Psychiatry Clerkship Syllabus

Academic Year 2017-2018
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Welcome to the Psychiatry Clerkship. This Clerkship is designed to introduce students to the core principles of the medical specialty of Psychiatry. During this six-week experience, you will be exposed to a variety of clinical settings and levels of acuity helping you to understand the evaluation and treatment process used by Psychiatrists and other mental health professionals.

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 especially as they pertain to the practice of Psychiatry.

Although you will not master all of Psychiatry, by the end of this Clerkship, you are expected to achieve a level of knowledge and clinical skills appropriate for an advancing third-year medical student.

Faculty members, residents and our staff are committed to providing an exceptional education experience and are dedicated to helping you succeed. We look forward to working with you and supporting you during your Psychiatry Clerkship.

James B. McLoone, M.D.
Chair Department of Psychiatry and Clerkship Director
Psychiatry Clerkship Organization and 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.

James McLoone, MD
Professor of Psychiatry
Clerkship Director

Dr. James McLoone attended George Washington University School of Medicine and completed his residency at the UCLA Neuropsychiatric Institute. Board-certified in Psychiatry and Geriatric Psychiatry, Dr. McLoone is a Distinguished Life Fellow in the American Psychiatric Association and has been awarded the Howard E. Wulsin Excellence in Teaching Award by the Arizona Psychiatric Society. He is a professor of Psychiatry in the Clinical Scholar’s Track at the UA College of Medicine – Phoenix and has been named to the Dean’s List for Teaching Excellence.

Dr. McLoone was Director of the Psychiatry Residency Program at Banner’s Phoenix Clinical Campus from 1981 to 2015. He has been Chair of the Department of Psychiatry at Banner – University Medical Center Phoenix since 1992 and served as Chair of the Graduate Medical Education Committee at Banner from 1992 to 2015.

<table>
<thead>
<tr>
<th>Length</th>
<th>6 week rotation</th>
</tr>
</thead>
</table>
| Didactics/Interactive Learning Sessions | Academic Half-day – Thursday afternoons  
Banner-UMCP Behavioral Health Center Outpatient Clinic Library  
Edwards Medical Building Suite 320 |
<table>
<thead>
<tr>
<th>Clinical Site Requirements</th>
<th>Observed Clinical Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Specific Grand Rounds, Case Conferences, etc.</td>
<td>Evaluation and care (including actual interviewing and participation in treatment planning) of patients seen in either the hospital, consultation service, outpatient clinic or emergency room, representing the following diagnostic groups:</td>
</tr>
<tr>
<td>1. Schizophrenia and related disorders</td>
<td>1. Schizophrenia and related disorders</td>
</tr>
<tr>
<td>2. Substance Use Disorders</td>
<td>2. Substance Use Disorders</td>
</tr>
<tr>
<td>3. Mood Disorders (Depression and Mania)</td>
<td>3. Mood Disorders (Depression and Mania)</td>
</tr>
<tr>
<td>4. Personality Disorders</td>
<td>4. Personality Disorders</td>
</tr>
<tr>
<td>5. Anxiety Disorders</td>
<td>5. Anxiety Disorders</td>
</tr>
<tr>
<td>6. Attention Deficit/Hyperactivity Disorders</td>
<td>6. Attention Deficit/Hyperactivity Disorders</td>
</tr>
<tr>
<td>7. Neurocognitive Disorders eg. dementia, delirium, TBI, etc.</td>
<td>7. Neurocognitive Disorders eg. dementia, delirium, TBI, etc.</td>
</tr>
<tr>
<td>Active participation with the treatment team in the prescribing of medications in the following pharmacologic groups:</td>
<td>Active participation with the treatment team in the prescribing of medications in the following pharmacologic groups:</td>
</tr>
<tr>
<td>1. Antidepressants</td>
<td>1. Antidepressants</td>
</tr>
<tr>
<td>2. Antipsychotics</td>
<td>2. Antipsychotics</td>
</tr>
<tr>
<td>3. Anxiolytics</td>
<td>3. Anxiolytics</td>
</tr>
<tr>
<td>4. Mood Stabilizers</td>
<td>4. Mood Stabilizers</td>
</tr>
<tr>
<td>5. Stimulants for ADHD</td>
<td>5. Stimulants for ADHD</td>
</tr>
<tr>
<td>Participated in consultative and crisis intervention clinical experiences</td>
<td>Participated in consultative and crisis intervention clinical experiences</td>
</tr>
<tr>
<td>Satisfactory completion of required and selective assignments and material provided in the “OTHER” packet.</td>
<td>Satisfactory completion of required and selective assignments and material provided in the “OTHER” packet.</td>
</tr>
<tr>
<td>Research Paper</td>
<td>This is a brief report to be personally researched and composed by the student of any topic of your choice, so long as it has Psychiatric relevance. A review of the professional literature or scholarly discussion of a case illustrating an interesting or unusual syndrome will do. At least 3 standard citations are needed. The expected length of the paper is approximately 500 words. Please submit it in double-space, typewritten form at the scheduled time of presentation, which typically occurs during the 6th week of the clerkship.</td>
</tr>
<tr>
<td>Additional Requirements</td>
<td>Procedure and Diagnosis Logging in One45</td>
</tr>
<tr>
<td></td>
<td>Duty Hours Logging in One45</td>
</tr>
<tr>
<td></td>
<td>Evaluation of Clerkship Experience in One45</td>
</tr>
<tr>
<td>CLINICAL SITES</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td></td>
</tr>
</tbody>
</table>
| **Behavioral Health Center Outpatient Clinic**  
Edwards Medical Bldg, Ste 320  
1300 North 12th Street  
Phoenix, AZ 85006  
602-839-6880  
James McLoone, M.D.  
Clinical Site Director  
James.McLoone@bannerhealth.com  
Andrea Waxman, M.D.  
Assistant Site Director  
Andrea.Waxman@bannerhealth.com  
Lorin Akers, Coordinator  
Lorin.Akers@bannerhealth.com  
602-344-5885 |
| **2601 E. Roosevelt**  
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602-344-5011  
http://www.mihs.org  
Devna Rastogi, M.D.  
Clinical Site Director  
Devna_Rastogi@dmgaz.org  
Kelly Sacco, Coordinator  
Kelly_Sacco@dmgaz.org  
480-344-2026 |
| **1919 E. Thomas Road**  
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602-933-1000  
www.phoenixchildrens.com  
Randall Ricardi, M.D.  
Site Director  
nr icardi@phoenixchildrens.com  
Funda Bachini, M.D.  
Site Director  
fbachini@phoenixchildrens.com  
Steven Allen, Coordinator  
Sallens@phoenixchildrens.com  
Phone: 602-933-0778 |
| **Carl T. Hayden Veteran’s Administration Medical Center and Northern Arizona VA Health Care System**  
Aida Lacevic, M.D.  
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650 E. Indian School, Phoenix  
Aida.Lacevic@va.gov  
Clint Anthony, M.D.  
Site Director Prescott  
500 State Hwy 89, Prescott  
Clint.Anthony@va.gov  
Deborah Osborne,  
Phoenix Coordinator  
Deborah.Osborne2@va.gov  
602-277-5551 ext. 5893 |
| **Debra Lefkowitz**  
Prescott Coordinator  
Debra.lefkowitz@va.gov  
928-445-4860 ext. 6024 |

Clinical Site Narratives Posted 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 measurable objectives by which attainment of each competency can be assessed. The full text of the University of Arizona, College of Medicine – Phoenix Educational Program Objectives (EPO) can be accessed at http://phoenixmed.arizona.edu/students/curriculum/educational-program-objectives and require dissemination as noted in the Orientation to EPOs and Course Objectives Policy.

Psychiatry Clerkship 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 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
Clerkship Attendance Requirements

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

Required and Suggested Reading

The basic texts for the Psychiatry Clerkship are listed as 1 through 6. 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 (602-839-6994) at your 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.


5. Lange Q & A Psychiatry, 10th Edition, Sean Blitzstein

6. DSM-5 Clinical Cases, ed. J.W.Barnhill

7. Reading Packet provided at Orientation.

Suggested:


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 indicated the level of student responsibility.

The standardized levels of student responsibility include the following:

1. **Observe and Discuss**: This may include observing another member of the team interview a patient, perform a procedure or physical exam, etc. and discussion of the case, condition or other relevant components.
2. **Actively Participate in Care**: This category indicates more active responsibility for the patient, such as performing a physical exam and workup, entering progress notes or H&Ps, presenting the patient on rounds, as scrubbing into a case or counseling or discussing prevention with the patient.
3. **Perform Procedure**: This is defined as the student performing the procedure with supervision.

Please review the Faculty Supervision of Medical Students in Clinical Learning Situations Policy and the Faculty Supervision of Sensitive Physical Examination Policy. The procedures and clinical conditions will be recorded in the student's “Procedure Logs” and reviewed with the site or clerkship director at the mid-clerkship review.

<table>
<thead>
<tr>
<th>Required Procedures</th>
<th>Clinical Setting</th>
<th>Level of Student Responsibility</th>
<th>Alternative Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 antidepresant, antipsychotic, mood stabilizing, and anxiolytic 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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Diagnoses</th>
<th>Clinical Setting</th>
<th>Level of Student Responsibility</th>
<th>Alternative Experience/Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</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 remediate the gap by completing the alternative experience utilizing the process below:

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

Didactic/Interactive Learning/Simulation Sessions

Clinical Skills
   A. History-Taking, Examination, and Psychiatric Interviewing
   B. Documentation and Communication
   C. Differential Diagnoses

Psychopathology and Psychiatric Disorders
   A. 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

<table>
<thead>
<tr>
<th>Disorder</th>
<th>Participation</th>
<th>Discussion</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<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>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>
Disorders in Childhood and Adolescence

Geriatric Psychiatry

Psychometric Testing

Disease Prevention, Therapeutics and Management

Prevention
Pharmacological Therapies
Brain Stimulation Therapies
Psychotherapies
Multidisciplinary Treatment Planning and Collaborative Management
Cost Efficient Use of Resources

Professionalism, Ethics and the Law

Professionalism
Medical Ethics
Medical-Legal Issues in Psychiatry
Cultural Competence and Mental Health Disparities

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](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

Who can assess the students?

On the Psychiatry Clerkship, only an attending faculty can complete the Mid-Clerkship Assessment and End of Rotation Assessment forms. This attending faculty will usually be the student’s Primary Clinical Site Director.

Number of assessments needed to calculate clinical score:

The Primary Clinical Site Director or designee will seek input for the End of Rotation Assessment form from faculty and if relevant, residents, involved with the student from each assigned clinical setting and other observed learning experiences. A student may request that the Primary Clinical Site Director or designee seek input from faculty the student feels have had significant interaction with the student. This request must occur before the last day of the Clerkship and is limited to a total of two requests.

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 his or her appointee. It should be noted that faculty at COM-P who are family members of the student or have a personal relationship with the student may not be involved in the academic assessment or promotion of the medical student as described in the Conflict of Interest-Assessment and Evaluation Policy.

Where applicable, multiple end-of-rotation assessments will be considered in the clinical score calculation (see below under “grading”) providing each assessor has had significant interaction with the student. In the instance that only one end-of-rotation assessment is submitted, it will be a collaborative assessment from the preceptors who had significant interaction (as defined by the Clerkship Director) with the student. Where only a single faculty member has been assigned to work with a student, this faculty member will provide an assessment for the student.

All end-of-rotation assessment forms and the clerkship final grade form will be available to be viewed by students by six (6) weeks after the end of the clerkship according to the Reporting Timeline for Final Grades policy in One45.

**Psychiatry Clerkship Mid Assessment Form – Posted in One45**

**Psychiatry 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
III. “Other”: The “OTHER” score accounts for 20% of the composite score. It is the allowable point total for the Other observable learning activities specific to the 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 the 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%.

Psychiatry Clerkship Observable Learning Activities Used in Calculating the “Other” Score

<table>
<thead>
<tr>
<th>Activity</th>
<th>Potential Value</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 11 points</td>
</tr>
</tbody>
</table>

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

Calculating the Final Grade

The Final Grade is determined by the Composite Score and the additional Psychiatry Clerkship specific requirements listed below. There is no rounding up of scores eg. 84.9 equals 84.9 not 85.

```
<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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6 - 3.0</td>
<td>Honors</td>
<td>≥85</td>
<td>Honors</td>
<td>≥88</td>
</tr>
<tr>
<td>2.3 – 2.59</td>
<td>High Pass</td>
<td>≥80 – 84.9</td>
<td>High Pass</td>
<td>≥82.0 – 87.9</td>
</tr>
<tr>
<td>2.0 - 2.29</td>
<td>Pass</td>
<td>≥65.0 – 79.9</td>
<td>Pass</td>
<td>≥64.0 – 81.9</td>
</tr>
<tr>
<td>&lt; 2.00</td>
<td>Fail</td>
<td>Fail &lt;60%</td>
<td>&lt;65</td>
<td>Fail</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. Students can only receive a Final Grade of Honors on the Psychiatry Clerkship if they achieve Honors on the Clinical Score, an “Other” score of 100% and if the Shelf Exam score meets the minimum threshold for Honors.
2. Students can only receive a Final Grade of High Pass on the Psychiatry Clerkship if they achieve 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.

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

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

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

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

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

Receiving a Level 1 on one EPO will make the student ineligible for a Final 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.
Rural Health Professions Program

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

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

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

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

Contact Information:

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

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

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

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

Longitudinal Patient Care

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

Contact information:

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

Required Assignments and Dates are included within 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:

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

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

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

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

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

Accommodations

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

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

Exam Retake

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

See Exam Retake policy for additional details.
Data Management

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

For Faculty and Site Coordinators

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

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

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

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

For Students

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

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

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

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

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

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

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

Frequently Asked Questions

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

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

How can I contact the Office?

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

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.