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General Clerkship Information

Course Code: 844  
Credit Hours: 4  
Prerequisites: All students must successfully pass all clerkship curricular elements in order to progress to the fourth year  
Clerkship Length: 4 Weeks  
Clerkship Website: Emergency Medicine

Clerkship Contacts

Clerkship Director Name: Jonathan Fisher, MD, MPH FACEP, FAEMS

Email: jfisher1@email.arizona.edu  
Office Phone: 827-2645  
Office location: HSEB B550

Course Description

The Emergency Medicine Clerkship utilizes a variety of well-supervised clinical settings exposing students to a broad array of patients as well as organized interactive learning experiences and directed readings allowing motivated students to establish a solid foundation of skills and knowledge for their future career choices.

Clinical Sites

Maricopa Integrated Health Systems: Maricopa Medical Center Adult Emergency Department  
Banner University Medical Center-Phoenix  
Honor Health-John C. Lincoln  
Rural Health

Clinical Site Requirements

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.
Educational Program Objectives

The Educational Program Objectives are comprised of competencies and the measurable 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 Educational Program Objectives and require dissemination as noted in the Orientation to EPOs and Course Objectives Policy.

Clerkship Specific Learning Objectives

Each Emergency Medicine Clerkship objective listed below has been mapped with relevant Competencies, i.e., Patient Care, Medical Knowledge, Clinical Appraisal and Quality Improvement, Interpersonal and Communication Skills, Professionalism and Societal Awareness and Responsiveness and is available within One45.

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

All clerkship experiences are mandatory and any absence must be recorded. Excused absences will be remediated as deemed appropriate by the clerkship director, and are not to exceed 0.5 days per week on average. Exceptions to this may be considered in consultation with the Clerkship Director and the Associate Dean for Student Affairs. Please see the [Attendance and Absence Years 3 and 4 Policy](#), the [Leave of Absence Policy](#) and the [Attendance Expectations and Absence Reporting Requirements Policy](#).

**Required/Suggested Reading**

**Required:**
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 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](http://www.cdemcurriculum.com). Supplemental modules are available as well: [https://cdemcurriculum.com/](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 history and physicals (H&Ps), presenting the patient on rounds, scrubbing into a case, and/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 Diagnosis</th>
<th>Clinical Setting</th>
<th>Level of Student Responsibility</th>
<th>Alternative Experience</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 or designee that an alternative experience is needed for a procedure or diagnoses seven days 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/Simulations 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.

Session 1 /Orientation (J. Fisher)
Overview of Rotation
Unique Aspects of EM
Fundamentals of EM
Approach to Undifferentiated Patient

Session 2
Legal and Ethical Aspects of EM
Airway/Lifesaving Skills & Procedures

Session 3
Focus on Point of Care Ultrasound

Session 4
High Stakes Cases Simulation

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 Affairs 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.

In the event of any exposure to blood/bodily fluids through mucous membranes or the skin, see the following Student Occupational Exposure Policy.

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 not to provide their cell phone numbers. In that case, the students will be provided a COM-P pager. The student also has the option to give their mobile number for texts; however, the pager and/or voice capability of the cell phone must 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 at 520-621-3268 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 DRC 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 classrooms 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 520-621-3268.

Assessment Process

A mid-clerkship assessment for each student is required as per the Mid-Clerkship Formative Assessment policy http://phoenixmed.arizona.edu/policy/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 Director or designee, and the student and Clinical Director or designee 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.

The NCAT- EM will be used by clinical faculty and residents to guide formative feedback, will be collected by the Clerkship Director and Primary Clinical Site Directors and will be considered when compiling feedback for the end-of-rotation assessment.

A minimum of one clinical end-of-rotation assessment per clerkship or rotation within a clerkship, will be submitted for the student's clinical score by the Clerkship Director, Primary Clinical Site Director or 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 end-of-rotation 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 end-of-rotation 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 end-of-rotation assessment forms 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.

**Clerkship Mid Assessment Form**
Posted in One45

**Clerkship End of Rotation Assessment Form**
Posted in One45

**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. The daily assessment form is a nationally validated competency based tool known as the National Clinical Assessment Tool for Emergency Medicine (NCAT-EM).

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.

**Daily Assessment/National Clinical Assessment Tool for Emergency Medicine (NCAT-EM)**

What to do if the attending is not listed in One45

Contact UA coordinator, (PBC-Evaluation@email.arizona.edu). The coordinator will confirm the faculty attending information with the site and then have them added to the UA database Observable Learning Activities
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.

The Clerkship Director, prior to calculating the clinical score, will ensure that the minimum number of required assessments are available to calculate the clinical score. Once grades are submitted by the 6 week LCME deadline, no further information will be sought nor will additional assessments be accepted.

<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>Students are expected to attend didactic experiences including Wednesday morning conferences, the simulation session, and skill labs (8 sessions in total).</td>
<td></td>
</tr>
<tr>
<td>Case presentation</td>
<td>Up to 5 points</td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>Supplemental Quizzes</td>
<td>Up to 11 points</td>
</tr>
<tr>
<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>
<td></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>Qualifies for</td>
<td>Score</td>
<td>Qualifies for</td>
<td>Score</td>
</tr>
<tr>
<td>2.6 - 3.0</td>
<td>Honors</td>
<td>≥76-100</td>
<td>Honors</td>
<td>79-100</td>
</tr>
<tr>
<td>N/A</td>
<td>High Pass</td>
<td>≥71.0-75.9</td>
<td>High Pass</td>
<td>72.0-78.9</td>
</tr>
<tr>
<td>2.0 - 2.59</td>
<td>Pass</td>
<td>≥57.0-70.9</td>
<td>Pass</td>
<td>62.0-71.9</td>
</tr>
<tr>
<td>&lt; 2.00</td>
<td>Fail</td>
<td>&lt;57</td>
<td>Fail</td>
<td>&lt;62</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 Clerkship Grading Calculator is posted in One45 for assistance calculating the Final Clerkship grade.

The following requirements must be completed by 8am Tuesday after the end of the rotation:

1. Duty hour logging: 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”- PX/DX)
3. Completion of the Mid-clerkship Feedback form (see the Mid-Clerkship Formative Assessment Policy for additional detail)
4. Completion of assigned 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. Compliance with these deadlines will be determined by the Office of Assessment and Evaluation and reported to the Clerkship Director.
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 and the composite is greater than 85%.
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.

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.

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 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.

Rural Health Professions Program

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 request specific accommodations outside of single occupancy during Rural Rotation Orientation. The student will be notified of housing accommodations offered by university, eight 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 the student will be reimbursed for one round trip mileage, stipend and housing if applicable. 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 prior to the start of the rotation.

Contact Information:
Director, RHPP - Jonathan Cartsonis, MD
Email - jcartsonis@email.arizona.edu
Phone - 602-684-0598
One45: Curriculum Management System

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

For Faculty and Site Coordinators: If your role requires you to review clerkship rotation schedules, you can 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.

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 and 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.
**Professionalism Resource**

The Professional Resource Office (PRO) provides guidance, support and information to students on professionalism issues. The PRO supports 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](#).

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.

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