



## Psychiatry Clerkship Syllabus Academic Year 2023-2024

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## **Section A – Psychiatry Clerkship Curriculum**

### **Clerkship Information**

Prerequisites: All students must successfully pass all pre-clerkship curricular elements in order to progress to the third year. Link to policy: [Enrollment, Sequencing and Grading for Pre-Clerkships Policy](#)

Credit Hours: 6

Course Code: PSYP 835

Clerkship Length: 6 Weeks

UArizona Website: [Psychiatry Clerkship](#)

Clerkship Resources: [Psychiatry Resources](#), [UArizona Health Library](#), [OASIS](#), [one45](#)

### **Clerkship Contacts**

**Clerkship Director:** Scott Grogan, MD



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### **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**

For a list and description of the Psychiatry Clerkship sites, please see the following site: [Clerkship Resources](#)



## **Clerkship 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 suspected 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 Psychiatric 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.



## **Clerkship Requirements**

### **Attendance Requirements**

All clerkship experiences are mandatory, and any absence must be recorded via the absence tracking system. To submit an absence request please use [Formsite](#). Excused absences will be remediated as deemed appropriate by the Clerkship Director. Please see Section B for COM-P attendance policies.

- The usual workday hours and on-call requirements are determined by each clinical site and reviewed during the site orientation.
- Specific dates, times and locations for orientation at each clinical site are provided via email in advance to starting the clerkship.
- Students are responsible to complete any pre-clerkship credentialing, on-boarding, etc. requirements in a timely manner.
- Excluding holidays, the clerkship's required interactive learning sessions (didactics) are scheduled Thursday afternoons as shared remote events for the entire group.
- Students are encouraged to bring their personal laptops to work each day allowing virtual telepsychiatry experiences, remote learning, etc.
- When scheduling allows students are typically excused from clinical services the last Thursday afternoon to use that time to prepare for the shelf exam.

### **Required/Suggested Reading and Resources**

Students are provided a comprehensive list of topical reading resources available on-line through the UA Library, numerous topical recorded lectures and additional articles and handouts available through [one45](#). Students also receive a "Welcome to the Psychiatry Clerkship" orientation email sent out approximately two weeks in advance of starting the clerkship.

Recommended topical reading resources through UA Libraries available at [UArizona Health Library](#)

1. Textbook of Psychiatry, 7th Edition A.P.A. Publishing, 2019 (comprehensive textbook)
2. DSM-5 A.P.A. Publishing, 2013 (diagnostic criteria and Psychiatry glossary)
3. Pocket Guide to Psychiatry Practice (PGPP), Donald Black, A.P.A. Publishing, 2018
4. Case Files Psychiatry 5th Edition, Toy and Klamen, Lange, 2016 (case vignettes)
5. DSM-5 Clinical Cases, Barnhill, A.P.A. Publishing, 2013 (case vignettes)

### **Didactic/Interactive Learning/Simulations Sessions (Schedule)**

Scheduled Interactive Topical Sessions include:

1. Recognition, assessment, and treatment of psychosis
2. Recognition, assessment, and treatment of affective disorders
3. Recognition, assessment, and treatment of anxiety disorders
4. Recognition, assessment, and treatment of substance use disorders
5. Recognition, assessment, and treatment of personality disorders



Other topical recorded lectures, directed readings and on-line learning resources providing opportunities for relevant self-directed learning include the following:

1. Psychiatric interview, mental status exam and DSM
2. Overview of psychopharmacology
3. Overview of child psychiatry
4. Risk assessment, emergency psychiatry, and capacity evaluations
5. Psychiatry and the law
6. Collaborative care
7. Somatic symptom disorders
8. Psychological testing
9. Overview of psychotherapies
10. Mental disorders due to physical illnesses
11. Overview of geriatric psychiatry

The schedule can be found in [one45](#).

#### **Required Clinical Experiences: Procedures and Diagnoses Log (Px/Dx)**

Below is a list of procedures and diagnoses commonly encountered on the Psychiatry Clerkship as well as an associated theme to reflect upon. If not yet encountered in a previous clerkship, each item from the list below must be completed by the end of the Psychiatry Clerkship. All highlighted Px/Dx are required to be completed during the Psychiatry Clerkship, even if encountered on previous clerkships. This means a student will be required to log an encounter for the highlighted Px or Dx items, indicating that it was seen during the Psychiatry Clerkship timeframe.

#### [Global Px/Dx List](#)

<b>Required Procedures</b>	<b>Clinical Setting</b>	<b>Level of Responsibility</b>	<b>Alternative Experience</b>	<b>Associated Theme</b>
Prescribing antidepressant, antipsychotic, mood stabilizing, anxiolytic and stimulant medication.	Inpatient or Outpatient	Actively Participate in Care	Different Site, assigned reading and discussion with site director	Evidence-Based Medicine
I was observed taking the relevant portions of the history for a psychiatric patient	Inpatient or Outpatient	Actively Participate in Care	Different Site, assigned reading and discussion with site director	Behavioral and Social Sciences
I was observed performing the relevant portions of the physical exam and mental status exam on a psychiatric patient	Inpatient or Outpatient	Actively Participate in Care	Different Site, assigned reading and discussion with site director	Behavioral and Social Sciences

<b>Required Diagnosis</b>	<b>Clinical Setting</b>	<b>Level of Responsibility</b>	<b>Alternative Experience</b>	<b>Associated Theme</b>
Affective Disorders (Depression, Mania)	Inpatient or Outpatient	Actively Participate in Care	Different Site, assigned reading and discussion with site director	Behavioral and Social Sciences



Anxiety Disorders	Inpatient or Outpatient	Actively Participate in Care	Different Site, assigned reading and discussion with site director	Behavioral and Social Sciences
Personality Disorders	Inpatient or Outpatient	Actively Participate in Care	Different Site, assigned reading and discussion with site director	Behavioral and Social Sciences
Schizophrenia and Related Disorders	Inpatient or Outpatient	Actively Participate in Care	Different Site, assigned reading and discussion with site director	Behavioral and Social Sciences
Alcohol/Drug Related Disorders	Inpatient or Outpatient	Actively Participate in Care	Different Site, assigned reading and discussion with site director	Public Health, Prevention and Health Promotion
Attention Deficit/ Hyperactivity Disorders	Inpatient or Outpatient	Actively Participate in Care	Different Site, assigned reading and discussion with site director	Behavioral and Social Sciences

### Px/Dx Alternative Experiences

Students are expected to meet the required clinical experiences and procedures listed on the Global Px/Dx list before advancing to fourth year. Please see link for list and additional information: [Global Px/Dx List](#)

Students are responsible for proactively monitoring their Px/Dx log and communicating their progress and learning goals with supervising faculty throughout each clerkship. If the student does not encounter all the required clinical experiences as listed within the procedures and diagnoses table above by the end of the Psychiatry Clerkship, the student will remedy the deficiency by completing the alternative experience utilizing the process below:

1. If an alternative experience is needed for a procedure or diagnosis, the student must notify the Clerkship Director or designee a minimum of 5 days prior to the end of the clerkship.
2. The Clerkship Director will assign an alternative experience/requirement to be completed.
3. Once the alternative experience/requirement is completed, the student will log the experience in OASIS by selecting the type of *Patient Encounter* in the drop-down menu.

Please see Section B for information related to Px/Dx compliance.

### Observable Learning Activities/Other Requirements

Academic Participation	Criteria	Item(s)	Total
Required	Outlined on Evaluation Form	Observed Clinical Interview	Up to 5 points
Required	Outlined on Evaluation Form	Case Presentation	Up to 3 points
Required	Outlined on Other Cover Sheet	Diagnostic Screening Tools (some are required, remainder optional)	½ point each to maximum of 14 points
Optional	Outlined on Other Cover Sheet	Topical Paper	Up to 5 points



Optional	Outlined on Evaluation Form	Journal Article Presentation	Up to 3 points
Optional	Submit Certification	MAT On-line Module	5 points
Optional	Submit Completion Attestation	Eating Disorders Module	5 points

## **Specific Assessment Process**

### **Mid-Clerkship Formative Assessment**

A mid-clerkship assessment for each student is required as per the [Competency Assessment Policy](#). Throughout the clerkship, faculty (including nurse practitioners and physician assistants with faculty title) 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 feedback and narratives, PRIME+ form, NCAT, etc.) that may be communicated by verbally or in writing. The purpose of this feedback is to identify strengths and opportunities for improvement.

During the Psychiatry Clerkship, the student will receive at least two PRIME+ formative assessments via the myTIPreport app, with the first assessment being completed by the end of Week 2, and the second by the end of Week 4. These formative assessments will be originated by designated faculty and shared with the Clerkship Director. This will serve as an ongoing mid-clerkship formative assessment. Additionally, the Clerkship Director will meet with each student at a mid-point of the clerkship to check in, discuss the formative feedback, Px/Dx logging, duty hours, and any other questions or concerns the student or director may have.

### **Summative Clinical Assessment**

Significant interaction on the Psychiatry Clerkship is defined as shared clinical assessment and treatment planning, clinical rounds, case presentations, observed patients' interviews, clinical team meetings and learning experiences, chart reviews, etc. Attending physicians who have a faculty title can complete an end of rotation assessment form (EOR). 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 with the student. When only a single faculty member has been assigned to work with a student, this faculty member must provide the assessment for the student. The clerkship EOR assessment form is distributed through [one45](#). In addition to scored attributes, skills, knowledge, etc. embedded in the EOR clinical performance evaluation form, comments from the final assessment and the PRIME+ assessments may be included as paraphrased comments in the final grade narrative.

### **Calculating the Final Grade**

The clerkship grading calculator is posted in [one45](#) for guidance in calculating the final clerkship grade. This grading calculator is meant to be used as a tool, but final grade determinations will be made using the table below.



CLINICAL (50%)		Required Activities/ OTHER (20%)	EXAMINATION (30%)		COMPOSITE		FINAL GRADE
Score	Qualifies for		Score	Qualifies for	Score	Qualifies for	
≥2.6 - 3.0	Honors	=20	≥88	Honors	≥88.50-100	Honors	Honors <b>IF</b> Composite score is within Honors range, Clinical Score is within Honors range, and qualifying shelf score meets at least the High Pass Cutoff
≥2.3-2.59	High Pass	=20	≥84-87	High Pass	≥82.90-88.49	High Pass	High Pass <b>IF</b> Composite score is within High Pass range and Clinical Score is at least within High Pass range.
≥2.0 - 2.29	Pass	Pass ≥ 12 points (>60%)	≥71-83	Pass	≥64.00-82.89	Pass	Pass <b>IF</b> Composite score is within Pass range and Clinical Score is at least within Pass range.
< 2.00	Fail	Fail < 12 points (<60%)	<71	Fail	<64	Fail	

The student fails the clerkship if any of the following occur:

1. The clinical score is < 2.0
2. Receipt of a final Level 1 on two or more different EPOs\*
3. Failure of the shelf exam on both initial\*\* and one retake attempt
4. Achievement of a score of less than 60 % from the "OTHER" / Required Activities
5. Achievement of a total composite score of Fail

\*For the purpose of assessment in the clinical years, an individual EPO rating of Level 1.5 will not be considered a Level 1 as defined in the [Competency Assessment Policy](#).

\*\*If a student fails the shelf exam on the first attempt, they are eligible for no higher than a final grade of Pass, regardless of their second attempted score.

### **Additional Clerkship Information**

#### **Helpful Tips**

- Be Involved! Take advantage of the breadth and depth of supervised clinical experiences readily available in each setting. Consider the relevance of assessing, treating, and learning comfort with psychiatric illness as you prepare for your own career path.
- Diligently review the "Welcome to the Psychiatry Clerkship" email before your first day. The email will include a summary of requirements and practical advice.
- Please don't hesitate to reach out to your clinical site directors, the Clerkship Director, and coordinators with any questions.



## **Section B – Clerkship Policy and Resource**

### **General Information**

Prerequisites: All students must successfully pass all pre-clerkship curricular elements to progress to the third year and must have taken USMLE Step 1. Link to policies:

[Enrollment, Sequencing and Grading for Pre-Clerkships Policy](#)

[United States Medical Licensing Examination \(USMLE\) Timing and Failure Policy](#)

Students are responsible for their own transportation to and from, and parking fees at clinical sites as indicated in the [Clinical Site Placement and Transportation Policy](#).

### **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, the PRO liaisons or in the student evaluations of the clerkship, site, and faculty.
- The [Professionalism Conduct Comment Form](#) is an additional on-line mechanism for students to report any concerns, including those about supervision, across the four-year curriculum. This mechanism ensures confidentiality and is collected directly by the PRO.
- A professionalism lanyard card with a PRO QR code for direct, real time reporting of exemplary examples of professionalism or concerning professionalism/mistreatment behaviors has been distributed to each student.



The University of Arizona College of Medicine – Phoenix 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 [Reporting Mistreatment or Harassment 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 Policy](#).

Website and contact information for the Professional Resource Office can be located [here](#).



## **Educational Program Objectives**

The Educational Program Objectives (EPO) are competencies and measurable objectives by which attainment of each can be assessed. The full text of The University of Arizona College of Medicine – Phoenix EPO's can be accessed in the [Educational Program Objectives Policy](#) and require dissemination as noted in the [Orientation to EPOs and Curricular Unit Objectives Policy](#).

In addition to EPOs, the clerkship objectives are closely tied to student learning outcomes. The University of Arizona College of Medicine – Phoenix measures these outcomes both quantitatively (via National Board of Medical Examiners [NBME] shelf exams) and qualitatively (via behavioral competency assessments).

## **Attendance Requirements**

All clerkship experiences are mandatory, and any absence must be recorded via the absence tracking system. To submit an absence request please use [Formsite](#).

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 link to the following policies:

- [Attendance and Absence Years 3 and 4 Policy](#)
- [Leave of Absence Policy](#)

## **Required Clinical Experiences: Procedures and Diagnosis (Px/Dx) Log**

The University of Arizona College of Medicine – Phoenix, in accordance with the [Core Clinical Skills Observation Policy](#), monitors and tracks the types of patients and clinical conditions that medical students must encounter, so as to remedy any identified gaps in patients, procedures, or diagnoses across clinical sites. Details of supervision expectations for student clinical encounters can be reviewed in the [Faculty Supervision of Medical Students in Clinical Learning Situations Policy](#) and the [Faculty Supervision of Sensitive Physical Examination Policy](#). Procedures and clinical conditions will be recorded in the student's Px/Dx log and reviewed with the site or Clerkship Director at the mid-clerkship and end of clerkship review.

Students are expected to meet the required clinical experiences and procedures listed on the [Global Px/Dx List](#). If not yet encountered in a previous clerkship, the clinical encounter must be completed before the conclusion of the designated clerkship, as described on the global Px/Dx list, and detailed in each individual clerkship's syllabus. All highlighted Px/Dx on the global Px/Dx list, and demarcated on each individual clerkship's syllabus, must be encountered on the designated clerkship, even if also encountered on previous clerkships.

Across the third year, students must encounter the assigned clinical conditions, diagnoses, and procedures at the indicated level of student responsibility. The standardized levels of student responsibility include the following:



1. **Observe and Discuss:** observing the key elements of care (e.g., physical exam, procedure, etc.) as they are performed by another member of the team and discussing the case, condition, and relevant clinical aspects with the team.
2. **Actively Participate in Care:** observing and discussing, but also indicates increased 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:** actively participate in care and is additionally defined as the student performing the procedure with supervision.

**To best prepare you for the NBME and your future career in medicine, the following scaffolding outlines for the minimum understanding of each Px and each Dx. In the spirit of self-directed learning, your approach to mastery of each component is up to you.**

#### **List for each Px**

1. Explain the anatomy and pathophysiology related to the Px
2. Define relevant pharmacology to the Px
3. Summarize the informed consent process (including risks, benefits, indications, and alternatives) for the Px
4. Compare associated imaging modalities for the Px
5. Analyze potential complications and prevention or management strategies for the Px
6. Understand post procedural care, patient education and anticipatory guidance for the Px
7. THEME: Reflect upon the assigned theme objective related to Px

#### **List for each Dx**

1. Define the key epidemiological characteristics of Dx
2. List the risk factors for acquiring Dx
3. Describe the pathophysiology of Dx
4. Create a differential diagnosis algorithm for Dx
5. Develop and initiate an effective treatment plan for Dx
6. Obtain a relevant history and physical examination for Dx
7. THEME: Reflect upon the assigned theme objective related to each Dx

#### **Alternative Experiences**

If the student does not encounter all the required clinical experiences as listed on the Global Px/Dx link and detailed in each clerkship's syllabus, the student will remedy the deficiency by completing the alternative experience with the appropriate Clerkship Director, utilizing the process outlined in the clerkship specific portion of the syllabus.



## **Assessment Process**

### **Formative Assessments**

Throughout the clerkship, faculty (including nurse practitioners and physician assistants with faculty title), fellows, 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, PRIME+ form, NCAT, etc.) that may be communicated by writing or verbally. The purpose of this feedback is to help students identify strengths and opportunities for improvement. Students should proactively request formative feedback on a regular basis and the required frequency for written formative feedback is outlined in the clerkship specific section of each syllabus.

Any significant deficiencies or concerns should be communicated by the faculty to the clerkship and/or site director with written documentation that the feedback has been provided to the student. If deficiencies or problematic issues are noted late in the clerkship, timely feedback will be given by an assessor to offer the student the opportunity to improve. Ideally this should have occurred prior to assigning a score of <2.0 on an EPO. The Clerkship Director maintains the ability to assign a summative level 1 for an egregious action even late in clerkship.

### **Mid-Clerkship Formative Assessment**

A mid-clerkship formative assessment for each student is required as per the [Competency Assessment Policy](#). The mid-clerkship formative assessment will be completed by the Clerkship Director, Site Director or a designated faculty member at the student's primary clinical site using The University of Arizona College of Medicine mid-clerkship formative assessment form. The mid-clerkship formative assessment form is distributed through myTIPreport. The PRIME+ form will serve as the mid-clerkship formative assessment. The student's mid-clerkship performance will be reviewed by the Clerkship Director, and a one-on-one meeting will occur between the student and the Clerkship Director to review mid-clerkship feedback.

### **Summative Assessment**

The University of Arizona College of Medicine – Phoenix has internal deadlines for the summative assessment forms to ensure the LCME 6-week requirement is met. The end of rotation (EOR) form is to be completed by the faculty within two weeks of the rotation ending. This will allow Clerkship Directors to complete the final grades as close to the four-week mark as possible. All end-of-rotation assessment forms and the clerkship final grade form can be viewed by students in one45 six (6) weeks after the end of the clerkship according to the [Final Grades Reporting Timeline Policy](#) in accordance with the LCME.

### **What to do if an assessor is not listed in one45 or myTIPreport**

Contact The University of Arizona College of Medicine – Phoenix coordinator, ([PBC-Evaluation@arizona.edu](mailto:PBC-Evaluation@arizona.edu)) and the Clerkship Director.



### **Conflict of Interest**

It should be noted that faculty at The University of Arizona College of Medicine – Phoenix who are family members of the student, have a personal relationship with the student, or are/have been health service providers of the student, may not be involved in the academic assessment or promotion of the medical student as described in the [Conflict of Interest - Physician-Student Personal Relationship Policy](#) and the [Conflict of Interest - Physician-Student Health Services Relationship Policy](#).

### **Standardized Grading Process**

The final clerkship grade will be determined by the Clerkship Director using the composite score (consisting 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 five categories: Honors, High Pass, Pass, Incomplete, or Fail (H, HP, P, I, 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 and serves as the qualifier for the overall grade. The clinical score is calculated through assessment of student performance within each individual EPO. When more than one EOR form is submitted for a student, the final EPO score is determined by averaging the scores on the EOR assessment for each EPO. The Clerkship Director will ensure that an adequate amount of information is available prior to calculating the clinical score, which may include incorporating feedback from narrative formative feedback tools, preceptor feedback, and/or additional requested comments from faculty. After grades are submitted, no further information will be sought, nor will additional assessments be accepted.
- 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. Required Activities/“Other”: the required activities/“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 a minimum 60% of these points to pass the clerkship.

*\* Each component of the grade, including the composite score, will be rounded to the hundredths place except for the NBME shelf exam, which is a round number.*

### **Calculating the Final Grade**

See the clerkship specific portion of the syllabus.

### **Additional Grading Criteria**

1. To obtain a final grade of Honors a student must achieve a clinical score of Honors in addition to a composite score of Honors and a shelf exam score of at least High Pass.

2. To obtain a final grade of High Pass a student must achieve a composite score that meets the cut off for High Pass and at a minimum a clinical score of High Pass.
3. Failure of the shelf exam on both initial and one retake attempt results in failure of the clerkship and necessitates repeat of clerkship in entirety.

A Level 1, 1.5, 2, 2.5 or 3 is generated for each EPO based on the scale below as described in detail in the [Competency Assessment Policy](#).

**Level 1** - Failure to meet even minimal expectations; the only grade that is appealable and the only grade that is tracked via advisor/SA dean/student progress committee

**Level 1.5** - Acquiring necessary skills/behaviors to meet expectations

**Level 2** - Meeting expectations

**Level 2.5** - Acquiring skills/behaviors to exceed expectations

**Level 3** - Exceeding expectations

\* For the purpose of assessment in the clinical years, an individual EPO rating of Level 1.5 will not be considered a Level 1 as defined in the [Competency Assessment Policy](#).

A final summative Level 1 can be generated for an EPO based on the following ways:

- a) If two or more separate faculty raters assign a rating of Level 1 on the same individual EPO on an EOR form, this will result in a Level 1 regardless of the average score.
- b) Assigned by Clerkship Director based on prolonged demonstration of performance not meeting expectations, a substantial incident, extreme behavior, or other events that warrant the summative Level 1 as determined by the Clerkship Director.

### **Narrative Feedback**

The clerkship final grade form has two separate areas which include narrative feedback. The first area includes formative comments from the EOR forms (these are not included in the Dean's Letter/MSPE). The second area 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 discretion 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 select 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, Associate Dean of Clinical and Competency Based Education or Associate Dean of Student Affairs (see the [Student Progress Policy](#) for more information).

### **Required Student Evaluation**

Assigned student evaluation of the clerkship, sites, and didactics is required. The student must complete 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 assigned evaluations within one week after the end of the clerkship, the student will be assigned a formative Level 1 for the EPO targeting giving and receiving constructive feedback and 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 a summative Level 1 rating for the EPO targeting giving and receiving constructive feedback will be automatically assigned. The Office of Assessment and Evaluation will track this and report to the Clerkship Director.

For more information, see the [Assessment and Evaluation of Students, Faculty and Curriculum Policy](#).

### **Deadline Compliance**

The following must be completed as part of the clerkship requirements.

1. Duty Hour logging is due at the end of the rotation by **Sunday at 11:59pm**. See the [Duty Hours Policy](#) for specifics regarding duty hour limits, documentation of hours, and a FAQ section.
2. Required Procedure/Diagnosis (Px/Dx) logging is due at the end of the rotation by **Sunday at 11:59pm**.

#### **NOTE**

- **A formative Level 1** will be given if the duty hour or Px/Dx log requirement is not completed by the end of the rotation **Sunday at 11:59pm**. The student will have until Tuesday at 11:59pm following the conclusion of the clerkship to remediate the duty hour or Px/Dx logging requirement. All logs must be completed accurately.
  - **A summative Level 1** will be given for any failure to properly complete the duty hour or Px/Dx log requirement by **Tuesday at 11:59pm** following the completion of the clerkship. **A grade of Incomplete** will be given until requirements are met. All logs must be completed accurately.
  - The Level 1 will be on a single professionalism EPO related to accountability. Compliance with these deadlines will be determined by the Clinical and Competency Based Education (CCBE) team and reported to the Office of Assessment and Evaluation.
  - A summative Level 1 will be taken into account as part of a comprehensive assessment and final grade. All summative, or “final” Level 1 ratings are tracked by the Office of Assessment and Evaluation in collaboration with the Office of Student Affairs. Cumulative Level ratings are retained throughout the student’s enrollment. See [Competency Assessment Policy](#).
3. Completion of the mid-clerkship feedback forms (PRIME+) (see the [Competency Assessment Policy](#)).



4. Completion of assigned site, faculty, and end of the clerkship evaluations (see the [Assessment and Evaluation of Students, Faculty and Curriculum Policy](#)).

### **Additional Resources**

#### **Rural Health Professions Program**

Students scheduled for rural rotations must complete required documents and attend a rural rotation orientation.

Housing expenses are supported by the Rural Health Professions Program (RHPP) and funded by [Arizona Area Health Education Centers](#) (AzaHEC). Students are responsible for damages and incidental charges. Housing options vary depending on rotation location. In most cases, it is pre-arranged by RHPP staff; in others, the preceptor or health center hosting the student provides housing (occasionally in the home of the faculty). Occasionally, students are asked to make their own arrangements. At times, housing options are limited and may require sharing common areas and bathrooms with other students. Individualized accommodation requests cannot be guaranteed, therefore flexibility and a resilient attitude regarding housing are key to having a great experience. Once housing has been secured, changes are generally not allowed less than six weeks prior to the rotation. In addition to housing, AzaHEC also funds one round trip to and from the rural site and a small stipend applied to the student's bursar's account.

Contact Information: Director, RHPP - Jonathan Cartsonis, MD  
Email: [jcartsonis@arizona.edu](mailto:jcartsonis@arizona.edu), Phone: 602-684-0598

#### **Urgent/Emergent Health Care Services**

##### On-Campus and in the Immediate Phoenix Area

Students can access the list of local healthcare services on [The University of Arizona College of Medicine - Phoenix website](#). Students are given a rectangular card that contains a list of emergency contact numbers and local healthcare service addresses and phone numbers. This card is placed in their identification holder along with The University of Arizona College of Medicine – Phoenix identification badge to allow easy access to healthcare information while at instructional sites. All information is also accessible on the wellness website at [wellness.arizona.edu](http://wellness.arizona.edu).

For a list of emergency contact numbers please visit The University of Arizona College of Medicine – Phoenix website at the following link: [Security - Emergency Numbers](#)

##### Off Campus Outside of the Metro Phoenix Area

Students who are in need of urgent/emergent health care services, or other healthcare services, while on a remote/rural rotation can find healthcare resources on the site description website: [Clerkship Resources](#)

Students may also contact the Associate Dean of Student Affairs or Associate Dean of Clinical and Competency Based Education.





All sites are assessed for student safety. Details of this assessment are included in the [Training Site Safety Policy](#).

Faculty shall not provide health services for students if they are directly involved in the assessment of the students; however, in the event of an emergency, faculty should perform services to stabilize a student until the appropriate transfer of care can occur. Please see the [Conflict of Interest - Physician-Student Health Services Relationship Policy](#).

The University of Arizona College of Medicine – Phoenix 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 needle stick, inhalation, mucus membrane or skin exposure, or percutaneously, students must follow the required procedures as indicated in the [Student Exposure to Potentially Infectious Agents and/or Hazardous Materials Policy](#), with steps also outlined on the student occupational exposure procedure card that each student receives at the beginning of their clerkship year.

#### **Expectations for Mobile Communication**

The student must always be reachable during usual extended work hours and on-call hours, and if in a clinical setting, the student should respond within 15 minutes. Most students opt to provide 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*. This may be reflected in the student's overall assessment (grade). Students who opt to not provide cell phone numbers can request a pager from the Director of Student Affairs at least three weeks prior to starting clerkships. A pager will be assigned to the student and must be returned prior to their commencement from The University of Arizona College of Medicine – Phoenix.

#### **Accessibility and Accommodations**

The University of Arizona strives to make learning experiences as accessible as possible. If there is anticipation or experience of barriers based on disability or pregnancy, please contact the disability resource center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

#### **one45: Curriculum Management System**

one45 is the curricular management system used to manage evaluations, EOR assessments, final grade forms, and may be used to access learning materials and schedules. In clerkships using only one45 for learning materials, general information about the clerkship rotations, such as syllabi, site information, learning objectives, materials for didactic sessions, links, etc. will be attached as handouts to each clerkship "course" under handouts and links within one45. one45 can be accessed at the web address: [one45](#).

Clerkships additionally using D2L may house this information through the D2L clerkship page. D2L can be accessed at the web address: [D2L](#)



Assessments are collected via one45, and automatic emails are sent to the attendings with instructions and reminders to complete. A list of pending and completed assessments can be reviewed in one45, if applicable. Students will use OASIS to log observed Px/Dx at clinical sites. Students can use their smartphones to make log entries on-the-go, if allowed by site policy where the student is rotating.

### **OASIS: Course Schedule**

The University of Arizona College of Medicine – Phoenix uses a web-based scheduling system, OASIS. OASIS maintains site information, student schedules, course catalog, and various other details that are pertinent to the clinical rotations. OASIS has detailed, up to the minute course information and allows students to request schedule changes. All students will use this resource for any scheduling purpose throughout their 3rd and 4th year of clinical rotations. Oasis can be accessed on the web address: [OASIS](#)

### **myTIPreport Formative Assessment Application**

myTIPreport is an application (app) used by The University of Arizona College of Medicine – Phoenix to collect formative assessments and EOR student self-assessment/reflection for the clerkship rotations. myTIPreport can be accessed via the app and at the web address: [myTIPreport](#)

Formative assessments are collected via myTIPreport, and automatic emails are sent to faculty, fellows, or residents with instructions and reminders to complete. A list of pending and completed assessments can be reviewed in myTIPreport.

### **Student Use of University Sponsored Educational Material**

Statement of Copyrighted Materials: All lecture notes, lectures, study guides and other course materials (besides the required reading) disseminated by the instructor to the students, whether in class or online, are original materials and reflect the intellectual property of the instructor or author of those works. All readings, study guides, lecture notes and handouts are intended for individual use by students. These materials may not be distributed or reproduced for commercial purposes without the express consent of the instructor. Students who sell or distribute these materials for any use other than their own are in violation of the [Arizona Board of Regents Intellectual Property Policy](#)). Violations of the instructors' copyright may result in course sanctions and violate the Code of Academic Integrity.