Pediatric Syllabus

Academic Year 2018-2019

Approved by the Curriculum Committee 3-23-18

Table of Contents

General Clerkship Information................................................................. Page 2
Clerkship Contacts................................................................................. Page 2
Course Description................................................................................ Page 2
Clinical Sites.......................................................................................... Page 2
Educational Program Objectives............................................................ Page 3
Clerkship Specific Learning Objectives.................................................. Page 3
Attendance Requirements................................................................. Page 4
Required/Suggested Reading................................................................. Page 4
Required Clinical Experience Logs....................................................... Page 4
Alternative Experiences....................................................................... Page 6
Didactic/Interactive Learning/Simulations Sessions............................... Page 6
Urgent/Emergent Health Care Services................................................ Page 7
Expectations for Mobile Communication............................................. Page 7
Accessibility and Accommodations....................................................... Page 7
Assessment Process.............................................................................. Page 8
  Standardized Grading Process.......................................................... Page 9
  NBME Shelf Exam Details................................................................. Page 9
  Calculating the Final Grade............................................................... Page 12
  Additional Grading Criteria............................................................... Page 13
Narrative Feedback................................................................................ Page 13
Required Student Evaluation............................................................... Page 14
Rural Health Professions Program....................................................... Page 14
One45: Curriculum Management System........................................... Page 15
Professionalism Resource.................................................................... Page 16

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General Clerkship Information

Course Code: PEDP835  
Credit Hours: 6  
Prerequisites: All students must successfully pass all pre-clerkship curricular elements in order to progress to the third year  
Clerkship Length: 6 Week Rotation  
Clerkship Website: http://phoenixmed.arizona.edu/education/md-admissions/md-program/curriculum/year-3-curriculum/clerkships/pediatrics  
Clerkship Resources: https://sites.google.com/a/email.arizona.edu/clerkship-resources/pediatrics

Clerkship Contacts

Clerkship Director: Jorge Masuello, MD, Clerkship Director

Office phone: 602-320-7410  
Email: jmasuello@phoenixchildrens.com  
Office location: 1919 East Thomas Road Phoenix, AZ 85016

Coordinator Name: Steven Allen  
Office phone: 602-933-0778  
Email: sallen5@phoenixchildrens.com  
Office location: 1919 East Thomas Road, Phoenix, AZ 85016

Course Description

The Pediatric 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

Phoenix Children’s Hospital  
Maricopa Integrated Health System  
Banner Payson Medical Center  
Tsehootsooi Medical Center  
Ponderosa Peds-Pediatrics  
Deming Pediatrics  
Yuma Regional Medical Center
Educational Program Objectives

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 Educational Program Objectives and require dissemination as noted in the Orientation to EPOs and Course Objectives Policy.

Clerkship Specific Learning Objectives

Each Pediatric 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. Obtains a complete pediatric history and perform a physical examination adjusting to the child's age and developmental milestones.
   a. Learn the pertinent information for the different types of encounters and child's age
   b. Learn to perform a HEADDDS interview in adolescents.
   c. Learn to interpret growth parameters and vital signs.
2. Prioritizes the clinical problems and generates a logical differential diagnosis.
3. Constructs a plan for a well-child and a sick encounter. Pediatric preventative care in a sick encounter.
4. Documents accurate information in the electronic health care record (ex. physical examination findings) and modify the care plan in accordance to the most current information or best available evidence.
5. Concisely communicates with healthcare members (intern, resident, attending or subspecialists - including presentations during rounds and written documentation).
6. Interpret common laboratory and radiologic test performed in pediatric patients.
7. Anticipate needs for patients and their families (ex. Non-English-speaking families and the use of an interpreter; need to refer to a subspecialists or therapist; discharge instructions and education).
8. Provide age and cultural appropriate health education, safety instruction, preventative care and anticipatory guidance for a child and their family based on their needs and reason for the encounter.
9. Show integrity and accountability in all interactions with patients, their families, professional colleagues and all the clerkship requirements.
10. Maintain a teachable attitude, including giving and receiving constructive feedback, being present and accountable, prepared and engaged for patient care duties and educational activities.
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

1. The John Hopkins Hospital Harriet Lane Handbook, 20th Edition by Branden Engorn & Jamie Flerage - a handbook designed to be used as a point of care reference for quick education, laboratory values and formulary needs.

These will be made available to you by the Clerkship Coordinator during Orientation.

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.

### Required Procedures

<table>
<thead>
<tr>
<th>Required Procedures</th>
<th>Clinical Setting (Inpatient, Outpatient, or Both)</th>
<th>Level of Student Responsibility (observe, actively participate, perform)</th>
<th>Alternative Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret weight, height, OFC, BMI</td>
<td>Both</td>
<td>Perform Procedure</td>
<td>CLIPP Case 26</td>
</tr>
<tr>
<td>Interpretation of vital signs (age 0-1yr)</td>
<td>Both</td>
<td>Perform Procedure</td>
<td>CLIPP Case 2</td>
</tr>
<tr>
<td>Interpretation of vital signs (age 1-5yr)</td>
<td>Both</td>
<td>Perform Procedure</td>
<td>CLIPP Case 3</td>
</tr>
<tr>
<td>Interpretation of vital signs (age 6-12yr)</td>
<td>Both</td>
<td>Perform Procedure</td>
<td>CLIPP Case 4</td>
</tr>
<tr>
<td>Interpretation of vital signs (age 13-20yr)</td>
<td>Both</td>
<td>Perform Procedure</td>
<td>CLIPP Case 5</td>
</tr>
<tr>
<td>mCHAT (autism screening tool)</td>
<td>Outpatient</td>
<td>Perform Procedure</td>
<td>Simulation</td>
</tr>
<tr>
<td>PEDS tool (development screening tool)</td>
<td>Outpatient</td>
<td>Perform Procedure</td>
<td>Simulation</td>
</tr>
<tr>
<td>HEADDSS interview</td>
<td>Both</td>
<td>Perform Procedure</td>
<td>CLIPP Case 5</td>
</tr>
</tbody>
</table>

### Required Diagnosis

<table>
<thead>
<tr>
<th>Required Diagnosis</th>
<th>Clinical Setting (Inpatient, Outpatient, or Both)</th>
<th>Level of Student Responsibility (observe, actively participate, perform)</th>
<th>Alternative Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyperbilirubinemia</td>
<td>Both</td>
<td>Actively Participate in Care</td>
<td>CLIPP case 8</td>
</tr>
<tr>
<td>Fever</td>
<td>Both</td>
<td>Actively Participate in Care</td>
<td>CLIPP case 10 &amp; 11</td>
</tr>
<tr>
<td>Growth and/or developmental delays and/or concern</td>
<td>Both</td>
<td>Actively Participate in Care</td>
<td>CLIPP case 26 &amp; 28</td>
</tr>
</tbody>
</table>
### Required Diagnosis

<table>
<thead>
<tr>
<th>Required Diagnosis</th>
<th>Clinical Setting (Inpatient, Outpatient, or Both)</th>
<th>Level of Student Responsibility (observe, actively participate, perform)</th>
<th>Alternative Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdominal pain</td>
<td>Both</td>
<td>Actively Participate in Care</td>
<td>CLIPP case 27</td>
</tr>
<tr>
<td>Respiratory tract infection: upper and/or lower</td>
<td>Both</td>
<td>Actively Participate in Care</td>
<td>CLIPP case 12 &amp; 14</td>
</tr>
<tr>
<td>Well-child exam: infant</td>
<td>Outpatient</td>
<td>Actively Participate in Care</td>
<td>CLIPP case 2</td>
</tr>
<tr>
<td>Well-child exam: toddler</td>
<td>Outpatient</td>
<td>Actively Participate in Care</td>
<td>CLIPP case 3</td>
</tr>
<tr>
<td>Well-child exam: school-age</td>
<td>Outpatient</td>
<td>Actively Participate in Care</td>
<td>CLIPP case 4</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

A. Abdominal Pain  
B. Adolescent’s common complaints  
C. Breastfeeding  
D. Common problems in neonates  
E. Cough and wheezing  
F. Endocrinology Review  
G. Ethics session  
H. Fever and Rashes in Children  
I. Fussy baby  
J. Neurology Review  
K. Pediatrics Radiology  
L. Recognition of the Sick Child
M. Rheumatology cases
N. Telephone Interview: Neonatal Jaundice
O. Well child exam and Preventative Pediatrics

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 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 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 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. 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

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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

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.
Pediatric Clerkship Observable Learning Activities “Other Points”

<table>
<thead>
<tr>
<th>Other Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi-weekly quiz average score or CLIPP case completion</td>
<td>Up to 10 points</td>
</tr>
<tr>
<td>Simulation and teaching conference participation + completing clerkship</td>
<td>Up to 5 points</td>
</tr>
<tr>
<td>requirements</td>
<td></td>
</tr>
<tr>
<td>Completion of one of three Culture in Health (CHC) modules</td>
<td>Up to 5 points</td>
</tr>
</tbody>
</table>

1. Bi-weekly quiz average score or CLIPP case completion: up to 10 points. All students must take the quizzes regardless of which option they choose to obtain the 10 points.

   CLIPP cases: Successfully completion of 26 cases or more = 10 points; 21-25 = 9 points; 15-20 = 8 points; 13-14 = 7 points, 11-12 = 6 points; 9-10 cases = 5 points; 7-8 cases = 4 points; 5-6 cases = 3 points; 3-4 cases = 2 points; 1-2 cases = 1 point. The CLIPP cases are found on the [www.meduapp.com](http://www.meduapp.com) website.

   OR

2. Simulation and teaching conference participation + timely submission of SCO (observation cards), duty hours and logging of procedure and diagnoses (PXDX): up to 5 points.

   • Incomplete diagnoses list will be a point deduction the “Other” category.
   • Incomplete procedures will be a point deduction the “Other” category.
   • Incomplete time logs will be a point deduction the “Other” category*.
   • Incomplete SCO will be a point deduction the “Other” category.

3. Completion of one of the 3 Culture in Health modules. Those modules are found on the Med-U website [www.meduapp.com](http://www.meduapp.com).
   • CHC 01: 6-year-old girl with seizures – Lily (Navajo culture)
   • CHC 02: 2-year-old boy with fever and headache – Bao (Communication with Non-English speaking patients/families)
   • CHC 03: 2-year-old with pneumonia and probable empyema – Kenny (Addressing distrust of Western medicine)
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.

**Who does the Mid-clerkship assessment?**

The mid-clerkship assessment will be completed by the Clerkship Director, site director or a designated faculty member or resident at the student’s primary clinical site.

**Who can fill out an end of rotation assessment?**

The Associate Clerkship Director (Site Director).

**How much time should a student be supervised by an attending to be able to select them as an assessor?**

The Associate Clerkship Director (Site Director) will complete the End of Rotation Evaluation even if not assigned to work with the student. The Associate Clerkship Director completes the evaluation based on feedback from Faculty members and residents.

**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.

**How is the attending notified of the need to do an assessment for a student?**

See below for responsibilities for communication.

**Number of Assessments Needed to Calculate Clinical Score:**

Two (one of the inpatient and one for the outpatient rotations).
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>83-100</td>
<td>Honors</td>
<td>&gt;89</td>
</tr>
<tr>
<td>2.3 – 2.59</td>
<td>High Pass</td>
<td>79-82</td>
<td>High Pass</td>
<td>≥86</td>
</tr>
<tr>
<td>2.0 - 2.29</td>
<td>Pass</td>
<td>62-78</td>
<td>Pass</td>
<td>&gt;64</td>
</tr>
<tr>
<td>&lt; 2.00</td>
<td>Fail</td>
<td>&lt;62</td>
<td>Fail</td>
<td>&lt;64</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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1.00-1.99</td>
</tr>
<tr>
<td>Level 2</td>
<td>2.00-2.59</td>
</tr>
<tr>
<td>Level 3</td>
<td>2.60-3.00</td>
</tr>
</tbody>
</table>

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.

The Clerkship Grading Calculator is posted in One45 for assistance calculating the Final Clerkship grade.

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 Assistant Director, Sara Hillman, with specific accommodations outside of single occupancy during Rural Rotation Orientation. The student will be notified of housing accommodations offered by university, 8eight 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 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:

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: compfx.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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