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Welcome/Introduction

Welcome to the University of Arizona College of Medicine clerkships. Whether you are an academic faculty member, a faculty community preceptor, a faculty rural preceptor, a fellow, or a resident, we thank you for your dedication to teaching our medical students. We appreciate the time and effort that you devote and are certain that you will find the following material useful. Please note that in addition to this General Clerkship Instructor Manual, each departmental clerkship will also be providing you with a specific clerkship manual as it pertains to their specialty.

About the College of Medicine – Tucson

The University of Arizona College of Medicine – Tucson provides state-of-the-art programs of medical education, groundbreaking research opportunities, and leading-edge patient care. 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 continues more than 50 years of service in advancing medical care and knowledge in Arizona—and around the world.

College of Medicine Leadership

Leadership
Organizational Charts

College of Medicine Academic Calendars

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

Attendance and Absence

Attendance and Absence Policy for Clerkships

This policy establishes guidelines and procedures for attendance and absences during all phases of the Medical Student curriculum.

Absence Policy
Click & Go!
Medical Student Duty Hours Policy

Instructors, faculty, and community preceptors share a responsibility to ensure that students are not working beyond the confines of the policy.

Disability Resources

Disability Resource Center

Disability is an aspect of diversity that is integral to our society and to the University of Arizona campus community.

The Disability Resource Center collaborates with students, faculty and staff to create educational environments that are usable, equitable, sustainable and inclusive of all members of the university community. However, if a student encounters academic or physical barriers on campus, DRC staff is available to partner with the student in finding good solutions or to implement reasonable accommodations. Students who are granted DRC accommodations must still meet the core technical standards as defined in the Technical Standards for Medical Students.

Accessibility and Accommodations:

It is the University’s goal that learning experiences be as accessible as possible. If a student anticipates or experiences physical or academic barriers based on disability or pregnancy, please let the clerkship know immediately. Students are also welcomed to contact Disability Resources (520-621-3268) to establish reasonable accommodations.

Electronic Medical Record

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.

Office of Institutional Equity

Information for Supervisors

The University of Arizona (UA) is committed to creating a work environment that is safe, inclusive, and free of discrimination and harassment. UA’s Nondiscrimination and Anti-harassment Policy prohibits discrimination on the basis of:

- Race
• Age
• Color
• Disability
• National Origin
• Veteran Status
• Sex
• Sexual Orientation
• Religion
• Gender Identity
• Genetic Information

Employees or agents of the University who (a) supervise other employees, graduate or undergraduate students, contractors, or agents; (b) teach or advise students or groups; or (c) have management authority related to a University-sponsored program or activity are required to:
  • Promptly notifying the Office of Institutional Equity (OIE) if you are informed of or have a reasonable basis to suspect someone has violated the UA’s Nondiscrimination and Anti-harassment Policy;
  • Promptly notifying the Dean of Students Office if the alleged policy violator and the person who is the subject of the conduct are students; and
  • Engaging in appropriate measures to prevent violations of this policy.

You can file a formal complaint of discrimination with OIE within 180 days of the most recent incident of discrimination, in accordance with our Procedures. You can also contact the office anonymously if you would like to receive information or ask questions.

For more information, please see the list of Policies and Procedures FAQ’s.

**Faculty Appointments**

The following is a description of the process to obtain a faculty title so that preceptors may work with medical students at the University of Arizona College of Medicine-Tucson.

Qualifications:
  • Preceptors should be board eligible or possess certification within their specialty. A current Arizona medical license (without restrictions) is required.

Document required from preceptor:
  • A current CV. Any gaps in employment should be explained. Include a date of birth.

Supporting documents provided by the University of Arizona College of Medicine:
  • Two letters of recommendation for associate faculty. Letters will be written by the Associate Dean, Curricular Affairs and the Assistant Dean, Curricular Affairs.
  • One additional letter of recommendation is required for affiliate faculty (in Tucson, those who are full time employees of Banner, TMC or SAVAHCS).
  • Letters from other sources that can speak to the preceptor’s teaching and educational interests are encouraged.
Once the documents have been collected, they will be forwarded to the respective clinical department for review and approval. These documents will then be sent to the Office of Faculty Affairs in the College of Medicine for final approval.

The last step is the Designated Campus Colleague (DCC) process. DCCs will receive (3) three emails which will be sent to their personal email addresses.

- The first two emails provide the Employee ID (Emplid), PIN and instructions for creating a NETID and a University of Arizona email account.
- The third email provides instructions for finalizing the DCC relationship in UAccess Employee-Self Service. The NETID steps should be completed before advancing to this last email.

At the conclusion of this process, the preceptor is eligible for benefits. These include a 10% discount on any in-store or phone purchases at the University of Arizona Bookstores using a CAT card, access to UpToDate, library access, and 10 free credits of continuing medical education available at The Virtual Lecture Hall. Please contact the assistant director, clinical education for more information regarding how to obtain these resources (520-626-6464).

For more information, see the Process for Vetting Community Faculty Preceptors (COM) at: http://medicine.arizona.edu/form/process-vetting-community-faculty-preceptors-com

**Faculty Policies**

**Clerkship Directors & Site Directors Meetings and Site Visits**

Policy designating the responsibilities of clerkship directors, coordinators, and site directors/preceptors to regularly meet.

**Orientation of Faculty and Residents to Clerkships**

Attending physicians and residents participating in an educational clerkship must understand the learning objectives for that clerkship, as well as the broader program objectives of the College of Medicine – Tucson curriculum. This policy states that requirement, and defines processes to ensure that it is met.

**Faculty Instructional Development Policy**

The UA COM Faculty Instructional Development policy requires that all residents who teach medical students participate in two hours per year of training to develop or enhance their teaching and assessment skills. In the first year of residency, this training requirement is satisfied by attending the Residents as Educators Orientation in late June. Training is
offered by Curricular Affairs; for more information, visit the web page for Residents as Educators.

The “Residents as Educators (RAE) Program” provides instructional development support for all residents teaching medical students in the above discussion areas. Residents are to complete the RAE training as part of their orientation. RAE materials and information are located on the COM-T Faculty Instructional Development RAE site and summarized here: https://fid.medicine.arizona.edu/sites/default/files/u4/rae_onlinecourse_listenerrollment.pdf

The College of Medicine takes an active approach to developing and improving teaching and assessment skills of its faculty and residents. All faculty and residents who teach medical students will be offered and encouraged to participate in faculty instructional development, as outlined in this policy.

**Formative and Summative Assessment**

**Assessment of Student Performance**

Faculty and resident assessment of student performance will be collected via the New Innovations online system. Summary assessment of student performance reports will be provided to students by Clerkship Coordinators after the end of the rotation and before grades are posted. All faculty and resident comments are de-identified in the report. All faculty and residents with whom students work will be requested to complete an online evaluation of the students in New Innovations. New Innovations uses a schedule matching system based on student rotations and dates of service that are the same as each of the faculty and residents. If there are questions about how evaluations are matched to faculty and residents, students should discuss the process with the Clerkship Coordinator.

**Workplace Based Assessment**

Workplace Based Assessment (WBA) is a reliable, valid form of assessment in use in medical education for over ten years. WBAs are used to provide regular assessments of student progress across Entrustable Professional Activities (EPAs). The transparency in student progress in clerkship, the autonomy provided to the student in seeking their own assessments and feedback, reduction in bias in grading, and alignment with our school’s competency-based education philosophy were all reasons approved at TCCS and TEPC committees to adopt WBAs for clerkship.

Students are required to be assessed on a minimum of 4 different EPAs during each clerkship. Students should only be assessed on the EPAs selected for that clerkship which is shown in Table 1. Failure to meet these WBA EPA requirements for a clerkship will result in receiving a grade of 0 and failing the clerkship.

See detailed information in the WBA Processes referenced later in this manual.

**Mid-Clerkship Formative Feedback**
A mid-clerkship assessment for each student is required. The mid-clerkship assessment will be completed by the Clerkship Director, Site Director or a designated faculty member at the student’s primary clinical site using the College of Medicine – Tucson Mid-Clerkship Assessment Form. This form includes performance criteria, as well as a portion for narrative comments. The student’s mid-clerkship performance must be reviewed in a one-on-one meeting with a Clinical Site Director or designee, and the student and Clinical Site Director or designee must sign the Mid-Clerkship Assessment Form as an acknowledgement of the assessment. The timing of the mid-clerkship assessment is during a specific window of dates as specified by policy and LCME.

## Student Assessment of Clerkship, Site, and Instruction

Students must complete program evaluation surveys for each assigned site within a clerkship, the clerkship rotation as well as evaluations of attendings and residents in New Innovations. Clerkship grades will be withheld unless surveys are completed within two weeks of the clerkship’s end date. Student feedback data is reported by Curricular Affairs to the clerkship directors in aggregate in the form of a composite, de-identified report twice per academic year in January and July. All student comments are also de-identified in the report.

If you have any questions, please consult with the Clerkship Coordinator or email the Clerkship Education Team at clerkshipadmin@email.arizona.edu.

## Workplace Based Assessment Processes

This section describes how students will collect assessments and the instructor role in the process.

A short video outlining WBA and the process is online at: https://www.youtube.com/watch?v=Hc7oFYqnWz8&list=PLnyL-0BNCHtJJTk7Zzqu3NeA_OqtahrL6

## Faculty Development for WBA

Training videos on giving feedback and on WBA for faculty and residents can be found on the Faculty and Instructional Development website:

https://fid.medicine.arizona.edu/content/workplace-based-assessment-clerkship-training

## Preparing Students for WBA: A Growth Mindset

Curricular Affairs will be training learners that a key part of being successful is being able to receive feedback. In preparing for growth this year – and throughout their career - there are three skills:
1. Deliberate practice. Deliberate practice is pinpointing something specific to improve, and
getting feedback on it. Watch this 3 min video from Dr. Angela Duckworth, who explains
how deliberate practice works: https://www.youtube.com/watch?v=5itYr20uUtk
2. Growth mindset. Feedback is only effective if you can receive it, and integrate it. Learn
more about growth mindset in this 3-min orientation video: https://www.youtube.com/watch?v=_qlCa4LJabg
3. The third key step is grit. Grit is to persevere and be passionate over time; it is a quality of
endurance over time. Your ability to stay engaged in your growth over time matters in
clerkship – and throughout your career. Learn more about Grit from Dr. Angela
Duckworth (6 mins): https://www.youtube.com/watch?v=H14bBuluwB8

Becoming Familiar with EPAs

What are EPAs?

Entrustable Professional Activities (EPA) were published by the AAMC in 2014 as the activities
all medical students should be able to perform upon entering residency, regardless of their future
career specialty. EPAs provide practical approach to assessing competence in real-world settings
and impact both learners and patients.

For more information, visit https://www.aamc.org/what-we-do/mission-areas/medical-
education/cbme/core-epas

Which EPAs will students be assessed on?

Throughout the Clerkship Phase, students will be assessed on 8 different EPAs which are listed
below.

- EPA 1: Gather a History and Perform a Physical Examination
- EPA 2: Prioritize a Differential Diagnosis Following a Clinical Encounter
- EPA 3: Recommend and Interpret Common Diagnostic and Screening Tests
- EPA 5: Document a Clinical Encounter in the Patient Record
- EPA 6: Provide an Oral Presentation of a Clinical Encounter
- EPA 7: Form Clinical Questions and Retrieve Evidence to Advance Patient Care
- EPA 8: Give or Receive a Patient Handover to Transition Care Responsibility
- EPA 9: Collaborate as a Member of an Interprofessional Team

Each clerkship has agreed to assess students on a minimum of 4 different EPAs. It is important
that students are aware of the EPAs that correspond to each clerkship so that they can meet the
assessment requirements. The table below outlines the EPAs that will be assessed in each clerkship.

Table 1. EPAs by Clerkship

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<tr>
<th></th>
<th>Surgery</th>
<th>Psychiatry</th>
<th>Neurology</th>
<th>Medicine</th>
<th>Ambulatory</th>
<th>FCM</th>
<th>Pediatrics</th>
<th>OB/GYN</th>
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<tbody>
<tr>
<td>EPA 1</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EPA 2</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>EPA 3</td>
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<td>EPA 5</td>
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<td>EPA 6</td>
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<td>X</td>
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<td>EPA 7</td>
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WBA EPA Requirements

Students are required to be assessed on a minimum of 4 different EPAs during each clerkship. Students should only be assessed on the EPAs selected for that clerkship which is shown in Table 1. Failure to meet these WBA EPA requirements for a clerkship will result in receiving a grade of 0 and failing the clerkship.

Grading for WBAs

A grade of “pass” is awarded for 35% of the grade when a student has completed:

- A minimum of an average of one completed WBA form per week for each week of patient interaction in the clerkship block
- A minimum of 4 different Entrustable Professional Activities (EPAs) seen by end of each clerkship block. Each clerkship director sets the specific EPAs and this must be documented and communicated to faculty and students.
- A minimum of 2 faculty members and 2 residents must complete WBA assessments for the learner where possible. If no resident is present in a clinical block or rotation (e.g. rural rotations, some community clinic rotations), then only the attending assesses the learner a minimum of two times a week.

Students can and are encouraged to obtain more than the required minimum number of WBAs.

What constitutes “fail” in WBA:

- Not meeting the minimum in one or more WBA requirement(s), as listed above
- Being evaluated by an individual who is not an attending or resident (e.g. peer, friend, family member, etc). This constitutes academic dishonesty and is subject to the consequences outlined in the Honor Code policy, including academic dismissal.

Note: Grading for WBA is “all or none”. That is, students are awarded 35% for completing the minimum WBA requirements as outlined above and in the policy. If students do not meet the minimum by the end of the last day of the rotation, they are awarded 0% for this portion of the final clerkship grade. There is no remediation period.

How to Complete WBAs
1. Get the student’s unique form. There are two ways:
   a. Scan the students’ QR code using the photo function to scan the QR code. The student’s unique assessment form will appear on their web browser
   b. Open the email from the student. The URL to their unique assessment form will take you to the form.

2. Confirm with the student that the form has loaded on your device
3. Take a moment to reflect on what you have in common with the student. This helps reduce unconscious bias in grading.

4. Confirm that the picture and student name on the survey is correct.

5. Ask the student which EPA they want to be assessed on. The EPA list is available on the form (page 2).

6. Observe and/or assist the student in completing the presentation, task or procedure.
7. Using the form, complete the assessment of the student*. You may use speech-to-text to enter in comments.

8. Before selecting Submit, to prevent student cheating, please enter in your email and title.

9. Once submitted, a confirmation email will come to your inbox. If you receive a completed form but do not remember assessing a student, please email the Clerkship Administration team (clerkshipadmin@arizona.edu).

*Note that the assessment is done using the Modified Ottawa Scale and that a great Year 3 student is rated “I directed them from time to time”:
WBAs and the Mid-Clerkship Formative Feedback Form

How to complete the mid-point feedback form for each clerkship

In addition to the traditional questions on the Mid-Clerkship Formative Feedback Form, questions related to the WBAs have been added to the mid-point feedback form.

Students are required to have their dashboard loaded on a device (phone, tablet, laptop, etc.) and to filter their dashboard to correspond to the appropriate clerkship. Students will show their dashboard to the evaluator so that they can accurately complete this section of the form. If the student is concerned about experiencing technical difficulties when presenting the dashboard, they can provide screenshots of the dashboard within 24 hours prior to the meeting and present the still image.

A sample of the WBA-related questions on the Mid-Clerkship Formative Feedback Form is provided below:

Workplace-based assessment: Check-In
Is the student meeting the minimum requirements of:
At least 1 WBA submitted per week, for each week so far in the rotation? ___ Yes ___ No
On track to be assessed on at least 4 different EPAs seen by the end of the rotation: ___ Yes ___ No
On track to be assessed by at least 2 faculty and 2 residents by the end of the rotation: ___ Yes ___ No

Written Comments: What clinical progress/growth is noted in the student’s WBAs to date?

WBA Frequently Asked Questions

Why are we doing WBA?

WBA is a reliable, valid form of assessment in use in medical education for over ten years. WBAs are used to provide regular assessments of student progress across Entrustable Professional Activities. The transparency in student progress, the autonomy provided to the student, reduction in bias in grading, and alignment with our school’s competency-based education philosophy were all reasons approved at TCCS and TEPC committees to adopt WBAs for clerkship.

How are Students Coached to Ask Faculty and Residents to complete a WBA?

Asking for feedback is a natural part of our professional days, and a key tool in our professional growth. Acknowledging that there is a power differential between students and faculty, fellows, or residents, there are several resources to assist with this:

https://www.youtube.com/watch?v=Hc7oFYqnWz8&list=PLnyL-0BNCHtJJTk7Zzqu3NeA_OqtnhrL6

In addition, students will have a practice session in Transitions to Clerkship.

How will students and I know how well they are doing on achieving the minimum requirements?
The dashboard is always available to clerkship leadership and students to search and review progress to date. Midpoint clerkship meetings should incorporate a time to focus on if students are meeting the minimum requirements and discuss a plan on how to they can achieve the requirements.

**Do WBAs need to be completed in the first week of a clerkship block?**

For clerkships starting with a week of virtual learning, simulation or other activities, students are not responsible for WBAs that week, though they may choose to use simulation events as a way of practicing asking for feedback using the WBA form. That is, the average of 1 WBAs per week applies only to the number of weeks focused on patient encounters.

**Can a student complete WBAs all in one week or in a shortened time in the clinical interaction weeks?**

No. The point of WBAs is to continually seek feedback and show growth over time. Students therefore need to be collecting WBAs across each week of clinical interaction within a clerkship block.

**What if a student misses one WBA in a week? Can they make it up?**

There are no formal WBAs labelled “make up” WBAs. As per policy, students must complete an average of 1 WBA for each week of patient interaction throughout each clerkship. Additionally, as a key reason for WBAs is showing a growth in your abilities over time, students need to be collecting WBAs across each week of clinical interaction within a clerkship block.

**Can a student make up WBAs after a clerkship block has finished?**

Students cannot make up WBAs after the clerkship has finished. “Extra” WBAs completed in one clerkship cannot roll over to another clerkship. Failure to meet the minimum requirement of 1 per week of patient encounters within the clerkship block will result in a grade of a 0.

**What if a student doesn’t complete the minimum required WBAs, EPAs, or variety of assessors?**

As per policy, students would receive a grade of 0 for this part of the clerkship grade.

**Who do I contact if I need help with the WBA form or dashboard?**

Please email WBAAdmin@email.arizona.edu with any technical issues regarding the WBA form or dashboards.

**Grading and Progression**

**Educational Program Objectives**
The Educational Program Objectives are based on the ACGME six core competencies: Patient Care, Medical Knowledge, Practice-based Learning and Improvement, Interpersonal and Communication Skills, Professionalism, and Systems-based Practice and Population Health. The objectives, as approved by the general faculty and the Educational Policy Committee, are important to the understanding of our medical students’ educational progression throughout the four years and we ask that you be familiar with them as you teach.

**Overarching Clerkship Expectations**

The clerkship experiences at the University of Arizona College of Medicine Tucson campus are intended to expand students’ breadth of knowledge of medicine based on the foundation of their Preclerkship training at our institution. The clerkships are full-time learning experiences and Curricular Affairs works closely with each department to identify, recruit, and maintain a wide array of sites that offer a range of individualized learning experiences around a core set of goals and specific patient encounters.

Learning experiences are unique to each individual and it is important to understand the learning process can and does occur through many avenues. Both passive (i.e. observing and/or shadowing) and active learning (i.e. hands on) serve the educational mission and provide students with the necessary skills to become a safe and effective future physician. At any given site, we have a diverse array of learners, including residents; therefore, hands on participation is often not possible. While it is unlikely that students will actually perform a laparoscopic appendectomy or deliver a baby without assistance, learning is occurring while holding the laparoscopic camera and by observing the birth process. Expectations on the clerkships need to be realistic in light of the learning environment and the presence of other learners. Much can be gained by a positive attitude, a desire to learn, and focused observation.

**Technical Standards and Technical Standards Evaluation Policy**

All UA COM-T undergraduate medical students must meet the Technical Standards of the M.D. Program at all stages of the curriculum. Satisfaction of the Technical Standards is an academic requirement. Technical Standards Policy:  [https://medicine.arizona.edu/form/essential-qualifications-medical-students-com](https://medicine.arizona.edu/form/essential-qualifications-medical-students-com)

Technical Standards evaluations are used to determine if a student's academic or behavioral performance is/may be affected by impairment that includes but is not limited to: medical, behavioral, or substance abuse issues. The purpose of the Fitness for Duty evaluation is to determine the student's ability to perform their academic and clinical duties responsibly and safely – meaning that the student is not a danger to patients, colleagues, self, or anyone in the learning environment or university/clinical properties.
Grading and Progression Policies

The grade in a clerkship is based on a student’s performance in the six competencies. The final grade is a composite grade, using a formula designed by each clerkship director, the common assessment form, test scores, and other evaluation tools. The composite clerkship grade is divided into four categories: Honors, High Pass, Pass, or Fail (H, HP, P, F). The medical knowledge examination will account for 15% of the composite grade. The composite grade for each clerkship will be determined at the departmental level.

University of Arizona Student Disciplinary Procedures:
Policy governing student disciplinary procedures at the University of Arizona.

Separation of Academic Assessment and Provision of Health Services to Students

This policy is included in its entirety below (including the opt-out option); however, it is subject to periodic updating and the most recent version will always be found online

https://medicine.arizona.edu/sites/default/files/12.05_sep_of_stdnt_assmt_hs_1.pdf

New Innovations

New Innovations is an online medical education management system. The system is used by the clerkships to collect data on (1) faculty assessment of student performance, (2) student feedback on instruction, (3) student feedback on sites, and (4) student feedback on clerkships. Assessment data contributes to the determination of student grades and feedback provides information on the effectiveness of instruction, educational experiences at sites, and the clerkships as a whole. Systematic education program data collection and a coordinated evaluation of the curriculum that includes student feedback data on clerkships is required by the Licensing Committee on Medical Education (LCME) accreditation standards. New Innovations supports the collection and compilation of this data to not only meet educational goals but also accreditation standards.

Faculty and residents with whom students have worked will be requested to complete an online evaluation through New Innovations. Evaluations are created automatically using the matching function in this system. The Assessment of Student Performance survey can be completed by logging into New Innovations. Your Net ID serves as your username and password. An email will be automatically sent by the system as a reminder when they open as well as periodically thereafter until completed.
Your Net ID serves as your username and password. If you do not have a Net ID, a username and password can be provided and used to access New Innovations using the following information:

- **Institution login:** UA (CAPS)
- **Username:** Assigned username
- **Password:** An email will be sent to you with a random password. You will be prompted to change this the first time you log in.

**Professionalism and Integrity**

**Attributes of Professional Behavior**

Attributes of Professional Behavior describe behaviors that medical students are expected to develop during their education, both in the classroom and in the community in which the educational mission operates. It is subject to periodic updating and the most recent version will always be found online.

**Professionalism For All at the College of Medicine**

Professionalism is one of the core competencies for the community at the College of Medicine. Overview of policies governing professionalism for all College of Medicine students, staff members and faculty.

**Mistreatment**

The University of Arizona College of Medicine – Tucson Professionalism Program and the College’s administrators are dedicated to improving and advancing our learning environment and to reducing/eliminating behaviors toward our learners that are not conducive to their growth and professional development.
This policy is in addition to the University of Arizona’s Non-discrimination and Anti-harassment policy, which prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity or genetic information. Any suspected violation of this policy will be referred to the Office of Institutional Equity.

### Professional Conduct Comment Form

In 2013, the College of Medicine created and implemented a professionalism reporting and support mechanism. The first step was the creation of the Professionalism Program (PP). The PP members established an online comment and reporting system for both exemplary behaviors and lapses of professionalism. In addition, specific mistreatment guidelines were established.

The Professional Conduct Comment Form provides a process for faculty, residents, fellows, medical students, and staff to comment upon either exemplary professional behavior OR lapses in professional behavior demonstrated by faculty, residents, fellows, medical students, or staff in the learning environment at the University of Arizona College of Medicine, to the Professionalism Program.

### Policy on Interactions with Industry/Conflict of Interest (COM)

The purpose of this policy is to establish guidelines for interactions with Industry representatives for medical staff, faculty, staff, students, and trainees of The University of Arizona College of Medicine.

### Society Mentors – Policy on Conflict of Interest

This policy clarifies the position of the College of Medicine – Tucson when there may be a perceived or real conflict of interest between a mentee and his/her mentor’s other educational roles.

### Risk Management

### Supervision of Medical Students in Clinical Learning Situations

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

Student Health and Safety

The safety and security of our students is of utmost importance. Please orient and review all relevant safety, emergency contact information, hospital codes, evacuation plans, security policies and procedures with any students assigned to your location. 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.

Urgent/Emergent Health Care Services

Preceptors should relay the following information to any student on site.

"When students who are participating in a preceptorship or a rural health professions placement located distant from Tucson requires 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." He/she 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, the Office of Student Affairs should also be contacted at the appropriate campus:

**Tucson**
Office of Student Affairs
Dr. Richard Amini, Interim Dean of Student Affairs
Contact number is (520) 626-6312.

Student Safety

See the links to the College of Medicine student safety resources.

Student Occupational Exposure Policy

The medical student occupational exposure to potentially infectious agents and/or hazardous materials policy and procedures were developed to facilitate immediate evaluation and treatment in the event of any medical student exposure whether it is at a hospital setting or a rural setting.
This policy is subject to periodic updating and the most recent version will always be online.
Resources

Appendix A: Clerkship Directory

Appendix B: Affiliate and Student Affairs Phone Tree

Appendix C: Student Policies (Links)

Appendix D: Forms:
- Clerkship Site Director Job Description
- Teacher Learner Compact
- Mid-Clerkship Formative Feedback Form
- Student Exposure Procedure Card
### Appendix B: Clerkship Directory

#### Tucson Clerkship Directors & Coordinators
**2022-2023**

<table>
<thead>
<tr>
<th>Clerkship</th>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ambulatory Medicine</strong></td>
<td>Julie Jernberg, Ruby Stevens</td>
<td>Director, Coordinator</td>
<td><a href="mailto:jbj1@arizona.edu">jbj1@arizona.edu</a>, <a href="mailto:rubygstevens@arizona.edu">rubygstevens@arizona.edu</a></td>
<td>520-626-9660, 520-626-6453</td>
</tr>
<tr>
<td>(4 weeks)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Emergency Medicine/Critical Care</strong></td>
<td>Hans Bradshaw, Sonya Martyna-Seaman</td>
<td>Director, Coordinator</td>
<td><a href="mailto:hbradsha@arizona.edu">hbradsha@arizona.edu</a>, <a href="mailto:smartynaseaman@arizona.edu">smartynaseaman@arizona.edu</a></td>
<td>520-626-6312, 520-626-5923</td>
</tr>
<tr>
<td>(4 weeks) – T2R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Family &amp; Community Medicine</strong></td>
<td>Eamon Armstrong, Lucia Contreras</td>
<td>Director, Coordinator</td>
<td><a href="mailto:eamona@arizona.edu">eamona@arizona.edu</a>, <a href="mailto:lcontrer@arizona.edu">lcontrer@arizona.edu</a></td>
<td>520-626-7865</td>
</tr>
<tr>
<td>(6 weeks)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Medicine</strong></td>
<td>Amy Sussman, TBD</td>
<td>Director, Coordinator</td>
<td><a href="mailto:asussman@arizona.edu">asussman@arizona.edu</a>, TBD</td>
<td>520-626-1574</td>
</tr>
<tr>
<td>(8 weeks)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Neurology</strong></td>
<td>Holli Horak, Maria Hanelin</td>
<td>Director, Coordinator</td>
<td><a href="mailto:hhorak@arizona.edu">hhorak@arizona.edu</a>, <a href="mailto:hanelinm@arizona.edu">hanelinm@arizona.edu</a></td>
<td>520-626-7159, 520-626-7159</td>
</tr>
<tr>
<td>(4 weeks)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OB-GYN</strong></td>
<td>Andrea Aguirre, Holly Bullock, Julie Tary</td>
<td>Director, Co-Director Coordinator</td>
<td><a href="mailto:aguirrea@arizona.edu">aguirrea@arizona.edu</a>, <a href="mailto:hollybullock@arizona.edu">hollybullock@arizona.edu</a>, <a href="mailto:jtary@arizona.edu">jtary@arizona.edu</a></td>
<td>520-626-7414</td>
</tr>
<tr>
<td>(6 weeks)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pediatrics</strong></td>
<td>Kareem Shehab, Aria Pongratz</td>
<td>Director, Coordinator</td>
<td><a href="mailto:kshehab@arizona.edu">kshehab@arizona.edu</a>, <a href="mailto:appongratz@arizona.edu">appongratz@arizona.edu</a></td>
<td>520-626-4657</td>
</tr>
<tr>
<td>(6 weeks)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Psychiatry</strong></td>
<td>Steven Herron, Ana Ramos</td>
<td>Director, Coordinator</td>
<td><a href="mailto:stherron@arizona.edu">stherron@arizona.edu</a>, <a href="mailto:anaramos@arizona.edu">anaramos@arizona.edu</a></td>
<td>520-626-6812</td>
</tr>
<tr>
<td>(6 weeks)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Surgery</strong></td>
<td>Tanya Anand, Selma Ajanovic</td>
<td>Director, Coordinator</td>
<td><a href="mailto:tanyaanand@arizona.edu">tanyaanand@arizona.edu</a>, <a href="mailto:selmaajanovic@arizona.edu">selmaajanovic@arizona.edu</a></td>
<td>520-626-3210, 520-626-7754</td>
</tr>
<tr>
<td>(8 weeks)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix C: Clinical Affiliate Phone Tree

Clinical Affiliate Phone Tree

Clinical Affiliate can reach any of the individuals in the red boxes.

Kevin Moynahan
Vice Dean, Education
O: 520-626-6505
C: 520-425-0614

Janet Corral
Associate Dean, Curricular Affairs
O: 520-626-8074
C: 303-396-2532

Rich Amini
Interim Associate Dean, Student Affairs
O: 520-626-6312
C: 443-416-5142
Appendix D: Student Policies (Links)

*Please click on the link to take you to the policy*

A comprehensive listing of policies can be found on the College of Medicine website

**Attendance and Absence**
- Attendance and Absence Policy
- Commitment to Underserved People Program Attendance Policy
- Leave of Absence Policy

**Diversity**
- Office of diversity, equity & inclusion - diversity statement
- non-discrimination and anti-harassment policy

**Grading and Progression**
- Code of Academic Integrity
- Effects of Infectious and/or Environmental Disease or Disability on Medical Student Learning Activities
- Technical Standards Evaluation Policy
- Grade Appeals
- Grading and Progression Policies
- Honor Code Policy and Committee Procedures and Process for Dismissal
- Leave of Absence Policy
- Student Appeals Committee Procedures
- Student Progress Committee Procedures and Process for Dismissal
- Teacher-Learner Compact
- Technical Standards

**Graduation Requirements**
- Curriculum & Enrollment Policies
- Policy on Curricular Change

**Professionalism and Integrity**
- Attributes of Professional Behavior
- Code of Academic Integrity
- Fingerprinting and Background Checks
- Interactions with Industry/Conflict of Interest
- Mistreatment Guidelines
- Non-Discrimination and Anti-Harassment Policy
Office of Institutional Equity
Professional Conduct Comment Form
Professional Conduct Policy
Professionalism Policies Overview
Protected Health Information and HIPAA Policy
Social Media Guidelines for Individuals
Student Code of Conduct
Student Disciplinary Procedures
Student Dress Code
Student Progress Committee Procedures and Process for Dismissal
Student use of University-Sponsored Educational Material
Teacher-Learner Compact

Student Safety and Security
Gross Anatomy Lab Rules and Regulations
International Travel Policy
Personal Protective Equipment (PPE) Policy
Protected Health Information and HIPAA Policy
Student Occupational Exposure Policy
Student Safety Information
Students with Bloodborne Pathogens Policy
Supervision of Medical Students in Clinical Learning Situations

Student Health
Immunization Requirements
Leave of Absence Policy
Mandatory Health Insurance Policy
Student Occupational Exposure Policy

Technology
Computer Requirement Policy for Incoming Medical Students
Social Media Guidelines for Individuals

UA Life & Work Connections
Family-Friendly Spaces
Appendix E: Forms

Clerkship Site Director Job Description
2022-2023

Thank you for your commitment and dedication to teaching our University of Arizona College of Medicine-Tucson medical students. We truly appreciate the time and effort that you devote to be a clerkship site director.

Single Site Directors

- Provide administrative oversight of all the University of Arizona College of Medicine students at your clerkship site.
- Adhere to UA COM affiliation agreements, policies, and procedures (as outlined in the General Clerkship Instructor Manual and the Clerkship Specific Student Manual).
- Review and sign a UA COM-Tucson Site Director Job Description for each academic year, which will be kept on file within the Curricular Affairs office.
- Participate in the semi-annual clerkship director and site director meetings.
- Participate in your annual clerkship physical site visit by the clerkship director or a designated UA COM faculty member.
- Assure the timely completion of student evaluations (to include mid-clerkship feedback) at your clerkship site.
- Familiarize medical students at your site to pertinent safety measures.
- Orient medical students to your clerkship specific site.
- Problem solve any concerns or issues medical students may have regarding the clerkship specific site.

Site Directors with Multiple Preceptors (includes the information above plus below)

- Assist in obtaining UA COM faculty titles for all faculty that teach at your site.
- Inform all faculty at your clerkship site of their responsibility to be oriented and adhere to UA COM affiliation agreements, policies, and procedures (as outlined in the General Clerkship Instructor Manual and the Clerkship Specific Student Manual).
- Help to identify other faculty to teach at your clerkship site.
- Serve as a liaison between the UA COM clerkship director and the other faculty at your clerkship site to communicate information regarding the educational program and policies.
- Provide oversight of the teaching faculty within your clerkship site including the provision of appropriate supervision of medical student learning.

☐ I have read and understand the responsibilities of my role as clerkship site director for the University of Arizona College of Medicine.
University of Arizona College of Medicine Teacher-Learner Compact

Approved by the Educational Policy Committee 10/17/2012

I have read and agree to adhere to the principles outlined in the Teacher Learner Compact.

Print Name ________________________________________________

_______________________________________________________

Signature       Date

Preamble

Faculty, whether employed by the University of Arizona College of Medicine or affiliated through agreements with the University as community faculty, and medical students (who for purposes of this policy also include residents and fellows and hereafter are referred to as “learners”) are obligated under a variety of policies and standards, both at the College of Medicine (COM) and within the University of Arizona, to interact with one another in a professional manner. The COM is committed to ensuring that the learning environment is conducive to open communication and robust interactions between faculty and learners that promote the acquisition of knowledge and foster attitudes and skills required for the professional practice of medicine. Such activities require an environment that is free from harassment, discrimination, retaliation, or other inappropriate conduct. All faculty and learners are governed by the University of Arizona, COM, and Arizona Board of Regent policies, and are expected to adhere to them. Violations of these policies will be investigated, and disciplinary action imposed if appropriate.

Professionalism Attributes

These attributes of professional behavior describe those behaviors that are expected from all members of the University of Arizona College of Medicine to include the faculty, residents, fellows, students, staff, and community preceptors. This professional behavior is expected to be upheld during all exchanges including but not limited to face-to-face and telephone/teleconference meetings, texting, video, email, and social networking technologies. COM faculty at the Tucson campus approved the statement of professionalism attributes by a vote conducted in May of 2012.

- Communicate in a manner that is effective and promotes understanding.
• Adhere to ethical principles accepted to be the standards for scholarship, research, and patient care, including advances in medicine.
• Demonstrate sensitivity and respect to diversity in age, culture, gender, disability, social and economic status, sexual orientation, and other unique personal characteristics.
• Strive for excellence and quality in all activities and continuously seek to improve knowledge and skills through life-long learning while recognizing personal limitations.
• Uphold and be respectful of the privacy of others.
• Consistently display compassion, humility, integrity, and honesty as a role model to others.
• Work collaboratively to support the overall mission in a manner that demonstrates initiative, responsibility, dependability, and accountability.
• Maintain a professional appearance, bearing, demeanor, and boundaries in all settings that reflect on the College of Medicine.
• Encourage wellbeing and self-care for patients, colleagues, and self.
• Be responsive to the needs of the patients and society that supersedes self-interest.

Responsibilities of the College of Medical Faculty and Administrators to Learners

Faculty members and administrators of the University of Arizona College of Medicine shall provide:

• An environment that is physically safe for learners.
• A curriculum in which education is paramount in the assignment of all tasks. In assigning tasks to learners, faculty and administrators shall keep in mind that the primary purpose of such assignments is to enhance the learner’s educational experience.
• Support for the learner’s professional development. This support will include a carefully planned and well-articulated curriculum. Administrators will facilitate the progress of learners through the curriculum. Faculty and administrators will support learners in their personal development as they adjust to the needs and standards of the profession.
• An understanding that each learner requires unscheduled time for self-care, social and family obligations, and recreation.
• Accurate, appropriate, and timely feedback to learners concerning their performance in the curriculum. In assessing learners, faculty and administrators will act in a manner that is consistent with the stated goals of the educational activity, which will in turn be meaningful for future medical practice. In addition, faculty will provide learners with professional and respectful feedback during and after educational and clinical activities.
• Opportunities for learners to participate in decision-making in the COM, including participation on committees that design and implement the curriculum and tools for student performance assessment in accordance with COM bylaws and other governing documents.

Responsibilities of Learners to Faculty and Administrators of the College of Medicine

Learners at the University of Arizona College of Medicine shall:
• Respect the authority of the faculty and administrators in determining the proper training environment and activities for their education.
• Meet the educational goals and objectives of the curriculum to the best of their abilities.
• Take an active role with the faculty regarding the refinement and evaluation of the curriculum.
• Support their colleagues in their professional development.
• Assume an appropriate level of responsibility on healthcare teams and execute assigned responsibilities to the best of their abilities.
### Banner Associated Core Behaviors:

http://strongjourney.bannerhealth.com/banner_vmv.html

All Banner employees:

<table>
<thead>
<tr>
<th>People Above All</th>
<th>Excellence</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient Centered</td>
<td>Collaboration</td>
<td>Ownership</td>
</tr>
<tr>
<td>Compassionate</td>
<td>Promotes Teamwork</td>
<td>Proactive</td>
</tr>
<tr>
<td>Respectful</td>
<td>Fosters Cross Departmental Coordination</td>
<td>Resourceful</td>
</tr>
<tr>
<td>Responsive</td>
<td>Effectively Communicates</td>
<td>Responsible</td>
</tr>
</tbody>
</table>

Leader Behaviors (Leaders must exhibit all of the above behaviors plus three additional behaviors):

<table>
<thead>
<tr>
<th>People Above All</th>
<th>Excellence</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optimized Organizational Talent</td>
<td></td>
<td>Shape the Future</td>
</tr>
<tr>
<td>Creates an inclusive and safe environment where people can thrive</td>
<td>Acts as a change champion</td>
<td>Exhibits energy, excitement, enthusiasm, and courage</td>
</tr>
<tr>
<td>Identifies and promotes talent by providing opportunities for growth</td>
<td>Performs effectively in an ambiguous and complex environment</td>
<td>Effectively communicates to, and influences a variety of audiences</td>
</tr>
<tr>
<td>Engages employees in improving individual and team performance</td>
<td>Actively engages others in our goal of achieving Industry Leadership</td>
<td>Builds credibility and trust through visibility</td>
</tr>
</tbody>
</table>
### MID-CLERKSHIP FORMATIVE FEEDBACK

<table>
<thead>
<tr>
<th>Student</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerkship</td>
<td>Site</td>
</tr>
<tr>
<td>Dates of Rotation</td>
<td>Date of Feedback Session</td>
</tr>
</tbody>
</table>

---

**PAUSE BEFORE COMPLETING THIS EVALUATION AND READ BELOW**

To proactively address unconscious bias, take a moment to reflect on these prompts:

- Focus on a shared, common identity between you and the trainee by asking the learner about interests and activities that you have in common
- Use examples that counter identity group stereotypes. Who does this learner remind you of that is successful?
- Take the perspective of the same identity group as the learner (e.g. “walk in their shoes”)  
- Consider the opposite: when data point to one conclusion, briefly look for data supporting the opposite conclusion before making a final decision

---

**Teaching Supervision Duration**

How long have you worked with this student? ___________ (days or weeks)

**Feedback to the Learner**

Provide effective feedback for minimum two content areas (e.g. medical knowledge, patient care, interpersonal communication skills) that you personally observed and provide the student areas of strengths / ways to improve:

What makes for effective feedback? Effective feedback is descriptive and uses non-judgmental language while focusing on specific, observable behaviors (not personality based) and offers concrete suggestions for the learner to attain a higher level of performance.

- **Example 1:** “Her H&Ps were organized, concise yet complete, containing expanded but appropriate differential diagnoses and accurate plans”
- **Example 2:** “Clinical decision making is with minimal error, and he develops strong rapport with families. His next step is to advance his written work to be complete and timely”
- **Example 3:** “(Name of Student) has a superior fund of knowledge and was able to synthesize information and she was able to formulate pointed and appropriate questions. Her clinical skills were above average. Her oral presentations were appropriately detailed and concise. She had excellent interactions with patients and families as well as the medical team.”

<table>
<thead>
<tr>
<th>Medical Knowledge</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Above Expectations</th>
<th>Did Not Observe/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits appropriate knowledge and understanding of basic pathophysiological processes</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Demonstrates critical thinking and clinical decision making</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Written comments:**
### Patient Care
- Conducts accurate history & physical exam
- Appropriately manages patient care
- Works effectively with health care professionals

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Above Expectations</th>
<th>Did Not Observe/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**Written comments:**

### Interpersonal & Communication Skills
- Establishes effective therapeutic & ethical relations with patients, family and colleagues
- Clearly documents & presents patient data & clinical information
- Demonstrates effective listening skills

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Above Expectations</th>
<th>Did Not Observe/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**Written comments:**

### Professionalism
- Demonstrates punctuality, accountability, honesty
- Shows respect for others & seeks responsibility
- Demonstrates sensitivity & responsiveness to diversity, including culture, ethnicity, income

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Above Expectations</th>
<th>Did Not Observe/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**Written comments:**

### Practice-based Learning Improvement
- Uses evidence-based approaches
- Exhibits skills of self-directed learning
- Self-assesses and incorporates feedback to improve performance

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Above Expectations</th>
<th>Did Not Observe/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**Written comments:**
## Systems-based Practice

- Advocates for quality patient care and access
- Works appropriately within delivery systems, health costs
- Knows role of MD in community health & prevention and applies to patient care
- Applies knowledge of disease prevalence/incidence to clinical care

<table>
<thead>
<tr>
<th></th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Above Expectations</th>
<th>Did Not Observe/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

### Written comments:

---

## Workplace-based assessment: Check-In

Is the student meeting the minimum requirements of:

- At least 2 WBAs submitted per week, for each week so far in the rotation? ___ Yes ___ No
- On track to be assessed on at least 4 different EPAs seen by the end of the rotation: ___ Yes ___ No
- On track to be assessed by at least 2 faculty and 2 residents by the end of the rotation: ___ Yes ___ No

**Written Comments:** What clinical progress/growth is noted in the student’s WBAs to date?

---

## Overall Mid-Point Evaluation Comments

**Strengths:** Overall, what did you observe to be the greatest strengths of this student? Provide minimum 2 specific examples.

**Areas of Improvement:** Provide two specific, observed behaviors where the learner could improve and develop.

**Action Plan:** Provide two specific examples for this student to focus on for growth and development for the remainder of the rotation.

## Overall Rating

Based on all criteria reviewed above, how would rate the student as this point of the clerkship:

<table>
<thead>
<tr>
<th></th>
<th>Does Not Meet Expectations at this level in their training</th>
<th>Meets Expectations at this level in their training</th>
<th>Above Expectations at this level in their training</th>
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Please explain:

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## REVIEW

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<tr>
<th>H&amp;P/SOAP Notes</th>
<th>Patient Log</th>
<th>Direct Observation/CEX</th>
<th>Record Keeping</th>
<th>Other (please specify)</th>
</tr>
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</table>
For Student to Complete - Please use this space to describe the learning goal(s) that you have developed and discussed with your preceptor based on this feedback and what you will strive to work on for the remainder of this rotation, including what remains for your successful completion of WBA requirements by the end of the rotation:

By signing below, I acknowledge that we have met to discuss this Mid-Clerkship feedback:

____________________________________   ____________________________________
Signature – Evaluator   Date   Signature – Student   Date
Student Exposure Procedure (Card)

In the event of an exposure, students must follow the following procedure:

1. Remove soiled clothing and wash the exposed area with soap and water, if appropriate. Administer first aid as appropriate to the exposure*
2. Immediately notify attending physician/supervisor of exposure
3. Students shall present to facility at which exposure occurred for assessment (including testing of source patient) and initial prophylactic treatment if applicable.
4. If facility is unable to do initial evaluation and obtain necessary bloodwork, patient may come to UA Campus Health Service or ASU Health Service
5. Students should present the Card to treating health care provider
6. For Blood/Body Fluid Exposures: Following the incident, the facility at which exposure occurred shall immediately make available to the affected student a copy of all the student’s records relating to the treatment and follow up, and if and when available, results regarding the HIV, HBV, and HCV status of the source, to the extent permitted by law.
7. Following the incident, the student must work with their supervisor/department liaison to complete the online Non-Employee Incident Report Form, located on the UArizona Risk Management Website.
8. Within 5 days of the exposure, the student must follow up with:

TUCSON: University of Arizona Campus Health 520-621-6493