PRECLERKSHIP

Student Manual Class of 2026

THE UNIVERSITY OF ARIZONA
College of Medicine
Tucson

CONTENTS

About the College of Medicine

Welcome

Welcome to the University of Arizona College of Medicine – Tucson (COM-T). We pride ourselves on providing state-of-the-art programs of medical education, groundbreaking research opportunities, and leading-edge patient care. We were founded on the campus of the University of Arizona in 1967 as the state's only MD degree granting college and a resource for the people of Arizona. Today the UA College of Medicine ranks among the top medical schools in the nation for research and primary care. From an initial class of just 32 students, the UA College of Medicine today has graduated more than 4,000 physicians. College of Medicine students, faculty, staff, and alumni today continue more than 50 years of service in advancing medical care and knowledge in Arizona, and around the world.

Mission

Advancing health and wellness of our community and beyond, while embracing diversity, in the pursuit of excellence through innovation in our tripartite mission: education, research and patient care.

The University of Arizona College of Medicine –Tucson delivers cutting-edge programs in medical education, highly innovative and collaborative research opportunities, as well as advanced patient care in an environment where inclusive excellence and diversity create a foundation for community responsive action. Founded on the campus of the University of Arizona in 1967 as the state's first MD degree granting college and a resource for the people of Arizona, today the UA College of Medicine ranks among the top medical schools in the nation for research, teaching, and primary care. From an initial class of just 32 students, the UA College of Medicine today has graduated more than 4,000 physicians. College of Medicine students, faculty, staff, and alumni today continue more than 50 years of service in advancing medical care, biomedical research, and knowledge in Arizona — and around the world."

Leadership

View the online COM-T Leadership Directory.

View the online COM-T Organizational Charts.

Preclerkship Directors & Coordinators Info

Pre-Clerkship Course Directors and Coordinators AY 2022 - 2023				
COURSE	**CLASS**	**DIRECTOR & COORDINATOR**	**TITLE**	**EMAIL**
Intro to the Profession	Class of 2026	Richard Amini Violet Siwik Corelle Wickramaskera	Directors Coordinator	ramini@aemrc.arizona.edu vsiwik@arizona.edu cwickramasekera@email.arizona.e
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Nervous System	Class of 2026	Muhammad Khan Justin Rade	Director Coordinator	muhammadkhan@arizona.edu justinrade@arizona.edu
Musculoskeletal System	Class of 2026	Claudia Stanescu Jennifer Yelich	Director Coordinator	stanescu@email.arizona.edu yelichj@arizona.edu
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Digestion, Metabolism, and Hormones	Class of 2026	Dale Woolridge Justin Rade	Director Coordinator	dale@aemrc.arizona.edu justinrade@arizona.edu
Life Cycle	Class of 2025	Tejal Parikh Meranda Aguilar	Director Coordinator	tparikh@email.arizona.edu merandaa@arizona.edu
Immunity and Infection	Class of 2025	Nafees Ahmad Katherine Schumann	Director Coordinator	nafees@email.arizona.edu katschu@email.arizona.edu
Advanced Topics	Class of 2025	Dale Woolridge Jennifer Yelich	Director Coordinator	dale@aemrc.arizona.edu yelichj@arizona.edu
Doctor & Patient/Societies	Class of 2025 & Class of 2026	Colleen Cagno Kevin Moynahan Vicky Soto Angelica Gomez	Director Assoc. Director Coordinator Coordinator	colleenc@email.arizona.edu moynahan@email.arizona.edu evsoto@email.arizona.edu agomez@email.arizona.edu
Clinical Reasoning	Class of 2025 & Class of 2026	Lisa Stoneking Olivia Hung Justin Rade	Director Assistant Block Director Coordinator	lstoneking@aemrc.arizona.edu ohung@arizona.edu justinrade@arizona.edu
Pathways in Health and Medicine Curriculum	Class of 2025 & Class of 2026	Barbara Eckstein	Director	Eckstein@email.arizona.edu
Transition to Clerkships	Class of 2025	Chad Viscusi Jeffrey Dorfman	Director Coordinator	cviscusi@email.arizona.edu Jcd2@arizona.edu
Intersessions 1 **Intersessions 2**	Class of 2023 Class of 2024	Elaine Hua Situ-LaCasse Jeffrey Dorfman	Director Coordinator	esitu@aemrc.arizona.edu jcd2@arizona.edu
OSCE	Class of 2025	Colleen Cagno Vicky Soto Angelica Gomez	Director Coordinator Coordinator	colleenc@email.arizona.edu evsoto@email.arizona.edu agomez@email.arizona.edu
Preparation for Residency Bootcamp	Class of 2024	Joy Bulger Beck Travis Garner	Director Coordinator	ipartha@arizona.edu travisgarner@arizona.edu
Application of the Basic Sciences to Clinical Medicine	Class of 2023	David Bear Travis Garner	Director Coordinator	dbear@arizona.edu travisgarner@arizona.edu
Raquel Givens **Travis Garner** **Melinda Davila**	Interim Curricular Affairs Lead Interim Assistant Director, Clerkship Assistant Director, Pre-Clerkship			rrh@arizona.edu travisgarner@email.arizona.edu melindad@email.arizona.edu
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Accreditation & Quality Improvement

LCME Accreditation Resources

University & Holiday Schedule

View/download Holiday Schedule [.pdf]

College of Medicine Academic Calendar

2021-2022 Academic Calendar (Table View)
2021- 2022 Academic Calendar (Graphic View)
2022-2023 Academic Calendar (Table View)
2022-2023 Academic Calendar (Graphic View)

Dual-Degree MD Programs

The COM-T also offer a variety of Dual-Degree MD Programs.

- MD-PHD
- MD-MPH
- MD-MBA

Additional information: https://medicine.arizona.edu/education/graduate/dual-degree-md

Preclerkship Phase Expectations

We have a three-phase, progressive MD curriculum that takes a holistic view of the human body and of medical knowledge. Clinical training begins early in the educational program, and basic science lessons continue during the clinical years. Elective courses give students new perspectives and experiences and let them reflect on what they have learned previously.

Preclerkship Phase

This curriculum phase of study is defined as the first 18-months of medical school with focus on the eight basic sciences core courses, Doctor & Patient/Societies course, and the Clinical Reasoning course, including all longitudinal curriculum sessions intertwined throughout the core courses. Also introduced in this phase is the Scholarly Project requirement.

Foundations:
The six-week Foundations block fosters development of skills in evidence-based decision making, self-directed learning, communication, and professionalism, while also addressing medical- based science topics including cell biology, genetics, embryology, biochemistry, histology, pathology, the immune system, microbiology, pharmacology, and biostatistics.

Musculoskeletal System:
The six-week Musculoskeletal System block provides a basic understanding of the musculoskeletal system designed to help students approach its clinical presentation in their future clinical practice. The block discusses the location and function of bones, muscles, peripheral nerves, and vessels of the limbs; and the structure and physiology of the basic tissues of the musculoskeletal system (cartilage, bone, joint, and muscle). Students are taught to use knowledge of anatomy and the tissues to approach musculoskeletal disease and injuries. Many diseases of the musculoskeletal system overlap with diseases of other systems, such as neurological and immunological disorders; therefore, this block builds upon material learned in the Foundations and Nervous System blocks and lays the foundation for material that will be encountered in subsequent blocks. In addition, the Musculoskeletal System block covers most aspects of skin required for USMLE Step 1, including normal structure and function, as well as common skin lesions. Finally, because many musculoskeletal diseases require chronic care, material in the block addresses issues of health care delivery for disability and chronic care.

Nervous System:
The nine-week Nervous System block is a comprehensive overview of general principles in neuroscience, neuropathology, neurology, neuropharmacology, psychiatry, and social/behavioral sciences. The overarching goals are to introduce students to the structure and function of the human nervous system while integrating related histology, pathology, clinical applications in neurology, relevant psychiatry, psychopathology, pharmacological treatments, and gross anatomy of the central nervous system, head and neck. The course also introduces concepts of rehabilitation, nutrition, exercise and ethical scenarios in cases of terminal genetic diseases, and the use of narcotics.

Cardiovascular, Pulmonary, & Renal Systems:
The 11-week Cardiovascular, Pulmonary and Renal Systems block is designed to provide students with an in-depth study of the cardiovascular, lymphatic, respiratory, renal and urinary systems using an integrated approach encompassing molecular and cellular biology, anatomy, histology, physiology, pathology, pharmacology, and clinical medicine.

Through the use of small group case-based exercises and team learning formats students are provided background knowledge in the basic and clinical sciences, physical examination and laboratory and imaging findings needed to determine general priorities for basic diagnostic and treatment strategies, and the use of evidence-based approaches to evaluate clinically relevant information.

Students will also be exposed to issues of age, gender, socio-economic status, ethnicity, and culture in patient care decisions, as well as the epidemiology and statistics relevant to cardiovascular, pulmonary and renal disease. Students in the Cardiovascular, Pulmonary and Renal Systems block are expected to use technology including medical databases to advance their medical knowledge and practice-based learning.

Digestion, Metabolism & Hormones:
The nine-week Digestion, Metabolism and Hormones block offers an integrated presentation of topics focusing on digestion and absorption of food (carbohydrates, lipids and protein), water, vitamins and some minerals, nutritional aspects of macronutrients and micronutrients, fuel metabolism and storage, and the role of hormones in controlling physiological and biochemical functions in humans. The block covers:

- Functions of key digestive tissues including salivary, stomach, intestine, pancreas, gall bladder and liver
- Metabolic pathways in liver and adipose tissue that are important in fuel storage and mobilization and regulation of these systems
- Pathophysiology associated with malabsorption and the digestive tissues
- Integration of the anatomy, histology, physiology, biochemistry, pathology and pharmacology of the gastrointestinal system
- Histology, biochemistry, physiology, pathology and pharmacology as they relate to the endocrine system
- Normal nutritional requirements using this information to discuss the role of nutrition in metabolism and to evaluate the consequences of nutritional deficiencies.

Life Cycle:
The seven-week Life Cycle block focuses on the biology and medicine of human reproduction and sexuality, and normal and abnormal development throughout the life cycle. Life Cycle is designed to address reproductive anatomy, histology and physiology through the life span from conception to pregnancy, birth, infancy, childhood, adolescence, adulthood, aging and end-of-life. Life Cycle also presents the cancers of the male and female organs of reproduction.

Immunity and Infection:
The eight-week Immunity and Infection block is a presentation of microbiology, immunology, and infectious disease as well as public health and international health issues. Topics discussed include:

- The basic elements of innate and adaptive immune system from the cellular to the systems level
- The mechanisms of immunity and infectious agents and their relationship to common diseases (including diseases involving multiple systems)
- The indications for use, mechanism of action, and side/adverse effects of medications used in the treatment of immunological and infectious diseases
- Students will learn to link epidemiological, socioeconomic and cultural factors to infectious diseases and normal and abnormal functioning of the immune system, and to develop clinical hypotheses by organizing and summarizing evidence of pathophysiological function for the immune system, as well as evidence of involvement of multiple systems. Issues of environment, age, gender, socioeconomic status, ethnicity and cultural distinctiveness that impact individual patients with respect to common immunological disorders and infectious processes (e.g. HIV or staph infection) also are presented.

Advanced Topics:

The Advanced Topics Block addresses complex and multi-organ system disease processes, with an emphasis on the integration of basic science principles with clinical practice through the study of cases. Students develop "best practice" algorithmic approaches to diagnosis and treatment and incorporate the use of ancillary diagnostic methods/ procedures to monitor and manage patient outcomes. Special attention is given to evolving laboratory diagnostic approaches that use telemedicine. Course instruction promotes an understanding of how advances in the basic sciences inform future medical practice.

Basic Sciences Capstone: This six-week course is a comprehensive review of the basic sciences curriculum serving as a culminating and integrative experience to prepare students for the USMLE Step 1 exam and the Preclerkships.

Longitudinal Curriculum

Doctor & Patient / Societies:
The Doctor and Patient block (including the Societies Program) is an integrated program initiated in 2006 to teach clinical and professional skills and to provide longitudinal clinical mentoring for the students at the College of Medicine. The Societies Program has been developed to enhance the medical school experience in the following ways:

- Early instruction, from the very first day, in the development of fundamental clinical skills including communication, taking a medical history, the physical examination of patients, and clinical thinking
- Early introduction to what it means to be a medical professional and the importance of professionalism in the practice of medicine
- Provision of an ongoing support system that emphasizes both peer support and the support of dedicated medical school faculty

Clinical Reasoning:

The Clinical Reasoning course is longitudinal and runs throughout the Preclerkship curriculum during the first 18-months of medical school. It is designed to complement the Blocks, the Doctor and Patient Course, and the Societies Program. Students meet for two hours every week with their Clinical Reasoning facilitator to practice the basic principles of clinical reasoning and prepare themselves for their clinical Preclerkships. The Clinical Reasoning course uses active learning to emphasize higher-level thinking and support independent thought by the students.

Pathways of Health and Medicine:

This curriculum runs parallel to the blocks during the first 18-months of medical school. The intent of this curriculum is to provide a longitudinal behavioral, medical humanities and social sciences curriculum, for the medical education program to ensure greater alignment between biomedical science training and the preparation of future physicians required for meeting broader social expectations. The learning during this phase is comprised of the comprehensive and longitudinal care of patients in a clinical setting, as well as interactive learning sessions and simulation activities.

Scholarly Project:

The Scholarly Project is a required 4-year longitudinal course designed to stimulate critical thinking, enhance intellectual acuity and inquisitiveness, and to foster excellence in the development of clinician educators, clinician scientists and physician investigators. The SP allows medical students to conduct research with a faculty mentor on a topic of interest in the fields of health and health care, defined in the broadest sense. The primary goal is for the students to generate new knowledge, using scholarly approaches, while simultaneously helping to refine and differentiate their own career and specialty orientation prior to application for residency. The educational framework of the SP will provide all students with an understanding of basic research principles, including but not limited to the responsible conduct of research. Conducting and completing the SP will provide all students, regardless of their ultimate career path, an enhanced appreciation and understanding of the linkage between research scholarship and health and health care. https://medicine.arizona.edu/education/md-program/scholarly-project

Distinction Tracks:

Distinction tracks are educational paths that help students at the College of Medicine pursue interests in bilingual medical Spanish, community service, global health, integrative medicine, leadership and innovation in healthcare, medical education, research or rural health. These tracks integrate with the basic College of Medicine curriculum, and enrich it through special clinical, academic and research opportunities.
https://medicine.arizona.edu/education/md-program/distinction-tracks

Students are challenged in six educational competencies central to the practice of medicine: patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, and professionalism. These Educational Program Objectives can be found in their entirety on the COM-T website.

Guiding Principles for Curriculum

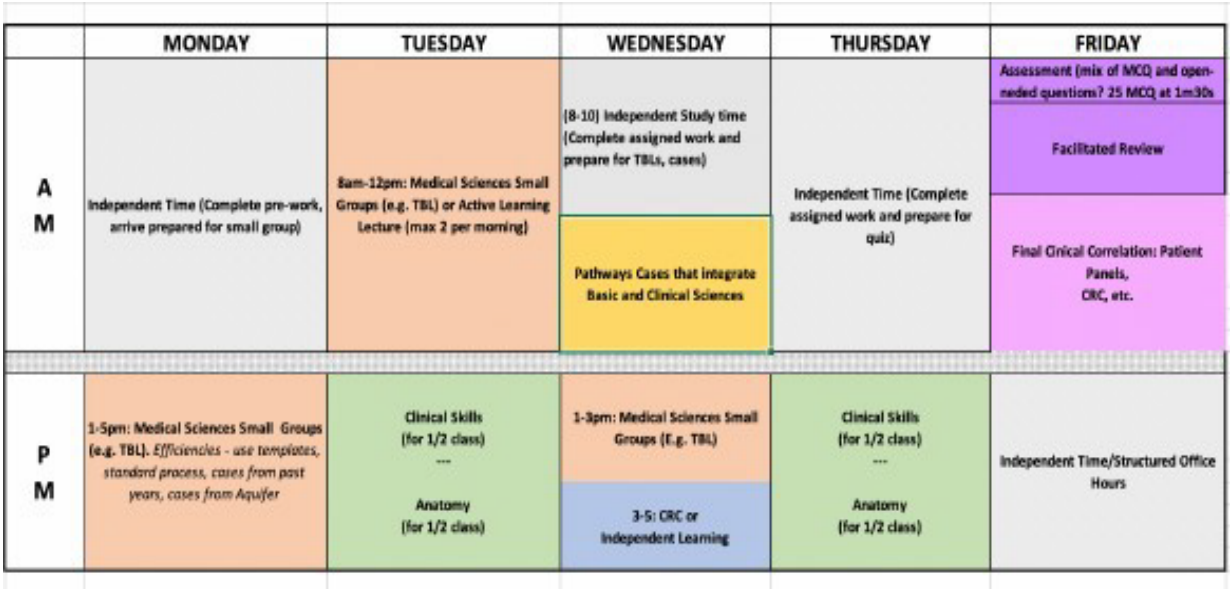
The MD curriculum is designed through educational principles that are distinctive to the program. This faculty adopt these principles to ensure medical students will be well prepared for advanced study in any clinical discipline.

Direct Link: https://medicine.arizona.edu/form/tucson-educational-policy-committee-principles-curriculum-design-years-1-and-2-com

Typical Week for Students

The COM, Curricular Affairs department is encouraging moving from lecture (low learning outcomes) to activities with high impact on learning outcomes (e.g. active learning, small groups, independent study time with guidance on how to be a self-directed learner, repeated testing with weekly quiz).

See below for example of a students' scheduled week.



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	Independent Time (Complete pre-work, arrive prepared for small group)	8am-12pm: Medical Sciences Small Groups (e.g. TBL) or Active Learning Lecture (max 2 per morning)	(8-10) Independent Study time (Complete assigned work and prepare for TBLs, cases) Pathways Cases that integrate Basic and Clinical Sciences	Independent Time (Complete assigned work and prepare for quiz)	Assessment (mix of MCQ and open-ended questions? 25 MCQ at 1m30s Facilitated Review Final Clinical Correlation: Patient Panels, CRC, etc.
PM	1-5pm: Medical Sciences Small Groups (e.g. TBL). *Efficiencies - use templates, standard process, cases from past years, cases from Aquifer*	Clinical Skills (for 1/2 class) --- Anatomy (for 1/2 class)	1-3pm: Medical Sciences Small Groups (E.g. TBL) 3-5: CRC or Independent Learning	Clinical Skills (for 1/2 class) --- Anatomy (for 1/2 class)	Independent Time/Structured Office Hours

MedLearn

MedLearn is a online learning platform for students, faculty, and staff at the University of Arizona College of Medicine-Tucson. MedLearn is UACOM-T's branded and customized version of Entrada.

MedPortal is a fully-integrated "portal" in which students, faculty, and staff enter one system that manages the entire educational ecosystem and reporting. All teaching faculty will have access to the system by logging in with their Net ID and Net ID Password.

For training, please review the MedDocs for Students website. MedDocs is a repository of resources for College of Medicine-Tucson educational applications and systems. MedDocs contains user guides, illustrations, and video demonstrations.

Direct link to MedLearn Portal: https://medportal.medicine.arizona.edu/
Direct link to MedDocs: https://meddocs.medicine.arizona.edu/
Direct link to MedLearn Reports: https://medreports.medicine.arizona.edu/

Educational Program Objectives

Patient Care (PC)

Graduates obtain appropriate histories; perform skillful, comprehensive, and accurate patient examinations; and develop appropriate differential diagnoses and management plans. Graduates will recognize and understand the principles for managing life-threatening situations. They will select, perform, and accurately interpret the results of laboratory tests and clinical procedures in order to provide patient-centered care that results in high-quality outcomes. Graduates will be able to:

- PC-01 Obtain an accurate medical history that covers all essential aspects of the history
- PC-02 Perform both a complete and an organ system specific examination
- PC-03 Identify appropriate diagnostic procedures, perform those commonly used, and correctly interpret the results
- PC-04 Reason deductively and efficiently to reach a diagnosis for patients with common medical conditions
- PC-05 Outline an optimal plan of management for patients with common medical conditions, and describe prevention plans for common conditions
- PC-06 Recognize patients with immediate life-threatening conditions regardless of etiology, and institute appropriate initial treatment
- PC-07 Demonstrate knowledge of the principles of rehabilitation, long-term care, and palliative and end-of-life care
- PC-08 Provide appropriate care to all patients, regardless of any individual characteristics, background, or values
- PC-09 Provide health care services as well as health education that empower patients to participate in their own care and that support patients, families, and communities in preventing health problems and maintaining health

Medical Knowledge (MK)

Graduates apply problem solving and critical thinking skills to problems in basic science and clinical medicine. They demonstrate knowledge about (1) established and evolving core of basic sciences, (2) application of sciences to patient care, and (3) investigatory and analytical thinking approaches. Graduates will demonstrate their knowledge in these specific domains:

- MK-01: Core of basic sciences
- MK-02: The normal structure and function of the body as a whole and of each of the major organ systems
- MK-03 The molecular, cellular, and biochemical mechanisms of homeostasis
- MK-04 Cognitive, affective, and social growth and development
- MK-05 The altered structure and function (pathology & pathophysiology) of the body/organs in disease
- MK-06 The foundations of therapeutic intervention, including concepts of outcomes, treatments, and prevention, and their relationships to specific disease processes
- MK-07 The many and varied social determinants of health and disease

- MK-08 The legal, ethical issues and controversies associated with medical practice
- MK-09 Critical thinking about medical science and about the diagnosis and treatment of disease
- MK-10 The scientific method in establishing the cause of disease and efficacy of treatment, including principles of epidemiology and statistics
- MK-11 The effective use of information technology to acquire new information and resources for learning

Practice Based Learning and Improvement (PBLI)

Graduates are prepared to practice medicine today and in the future within the context of society and its expectations. They use evidence-based approaches, demonstrating proficiency with information retrieval and critical appraisal of the medical literature to interpret and evaluate scientific and patient care information. They are dedicated to continuous learning within the science of healthcare delivery. They understand the limits of their own personal knowledge, remediate inadequacies to remain current, and integrate increased self-knowledge into their daily activities. At the time of graduation, students have not yet established a practice but nonetheless will demonstrate an awareness of and an understanding of general principles for:

- PBLI-01 Identifying strengths, deficiencies and limits in one's knowledge and expertise
- PBLI-02 Identifying and performing learning activities that address gaps in one's knowledge, skills, or attitudes
- PBLI-03 Incorporate feedback into clinical practices
- PBLI-04 Remaining informed about new, most current practices on national and international levels
- PBLI-05 Locating, appraising, and assimilating evidence from scientific studies related to clinical care
- PBLI-06 Participating in the education of patients, families, students, trainees, peers, and other health professionals
- PBLI-07 Obtaining information about the populations and communities from which individual patients are drawn and applying it to the diagnosis and treatment of those patients
- PBLI-08 Understanding the population, background, socio-economic, and community factors that can affect health and health care delivery for individual patients
- PBLI-09 Identifying and critically analyzing the role and cost-benefits of guidelines, standards, technologies, and new treatment modalities for individual patients
- PBLI-10 Describing the causes and systemic approaches to prevent medical errors and provide a safe environment for patient care

Interpersonal and Communication Skills (ICS)

Graduates demonstrate interpersonal and communication skills that result in the effective information exchange and collaboration with patients, their families, and health professionals. They use effective communication skills with patients, families, and the community to educate and promote health and wellness. Graduates will demonstrate the ability to:

- ICS-01 Develop a meaningful therapeutic and ethically sound relationship with patients and their

families across diverse backgrounds

- ICS-02 Effectively communicate with patients and families by understanding and appropriately responding to emotions, using listening skills, nonverbal, explanatory, questioning and writing skills to elicit information and manage interactions
- ICS-03 Document and present patient data and clinical information in an organized, accurate, legible and/or verbally clear manner
- ICS-04 Encourage patients' health and wellness through appropriate health education
- ICS-05 Engage in collaborative communication when working within a team of one's profession or as part of an interprofessional team

Professionalism (PRO)

Graduates are committed to carrying out professional responsibilities, demonstrating compassion, adhering to ethical principles, and are sensitive to diverse patient populations. Graduates respect patients, families, and professional colleagues and are advocates for improving access to care for everyone. Graduates will exemplify a professional character that exhibits:

- PRO-01 Compassion, integrity, and respect for others
- PRO-02 Respect for patients' autonomy, privacy, and dignity
- PRO-03 Respect for patients' race, sex, ethnicity, culture, ability, disability, socioeconomic status, education level, language, religion, spiritual practices, sexual orientation, gender identity, geographic region, age, country of origin, education, and genetics
- PRO-04 Integrity, reliability, dependability, truthfulness in all interactions with patients, their families, and professional colleagues
- PRO-05 A responsiveness to patient's needs and society that supersedes self-interest
- PRO-06 The skills to advocate for improvements in the access of care for everyone, especially vulnerable and underserved populations
- PRO-07 A commitment to excellence and on-going learning, recognizing the limitations of their personal knowledge and abilities, and the capacity to effectively address their own emotional needs
- PRO-08 Knowledge of and a commitment to uphold ethical principles in such areas as the provision of care, maintaining confidentiality, and gaining informed consent
- PRO-09 An understanding of and respect for the contributions of other health care disciplines and professionals, and appropriate participation, initiative, and cooperation as a member of the health care team

Systems-based Practice and Population Health (SBP)

Graduates demonstrate awareness of and responsiveness to the context and system of health and healthcare. They recognize health disparities and can effectively call on system resources to provide optimal care. Graduates are able to work with patients both as individuals and as members of communities and take this into account when performing risk assessments, assessing symptoms, diagnosing illnesses, making treatment plans and considering the patient care and systems-level implications of their work. Graduates will demonstrate:

- SBP-01 An understanding of how patient care and professional practices affect health care professionals, the health care organization, and the larger society and how these elements of the system affect their own practice
- SBP-02 An understanding of factors involved in healthcare disparities and how to optimize care for vulnerable or underserved populations
- SBP-03 Knowledge of how types of medical practice and delivery systems differ from one another
- SBP-04 An understanding of how to practice cost-effective health care and resource allocation that does not compromise quality of care
- SBP-05 Advocacy for quality patient care and access for all people, including the underserved, and a commitment to assist patients in dealing with system complexities
- SBP-06 The capacity to partner with health care managers and health care providers to assess, coordinate and improve health care and knowledge of how these activities can affect system performance
- SBP-07 An understanding of the physician's role and responsibilities to promote the health of the community and the underlying principles of preventive medicine and population-based health care delivery
- SBP-08 The ability to acquire relevant information about the health of populations or communities and use this information to provide appropriate services
- SBP-09 The ability to appropriately mobilize community-based resources and services while planning and providing patient care

Additional Information: https://medicine.arizona.edu/education/md-program/educational-program-objectives

Preclerkship Course Objectives

Each preclerkship course has identified course objectives. A course objective forms the foundation of a block, specifying a behavior, skill, or action that a student will be able demonstrate achieved mastery by the end of the course. The individualized course objectives can be found on the course page within MedLearn.

Direct link: https://medlearn.medicine.arizona.edu/courses

Preclerkship Session Learning Objectives

Learning objectives are brief statements that describe what students will be expected to learn by the end of a session event. Each faculty will have clear learning objectives within their lecture notes. The teaching faculty will need to make selections for the curricular connections competencies, educational program objectives (EPOs), disciplines and threads (woven throughout multiple courses throughout the

medical school curriculum) that most accurately describe the connection of this session to the curriculum.

The lecture note template will have drop down boxes for the teaching faculty to be able to make selections for each item defined. Place your mouse over each section to identify the descriptive options.

Example:
Learning Objective #10: Summarize the symptoms of a patient that suffers from a Brown Sequard Syndrome, from Tables Dorsalis, from a Syringomyelia at the cervical level, and occlusion of the spinal anterior artery at the lumbo-thoracic level.

Related Course Obj (COs)	Related Learn Obj (LOs)	Competency\EPO	Disciplines	Threads
CO-02	LO#10	MK-05: The altered structure and function (pathology & pathophysiology) of the body/organs in disease	Neuroscience	Health & Individual: Chronic Care

Medical students are assessed by answering exam questions that are tied to the learning objectives.

Curriculum Governance: Roles of TEPC, TCMS, & TCCS

Educational objectives that define the educational program leading to the M.D. degree will be produced and published by the TEPC and approved by the General Faculty. These are the objectives to which student learning will be assessed, and against which evaluations of effectiveness and outcomes will be measured. To that end, the Committee will:

- Ensure the design and delivery of the educational program complies with all affecting accreditation standards;
- Ensure the educational objectives are matched to assessable competencies expected of physicians by the profession at large and by the public;
- Ensure the educational program in place enables students to meet the educational objectives.

It is the responsibility of the Committee to ensure the educational program reflects the most contemporary knowledge and practices surrounding medical education. To that end the Committee will institute structures and procedures that:

- Establish a regular system for review of the educational program and its objectives that include mechanisms for major renewal of its design and processes as needed.
- Establish routine opportunities and procedures that promote exploration and innovation in the design and delivery of instructional components.
- Establish, with the College Administration, a college wide system of incentives and/or tangible rewards for faculty and other educators to demonstrate excellence in instructional innovation.

It is the responsibility of the Committee to ensure student performance is assessed accurately, fairly, and appropriately. To that end the Committee will institute policies and procedures to:

- Establish policies on grading, examination retakes, student progression, and remediation of course failures.
- Establish policies on the format and frequency of examinations;
- Require that, in addition to item authors, all examination items will be reviewed and evaluated by other content experts and experts in student assessment;
- Require that performance assessment plans include all competencies, including practicum type examinations involving patient care skills (e.g., Objective Structured Clinical Examination (OSCEs);
- Establish policies on narrative and formative feedback to students on their performance.

Standards and Requirements of the Educational Program

The TEPC makes program wide standards. To that end it is within the purview of the Committee to determine and make recommendations to the general faculty:

- University and accreditation compliant, credit hour graduation requirements;
- Advancement and graduation requirements of noncredit bearing content based upon the stated educational objectives (e.g., OSCE, USMLE requirements).

Management and Evaluation of the Educational Program

The TEPC is responsible for the efficient and effective delivery of the educational program. To meet this responsibility, it is within the purview of the Committee to:

- Establish subcommittees, the primary responsibilities of which are oversight of the design, management, and evaluation of instructional components (e.g., curriculum management committees) ;
- Establish program wide standards for the design and delivery of curricular components (e.g., equivalency issues among sites; common formats of evaluations) ;
- Approve proposals, and provide opportunities for contribution by the general faculty toward the addition, deletion or major change to curricular blocks and courses, including those that are campus specific;
- Approve the overall design of the curriculum, including the published time allotted to curricular components and their order of placement in the academic calendar; establish systems of oversight to assure the day-to-day delivery of the educational program is constructive, efficient, and congruent with its objectives (e.g., panel of measurements; Team Learning (TL) scores; failure rates);
- Approve proposals that change the structure or content of the curriculum beyond that established by the Committee (e.g., proposals for grants that enhance particular aspects of the curriculum).

The TEPC is responsible for maintaining the highest standards of quality for the educational program. To meet this responsibility, it is within the purview of the Committee to:

- Establish subcommittees and their functions, the primary responsibilities of which are to design and administer evaluation efforts that accurately report on the quality of the educational program (e.g., Evaluations Subcommittee);
- Approve the representation, membership and leadership requirements of its standing and ad hoc subcommittees;
- Collaborate with the Associate Dean of Curricular Affairs and other consultants to identify faculty for key curricular leadership positions (e.g., Block, Thread, Clerkship, Society, Elective, and Discipline Directors);
- Establish systems for reporting contemporary data to the Committee regarding the ongoing quality of educational program and the degree to which its objectives are supported (e.g., annual reports, review reports);
- Require and approve standards for instruction including, but not limited to, weekly hour limits for instructional methods (e.g., lectures, team learning, Case-Based Instruction (CBI), instructional experiences (e.g., labs, clinical rotations; patient encounters), and pedagogical congruency of methods with respect to student preparedness;
- Review and grant prior approval for all credit bearing courses and experiences offered at all sites;
- Review and grant prior approval for all noncredit bearing courses and experiences that may impact instructional time, or time required of students for independent study (e.g., enrichment electives, CUP, scheduled review sessions);
- Assess proposed noncurricular projects that may encroach upon students' learning time (e.g., cooperative surveys, interviews external to the educational program).
- Instruction and Learning

The TEPC is responsible for ensuring that the educational program provides an enriched environment in which students learn. To meet this responsibility it is within the purview of the Committee to:

- Ensure that the designs of curricular components, including performance assessment, take into consideration student readiness, maturation and sophistication, relative to their locations in the educational program;
- Ensure effective means are employed by which faculty in key educational leadership positions understand and apply student development theory (related to the progression of student maturation and sophistication) across the curriculum;
- Ensure effective means are employed by which facilitators and those who supervise or teach medical students understand the learning objectives and instructional methods for the experiences in which they are involved;
- Establish with the College Administration ongoing programs for comprehensive faculty development, including the areas of instructional design, learning assessment, interactive lecture skills, learning facilitation and mentorship;
- Establish and enforce performance standards regarding educational practices required of faculty for participation in the educational program (e.g., timely preparation of course materials, adherence to instructional templates and methods of instruction);
- Encourage and support student participation in opportunities for scholarly research, service learning and other activities benefiting their development as medical practitioners (e.g.,

research, enrichment electives, seminars, personal interests).

The TEPC is responsible for ensuring that the educational program provides students with reasonable institutional support toward meeting graduation requirements. To meet this responsibility it is within the purview of the Committee to:

- Establish policies and procedures that attend to issues arising out of the circumstances of individual students (e.g., exceptions to policy, exemptions from required experiences);
- Endorse or approve in agreement with the Student Progress Committee, standards by which administrative processes are applied fairly and uniformly to all students (e.g., petitions, appeals).

Preclerkship Formative Feedback

The program evaluation and student assessment unit within the Office of Curricular Affairs evaluates the medical curriculum and the quality of student assessment procedures at the University of Arizona College of Medicine – Tucson. We provide high-quality, independent, and timely information to inform curricular decision making by pre-clinical and clinical faculty, educational committees, department heads, and administrative leadership.

We strive to use best practices and current research in medical education in the holistic assessment and evaluation of our students at COM-T. Various types of assessment and evaluation methods and data are used which include surveys, focus groups, narrative feedback, standardized national exams, etc. Our work is informed using the COM-T Educational Program Objectives and Competencies. These competencies include Patient Care (PC), Medical Knowledge (MK), Practice Based Learning and Improvement (PBLI), Interpersonal and Communication Skills (ICS), Professionalism (PRO), and Systems-based Practice and Population Health (SBP). If you have any questions, please consult with the Preclerkship Coordinator.

Assessment of Student Performance

Assessment of student performance will be collected via the MedLearn online system. The Protocol & Standards for Electronic Exams establishes procedure for students in Years 1 and 2 who will use the ExamSoft examination system for graded and non-graded assessments. The policy is in place in an effort to ensure that students have efficient, fair and positive experiences on assessment days.

Grading Criteria

The grade in a preclerkship block is based on a student's performance in the six competencies. The final grade is a composite grade, using a formula designed by each preclerkship director, the common assessment form, test scores, and other evaluation tools. The full grading and progression policy can be found at Grading and Progression Policy.

Professionalism Grade
Professionalism accounts as part of student grades. A significant lapse and/or a pattern of lapses will result in a deduction. The Preclerkship Block Director makes the final decision. It is expected that most students will receive full credit.

The following list, while not exhaustive, should help clarify what is included in the Professionalism grade throughout the preclerkships. In addition, students are expected to follow the College of Medicine – Tucson policies for Professionalism and Integrity found in the student policies.

Students will:

- Complete credentialing paperwork and site-specific requirements such as, but not limited to, fingerprinting and drug screening, by the stated deadline.
- Complete assignments by due date. This includes, but is not limited to, the following:
- MedLearn (Duty hours, H&P feedback, Patient Logs)
- Surveys (e.g. New Innovations)
- Written History and Physicals
- Mid-Preclerkship form
- Return of books and other borrowed items
- Respond to emails in a timely manner (within 2 business days).
- Refrain from using cell phones during meetings/sessions/didactics.
- Always inform your team/preceptor of your whereabouts.
- Be considerate to staff, faculty, residents, and/or patients.
- Be on time for required meetings/sessions and do not leave without permission or until dismissed.
- Sign-in for didactics or other activities where requested ONLY for yourself.

- Be punctual and comply with NBME Shelf Exam rules.
- Obtain advance permission from the Preclerkship Director/Coordinator for absences from activities and/or wards; inform appropriate residents and/or attendings.

The College of Medicine Preclerkship Program reserves the right to assign a failing grade for the entire preclerkship, if a student performs in an unprofessional manner in terms of interactions with patients and other health professionals, completing assignments, attendance at scheduled activities, or other inappropriate actions or activities.

Academic Participation Requirements

Diversity Statement

The mission of the Office of Diversity, Equity and Inclusion at the University of Arizona College of Medicine – Tucson is to create an inclusive environment where all students, residents/fellows, faculty and staff will thrive. We seek to engage a diverse constituency that values equity and inclusion, celebrates our differences, builds advocates and allies, and excels in training to provide equitable care and biomedical research to benefit all patients.

The University of Arizona College of Medicine – Tucson is on the land and territories of Indigenous peoples. We recognize and acknowledge the people, culture and history that make up the Wildcat community. Recognizing this privilege, respect for all dimensions of diversity is essential to the successful attainment of our mission. We are committed to promoting health, improving wellness and diagnosing and treating disease for all the people of Arizona and beyond, through innovation in education, research, and patient care.

The UA College of Medicine – Tucson expresses its commitment to diversity by:

Educating, training and employing diverse students, residents/fellows, faculty and staff,
Fostering the development of personal attributes in each member of its academic community that are necessary to achieve its mission,
Encouraging and supporting culturally relevant scholarly activities, that acknowledge and respect systems of healing that emerge from different traditions, and
Providing a culturally humble, inclusive and respectful environment.

COM Requirements for Student Participation in Preclerkship Phase

1. **Basic Life Support (BLS):** A valid Basic Life Support course completion card is required for student participation in the Preclerkship Phase. This requirement must be completed prior or during Transition to Preclerkships. Certification is valid for two years. Proof of certification must be submitted to the Student Affairs office and kept in the student record.

2. **Mask Fit Testing:** Prior to beginning the Transition to Preclerkship course, students must have been fitted for respirators that fit tightly to their face in accordance with OSHA protection standards. The University of Arizona (UA) Risk Management Services administers the UA Respiratory Protection Program. Proof of certification must be submitted to the Student Affairs office and kept in the student record.

3. **Observed History and Physical:** Students are required to be observed at least once per Preclerkship taking a medical history (partial or complete) and performing a physical exam (partial or complete). Students must document this observation in MedLearn. Under the H&P

tab on your home page, enter the date of the observation, the name of the observer, and whether the observer was a faculty/preceptor or resident. It is only necessary to document one observation per Preclerkship.

Student Health & Safety

The safety and security of our students is of utmost importance. Students should review all relevant safety, emergency contact information, hospital codes, evacuation plans, security policies and procedures at assigned locations. Emergency contact information for the student and for the facility that they are attending should be distributed to each party and maintained in a previously identified location. For additional information and policies related to student health and safety, please visit the College of Medicine – Tucson Student Policies, Student Safety and Security section.

Student Occupational Exposure:
In the event a students is exposed (i.e. needle stick, inhalation, mucus membrane or skin exposure or percutaneously to infectious agents and/or hazardous materials including blood/body fluids) while engaged in a University-sponsored educational program, the student must seek and obtain prompt medical attention, including counseling, prophylactic drug treatment, and baseline and follow up laboratory values, as necessary. See policy regarding Student Exposure.

Urgent/Emergent Health Care Services:
If a student participating in a preceptorship or a rural health professions placement located outside Tucson or Phoenix requires urgent or emergency health service, their preceptors will refer the student to another member of the practice or another physician 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. The preceptor will assure that the medical student is directed to services in a timely manner. In the event of any emergency related to the student from the University Of Arizona College Of Medicine - Tucson, the Student Affairs office should also be contacted:

Tucson
Office of Student Affairs
Dr. Richard Amini, Interim Associate Dean of Student Affairs
Contact number: **520-626-6312**

Disability Resources

The University of Arizona is committed to inclusion and accessibility. The Disability Resource Center (DRC) is the campus department designated by the University to determine and provide access to

University classes, programs, and activities for disabled individuals on main campus, Banner University Medical Center – Tucson, Banner University Medical Center - South, College of Medicine – Phoenix, and UA Online. Through an interactive process, DRC facilitates access either through determining a reasonable accommodation or by redesigning aspects of a university experience. The processes are designed to be convenient for students.

Accessibility and Accommodations:
It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let the Preclerkship Coordinator know immediately. You are also welcomed to contact Disability Resource (520-621-3268) to establish reasonable accommodations.

Disability Resource Center
1224 E. Lowell St.
Tucson, AZ 85721
drc-info@email.arizona.edu

Disability Insurance:
The College of Medicine has secured a group disability insurance plan through Guardian for all medical students. This plan is both comprehensive and affordable and does not require any pre-issuance testing or medical examinations. Click for more info.

Student Success

The Office of Student Success aims to support all students in meeting their academic potential through the delivery of evidence-based academic support services and resources. We work in collaboration with departments, units and offices across the college to empower students to develop a life-long learner mindset in pursuit of academic excellence.

Additional Information: https://medicine.arizona.edu/students/student-affairs/student-success

Academic Policies & Institutional Resources

Attendance & Absence

- **Attendance and Absence Policy**
  This policy establishes guidelines and procedures for attendance and absences during all phases of the Medical Student curriculum.

- **Commitment to Underserved People Program Attendance Policy (COM)**
  The attendance policy for students in the Commitment to Underserved People (CUP) program, updated 10/06/2014.

- **Leave of Absence Policy (COM)**
  Leave of Absence policy from the Educational Policy Committee.

- **Medical Student Duty Hours Policy (COM)**
  Duty hour policy created to parallel ACGME standards, with the understanding that medical students are supervised in all patient care activities and do not make independent patient care decisions.

Diversity

- **Diversity Statement (COM)**
  A statement affirming the commitment of the College of Medicine – Tucson to diversity, approved by the Faculty in November, 2010. The Office of Institutional Equity oversees policies and procedures related to diversity and non-discrimination in... **more**

- **Non-Discrimination and Anti-Harassment Policy (UA)**
  The University of Arizona is committed to creating and maintaining an environment free of discrimination. This policy defines discrimination and harassment, and explains the obligations of the UA and all employees, students, and other community... **more**

Grading & Progression

- **Code of Academic Integrity (UA)**
  "Integrity and ethical behavior are expected of every student in all academic work," per this UA policy.

- **Grade Appeals**
  A student may appeal a final grade for a course, block, elective or clerkship if the student believes that the grade does not adequately represent their performance in the course.

- **Grading and Progression Policies for Years 1-4 (COM)**
  This policy comprehensively defines the ways that medical students' academic performance is assessed. This policy also outlines processes for remediating or otherwise responding to unsatisfactory performance, up to and including dismissal from the College of Medicine – Tucson.

- **Honor Code Policy and Committee Procedures and Process for Dismissal**
  This policy outlines the principles of academic integrity and the rules governing the student honor code committee.

- **Preclerkship Faculty Evaluation Policy**

- **Student Appeals Committee Procedures**

- **Student Challenges of Exam Items Policy**
  This policy is intended to describe the process for student challenges to Pre- Clerkship high-stakes exam items and any resulting grade changes that might take place after a post exam review.

- **Student Progress Committee Procedures and Process for Dismissal**

- **Student Survey Policy & Procedures**
  All student surveys must be reviewed and approved through the Office of Curricular Affairs prior to disseminating and gathering survey data of UACOM-T medical students. Local concerns with students being over- surveyed echo national concerns of... more

- **Teacher-Learner Compact (COM)**
  Mutual responsibilities among learners, educators and administrators at the College of Medicine – Tucson.

- **Technical Standards for Medical Students (COM)**
  To ensure that incoming medical students are able to complete the entire curriculum established by the College of Medicine, the College requires that each student be able to meet the technical standards defined in this document.

Graduation Requirements

- **Curriculum & Enrollment Policies**
  These enrollment policies outline which blocks, courses, clerkships and electives students must enroll in to graduate with the MD degree.

- **Grading and Progression Policies for Years 1-4 (COM)**
  This policy comprehensively defines the ways that medical students' academic performance is assessed. This policy also outlines processes for remediating or otherwise responding to unsatisfactory performance, up to and including dismissal from the... **more**

- **Policy on Curricular Change (COM)**
  A policy specifying that the MD curriculum and graduation requirements may evolve during a student's time at the College of Medicine – Tucson.

Professionalism & Integrity

- **Attributes of Professional Behavior (COM)**
  These Attributes of Professional Behavior describe behaviors that medical students are expected to develop during the course of their education, both in the classroom and in the community in which the educational mission operates.

- **Code of Academic Integrity (UA)**
  "Integrity and ethical behavior are expected of every student in all academic work," per this UA policy.

- **Fingerprinting and Background Checks (COM)**
  Policy regarding fingerprinting and background check requirements for students at the College of Medicine.

- **Gross Anatomy Lab Rules and Regulations (COM)**
  This policy reflects the expected behaviors that allow unsupervised access to the Gross Anatomy Lab.

- **Non-Discrimination and Anti-Harassment Policy (UA)**
  The University of Arizona is committed to creating and maintaining an environment free of discrimination. This policy defines discrimination and harassment, and explains the obligations of the UA and all employees, students, and other community... **more**

- **Professional Conduct Policy (COM)**
  Professionalism policy and procedures for learners and faculty.

- **Professionalism Policies Overview (COM)**
  Overview of policies governing professionalism for all College of Medicine students, staff members and faculty.

- **Protected Health Information and HIPAA Policy (UA)**
  The University of Arizona policy on Protected Health Information and the Health Information Portability and Accountability Act (HIPAA). Additional information is also available from the Office for the Responsible Conduct of Research.

- **Social Media Guidelines for Individuals (COM)**
  Guidelines for the responsible use of social media by individuals affiliated with the College of Medicine.

- **Student Code of Conduct (UA)**
  Overall student code of conduct policy for the University of Arizona.

- **Student Disciplinary Procedures (UA)**
  Policy governing student disciplinary procedures at the University of Arizona.

- **Student Dress Code (COM)**
  Dress code for MD students.

- **Student Progress Committee Procedures and Process for Dismissal**

- **Student use of University-Sponsored Educational Material (COM)**
  Covers student use of educational material posted on MedLearn Online which contains material not licensed for distribution outside our curriculum.

- **Teacher-Learner Compact (COM)**
  Mutual responsibilities among learners, educators and administrators at the College of Medicine – Tucson.

Student Safety & Security

- **COVID-19 Pandemic N95 Mask Policy**
  This policy is intended for all medical students in their clinical rotations. All Personal Protective Equipment (PPE) supplies are to be provided by the clinical site. If the site or learners rotating to that site require specialized PPE, they must... **more**

COVID -19 Response: Face coverings

Based on current public health conditions and aligned with CDC Guidance masks are recommended, but not required, in most indoor spaces including classrooms. More on COVID-19 response

- **Gross Anatomy Lab Rules and Regulations (COM)**
  This policy reflects the expected behaviors that allow unsupervised access to the Gross Anatomy Lab.

- **International Travel Policy (UA)**
  The Interim International Travel Policy of the University of Arizona applies to students, faculty and staff. Also see the International Travel Registration and Resources Portal, which provides a variety of tools and resources for those planning to... **more**

- **Protected Health Information and HIPAA Policy (UA)**
  The University of Arizona policy on Protected Health Information and the Health Information Portability and Accountability Act (HIPAA). Additional information is also available from the Office for the Responsible Conduct of Research.

- **Student Occupational Exposure Policy (UAHS)**
  Establishes policy and procedures for student occupational exposure to potentially infectious agents and/or hazardous materials. Also known as the "needle stick" policy.

- **Student Safety Information**
  Key information for general student safety. Includes Blue Light maps, phone number, procedures, and alerts.

- **Supervision of Medical Students in Clinical Learning Situations (COM)**
  Governs the requirement to supervise medical students in clinical situations, including definitions of the supervising physician, levels of supervision, and the procedures for such supervision.

Student Health

- **Immunization Requirements (UA)**
  University of Arizona policy on required immunizations of students.

- **Leave of Absence Policy (COM)**
  Leave of Absence policy from the Educational Policy Committee.

- **Mandatory Health Insurance Policy (COM)**
  A policy detailing the requirement for medical students to carry health insurance coverage.

- **Student Occupational Exposure Policy (UAHS)**
  Establishes policy and procedures for student occupational exposure to potentially infectious agents and/or hazardous materials. Also known as the "needle stick" policy.

Technology

- **Computer Requirement Policy for Incoming Medical Students (COM)**
  This policy explains the student laptop requirement and sets the minimum technical specs for students who will graduate in 2019.

- **Electronic Medical Record Policy**
  This policy outlines the expectations for medical student use of Electronic Medical Record systems they interact with in the clinical setting.

- **Social Media Guidelines for Individuals (COM)**
  Guidelines for the responsible use of social media by individuals affiliated with the College of Medicine.