Emergency Medicine Clerkship Syllabus

Academic Year 2017-2018
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Welcome to the Emergency Medicine Clerkship. This clerkship is designed to introduce students to core Emergency Medicine principles. During this four-week experience, students will be exposed to various stages of evaluation and treatment of the undifferentiated patient.

Students will be challenged in areas of medical knowledge; patient care; interpersonal and communication skills; professionalism; critical appraisal and quality improvement; and societal awareness and responsiveness.

While students will not master all of Emergency Medicine, by the end of this clerkship, students are expected to achieve a level appropriate for a third-year clerkship.

Faculty members, residents and our staff are committed to providing an exceptional education experience and are dedicated to student success. We look forward to working with you and supporting you during your Emergency Medicine Clerkship experience.

Jonathan Fisher, MD, MPH, FACEP, FAAEMS
Clerkship Director
Emergency Medicine Clerkship Organization and Description

The purpose of the rotation is to give students an exposure to emergency medicine. Because it is a complaint-based specialty, each student’s experience will be unique. The unifying feature is that the student will have the opportunity to develop the skills needed to evaluate the undifferentiated patient. The student will function as a sub-intern in the emergency department with responsibility for the initial evaluation of patients. Students will learn to obtain a history, perform a physical examination, and develop a differential diagnosis, treatment plan, and disposition. The student will learn how to assess patients quickly and begin treatment without having a solid diagnosis. Students will also be exposed to the social aspects of medicine – quickly forming relationships with patients and families; exposure to social ills such as homelessness and violence; and dealing with the limitations of medicine – uninsured patients and patients with chronic diseases who are noncompliant.

Dr. Jonathan Fisher specializes in Emergency Medicine education and research development. He completed a residency in Emergency Medicine at the Harvard Affiliated Emergency Medicine Residency at the Brigham and Women’s Hospital/Massachusetts General in 2001. He is Professor of Emergency Medicine and the Associate Program Director of Maricopa Medical Center Emergency Medicine Residency. Prior to that, he was the Vice Chair and Fellowship Director for EMS in the Department of Emergency Medicine at Beth Israel Deaconess Medical Center.

Dr. Fisher plays key leadership roles in numerous national organizations including Chair elect of the Academy of Clerkship Directors in Emergency Medicine, Chair of the Society for Academic Emergency Medicine’s graduate medical education committee, and a member of the American College of Emergency Physicians’ academic affairs committee. His clinical and research interests focus on emergency medicine medical education and on the intersections of public health and emergency care.
<table>
<thead>
<tr>
<th>Length</th>
<th>4-week rotation</th>
</tr>
</thead>
</table>
| Didactics/Interactive Learning Sessions | 1st Monday 1/2 day and 2 - ½ days the rotation  
Simulation ½ day for high acuity cases  
Total of 4 ½ days of the 4 weeks |
| Clinical Sites | • Maricopa Integrated Health Systems: Maricopa Medical Center Adult Emergency Department  
• Banner University Medical Center - Phoenix  
• Honor Health – John C. Lincoln  
Please refer to One45 for detailed site information. |
| Additional Clerkship Requirements |  |
| Clinical Site Requirements | Shift Requirement:  
Fourteen to Sixteen – 8-12 hour shifts will be scheduled during your month rotation. These shifts will vary between days, evenings, nights and weekends as emergency medicine is 24/7 specialty with varying presentations and resources by time of day. Students with a particular request for time off need to submit them in writing to the clerkship coordinator one month before starting the rotation. Requests may impact other students’ schedules and may not be reconciled until the first day of the rotation.  
If you are unable to work a shift because of a personal emergency, you must contact the site director. It is not adequate to speak to the clerkship or residency coordinators. |
| Mandatory Conferences | Students must be present for all student specific didactic conferences on the first and second day of the rotation, as well as simulation. Failure to be present for these conferences will result in an incomplete. |
| Supplemental Didactics may be available at each site as determined by site director | All students at MIHS and Banner sites are expected to attend Wednesday Morning Conferences. If you worked Tuesday night 7p-3a, attendance from 10 am is required. If you are scheduled for Wednesday, you are expected to attend conference, then work the remainder of your scheduled shift. Sign in on the sheet provided.  
Students at Honor Health will have additional didactics assigned by the site director. |
| Required Dress | Students should wear shirt and tie or appropriate dress/slacks on the rotation. No T-shirts or jeans are allowed. Only navy blue scrubs can be worn. No other scrubs allowed. Each site may have additional dress requirements. |
| PICO/EBM Presentation | A 5-minute presentation on a clinical question and evidence-based recommendation. |
| Other | Procedure and Diagnosis Logging in One45  
Duty Hours Logging in One45 |
Educational Program Objectives

As approved by the general faculty, the Educational Policy Committee has established educational program objectives for the program leading to the M.D. degree. The Educational Program Objectives are comprised of competencies and the measureable objectives by which attainment of each competency can be assessed. The full text of the University of Arizona, College of Medicine – Phoenix Educational Program Objectives (EPO) can be accessed at http://phoenixmed.arizona.edu/students/curriculum/educational-program-objectives and require dissemination as noted in the Orientation to EPOs and Course Objectives Policy.

Emergency Medicine Clerkship Objectives

1. Obtain a history that is accurate and focused on key pertinent problems.
2. Perform a focused and accurate physical examination with use of pertinent ancillary techniques.
3. Develop a differential diagnosis and interpret the results of common diagnostic tests.
4. Develop a problem list and a management plan for the evaluation of the patient in the emergency department.
5. Collaborate with others in a health care team in a mature and collegial manner.
6. Provide initial evaluation and assessment of an undifferentiated patient.
7. Use information technology that is available in order to solve patient care problems, improve knowledge base, and develop case presentations.
8. Communicate with patients and/or family members showing compassion and understanding.
9. Deliver case presentations in a complete, concise, and orderly manner.
10. Document a medical record that is accurate, well organized, and appropriate for the level of care provided.
11. Demonstrate sensitivity and responsiveness to the needs of the patient.
12. Exhibit honesty and integrity in all aspects of their medical care.
13. Recognize ethical issues involved in the ED care and articulate alternative approaches to decision making.
14. Recognize the role of emergency medicine in the community at large including access to care and its impact on patient care.
15. Demonstrate knowledge of the impact of medication and treatment costs
16. Advocate for quality patient care and assist the patient in dealing with the complexities of the health care.
17. Identify appropriate diagnostic procedures, perform those commonly used, and correctly interpret the results.
18. Recognize immediate life threatening illnesses, initiate resuscitation and stabilization before a conclusive diagnosis is made.
19. Recognize altered structure and function (pathology & pathophysiology) of the body/organs in disease.
Clerkship Attendance Requirements

A student may not miss more than 0.5 days per week of a rotation due to illness or emergency. A longer absence must be remediated in consultation with the Clerkship Director and Academic Affairs or the rotation must be repeated. Please see the Attendance and Absence-Year 3 and 4 Policy, the Leave of Absence Policy and the Attendance Expectations and Absence Reporting Requirements Policy.

Required and Suggested Reading

The Clerkship Directors of Emergency Medicine have created an online textbook that covers the core content of Emergency Medicine. Students will be expected to review all 11 core modules of the Approach to X curriculum:

- Cardiovascular/Chest Pain
- Endocrine / Electrolyte
- Environmental
- Gastrointestinal/Abdominal Pain
- Genito-urinary/Pelvic Pain
- Neurologic /AMS
- Pulmonary/SOB/Respiratory Distress
- Psychiatric
- Sepsis/Infection
- Shock/Resuscitation/Cardiac Arrest
- Trauma

The Online modules are available at www.cdemcurriculum.com. Supplemental modules are available as well: https://cdemcurriculum.com/

Required Clinical Experience Logs

A system has been established at the UA COM-P to specify the types of patients or clinical conditions that medical students must encounter and to monitor and verify the medical students' experiences with patients so as to remedy any identified gaps as detailed in the Core Clinical Skills Observation Policy. For this clerkship, medical students must encounter the following types of patients and clinical conditions and indicate the level of student responsibility.

The standardized levels of student responsibility include the following:

1. Observe and Discuss: This may include observing another member of the team interview a patient, perform a procedure or physical exam, etc. and discussion of the case, condition or other relevant components.
2. Actively Participate in Care: This category indicates more active responsibility for the patient, such as performing a physical exam and workup, entering progress notes or H&Ps, presenting the patient on rounds, as scrubbing into a case or counseling or discussing prevention with the patient.
3. Perform Procedure: This is defined as the student performing the procedure with supervision.
Please review the Faculty Supervision of Medical Students in Clinical Learning Situations Policy and the Faculty Supervision of Sensitive Physical Examination Policy. The procedures and clinical conditions will be recorded in the student’s “Procedure Logs” and reviewed with the site or clerkship director at the mid-clerkship review.

<table>
<thead>
<tr>
<th>Required Procedures</th>
<th>Clinical Setting</th>
<th>Level of Student Responsibility</th>
<th>Alternative Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airway Management</td>
<td>OTPT</td>
<td>Observe and Discuss</td>
<td>Simulation</td>
</tr>
<tr>
<td>Interpret Cardiac Monitor</td>
<td>OTPT</td>
<td>Perform Procedure</td>
<td>Simulation</td>
</tr>
<tr>
<td>IV Start or Venipuncture x3</td>
<td>OTPT</td>
<td>Perform Procedure</td>
<td>Simulation</td>
</tr>
<tr>
<td>Obtain 12-Lead EKG</td>
<td>OTPT</td>
<td>Perform Procedure</td>
<td>Simulation</td>
</tr>
<tr>
<td>Place Patient on Monitor</td>
<td>OTPT</td>
<td>Perform Procedure</td>
<td>Simulation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Diagnoses</th>
<th>Clinical Setting</th>
<th>Level of Student Responsibility</th>
<th>Alternative Experience/Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdominal Pain (e.g. appendicitis, biliary disease, bowel obstruction, massive GI bleed, mesenteric ischemia, perforated viscous)</td>
<td>OTPT</td>
<td>Actively Participate in Care</td>
<td>CDEM abdominal pain module and SEAM test</td>
</tr>
<tr>
<td>Altered Mental Status (e.g. acute stroke, intracranial hemorrhage, meningitis, status epilepticus, headache)</td>
<td>OTPT</td>
<td>Actively Participate in Care</td>
<td>CDEM altered mental status module and SEAM test</td>
</tr>
<tr>
<td>Chest Pain (e.g. abdominal aortic aneurysm, acute coronary syndrome, heart failure, aortic dissection, pulmonary embolism)</td>
<td>OTPT</td>
<td>Actively Participate in Care</td>
<td>CDEM chest pain module and SEAM test</td>
</tr>
<tr>
<td>Sepsis</td>
<td>OTPT</td>
<td>Actively Participate in Care</td>
<td>CDEM sepsis module and SEAM test</td>
</tr>
<tr>
<td>Pelvic Pain (e.g. ectopic pregnancy, PID/TOA, testicular/ovarian torsion)</td>
<td>OTPT</td>
<td>Actively Participate in Care</td>
<td>CDEM pelvic pain module and SEAM test</td>
</tr>
</tbody>
</table>

**Alternative Experiences**

Students are expected to meet the required clinical experiences and procedures listed in the tables above. If the student does not encounter all the required clinical experiences as listed within the procedures and diagnoses tables, the student will remedy the gap by completing the alternative experience utilizing the process below:

1. The student will notify the Clerkship Director that an alternative experience is needed for a procedure or diagnoses one week prior to the end of the clerkship.
2. An approved alternative experience/requirement is completed.
3. When logging procedures and diagnoses in One45, the alternative experiences should be identified by selecting the appropriate radio button under Setting and Patient Encounter.
Didactic/Interactive Learning/Simulation Sessions

During the course of the four-week rotation, four half-day didactics sessions will be held that include lectures on the core topics, an airway/procedure lab, emergency ultrasound, and simulation.

**Orientation (J. Fisher)**
- Overview of Rotation
- Unique Aspects of EM
- Fundamentals of EM
- Approach to Undifferentiated Patient

**Session 1 – Fundamentals of EM (J. Fisher and Faculty)**
- Approach to Undifferentiated Patient
- Legal and Ethical Aspects of EM
- Airway/Lifesaving Skills & Procedures

**Session 2 – Focus on Point of Care Ultrasound (C. Mitchell/J. Stowell/J. Grimsman)**

**Session 3 – Simulation (A. Narang)**
- High Stakes Cases

**Session 4 – Final Presentations**
- There is final presentation at the end of the rotation where the student is required to complete a presentation in PICO format. The purpose of this presentation is to demonstrate a student’s ability to use evidence based medicine to answer a clinical question.

**Supplemental Didactics**
- Additionally, students at some sites are expected to attend the Maricopa Emergency Medicine Residency lectures. These lectures occur on Wednesday mornings and are approximately 5-6 hours in length.

**Urgent/Emergent Health Care Services**

For a list of emergency contact numbers please visit the College of Medicine’s website at the following link: [http://phoenixmed.arizona.edu/security-emergency-numbers](http://phoenixmed.arizona.edu/security-emergency-numbers)

Students may also contact the Associate Dean of Student at 602-827-9997.

All sites are assessed for student safety. Details of this assessment are included in the Training Site Safety Policy. Faculty and Staff shall not provide medical care for students. Please see the Faculty Providing Medical Care for Students Policy and the Faculty Providing Counseling for Students Policy for details and rationale.

COM-P requires that all students have an updated immunization record. Please see the Immunization and Health Screening Policy for details regarding the contents of the record.
Expectations for Mobile Communication

The student must be reachable at all times during usual extended work hours and on-call hours, and if in clinical setting the student should respond within 15 minutes. The students may choose to not provide their cell phone numbers. In that case, the students will be provided a COM-P pager. Students also have an option to give their mobile number for texts; however, the pager and/or voice portion of the cell phone must still be functional and available i.e., on the student’s person for calls/pages daily. Not responding to calls or pages will be viewed as a deficit in Interpersonal Skills and Communication as well as Professionalism.

Accessibility and Accommodations

Disability Resources (DRC) provides support to faculty in creating access for disabled students both through course design and reasonable accommodations. Please contact them or 621-3268 with questions or visit DRC’s website at [http://drc.arizona.edu/instructors](http://drc.arizona.edu/instructors) for information and resources.

It is the University’s goal that learning experiences be as accessible as possible. If the student anticipates or experiences physical or academic barriers based on disability or pregnancy, please contact the Associate Dean of Student Affairs, at 602-827-9997 immediately to discuss options. Students are also welcome to contact Disability Resources at DRC-Info@email.arizona.edu or (520-621-3268) to establish reasonable accommodations. Please review the Disability Resource Policy for additional detail.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Instructors are encouraged to provide appropriate individual flexibility to all students. When disability-related accommodations are requested, instructors should consult with DRC staff to identify strategies or accommodations to provide access.

DRC staff is available for individual consultation or to attend departmental meetings to address concerns and provide information. Contact DRC-Info@email.arizona.edu or 621-3268.
Clerkship Assessments, Evaluation and Standardized Grading Process

Emergency Medicine Daily Assessment Form

Assessments are done on a shift-by-shift basis. For each shift, a student works, he or she will give a Daily Assessment Form either on paper or electronically in One45 to the faculty preceptor. The student will fill out the information requested: name, date/time of shift, and faculty preceptor. At the end of the shift, the student will give the assessment form to the attending preceptor, who will fill it out and return to the site director. These forms will provide data that will be collated and reviewed by the site director and clerkship director and help contribute to both formative Mid Clerkship Assessment and summative Final Assessment. The end of rotation form is replaced by the daily assessment form in the EM clerkship.

All Daily assessment forms and the clerkship final grade form will be available for students to review by six (6) weeks after the end of the clerkship according to the Reporting Timeline for Final Grades policy in One45. [DM- (1) Daily assessments will be released to the students more frequently in order to provide timely feedback during the clerkship. A Low Performance flag will be trigger by a rating of 1.0. If the faculty comments do not support a score of 1, then additional feedback will be sought from the faculty by the clerkship director or site director to solicit the appropriate score and comments. All scores for and individual EPO will be averaged. A final averaged EPO of less than 2.0, will be consider not meeting that EPO successfully.

Daily Assessment Form 

Student Gives Form to Preceptor. (Form is completed on paper or in One45.)

Daily Assessment Form Data used for the Mid-clerkship Face-to-Face Formative Feedback conducted by Site Director.

Daily Assessment forms are compiled to determine the clinical score. Details for grade calculation are in Chapter 6 of this document
Emergency Medicine Mid Assessment Form

Posted in One45

Emergency Medicine Daily Assessment Form

Posted in One45

Assessment Process and Policy

A mid-clerkship assessment for each student is required as per the Mid-Clerkship Formative Assessment policy. The mid-clerkship assessment will be completed by the Clerkship Director, site director or a designated faculty member at the student’s primary clinical site using criteria included in the College of Medicine mid-clerkship assessment form. This form includes performance criteria as well as a portion for narrative comments.

The student’s mid-clerkship performance must be reviewed in a face-to-face meeting with a clinical teacher, and the student and clinical teacher must sign the mid-clerkship assessment form as an acknowledgement of the assessment. The timing of the mid-clerkship assessment is during a specific window of dates as specified by policy and LCME. Students are required to pro-actively plan on timely completion of the meeting in discussion with the faculty member who will be completing the review. If there are identified challenges to meeting during the specified window of time, the clerkship director must be notified as soon as possible.

Additionally, throughout the clerkship, faculty and residents engaged in student teaching and supervision will provide formative feedback in a variety of formats (e.g. review of progress notes, H&P, direct observation forms, informal verbal feedback and written narratives, etc.) that may be communicated in writing or verbally. The purpose of this feedback is to identify strengths and opportunities for improvement. Any significant deficiencies or concern should be communicated to the clerkship and/or site director with written documentation that the feedback has been provided to the student. In the event, that deficiencies are noted late in the clerkship, timely feedback will be given.

A minimum of four clinical daily assessment per clerkship or rotation within a clerkship, will be submitted for the student’s clinical score by the site director or their appointee. It should be noted that faculty at COM-P who are family members of the student or have a personal relationship with the student may not be involved in the academic assessment or promotion of the medical student as described in the Conflict of Interest-Assessment and Evaluation Policy.

Where applicable, multiple daily assessments will be considered in the clinical score calculation (see below under “grading”) providing each assessor has had significant interaction with the student. In the instance that only one daily assessment is submitted, it will be a collaborative assessment from the preceptors who had significant interaction (as defined by the Clerkship Director) with the student. Where only a single faculty member has been assigned to work with a student, this faculty member will provide an assessment for the student.
All daily assessments and the clerkship final grade form will be available to be viewed by students by six (6) weeks after the end of the clerkship according to the Reporting Timeline for Final Grades policy in One45.

**Standardized Grading Process**

The final clerkship grade will be determined by the clerkship director using the composite score (comprised of clinical score, exam score, “other” score, and additional criteria for grading approved by the Curriculum Committee (explained further in the “calculating the final grade” section below. The final clerkship grade will be divided into four categories: Honors, High Pass, Pass, or Fail (H, HP, P, F). Details regarding grading in the clerkships are included in the Grading and Progression for Clerkships Policy. Below is a listing of the components of the composite score:

I. **Clinical Score**: The clinical score accounts for 50% of the composite score. The clinical score is calculated through assessment of student performance within each individual (Educational Program Objective) EPO. The final EPO score is determined by averaging scores on the end of rotation assessment for each EPO. The clinical score is the average of all final EPO Scores.

II. **Exam Score**: The NBME shelf exam score accounts for 30% of the composite score. A student, who fails the shelf examination and is successful in the retake of the examination, cannot be awarded any grade higher than a “Pass” for the clerkship. (See Clerkship Grading after Examination Failure Policy for additional details)

III. **“Other”**: The “OTHER” score accounts for 20% of the composite score. It is the point total for the other observable learning activities specific to the clerkship. Students must attain 60% of these points in order to pass the clerkship.

**Emergency Medicine Observable Learning Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Potential Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference Attendance</td>
<td>Up to 4 points</td>
</tr>
<tr>
<td></td>
<td>Students are expected to attend didactic experiences including Wednesday morning conferences, the simulation session, and skill labs (8 sessions in total).</td>
</tr>
<tr>
<td>Case presentation</td>
<td>Up to 5 points</td>
</tr>
<tr>
<td></td>
<td>The student will create an EBM presentation in PICO format based on a clinical question from an interesting case seen during their clerkship and present a 5-minute summary and recommendation.</td>
</tr>
<tr>
<td>Suplemental Quizzes</td>
<td>Up to 15 points</td>
</tr>
<tr>
<td></td>
<td>Students are given use of the Society of Academic Emergency Medicine (SAEM) online question bank as part of their learning experiences (<a href="http://www.saemtests.org">www.saemtests.org</a>).</td>
</tr>
</tbody>
</table>
Calculating the Final Grade

The Clerkship Director is responsible for determination of each student’s final grade based on the clerkship specific thresholds included in the table below. The final grade is determined by the composite score and the additional requirements listed below the table.

<table>
<thead>
<tr>
<th>CLINICAL (50%)</th>
<th>OTHER (20%)</th>
<th>EXAMINATION (30%)</th>
<th>COMPOSITE</th>
<th>FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>Grade</td>
<td>Score</td>
<td>Qualifies for</td>
<td>Score</td>
</tr>
<tr>
<td>2.60 - 3.00</td>
<td>Honors</td>
<td>80 - 100</td>
<td>Honors</td>
<td>83 – 100</td>
</tr>
<tr>
<td>n/a</td>
<td>High Pass</td>
<td>72.0 – 79.9</td>
<td>High Pass</td>
<td>74.0 – 82.9</td>
</tr>
<tr>
<td>2.00 - 2.59</td>
<td>Pass</td>
<td>58.0 – 71.9</td>
<td>Pass</td>
<td>63.0 – 73.9</td>
</tr>
<tr>
<td>&lt; 2.00</td>
<td>Fail</td>
<td>&lt;58</td>
<td>Fail</td>
<td>&lt;63</td>
</tr>
</tbody>
</table>

The student fails the clerkship if any of the following occur:
1. The clinical score is <2.0, OR
2. Achievement of a level 1 for two or more EPOs, OR
3. Failure of the shelf exam as well as the retake, OR
4. Achievement of a score of less than 60% from the “OTHER” requirements, OR
5. Achievement of a total composite score of Fail

The following requirements must be completed by the defined deadlines:
1. Duty hour logging (within 3 days of the end of the clerkship). See the Duty Hours Policy for specifics regarding documentation of hours and a description of a violation.
2. Logging of required clinical encounters (“Procedure logging”) (within 3 days of the end of the clerkship)
3. Completion of the Mid-clerkship Feedback form (see the Mid-Clerkship Formative Assessment Policy for additional detail)
4. Completion of assigned didactic, site, faculty and end of the clerkship evaluations (see the Course and Faculty Evaluation by Student Policy for additional detail)

If the requirements are not completed by the deadline, the medical student will receive a grade of Incomplete until these assignments are complete. Once completed late, a student will receive a grade no higher than Pass.

Additional Grading Criteria
1. The student can only receive a final grade of Honors if they achieve Honors on the clinical score and if the exam score meets the minimum threshold for Honors.
2. The student can only receive a final grade of High Pass if the exam score meets the minimum threshold for High Pass.
3. The student, who fails the shelf examination and is successful in a retake of the shelf examination, cannot be awarded any grade higher than a Pass for the clerkship. See the Clerkship Grading after Examination Policy for more detail.
4. Receiving a Level 1 on one EPO will make the student ineligible for a grade higher than pass.

A level 1, 2, or, 3 is generated for each EPO based on the scale below as described in detail in the Competency Assessment Policy:

- Level 1 = 1.00-1.99
- Level 2 = 2.00-2.59
- Level 3 = 2.60-3.00

A level 1 can be generated for an EPO based on the following ways:
   a) Final EPO score <2.0
   b) Two or more separate faculty raters assign a rating of <2.0 on the same individual EPO, this will result in a Level 1 even if the final EPO score is >2.0.
   c) Assigned by clerkship director based on prolonged demonstration of performance not meeting expectations, a substantial incident, extreme behavior or other events that warrant the level 1 as determined by the clerkship director.

Examples of how levels are assigned:

<table>
<thead>
<tr>
<th>EPO</th>
<th>End of rotation #1</th>
<th>End of rotation #2</th>
<th>End of rotation #3</th>
<th>End of rotation #4</th>
<th>Final EPO Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate H&amp;P</td>
<td>2</td>
<td>2.5</td>
<td>2.5</td>
<td>3</td>
<td>2.5</td>
<td>Level 2</td>
</tr>
<tr>
<td>Explain and interpret diagnostic tests</td>
<td>1.5</td>
<td>2</td>
<td>2.5</td>
<td>3</td>
<td>2.25</td>
<td>Level 2</td>
</tr>
<tr>
<td>Create a management plan</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
<td>Level 1</td>
</tr>
<tr>
<td>Collaborate with team members</td>
<td>1.5</td>
<td>1.5</td>
<td>3</td>
<td>2.5</td>
<td>2.1</td>
<td>Level 1</td>
</tr>
</tbody>
</table>

Feedback to the student by an assessor (site director, attending, Clerkship Director or resident) regarding any problematic behavior in order to offer the student the opportunity to improve should have occurred prior to assigning a score of <2.0 on an EPO. In the event that a critical incident occurs late in the clerkship, timely feedback will be provided.

Receiving a Level 1 on one EPO will make the student ineligible for a grade higher than pass.

If a student achieves a level 1 for two or more EPOs, they fail the clerkship. The failure will result in the assignment of 2 summative level 1s. The Level 1 Competency Appeal Policy describes a student’s option to appeal a level 1.

Please review the Promotion Policy and the Student Progress Policy for information regarding student progression.

**Narrative Feedback**

The Clerkship Final Grade Form will be completed by the Clerkship Director. The Clerkship final grade form includes two separate areas which include narrative feedback. The first area includes formative comments from the End of Rotation forms, the second includes formalized summative comments which will be included in the Dean’s Letter (MSPE). The summative final comments are generally not a direct cut and paste but rather a sample summary determined by the Clerkship Director. The Clerkship
Director has the right to include or not include comments based on their interpretation of which comments best summarize the student’s performance over the entirety of the clerkship. Students are not permitted to pick specific comments to be included or excluded in their narrative grade form. Students do not grade or summarize their own performance. Any concerns regarding narrative comments may be addressed to the Clerkship Director or Associate Dean of Student Affairs.

**Required Student Evaluation**

Student evaluation of the clerkship, sites, and assigned didactics is required. The student must complete the evaluations online in the required time frame. All comments will be expected to model constructive feedback using the W3 model, and must contain references and comments to specific behaviors and/or events (positive or negative).

If the student does not complete the required evaluations within one week after the mid or end of the clerkship, the student will be required to submit the missing evaluation data in narrative form within the second week after the clerkship.

- Once the student has successfully submitted their evaluation in narrative form within the second week after the clerkship the student will have successfully demonstrated meeting expectations in Professionalism.
- If the student has not successfully submitted their evaluation in narrative form within the second week after the clerkship the student will be considered as having not met expectations and the Level 1 rating for the EPO targeting giving and receiving constructive feedback, will be automatically assigned resulting in a final grade of no higher than Pass.

For more information, see the [Course and Faculty Evaluation by Student Policy](#).

The Clerkship Grading Calculator is posted in One45 for assistance calculating the Final Clerkship grade.
### Emergency Medicine Clerkship Additional Information

<table>
<thead>
<tr>
<th>Location</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| **Banner University Medical Center – Phoenix Campus**                    | Brian Geyer, MD
Site Director
briancgeyer@gmail.com

TBD

Samantha Wu, MD
Site Director
sswu531@gmail.com

TBD

| **Honor Health – John C. Lincoln (North Mountain, Deer Valley, Sonoran)** | Mara Windsor, DO
Site Director
Mara.Windsor@gmail.com

Monica Rivera, Coordinator
602-791-1490
Monica.Rivera@honorhealth.com

| **Maricopa Integrated Health Systems**                                   | Jonathan Fisher, MD
Clerkship and Site Director
Jonathan_Fisher@dmgaz.org

Darlene Gonzales
Coordinator
Darlene_Gonzales@dmgaz.org

2601 East Roosevelt Road, Phoenix, AZ 85008

1111 E. McDowell Road, Phoenix, AZ 85006

9003 E. Shea Boulevard, Scottsdale, AZ 85260

2601 East Roosevelt Road, Phoenix, AZ 85008

134x307 | Mara Windsor, DO
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Mara.Windsor@gmail.com

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1111 E. McDowell Road, Phoenix, AZ 85006

9003 E. Shea Boulevard, Scottsdale, AZ 85260

2601 East Roosevelt Road, Phoenix, AZ 85008
Rural Health Professions Program

Students completing a rural rotation are encouraged to attend the Rural Rotation Orientation scheduled during Transitions.

Housing is offered by the Rural Health Professions Program (RHPP) and funded by Arizona Area Health Education Centers (AzAHEC). The student is responsible for damages and incidental charges. Housing is booked on availability and within budget, often housing is with host family or shared living situation. Student must notify us with specific accommodations outside of single occupancy during Rural Rotation Orientation. The student will be notified of housing accommodations offered by university, 8 weeks before rotation, student must either confirm or deny accommodations. If student opts out of offered housing it will then be the student’s responsibility to arrange all housing accommodations and the student will be responsible for payment. The student will then receive a reimbursement determined by the RHPP.

After successful completion of the rotation student will be reimbursed for one round trip mileage and stipend. Money is reimbursed through student’s bursar’s account and is subject to change based on funding period.

The student must complete all required Rural Rotation paperwork through the Student Portal prior to the start of the rotation.

Contact Information:

Jonathan Cartsonis, MD
Director, RHPP
jcartsonis@email.arizona.edu
Cell: 602-684-0598

Sara Hillman, MBA
Assistant Director, RHPP
shillman@email.arizona.edu

Hanna LoGrasso
Program Coordinator
hmlogras@email.arizona.edu
Integrated Courses

During the academic year the student will be required to attend these integrated courses.

Longitudinal Patient Care

The Longitudinal Patient Care Course (LPC) provides students the opportunity to work in interprofessional teams with a community health mentor throughout a two year course in Years 3 and 4 of the medical curriculum. The community health mentor is an adult in the community with a chronic medical condition that is willing to share their experience as a patient with a team of interprofessional students. The students will meet with their community health mentor as a group once per clerkship block to learn about the community health mentor’s medical condition, barriers to care, effective communication strategies, and interprofessional collaboration. Activities and objectives are designed to prepare students for interprofessional patient centered care to improve healthcare quality and collaboration.

Contact information:

Course Director – TBA
Email – TBA
Office Hours and Location – TBA
Mary Blair, Assistant Director
Phone/Email: 602-827-2241 maryblair@email.arizona.edu
Office Location: HSEB BC503C

Required Assignments and Dates are included within one45.
All LPC sessions are mandatory

- In the event a student is ill the day of a scheduled LPC session, the student must first contact their community health mentor and members of their team. They must then notify Mary Blair, LPC Assistant Director (maryblair@email.arizona.edu). Students will be provided an alternate assignment to complete in the setting of an excused absence.
- In the event of a missed session at the behest of the community health mentor, the student must notify Mary Blair, LPC Assistant Director (maryblair@email.arizona.edu). The team will receive an alternative assignment to complete in person with their interprofessional team during the originally scheduled time. The students are not to reschedule the community health mentor session.
Student Responsibilities:

- Attend scheduled sessions with community health mentor once during each six-week clerkship block at the assigned date and time.
- Students are excused from their clerkship responsibilities from 1-5 PM on that day, providing students the time to travel to the meeting location, participate in the module with the community health mentor, and begin to work on the written assignment.
- Students may not be on call the night before a community health mentor visit and may not violate duty hour requirements.
  - If a student is scheduled on call the night prior to the visit, the student must work with the site director and clerkship director at the beginning of the rotation to reschedule the call night.
- Complete all written assignments by the assigned due date.
- Log attendance at all community health mentor sessions.
- Adhere to the Longitudinal Patient Care Course Student Procedures and the Information Protection Protocol.
- Wear professional dress and adhere to professional behaviors.
- Students are not engaging in a doctor-patient relationship with the community health mentor. The student may not provide medical advice to the community health mentor. The student may not comment on the health care provided by the community health mentor’s physicians or other healthcare professionals.
- If the student at any point feels unsafe, the student must immediately seek safety and contact emergency personnel (911) as appropriate. The student must contact the Course Director so that alternative arrangements can be made.
- In the event of an emergency, the student must immediately contact 911. The student must contact the Course Director so that alternative arrangements can be made.

For additional information, please see the Longitudinal Patient Care Course syllabus.

Intersession Course – Year Three Advanced Clinical Skills

The year three Intersession Course is an opportunity for students to return to campus to learn new skills and revisit basic sciences after being actively involved in patient care. It is a time to FOCUS on personal and professional goals, and come together as a class for collaborative and reflective time as they continue to progress in their journey of becoming physician.

The Year 3 Advanced Clinical Skills course is a Pass/Fail course with attendance and participation the most important keys to success.

Content includes the following:

- Themes: Ethics, Biomedical Informatics, Behavioral Science, Healthcare Transformation and Public Health, Prevention, Population Health, Cultural Competency, Gerontology/Geriatrics, Individualized Prevention and Care, Interprofessional Education & Practice
- Revisit Basic Science curriculum in the context of the clinical years
  - Clinical Radiology
  - Clinical Pathology
  - Clinical Pharmacology/Toxicology
Contact Information:

Jayne Peterson, MD, Course Director
jmpeterson@email.arizona.edu

Lisa Yanez, MBA, Assistant Director
lyanez@email.arizona.edu

For additional information, please see the Intersession Course syllabus.
National Board of Medical Examiners (NBME) Shelf Exam

NBME subject exams are achievement tests in a broad sense, requiring medical students to solve scientific and clinical problems. Although students’ performance on the exams will reflect the learning specific to their course and clerkship experiences, their test scores will also reflect educational development resulting from their overall medical school experiences. These exams are constructed to be appropriate for a broad range of curricular approaches.

All shelf exams are administered on the last day of the rotation. Students will be sent a reminder notice that will include the date, time and location of the exam. The time allotted for the exam is 2 hours and 30 minutes.

Accommodations

As per the Examination Day Policy and Course, Clerkship & OSCE Exam Absence Policy, permission must be obtained for an exception to sitting for the exam at the scheduled time/date and will only be granted due to illness or a serious unforeseen circumstance.

Special accommodations must be approved through the Student Affairs. Permission must be obtained for an exception to sitting for the exam at the scheduled time/date and will only be granted due to illness or a serious unforeseen circumstance. If a student has a documented disability on file with the Disability Resource Center, and would like to utilize testing accommodations, the student should notify Stephanie Smith, Director of Student Development slsmith1@email.arizona.edu within five business days prior to the exam to ensure the proper accommodation can be made on the student’s behalf.

Exam Retake

A student, who fails a clerkship or clerkship examination and is successful in the retake of the clerkship and/or examination, cannot be awarded any grade higher than a “Pass” for the clerkship. Specifically, no grade of “high pass” or “honors” can be awarded for the clerkship, regardless of the student score on the retake examination or the clinical assessment score.

See Exam Retake policy for additional details.
Data Management

One45 is the curricular management system used to manage assessments about students, and to access learning materials and schedules. One45 is accessed at the web address: comphx.one45.com

For Faculty and Site Coordinators

If your role requires you to review clerkship rotation schedules, you will be able to view these schedules, as organized by the Clerkships Office, within One45. These schedules include rosters of students scheduled to rotate to your site for specific dates. Unless special arrangements have been made for your particular site, hourly clinical schedules are not stored in One45, and should be communicated directly to students.

Assessments are collected via One45, and automatic emails are sent to assessing attendings with instructions and reminders to complete. A list of pending and completed assessments can be reviewed in One45, if applicable.

General information about the clerkship rotations, such as syllabi, site information, maps, links, etc. will be attached as handouts to each clerkship “course” under Handouts and Links.

Students will also use One45 to log observed procedures and diagnoses at clinical sites. Please note that students are able to use their smartphones to make log entries on-the-go, if allowed by site policy.

For Students

One45 will continue as your curricular clerkship management system. One45 will still be used to complete evaluations and access learning materials. It will also house the schedule, objectives, and materials for your clerkship didactic sessions, similar to how your blocks were organized in the MS2 year.

Clerkship rotation scheduling will look different in One45, as you will all be on separate clerkship rotations. This rotation schedule will appear to you as a week-by-week lineup of clerkship rotations, rather than “hour by hour”, because the actual hours you spend at your clerkship site will be
determined and managed by the clinical site coordinators. Those hourly schedules will not appear ahead of time in One45, so you should keep track your daily schedule on your own. However, you will be asked to record your “duty hours” (hours spent on rotation at the sites) after-the-fact in One45, to maintain compliance with ACGME standards.

One45 will also continue to be the location where you log procedures and diagnoses (as you did in CCE), for all of the clerkships. With the increased frequency of Px/Dx logging in the clerkships, remember that the One45 procedure logging page is mobile-web compatible, for easy logging during your rotations.

General information about the clerkship rotations, such as syllabi, site information, maps, links, etc. will be attached as handouts to each clerkship “course” under Handouts and Links.
Professional Resource Office

The Professional Resource Office (the Office) provides guidance, support and information to students on professionalism issues. The Office supports medical students in the development of strong, positive professional practices with peers, faculty, patients and the broader community through effective communication and conflict management.

- Professionalism concerns may be reported directly to the Clerkship Director or included in the student evaluation of the clerkship.
- The Professionalism Conduct Comment Form is an additional mechanism for students to report any concerns, including those about supervision, and it exists across the four-year curriculum. This mechanism ensures anonymity and is collected directly by the Professional Resource Office. This form may be submitted either online or in hard copy to the comment box located on the main floor of the Health Sciences Education Building.

COM-P is committed to creating and maintaining an environment free of discrimination, harassment and retaliation that is unlawful or prohibited by university policy. Please see the Mistreatment of Medical Students Policy, the Anti-Harassment and Nondiscrimination Policy and the Professionalism Policy for additional information. In addition, professional attributes are expected of all students. These attributes are within the Teacher-Learner Compact.

Frequently Asked Questions

What is the Professional Resource Office? The Professional Resource Office at the University of Arizona College of Medicine – Phoenix (College of Medicine) provides education, information and support to students and faculty on professionalism issues. The Office’s activities focus in three areas:

- Outreach and education. The Office provides outreach and education to identify and increase understanding of professional practices and effective communication.
- Support and resources. The Office supports students and faculty seeking to address a particular concern by providing information on policies, procedures, resources, and options. This can include support in handling an issue independently, serving as a neutral in resolving an issue, shuttle diplomacy or facilitating access to other resources.
• **Tracking and feedback.** The Office works with College of Medicine leadership to identify and recognize instances of strong professionalism and to address areas of potential concern or improvement.

**How can I contact the Office?**

Beth Schermer and Rosemarie Christofolo are the liaisons for the Professional Resource Office. Their office is in HSEB A451. They can reach them by telephone, text or email.

<table>
<thead>
<tr>
<th>Beth Schermer</th>
<th>Rosemarie Christofolo</th>
</tr>
</thead>
<tbody>
<tr>
<td>602-549-9847</td>
<td>480-862-4963</td>
</tr>
<tr>
<td><a href="mailto:schermer@email.arizona.edu">schermer@email.arizona.edu</a></td>
<td><a href="mailto:rchristofolo@email.arizona.edu">rchristofolo@email.arizona.edu</a></td>
</tr>
</tbody>
</table>

You can also provide information through the feedback box located in the student lounge or through the online Professionalism Conduct Comment form at: [http://phoenixmed.arizona.edu/about/college-glance/leadership/deans-office/professional-resource-office/professionalism-conduct](http://phoenixmed.arizona.edu/about/college-glance/leadership/deans-office/professional-resource-office/professionalism-conduct)

**Are discussions confidential?** The Office will maintain confidentiality concerning matter brought to it to the extent permitted by law and University of Arizona policy unless there appears to be an imminent threat of serious harm or unless given permission from the student to do otherwise. The Office will take all reasonable steps to protect records and files pertaining to confidential discussions, to the extent permitted by law and University of Arizona policy.

**Is the Office the only place to raise professionalism issues?** No. The College of Medicine provides a wide range of resources to its students to address professionalism issues, including the Office of Student Affairs, student mentor programs, wellness programs and professionalism studies integrated into curriculum components. The Office is another portal for students to gain information on professional practices that is independent of student evaluations and review.