Neurology Clerkship Syllabus
Academic Year 2017-2018

THE UNIVERSITY OF ARIZONA
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Neurology Clerkship

*learning essential processes for the care and management of acute and common neurological conditions*

Welcome to the Neurology Clerkship. This clerkship is designed to prepare students with a thorough foundation in the diagnosis and treatment of core neurological disorders. During this four-week experience, students will be exposed to various neurological emergencies that they will encounter throughout their careers. This clerkship offers experience to basic elements related to delivering clinical care to neurology patients.

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 Neurology, 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 Neurology Clerkship experience.

Kamala Saha, MD
Clerkship Director
Neurology Clerkship Organization and Description

The Neurology clerkship is designed to teach medical students the principles and skills needed to recognize and manage the neurological diseases that a general medical practitioner is most likely to encounter in practice. Implicit in this is the ability to recognize the problems of the nervous system that require specialty neurological consultation. Students will learn to perform a thorough neurologic history and examination by the completion of this rotation. The role of the faculty and housestaff is to provide guidance, stimulation, support and example. Students will be divided amongst various services at St. Joseph’s Hospital and Medical Center/Barrow Neurological Institute and Banner University Medical Center – Phoenix Campus.

<table>
<thead>
<tr>
<th>Clerkship</th>
<th>Neurology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Director</strong>&lt;br&gt;Kamala Saha, MD&lt;br&gt;<a href="mailto:kamala.saha@dignityhealth.org">kamala.saha@dignityhealth.org</a></td>
<td>Kamala Saha, MD, is an assistant professor of neurology at Barrow Neurological Institute in Phoenix, Arizona. She is board certified in neurology. Dr. Saha specializes in disorders of balance and equilibrium including vertigo, cerebellar ataxia, hydrocephalus, syncope, postural hypotension, dizziness, and nystagmus. She also sees patients with various headache conditions. She is a member of the American Academy of Neurology and a diplomate of the American Board of Psychiatry and Neurology. After completing medical school in St. Louis, Dr. Saha completed an internship in internal medicine and then completed neurology training at Barrow Neurological Institute. She then completed fellowship training in neuro-otology and balance disorders at Barrow.</td>
</tr>
</tbody>
</table>

Matt Stelling, BS<br>Program Coordinator<br>Neurology Clerkship<br>602-827-2243<br>[mbstelli@email.arizona.edu](mailto:mbstelli@email.arizona.edu)
| Length | Four-week rotation  
|--------|-------------------------------------------|
|        |  • Two weeks in the in-patient setting  
|        |  • Two weeks in an out-patient setting in one or more of the following specialties, the student’s individual experiences may vary, assignments will be made by the Neurology Clerkship Office:  
|        |  o Cognitive Disorders  
|        |  o Epilepsy  
|        |  o General Neurology  
|        |  o Headache  
|        |  o Movement Disorder  
|        |  o Neuroimmunology  
|        |  o Neuromuscular  
|        |  o Neuro-Oncology  
|        |  o Stroke  
|        |  o Traumatic Brain Injury  
| Clinical Sites |  • St. Joseph’s Hospital and Medical Center/Barrow Neurological Institute  
|        |  • Banner University Medical Center – Phoenix Campus  
|        | Please refer to One45 for detailed site information.  

<table>
<thead>
<tr>
<th>Clinical Site Requirements</th>
</tr>
</thead>
</table>
| Rounds | Site-Specific Grand Rounds/Case Conferences  
| Call | On-Call requirement: Students are required to complete 2 weekday short calls.  
|       | Short Call:  
|       |  • The student will page the resident on-call to arrange a meeting time and location once their regular duties are complete.  
|       |  • The call assignment is to be completed by 8:00PM.  
|       |  • Page the on call resident or attending.  
| Observed Clinical Exam | Passport Card: Each student is responsible for successfully performing an observed neurologic history and exam. The neurology skill set must be checked off by either an attending, fellow or senior resident. The signed off “passport card” must be turned into the site coordinator by the end of the 4-week rotation.  
| Case Presentation (This accounts for 10 points in the “other category” for grading) | All Students are required to select a patient and present his/her case to both the clerkship site director and their peers. The student will be graded on their presentation of the case and their use of evidence-based management/treatment and/or diagnostic plan. Presentations are preferred in a PowerPoint format. A grading rubric is included below for reference.  
| 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.

Neurology Clerkship Objectives

1. Obtain a complete and reliable neurologic history and examination.
2. Perform a focused neurologic examination.
3. Assess a patient’s level of consciousness and then perform a neurologic examination appropriate to the patient’s level of consciousness.
4. Distinguish normal from abnormal findings on a neurologic examination.
5. Demonstrate an awareness of the use and interpretation of common tests used in diagnosing neurologic disease.
6. Formulate a differential diagnosis based on lesion localization, time course, and relevant history and demographic features.
7. Recognize and manage potential neurologic emergencies.
8. Recognize symptoms that may signify neurologic disease (including disturbances of consciousness, cognition, language, vision, hearing, equilibrium, motor function, somatic sensation, and autonomic function).
10. Localize the likely site or sites in the nervous system where a lesion could produce a patient’s symptoms and signs.
11. Deliver and prepare a clear, concise and thorough oral and written presentation of a patient’s history and examination.

Didactic/Interactive Learning/Simulation Sessions

The student will participate in weekly interactive lectures or learning modules for the following topics or conditions:

A. Neuro Exam: Conscious & Unconscious
B. Neuromuscular Disorders
C. Multiple Sclerosis
D. Movement Disorders
E. Headache/Migraine
F. Epilepsy
G. TIA/Stroke
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

Required

Students will receive the listed books from the site coordinator on the first day of the rotation and are required to return the book to the site coordinator by the end of the rotation.


Suggested


Websites

- American Academy of Neurology Curriculum: https://www.aan.com/residents-and-fellows/fellowship-resources/core-curricula/

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 the 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.

### Required Procedures

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical History &amp; Neurological Exam</td>
<td>Complete Passport Card</td>
</tr>
</tbody>
</table>

### Required Diagnoses

<table>
<thead>
<tr>
<th>Diagnostic Category</th>
<th>Clinical Setting</th>
<th>Patient Numbers</th>
<th>Level of Student Responsibility</th>
<th>Alternative Experience/Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abnormal cognition, dementia, delirium, encephalopathy</td>
<td>Both</td>
<td>1</td>
<td>Actively Participate in Care</td>
<td>Case 24 and 31 Video (Early AD)</td>
</tr>
<tr>
<td>Stroke/ TIA 1. Ischemic Stroke or TIA Intracranial Hemorrhage</td>
<td>Both</td>
<td>1 – IS/TIA 1 - ICH</td>
<td>Actively Participate in Care</td>
<td>Case 35, 47, &amp; 48 Video of Vertebrobasilar TIA Video of Lacunar Infarct</td>
</tr>
<tr>
<td>Neuroinfectious Disease (meningitis, encephalitis, CJD, cerebral abscess, herpes zoster)</td>
<td>Inpatient</td>
<td>1</td>
<td>Actively Participate in Care</td>
<td>Case 89 Video of Recurrent Aseptic Meningitis</td>
</tr>
<tr>
<td>Focal or generalized pain syndrome (headache, back or neck pain, painful neuropathy)</td>
<td>Both</td>
<td>1</td>
<td>Actively Participate in Care</td>
<td>Case 98 &amp; 99 Video of Cluster Headache</td>
</tr>
<tr>
<td>Movement disorder (Parkinson’s disease, essential tremor, Dystonia, Huntington Disease)</td>
<td>Both</td>
<td>1</td>
<td>Actively Participate in Care</td>
<td>Cases 55 and 58 Video of Parkinson Disease</td>
</tr>
<tr>
<td>Seizure</td>
<td>Both</td>
<td>1</td>
<td>Actively Participate in Care</td>
<td>Cases 104 &amp;10 Video of Complex Partial Seizure</td>
</tr>
<tr>
<td>Weakness or a sensory disturbance stemming from CNS or PNS. (MS, or peripheral neuropathies, MG, etc.)</td>
<td>Both</td>
<td>2</td>
<td>Actively Participate in Care</td>
<td>Cases 76 &amp;12 Video of MG Patient</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.
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

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 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

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 one clinical end-of-rotation 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 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
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.

Neurology Mid Assessment Form

Posted in One45

Neurology End of Rotation Assessment Form

Posted in One45

Who can assess the students?

Only the clerkship director or site director may fill out the Mid-Clerkship Assessment and End of Rotation Assessment forms for a student. Assessments are assigned and released to designated site directors at the beginning of the academic year. Directors receive an automated prompt via email reminding them to complete assessments. Email prompts are sent once a week until the assessment has been completed.

Calculation of Clinical Score

Directors will gather feedback from clinical faculty the student has worked with to compile written comments and scores. A minimum of two assessment forms completed by attendings will be used to calculate the clinical score. Students may request additional forms. Note that there is no limit to the number of forms from attendings; however, a maximum of one end-of-rotation assessment form will be accepted from a resident.

Assessment Tracking and Collection

UA Curricular Affairs staff will track assessment forms to ensure data entry and clinical score calculation. Periodic reports will be provided to the clerkship director on the status of assessment completion. Although electronic forms are available, paper forms are also completed. Directors who complete a paper assessment form, must turn in the completed assessment forms directly to the site coordinator. Completed paper assessment forms MUST NOT be given back to the student.

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:

1. 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.

Neurology Observable Learning Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Potential Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Presentation</td>
<td></td>
</tr>
<tr>
<td>History and Exam</td>
<td>4</td>
</tr>
<tr>
<td>Differential Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>Treatment – Evidence Based</td>
<td>3</td>
</tr>
<tr>
<td>Simulation</td>
<td>5</td>
</tr>
<tr>
<td>Passport</td>
<td>3</td>
</tr>
<tr>
<td>Mid-clerkship Evaluation: H and P</td>
<td>2</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>Pass&gt;60%</td>
<td>Honors</td>
<td>≥90 – 100</td>
</tr>
<tr>
<td>n/a</td>
<td>High Pass</td>
<td>78 - 80</td>
<td>High Pass</td>
<td>≥86 – 89</td>
</tr>
<tr>
<td>2.00 - 2.59</td>
<td>Pass</td>
<td>63 - 77</td>
<td>Pass</td>
<td>≥62 - 85</td>
</tr>
<tr>
<td>&lt; 2.00</td>
<td>Fail</td>
<td>Fail &lt;60%</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>
</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.
# Neurology Clerkship Additional Information

## Neurology Clerkship Clinical Sites

<table>
<thead>
<tr>
<th>Site Director/Coordinator</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamala Saha, MD</td>
<td>Barrow Neurological Institute, Dignity Health, St. Joseph’s Hospital and Medical Center, 350 W. Thomas Rd., Phoenix, AZ 85013</td>
<td>602-406-8371</td>
<td>602-230-4085</td>
</tr>
<tr>
<td>Douglas Franz, MD</td>
<td>Banner-University Medical Center, Phoenix Neuroscience Institute, 755 East McDowell Rd., 3rd Floor, Phoenix, AZ 85006</td>
<td>602-521-3221 Office, 602-521-3246 Fax</td>
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<tr>
<td>Marinela Mrizi, Academic Project Coordinator</td>
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<tr>
<td>Dolores Castro, Neurology Clerkship Coordinator</td>
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</table>
Student Feedback

We appreciate your feedback as it is an important and vital part in our efforts to continue improving the Neurology Clerkship. We maintain an open door policy at all times and we welcome any constructive criticism or praise.

Students assigned to rotate at SJHMC will receive a link to complete an online evaluation through “Survey Monkey” from SJHMC Academic Affairs student coordinator upon the completion of the rotation.

Tips and Advice from Previous Students or Residents

1. Always be on time. At the end of each day, ask your resident or attending what time they would like you to arrive the following morning.
2. Be enthusiastic, show you are interested and display a positive attitude; be a TEAM player.
   a. Remember, residents and attendings are much more likely to spend time teaching a student who shows he/she wants to learn.
3. Be respectful of patient care areas. Keep noise level down and cell phones on vibrate.
4. Treat EVERYONE with respect.
5. Seek out learning opportunities, ask to volunteer for procedures or tasks, don’t sit passively by and miss out.
6. You should be actively reading at every free opportunity, especially about your patients.
7. DO NOT LIE, GUESS or ASSUME. You are not expected to know everything, use this rotation as a learning tool and ask appropriate questions.
8. Designate one of your pockets as a “clean pocket” to carry small snacks in, but do not eat in front of the patients.
9. Don’t sit down in the patient’s room if the rest of your team is standing.
10. Studying:
    a. You may have time throughout the day, utilize online resources.
    b. Disciplined study: a few minutes/hours each day may go a long way.
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.

<table>
<thead>
<tr>
<th>Contact information</th>
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<tbody>
<tr>
<td>Course Director – TBA</td>
</tr>
<tr>
<td>Email – TBA</td>
</tr>
<tr>
<td>Office Hours and Location – TBA</td>
</tr>
<tr>
<td>Mary Blair, Assistant Director</td>
</tr>
<tr>
<td>Phone: 602-827-2241</td>
</tr>
<tr>
<td><a href="mailto:maryblair@email.arizona.edu">maryblair@email.arizona.edu</a></td>
</tr>
<tr>
<td>Office Location: HSEB BC503C</td>
</tr>
</tbody>
</table>

Required Assignments and Dates are included within one.

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**

<table>
<thead>
<tr>
<th>Jayne Peterson, MD, Course Director</th>
<th>Lisa Yanez, MBA, Assistant Director</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:jmpeterson@email.arizona.edu">jmpeterson@email.arizona.edu</a></td>
<td><a href="mailto:lyanez@email.arizona.edu">lyanez@email.arizona.edu</a></td>
</tr>
</tbody>
</table>

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.

Beth Schermer
602-549-9847
schermer@email.arizona.edu

Rosemarie Christofolo
480-862-4963
rchristofolo@email.arizona.edu

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

**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.