Psychiatry Syllabus
Academic Year 2018-2019
Approved by the Curriculum Committee 3-23-18

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General Clerkship Information

Course Code: PSYP 835
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/psychiatry
Clerkship Resource: https://sites.google.com/a/email.arizona.edu/clerkship-resources/psychiatry

Clerkship Contacts

Clerkship Director: James B. McLoone, MD, Professor of Psychiatry, Department Chair and Clerkship Director

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Email: James.McLoone@bannerhealth.com
Office location: Edwards Medical Plaza, Suite 320, 1300 North 12th Street, Phoenix, AZ 85006
Coordinator Name: Lorin Akers
Office phone: 602-521-3603
Email: Lorin.Akers@bannerhealth.com
Office location: Edwards Medical Plaza, Suite 320, 1300 North 12th Street, Phoenix, AZ 85006

Course Description

The Psychiatry 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

Banner-University Medical Center
Maricopa Integrated Health System
Phoenix Children’s Hospital
Veteran’s Administration Medical Center
Northern Arizona VA Health Care System
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 Psychiatry 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. Elicit and accurately document a complete psychiatric history and the mental status examination
2. Perform an appropriate physical exam on patients with presumed psychiatric disorders
3. Perform screening exams for common psychiatric disorders
4. Formulate a differential diagnosis and plan for assessment of common presenting signs and symptoms of psychiatric disorders
5. Perform cognitive assessments to evaluate new patients and monitor patients with identified cognitive impairment
6. Discuss typical presentations of substance use disorders in general medical and psychiatric clinical settings
7. Compare and contrast the clinical features and course of common psychiatric disorders that present with associated psychotic features
8. Discuss the epidemiology of mental disorders and its effect on the healthcare system
9. Discuss the psychiatric clinical assessment and differential diagnosis for children and adolescents
10. Provide education about psychiatric illness and treatment options to designated patients
11. Discuss the common, currently available psychotropic medications
12. Discuss general features of common psychotherapies and recommend specific psychotherapy for designated patients in conjunction with or instead of other forms of treatment
13. Discuss the roles of relevant different physician sub-specialties and non-physician healthcare disciplines
14. Discuss the physician’s role in advocacy for services for the mentally ill
15. Discuss the mental health and mental health care disparities experienced by racial and ethnic groups and the factors that contribute to them
16. Effectively analyze, evaluate, and synthesize information to provide effective, evidence-based patient care
17. Recognize own limitations, admit error, and improve behavior when provided with constructive feedback
18. Demonstrate an awareness of and practice ongoing reflection with legal, ethical and/or social issues related to the standards of medical practice including those unique to Psychiatry
19. Demonstrate sensitivity and compassion with insight and understanding of human emotions
20. Demonstrate the ability to access databases for commonly prescribed abused medications during care of patients.
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

The basic texts for the Psychiatry Clerkship are listed as 1 through 7. You may purchase the books for your personal use or borrow them from us at a charge of $100.00 which will be returned to you at the end of the Clerkship when all books have been returned. These will be distributed to you by the Clerkship Coordinator (602-521-3603) at your Clerkship Orientation meeting.

Required:
1. Introductory Textbook of Psychiatry, 6th edition, American Psychiatric Press, 2014, Andreasen, Nancy; Black, Donald (editors). (There will be specific suggested readings from this textbook.)
6. DSM-5 Clinical Cases, ed. J.W. Barnhill
7. Reading Packet provided at Clerkship Orientation.

Suggested:

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>Encounter</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><strong>Required Procedures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Status Exam</td>
<td>Both</td>
<td>Actively Participate In Care</td>
<td>Different Site, assigned reading and discussion with Site Director</td>
</tr>
<tr>
<td>Prescribing antidepressant, antipsychotic, mood stabilizing, anxiolytic and stimulant medications</td>
<td>Both</td>
<td>Actively Participate In Care</td>
<td>Different Site, assigned reading and discussion with Site Director</td>
</tr>
<tr>
<td>Psychiatric history and examination</td>
<td>Both</td>
<td>Actively Participate In Care</td>
<td>Different Site, assigned reading and discussion with Site Director</td>
</tr>
<tr>
<td>Access commonly abused medications database</td>
<td>Both</td>
<td>Actively Participate in Care</td>
<td>Different Site, assigned reading and discussion with Site Director</td>
</tr>
<tr>
<td><strong>Required Diagnosis</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affective Disorders (Depression, Mania)</td>
<td>Both</td>
<td>Actively Participate In Care</td>
<td>Different Site, assigned reading and discussion with Site Director</td>
</tr>
<tr>
<td>Alcohol/Drug Related Disorders</td>
<td>Both</td>
<td>Actively Participate In Care</td>
<td>Different Site, assigned reading and discussion with Site Director</td>
</tr>
<tr>
<td>Anxiety Disorders</td>
<td>Both</td>
<td>Actively Participate In Care</td>
<td>Different Site, assigned reading and discussion with Site Director</td>
</tr>
<tr>
<td>Attention Deficit/Hyperactivity Disorders</td>
<td>Both</td>
<td>Actively Participate In Care</td>
<td>Different Site, assigned reading and discussion with Site Director</td>
</tr>
<tr>
<td>Neurocognitive Disorders</td>
<td>Both</td>
<td>Observe and Discuss</td>
<td>Different Site, assigned reading and discussion with Site Director</td>
</tr>
<tr>
<td>Encounter</td>
<td>Clinical Setting</td>
<td>Level of Student Responsibility</td>
<td>Alternative Experience</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------------------</td>
<td>---------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Personality Disorders</td>
<td>Both</td>
<td>Observe and Discuss</td>
<td>Different Site, assigned reading and discussion with Site Director</td>
</tr>
<tr>
<td>Schizophrenia and Related Disorders</td>
<td>Both</td>
<td>Actively Participate In Care</td>
<td>Different Site, assigned reading and discussion with Site Director</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 following process:

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**

**Location:** Edwards Medical Building, 1300 N 12th St, Suite 320 (3rd floor), Phoenix, AZ 85006

**Clinical Skills**
- A. History-Taking, Mental Status Examination, and Psychiatric Interviewing
- B. Documentation and Communication
- C. Differential Diagnoses
- D. Collaborative Care
- E. Overview of Psychotherapies
- F. Overview of Psychological Testing
- G. Psychopharmacology
- H. Risk Assessment, Emergency Psychiatry and Capacity Evaluations
- I. Psychiatry and the Law
- J. Ethical Issues in Psychiatry

**Psychopathology and Psychiatric Disorders**
- A. Geriatric Psychiatry and Neurocognitive Disorders
- B. Substance Related and Addictive Disorders
- C. Schizophrenia Spectrum and Other Psychotic Disorders
- D. Depressive and Bipolar Related Disorders
- E. Anxiety and Related Disorders
F. Somatic Symptom Disorders
G. Trauma and Stress Related Disorders
H. Personality Disorders
I. Child Psychiatry

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 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 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 Primary Clinical 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 Site 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 Clerkships and/or Primary Clinical 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 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 Timelines 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 Final 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.

Who does the Mid-clerkship assessment?

The Mid-clerkship assessment is completed by student’s Primary Clinical Site Director or faculty designee.

Who can fill out an end of rotation clinical performance assessment?

There is only one official end of rotation clinical performance assessment in the Psychiatry Clerkship which is completed by the student’s Primary Clinical Site Director or faculty designee. Input for this composite end of rotation clinical performance assessment is obtained from faculty and residents who had meaningful interactions with the student.

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

This process is initiated by the student’s Primary Clinical Site Director. See below for responsibilities for communication.

Number of Assessments Needed to Calculate Clinical Score

Minimally one but typically input for the end of rotation clinical performance assessment is obtained from a variety of faculty and if relevant residents who had meaningful interactions with the student.

Observable Learning Activities

The “Other” score accounts for 20% of the composite score in determining a student’s Final Grade for the Psychiatry Clerkship. It is the allowable point total for the “Other” observable learning activities specific to the Psychiatry Clerkship. Students must attain 60% of these points and complete both the required Observed Clinical Interview and Research Paper to receive a Final Grade of Pass for this Clerkship.

On the Psychiatry Clerkship, students can achieve credit for up to a maximum of 20 points total in this “Other” category.

The number of points for which a student receives credit will be divided by 20 to determine the percentage attributable to the “Other” score. To qualify for a Final Grade of either Honors or High Pass requires an “Other” score of 100%. To qualify for a Final Grade of Pass requires an “Other” score no less than 60%.
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>Academic Participation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Observed Clinical Interview</td>
<td>Up to 5 points</td>
</tr>
<tr>
<td>*Research Paper</td>
<td>Up to 4 points</td>
</tr>
<tr>
<td>Case Conference Presentation</td>
<td>Up to 5 points</td>
</tr>
<tr>
<td>Journal Article Presentation</td>
<td>Up to 4 points</td>
</tr>
<tr>
<td>+ Diagnostic Screening Tools</td>
<td>1/2 point each to maximum of 13 points</td>
</tr>
</tbody>
</table>

*Required activity to receive a Final grade of Pass.
+No more than two assessments using same Diagnostic Screening Tool

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 on the Psychiatry Clerkship if he or she achieves Honors on the clinical score, an “Other” score of 100% and if the shelf exam score meets the minimum threshold for Honors.

2. The student can only receive a Final Grade of High Pass on the Psychiatry Clerkship if he or she achieves a High Pass on the clinical score, an “Other” score of 100% and if the shelf 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 Final 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 Final Grade higher than Pass for the clerkship.

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 (Clinical 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 his or her 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.

**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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