UT Health San Antonio
Joe R. & Teresa Lozano Long School of Medicine

Undergraduate Medical Education (UME) Policy

| **Title: Scheduled Class Time in Preclinical Coursework** | | | |
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| *Origination Date: 9/14/2018* | *Revision History: 07/17/2025; 12/20/2022; 12/20/2018* | *Last amended/reaffirmed: 07/17/2025* | *Review frequency: 4 years* |
| Purpose: | To define the parameters for scheduled class time and distribution of activities that comprise scheduled class time in the preclinical curriculum in order to ensure students have time to engage in self-directed learning during the pre-clinical curriculum phase. | | |
| Definitions: | **Self-Directed Learning (SDL)*** – Learners taking the initiative for their own learning: diagnosing needs, formulating goals, identifying resources, implementing appropriate activities, and evaluating outcomes.<br><br>**Independent Learning (IDL)*** – Instructor-/ or mentor-guided learning activities to be performed by the learner outside of formal educational settings (classroom, lab, clinic); dedicated time on learner schedules to prepare for specific learning activities, e.g., case discussions, TBL, PBL, clinical activities, research project(s).<br><br>**Team Based Learning (TBL)*** - A form of collaborative learning that follows a specific sequence of individual work, group work and immediate feedback; engages learners in learning activities within a small group that works independently in classes with high learner-faculty ratios.<br><br>**Readiness Assurance Test (RAT**) – A brief test, given individually and as a team that assesses acquisition of pre-class preparatory objectives and readiness to apply basic concepts at a higher-level during team-based activities in class.<br><br>** as defined by MedBiquitous https://medbiq.org/curriculum/vocabularies.pdf.* | | |
| Policy: | <u>Parameters for scheduled class time:</u><br><br>• Scheduled class time includes all of the following:<br><br>o Sessions that take place in the classroom or clinical skills center at a specified time, regardless of whether or not attendance is tracked.<br><br>o Summative quizzes and exams that form part of the grade for the module.<br><br>o Independent learning activities that contain their own set of learning objectives for which students are responsible on the module quizzes/exams. These sessions must be represented by a designated time on the course calendar even if these activities can be completed asynchronously.<br><br>• Scheduled class time is limited to Monday – Friday, 8:00am -11:50am for morning sessions, and Monday – Friday, 1:00pm- 5:00pm for afternoon sessions. Any unallocated time falling within the above windows is designated as self-directed learning time. Students should not be assigned particular activities or learning objectives for Self-Directed Learning time, but a menu of options may be provided.<br><br>o The following modules may only have PM sessions:<br>• Language of Medicine (LOM)<br>• Clinical Skills (CS)<br><br>o The following module may have both AM and PM sessions:<br>• Form and Function (F&F)<br><br>o The remaining modules may have only AM sessions. | | |

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| | ○ The exception to the above limitations are optional review sessions which may occur over noon hour or during evening hours provided they are not required and no new content is presented during these times.<br><br>○ Additional exceptions may be made at the discretion of the Office for Undergraduate Medical Education due to exigent circumstances, such as campus closure for weather events.<br><br>○ During a typical week, scheduled class time will not exceed:<br>• 32 hours in MS1 fall and MS2 spring semester<br>• 24 hours in MS1 spring and MS2 fall semester<br><br><u>Distribution of activities comprising scheduled class time</u><br><br>• No more than 50% of scheduled class time in any given week should be comprised of lecture (Maximum of 10 hours/week lecture time for modules with AM sessions only).<br><br>• There should not be more than one Team-Based Learning (TBL) session per week within any given module. TBL sessions should not be more than 2.5 hours in length including the Readiness Assurance Test (RAT) portion.<br><br>• There should not be more than one histopathology lab per week within any given module. Histopathology lab sessions should not be more than 2 hours in length.<br><br><u>Attendance requirements</u><br>There are three types of attendance: Discretionary, Participatory and Mandatory<br><br>• **Discretionary:** Attendance is not tracked. Students are responsible for mastering the learning objectives for that session but may choose to attend in person or not. This should be the default designation for sessions not meeting Participatory or Mandatory criteria.<br><br>• **Participatory:** Sessions that students are responsible for attending a certain percentage of (not to exceed 80% and clearly delineated in the Grading Policy for the module) in order to pass the participatory component of the module. Sessions designated as participatory should meet one or both of the following criteria:<br><br>1. Interactive sessions in which successful implementation of the lesson plan requires a critical mass of students.<br>2. Sessions in which the in-person experience cannot be replicated via another mechanism. Examples include but are not limited to patient presentations, demonstrations, or guest speakers from outside the institution.<br><br>• **Mandatory**: Sessions for which attendance is required for one of the following reasons:<br><br>○ Summative evaluations (quizzes, exams).<br>○ Formal team-work activities in which students have a responsibility to their teammates to participate in person (Synthesis, TBL's, Histopathology Labs).<br>○ Sessions in which the in-person experience cannot be replicated via another mechanism. Examples include but are not limited to patient presentations, demonstrations, or guest speakers from outside the institution. |
| Process: | <u>Evaluation of Effectiveness of this policy</u> |

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| | • Effectiveness of this policy will be prospectively checked when module schedules are reviewed and approved by the Office for Undergraduate Medical Education. Post-hoc effectiveness will be reviewed during module evaluations by the LSOM Curriculum Committee and its Evaluation Subcommittee. Post-hoc analyses will include analysis by educational specialists of whether the pre-hoc designation aligned with the method of delivery based on in-class observations.<br><br>• Post-hoc analysis, as described above, will comprise one portion of the review materials provided to the Evaluation Subcommittee and the Curriculum Committee, when each module is reviewed annually. |

*Approval Body: Long School of Medicine Curriculum Committee*

**CERTIFIED BY:**

Melissa Martinez — Digitally signed by Melissa Martinez, Date: 2025.07.23 14:06:30 -05'00'

***Curriculum Committee Chair*** ***Date***
*Name: Melissa Martinez, MD*
*Title: Professor, Psychiatry*

**ACCEPTED AND AGREED TO:**

Deborah Conway — Digitally signed by Deborah Conway, Date: 2025.08.01 14:57:50 -05'00'

***Responsible Officer*** ***Date***
*Name: Deborah Conway, MD*
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Robert Hromas — Digitally signed by Robert Hromas, Date: 2025.08.12 13:59:08 -05'00'

***Responsible Executive*** ***Date***
*Name: Robert Hromas, MD, FACP*
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***Related regulations, policies, and accreditation elements:***

- *LCME Element 8.8 Monitoring Student Time*
- *Individual Module Syllabus & Grading Policies*
- *Preclinical grade composition policy*