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Note: Initial policies that apply identically to the Phoenix and Tucson tracks were approved on September 16, 2009. They were revised on April 28, 2010; May 19, 2010; April 20, 2011; Feb. 15, 2012; July 27, 2012; October 17, 2012; and June 20, 2013 unless otherwise noted in the policy. Policies take effect July 1, 2010, unless otherwise noted in this document.

SECTION ONE: GRADING AND PROGRESSION POLICIES FOR ACADEMIC YEARS 1 AND 2

A. REQUIRED SURVEY COMPLETION- YEARS 1 & 2

Approved date: June 4, 2014
Effective date: July 1, 2014

Policy statement:

1) Students must complete assigned program evaluation surveys for all required blocks and courses in Years 1 and 2.
2) Students who do not complete assigned surveys will be docked 10% from the professionalism grade in the next block.

3) Students who do not complete assigned surveys in the last course or block of Year 2 are required to remediate the competency before beginning Year 3.

Rationale:
Student feedback surveys have, heretofore, been voluntary contributions by students to program evaluation. Typically, response rates are high in the early years, but become lower as students progress through the curriculum. Student feedback is critical to the evaluation of the program and is a major requirement for accreditation. It has been affirmed that, for the purposes of program evaluation for the college, students are required to complete evaluation surveys in Years 1 and 2. This policy establishes that requirement.

B. PROTOCOL & STANDARDS FOR ELECTRONIC EXAMS (EXAMSOFT)- YEARS 1 & 2

Approved date: July 2, 2014
Effective date: July 2, 2014

Policy statement: This policy establishes the protocols and standards for students in Years 1 and 2 who will use the ExamSoft examination system for graded and non-graded assessments. The following policy is in place in an effort to ensure that students have efficient, fair and positive experiences on assessment days.

Key Terms:
ExamSoft – is the electronic exam system used by the UA CoM as of Academic Year 2014-15
SofTest – the software provided by ExamSoft that is loaded onto student devices

1. APPLICABLE FOR ALL ACTIVITIES

1) Electronic testing software (SofTest) must be pre-loaded and registered on the student's preferred testing device (iPad or laptop).
2) The student must come prepared **with session files already downloaded** on his/her preferred testing device. **The student must download all available session files.**
3) The testing device must be fully charged before activity. The student must bring the device charger.
4) Coats, large/oversize/bulky jackets, and hats must be removed before entering the room. Head gear will only be allowed for religious purposes.
5) Glasses that obscure the eyes are not permitted to be worn in the class room.
6) Please review the "University of Arizona Disruptive and Behavior in an Instructional Setting" for further applicable policy information on expected behaviors in the learning environment at: http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting
7) **Please review the "Procedures for Student Progress, Academic Integrity, and Managing Grade Appeals at the University of Arizona College of Medicine" policy for grade appeals at:**

http://medicine.arizona.edu/sites/default/files/form_pdf/Procedures%20for%20Student%20Progress%20FINAL%20Adopted%20June%202013.pdf

2. *EXAMS, MIDTERMS AND QUIZZES*

1. If the student's testing device is not working, the student will need to go to the COM ITS Service Desk located in the AHSC Library prior to get it fixed or to receive a loaner laptop for the assessment activity (first-come first-served basis).
2. Exams must be taken in the assigned room unless, at least 2 weeks before, approval is obtained and arrangements are made with the Block Director.
3. There is no assigned seating. However, **no more than three students are permitted to sit at each table**, and no more than **two students can be seated on one side** of the table. If two are seated on the same side of the table the students must sit as close as possible to the opposite corners of the table.
4. The student must be in his/her seat, with the testing device turned on, setup, and ready to start by the designated exam time. As soon as the student is seated in the exam room, he/she must launch the exam, navigate to the "Begin Screen", and wait for instruction from the proctor (exam password) indicating that it is okay to begin.
5. Students arriving 30 minutes or later from the start time of an exam will not be granted entrance to the exam and will be required to submit an absence request through the process identified in the "Attendance Policy for Years 1 and 2," available at this link: http://medicine.arizona.edu/form/attendance-policies-medical-students-com.
6. Late arrivals will result in a 10% professionalism grade deduction, at the discretion of the block director. No additional time to complete the exam will be allotted for students arriving prior to 30 minutes late.
7. The student may only have his/her CatCard, approved exam-taking device, device charger, ear plugs, or OMSE-supplied headphones, pen/pencil, and a water-tight beverage container. The student must leave bags, iPods/music players, purses, backpacks, notes, paper or anything else in lockers or the front of the classroom. **Cell phones are strictly prohibited.** If the student is discovered with a cell phone, the student will be escorted out of the room and receive a zero for that assessment. Should the student require an exception for emergency purposes, the student should speak directly with the Block Director prior to the day of the examination.
8. Scratch Paper will be distributed by the proctors. The student is not permitted to have scratch paper in his/her possession until it is provided by the proctor. All scratch paper must be returned to the proctor at the end of the assessment for secure disposal.
9. No talking is allowed during the exam. No questions will be allowed during exams unless there is an electronic malfunction or a defect in the exam itself.
10. Students are permitted to use the restroom during the assessment. The student will sign out of the exam room. One male and/or female student may leave the testing room at the same time during an exam. All materials must be left at the student's seat. The student will need to bring his/her CatCard for classroom reentry.

11. **The student must upload the exam file prior to leaving the classroom.** The student must keep his/her device out to show the green upload confirmation screen to the proctor in the hallway, and must sign out on the sign-out sheet with identification by showing his/her CatCard. If a student leaves the class room without uploading his/her exam file for any reason, the student will receive a zero for the assessment.
12. The student may not reenter the class room after finishing the assessment.

3. TEAM LEARNING (TL) SESSIONS

1) The student must be in his/her seat, with the testing device turned on, setup, and ready to start by the designated session time. As soon as the student enters the classroom, the student should launch the IRAT, navigate to the "Begin Screen", and wait for instruction from the proctor (for the password) indicating that it is okay to begin.
2) All personal belongings should be removed from the table. Cell phones must be put away.
3) Scratch Paper will be distributed by the proctors. The student is not permitted to have scratch paper in his/her possession until it is provided by the proctor. All scratch paper must be returned to the proctor at the end of the assessment for secure disposal.
4) No talking is permitted during individual activities.
5) The student must save and exit the IRAT upon completion or at the direction of the facilitator, whichever occurs first. The student must upload his/her IRAT quiz prior to leaving class to receive credit. If a student leaves the class room without uploading his/her answer file for any reason, the student will receive a zero for that activity.
   a) For GROUP ACTIVITIES (GRAT) – The group must elect ONE group member who will complete and upload the activity on behalf of the group that day. The designated group member will be responsible for saving and uploading the GRAT results file. It is the responsibility of the group to see the green upload confirmation screen to ensure that the result file has been uploaded. Under NO circumstances should more than one group member submit a result set. Doing so will result in a score of zero for the activity for all members of the TL group.
   b) ALL other TL group members who are not designated as the responsible party for saving and uploading the GRAT result file must reverse download their blank, unused files to ExamSoft. This will then remove the file from their devices.
      i) For reverse download instructions please click on the following link: http://support.examsoft.com/link/portal/15157/15194/Article/34/How-do-I-reverse-download-an-exam-file

6) If a student arrives late to a graded activity, the student may lose credit in both Professionalism and Medical Knowledge grades.

7) If a student arrives after the Individual Readiness Test is collected during a Team Learning session, the student will receive a zero on that assignment. If a student arrives after the Group Readiness Test is collected, the student will receive a zero for both the Individual and the Group Readiness assignments.

4. SELF-ASSESSMENTS AND PRACTICE EXAMS

1. Self-assessments and practice exams are administered through the ExamSoft system and available for download on a varied schedule, at the discretion of the Block Director. These assessments are optional and do not affect the final grade.
2. Self-assessments and practice exams are unsecured and vary in the number of times students can access them for retakes, at the discretion of the Block Director.

C. Determination of Grades- Years 1 & 2

1. Grades in years 1 & 2 (including grades in blocks, longitudinal and semester-long courses) are based on the student's performance in assessments that measure the ACGME competencies, described in the "Core Educational Competencies for the Program Leading to the MD Degree."

2. Different blocks and courses may assess different combinations of the competencies. Decisions about which competencies will be assessed in which blocks and courses will be made by the campus -specific subcommittees of the EPC.

3. Policies and procedures concerning the number, frequency, weighting, format, and grading of exams will be established by the campus -specific subcommittees of the EPC.

4. In Years 1 & 2, the student will receive a grade of Pass (P) or Fail (F) in each course.

   a) **Pass grade:** In order to receive a grade of Pass, the student must demonstrate satisfactory performance in each competency that is assessed in that block or course by meeting the established performance standard for that competency.

   b) **Fail grade:** The student will receive a grade of Fail if s/he fails to meet the performance standard in any competency that is assessed in that block or course, after a retake examination

D. Unsatisfactory Performance in a Behavioral Competency in a Preclinical Block - Reassessment

1) If a student does not meet the performance standard for a behavioral competency in a block, s/he will receive an Unsatisfactory for that competency and an Incomplete grade for the block. The student's performance in that competency will be reassessed in the subsequent block.
   a) A student failing the Professionalism competency will be referred to the College's Professionalism Support Team and is expected to meet with the Professionalism Support Team to develop a plan to satisfactorily meet the Professionalism performance criteria in the next block.
2) If the student achieves satisfactory performance in the same competency in the next block, then s/he will be deemed to have met the performance criteria for that competency in the first block.
   a) If the student had achieved satisfactory performance in the other competencies in the first block, the grade for the first block will be changed from Incomplete to Pass on the student's transcript.
   b) For purposes of evaluating the student's academic progress, a record of the initial Unsatisfactory in the first block will be kept.
3) If a student does not achieve satisfactory performance in that behavioral competency in the second block, then grades of Fail will be entered in the student's transcript for both blocks.

a) This will constitute failure of two courses/blocks, which will result the halting of the student's academic progress.
b) The Associate Dean for Student Affairs will report the failures to the Student Progress Committee. The Student Progress Committee will meet with the student to design a plan of action.

E. Unsatisfactory Performance in a Behavioral Competency in the Clinical Reasoning Course (CRC) - Reassessment

4) If a student does not meet the performance standard for a behavioral competency in a given semester of the Clinical Reasoning Course (CRC), s/he will receive an Unsatisfactory for that competency and an Incomplete grade for that semester of the CRC course. The student's performance in that competency will be reassessed in a subsequent semester of the CRC course.
   a) A student failing the Professionalism competency will be referred to the College's Professionalism Support Team and is expected to meet with the Professionalism Support Team to develop a plan to satisfactorily meet the Professionalism performance criteria in the next semester of the CRC course.
5) If the student achieves satisfactory performance in the same competency in the next semester of the CRC course, then s/he will be deemed to have met the performance criteria for that competency in the first semester.
   a) If the student had achieved satisfactory performance in the other competencies in the first semester, the grade for the first semester of the CRC course will be changed from Incomplete to Pass on the student's transcript.
   b) For purposes of evaluating the student's academic progress, a record of the initial Unsatisfactory in the first semester of the CRC course will be kept.
6) If a student does not achieve satisfactory performance in that behavioral competency in the second semester of the CRC course, then grades of Fail will be entered in the student's transcript for both semesters.
   a) This will constitute failure of two courses, which will result the halting of the student's academic progress.
   b) The Associate Dean for Student Affairs will report the failures to the Student Progress Committee. The Student Progress Committee will meet with the student to design a plan of action.

F. Campus-Wide Unsatisfactory Performance in Medical Knowledge - Retake Exam

1) If at the end of a course a student has not met the criteria for passing medical knowledge, s/he will be offered one opportunity to take another examination, called a Retake Exam.
2) Passage of the retake exam will result in Satisfactory performance in the Medical Knowledge competency.

3) Failure of the retake exam will result in Unsatisfactory performance in the Medical Knowledge competency and therefore failure of the block.
   a) A grade of "Fail" for that block will then be recorded in the student's transcript.
   b) The student's failure of the block will also be reported to the Student Progress Committee.

G. Tucson Track Years I & II Retake and Remediation Policy

Approved: August 5, 2009
Revised: September 21, 2016

Policy statement: The policies below apply to courses in Years I & II in the Tucson Track of the College of Medicine. They represent track-specific additions to the College-wide grading policies approved by the Education Policy Committee.

1. *ELIGIBILITY FOR RETAKE EXAM*

1) Any student whose final score in the Medical Knowledge competency is below 70% will be given the opportunity to take a Retake Exam. In addition, the Dean's Office now requires students who score below 75% in Medical Knowledge on any block exam to participate in Academic Support Programs (See section G).
2) The student will be notified when grades are posted. The Block Director will inform the student that s/he is eligible for the retake exam. In addition, the Block Director will inform the student that the retake exam is optional; however, if the student chooses not to take the retake exam, an "F" will be recorded on the student's transcript and the student will progress to remediation policies as outlined below.

2. *FORMAT FOR RETAKE EXAM*

1) The retake exam should be comparable to the final exam for the block.
2) The retake exam will be a comprehensive exam, covering the breadth and depth of the material in the block.

3. *TIMING FOR RETAKE EXAM- (APPLICABLE TO THE CLASS OF 2019 AND PREVIOUS CLASSES)*

1) The retake exam for a given block will be scheduled during the next planned curricular break (winter break, spring break, end of year).
2) All students taking a retake exam for a block will do so at the same time and date, in accordance with the College's Block Retake/Remediation Schedule.
3) Because two blocks precede the Winter and Summer curricular breaks, a student can complete two retake exams, if needed, in either break. Students taking two retake exams will still complete the exams on their scheduled days. Since only one block precedes Spring break, a student can complete a single retake exam during that time period.

4) Retake exams scheduled to occur during the Summer break will be administered within two weeks after the end of the curricular year. This facilitates implementation of summer remediation (if necessary) and the student's subsequent curricular progress.
5) Students will be informed of the date of the retake exam by the Block Director.

4. *TIMING OF RETAKE EXAM- (IN EFFECT WITH THE CLASS OF 2020)*

1) The retake exam for a given block will be administered on the Monday morning immediately following the end of a given block, as specified by the College's Block Retake/Remediation Schedule.
2) All students taking a retake exam for a block will do so at the same time and date, in accordance with the dates published in the College's Block Retake/Remediation Schedule.
3) Retake exams scheduled to occur during the summer break will be administered within two weeks after the end of the curricular year. This facilitates implementation of summer remediation (if necessary) and the student's subsequent curricular progress.
4) Students who are eligible for a retake exam will be informed of the date of the retake exam by the Block Director.

5. *GRADE ON RETAKE EXAM*

1) An overall score of 70% or greater constitutes a passing score for the retake exam.
2) A passing score on the retake exam will result in a satisfactory grade in Medical Knowledge, and a subsequent "Pass" as the Block grade.
3) A failing grade on the retake exam (below 70%) will result in an unsatisfactory grade in Medical Knowledge, and a "Fail" will be recorded on the student's transcript.
4) Scores on a retake exam will be posted in ArizonaMed within 24 hours after the exam has been administered. Students will be notified of their score and their block grade by the block director.

6. *LIMIT TO NUMBER OF RETAKE EXAMS*

1) A student who becomes eligible for a retake exam in a second block in an academic year will appear before the Student Progress Committee to discuss his/her progress and plans for improvement.
2) **In effect with the Class of 2020:** A student is limited to a maximum of three retake exams across all blocks during Years 1 and 2 of the curriculum. Only two retake exams can be completed within an academic year.

7. *UNSATISFACTORY PERFORMANCE IN MEDICAL KNOWLEDGE - REMEDIATION*

1) A student who fails a course due to Unsatisfactory performance in Medical Knowledge will be given the opportunity to remediate that course in the summer, unless the Student Progress Committee determines otherwise.
2) Only one course per academic year can be remediated, unless otherwise approved by a campus - specific subcommittee.
3) A student is allowed only one attempted remediation per course.

4) Other policies concerning the format and timing of remediation within each track are established by the track -specific subcommittees of the EPC.
5) If the student passes the summer remediation, the original Fail grade for the block will remain on the student's transcript. The block will be entered on the transcript a second time at the next offering of the course with a grade of Pass.
6) If the student fails the summer remediation, the student will be required to repeat the course during the academic year.
   a) Failure of the summer remediation is not recorded on the student's transcript.
   b) Failure of a summer remediation does not constitute a separate course failure for purposes of the policy on automatic dismissal.
   c) Failure of the summer remediation will be reported to the Student Progress Committee.

Process for Remediation in Tucson

1) When a student fails a block, regardless of the time of the year, the student will go before the Student Progress Committee
2) At the end of a year (approximately May), the Student Progress Committee will review every student who has failed a block during that academic year
3) A student who fails a course due to Unsatisfactory performance in Medical Knowledge will be given the opportunity to remediate that course in the summer, unless the Student Progress Committee determines otherwise.
4) The format of summer remediation will be developed by a content expert(s) from the block and an educational expert from the Office of Student Development
5) Regardless of a block's placement in the curriculum, remediation will take place during the summer break. This allows 4-8 weeks for a remediation program. A remediation final examination must occur at least two weeks prior to the start of the upcoming academic year.
6) All students taking a remediation exam for a block will do so at the same time and date. If a student is unable to take the remediation exam when scheduled, the student must obtain approval from the Associate Dean for Student Affairs, as described in the Attendance Policy.
7) Resources for content questions will be provided on a periodic schedule during the summer remediation. They may be provided by faculty and/or advanced students.
8) At the end of the remediation, the student must take a comprehensive exam. The structure of the exam will be determined by the Block Director in consultation with the Office of Student Development. The remediation exam may be written by block faculty or may be a shelf exam.
9) Scores on the remediation comprehensive exam will be posted in ArizonaMed within 24 hours after the exam has been administered. Students will be notified of their score and their block grade by the block director
10) Block Directors are encouraged to provide feedback to the student about his/her progress towards passing the remediation at the mid-point of the remediation.

H. Required Participation in Academic Support Programs

Approved: April 3, 2013
Revised: March 5, 2014

Goals:

1) Provide early intervention for students not meeting minimum criteria for mastery of medical knowledge.
2) Provide structured and consistent support for the development of improved learning and study skills.

1. *REQUIREMENT TO DEVELOP AN INDIVIDUALIZED STUDY PLAN*

1) Once a student has received a score below 75% on any block exam (excluding any dropped exam or standalone practical exam) during academic years 1 & 2, the student is required to work with the Office of Student Development to develop and follow an approved individualized study plan.
2) This individualized study plan may include participation in some or all of Student Development academic support services.
3) Any exception to this plan must be discussed with and approved by the Associate Dean of Student Affairs, and is subject to approval by the Student Progress Committee.

2. *REQUIREMENT FOR USMLE STEP 1 PREPARATION*

1) The Office of Student Development will identify MS2 students at risk of failing the USMLE Step 1 board exam using a combination of the following data: MCAT scores, cumulative MK score of less than 75% across all blocks at the end of Advanced Topics, NBME practice exam performances based on national data recommendations, and other data sources not listed.
2) These students will be required to develop an individualized study plan that may include participation in the "pReview: USMLE Step 1 Preparation" course or other resources recommended to prepare for the USMLE Step 1 board exam.
3) Scores from re-take exams will not be used to calculate the cumulative MK score.
4) Any exception to this plan must be discussed with and approved by the Associate Dean of Student Affairs and is subject to approval by the Student Progress Committee.
5) Any failure to abide by this policy will result in a meeting with the Student Progress Committee at which the student will be required to explain their plan for academic success.

Procedures:

1) **Individualized Study Plan:** A student whose score is below 75% on any exam will be contacted by the Associate Dean to inform him/her of their requirement to develop a study plan with Student Development. The Office of Student Development will be notified by the Associate Dean. The Block Director will notify the student's Society Mentor to facilitate student support.
2) **USMLE Step 1 Preparation:** At the end of Advanced Topics, OMSE will provide the Office of Student Development with a list of students who have scored less than 75% on the MK competency across all blocks. MCAT and NBME practice exam scores will also be collected and analyze for all individuals preparing for USMLE Step 1. Upon final analysis based on national data recommendations, the Office of Student Development will contact the students to inform them of their requirement to develop an approved individualized study plan.

3) The Office of Student Development will provide students with meeting dates, times, and locations. Each student will be required to reply and state that s/he understands they are taking responsibility for their academic success by adhering to the approved study plan.

I. Repeating an Academic Year

1) A student who meets any of the following conditions will be deemed not to be making acceptable academic progress and will be required to terminate the academic year and repeat the year at a time decided by the Student Progress Committee, in consultation with the student:
   a) The student fails two blocks in one year.
   b) The student achieves unsatisfactory performance in the same competency twice in one year.
   c) Unsatisfactory performance in three different competencies within one year.
2) This policy includes unsatisfactory performances in either a single course or multiple courses, including consecutive, non -consecutive, and concurrent courses
3) For the Medical Knowledge competency, unsatisfactory performance for the sake of this policy is determined after any retake exam.
4) For the behavioral competencies, unsatisfactory performance is determined before reassessment.
5) For purposes of this policy, an initial unsatisfactory performance in a block is counted toward the total, even if the student successfully completed a reassessment of that competency in that block.

Section Two: Grading and Progression Policies for Academic Years 3 and 4

A. Required Survey Completion- Years 3 and 4 Student Feedback Surveys

Approved date: October 16, 2013

Policy Statement: Students must complete program evaluation surveys for each assigned site within a clerkship and for all clinical electives supervised by UA faculty. Clerkship and electives grades will be withheld until the surveys are completed.

Rationale: Student feedback surveys have, heretofore, been voluntary contributions by students to program evaluation. Typically, response rates are high in the early years, but become lower as students progress through the curriculum. Student feedback is critical to the evaluation of the program and is a major requirement for accreditation. It has been affirmed that, for the purposes of program evaluation for the college, students are required to complete evaluation surveys in Years 3 and 4. This policy establishes that requirement.

B. Protocols and Standards for Delivery of Year 3 Exams

Approval Date: December 3, 2014
Effective Date: 6/30/2014

Policy statement: This policy establishes the protocols and standards for students in Year 3 who will use the online National Board of Medical Examiners (NBME) shelf examination system and the ExamSoft examination system (during Intersessions) for graded and non-graded assessments. The following policy is in place in an effort to ensure that students have efficient, fair and positive experiences on assessment days.

Key Terms:

- Shelf exam –end of core clerkship examination
- ExamSoft – the electronic exam system used by the UA CoM as of Academic Year 2014-15
- SofTest – the software provided by ExamSoft that is loaded onto student devices

NBME Shelf Exam

1) All clerkships administer the NBME Shelf Exam (electronic) on the last day of each rotation to all students as a group to ensure uniform testing procedures and conditions.
2) Coordinators from each clerkship will be present to proctor.
3) The time allotted for the exam is 2 hours and 30 minutes except for the Medicine exam which is 2 hours and 45 minutes.
4) Each student will take the electronic shelf exam using his/her laptop. It must be fully charged before activity and the student must bring the device charger.
5) No programs or software can be opened or accessed during the assessment period.
6) Prior to test day an email will be sent to students with instructions to run an exam compatibility check (URL is http://wbt.nbme.org/exam). Please see your clerkship manual for details regarding the procedure.
7) Students should consult with the IT Help Desk (626-8721) should technical assistance be required.
8) Students should arrive no later than 30 minutes prior to the start of the exam.
9) If a restroom break is needed during the examination, click the Pause button at the bottom of your screen. A screen saver will appear. However, this pause does not stop the timer for the exam. Students will be escorted one at a time to the restroom.
10) If the screen freezes, raise your hand and a proctor will assist you.
11) Students will be provided with scratch paper to make notes or calculations once the exam begins. These will be collected at the end of the examination session.
12) Before the exam begins, students should be sure no unauthorized personal items and/or devices are in the testing room. These items include, but are not limited to the following:
    a) Cell phones
    b) iPods/ iPads
    c) Watches with alarms, computer or memory capability
    d) Calculators
    e) Paging devices
    f) Recording/filming devices
    g) Reference materials (book, notes, papers)

h) Backpacks, briefcases, or luggage
i) Beverages or food or any type
j) Coats, outer jackets or headwear

1. System Requirements for Laptops

For the most current guidelines, refer to your clerkship manual.

2. ExamSoft

1) Electronic testing software (SofTest) must be pre-loaded and registered on the student's preferred testing device (iPad or laptop).
2) The student must come prepared with session files already downloaded on his/her preferred testing device. The student must download all available session files.
3) The testing device must be fully charged before activity. The student must bring the device charger.
4) No programs or software can be opened or accessed during the assessment period.
5) Scratch Paper will be distributed by the proctors. The student is not permitted to have scratch paper in his/her possession until it is provided by the proctor. All scratch paper must be returned to the proctor at the end of the assessment for secure disposal.
6) Coats, large/oversize/bulky jackets, and hats must be removed before entering the room. Head gear will only be allowed for religious purposes. Glasses that obscure the eyes are not permitted to be worn in the classroom.
7) Please review the "University of Arizona Disruptive and Behavior in an Instructional Setting" for further applicable policy information on expected behaviors in the learning environment at: http://policy.arizona.edu/disruptive-behavior-instructional
8) Please review the "Procedures for Student Progress, Academic Integrity, and Managing Grade Appeals at the University of Arizona College of Medicine" policy for grade appeals at: http://medicine.arizona.edu/form/procedures-student-progress-academic-integrity-and-managing-grade-appeals-com

3. Exams and Quizzes

1) If the student's testing device is not working, the student will need to go to the COM ITS Help Desk located in the AHSC Library prior to get it fixed or to receive a loaner laptop for the assessment activity (first-come first-served basis).
2) Exams must be taken in the assigned room.
3) There is no assigned seating. However, no more than three students are permitted to sit at each table, and no more than two students can be seated on one side of the table. If two are seated on the same side of the table the students must sit as close as possible to the opposite corners of the table.
4) The student must be in his/her seat, with the testing device turned on, setup, and ready to start by the designated exam time. As soon as the student is seated in the exam room, he/she must launch the exam, navigate to the "Begin Screen", and wait for instruction from the proctor (exam password) indicating that it is okay to begin.

5) Late arrivals will result in a 10% professionalism grade deduction, at the discretion of the Block Director. No additional time to complete the exam will be allotted. Late arrivals will be granted entrance until 50% of the allotted test administration time has elapsed. Absences are dealt with as described in the "Attendance Policy" and available at this link: http://medicine.arizona.edu/form/attendance-policies-medical-students-com.
6) The student may only have his/her CatCard, device charger, iPad case, ear plugs, pen/pencil, and a water-tight beverage container. The student must leave bags, iPods/music players, purses, backpacks, notes, paper or anything else in lockers or the front of the classroom. Cell phones are strictly prohibited. If the student is discovered using a cell phone, the student will be escorted out of the room and receive a zero for that assessment. Should the student require an exception, the student should speak directly with the Block Director prior to the day of the examination.
7) Students are permitted to use the restroom during the assessment. All materials must be left at the student's seat. The student will need to bring his/her CatCard for classroom reentry.
8) The student must upload the exam file prior to leaving the classroom. After seeing the green upload confirmation screen, the student will put his/her device away and check out with the proctor in the hallway by showing his/her CatCard. The proctor will confirm that the exam has uploaded successfully. If a student leaves the exam area without uploading his/her exam file for any reason, the student will receive a zero for the assessment.
9) The student may not reenter the classroom after finishing the assessment.

C. Grading Policies for Transition to Clerkship Course

Approved: June 15, 2011
Revised: June 20, 2012

1) The two grades available for this course are Pass and Fail.
2) The student's grade is based on his/her attendance and participation.
3) The Attendance Policy must be followed, which means a student must receive approval from the campus Associate Dean of Student Affairs for any absence in the course.
4) If a student has an excused absence for a session, the student must arrange with the course director to make up the session.
5) An unexcused absence can result in a failure of the course at the discretion of the course director.
6) A student may not progress in Year 3 until s/he passes the Transition course.

D. Grading in Clerkships

1) The grade in a clerkship is based on a student's performance in the competencies.
2) The grade is a composite grade, using the common assessment form, test scores, and other evaluation tools that are approved by the TEPC.
3) Once a clerkship grade is submitted, no change to the grade will be made even if additional performance evaluations are submitted regarding the student.

a) Exception: if the student is on a community clerkship site and there is only one evaluator, a grade of incomplete (I) is recorded until the evaluation is received.

4) A mid-clerkship assessment for each student is required, and the Mid-Clerkship Formative Feedback form approved by the TEPC will be used for this. The student's 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 Formative Feedback form. The signed forms must be stored and available for review.
5) The composite clerkship grade is divided into four categories: Honors, High Pass, Pass, or Fail (H, HP, P, F).
   a) The clerkship test score accounts for 25-30% of the composite score. Each clerkship will set the minimum passing score on its exam.
      i) The test may be a shelf exam or self-designed.
   b) The remainder of the composite score is determined by a formula designed by each clerkship director. The formula must be documented and communicated to faculty and students.
   c) Honors are awarded to students with composite grades in the top 20-30% of all student scores, and High Pass will be awarded to students with the next highest 20-30% of scores. High Pass indicates a student who has excelled in either the exam or the clinical grade but not in the other, or who is outstanding in all areas and is close to an Honors score, but does not achieve it.
   d) Clerkships will annually review procedures for determining Honors and High Pass and revise as needed.
   e) A student must achieve a "Satisfactory" assessment in every competency to receive either a P, HP, or H for the clerkship. "Unsatisfactory" in any competency will result in a failing grade in the clerkship.
   f) The clerkship director is responsible for final determination of each student's grade
6) If a student fails a clerkship exam, the student will have one opportunity to retake the exam.
   a) If a student needs to schedule a retake clerkship exam during Year 3, the exam must be scheduled at the next Winter or Spring academic break.
      i) The 'next' break will be determined by the timing of the results of the 1st exam and the time it takes to order a new exam.
   b) A retake clerkship exam cannot be scheduled during a clerkship, Intersessions, or the third year elective block.
   c) If a student needs to schedule a retake clerkship exam during Year 4, the student will arrange his/her schedule to accommodate a week without curricular requirements and will schedule the retake clerkship exam at the end of that week.
   d) A student who fails a second clerkship exam before completing the retake clerkship exam for a previous failure must stop academic progress and meet with the Student Progress Committee to agree on a plan for the student to complete the retake clerkship exams. If a student must schedule multiple retake clerkship exams, the student must pass all exams before resuming clinical training.
7) A student who passes a clerkship subsequent to passing a retake clerkship exam will receive a grade of Pass for the clerkship. In circumstances in which a retake clerkship exam is required, a student is not eligible for a final clerkship grade of Honors or High Pass.

8) If a student fails a clerkship retake exam, the student will receive a grade of Fail in the clerkship and will be required to repeat the clerkship. A student who is repeating a clerkship must complete all components and requirements for the clerkship regardless of whether the student completed those components during the initial attempt at the clerkship; previous work cannot be resubmitted. Students repeating a clerkship are eligible for final clerkship grades of "Honors" and "High Pass."

E. INTERSESSIONS GRADING

Revised: August 3, 2016

1) Intersessions consists of two, week-long courses, each of which is graded independently.
   a) The grade can be either Pass or Fail.
   b) Assessment is based on performance in each competency.
   c) If a student receives an Unsatisfactory in any competency, the student has failed the course.
2) Attendance is required at all activities.
   a) The campus Associate Dean for Student Affairs, in consultation with the course director, must approve any absence.
   b) If a student has an excused absence for a session, the student must arrange with the course director to make up the session.
   c) An unexcused absence can result in a failure of the course at the discretion of the course director.
3) The MK competency is based on exams, administered at the end of Intersessions week(s).
   a) If there is more than one exam, each exam will contribute equally towards the final MK grade.
   b) If at the end of the course, the student has not met the criteria for satisfactory performance in MK, s/he will be offered one opportunity to take another examination, called a retake exam.
   c) The retake exam will be comprehensive, covering Intersessions material addressed across the week(s).
   d) The retake exam will be scheduled by the course director in consultation with the Associate Dean of student Affairs. The retake exam will be scheduled within 4 weeks after the end of Intersessions.
   e) Passage of the retake exam will result in satisfactory performance in the MK competency.
   f) Failure of the retake exam will result in unsatisfactory performance in MK and therefore failure of the Intersessions course.
4) If a student fails one of the Intersessions courses, the student must repeat the failed Intersessions course in Year IV.
   a) The student will designate week(s) in his/her 4th year that is/are equivalent to the duration of the Intersessions course. During that time, the student cannot be enrolled in other medical curriculum courses.
   b) The student will be required to submit one to three papers on topics decided by course director. The topics will cover broad integrative content areas from the Intersessions course.
      i) The student will be expected to review relevant podcasts, ArizonaMed posted materials from the Intersession course, as well as the student will be required to research additional information from literature sources (articles, textbooks, etc).

ii) The paper will be evaluated by relevant faculty and given a grade of Pass/Fail. The paper(s) should be scholarly and include references.
iii) The student will also be required to discuss and defend the ideas in each of his/her papers to the faculty who graded the paper in an oral examination. The grade for the oral examination will also be Pass or Fail.
iv) The student can receive either a Pass or Fail grade for the repeat of the Intersessions course and must pass both the written and oral presentations.
v) If a student fails the repeat of the Intersessions course, it will be a second failure of the same course and the student would be automatically dismissed, following the policies established by EPC 7/1/10.

F. END-OF-YEAR 3 OSCE EXAMINATION

Approved: March 17, 2010
Revised: June 20, 2012

Rationale: In order to have the end-of-Year 3 OSCE exam results more closely reflect potential performance on USMLE Step 2-CS and to assure an appropriate level of clinical competence, the EPC examined changing the grading for the University of Arizona College of Medicine end-of-Year 3 OSCE exam. Grading of the exam was discussed and the following policies regarding grading of the end-of-Year 3 OSCE exam were approved by the committee. Starting with the Class of 2011:

1) Students must independently pass the Arizona Clinical Interview Rating (ACIR) and Database Development components of the end-of-Year 3 OSCE exam. The passing score on each component shall be 65%.
2) 2. Students are strongly advised to take USMLE Step 2-CS no later than December 31 of their final academic year.

G. GRADING POLICIES FOR ELECTIVES

Rationale: In order to explain the rationale for grading in electives it is helpful to consider their unique educational purpose and format. Their purpose is to enable a student to pursue areas of interest, which is quite different than other courses, which are designed to teach fundamental skills, that all students are expected to master.

- Each student's Year IV curriculum is individualized to meet his/her educational and career needs. An advisor designated by each campus will approve the specific selection and enrollment of electives.
- An elective period has been scheduled during Year III to provide students with an early experience within a specialty that the student may be considering for a career.
- A "clinical" or "patient-care" elective is a medical training experience that involves direct patient contact, and is expected to provide the student with structured, individualized education, training, or experience in some branch of medicine. These electives require, at a minimum, 40 hours per week commitment.

- A “non-clinical” or “non-patient-care elective” is any course that does not involve direct patient care and may include research, independent study, seminars or on-line courses.

1) The grade in an elective course is based on a student’s performance in all of the competencies.
   a) A student must achieve satisfactory performance in every competency, as a minimal requirement, to receive a “Pass” for the elective. Unsatisfactory performance in any competency will result in a failing grade in the elective.
      i) All electives must complete a final grade report form that includes the Final Report of Faculty Assessment of Student Performance in an Elective at the end of the elective. Additional information may be added to the final grade report for each program (Tucson and Phoenix).
      ii) The form is stored by the Department and a copy is submitted to Student Affairs for recording the final grade on the student’s transcript and is included in the student’s file.
      iii) Information on the form will be used in the Dean’s letter.
2) There are three possible grades that are recorded on the transcript: Honors, Pass, or Fail, which are identified on the form described above.
   a) The grade will be a composite grade, using the standard form ((mentioned above), and other evaluation tools that are approved by the Electives Subcommittees.
   b) An elective will determine its own formulas for determining the composite score. The formula must be documented and communicated to students in the orientation materials for the elective.
3) A failure in an elective course is recorded on a student’s transcript and its units do not accrue toward graduation requirements.
   a) If a student fails a selective that is required for graduation (e.g., Surgery Subspecialty or Subinternship) the student must pass a selective in the same subspecialty that fulfills the specific requirement. However, the remedial selective rotation may be taken at a different site from the original selective.
   b) If a student fails an elective that accrues generally towards the total number of units needed for graduation, the student must complete and pass another elective to meet the required number of units.

SECTION THREE TIMING & COMPLETION OF USMLE EXAMINATIONS

A. NBME COMPREHENSIVE EXAM

Approved: January, 2010

Policy Statement: Tucson students in Years 1 and/or 2 must take two formative assessments of their exam preparedness (commonly referred to as the “Mock USMLE exams”) in advance of the actual Step 1 examination. A student must take the exam at the time assigned to him/her by the College of Medicine. In the case of a student taking a leave of absence or some other extraordinary circumstances, the

student must be excused in advance by the Associate Dean for Student Affairs. Students requiring rescheduling of exams may be charged a fee.

This policy on NBME comprehensive exams is in place for the benefit of students and for curricular evaluation purposes. Year 1 and/or Year 2 students will be required to take diagnostic exams constructed by the NBME. Exam results will not be recorded in official records or reflect on student progress, and students will not be asked to do any preparation for the tests other than what they are already engaged in for their current courses. By taking the exams, students will be given exposure to the USMLE testing methods, and their performance will provide them with some guidance as to their readiness for the Step exams. The exam items have been normalized against a national population, based on subsequent Step 1 and 2 results, thus students will be able to compare their performance against a reliable standard.

B. Timing of USMLE Examinations

Revision approved: August 3, 2016
Effective date: August 3, 2016 beginning with the Class of 2019

1) All students must take the USMLE Step 1 Exam within three years of the initial date of matriculation, including leaves of absence or other delays in academic progress. Failure to do so will result in automatic dismissal from the College of Medicine.
2) All students who complete the Year 2 curriculum on time (without the need for remediation at the end of the academic year) must complete the USMLE Step 1 Exam for the first time prior to the first day of the Transition to Clerkship block.
   a) Extensions to take the exam after the first day of the Transition to Clerkship block are limited to students who need to remediate Year 2 coursework after the completion of the academic year and students on a leave of absence as approved by the Student Progress Committee (SPC) and the Associate Dean for Student Affairs.
3) Any student who postpones taking the USMLE Step 1 Exam without the approval of with the SPC and the Associate Dean of Student Affairs will be automatically dismissed from the College of Medicine.
4) All students must pass the USMLE Step 1 before taking the USMLE Step 2 Clinical Knowledge (CK) exam.
5) Enrollment in courses following initial attempt at USMLE Step 1:
   a) A student who has completed the Step 1 exam may begin his/her first clerkship rotation while his/her result is pending.
   b) In the case of a student in a dual-degree program, s/he must take the Step 1 exam before beginning any year 3 medical school course or starting any additional work toward the non-M.D. degree.

C. Non-Progression Following Failure of First Attempt at Step 1

Revision approved: November 2, 2016
Effective Date: November 2, 2016, effective with the Class of 2018

1) A student who does not achieve a passing score on the student's first attempt at the USMLE Step 1 exam may not enroll in any medical school curricular course, including any course for any dual-degree program, until after the student has taken the Step 1 exam a second time. The sole exception is that the student may enroll in courses that are approved by the Office of Student Development (Tucson) and that serve to prepare for another attempt at Step 1.
2) If, while in clinical training, a student learns of a failure on the student's first attempt at Step 1, the student must meet with Student Affairs and the Office of Student Development. The student may continue clinical training until the end of the block in which the student is enrolled (up to 2 rotation periods). Decisions on continuation of clinical activity will be tailored to the needs of the student, based on academic and non-academic factors. At the end of the clinical activity/clerkship in which the student is enrolled, the student may not advance to another clinical activity/clerkship until the student has retaken Step 1. If the student is enrolled in a course, the student may complete the course, but then must stop.
3) After completing a second attempt at USMLE Step 1, the student may enroll in a new clerkship rotation, as determined by Student Affairs and the Office of Student Development, while awaiting the student's score on the second attempt. The student may not enroll in any course contributing to a dual-degree program, however, until a passing score has been posted.
4) If the student learns of a failure on the student's second attempt at Step 1 while in clinical training, as with failure of the initial attempt, the student may continue clinical training until the end of the block in which the student is enrolled (up to 2 rotation periods). Decisions on continuation of clinical activity will be tailored to the need of the student, based on academic and non-academic factors. At the end of the clinical activity/clerkship in which the student is enrolled, the student may not continue in a subsequent clinical activity/clerkship rotation until a passing score has been posted.
5) The student is expected actively to engage in remedial efforts to improve the student's performance on the USMLE Step 1. For example, the student may enroll in a Step 1- preparation course offered by the University or outside the University. If needed, the student will be enrolled in an independent study and will be supervised by the Office of Student Development. As part of the independent study, the student will be required to meet weekly and have his/her study supervised by the Office of Student Development or Office of Learning Resources.

D. Limitations on Multiple Attempts at USMLE Step 1 Exam

Approved date: April 20, 2011
Revision approved: June 1, 2016
Effective date: July 25, 2016 beginning with the Class of 2020

1) A student must obtain approval from the Student Progress Committee before scheduling a third or any additional attempts at the USMLE Step 1 exam.
2) The Student Progress Committee will consider the following criteria in deciding whether to approve

a request:

a) scores on the student's previous attempts
b) progress of scores on previous attempts
c) recommendations of the staff of the Office of Student Development (Tucson) or the Office of Learning Resources (Phoenix) who have supervised the student
d) the history of the student's efforts to remediate, including what courses s/he has taken
e) for the Tucson track, the student's participation in the PASS Step 1 course offered during Years 1 & 2

3) If an additional attempt is approved, the Student Progress Committee will review and approve the student's study plan and set a deadline for the next attempt at the exam.
4) Every student must have passed the USMLE Step 1 exam within one calendar year (12 months) after the date of his/her first attempt. A student who has not passed one year after his/her first attempt will be automatically dismissed.
   a) The exact deadline for a calendar year will be postponed only until a pending score is posted for an exam that was taken before the one -year deadline. No further attempts after the one -year deadline will be allowed.
   b) If a student requires a medical leave of absence after the first unsuccessful attempt at the exam, the student may request that SPC extend the one-year deadline.
      i) No extension will be more than 6 months beyond the one-year deadline.

E. Timing of Step 2 Exams

1) It is recommended that a student take the USMLE Step II CK exam for a first time by November 30 of his/her senior year.
   a) In the case of a student taking a leave of absence that has been approved by the Student Progress Committee, s/he must take the Step II exam by another time determined by the Student Progress Committee.
   b) The student must pass the USMLE Step 1 exam before entering his/her last academic year (Year 4).
   c) If a student wishes to take the USMLE Step II CK exam after November 30, the student must obtain approval from the Student Progress Committee.
2) Students are strongly advised to take USMLE Step 2 CS no later than December 31 of their final academic year.
3) Every student must have passed the USMLE Step 2 CK exam within one calendar year (12 months) after the date of his/her first attempt. A student who has not passed one year after his/her first attempt will be automatically dismissed.
   a) The exact deadline for a calendar year will be postponed only until a pending score is posted for an exam that was taken before the one -year deadline. No further attempts after the one -year deadline will be allowed.
   b) If a student requires a medical leave of absence after the first unsuccessful attempt at the exam, the student may request that the SPC extend the one-year deadline.

i) No extension will be more than 6 months beyond the original one-year deadline or applicable graduation deadline, whichever comes first.

SECTION FOUR: DISMISSAL FROM THE COLLEGE OF MEDICINE

Approved date: August 3, 2016
Effective date: August 3, 2016

1) A student who meets any of the following conditions will be automatically dismissed from the Doctor of Medicine degree program. The Deputy Dean for Education will notify both the student and the Student Progress Committee of the criteria that triggered the automatic dismissal.
   a) **The student fails the same course twice**. This includes any course in the curriculum, including blocks, longitudinal, clerkships, electives, and intersession courses.
   b) **The student fails three different courses**. This includes any combination of failures of courses in the curriculum, including blocks, longitudinal, clerkships, electives, and intersession courses.
   c) **The student fails to take the USMLE Step 1 Exam on time, stopping progress in the curriculum, without approval**.
   d) **The student fails to timely pass USMLE Step 1 Exam.** The student has not passed the USMLE Step 1 Exam within one calendar year (12 months) after the date of his/her first attempt.
   e) **The student fails to timely pass USMLE Step 2 Exam.** The student has not passed the USMLE Step 2 CK Exam within one calendar year (12 months) after the date of his/her first attempt.
   f) **The student fails to academically progress within the required timeframes. (in effect with the Class of 2019)** All students must satisfactorily complete Years 1 & 2 of the M.D. degree <u>and</u> take the USMLE Step 1 Exam within three years of the date of matriculation. A student will be deemed to have completed Year 2 upon an initial attempt at the USMLE Step 1 Exam. Year 3 academic progress may halt if a student fails the USMLE Step 1 Exam but will not toll the required graduation timeframe. All M.D. degree students must satisfactorily complete all graduation requirements six years from the original date of matriculation. All time limits are inclusive of leaves of absence, the repeat of an academic year, and retakes or remediation of any course, exam, or other requirement.[1]
      i) **Exception to section 1(e).** Dual-degree students in a College of Medicine MD-PhD or MD-MPh program may exceed the six year limit to satisfy the requirements for the M.D. degree stated in section 1(e), above. However, dual degree students must satisfactorily complete Years 1 & 2 of the M.D. degree <u>and</u> take the USMLE Step 1 Exam within three years of the date of matriculation and must satisfactorily complete all Year 3 & 4 clinical experiences and electives <u>and</u> pass USMLE Step 2 CK Exam within three years of beginning Year 3.

[1] The March 2016 revisions to Section 1(e) of this policy are effective with students matriculating in Fall 2016. All students that matriculated prior to Fall 2016 are held to the February 2012 policy, which required graduation within 6 years of matriculation, inclusive of all leaves of absence.

g) **The student is not enrolled or on an approved leave of absence.** All students must be continuously enrolled in the M.D. or dual-degree program curriculum or on an approved leave of absence at all times. Failure to enroll or obtain a leave of absence for a period of three months will result in automatic dismissal.

2) A student who is automatically dismissed may reapply to the College of Medicine through the standard application process. If readmitted, the student will meet with the Student Progress Committee to determine where the student should reintegrate into the curriculum.
3) A student who is subject to automatic dismissal is permitted to appeal to the Student Progress Committee.

University of Arizona Student Disciplinary Procedures: http://deanofstudents.arizona.edu/policies-and -codes/student-disciplinary-procedures

SECTION FIVE ASSESSMENT AND FACULTY CONFLICT OF INTEREST

A. SEPARATION OF ACADEMIC ASSESSMENT AND PROVISION OF HEALTH SERVICES TO STUDENTS

Approved date: December 12th, 2012
Revised: June 19th 2013

Policy Statement: Accreditation standard MS-27-A requires that health professionals at a medical education program who provide psychiatric/ psychological counseling or other sensitive health services to a medical student must have no involvement in the academic assessment or promotion of the medical student receiving those services. In order to meet this standard the following policy will be implemented at the College of Medicine:

1) Health professionals who provide psychiatric/psychological counseling or other sensitive health services to University of Arizona medical students will not be involved in the academic assessment or promotion of the medical student receiving those services. Health professionals may give lectures in a large class setting but they may not facilitate small group discussions; serve as clinical preceptors, course/block/clerkship directors; or serve on the student progress or appeals committees.
2) Procedures by which this policy is implemented include:
   a) Health professionals from the University of Arizona Campus Health Service or the Arizona State University Healthcare who serve as instructional faculty in a block/course/clerkship in which the faculty member is expected to participate in academic assessment or promotion decisions for students may not provide health care to COM students. When a COM student requires urgent or emergency health services, the student should be referred to another physician who has no

involvement in the academic assessment or promotion of the medical student unless either a delay in referral would cause harm to the student, or no other healthcare provider is available to provide such care.

b) At the beginning of each block of small group sessions, each faculty member who serves as a facilitator in small group learning sessions will be asked to review the students assigned to his/her group and assure that he/she has not provided psychiatric/psychological counseling or other sensitive health services to any of these students. If a faculty facilitator has provided such services, the block/course/clerkship director will reassign the student or the faculty member to a different group.

c) In the event that faculty with appointments at the College of Medicine practice at a facility where students seek health services or counseling, students will not be assigned to those providers to receive care.

d) Students who determine that a faculty member from whom they have received psychiatric/psychological counseling or sensitive health services might be involved in assessment of their performance should notify the block/course/clerkship director or the Office of Student Affairs immediately; the director will reassign the student or the faculty member.

e) When students who are participating in a preceptorship or a rural health professions placement located distant from Tucson or Phoenix require urgent or emergency health services, their preceptors will refer the student to another member of the practice or another physician in the community or neighboring community who can competently care for the student and who has no involvement in the academic assessment or promotion of the medical students. The preceptor will retain the authority to countermand this provision if the student requires more immediate attention than would be possible through a referral for care.

f) If a health professional who has taught in the medical student curriculum receives a student performance assessment form to complete regarding a student to whom they have provided psychiatric/psychological counseling or sensitive health services, he/she will check the box at the top of the assessment form and return the blank form:

- Pursuant to accreditation standards, I will not participate in assessment of this student's performance.

B. Society Mentors Conflict of Interest and Student Performance Assessment

Approved date: December 12, 2013

Rationale: Societies Program mentors have a unique role at the College of Medicine (COM) in which they maintain multiple responsibilities for their students including education, career advising and mentoring. Societies Program mentors are among the COM's best clinical educators and frequently serve in other leadership roles in the curriculum or administration of the COM. The purpose of this policy is to clarify the COM's position when there may be a perceived or real conflict of interest between a mentee and his/her mentor's other educational roles.

1) Societies Program mentors may not grade their own students in the Doctor and Patient course, which is administered by Societies Program mentors. Rather, the grade in this course is determined by the student's score on the year 2 Clinical Thinking OSCE, which is observed and graded by a Societies Program mentor different from the student's designated mentor (this policy has been in place since the Societies Program was initiated in 2006).
2) Effective immediately, the Societies Program mentors who currently serves as a block director may tabulate and report grades based on students' performance in Case-based Instruction (CBI), Team-based Learning (TL) and exams but may not independently assess individual students. A block director who is also a Societies Program mentor may not function as a regular CBI facilitator for his or her assigned mentees, because serving as a CBI facilitator requires assessment of the performance of students in their CBI group. Additionally, if a mentee challenges the overall block grade, the matter will be referred to a co-Block Director and/or the Associate Dean for Medical Student Education rather than the block director who is the mentee's designated mentor.
3) Effective fall 2013, new Societies Program mentors may not serve as block directors.
4) Effective immediately, a Societies Program mentor may not function as a regular CBI facilitator for his/her assigned mentees.
5) Effective immediately, current clerkship directors who are Societies mentors (of which there currently are two) may continue in both roles, because clerkship directors may collect, tabulate and report composite grades based on clinical performance and the clerkship final exam but may not independently assess individual students. The clerkship co-director or another faculty member heavily involved in the clerkship will compile the summary narrative and final grade for those students who are the mentees assigned to the clerkship director. Additionally, if a clerkship director's mentee challenges an overall clerkship grade, the matter will be referred to a clerkship co-director and/or the Associate Dean for Medical Student Education rather than the clerkship director.
6) Effective fall 2013, new Societies Program mentors may not serve as clerkship directors.