



<b>UT Health Science Center:</b>	
<b>COM-G05 Responsibilities for Preclinical Courses (Guideline) - COM Medical Education</b>	
<b>Version 1</b>	<b>Publication Date: 05/31/2023</b>

<b>No./Title:</b> COM-G05/ Responsibilities for Preclinical Courses (Guideline)	<b>Resp. Office:</b> Medical Education <b>Approval Body:</b> CUME	<b>Effective Date:</b> 05/17/22
<b>Category:</b> COM/UME	<b>Last Review:</b> 05/17/22	<b>Next Review:</b> 05/17/25
<b>Contact:</b> Michael Whitt, Ph.D. Assoc. Dean for Medical Education	 901-448-4634	 <a href="mailto:mwhitt@uthsc.edu">mwhitt@uthsc.edu</a>
<b>Related Policy:</b> N/A		

**Office of Medical Education Responsibilities:**

- Generate a draft master schedule and distribute to course and module directors for feedback.
- Reconcile schedule based on course/module director feedback.
- Submit room reservation requests to GEB/SAC/CHIPs prior to the scheduling deadlines.
- Reconcile scheduling conflicts between GEB/SAC/CHIPs and the draft schedule. Communicate any schedule changes to course/module directors.
- Post the schedule to eMedley.
- Coordinate with GEB IT staff to facilitate live streaming/recording of in-person sessions.
- Coordinate with OME staff to facilitate the proper set-up for small group sessions.
- Create Zoom meetings for sessions that are to be conducted virtually and maintain the class google doc to house the meeting and recording links.
- Provide administrative assistance for posting course materials and formative quizzes to eMedley.
- Provide administrative assistance for TBL sessions.
- Assemble block assessments in ExamSoft, oversee testing, and organize exam review.
- Provide exam performance data to course/module directors and module faculty.
- Maintain the course gradebook in EMedley and submit course grades to Banner.
- Coordinate with SASSI to provide services to at-risk students.
- Oversee collection and distribution of student feedback to course directors, module directors, and module faculty.
- Provide information as needed to allow course/module directors to complete 3-year Course Reviews and annual Course Improvement Plans.

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- Oversee curriculum mapping efforts.
- Coordinate NBME Practice Exam/NBME Subject Exam, or UWorld question bank access to promote familiarity with current Step 1 content and question style at the request of course/module directors.
- Recruit faculty as needed to maintain course staffing, expertise, and curricular quality.
- Oversee implementation of major curricular changes.
- Communicate faculty development and training opportunities.
- Lead CMDCS meetings.

**Course Director Responsibilities:**

- Convey requests for NBME practice exam, NBME Subject exam, UWorld Question Bank access, or other Step 1 review request to OME leadership.
- Review the draft master schedule with module directors and communicate needed revisions to OME leadership in a timely manner.
- Ensure that module directors have communicated the schedule to **ALL** module faculty and have confirmed their participation well before the start of the course.
- Communicate staffing needs to the OME in a timely manner.
- When the eMedley calendar is posted, check for accuracy, and coordinate the removal of outdated materials.
- Create a course syllabus (COM template) in consultation with module directors and post to EMedley prior to the start of the course.
- Meet with module directors/key faculty prior to the start of the course to discuss needed revisions, paying particular attention to gaps and unintentional redundancies. Refer to recent course reviews and course improvement forms to ensure that recommended changes are incorporated. This would also be a good opportunity to review course and session objectives as a group.
- Encourage module directors and module faculty to use teaching methods that involve active learning. OME staff and the TLC can help provide training to faculty as needed.
- Work with module directors to ensure course materials are posted to EMedley on time. Material should be posted at least one week prior to the session.
- Confirm that session objectives are forwarded to OME staff in a timely manner for posting to eMedley.

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- Lead course orientation session for students This should include information on course structure, introduce course faculty, provide information on how to communicate with course faculty, and the grading scheme.
- Respond promptly to student questions or concerns (either in person or via telephone/email).
- Attend as many sessions as possible in order to maintain a big picture overview of course content and so that you can provide feedback to module directors and module faculty and ensure consistency for the students.
- Assist module directors/module faculty with technology in the GEB auditorium or designated small group learning spaces. OME staff can provide training as needed.
- Work with module directors to ensure that each module incorporates sufficient amounts of high quality formative feedback as described below.
- Work with module directors/module faculty to ensure timely posting of USMLE Rx practice quizzes and make sure these are shared with OME leadership.
- Work with module directors to determine the distribution of questions on assessments and communicate question breakdown to the class.
- Collect assessment questions for posting in ExamSoft and communicate this information to OME leadership at least 4 days prior to the assessment date.
- Preview assessments with module directors and module faculty to identify flawed questions and to ensure that the assessment is balanced with regards to content.
- Provide timely feedback regarding assessment re-keys, following UTHSC COM re-key guidelines.
- Review student feedback when provided by the OME.
- Meet with module directors/key faculty after the course or module to debrief and discuss areas of strength and areas where improvement is needed.
- Present your course for CMDCS for review according to our 3-year review cycle.
- Notify the Senior Assistant Dean for Basic Sciences and the Associate Dean for Medical Education if module faculty do not meet the responsibilities outlined below.
- Assist in curriculum mapping efforts.
- Regularly attend CMDCS meetings.

**Module Director Responsibilities:**

- Convey requests for NBME practice exam, NBME subject exam, UWorld Question Bank access, or

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other Step 1 review request to the course director.

- Communicate the proposed schedule to **ALL** module faculty and **confirm their participation** well before the start of the course. This includes all clinical and basic science faculty participating in the module.
- Communicate needed schedule revisions to the course director and OME leadership in a timely manner. Calendar revisions should be complete prior to the start of the semester.
- Meet with course director and key faculty prior to the start of the course to implement needed revisions or communications.
- Work with the course director and OME leadership to identify appropriate faculty to present content.
- Work with the course director and module faculty to ensure course materials are posted to EMedley on-time (at least one week in advance). Module directors should be able to access and use the EMedley platform. Training is available upon request.
- Utilize teaching methods that involve active learning and encourage module faculty to do the same.
- Review and approve session objectives. Session objectives should follow best practices. Guidance can be provided by OME and/or TLC staff. Forward revised objectives to OME staff for upload into eMedley before the start of the course.
- Lead module orientation for the students. Include a slide noting changes that were implemented this year, especially those based on student feedback. Also comment on changes that were not implemented and why. Discuss the formative feedback activities that will be used during the module.
- Attend as many sessions as possible in order to maintain a big picture overview of course content and so that you can provide feedback to module faculty and ensure consistency for the students.
- Work with module faculty to ensure that each module incorporates sufficient amounts of high quality formative feedback as described below.
- Provide necessary information for TBL sessions (e.g. iRAT/gRAT questions) to appropriate OME staff at least one week in advance of the session.
- Preview assessments to identify flawed questions and to ensure that the assessment is balanced with regards to content.
- Provide timely feedback regarding assessment re-keys. Follow UTHSC COM re-key guidelines.
- Review student feedback when provided by the OME.

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- Meet with the course director and key faculty after the module to debrief and discuss areas of strength and areas where improvement is needed.
- Complete the annual Course Improvement Form for your module and return to OME within 3 weeks of receiving course feedback. Communicate your plans for improvement with the faculty participating in the module.
- Assist in curriculum mapping efforts.
- Regularly attend CMDCS meetings.
- Notify the Senior Assistant Dean for Basic Sciences and the Associate Dean for Medical Education if module faculty do not meet the responsibilities outlined below.
- ***Immediately notify the course director and OME leadership of any unanticipated illness, unplanned travel, planned retirement, or other change to UTHSC employment that will result in you being unable to participate as planned.***

**Module Faculty Responsibilities:**

- Participate in the review relevant Step 1 materials such as "Crush Step 1," "First Aid," and Step 1 question banks such as USMLE World, NBME practice or subject exams at least every three years to ensure high yield step 1 content is thoroughly covered. This will be coordinated for all faculty by the course/module directors and OME leadership.
- The course/module directors will provide the schedule for the module. Individual faculty should review the schedule and convey scheduling conflicts to course/module directors according prior to the deadline they impose.
- Provide session objectives for each contact hour. Session objectives should follow best practices. Guidance can be provided by OME or TLC staff.
- Organize your presentation so that the basic science/basic disease processes required for the understanding of clinical diagnoses or treatments are clearly illustrated. Teach at an appropriate level for your audience. M1/M2 students should not be taught at the resident level.
- Review your slides for accuracy, clarity, and brevity (there should be no more than 30-40 slides per 50 min didactic lecture or pre-study).
- Review the slides of co-faculty who give related lectures, communicate with these faculty in advance to agree on content, close gaps, and remove unplanned redundancies.
- Post pre-study and in-class materials to eMedley at least one week in advance. Students prefer PowerPoint files to be posted along with notes or a script. Students prefer that pre-studies are

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in the form of a narrated audio/video recording.

- Arrive to your session on time and end on schedule. Note that sessions scheduled for one-hour end at 50 minutes past the hour in order to provide a break for the students between sessions. Do not exceed your allotted time.
- Incorporate teaching methods that involve active learning. OME, course and module directors, and TLC staff can help provide training to faculty as needed.
- Provide ample formative feedback (e.g. in-class discussion questions, quick think questions, cases for discussion, practice questions posted to eMedley Examn, TBLs, workshops, or CPC sessions, see Policy for Providing Formative Assessment and Feedback to Medical Students in the Pre-clinical Curriculum).
- Respond promptly to student questions (either in person or via telephone/email). Post questions and your responses to the course Q & A document.
- Participate in faculty development and/or mentoring as needed.
- Provide questions for the summative assessment as requested by the course/module directors according to the deadline they impose.
- Failure to adhere to these guidelines may be reported to the ADME and the Department Chair to be addressed during the annual faculty performance evaluation.
- ***Immediately notify course/module directors and OME leadership of any unanticipated illness, unplanned travel, planned retirement, or other change to UTHSC employment that will result in you being unable to participate as planned.***

## APPROVAL HISTORY

Effective: 05/17/22

Revised: N/A