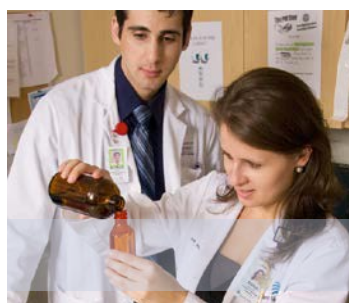
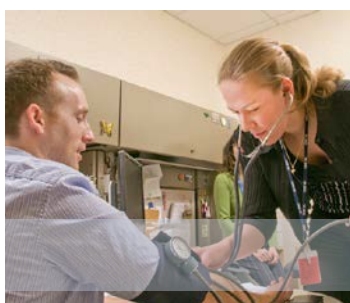
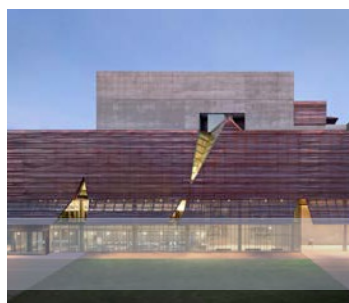
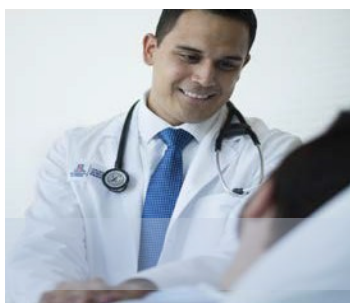
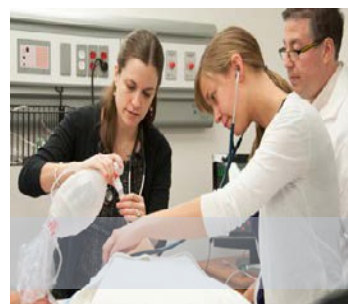
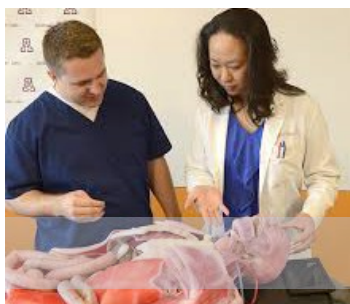




Psychiatry Clerkship Syllabus Academic Year 2020-2021



THE UNIVERSITY OF ARIZONA COLLEGE
OF MEDICINE-PHOENIX
435 North Fifth Street Phoenix, Arizona
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PSYCHIATRY CLERKSHIP
Academic Year 2020 -2021
CC Approved 12/10/2019

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General Clerkship Information

Credit Hours: 6

Course Code: PSYP 835

Prerequisites: All students must successfully pass all pre-clerkship curricular elements in order to progress to the third year. Link to policy: <https://phoenixmed.arizona.edu/policy/enrollment-sequencing-and-grading-pre-clerkships-policy>

Clerkship Length: 6 weeks

Clerkship Website: [Psychiatry](#)

Clerkship Resources: [Psychiatry Resources](#)

Clerkship Contacts

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



Office phone: 602-521-3603

Email: James.McLoone@bannerhealth.com

Office Location: Edwards Medical Plaza, Suite 320,
1300 North 12th Street, Phoenix, AZ 85006

Course Description

The Psychiatry Clerkship utilizes a variety of well-supervised clinical settings exposing students to a broad array of patients as well as organized interactive learning experiences and directed readings allowing motivated students to establish a solid foundation of skills and knowledge for their future career choices.

Clinical Sites

Banner - University Medical Center Phoenix
Phoenix Children's Hospital
Valleywise Health Medical Center
Veterans Administration Medical Center - Phoenix
Northern Arizona VA Health Care System

* Ancillary sites for supplemental educational experiences may be assigned per clerkship



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, and it exists across the four-year curriculum. This mechanism ensures confidentiality and is collected directly by the Professional Resource Office.

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 [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](#).

Beth Schermer and Rosemarie Christofolo are the liaisons for the Professional Resource Office. They can be reached by telephone, text or email.

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

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

Educational Program Objectives

The Educational Program Objectives (EPO) comprise 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 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 EPO's, the clerkship objectives are closely tied to student learning outcomes. COM-P measures these outcomes both quantitatively (via NBME shelf exams) and qualitatively (via behavioral competency assessments).



Clerkship Specific Learning Objectives

Each Psychiatry Clerkship objective listed below has been mapped with relevant Competencies, i.e., Patient Care, Medical Knowledge, Clinical Appraisal and Quality Improvement, Interpersonal and Communication Skills, Professionalism and Societal Awareness and Responsiveness and is available within One45.

1. Elicit and accurately document a complete psychiatric history and the mental status examination
2. Perform an appropriate physical exam on patients with presumed psychiatric disorders
3. Perform screening exams for common psychiatric disorders
4. Formulate a differential diagnosis and plan for assessment of common presenting signs and symptoms of psychiatric disorders
5. Perform cognitive assessments to evaluate new patients and monitor patients with 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 and are not to exceed 0.5 days per week on average. Exceptions to this may be considered in consultation with the Clerkship Director and the Associate Dean for Student Affairs. Please see the:

- [Attendance and Absence Years 3 and 4 Policy](#),
- [Leave of Absence Policy](#)
- [Attendance Expectations and Absence Reporting Requirements Policy](#).

Required/Suggested Reading

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

Required:

1. Introductory Textbook of Psychiatry, 6th edition, American Psychiatric Press, 2014, Andreasen, Nancy; Black, Donald (editors). (There will be specific suggested readings from this textbook.)
2. Clinical Psychopharmacology Made Ridiculously Simple, 8th Edition, John Preston, Psy.D.
3. Case Files Psychiatry, 5th Edition, Eugene Toy, M.D.; Debra Klamen, M.D.
4. First Aid for the Psychiatry Clerkship, 5th Edition, Ganti, et al
5. Lange Q & A Psychiatry, 11th Edition, Sean Blitzstein
6. DSM-5 Clinical Cases, ed. J.W. Barnhill
7. Reading Packet mostly available in One45 and some provided at Clerkship Orientation.

Suggested:

1. Textbook of Clinical Psychiatry, 7th Edition, APA Press, Inc., 2019. (This is also a multi-authored in- depth reference book).
2. Diagnostic and Statistical Manual – 5, APA Press, Inc., 2013.

Didactic/Interactive Learning/Simulations Sessions (Schedule)

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. You may not distribute or reproduce these materials 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 (Available at [Arizona Board of Regents Intellectual Property Policy](#)) Violations of the instructors copyright may result in course sanctions and violate the Code of Academic Integrity.

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

Clinical Skills

1. History-Taking, Mental Status Examination, and Psychiatric Interviewing
2. Documentation and Communication
3. Differential Diagnoses
4. Collaborative Care
5. Overview of Psychotherapies
6. Overview of Psychological Testing
7. Psychopharmacology
8. Risk Assessment, Emergency Psychiatry and Capacity Evaluations
9. Psychiatry and the Law
10. Ethical Issues in Psychiatry

Psychopathology and Psychiatric Disorders

1. Geriatric Psychiatry and Neurocognitive Disorders
2. Substance Related and Addictive Disorders
3. Schizophrenia Spectrum and Other Psychotic Disorders
4. Depressive and Bipolar Related Disorders
5. Anxiety and Related Disorders
6. Somatic Symptom Disorders
7. Trauma and Stress Related Disorders
8. Personality Disorders
9. Child Psychiatry

Required Clinical Experience Logs (PX/DX)

UA COM-P, in accordance with the [Core Clinical Skills Observation Policy](#), monitors and tracks the types of patients or clinical conditions that medical students must encounter, so as to remedy any identified gaps in patients, procedures or diagnoses across clinical sites. For this clerkship, medical students must encounter the below types of patients and clinical conditions and indicate the level of student responsibility.*

The standardized levels of student responsibility include the following:

1. Observe and Discuss: This may include observing another member of the team interview a patient, perform a procedure or physical exam, etc.; and discussion of the case, condition, or other relevant components.
2. Actively Participate in Care: This category includes *Observing and Discussing*, but also indicates



more active responsibility for the patient, such as performing a physical exam and workup, entering progress notes or history and physicals (H&Ps), presenting the patient on rounds, scrubbing into a case, and/or counseling or discussing prevention with the patient.

3. Perform Procedure: This category includes *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 should provide the outline for the minimum understanding of each Dx and each Px. 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 Longitudinal Curricular Theme objective related to Px. Please see example Themes below under Dx.

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. Example Themes include Behavioral and Social Sciences (BSS); Biomedical Informatics (BI); Ethics (E); Public Health, Prevention and Health Promotion (PHPP); Health Care Transformation (HCT); Cultural Competency (CC); Evidence – Based Medicine (EBM); Precision Medicine (PM); Interprofessional Education and Practice (IEP); and Gerontology (G).

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 Primary Clinical Site Director or designated faculty during the mid-clerkship review.



Required Procedures	Clinical Setting	Level of Responsibility	Alternative Experience	Associated Theme
Access commonly abused medications database	Any	Actively Participate in Care	Different Site, assigned reading and discussion with Site Director	PHPP
Mental Status Exam	Any	Actively Participate in Care	Different Site, assigned reading and discussion with Site Director	BSS
Prescribing antidepressant, antipsychotic, mood stabilizing, anxiolytic and stimulant medications	Any	Actively Participate in Care	Different Site, assigned reading and discussion with Site Director	EBM
Psychiatric history and examination	Any	Actively Participate in Care	Different Site, assigned reading and discussion with Site Director	IEP

Required Diagnosis	Clinical Setting	Level of Responsibility	Alternative Experience	Associated Theme
Affective Disorders (Depression, Mania)	Any	Actively Participate in Care	Different Site, assigned reading and discussion with Site Director	BSS
Alcohol/Drug Related Disorders	Any	Actively Participate in Care	Different Site, assigned reading and discussion with Site Director	PHPP
Anxiety Disorders	Any	Actively Participate in Care	Different Site, assigned reading and discussion with Site Director	BSS
Attention Deficit/Hyperactivity Disorders	Any	Actively Participate in Care	Different Site, assigned reading and discussion with Site Director	BSS
Neurocognitive Disorders	Any	Actively Participate in Care	Different Site, assigned reading and discussion with Site Director	G
Personality Disorders	Any	Actively Participate in Care	Different Site, assigned reading and discussion with Site Director	BSS
Schizophrenia and Related Disorders	Any	Actively Participate in Care	Different Site, assigned reading and discussion with Site Director	BSS

Alternative Experiences

Students are expected to meet the required clinical experiences and procedures listed in the tables above. If the student does not encounter all the required clinical experiences as listed within the procedures and diagnoses tables, the student will remedy the gap by completing the alternative experience utilizing the process below:

1. The student is responsible for monitoring their PXDX log. If an alternative experience is needed for a procedure or diagnosis, the student must notify the Clerkship Director or designee a minimum of 7 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, it is logged in one45 by selecting the appropriate radio button under Setting and Patient Encounter.



Assessment and Evaluation Process

Formative Assessments

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 verbal feedback and written narratives, PRIME+ form, NCAT, 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 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, and ideally should have occurred prior to assigning a score of <2.0 on an EPO. Clerkship/Selective 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 assessment for each student is required as per the [Competency Assessment Policy](#). The mid-clerkship assessment will be completed by the Primary Clinical Site Director or a designated faculty member at the student's primary clinical site using the College of Medicine mid-clerkship assessment form. The clerkship mid-assessment form is distributed through One45. This form includes performance criteria as well as a portion for narrative comments. The student's mid-clerkship performance must be reviewed in a one - on - one meeting with a Clinical Site Director or designee, and the student and Primary Clinical Site Director or designee must sign and submit the mid-clerkship assessment form as an acknowledgement of the assessment.

Students are required to proactively 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.

Summative Assessment

The University of Arizona - COM-P has internal deadlines for the summative assessment forms in order to make sure the LCME 6-week requirement is met. The end of rotation forms are to be completed by the faculty within two weeks of the rotation ending. This will allow for the 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 will be available to 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.



End of Rotation Assessment

Attending physicians, who have their faculty title, can complete the end of rotation assessment form. Significant Interaction on the Psychiatry Clerkship is defined as day to day observation of the student's performance in a clinical setting by residents, fellows and faculty. In the instance that only one end-of-rotation assessment is submitted, it will be a collaborative assessment from the faculty and resident preceptors who had significant interaction with the student. Where only a single preceptor has been assigned to work with a student, this preceptor will provide the assessment for the student. The clerkship end of rotation assessment form is distributed through One45.

What to do if an assessor is not listed in One45

Contact UA coordinator, (PBC-Evaluation@email.arizona.edu) and Clerkship Director.

Conflict of Interest

It should be noted that faculty at COM-P 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 (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 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 a qualifier for the overall grade. The clinical score is calculated through assessment of student performance within each individual Educational Program Objective (EPO). When more than one End of Rotation form is submitted for a student, the final EPO score is determined by averaging the scores on the end of rotation 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 and residents. Once 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 in order 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.*

Observable Learning Activities/Other

Academic Participation	Criteria	Item(s)	Total
Required	Outlined on Evaluation Form	*Observed Clinical Interview	Up to 5 points
Required	Outlined on Evaluation Form	*Research Paper	Up to 3 points
Required	Outlined on Evaluation Form	*Case Conference Presentation	Up to 4 points
Required	Outlined on Evaluation Form	*Journal Article Presentation	Up to 3 points
Required	Outlined on Evaluation Form	+ Diagnostic Screening Tools (some are required)	1/2 point each to maximum of 14 points

Calculating the Final Grade

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

CLINICAL (50%)		Required Activities /OTHER (20%)	EXAMINATION (30%)	COMPOSITE		FINAL GRADE
Score	Qualifies for		Qualifying Score	Score	Qualifies for	
≥2.6 - 3.0	Honors	Honors = 20	≥83	≥89.1-100	Honors	Honors IF Composite score is within Honors range, Clinical Score is within Honors range, and qualifying shelf score meets Honors Cutoff
≥2.3-2.59	High Pass	High Pass = 20	≥69-82	≥82.9-89.0	High Pass	High Pass IF Composite score is within High Pass range, Clinical Score is within High Pass range, and qualifying shelf score meets High Pass Cutoff
≥2.0 - 2.29	Pass	Pass ≥ 16	≥69	≥69.7-82.8	Pass	Pass IF Composite score is within Pass range, Clinical Score is within Pass range, and qualifying shelf score meets Pass Cutoff
< 2.00	Fail	Fail <16	<69	<69.7	Fail	



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

1. The clinical score is <2.0, OR
2. Receive a final level 1 on two or more different EPOs*
3. Failure of the shelf exam as well as the retake, OR
4. Achievement of a score of less than 60 % from the "OTHER" / Required Activities, OR
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](#).

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

1. Duty hour logging: Logging of required duty hours 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 clinical encounter logging: Procedure/Diagnosis, or "PX/DX/TX" 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 **Sunday at 11:59pm**. The student will have 2 days to complete the duty hour or Px/Dx log requirement. All logs must be completed accurately with the date of the encounter within the date range of the clerkship.
 - **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**. **A grade of Incomplete** will be given until requirements are met. All logs must be completed accurately with the date of the encounter within the date range of the clerkship.
 - The Level one will be on a single professionalism EPO related to accountability. Compliance with these deadlines will be determined by the Office of Assessment and Evaluation and reported to the Clerkship Director.
 - 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 form (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 Grading Criteria

1. To obtain a Final Grade of Honors a student must achieve a clinical score of Honors, no less than 20 Other points, a Shelf Exam Score of at least 83 and a Composite Score of Honors.
2. To obtain a Final Grade of High Pass a student must achieve a clinical score of High Pass, no less than 20 Other points, a Shelf Exam Score of at least 69 and a Composite Score of High Pass.

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

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 End of Rotation 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.

Feedback

Narrative Feedback

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, Associate Dean Clinical and Competency Based Education or Associate Dean of Student Affairs. (See the [Student Progress Policy](#) for more information.)

Required Student Evaluation

Student evaluation of the clerkship, sites, and assigned didactics is required. The student must complete



the evaluations online in the required time frame. All comments will be expected to model constructive feedback using the W3 model and must contain references and comments to specific behaviors and/or events (positive or negative).

If the student does not complete the required evaluations within one week after the end of the clerkship, the student will be 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. Office of Assessments and Evaluation will track this and report to Clerkship Director.

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

Helpful Tips and Additional Resources

Be involved! Take advantage of the breadth and depth of supervised clinical experiences readily available at each setting. Consider the relevance of assessing, treating and learning to be comfortable with patients having Psychiatric illnesses as you prepare for your own career path.

There will be a few handouts provided at your Orientation to the Clerkship or available in one45 that summarize the required tasks, "Other" Learning Activities and sample evaluation forms.

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. Keep in mind that housing options, at times, 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 is 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@email.arizona.edu, Phone - 602-684-0598

Urgent/Emergent Health Care Services

For a list of emergency contact numbers please visit the College of Medicine's website at the following link: <http://phoenixmed.arizona.edu/security-emergency-numbers>.

Students may also contact the Associate Dean of Student Affairs at 602-827-9997.

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

Faculty 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](#).

COM-P requires that all students have an updated immunization record. Please see the [Immunization and Health Screening Policy](#) for details regarding the contents of the record.

In the event of any exposure to blood/bodily fluids through 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](#) and details on the Student Occupational Exposure Procedure Card.

Expectations for Mobile Communication

The student must always be reachable during usual extended work hours and on-call hours, and if in 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. For those 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 College.

Accessibility and Accommodations

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience 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 and assessments, and to access learning materials and schedules. General information about the clerkship rotations, such as syllabi, site information, links, etc. will be attached as handouts to each clerkship “course” under Handouts and Links within one45. You can access One45 at the web address: comphx.one45.com

For Faculty and Site Coordinators: If your role requires you to review clerkship rotation schedules, you can view these schedules, as organized by the Clerkships Office, within One45. These schedules include rosters of students scheduled to rotate to your site for specific dates.

Assessments are collected via One45, and automatic emails are sent to assessing attendings with instructions and reminders to complete. A list of pending and completed assessments can be reviewed in One45, if applicable. Students will also use One45 to log observed procedures and diagnoses at clinical sites. Please note that students are able to use their smartphones to make log entries on-the-go, if allowed by site policy.

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

OASIS: Course Schedule

The University of Arizona College of Medicine Phoenix uses a web-based scheduling system, Oasis. It 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 3 and 4 year of clinical rotations.

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. You may not distribute or reproduce these materials 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 (Available at [Arizona Board of Regents Intellectual Property Policy](#)). Violations of the instructors’ copyright may result in course sanctions and violate the Code of Academic Integrity.



Addendum

The Curriculum Committee has approved curriculum adaptations in response to the COVID-19 pandemic to ensure student's safety. Curriculum adaptations may include modifications to course expectations, requirements, assessment methods and the expectations for evaluations. For a full listing of curriculum adaptations for AY 2020-2021, please see the following document: [Curricular Adaptations](#)