | 3 Year Cycle - | • Curriculum Management System Reports<br>• Curriculum and Educational Policy Committee Curriculum Review Cycle Phase Outcomes<br>• AAMC SCOPE Report<br>• Course & Clerkship Syllabi<br>• ExamSoft Reports<br>• NBME Customized Exam Reports | • Pre- Clerkship Phase Curriculum Committee<br>• Clerkship Phase Curriculum Committee<br>• Curriculum and Educational Policy Committee | • Assistant dean for basic science instruction<br>• Assistant dean for clinical instruction<br>• Curriculum and Educational Policy Committee |
| 7.6 | Cultural Competence and Health Care Disparities | 3 Year Cycle | • Curriculum Management System Reports<br>• Curriculum and Educational Policy Committee Curriculum Review Cycle Phase Outcomes<br>• AAMC SCOPE Report<br>• Course & Clerkship Syllabi<br>• ExamSoft Reports<br>• NBME Customized Exam Reports<br>• AAMC Graduation Questionnaire<br>• | • Pre- Clerkship Phase Curriculum Committee<br>• Clerkship Phase Curriculum Committee<br>• Curriculum and Educational Policy Committee<br>• LCME Leadership Advisory Group | • Assistant dean for basic science instruction<br>• Assistant dean for clinical instruction<br>• Curriculum and Educational Policy Committee |
| 7.7 | Medical Ethics | 3 Year Cycle | • Curriculum Management System Reports<br>• Templates w/Formative or Summative Assessment of Medical Ethics<br>• Assignment grading rubrics<br>• AAMC Graduation Questionnaire | • Pre- Clerkship Phase Curriculum Committee<br>• Clerkship Phase Curriculum Committee<br>• Associate Dean for Medical Education<br>• Curriculum and | • Assistant dean for basic science instruction<br>• Assistant dean for clinical instruction<br>• Curriculum and Educational Policy Committee |

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| | | | • Professionalism Card Reports | Educational Policy Committee | |
| 7.8 | Communication Skills | 3 Year Cycle | • Curriculum Management System Reports<br>• Curriculum and Educational Policy Committee Curriculum Review Cycle Phase Outcomes<br>• AAMC SCOPE Report<br>• Course & Clerkship Syllabi<br>• AAMC Graduation Questionnaire<br>• Clinical assessment Templates<br>• Other assessment forms/templates/ rubrics, including standardized patient checklists | • Pre- Clerkship Phase Curriculum Committee<br>• Clerkship Phase Curriculum Committee<br>• Curriculum and Educational Policy Committee | • Assistant dean for basic science instruction<br>• Assistant dean for clinical instruction<br>• Curriculum and Educational Policy Committee |
| 7.9 | Interprofessional Collaborative Skills | 3 Year Cycle | • IPE Activities<br>• Curriculum Management System Reports<br>• IPE surveys and evaluations<br>• Clinical assessment system templates<br>• Other Assessment Forms/Templates/ Rubrics | • Pre- Clerkship Phase Curriculum Committee<br>• Clerkship Phase Curriculum Committee<br>• Curriculum and Educational Policy Committee<br>• IPE Council | • Assistant dean for basic science instruction<br>• Assistant dean for clinical instruction<br>• Curriculum and Educational Policy Committee |
| | Curricular Management | 3 Year Cycle | • Faculty Bylaws<br>• Curriculum Committee & Sub- committee Composition and Meeting Minutes<br>• Committee Appointment | • Sub-committee on Evaluation of Educational Programs<br>• Curriculum & Educational Policy | • Associate Dean for Medical Education |

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| 8.1 | | | Letters<br>• Educational Program Policies – Curriculum Review Cycle, Clerkship Administration, pre-clerkship and clerkship phase committees<br>• Curriculum Phase Review Reports | Committee | |
| 8.2 | Use of Medical Educational Program Objectives | Annually | • Curriculum Management System Reports<br>• Course and Clerkship Syllabi<br>• Medical Education Program Annual Report<br>• Curriculum and Educational Policy Committee Curriculum Phase Review Reports<br>• Mapping Audit Reports<br>• Educational Program Policies – Curriculum Review Cycle, The Year 1/2 and Year 3/4 Committees | • Pre- Clerkship Phase Curriculum Committee<br>• Clerkship Phase Curriculum Committee<br>• Curriculum and Educational Policy Committee | • Assistant dean for basic science instruction<br>• Assistant dean for clinical instruction<br>• Curriculum and Educational Policy Committee |
| | Curricular Design, Review, Revision/Content Monitoring | | • Faculty Bylaws and Curriculum Committee Charges<br>• Curriculum and Educational Policy Committee Curriculum Review Cycle Phase Outcomes<br>• Course & Clerkship Evaluation Reports<br>• Unit and Block Debriefing Meeting Minutes<br>• Curriculum Management System Reports<br>• Medical Education Program Annual Report | • Pre- Clerkship Phase Curriculum Committee<br>• Clerkship Phase Curriculum Committee<br>• Curriculum and Educational Policy Committee | • Assistant dean for basic science instruction<br>• Assistant dean for clinical instruction<br>• Associate dean for medical education<br>• Curriculum and Educational Policy Committee |

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| 8.3 | | Annually | • Medical Education Program Policies – Annual Report, Curriculum Review Cycle, Year 1/2 and Year 3/4 Committees | | |
| 8.4 | Evaluation of Educational Program Outcomes | Annually | • USMLE Licensure, Shelf Examinations and Customized Exam Outcomes & Pass Rates<br>• ExamSoft Reports<br>• Competency Outcomes<br>• Objective Structured Clinical Examination (OSCE) & Standardized Patient Encounters<br>• Y2Q & GQ<br>• Course, Clerkship & Faculty Evaluations<br>• National Resident Matching Program Match Outcomes & Specialty Choices<br>• AAMC Resident Readiness Survey<br>• ACGME Milestone Data for Graduates<br>• Graduation Rate<br>• Grading & Promotion Committee Outcomes<br>• Course and Clerkship Evaluations<br>• Combined Curriculum/Assessment Mapping Reports | • Curriculum and Educational Policy Committee<br>• Committee on Evaluation of Educational Programs<br>• Pre-Clerkship Phase Curriculum Committee<br>• Clerkship Phase Curriculum Committee<br>• LCME Leadership Advisory Group | • Associate dean for medical education<br>• Curriculum and Educational Policy Committee |

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| 8.5 | Medical Student Feedback | Annually | • Course, Clerkship & Faculty Evaluations<br>• Unit and Block Debriefing Meeting Minutes<br>• GQ & Y2Q<br>• Curriculum Committee & Sub- Committee Meeting Minutes<br>• Sub-Committee on Evaluation of Educational Programs Meeting Minutes | • Curriculum and Educational Policy Committee<br>• Pre-Clerkship Phase Curriculum Committee<br>• Clerkship Phase Curriculum Committee | • Assistant Dean for Clinical Instruction<br>• Assistant Dean for Basic Science Instruction<br>• Associate dean for medical education<br>• Curriculum and Educational Policy Committee |
| 8.6 | Monitoring of Completion of Required Clinical Experiences | Annually | • Percent Clinical Encounters/Skills Requiring Alternate Experiences<br>• Clerkship Block Comparability Reports<br>• Online Patient Log Dashboards<br>• Clerkship Phase Annual Report | • Clerkship Phase Curriculum Committee<br>• Curriculum and Educational Policy Committee | • Assistant Dean for Clinical Instruction |
| 8.7 | Comparability of Education/ Assessment | Annually | • Clerkship Block Comparability Reports<br>• Clerkship Evaluation Reports – By Site<br>• Patient Op Log Reports – By Site | • Clerkship Phase Curriculum Committee<br>• Curriculum and Educational Policy Committee | • Assistant Dean for Clinical Instruction |
| 8.8 | Monitoring Student Time | | • Curriculum Management System Student Schedule Reports (Pre-Clerkship)<br>• Duty Hour Report (Clerkship) | • Pre-Clerkship Phase Curriculum Committee<br>• Clerkship Phase Curriculum Committee<br>• Curriculum and Educational Policy | • Assistant Dean for Clinical Instruction<br>• Assistant dean for basic science instruction |

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| | | Annually | | Committee | |
| 9.1 | Preparation of Resident and Non-Faculty Instructors | Annually | • Clinical Department Resident & Fellow Preparation Plan & Participation Documentation<br>• Institutional "Residents as teachers" modules<br>• Resident Teaching Evaluation Reports | • Assistant Dean for Clinical Instruction<br>• Clerkship Phase Curriculum Committee<br>• Medical skills course directors<br>• Curriculum and Educational Policy Committee | • Assistant dean for clinical instruction<br>• Assistant dean for basic science instruction<br>• Associate dean for graduate medical education |
| 9.2 | Faculty Appointments | Annually | • Faculty Teaching Evaluation Reports & Dashboards<br>• Elentra Faculty Assignments & Assessment Completion<br>• Faculty Roster<br>• Clinical Site Affiliation Agreements | • Unit Manager for Clerkship Phase<br>• Assistant Dean for Clinical Instruction<br>• Associate Dean for Medical Education | • Assistant Dean for Clinical Instruction<br>• Associate dean for medical education |
| 9.3 | Clinical Supervision of Medical Students | 3 Year Cycle | • Education Program Policy – Clinical Supervision of Medical Students and Educational Program Participation by Non-Faculty<br>• Course & Clerkship Evaluation Reports<br>• Online Patient Log – Level of Responsibility Report | • Clerkship Directors<br>• Clerkship Phase Curriculum Committee<br>• Curriculum and Educational Policy Committee | • Assistant Dean for Clinical Instruction |

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| 9.4 | Assessment System | Annually | • Y2Q and GQ<br>• Course and Clerkship Evaluation Reports<br>• Medical Skills Course Assessment Calendar<br>• Required observations of clinical skills in the clerkship phase<br>• OSCE Outcomes & First Time Pass Attempt<br>• "Needs improvement" report for competency domains | • Pre- Clerkship Phase Curriculum Committee<br>• Clerkship Phase Curriculum Committee<br>• Curriculum and Educational Policy Committee | • Assistant Dean for Basic Science Instruction<br>• Assistant Dean for Clinical Instruction |
| 9.5 | Narrative Assessment | Pre-Clerkship Phase Review and Clerkship Phase Review | • Educational Program Policy – Narrative Assessment<br>• Course & Clerkship Syllabi<br>• Common Clerkship Policies<br>• Elentra Assessment System – Assessment Templates<br>• Course and Clerkship and Evaluation Reports | • Pre- Clerkship Phase Curriculum Committee<br>• Clerkship Phase Curriculum Committee<br>• Curriculum and Educational Policy Committee | • Assistant Dean for Basic Science Instruction<br>• Assistant Dean for Clinical Instruction |
| 9.6 | Setting Standards of Achievement | 3 Year Cycle | • Required course and clerkship syllabi<br>• Common clerkship policies<br>• Curriculum Review Phase Outcomes<br>• Grading & Promotion Committee Policies and Procedures<br>• Educational Program Policies – Standard of Curricular Completion, Off- | • Pre- Clerkship Phase Curriculum Committee<br>• Clerkship Phase Curriculum Committee<br>• Curriculum and Educational Policy Committee | • Assistant dean for basic science instruction<br>• Assistant dean for clinical instruction<br>• Curriculum and Educational Policy Committee |

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| | | | Cycle Entry Into Year 3 | | |
| 9.7 | Formative Assessment and Feedback | Annually | • Mid-Clerkship Feedback Reports<br>• AAMC Graduation Questionnaire<br>• Clerkship Evaluations<br>• Pre-clerkship Assessment Calendar – Formatives<br>• Educational Program Policy – Formative Feedback<br>• Annual reports to CEPC | • Pre- Clerkship Phase Curriculum Committee<br>• Clerkship Phase Curriculum Committee<br>• Curriculum and Educational Policy Committee | • Assistant Dean for Basic Science Instruction<br>• Assistant Dean for Clinical Instruction |
| 9.8 | Fair and Timely Summative Assessment | Annually | • Elentra Audit Logs<br>• Banner (Cognos) Grade Reports<br>• Educational Program Policy – PLFSOM Timely Grade Release<br>• Clerkship Block Comparability Reports | • Pre-clerkship Phase Curriculum Committee<br>• Clerkship Phase Curriculum Committee<br>• Curriculum and Educational Policy Committee | • Associate Dean for Medical Education<br>• Assistant Dean for Basic Science Instruction<br>• Assistant Dean for Clinical Instruction |
| | | | • Grading & Promotion Committee Policies and Procedures<br>• Faculty Bylaws<br>• Grade Appeal and | • Associate Dean of Medical Education<br>• Associate Dean of | • Associate Dean of Medical Education<br>• Associate Dean of Student Affairs |

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| 9.9 | Student Advancement and Appeal Process | 3 Year Cycle | Complaint Policy TTUHSC EP Institutional Student Handbooks<br>• PLFSOM Grade Appeal and Complaint Policy<br>• Grade changes and transcript notations (subsidiary to HSCEP OP 59.05)<br>• Educational Program Policies – Pre- Clerkship Phase Student Attendance and Participation Policy | Student Affairs<br>• Curriculum and Educational Policy Committee<br>• Grading and Promotions Committee | |
| 10.1 | Premedical Education/Required Coursework | Annual | • Admissions Informational Materials<br>• Texas Medical & Dental Schools Application Service requirements<br>• Admissions Committee (Administrative Decisions) Meeting Minutes<br>• Progress Testing Outcomes for MS1 & MS2<br>• ExamSoft Discipline Performance Reports | • Admissions Committee<br>• Curriculum & Educational Policy Committee | • Associate Dean for Admissions |
| 10.2 | Final Authority of the Admissions Committee | Annually | • Faculty Bylaws<br>• PLFSOM Admissions Committee Handbook<br>• Admissions Committee Training and Orientation Presentations/Materials<br>• Office of Admissions Offer/Admit Processes and Procedures<br>• Admissions Committee & | • Admissions Committee<br>• Faculty Council | • Associate Dean for Admissions<br>• Admissions Committee |

| | | | Interviewer Recusal Policy | | |
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| 10.3 | Policies Regarding Student Selection/Progress and their Dissemination | Annually | • Office of Admissions Offer/Admit Processes and Procedures<br>• Grading and Promotions Committee Policies and Procedures<br>• Graduation rates<br>• Remediation rates<br>• Annual reports to the CEPC | • Admissions Committee<br>• Curriculum and Educational Policy Committee | • Associate Dean for Admissions<br>• Associate dean for medical education |
| 10.4 | Characteristics of Accepted Applicants | Annually | • Office of Admissions Screening Process<br>• PLFSOM Secondary Application<br>• Admissions Committee (Administrative Decisions) Meeting Minutes | • Admissions Committee | • Associate Dean for Admissions<br>• Admissions Committee |
| 10.5 | Technical Standards | 3 Year Cycle | • Standards for Completion of the Curriculum<br>• Annual report of Signed Standards for Completion of the Curriculum<br>• Interview Day Presentations/Materials – Agenda<br>• Academic Success and Accessibility Office report | • Associate Dean for Student Affairs<br>• Associate Dean for Admissions<br>• Associate Dean for Medical Education<br>• Curriculum and Educational Policy Committee | • Associate Dean for Medical Education<br>• Curriculum and Educational Policy Committee |

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| 10.6 | Content of Informational Materials | Annually | • Annual Review and Samples Of All PLFSOM Program Advertising and Recruitment Materials<br>• Office of Admissions Website<br>• Interview Day Presentations/Mat erials | • Admissions Committee<br>• Associate Dean for Admissions | • Associate Dean for Admissions<br>• Admissions Committee |
| 10.7 | Transfer Students | Annually | • Admissions Reports – Transfers<br>• Advance Standing Application Process<br>• PLFSOM Admissions Committee Handbook<br>• Office of Admissions Website<br>• Advance Standing Application | • Associate Dean for Admissions<br>• Admissions Committee | • Associate Dean for Admissions<br>• Admissions Committee |
| 10.8 | Visiting Students | 3 Year Cycle | • Visiting Student Application Service Report<br>• Occupational Health Department Clearance Reports<br>• Office of Student Affairs Transfer Records and Orientation Materials<br>• Visiting Student Checklist<br>• Visiting Student Evaluation Reports<br>• Visiting Student Roster | • Associate Dean of Student Affairs<br>• Committee on Student Affairs<br>• Associate Dean for Medical Education | • Associate Dean of Student Affairs<br>• Associate Dean for Medical Education |
| 10.9 | Student Assignments | 3 Year Cycle - Clerkship Review | • Clerkship Office Assignment Process<br>• Student Assignment Request Outcomes<br>• Clerkship Selective Choices & Enrollment Report<br>• Block Orientation | • Assistant Dean for Clinical Instruction<br>• Clerkship Phase Committee | • Assistant Dean for Clinical Instruction |

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| | | | Presentations/ Materials | | |
| 11.1 | Academic Advising | Annually | • GQ & Y2Q<br>• OIRE Student Satisfaction Data<br>• Student Affairs Programming Calendar & Participation/Satisfaction Outcomes<br>• TTUHSC EP and PLFSOM Tutoring Activity | • Committee on Student Affairs<br>• Curriculum and Educational Policy Committee | • Associate Dean for Student Affairs<br>• Assistant vice president for student services & student engagement |
| 11.2 | Career Advising | Annually | • GQ<br>• Student Affairs Programming Calendar & Participation/Satisfaction Outcomes<br>• Elective Registration Reports (Banner)<br>• Electronic Residency Application Service Reports and Statistics | • Committee on Student Affairs<br>• Associate Dean for Student Affairs | • Associate Dean for Student Affairs<br>• Assistant vice president for student services & student engagement |
| 11.3 | Oversight of Extramural Electives | 3 Year Cycle | • Student Evaluation Report - Extramural Electives<br>• Student Assessment from External Sites (Clerkship Office) | • Curriculum and Educational Policy Committee<br>• Associate Dean for Student Affairs<br>• Unit manager clerkship phase<br>• Director, Office of Medical Education | • NEED A FORMAL POLICY TO ADDRESS THIS<br>• Associate Dean for Student Affairs |
| 11.4 | Provision of MSPE | 3 Year Cycle - Clerkship Review | • Office of Student Affairs MSPE Processing Calendar | • Associate Dean for Student Affairs<br><br>• | • Associate Dean for Student Affairs |

Commented [FM12]: Policy draft sent out for review 7-23-2024

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| 11.5 | Confidentiality of Student Educational Records | 3 Year Cycle | • Family Educational Rights and Privacy Act (FERPA) Training Report<br>• Educational Record Access Listing by Role<br>• PLFSOM & TTUHSC EP Student Handbook<br>• TTUHSC EP Operational Policies | • Academic Council<br>• Vice President for Academic Affairs<br>• Assistant Vice President for Student Services & Student Engagement<br>• Registrar | • Assistant Vice President for Student Services & Student Engagement |
| 11.6 | Student Access to Educational Records | 3 Year Cycle | • TTUHSC EP Operating Policies<br>• PLFSOM & TTUHSC EP Student Handbooks<br>• PLFSOM Grade Appeal and Complaint Policy<br>• Number of Grade Challenges and Appeals | • Associate Dean for Medical Education<br>• Associate Dean for Student Affairs<br>• Office of the Registrar | • Associate Dean for Medical Education<br>• Associate Dean for Student Affairs<br>• Office of the Registrar |
| 12.1 | Financial Aid / Debt Management Counseling/ Student Educational Debt | Annual | • GQ<br>• Student Affairs Debt Management Programs<br>• LCME Part I-B Financial Aid Questionnaire<br>• AAMC Debt, Costs & Loan Repayment Data<br>• Medical School Profile System Reports<br>• Institutional Advancement PLFSOM Fundraising Revenue Targets & Outcomes<br>• OIRE Student Satisfaction Survey | • Assistant Vice President for Student Services & Student Engagement<br>• Director of Financial Aid | • Assistant Vice President for Student Services & Student Engagement |

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| 12.2 | Tuition Refund Policy | 3 Year Cycle | • TTUHSC EP Operating Policies<br>• Institutional Student Handbook<br>• PLFSOM Student Handbook<br>• Student Business Services Fee Annual Acknowledgement Report | • Assistant Vice President for Student Services & Student Engagement<br>• Student Business Services<br>• Director of Financial Aid | • Assistant Vice President for Student Services & Student Engagement |
| 12.3 | Personal Counseling / Well-Being Programs | Annually | • GQ & Y2Q<br>• OIRE Student Satisfaction Survey<br>• Orientation Presentation/Materials<br>• Referrals to Physician/Student Wellness Committee | • Assistant Vice President for Student Services and Student Engagement<br>• Associate Dean for Student Affairs<br>• Physician/Student Wellness Committee | • Assistant Vice President for Student Services and Student Engagement |
| 12.4 | Student Access To Health Care Services | Annual | • GQ & Y2Q<br>• OIRE Student Satisfaction Surveys<br>• Availability of Student Health Services<br>• Common Clerkship Policies<br>• PLFSOM Student Handbook<br>• Educational Program Policies – Pre- clerkship Phase Student Attendance and Participation Policy<br>• Orientation Presentations/Materials | • Associate Dean for Student Affairs<br>• Assistant Vice President for Student Services and Student Engagement | • Assistant Vice President for Student Services & Student Engagement |
| 12.5 | Non-Involvement of Providers of Student Health Services In Student Assessment/Location of Student Health Records | 3 Year Cycle | • GQ & Y2Q<br>• OIRE Student Satisfaction Surveys<br>• PLFSOM Student Handbook<br>• Educational Program Policies<br>• Student Provider Directory<br>• Student Health Services Billing Records – Student | • Associate Dean for Medical Education<br><br>• Associate Dean for Student Affairs<br>• Committee on Student Affairs<br>• Assistant Vice | • Associate Dean for Student Affairs<br><br>• Assistant Vice President for Student Services & Student Engagement |

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| | | | Affairs (??? REMOVE)<br>• Orientation Presentations/Materials | President for Student Services & Student Engagement | • NEED A FORMAL POLICY |
| 12.6 | Student Health and Disability Insurance | 3 Year Cycle | • PLFSOM Student Handbook<br>• TTUHSC EP Institutional Student Handbook<br>• Associate Dean for Student Affairs Communications<br>• Orientation Presentations/Materials | • Associate Dean for Student Affairs<br>• Committee on Student Affairs<br>• Assistant Vice President for Student Services & Student Affairs<br>• Associate Dean for Student Affairs<br>• Assistant Vice President for Student Services & Student Engagement | • Assistant Vice President for Student Services & Student Engagement |
| 12.7 | Immunization Guidelines | 3 Year Cycle Pre-Clerkship Review | • Admitted Student Information Packet<br>• Occupational Health Immunization Compliance Report<br>• PLFSOM Student Handbook<br>• Clerkship Office Clinical Credentialing Student Compliance Immunization for Placement | • Committee on Student Affairs<br>• Associate Dean for Student Affairs<br>• Occupational Health<br>• Clinical Credentialing Office | • Occupational Health<br>• Associate Dean for Student Affairs |
| 12.8 | Student Exposure Policies/Procedures | 3 Year Cycle Pre-Clerkship Review | • TTUHSC EP Operating Policy HSCEP OP 75.11A.<br>• PLFSOM Student Handbook<br>• Orientation Presentations/Hand books<br>• ACME System Training Records<br>• Occupational Health Incident Reports | • Associate Dean for Student Affairs<br>• Associate Dean for Medical Education<br>• Occupational Health<br>• Committee on Student | • Occupational Health<br>• Associate Dean for Student Affairs |

| | | | | | |
|---|---|---|---|---|---|
| | | | • Affiliation Agreements – Exposure Requirements<br>• Student Course/Clerkship Evaluations – Needle Stick/Exposure Policy Awareness | Affairs<br>• LCME Leadership Advisory Group | |

# CEPC Meeting

Dr. Hogg

8/12/24

Texas Tech Health
EL PASO

# NBME CBSSA & CBSE

- The NBME offers two assessment types that are designed to simulate USMLE Step 1:
  - Comprehensive Basic Science Self-Assessment (CBSSA)
  - Comprehensive Basic Science Exam (CBSE)
- Similarities between CBSSA and CBSE:
  - Help students gain familiarity with NBME-style questions
  - Evaluate readiness to take Step 1
  - Provide performance feedback by content area
- Differences:
  - CBSSA is a practice exam and it's content is not secure; it can be administered on-site or students can use vouchers to take it at home at standard or variable pacing. Students get detailed formative feedback including answer explanations.
  - CBSE is primarily used as a summative exam. It is securely administered. The NBME limits the number of CBSE attempts to five per student. At PLFSOM, a minimum CBSE score of 63 (within Step 1 low-pass range) is required for Step 1 eligibility.

# CBSSA/CBSE Program – AY 2024-25

**PLFSOM Year 2 Curriculum**

| June-July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
|---|---|---|---|---|---|---|---|---|---|---|

Summer Break and/or Scholarship

Scientific Principles of Medicine

Central Nervous System/ Special Senses

Endocrine System

Reproductive System

BREAK

Mind & Human Development

Ind. Study

ACLS Training

TSGR

CBSE

Independent Study

USMLE Step 1

Clerkships Begin

Medical Skills

Society, Community, and the Individual

College Colloquium

Clerkships: Orientation 5/15-16

CBSSA 1 (8/5)

CBSSA 2 (1/7)

2 CBSSA vouchers

2/28  3/14  3/28  4/11  4/25  5/9

CBSEs – students can select up to 5 dates
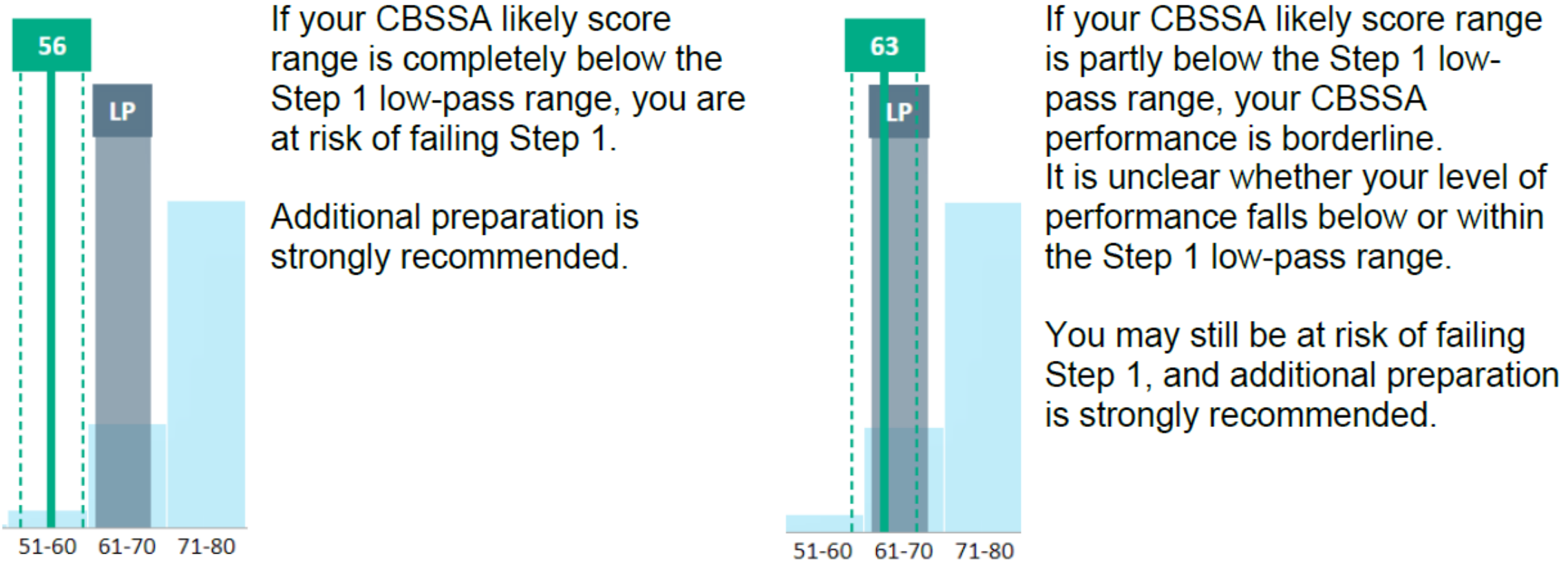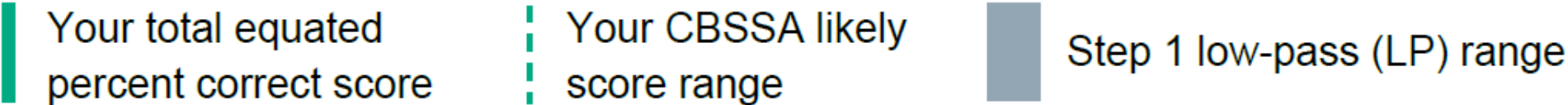
# GUIDANCE BY SCENARIO (CBSE or CBSSA)

| | Your total equated percent correct score | | Your CBSSA likely score range | | Step 1 low-pass (LP) range |

**56**

**LP**

51-60  61-70  71-80

If your CBSSA likely score range is completely below the Step 1 low-pass range, you are at risk of failing Step 1.

Additional preparation is strongly recommended.

**63**

**LP**

51-60  61-70  71-80

If your CBSSA likely score range is partly below the Step 1 low-pass range, your CBSSA performance is borderline.
It is unclear whether your level of performance falls below or within the Step 1 low-pass range.

You may still be at risk of failing Step 1, and additional preparation is strongly recommended.

# GUIDANCE BY SCENARIO (CBSE or CBSSA)



**Legend:**
- Your total equated percent correct score
- Your CBSSA likely score range
- Step 1 low-pass (LP) range

**Left chart (score 69):**

51-60   61-70   71-80

If your CBSSA likely score range is partly within and partly above the Step 1 low-pass range, your level of performance is still close to the minimum performance level required to pass Step 1.

Additional preparation may be recommended.*

**Right chart (score 75):**

51-60   61-70   71-80
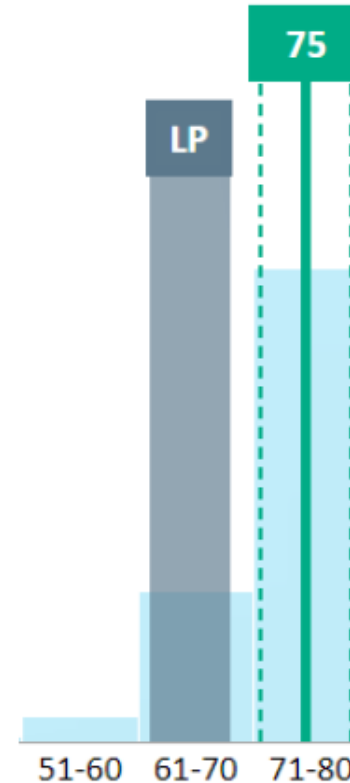
If your CBSSA likely score range is completely above the Step 1 low-pass range, you are likely ready to take Step 1.

Please remember that CBSSA performance is not a guarantee of future Step 1 performance because many factors (e.g., changing levels of knowledge) may impact your performance on Step 1.

*Additional preparation is typically recommended for students scoring within the Step 1 low-pass range. In a scenario like the one above, consider your CBSSA trajectory and other indicators available. Performance that is partly within and partly above the Step 1 low-pass range on two or more CBSSAs may provide more reassurance of readiness than a single instance of performance in that portion of the score scale.

Texas Tech Health
EL PASO

SARP Requested CEPC Changes
(8/12/20204)

# SARP Completion Tracks
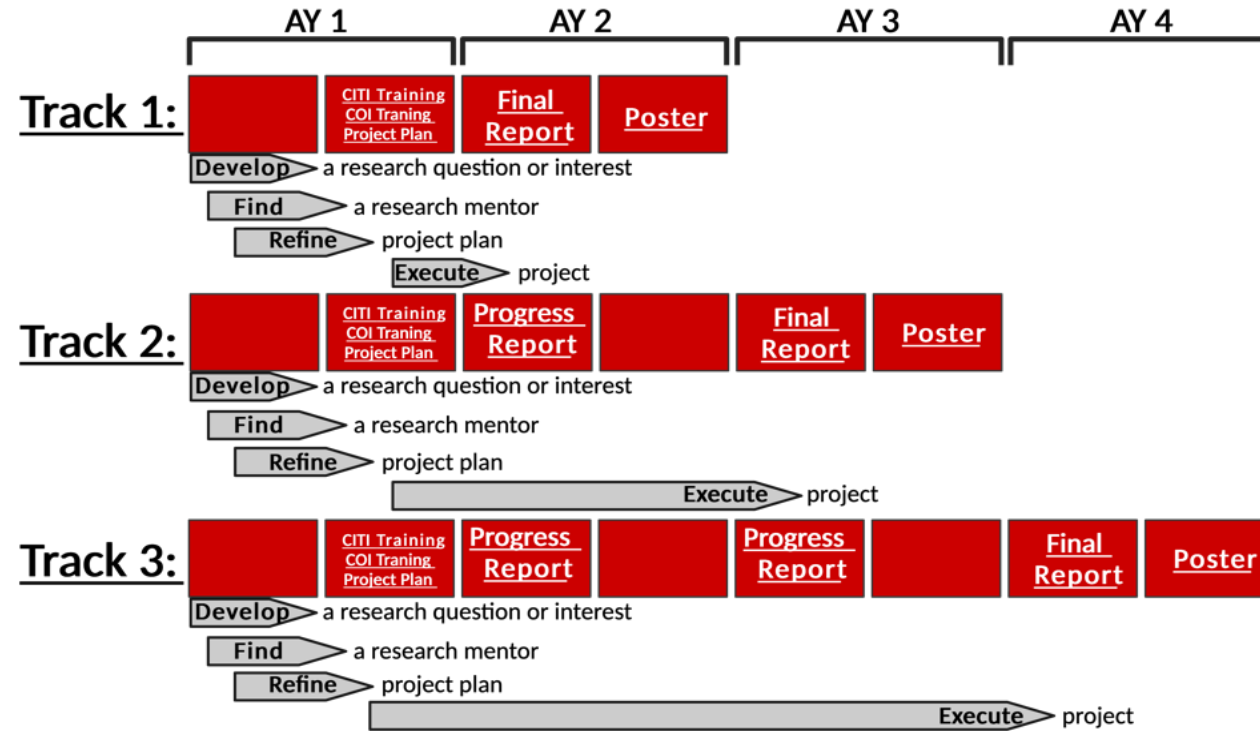
- SARP Student Seminar Series was changed from September 28 to September 27.
- The due date for the Progress Reports and Final Report was changed from September 14 to October 14.

*LCME 6.2 Required Clinical Experiences: The faculty of a medical school define the types of patients and clinical conditions that medical students are required to encounter, the skills to be performed by medical students, the appropriate clinical settings for these experiences, and the expected levels of medical student responsibility.*

## Required Clinical Experiences – List of Alternative Assignments

For each required clinical clerkship or clinical discipline within a longitudinal integrated clerkship, the list below outlines each patient type/clinical condition or required procedure/skill that medical students are required to encounter.

**List the alternative assignments to remedy gaps when students are unable to access a required encounter or perform a required skill. Be specific – module name, essay topic, website/online content, simulated procedure. **

| Clerkship | Patient Type/ Clinical Condition | Procedures/Skills | Clinical Setting(s) | Alternative Assignment |
|-----------|----------------------------------|-------------------|---------------------|------------------------|

*16 page document outlines alternative assignments for each OpLog requirement during the MS3 Longitudinal Clerkship Experience in a prospective manner*

- *Ob/Gyn, Pediatrics, Surgery, Emergency Medicine, Internal Medicine, Family Medicine, Psychiatry, and Neurology*

**_Policy Name**

| Policy Name: | Non-Involvement of Providers of Student Health Services in Student Assessment | | | | |
|---|---|---|---|---|---|
| Policy Domain: | Curriculum Management | | Refers to LCME Element(s): | 12.5 | |
| Approval Authority: | CEPC | Adopted: | | Date Last Reviewed: | |
| Responsible Executive: | Associate Dean for Medical Education | Date Last Revised: | | | |
| Responsible Office: | Office of Medical Education | Contact: | Mirjana Babic, M.P.A. mbabic@ttuhsc.edu | | |

1. **Policy Statement:** On occasion medical students may receive healthcare treatment from a healthcare provider who also has a teaching and assessment role in the curriculum. It is the SOM's responsibility to ensure that these individuals have no influence on the academic assessment or progress of the student they have treated, excluding exceptional circumstances.

1. **Reason for Policy:** The purpose of this policy is to outline a process for ensuring medical providers of student health services have no role in student assessment or academic progress decisions.

1. **Who Should Read this Policy:** All PLFSOM medical students, education program leaders, all academic officers of the Office of Medical Education and the Office of Student Affairs, members of the Grading and Promotions Committee, all course and clerkship directors, and all members of the faculty.

2. **Resources:** Officers and staff of the Office of Medical Education support this policy.

3. **The Policy:**

   a) Health professionals who provide any psychiatric/psychological assessment or treatment for other health services to medical students, will have no involvement in the academic assessment or promotion of the medical student receiving those services.

   b) If a student is assigned to an educational environment where the supervising health professional has previously provided any form of mental health assessment or treatment, or other sensitive health care service to the student, the supervising health professional must advise the course/clerkship director of a need to re-assign the student to a different evaluating supervisor as soon as they become aware of the conflict.

*Policies are subject to revision. Refer to the Office of Medical Education website or contact the Office of Medical Education to ensure that you are working with the current version.*

c)   It is the responsibility of the course/clerkship director to make sure that teaching faculty, residents and other health care professionals (such as nurse practitioners and mid-wives) are aware of this policy.

d)   If a student should be assigned to an educational environment where the supervising health professional does not immediately recall having treated the student and/or has not initiated the steps in item b (above), the student should request and will be granted an alternative assignment as soon as possible. The student may go directly to the relevant curriculum director (i.e. Course Director, Clerkship Director) or to the Office of Student Affairs or Medical Education to have the educational assignment changed.

d)e)       Similarly, if a student is involved in the care of a faculty, resident or other health care provider, then the provider is expected to recuse themselves from assessment and deliberations related to the progression of the student.

e)f) A healthcare professional on the Grading and Promotions Committee or on any committee that evaluates students (voting or nonvoting members) must recuse him/herself from deliberations related to a student that he or she has provided medical, psychiatric, or psychological health care services.

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## Policy Name

| Policy Name: | Oversight of Extramural Electives | | | |
|---|---|---|---|---|
| Policy Domain: | Curriculum Management | | Refers to LCME Element(s): | 11.3 |
| Approval Authority: | CEPC | Adopted: | | Date Last Reviewed: |
| Responsible Executive: | Associate Dean for Medical Education | Date Last Revised: | | |
| Responsible Office: | Office of Medical Education | Contact: | Mirjana Babic, M.P.A. mbabic@ttuhsc.edu | |

1. **Policy Statement:** PLFSOM medical students in their fourth year are permitted to take an elective under the auspices of another medical school, institution, or organization with the approval of the Associate Dean for Student Affairs.

2. **Reason for Policy:** This policy is intended to codify our established practices, consistent with LCME accreditation element 11.3 (march 2024 edition), regarding the process for a student to take an extramural elective.

3. **Who Should Read this Policy:** All PLFSOM medical students, education program leaders including the dean, vice president for academic affairs, all academic officers of the Office of Medical Education and the Office of Student Affairs, all course and clerkship directors, and all members of the following standing committees: the Committee on Curriculum and Educational a Policy (CEPC), the Committee on Student Grading and Promotion (GPC), the Sub-Committee on Evaluation and Education Programs, and the Committee on Student Affairs.

4. **Resources:** Officers and staff of the Office of Student Affairs and officers and staff of the Office of Medical Education support this policy.

5. **Definitions:** The Visiting Student Learning Opportunities (VSLO) program is a service provided by AAMC that allows member institutions to post elective opportunities and allows students to apply for electives posted by other participating institutions.

6. **The Policy:**
   a. PLFSOM medical students in their fourth year may apply for away rotations through one of the following pathways:
      a. Apply through the VSLO program after approval by the Associate Dean for Student Affairs or their designee.
      b. Apply to the Office of Global Health MS4 Global Health Program through the application procedure posted at https://ttuhscep.edu/oghs/global-health/ms4-program/applicationprocedure.aspx
      c. Apply for an elective under the auspices of another institution or organization with the approval of the Associate Dean for Student Affairs.

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b. In order to receive credit for an away rotation, students must follow the one of the pathways outlined in section 6.a.

    a. Note that all 4th year electives receive either 2 or 4 credits based on the length of the elective.

        i. Electives < 2 weeks in length will not receive any credit.

        ii. Electives 2 weeks in length will receive 2 credits.

        iii. Electives 4 weeks in length will receive 4 credits

        iv. If an elective is > 2 ~~weekeeke~~s but < 4 weeks in length, then 2 credits will be awarded.

    b. The start and end dates of away rotations may not line up with the FSOM blocks as outlined on the academic calendar. If this occurs, students are expected to use their flexible time between an away rotation and their next scheduled rotation. It is not permitted for a student to leave a rotation early or start a rotation late due to accommodate an extramural rotation.

    ~~b.~~c. Note that some away rotations will require an affiliation agreement that may take 3 months or longer to be approved by both institutions.

c. The host institution/program must provide the following information, as appropriate, to the student and the medical school prior to the rotation for the review and approval of the Associate Dean for Student Affairs or their designee:

    a. Potential risks to the health and safety of patients, students, and the community

    b. The availability of emergency care

    c. The possibility of natural disasters, political instability, and exposure to disease

    d. The need for additional preparation prior to, support during, and follow-up after the elective

    e. The level and quality of supervision

    f. Any potential challenges to the code of medical ethics adopted by the home school

d. The host institution/program is responsible for providing a performance assessment and grade for the student engaged in an extramural elective at their site.

    a. Students are provided with a paper and electronic copy of a final assessment. They deliver this to the coordinator at the extramural site with instructions for the coordinator to complete the electronic form or return the completed paper final assessment by fax or email to the Unit Manager of the Clerkship Phase.

    b. The final assessment returned by the extramural coordinator is the official grade for the rotation.

    c. The official grading scale is honors/pass/fail.

    d. The timeline for receipt of the final assessment/grade is subject to the "Timely Course, Clerkship and Curriculum Requirement Grade Release" policy found at: https://ttuhscep.edu/som/ome/CEPC/policies.aspx .

e. Evaluation of the extramural elective

a. At the completion of the extramural elective, the student is expected to complete an evaluation form regarding their experience through the curriculum management system in the same way that they evaluate electives at their home institution.

b. Results of extramural evaluations will be distributed according to the *Course Evaluation Reporting Policy*.

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# TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER™ EL PASO

### Paul L. Foster School *of* Medicine

## Medical Education Program Policy

| Policy Name: | Technical Standards for Admission, Retention, and Graduation (previously referred to as the "Standards for Curricular Completion") | | | | |
|---|---|---|---|---|---|
| Policy Domain: | Undergraduate Medical Education | | Refers to LCME Element(s): | 10.5 Technical Standards | |
| Approval Authority: | Committee on Curriculum and Educational Policy | Adopted: | At founding | Date Last Reviewed: | 11/4/2019 |
| Responsible Executive: | Associate Dean for Medical Education (in consultation with the Associate Deans for Student Affairs and for Admissions). | Date Last Revised: | March, 2024 | | |
| Responsible Office: | Office of Medical Education | Contact: | Mirjana Babic M.P.A. mbabic@ttuhsc.edu | | |

1. **Policy Statement**: This policy defines the non-academic requirements essential for participation in the Paul L. Foster School of Medicine (PLFSOM) M.D. degree program.

2. **Reason for Policy**: As per the Liaison Committee on Medical Education (LCME) publication *Functions and Structure of a Medical School (March 2024)*: "A medical school develops and publishes technical standards for the admission, retention, and graduation of applicants or medical students in accordance with legal requirements".

3. **This policy should be read by**:
   - All PLFSOM academic officers with responsibilities relating to undergraduate medical education
   - All candidates offered admission, and all medical students who experience a change in their general abilities or skills

4. **Resources**:
   - This policy is administratively maintained by the PLFSOM Office of Medical Education, in consultation with the Office of Student Affairs, ~~and~~ the Office of Admissions, and the Office of Accessibility Services.
   - Related institutional policies:
     - HSCEP OP 77.01, Admission
     - HSCEP OP 77.14, Accessibility and Establishing Accommodation for Students with Disabilities

5. **Definitions**:
   - **Technical Standards (previously referred to as the "Standards for Curricular Completion")**: The term 'technical standards' refers to all non-academic admissions criteria that are essential to participation in the program in question.
   - **Student**: For the purposes of this policy, the term "student" refers to all admitted candidates for admission, promotion, or graduation under the PLFSOM M.D. degree program.

6. **The Policy**:
   A. PLFSOM, as a component of the Texas Tech University Health Sciences Center El Paso, is committed to equal educational opportunity and non-discrimination consistent

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with HSCEP OP 77.01 and HSCEP OP 77.14.

B. Because graduation with an M.D. degree signifies that the recipient is a physician prepared for entry into the practice of medicine within the U.S. graduate medical education and licensure framework, students in the PLFSOM M.D. degree program are expected to acquire a broad foundation of medical knowledge and skills that generally supports and permits this progression. In addition, as students interact with patients throughout their medical education, the school has an ethical responsibility for the safety of the patients with whom students and graduates will come in contact. Patient safety and well-being are therefore major factors in establishing requirements involving the physical, cognitive, and emotional abilities of candidates for admission, promotion, and graduation. As such, all students must meet certain standards with or without reasonable accommodations. More specifically, all students must possess the following intellectual, ethical, behavioral, and physical capabilities required to undertake the curriculum in its entirety (i.e., to fulfill all of the educational program's goals, objectives, and requirements at or exceeding the competencies required by the faculty, and as consistent with LCME accreditation standard 6: "Competencies, Curricular Objectives and Curricular Design"):

   i. **Observation**: A student must be able to demonstrate adequate sensory function (e.g., vision, hearing and touch) to observe a patient accurately at a distance and close at hand.

   ii. **Communication**: A student must be able to communicate with clarity and efficiency in both spoken and written form. The student must also be able to perceive communication from others whether it be written, verbal, or non-verbal including intonation, changes in mood, activity, and posture.

   iii. **Psychomotor Skills**: A student must be able to perform the maneuvers necessary to perform a physical exam, render routine and emergent care, and safely execute the motor movements required to provide general care and emergency treatment to patients. Examples of these include, but are not limited to cardiopulmonary resuscitation, inserting an IV, drawing blood, bag-valve-mask ventilation, palpation, auscultation, percussion, application of pressure, movement around the immobile patient as needed to perform procedures such as maintaining a sterile field and surgical and non- surgical procedures.

   iv. **Intellectual and Cognitive Abilities**: A student must be able to problem- solve effectively and rapidly; learn; reason; calculate; formulate and test hypotheses; memorize; process; analyze; rapidly integrate and synthesize information; and apply information in an environment of high stress and distraction.

   v. **Behavioral and Social Skills**: A student must exercise professional judgment and promptly complete all responsibilities attendant to his or her academic work, teamwork, and patient care. The student must possess the ability to develop mature, sensitive and effective professional relationships with peers, faculty, staff, and members of the healthcare team. The student must be able to give and receive constructive feedback. The student must demonstrate the ability to process feedback and utilize it to conform his or her behavior to expected professional standards. The student must manage adversity and stress in order to prevent its impacting his or her abilities in these competencies.

**Within this framework, the need for a trained intermediary to observe or interpret**

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**information, or to perform procedures, is deemed to preclude essential elements of participation in, and comprehensive fulfillment of the curriculum.** In addition, a student must have the physical and emotional stamina and capacity to function in a competent manner in the hospital, classroom, and laboratory settings, including settings that may involve heavy workloads, long hours, and stressful situations in order to provide patient care that is timely, safe and effective. Also, Individuals whose performance is impaired by abuse of alcohol or other substances are not suitable candidates for admission, promotion, or graduation.

C.  If a candidate is offered and accepts an offer of admission, the candidate must then sign a form acknowledging that they have read this policy and understand that the program's technical standards must be met without accommodation or with reasonable accommodations.

C.  ~~Requests for accommodation(s) must be submitted to the TTUHSC El Paso Academic Success and Accessibility Office (ASAO) in accordance with HSCEP OP 77.14. The deadline for admitted candidates to submit requests and supporting documentation is 30 days prior to the beginning of the first semester of enrollment. Copies of the request and documentation will then be forwarded to the PLFSOM Office of Student Affairs, and the ASAO will work with the school to assess the request in the context of the educational program's technical standards. The School may seek independent review by a specialist of its choice. The decision on whether or not an accommodation request will be granted is made by a committee composed of the TTUHSC El~~

D.  ~~Paso assistant vice-president for student services and student engagement or their designee, the PLFSOM associate dean for medical education, the associate dean for admissions, the associate dean for student affairs, and at least three relevantly knowledgeable faculty members or consultants selected by the dean or their designee. Accommodations granted at the time of admission for permanent disabilities should be consistent with the applicant's ability to complete the entire degree plan, including the clerkship phase of the curriculum. This committee's decisions are subject to review and approval by the dean.~~

E.  ~~Requests for accommodations, including requests by students related to disabilities identified and/ or acquired following matriculation, are otherwise evaluated and managed according to HSCEP OP 77.14.~~

D.  PLSFOM students will be required to review the Technical Standards annually and attest that they have read this policy and understand that the program's technical standards must be met without accommodation or with reasonable accommodation.

E.  Requests for accommodation(s) must be submitted to the TTUHSC El Paso Office of Accessibility Services in accordance with HSCEP OP 77.14.

- Matriculating students are strongly encouraged to submit request for accommodation(s) at least 30 days prior to the beginning of the first semester of enrollment.

  ~~Accommodations granted at the time of admission for permanent disabilities should be consistent with the applicant's ability to complete the entire degree plan, including the clerkship phase of the curriculum.~~

- Students returning from a leave of absence are strongly encouraged to submit request for accommodation(s) at least 30 days prior to their return date.

- Requests for accommodations, including those related to disabilities identified

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and/or acquired following matriculation, are evaluated and managed according to HSCEP Op 77.14.

- Accommodations granted at the time of admission or after matriculation for permanent disabilities should be consistent with the applicant's ability to complete the entire degree plan, including the clerkship phase of the curriculum.

- If necessary, Accessibility Services may consult with a committee to identify appropriate and reasonable accommodations while maintaining the privacy and confidentiality of the student. This committee may be composed of the Associate Dean of Medical Education, Associate Dean of Student Affairs, Associate Dean of Admissions, and up to three knowledgeable faculty members or consultants selected by the Associate Dean of Medical Education. The committee may also seek independent review by a specialist of its choice to determine appropriate and reasonable accommodations.

- Additional information regarding the process for establishing accommodations, including student rights and responsibilities, and the appeals process can be found in HSCEP OP 77.14.

F.

~~G.~~F.        Requests for accommodation by external organizations (such as, but not limited to, the National Board of Medical Examiners) for any exams or assessments administered under their auspices are independent and additional processes for which the school is not responsible. Such requests, and any related expenses, are the responsibility of the student.

~~H.~~G.        **Monitoring:**

- At the time of admission:
  - Student attestations signifying receipt of the policy and understanding that the program's technical standards must be met with or without accommodation will be centrally monitored by the Office of Admissions.

- At the beginning of each academic year:
  - Student attestations signifying receipt of the policy and understanding that the program's technical standards must be met with or without accommodation will be centrally monitored by the Office of Student Affairs.

- ~~At the beginning of each academic year:~~
  - ~~Student attestations signifying receipt of the policy and understanding that the program's technical standards must be met with or without accommodation will be~~

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~~centrally monitored by the Office of Student Affairs.~~

- Return from a leave of absence with interruption:
    - If a student takes a leave of absence with interruption of enrollment, they will also be required to review the Technical Standards and attest that they have read the policy and understand that the program's technical standards must be met without accommodation or with reasonable accommodation. ~~The deadline for r~~Returning students are strongly encouraged to submit requests for accommodations and supporting documentation at least~~is~~ 30 days prior to the anticipated return date.

~~I.~~H. Failure to meet the technical standards of the degree plan with reasonable accommodation could result in non-promotion, administrative withdrawal, or dismissal from the school with financial implications for the student.

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## TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER. EL PASO

Paul L. Foster School *of* Medicine

**Medical Education Program
Policy**

| Policy Name: | Course Evaluation & Reporting | | | |
|---|---|---|---|---|
| **Policy Domain:** | Evaluation | | **Refers to LCME Element(s):** | 8.3 Curricular Design, Review, Revision/Content Monitoring<br>8.5 Medical Student Feedback<br>3.5 Learning Environment/Professionalism |
| **Approval Authority:** | Curriculum and Educational Policy Committee (CEPC) | **Adopted:** | 1/09/2017 | **Date Last Reviewed:** February 2023 |
| **Responsible Executive:** | Associate Director of Assessment and Evaluation or their Designee | **Date Last Revised:** | February 2024 | |
| **Responsible Office:** | Office of Medical Education | **Contact:** | Mirjana Babic, M.P.A. mbabic@ttuhsc.edu | |

1. **Policy Statement:** All course evaluations shall be collected centrally by the Office of Medical Education (OME). The associate director of assessment and evaluation shall collect course evaluation data and report the results to the faculty, the course/clerkship director, relevant department chairperson, the assistant deans for medical education and the associate dean for medical education. In addition, the associate director of assessment and evaluation shall collect information on the learning environment, reporting the results to the course/clerkship director, the assistant deans for medical education, the associate dean for medical education and the associate and assistant deans of student affairs, who is charged with addressing learning environment issues. The associate dean for graduate medical education shall also receive a copy of the learning environment reports so that they can assist in addressing learning environment issues involving residents.

2. **Reason for Policy:** In order to fulfill the educational mission, PLFSOM needs to understand student perceptions of courses and the learning environment.
3. **Who Should Read this Policy:**
   - Faculty with teaching responsibilities
   - Course & clerkship directors
   - Department chairpersons
   - Program directors
   - Office of Medical Education personnel
   - The assistant deans for medical education
   - The associate deans for medical education and student affairs

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4. **Definitions:**
- Course – any course or clerkship offered by PLFSOM
- Away rotation – any course or clerkship offered by an institution other than PLFSOM. These are subject to approval by the Office of Student Affairs.

5. **The Policy**:

1) The course evaluations data shall be collected using confidential forms. The forms shall, capture course specifics and academic term specific to the evaluation. In the unlikely event that an evaluation submitted by a student poses a credible threat to the safety of the student or others, the associate deans for medical education and student affairs or their designee can initiate the process to identity the responsible student. A staff member from the Office of Medical Education who has the required privilege level to access this information on the evaluation platform shall be designated for this process. This is the only reason that confidentiality would be broken on the evaluation forms.

   a) Data Collection – In order to ensure adequate student participation to produce meaningful feedback, students will be required to submit a course evaluation for each course or clerkship offered at PLFSOM. Students who do not complete evaluations on time will receive 1 negative professionalism report per block/unit for missed evaluations.

   b) Data collection timing
      i) MS 1&2 courses offered on a unit basis shall be evaluated and reported on a unit basis.
      ii) Scholarly Activity and Research Project (SARP) shall be evaluated when students complete all their course requirements and reported on an annual basis.
      iii) MS 1&2 courses offered on a semester basis shall be evaluated and reported on a semester basis.
      ii)iv) MS 3 clerkships shall be evaluated and reported on a block basis
      iii)v) MS 4 clerkships shall be evaluated at the end of the course/rotation and reported on a semester basis.

2) For each course offered by PLFSOM, the Office of Medical Education will collect evaluations using forms specific to that course. Each course evaluation shall consist of
   a) A set of standard elements set by the evaluation committee.
   b) A set of tailored items specific to the course
   c) No more than 3 items requested by the course/clerkship director
   d) A learning environment assessment
      i) Preclinical- Separate evaluations on learning environment shall be issued to students at the end of each unit and end of the semester
      ii) Clinical
         (1) Items shall mirror the AAMC Graduate Questionnaire items on learning environment
         (2) Open comment field

3) Reporting
   a) Content
      i) All regularly produced course evaluation reports for specific courses will include unedited comments. Any aggregate results reported will not include comments unless otherwise specified by the CEPC.
      ii) All evaluation content, including the learning environment data, shall be included in regular course evaluation reports.
         (1) For the MS 1 & MS 2 courses

*Policies are subject to revision. Refer to the Office of Medical Education website or contact the Office of Medical Education to ensure that you are working with the current version.*

**Commented [FM2]:** Should this be confidential or anonymous?

**Commented [FM3]:** Are there are some course that are reviewed on a semester basis? SARP?

(1) Quantitative and qualitative data will be included in the individual course reports

(2) For MS 3 & MS 4 courses

    (1) For all required courses and elective courses, each report shall contain both quantitative and qualitative data relative only to that course.

    (2) Aggregate learning environment reports produced for the Office of Student Affairs shall contain both qualitative and quantitative data with unedited comments.

    (3) Aggregate learning environment reports and aggregate resident reports produced for the associate dean for graduate medical education and aggregate faculty reports prepared for department chairs shall contain both qualitative and quantitative data with unedited comments.

b) Distribution

Course reports with aggregated results where total number of responses are 4 or more are shared with faculty and other stakeholders (with an exception for away rotations). On the evaluation forms for away rotations the students will be notified that all evaluations for away rotations, irrespective of the number of responses received, will be distributed (as in point iii below) and there is a possibility that student anonymity is not protected.

  i) Pre-clerkship course evaluation reports shall be sent to:

    (1) The Department of Medical Education faculty

    (2) The relevant course director(s)

    (3) The assistant dean for medical education – basic sciences

    (4) The assistant dean for medical education – clinical sciences

    (5) The associate dean for medical education

    (6) The associate dean for student affairs

    (7) The data is shared with the Student Curriculum and Evaluation Committee (SCEC) by the assistant dean of medical education, pre-clerkship during the end of course review session.

  ii) Clerkship course evaluation reports shall be sent to:

    (1) The relevant clerkship director

    (2) The relevant department chairperson

    (3) The assistant dean for medical education – basic sciences

    (4) The assistant dean of medical education-clinical sciences

    (5) The associate dean for medical education

    (6) The associate dean for student affairs

    (7) The data is shared with the Student Curriculum and Evaluation Committee by the assistant dean of medical education, clinical sciences during the end of the block review session.

  iii) All away rotation reports are sent to:

    (1) The associate dean for medical education

    (2) The assistant dean for medical education- clinical sciences

    (3) The associate dean for student affairs

    (3)(4) The assistant dean for student affairs

  iv) Aggregated learning environment reports containing a summary of learning environment quantitative and qualitative data, including unedited comments will be produced at the end of each semester/block

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(1) Pre-clerkship learning environment reports shall be sent to
    (1) The associate dean for student affairs
    (2) The assistant dean for student affairs
    (3) The associate dean for medical education
    (4) The assistant dean for medical education – basic sciences
    (5) The assistant dean for medical education – clinical sciences
(2) Clerkship learning environment reports shall be sent to
    (1) The associate dean for student affairs
    (2) The assistant dean for student affairs
    (3) The associate dean for medical education
    (4) The assistant dean for medical education – basic sciences
    (5) The assistant dean of medical education-clinical sciences
    (6) The associate dean for graduate medical education
  v) Aggregated resident reports containing a summary of quantitative and qualitative data including unedited comments will be produced at the end of each semester/block and distributed to:
    (1) The associate dean for graduate medical education
    (2) The associate dean for student affairs
    (3) The associate dean for medical education

4) Timeline
    (1) Reports are distributed by the Office of Medical Education to the recipients as listed above after the grading is complete, typically 4 weeks after the last day of the unit/clerkship.

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4

*6.2 Required Clinical Experiences: The faculty of a medical school define the types of patients and clinical conditions that medical students are required to encounter, the skills to be performed by medical students, the appropriate clinical settings for these experiences, and the expected levels of medical student responsibility.*

| | | | | |
|---|---|---|---|---|
| <span style="color:red">**Required Clinical Experiences – List of Alternative Assignments**</span> | | | | |
| For <u>each</u> required clinical clerkship or clinical discipline within a longitudinal integrated clerkship, the list below outlines each patient type/clinical condition or required procedure/skill that medical students are required to encounter.<br><br><span style="color:red">**List the alternative assignments to remedy gaps when students are unable to access a required encounter or perform a required skill. Be specific – module name, essay topic, website/online content, simulated procedure. **</span> | | | | |
| Clerkship | Patient Type/<br>Clinical Condition | Procedures/Skills | Clinical Setting(s) | Alternative Assignment |
| Obstetrics and Gynecology | | C – Section | Inpatient | No alternative assignment, need to see on L&D or arrange schedule to accommodate |
| | | Colposcopy | Outpatient | APGO #3 cervical cancer and STI screening |
| | | Ectopic pregnancy | Either | Complete APGO#15 Ectopic Pregnancy submit screen shot of completed module Online MedED (OME): Obstetrics: Early Pregnancy, Ectopic pregnancy |
| | | Hysterectomy (Vag-Abd, Robotic, or Laparoscopic_ | Inpatient | OME: Abnormal Uterine Bleeding View Video, Complete Challenge Questions & submit screen shot of completed module |
| | | Hysteroscopy | Either | APGO #41 Gynecologic procedures |
| | | Insertion of Foley Catheter | Inpatient | OME: Gynecology: Anatomy and Pathology, Female Pelvic Anatomy |
| | | Laparoscopy or Laparotomy (other than hysterectomy) | Inpatient | OME: Gynecology: Anatomy and Pathology, Adnexal Masses APGO #41 Gynecologic procedures |
| | | Pelvic Floor Surgery & Suspension | Inpatient | OME: Gynecology Anatomy and Pathology, Pelvic organ prolapse APGO #41 Gynecologic procedures |
| | | Repair of Vaginal Laceration/ Episiotomy | Inpatient | OME: Gynecology: Anatomy and Pathology, Female Pelvic Anatomy OME: obstetrics: labor and delivery, obstetrical operations |
| | | Vaginal Delivery | Inpatient | No alternative assignment, need to see on L&D or arrange schedule to accommodate |
| | Annual Exam in any age group | | Outpatient | Complete APGO# 7 Preventive Care and Health Management submit screen shot of completed module |
| | Postpartum Visit | | Outpatient | Complete APGO# 13 Postpartum Care submit screen shot of completed module |
| | Routine OB | | Outpatient | OME: obstetrics: early pregnancy, Antenatal and genetic screening |

## Required Clinical Experiences – List of Alternative Assignments

For each required clinical clerkship or clinical discipline within a longitudinal integrated clerkship, the list below outlines each patient type/clinical condition or required procedure/skill that medical students are required to encounter.

**List the alternative assignments to remedy gaps when students are unable to access a required encounter or perform a required skill. Be specific – module name, essay topic, website/online content, simulated procedure. **

| Clerkship | Patient Type/ Clinical Condition | Procedures/Skills | Clinical Setting(s) | Alternative Assignment |
|---|---|---|---|---|
| | Abdominal Pain | | Either | APGO #8 maternal-fetal physiology |
| | Assessment of labor | | Either | OME: Obstetrics: Labor and delivery, Normal labor and delivery |
| | Cesarean section (sans blood) | | Inpatient | Complete APGOs 17A & 17B: Medical & Surgical Complications of Pregnancy Watch video(s) submit screen shot of completed module |
| | Contraceptive Counseling | | Either | Complete APGO# 9 Preconception & APGO# 33 Family Planning submit screen shot of completed module |
| | Diabetes Mellitus | | Either | OME: Obstetrics: late pregnancy, diabetes during pregnancy |
| | Discomforts of pregnancy (low abd pain, round ligament pain, other) | | Either | APGO #8 maternal-fetal physiology |
| | Evaluation/Rx bleeding in pregnancy including previa | | Either | OME: Obstetrics: Late pregnancy, Third trimester bleeding |
| | Eval/Treatment cervical dysplasia or cancer | | Either | Complete APGO# 3 Cervical Cancer & STI Screening submit screen shot of completed module |
| | Eval/Treatment of ovarian pathology | | Either | OME: Gynecology: Anatomy & Pathology Complete lesson: Female Pelvic Anatomy Watch video, Complete Challenge Questions & submit screen shot of completed module |
| | High Risk OB HTN | | Either | OME: Obstetrics: late pregnancy, Hypertension and Eclampsia |
| | Management of labor | | Inpatient | Complete APGO# 32: Obstetric Procedures Submit screen shot of completed module |
| | Menopause/perimenopause | | Outpatient | Complete APGO# 47 Menopause submit screen shot of completed module |
| | PCOS | | Outpatient | OME: Gynecology: Reproductive Endocrinology Complete lesson: PCOS & Hyperandrogenism Watch video, Complete Challenge Questions & submit screen shot of completed module |
| | Pelvic Pain/LAP (dysmennorhea, dypareunia, endometriosis) | | Outpatient | Complete APGO# 38 Endometriosis & APGO# 46 Dysmenorrhea submit screen shot of completed module |
| | Pelvic floor disorders (prolapse-cele) | | Either | OME: Gynecology: Anatomy & Pathology Complete lesson: Pelvic Organ Prolapse |

## Required Clinical Experiences – List of Alternative Assignments

For each required clinical clerkship or clinical discipline within a longitudinal integrated clerkship, the list below outlines each patient type/clinical condition or required procedure/skill that medical students are required to encounter.

**List the alternative assignments to remedy gaps when students are unable to access a required encounter or perform a required skill. Be specific – module name, essay topic, website/online content, simulated procedure. **

| Clerkship | Patient Type/ Clinical Condition | Procedures/Skills | Clinical Setting(s) | Alternative Assignment |
|---|---|---|---|---|
| | | | | Watch video, Complete Challenge Questions & submit screen shot of completed module |
| | Postpartum Care in hospital - complicated | | Inpatient | OME: Obstetrics: late pregnancy, postpartum hemorrhage |
| | Postpartum Care in hospital - uncomplicated | | Inpatient | APGO #13 postpartum care |
| | Preeclampsia/Eclampsia/HELLP Syndrome | | Either | Complete APGO# 18 submit screen shot of completed module OME: Obstetrics: late pregnancy, Hypertension and Eclampsia |
| | Preterm labor | | Inpatient | OME: obstetrics: labor and delivery, Pre and post term complications of pregnancy |
| | Repair of episiotomy or laceration | | Inpatient | OME: Gynecology: Anatomy and Pathology, Female Pelvic Anatomy OME: obstetrics: labor and delivery, obstetrical operations |
| | Sexually Transmitted Infection | | Either | Complete APGO# 36 STI & UTI  submit screen shot of completed module |
| | Vaginal discharge | | Either | Complete APGO# 35 submit screen shot of completed module |
| Pediatrics | Normal Newborn Exam (≤ 7 days) | | Inpatient | OME Module 5 and 6 |
| | Well Child Exam < 1 yr. | | Outpatient | Aquifer Pediatric Case 1 and 2 |
| | Well Child Exam - Toddler | | Outpatient | Aquifer Pediatric Case 3 |
| | Well Child Exam - School-age | | Outpatient | Aquifer Pediatric Case 27 |
| | Well Child Exam - Adolescent | | Outpatient | Aquifer Pediatric Case 6 and 23 |
| | Abdominal Pain | | Either | Aquifer Pediatric Case 16 |
| | Anemia | | Either | Aquifer Pediatric Case 30 |
| | Asthma | | Either | Aquifer Pediatric Case 13 |
| | Child abuse/neglect | | Either | Aquifer Pediatric Case 25 |
| | Developmental delay or regression | | Either | Aquifer Pediatric Case 29 |
| | Diabetes Mellitus | | Either | Aquifer Pediatric Case 16 |
| | Diarrhea | | Either | Aquifer Pediatric Case 15 |
| | Exanthems | | Either | Aquifer Pediatric Case 32 |
| | Failure to thrive | | Either | Aquifer Pediatric Case 9 and 18 |
| | Jaundice (Newborn) | | Either | Aquifer Pediatric Case 9 |
| | Obesity | | Either | Aquifer Pediatric Case 4 |
| | Otitis (Externa or Media) | | Either | Aquifer Pediatric Case 14 |
| | Respiratory Distress (infant or child) | | Either | Aquifer Pediatric Case 12 |
| | Sore Throat | | Either | OME Module 1 |

<table>
<tr><td colspan="5"><h2 style="color:red; text-align:center">Required Clinical Experiences – List of Alternative Assignments</h2>

For <u>each</u> required clinical clerkship or clinical discipline within a longitudinal integrated clerkship, the list below outlines each patient type/clinical condition or required procedure/skill that medical students are required to encounter.

<span style="color:red">**List the alternative assignments to remedy gaps when students are unable to access a required encounter or perform a required skill. Be specific – module name, essay topic, website/online content, simulated procedure. **</span></td></tr>
</table>

| Clerkship | Patient Type/ Clinical Condition | Procedures/Skills | Clinical Setting(s) | Alternative Assignment |
|---|---|---|---|---|
| Internal Medicine | Chest pain | | Inpatient | Choose one of the following cases #01, 02, or 22. Complete module. Outline a brief summary about Chest pain, ECGs, and CXR workup and management based on the case. https://aquifer.org/courses/aquifer-internal-medicine/ |
| | Hypertension/ Hypertensive Crisis | | Inpatient | Complete Case 06: 45-year-old male with hypertension on patient. Outline a brief summary about hypertension workup and management based on the case. https://aquifer.org/courses/aquifer-internal-medicine/ |
| | Liver Cirrhosis or Ascites or Hepatic Encephalopathy | | Inpatient | Complete Case 11: 45-year-old male with abnormal liver chemistries on patient. Outline a brief summary about hepatic workup and management based on the case. https://aquifer.org/courses/aquifer-internal-medicine/ |
| | Congestive Heart Failure Exacerbation | | Inpatient | Complete Case 29: 55-year-old female with fever and chills on patient. Outline a brief summary about Congestive Heart Failure workup and management based on the case. https://aquifer.org/courses/aquifer-internal-medicine/ |
| | Pneumonia | | Inpatient | Choose one of the following cases #15, 22, 24, 27, 28, or 29. Complete module. Outline a brief summary about Pneumonia workup and management based on the case. https://aquifer.org/courses/aquifer-internal-medicine/ |
| | Pancreatitis, Acute | | Inpatient | Complete Case 09: 55-year-old female with upper abdominal pain and vomiting on patient. Outline a brief summary about Acute Pancreatitis workup and management based on the case. https://aquifer.org/courses/aquifer-internal-medicine/ |

## Required Clinical Experiences – List of Alternative Assignments

For each required clinical clerkship or clinical discipline within a longitudinal integrated clerkship, the list below outlines each patient type/clinical condition or required procedure/skill that medical students are required to encounter.

**List the alternative assignments to remedy gaps when students are unable to access a required encounter or perform a required skill. Be specific – module name, essay topic, website/online content, simulated procedure. **

| Clerkship | Patient Type/ Clinical Condition | Procedures/Skills | Clinical Setting(s) | Alternative Assignment |
|---|---|---|---|---|
| | Acute kidney injury | | Inpatient | Choose one of the following cases #27 or 33. Complete module. Outline a brief summary about Acute Kidney Injury workup and management based on the case. https://aquifer.org/courses/aquifer-internal-medicine/ |
| | UTI/urosepsis | | Inpatient | Choose one of the following cases #14, 21, or 35. Complete module. Outline a brief summary about UTI/Urosepsis workup and management based on the case. https://aquifer.org/courses/aquifer-internal-medicine/ |
| | Gastrointestinal Bleed (upper or lower) | | Inpatient | Complete Case 10: 48-year-old female with diarrhea and dizziness on patient. Outline a brief summary about Gastrointestinal bleeding workup and management based on the case. https://aquifer.org/courses/aquifer-internal-medicine/ |
| | Diabetes Mellitus/ DM Complications (foot infection, cellulitis/ulcer, or DKA/HHS) | | Inpatient | Complete Case 08: 55-year-old male with chronic disease management on patient. Outline a brief summary about Diabetes Mellitus workup and management based on the case. https://aquifer.org/courses/aquifer-internal-medicine/ |
| | Stroke or TIA | | Inpatient | Complete Case 03: Four patients followed by a brief summary about syncope workup and management based on the case https://aquifer.org/courses/aquifer-internal-medicine/ |
| | Anemia | | Inpatient | Choose one of the following cases #19, 21, 23, 27,or 36. Complete module. Outline a brief summary about Anemia workup and management based on the case https://aquifer.org/courses/aquifer-internal-medicine/ |
| | Cancer diagnosis | | Inpatient | Choose one of the following cases #11,13,17, 21,22,27,28,29, or 34. Complete module. Outline a brief summary about Cancer diagnosis workup and management based on the case |

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|---|---|---|---|---|
| **Required Clinical Experiences – List of Alternative Assignments** | | | | |
| For <u>each</u> required clinical clerkship or clinical discipline within a longitudinal integrated clerkship, the list below outlines each patient type/clinical condition or required procedure/skill that medical students are required to encounter.<br><br>**List the alternative assignments to remedy gaps when students are unable to access a required encounter or perform a required skill. Be specific – module name, essay topic, website/online content, simulated procedure. ** | | | | |
| **Clerkship** | **Patient Type/<br>Clinical Condition** | **Procedures/Skills** | **Clinical Setting(s)** | **Alternative Assignment** |
| | | | | https://aquifer.org/courses/aquifer-internal-medicine/ |
| | Altered mental status | | Inpatient | Choose one of the following cases #21,25,26,or 33. Complete module. Outline a brief summary about AMS workup and management based on the case https://aquifer.org/courses/aquifer-internal-medicine/ |
| | Substance abuse (alcohol, drug) | | Inpatient | Choose one of the following cases #10 or 11. Complete module. Outline a brief summary about Substance abuse workup and management based on the case https://aquifer.org/courses/aquifer-internal-medicine/ |
| Psychiatry | Major depressive disorder (single or recurrent) | | Either | Complete the learning module including feedback and quiz at the end. Upload certificate of completion and screenshot showing proof that the course was completed in its entirety to Elentra. https://www.admsep.org/csi-emodules.php?c=depression&v=y |
| | Bipolar I or Bipolar II | | Either | Complete the learning module including feedback and quiz at the end. Upload certificate of completion and screenshot showing proof that the course was completed in its entirety to Elentra. https://www.admsep.org/csi-emodules.php?c=bipolar&v=y |
| | Schizophrenia or other Psychotic Disorder | | Either | Complete the module in its entirety. Write a brief summary of each video and answer the following questions: 1) List the diagnostic criteria for schizophrenia. 2) State the illness stages of schizophrenia. 3) Describe the treatment plan for the patient discussed in the module, including medications, therapies, and psychosocial interventions. 4) Describe how to monitor medication side effects. https://www.admsep.org/csi-emodules.php?c=psychotic&v=y |
| | Generalized Anxiety Disorder | | Either | Complete the module in its entirety. Submit a summary of the case presented. Define |

| | | | | |
|---|---|---|---|---|
| <p align="center">**Required Clinical Experiences – List of Alternative Assignments**</p> For <u>each</u> required clinical clerkship or clinical discipline within a longitudinal integrated clerkship, the list below outlines each patient type/clinical condition or required procedure/skill that medical students are required to encounter.<br><br>**\*\*List the alternative assignments to remedy gaps when students are unable to access a required encounter or perform a required skill. Be specific – module name, essay topic, website/online content, simulated procedure. \*\*** | | | | |
| **Clerkship** | **Patient Type/ Clinical Condition** | **Procedures/Skills** | **Clinical Setting(s)** | **Alternative Assignment** |
| | | | | the anxiety disorders as presented in the module. Discuss the evidence-based treatment options of anxiety disorders as described in the module. https://www.admsep.org/csi-emodules.php?c=anxiety&v=y |
| | Substance Abuse (Alcohol, Drug) or Alcohol or Opiate Withdrawal | | Either | Complete the module in its entirety. Discuss recent trends in opioid use and deaths from overdose as discussed in the module. Describe CDC, AHA, and SAMHSA guidelines presented in the module, including risk reduction strategies and the steps of opioid overdose resuscitation. Provide an overview of Naloxone formulations and potential adverse effects/risks. Summarize the case presented in the module about patient Jim. https://www.admsep.org/csi-emodules.php?c=opiates&v=y |
| | Oppositional Defiant Disorder or Intermittent Explosive Disorder or Conduct Disorder subtypes | | Either | Complete OME Peds Psych 3. Answer all the questions and provide proof of completion. https://learn.onlinemeded.com/courses/take/neuropsych-cases/multimedia/46720224-pediatrics-psychiatry-3 |
| | Dementia or Delirium | | Either | Complete the course including post-assessment and feedback, download certificate and upload to Elentra, along with a screenshot showing proof that the entirety of the course was completed. https://www.admsep.org/subpages/csi/modules/delirium/index.html#/ |
| | ADD/ Hyperactivity Disorder | | Either | Complete the learning module. Using the case covered in the module answer the following questions:  1) Discuss the differential diagnosis for a child presenting with symptoms of inattention and/or hyperactivity. 2) Explain the components of a comprehensive ADHD evaluation, including questions in the clinical interview and relevant collateral. 3) Describe the clinical and epidemiologic features of ADHD |

| Clerkship | Patient Type/ Clinical Condition | Procedures/Skills | Clinical Setting(s) | Alternative Assignment |
|---|---|---|---|---|
| **Required Clinical Experiences – List of Alternative Assignments** ||||| 
| For <u>each</u> required clinical clerkship or clinical discipline within a longitudinal integrated clerkship, the list below outlines each patient type/clinical condition or required procedure/skill that medical students are required to encounter.<br><br>**\*\*List the alternative assignments to remedy gaps when students are unable to access a required encounter or perform a required skill. Be specific – module name, essay topic, website/online content, simulated procedure. \*\*** |||||
| | | | | in children and adolescents. 4) Summarize the treatment plan for the case discussed, including behavioral and pharmacological interventions. https://www.admsep.org/subpages/csi/modules/adhd/storypre.html |
| | Suicidal Ideation | | Inpatient | Complete OME Psych 4. Answer all the questions and provide proof of completion. https://learn.onlinemeded.com/courses/take/neuropsych-cases/multimedia/46720272-psychiatry-4 |
| | Cluster A, B, or C Personality Disorders | | Either | Complete the module in its entirety. Write a summary of each cluster of personality disorders and each disorder as described in the video. Summarize the case presented. Discuss treatment options for personality disorders as described in the module. https://www.admsep.org/csi-emodules.php?c=personality&v=y |
| Family Medicine | Allergic rhinitis | | Outpatient | Vanderbilt cases http://libraryaccess.elpaso.ttuhsc.edu/login?url=https://accessmedicine.mhmedical.com/cases.aspx?gboscontainerID=224<br>• Food Allergies<br>• Hypersensitivity Reaction |
| | Chest pain | | Outpatient | Aquifer cases https://aquifer.org/courses/aquifer-family-medicine/<br>• IM 02: 60 y/o female with chest pain<br><br>Case Files online https://accessmedicine.mhmedical.com/cases.aspx?gboscontainerid=185<br>• Chest pain<br><br>Online Med Ed Case x https://onlinemeded.org/spa/cases<br>• Cardiology case 1<br>• Cardiology Case 3<br>• Cardiology case 4 |

## Required Clinical Experiences – List of Alternative Assignments

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| Clerkship | Patient Type/ Clinical Condition | Procedures/Skills | Clinical Setting(s) | Alternative Assignment |
|---|---|---|---|---|
| | | | | • Surgery Case 11 |
| | Hypertension/ Hypertensive Crisis | | Outpatient | Aquifer cases https://aquifer.org/courses/aquifer-family-medicine/ <br>• FM 08: 54 y/o male with Elevated BP <br><br>Case Files online https://accessmedicine.mhmedical.com/cases.aspx?gboscontainerid=185 <br>• Hypertension <br><br>Vanderbilt cases http://libraryaccess.elpaso.ttuhsc.edu/login?url=https://accessmedicine.mhmedical.com/cases.aspx?gboscontainerID=224 <br>• Adult HTN diagnosis <br>• Adult HTN treatment |
| | Diabetes Mellitus/ DM Complications (foot infection, cellulitis/ulcer, or DKA/HHS) | | Outpatient | Aquifer cases https://aquifer.org/courses/aquifer-family-medicine/ <br>• FM 06: 57 y/o female Diabetes care <br><br>Case Files online https://accessmedicine.mhmedical.com/cases.aspx?gboscontainerid=185 <br>• Diabetes <br><br>Online Med Ed Case https://onlinemeded.org/spa/cases <br>• Neurology Case 4 <br>• Surgery case 4 <br><br>Vanderbilt cases http://libraryaccess.elpaso.ttuhsc.edu/login?url=https://accessmedicine.mhmedical.com/cases.aspx?gboscontainerID=224 <br>• DM- Diagnosis and monitoring |

## Required Clinical Experiences – List of Alternative Assignments

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| Clerkship | Patient Type/ Clinical Condition | Procedures/Skills | Clinical Setting(s) | Alternative Assignment |
|---|---|---|---|---|
| | | | | • DM- Treatment |
| | Pharyngitis | | Outpatient | Aquifer cases https://aquifer.org/courses/aquifer-family-medicine/ • FM 23: 5 y/o female with a sore throat<br><br>Vanderbilt Cases http://libraryaccess.elpaso.ttuhsc.edu/login?url=https://accessmedicine.mhmedical.com/cases.aspx?gboscontainerID=224 • Pharyngitis |
| | Upper Respiratory Infection | | Outpatient | Aquifer cases https://aquifer.org/courses/aquifer-family-medicine/ • FM 13 : 40 y/o male with persistent cough |
| | Physical Exam, Routine | | Outpatient | Aquifer cases https://aquifer.org/courses/aquifer-family-medicine/ • FM 01: 45 y/o female wellness visit • FM 02: 55 y/0 male wellness visit • PED 04: 8 y/o male WCC<br><br>Case Files Online https://accessmedicine.mhmedical.com/cases.aspx?gboscontainerid=185 • Obesity<br><br>Vanderbilt cases http://libraryaccess.elpaso.ttuhsc.edu/login?url=https://accessmedicine.mhmedical.com/cases.aspx?gboscontainerID=224 • Adult Vaccinations • Pre participation sports physicals |

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<tr><td colspan="5" align="center"><strong>Required Clinical Experiences – List of Alternative Assignments</strong></td></tr>
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<tr><td>Clerkship</td><td>Patient Type/<br>Clinical Condition</td><td>Procedures/Skills</td><td>Clinical Setting(s)</td><td>Alternative Assignment</td></tr>
<tr><td rowspan="3"></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Palliative/End of Life Care</td><td></td><td>Outpatient</td><td>Vanderbilt cases<br>http://libraryaccess.elpaso.ttuhsc.edu/login?url=https://accessmedicine.mhmedical.com/cases.aspx?gboscontainerID=224<br>• Advanced care plans<br><br>Garber and Wilbur /End of life Care<br>https://libraryaccess.elpaso.ttuhsc.edu/login?url=https://accessmedicine.mhmedical.com/cases.aspx#tab=8<br>• Case 27.01<br>• Case 27.02<br>• Case 27.03</td></tr>
<tr><td>Abdominal pain</td><td></td><td>Outpatient</td><td>Aquifer cases<br>https://aquifer.org/courses/aquifer-family-medicine/<br>• FM 15: 42 y/o male with RUQ pain<br>• FM 19: 39 y/o male with epigastric pain<br>• FM 20: 28 y/o female with abdominal pain<br><br>Case files online<br>https://accessmedicine.mhmedical.com/cases.aspx?gboscontainerid=185<br>• Dyspepsia and peptic ulcer Irritable Bowel Syndrome<br><br>Online Med Ed Case x<br>https://onlinemeded.org/spa/cases<br>• Gastroenterology 1<br><br>Vanderbilt cases<br>http://libraryaccess.elpaso.ttuhsc.edu/login?url=https://accessmedicine.mhmedical.com/cases.aspx?gboscontainerID=224<br>• GERD (week 31)<br>• Inflammatory bowel disease</td></tr>
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|---|---|---|---|---|
| <td colspan="5" align="center">**Required Clinical Experiences – List of Alternative Assignments**</td> |
| <td colspan="5">For each required clinical clerkship or clinical discipline within a longitudinal integrated clerkship, the list below outlines each patient type/clinical condition or required procedure/skill that medical students are required to encounter.<br><br>**List the alternative assignments to remedy gaps when students are unable to access a required encounter or perform a required skill. Be specific – module name, essay topic, website/online content, simulated procedure. **</td> |
| Clerkship | Patient Type/<br>Clinical Condition | Procedures/Skills | Clinical Setting(s) | Alternative Assignment |
| | | | | • Irritable bowel syndrome<br>• Gallbladder disease in adults |
| Surgery | **Alimentary Track:** *minimum of 2 from the following list:* | | | OME Surgery Module 1: Abdominal Pain<br>OME Surgery Module 2: Abdominal Pain |
| | • Gastroesophageal reflux | | Either | |
| | • Peptic/duodenal ulcer | | Inpatient | |
| | • Esophageal cancer | | Inpatient | |
| | • Gastric cancer | | Inpatient | |
| | • Bariatric surgery | | Either | |
| | • Small bowel obstruction | | Inpatient | |
| | • Colon cancer | | Inpatient | |
| | • GI bleeding: upper/lower | | Inpatient | |
| | • Large bowel obstruction | | Inpatient | |
| | • Appendicitis | | Inpatient | |
| | • Inflammatory bowel disease | | Either | |
| | • Diverticulitis | | Inpatient | |
| | • Hemorrhoids | | Either | |
| | **Abdominal Wall** – Hernia of any type, except hiatal hernia | | Either | OME Surgery Module 3: Painful Bulge in the Groin<br>OME Surgery Module 5: Scrotal Pain |
| | **Hepatobiliary:** *minimum of 2 from the following list:* | | | Wise MD: Cholecystitis<br>Wise MD: Pancreatitis |
| | • Cholecystitis | | Inpatient | |
| | • Pancreatitis | | Inpatient | |
| | • Hepatitis | | Inpatient | |
| | • Pancreatic pseudocyst | | Inpatient | |
| | • Pancreatic cancer | | Inpatient | |
| | • Liver mass/cancer | | Inpatient | |
| | • Gallbladder | | Either | |
| | **Breast:** *minimum of 2 from the following list:* | | | OME Surgery Module 9: Breast Lump<br>OME Surgery Module 10: Breast Lump Diagnosed as DCIS |
| | • Fibrocystic changes | | Either | |
| | • Breast cyst | | Either | |
| | • Fibroadenoma | | Either | |
| | • Breast abscess | | Either | |
| | • Breast cancer | | Either | |

| | Required Clinical Experiences – List of Alternative Assignments | | | |
|---|---|---|---|---|
| For each required clinical clerkship or clinical discipline within a longitudinal integrated clerkship, the list below outlines each patient type/clinical condition or required procedure/skill that medical students are required to encounter. **List the alternative assignments to remedy gaps when students are unable to access a required encounter or perform a required skill. Be specific – module name, essay topic, website/online content, simulated procedure. ** | | | | |
| Clerkship | Patient Type/ Clinical Condition | Procedures/Skills | Clinical Setting(s) | Alternative Assignment |
| | **Vascular/Thoracic/Cardiac:** *minimum of 2 from the following list:* | | | OME Surgery Module 11: Chest Pain OME Surgery Module 8: Unwitnessed Loss of Consciousness |
| | • Carotid artery stenosis | | Inpatient | |
| | • Abdominal aortic aneurysm | | Inpatient | |
| | • Claudication | | Inpatient | |
| | • Acute arterial ischemia – extremity | | Inpatient | |
| | • Chronic limb ischemia: ulcer/rest pain/gangrene | | Inpatient | |
| | • Lung nodule | | Inpatient | |
| | • Lung cancer | | Inpatient | |
| | • COPD | | Inpatient | |
| | • Pneumothorax | | Inpatient | |
| | • Coronary artery disease | | Inpatient | |
| | • Deep venous thrombosis | | Inpatient | |
| | **Trauma/Critical Care:** *minimum of 2 from the following list:* | | | Wise MD: Trauma Resuscitation Wise MD: Burn Management |
| | • Blunt trauma: head/neck/chest/abdomen / pelvis | | Inpatient | |
| | • Penetrating trauma: head/neck/chest/abdomen / pelvis | | Inpatient | |
| | • Burn injury | | Inpatient | |
| | • Respiratory failure/ARDS | | Inpatient | |
| | • Acute renal failure | | Inpatient | |
| | • Multiple system organ failure | | Inpatient | |
| | **Endocrine** – *minimum of 2 from the following list:* | | | OME Surgery Module 4: Neck Lump Wise MD: Thyroid Nodule |
| | • Thyroid nodule | | Either | |
| | • Hyperthyroidism | | Either | |
| | • Thyroid cancer | | Either | |
| | • Hyperparathyroidism | | Either | |
| | • Adrenal mass | | Either | |

# Required Clinical Experiences – List of Alternative Assignments

For each required clinical clerkship or clinical discipline within a longitudinal integrated clerkship, the list below outlines each patient type/clinical condition or required procedure/skill that medical students are required to encounter.

**List the alternative assignments to remedy gaps when students are unable to access a required encounter or perform a required skill. Be specific – module name, essay topic, website/online content, simulated procedure. **

| Clerkship | Patient Type/ Clinical Condition | Procedures/Skills | Clinical Setting(s) | Alternative Assignment |
|---|---|---|---|---|
| | **Skin and Soft Tissue** – *minimum of 2 from the following list:* | | | |
| | • Abscess | | Either | Wise MD: Skin Cancer |
| | • Melanoma | | Either | |
| | • Skin Cancer | | Either | |
| | **Subspecialty**: *minimum of 2 from the following list:* | | | |
| | • Anesthesia | | Inpatient | |
| | • ENT | | Inpatient | |
| | • Vascular surgery not otherwise listed | | Inpatient | Wise MD: Venous Thromboembolism OME Surgery Module 12: Shoulder Pain |
| | • Plastic surgery | | Inpatient | |
| | • Orthopedics | | Inpatient | |
| | • Cardiothoracic | | Inpatient | |
| | **Oncology** – *minimum of 2* | | | Wise MD: Colon Cancer Wise MD: Lung Cancer |
| | • Any oncology surgery | | Inpatient | |
| | | Care of Surgical Wound/Dressing change | Either | |
| | | Suture / staple removal | Either | |
| | | Management and removal of drains and tubes | Either | No alternative assignment, need to see during rotation or arrange schedule to accommodate |
| | | Nasogastric tube or feeding tube insertion | Inpatient | |
| | | Insertion of Foley | Inpatient | |
| | | Venipuncture / IV placement | Inpatient | |
| | | Suturing | Either | |
| | | Rectal exam | Either | |
| Clinical Neuroscie | Stroke or TIA | | Either | Review Stroke lesson on OME, complete Case 1 "Altered mental status and subarachnoid hemorrhage" followed by a |

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| | | | | brief summary about Stroke workup and management based on the case. |
| | Epilepsy/Seizures | | Either | Review Seizures and Epilepsy lesson on OME, complete Case 2 "Seizures and status epilepticus" followed by a brief summary about Stroke workup and management based on the case. |
| | Dementia or Delirium | | Either | Complete Case 09 on Aquifer Neurology: 75-year-old with memory loss followed by a brief summary about Dementia workup and management based on the case. |
| | Neuromuscular disease | | Either | Review Neuromuscular Weakness lesson on OME, complete Case 4 "Myasthenia Gravis and Hypothyrodism" and Case 6 "Guillain-Barre Syndrome" followed by a brief summary with workup and management based on the case. |
| | Infectious Diseases of the Nervous System (Viral encephalitis, bacterial meningitis, or fungal meningitis) | | Either | Student will be required to watch video on Encephalitis on this link www.youtube.com/watch?v=rAisaSkVLJQ Afterwards, student must complete a 1 page summary on the video. |
| | Movement disorders (Hyperkinetic or Hypokinetic) | | Either | Review Movement Disorders lesson on OME, complete Case 3 "Amyotrophic Lateral Sclerosis" followed by a brief summary about ALS workup and management based on the case. |
| Emergency Medicine | Fever | | Outpatient | Reading and summary to include 5 common diagnoses for the presenting complaint with at least 5 clinical findings (history/exam/diagnostic studies) that would be likely for each of the diagnoses. (*An Introduction to Clinical Emergency Medicine*, 2nd ed, "Fever in Children – Section 2, Chapter 28") |
| | Chest Pain | | Outpatient | Reading and summary to include 5 common diagnoses for the presenting complaint with at least 5 clinical findings (history/exam/diagnostic studies) that would be likely for each of the diagnoses. (*An Introduction to Clinical Emergency Medicine*, 2nd ed, "Chest Pain – Section 2, Chapter 17") |
| | Nausea & Vomiting | | Outpatient | Reading and summary to include 5 common diagnoses for the presenting complaint with at least 5 clinical findings (history/exam/diagnostic studies) that would be likely for each of the diagnoses. (*An Introduction to Clinical Emergency Medicine*, 2nd ed, "Vomiting – Section 2, Chapter 44") |
| | Abdominal pain | | Outpatient | Reading and summary to include 5 common diagnoses for the presenting complaint with |

List of Alternative Assignments

| | | | | at least 5 clinical findings (history/exam/diagnostic studies) that would be likely for each of the diagnoses. (*An Introduction to Clinical Emergency Medicine*, 2nd ed, "Abdominal Pain – Section 2, Chapter 10") |
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