



**Policy Title:** Policy on Preclerkship Phase Workload

**Date of Review/Revision/Approval:** June 2024

**Review Cycle:** 4 years

**Body Responsible for Review/Revision/Approval:** Preclerkship Course Director Committee; Curriculum Steering Committee

**Responsible Dean:** Associate Dean for Undergraduate Medical Education

**Relevant LCME Element:** 8.8  
**(if applicable)**

**Policy Statement/Purpose:**

The preclerkship curriculum includes scheduled class sessions (contact hours) for content delivery, knowledge application, peer interaction, and clinical skills acquisition. The course and curriculum directors ensure there is adequate unscheduled time for students' study and class preparation and consider this when developing the schedule for each semester of the preclerkship phase.

**Policy Directives:**

Scheduled contact hours, inclusive of all concurrent courses, are limited to 23 hours or less per week on average over the course of each semester in years 1 and 2. A maximum of 25 hours are scheduled in a single week. This includes scheduled lectures, lectures labeled as "self-study," laboratory and small group sessions, Team Based Learning sessions, skills labs, interprofessional activities, and physical diagnosis sessions. With few exceptions, students have at least two half days without scheduled activities per week.

Scheduled activities such as Team Based Learning sessions or workshops may require additional preparation time. The estimated time for these is calculated by the basic science curriculum

directors and will not exceed 5 hours in any week. Calculation for these additional hours are noted in the appendix to this document and do not include time for regular study or review.

In the second year, students spend additional time in clinical activities, namely the longitudinal selective and hospital rounds. These are not included in the total hour count per week but are not expected to exceed 5 additional hours in any given week unless desired by the student.

The Preclerkship Course Director Committee reports overall student workload hours as a component of the preclerkship phase review. Any proposed changes to course hours that could affect this policy must be approved by the Curriculum Steering Committee. Ad hoc exceptions to work hour limitations may be granted by the Associate Dean for Undergraduate Medical Education if deemed unavoidable or necessary for educational purposes.

## Appendix to Policy on Preclerkship Phase Workload Hours

The Basic Science Curriculum Co-Directors work with the course directors for their respective years to ensure that (1) scheduled classroom time does not exceed 23 hours on average or 25 hours in a single week; (2) preparation time for classroom activities does not exceed 5 hours in a single week.

Calculations for preparation time are below. Course directors may determine that the amount of time required to prepare for some sessions falls outside these parameters, in which case calculations are adjusted accordingly.

- Team-Based Learning – 30 minutes (if no new material); 1 hour if new material
- HELP Session – 30 minutes
- Anatomy lab – 45 minutes per session to review notes and video
- CSI 100 and 200 skills – 30 minutes first session
- CSI 200 Small Group – 2 hours if assigned to present
- CSI 200 Physical Exam Skills – 15 minutes
- CSI 100 Small Group – 30 minutes to learn illness script (if no associated TBL)
- Active Learning session/workshop - 1 hour if new material

The maximum amount of time expected for a student in a week is 30 hours, including scheduled classes, preparation time, and clinical activities.

Course directors submit their proposed course schedules to their respective Basic Science Curriculum Co-Director at least 4 months prior to the start of a semester. Any changes that are necessary to comply with the workload hour policy are made at that time.

If a course director wants to increase the number of hours in their course, they must discuss it with the Basic Science Curriculum Co-Director for approval. These co-directors may approve changes if they don't affect policy compliance or if the addition of a session is a single occurrence that enhances the students' learning.