



SYLLABUS

FCM-813C

Family & Community Medicine Clerkship

Course Description

The Family & Community Medicine (FCM) Clerkship is a 6-week rotation that encompasses the comprehensive and longitudinal care of patients with a special emphasis on care of individuals in the context of families and communities. This is primarily an outpatient rotation, working with preceptors throughout the state. The goal of this clerkship is for students to learn family-centered primary health care that is humanistic, comprehensive, cost-effective, continuous, and sensitive to psychosocial, ethical, and financial issues.

The FCM clerkship provides an opportunity for students to learn about the diagnosis and management of patients with acute common problems, as well as chronic disease. Students will be expected to learn a comprehensive approach to the patient with these diagnoses that entails consideration of etiology, incidence, pathophysiology, clinical presentation, course, prognosis, treatment, and the appropriate aspects of patient education, disease prevention, and health promotion.

Instructor and Contact Information

Clerkship Director:

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Clerkship Coordinator:

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Sites/Site Directors

The Family & Community Medicine clerkship utilizes a variety of clinical settings exposing students to a broad array of patients across the life span. In addition to the on-campus sites, the clerkship uses community faculty preceptors in Tucson as well as rural and urban clinics throughout Arizona. Sites include Community Health

Centers, residency training programs, private practice clinics, Indian Health Service clinics and tribal health clinics. A current list of active clerkship sites is available at the clerkship office.

Issues at a Site: While uncommon, if students experience a problem with site or a preceptor (personal, professional, or instructional) - they are encouraged to contact the Clerkship Director as soon as possible. This includes concerns about possible mistreatment, unprofessional behavior, discrimination, or harassment. These concerns are handled through strict adherence to the policies and procedures of University of Arizona College of Medicine Professionalism Program and the Office of Institutional Equity (OIE).

Course Objectives

During this clerkship, students will:

1. Incorporate ethical, social, and diversity perspectives to provide culturally competent health care.
2. Develop a sound knowledge of common problems encountered in family medicine. This includes knowledge and understanding of the presenting symptoms, clinical evaluation, and appropriate care of these clinical conditions.
3. Apply recommended preventive strategies throughout the lifespan of families.
4. Learn to demonstrate clear and professional communication with patients, families, and healthcare teams.
5. Students should acquire the requisite evidence-based medicine (EBM) knowledge, attitudes, and skills required for the optimal care of individual patients through the judicious and timely application of current best evidence.
6. Demonstrate the professional behaviors and attitudes of a physician including integrity, accountability, respect, and ethical behavior.

Expected Learning Outcomes

Upon completion of the clerkship, students will be able to:

1. Demonstrate knowledge of the impact of medical conditions, genetics, social, economic, environmental, and other risk factors on patient health.
2. Incorporate ethical, social, and diversity perspectives to provide culturally competent health care.
3. Demonstrate knowledge about the diagnosis, evaluation and management of common problems encountered in Family Medicine including those on the Patient log list and discussed in the Evidence-Based Medicine sessions.
4. Demonstrate knowledge of age, sex and risk factor based preventive strategies across the life spectrum and an ability to recommend and implement plans to maintain and promote health into episodic and continuity patient care.
5. Demonstrate clear and professional communication with patients, families, and healthcare teams.

Clinical Skills

6. Gather information, formulate differential diagnoses, and propose plans for the initial evaluation and management of patients with common presentations.
7. Manage follow-up visits with patients having one or more common chronic diseases.
8. Develop evidence-based health promotion/disease prevention plans for patients of any age or

- gender.
9. Demonstrate competency in advanced elicitation of history, communication, physical examination, and critical thinking skills.
 10. Assess how the various domains of Social Determinants of Health [SDOH] (Economic, Educational, Community/Social/Physical Environment/Food stability) impact patient health and well-being.

Learning Objective Assessment Methods

Learning Objective	EPO	Assessment Methods	Instructional Methods
LO-1 Demonstrate knowledge of the impact of medical conditions, genetics, social, economic, environmental, and other risk factors on patient health.	MK-05	Daily Clinical Evaluations, WBAs, Aquifer Cases, NBME Shelf Exam	Case Conferences, Lectures, Clinical Experiences
LO-2 Incorporate ethical, social, and diversity perspectives to provide culturally competent health care.	SPB-07	Daily Clinical Evaluations, WBAs, Aquifer Cases, NBME Shelf Exam	Case Conferences, Lectures, Clinical Experiences
LO-3 Demonstrate knowledge about the diagnosis, evaluation and management of common problems encountered in Family Medicine including those on the Patient log list and discussed in the Evidence-Based Medicine sessions.	PC-05, PC-06	Daily Clinical Evaluations, WBAs, Aquifer Cases, NBME Shelf Exam	Case Conferences, Lectures, Clinical Experiences
LO-4 Demonstrate knowledge of age, sex, and risk factor-based preventive strategies across the life spectrum and an ability to recommend and implement plans to maintain and promote health into episodic and continuity patient care.	MK-04	Daily Clinical Evaluations, WBAs, Aquifer Cases, NBME Shelf Exam	Case Conferences, Lectures, Clinical Experiences
LO-5 Demonstrate clear and professional communication with patients, families, and healthcare teams.	ICS-01, ICS-02	Daily Clinical Evaluations, WBAs, Aquifer Cases, NBME Shelf Exam	Case Conferences, Lectures, Clinical Experiences
LO-6 Gather information, formulate differential diagnoses, and propose plans for the initial evaluation and management of patients with common presentations.	PC-01, PC-02	Daily Clinical Evaluations, WBAs, Aquifer Cases, NBME Shelf Exam	Case Conferences, Lectures, Clinical Experiences
LO-7 Manage follow-up visits with patients having one or more common chronic diseases.	PC-08MK-04	Daily Clinical Evaluations, WBAs, Aquifer Cases, NBME Shelf Exam	Case Conferences, Lectures, Clinical Experiences
LO-8 Develop evidence-based health promotion/disease prevention plans for patients of any age or gender.	PC-09	Daily Clinical Evaluations, WBAs, Aquifer Cases, NBME	Case Conferences, Lectures, Clinical Experiences

		Shelf Exam	
LO-9 Demonstrate competency in advanced elicitation of history, communication, physical examination, and critical thinking skills.	PC-01, MK-01	Daily Clinical Evaluations, WBAs, Aquifer Cases, NBME Shelf Exam	Case Conferences, Lectures, Clinical Experiences
LO-10 Assess how the various domains of Social Determinants of Health [SDOH] (Economic, Educational, Community/Social/Physical Environment/Food stability) impact patient health and well-being.	MK-05 SBP-07	Daily Clinical Evaluations, WBAs, Aquifer Cases, NBME Shelf Exam	Case Conferences, Lectures, Clinical Experiences

Scheduled Topics and Activities

Students will attend orientation **in person** on the first day of the rotation.

Students will be at their clinical site for most of their time in this clerkship. Students will participate in all activities expected by the supervising physicians at their site including on-site teaching conferences.

Night and weekend calls are not required by this Clerkship. Several of the sites offer night call opportunities. Participating in nighttime call activities is strictly voluntary and can enhance the clerkship experience. The choice whether to take call will not be factored into the clinical grade.

Flex-time Option: Some of the FCM Clerkship sites offer an approved flex-time option to broaden exposure to family medicine activities beyond the ambulatory clinic. Depending upon the site, alternative flex-time activities may include such experiences as work in the facility's urgent care or the emergency room, participation in public health nursing visits, home or nursing home visits, travel to satellite family medicine clinics, homeless care, or other activities that relate to your clinic's practice. These alternative activities may comprise up to (but no more than) 10% of the clerkship time (e.g., one half-day per week or one full day on alternate weeks).

(Didactics) Evidence-Based Medicine Sessions:

The student expectations for the Evidence-Based Medicine (EBM) teaching sessions that take place on the 2nd, 3rd, 4th, and 5th Friday afternoons of the 6-week rotation are detailed by the clerkship Director (Dr. Armstrong) during the Clerkship Orientation on Day 1 of the rotation. Students are required present once to their cohort and to attend and participate in all four EBM teaching sessions. Presentations seek to answer clinical questions that arise while caring for patients with problems or presentations that are common to family medicine.

The Grade for these sessions is Pass/Fail. To pass students need to give a competent presentation that demonstrates interest, effort, and competency in the skills we are trying to foster through this learning intervention AND they need to be active participants in the discussions that ensue from their classmates' presentations. Students should inform the Clerkship Director and Coordinator if for some reason they are unable to attend any part of or all of a given Friday teaching session. This should occur before the scheduled meeting time.

Assignments and Examinations: Schedule/Due Dates

- Evidenced Based Medicine (EBM) Topic Presentation: Due as assigned – During Week 1 of the rotation the Clerkship Coordinator sends students a list of who will present on each of the four designated Friday afternoon EBM teaching sessions.
- Mid-clerkship Formative Feedback: Due by the end of the third week of the rotation.
- NBME Subject Shelf Exam: Scheduled for morning of the last Friday of the clerkship.

Required Patient Presentations/Clinical Conditions

Each patient/clinical condition has an associated minimum level of student responsibility. Definitions for each level of responsibility are below:

Perform: Student applies knowledge and demonstrates skills necessary to provide patient care and/or perform an indicated procedure under appropriate supervision.

Patient Type / Clinical Condition	Clinical Setting	Level of Student Responsibility
Abdominal Pain	Outpatient	Perform
Asthma & COPD	Outpatient	Perform
Chest Pain in Adults	Outpatient	Perform
Common Psychosocial Problems (e.g., Mood Disorders, Anxiety Disorders & Substance Use Disorders)	Outpatient	Perform
Cough and Dyspnea	Outpatient	Perform
Dizziness	Outpatient	Perform
Dysuria	Outpatient	Perform
Extremity Pain	Outpatient	Perform
Fatigue	Outpatient	Perform
Headache	Outpatient	Perform
Hyperlipidemia	Outpatient	Perform
Hypertension	Outpatient	Perform
Leg swelling	Outpatient	Perform
Low Back Pain	Outpatient	Perform
Obesity	Outpatient	Perform
Skin Disorders (e.g., Acne, Dermatitis)	Outpatient	Perform
Type 2 Diabetes	Outpatient	Perform
Red Eye	Outpatient	Perform
Upper Respiratory Illness (allergic or infectious)	Outpatient	Perform
Behavior Change Counselling (e.g., Smoking Cessation)	Outpatient	Perform
Screening for Breast Cancer	Outpatient	Perform
Screening for Cervical Cancer	Outpatient	Perform
Screening for Colon Cancer	Outpatient	Perform
Contraceptive Management	Outpatient	Perform
Exercise Counselling	Outpatient	Perform
Nutrition Counselling	Outpatient	Perform
Screening for Osteoporosis	Outpatient	Perform
Screening for Prostate Cancer	Outpatient	Perform

Screening for STI's	Outpatient	Perform
Recommend scheduled vaccines for a Child	Outpatient	Perform
Recommend scheduled vaccines for an Adult	Outpatient	Perform
Well Adult Male Visit	Outpatient	Perform
Well Adult Female Visit	Outpatient	Perform
Well Child Visit	Outpatient	Perform

Students are expected to meet the 34 required clinical conditions and patient presentations listed above and in MedLearn. In MedLearn students need only to check off having encountered each condition/ presentation once and they are not required to write any accompanying notes.

Alternative Experiences

If a student is unable to experience a required Patient Case/Clinical Condition, they must complete an alternative experience. All alternative experiences must be approved by the clerkship director.

Instructions for how to submit an alternative experience request:

https://meddocs.medicine.arizona.edu/MedLearn_Clerkship_AltExp/

Direct link to submit an alternative experience request:

<https://medlearn.medicine.arizona.edu/clerkship/altexp>

Note, after submitting an alternative experience request, students must log the case in their logbook with an explanation that the requirement was satisfied through an alternative experience.

History & Physical Exam

Students are required to be observed at least once per clerkship taking a medical history (partial or complete) and performing a physical exam (partial or complete). Students must document this observation in MedLearn. It is only necessary to document one observation for this clerkship. Students should document when (the date) this observation took place and provide the name of the preceptor who observed them.

Duty Hours

Students are expected to be at their Clerkship sites from roughly 8am to 5pm Monday to Friday. They are not expected to do any weekend or after-hours call. Consequently, there is no need for them to enter Duty Hours in MedLearn for this Clerkship.

Suggested Texts and Readings

- Textbook: Essentials of Family Medicine- Smith et al. Seventh Edition (not required)
- Essential Evidence PLUS (www.essentialevidenceplus.com) Sign up for 30-Day Free Trial
- US Preventive Services Task Force (USPSTF) – Acquire Free App
- AAFP medical student membership (www.aafp.org)
 - FREE - Reading materials (including Review Articles on common acute and chronic presentations and conditions)
 - Question Bank (> 1000 Board Review Questions)

Required or Special Materials

Stethoscope and White Coat

Mid-Clerkship Formative Feedback

This clerkship expects students to seek formative feedback from their attending physicians and residents throughout the rotation to improve their performance based on the six core competencies (= EPAs or Entrustable Professional Activities). Approximately halfway through the scheduled rotation students is required to have their Mid-Clerkship Feedback form completed. These forms should be filled out during a one-on-one session with an attending physician, signed and then returned to the Clerkship Coordinator. Although the mid-clerkship feedback is not considering in the determination of your grade, completion is mandatory and required as part of the professionalism expectations.

Grading Scale and Policies

There are four grades possible:

Honors

High Pass

Pass

Fail - Students who do not complete the clerkship requirements at the pass level because they have failed Clinically based on the COM 5-point Likert scale in the summative New Innovations end of Clerkship evaluation form (= Overall Clinical Grade < 3.0 or less than 'Meets Expectations' for any competency or sub-competency), fail the shelf exam and the retake exam, or obtain a 'Fail' for any of the Pass/Fail components of the Grade (Workplace Based Assessments (WBA), Evidence-Based Medicine (EBM) Sessions or 'Professionalism'. A failure requires repeating the clerkship.

How student's grades are determined in the FCM clerkship:

Clinical Assessment:

Fail <3.0 overall rating

Pass 3.0 – 3.99 overall rating

High Pass 4.0 – 4.45 overall rating

Honors 4.5 – 5.0 overall rating

NBME Shelf Exam (students must score in the 5th percentile or higher to Pass):

Pass 5 – 39% percentile

High Pass 40 – 69% percentile

Honors 70 – 100% percentile

WBA (Pass/Fail)

Evidence Based Medicine (Pass/Fail)

Professionalism (Pass/Fail)

Overall Grade:

Note: The Shelf Grade determines the maximum Overall Grade

To earn HONORS – Students must earn Honors for both the Clinical Grade and the Shelf Exam

To earn HIGH PASS – Students must earn a High Pass or Honors for the Clinical Grade and a HIGH Pass for the Shelf Exam

For example, if the Clinical Grade is Honors (4.5 – 5.0) and the Shelf Percentile is a High Pass (40% - 69%) – The Overall Grade will be a HIGH PASS

If a student fails the WBA, EBM and/or Professionalism component, they will fail the clerkship.

Clinical Assessment:

This is based on the New Innovations assessment completed by the preceptor(s) at the end of the 6-week rotation. Students are assessed using the six core competencies: medical knowledge; physical exam skills; interpersonal communication skills; professionalism; practice-based learning improvement; and systems-based practice. The scores for each competency are averaged and students must achieve a 'Satisfactory' or at least 'Meets Expectations' assessment in each competency to pass the clerkship.

Workplace Based Assessment:

Students are required to be assessed on a minimum of 4 different EPAs (Entrustable Professional Activities) during each clerkship. A grade of "pass" is awarded when a student has completed a minimum of 1 per week of patient interaction. For the FCM clerkship, a total of 6 WBA's is required.

At El Rio–Abrams South and Alvernon Clinics – students require evaluations from at least 2 Faculty & 2 Residents during the rotation.

The DASHBOARD is a running summary of how you are doing.

In the Family Medicine clerkship there are 6 EPAs students can choose to be evaluated on:

EPA1: Gather a History and Perform a Physical Examination

EPA2: Prioritize a differential Diagnosis Following a Clinical Encounter

EPA3: Recommend and Interpret Common Diagnostic and Screening Tests EPA5:

Document a Clinical Encounter in the Patient Record

EPA6: Provide an Oral Presentation of a Clinical Encounter

EPA7: Form Clinical Questions and Retrieve Evidence to Advance Patient Care

Final NBME Examination:

The Equated Percent Correct Score (raw score) is converted into a Percentile Rank using the NBME Academic Year Norms graph, and the quartile of the student's academic year (1-4) in which the exam was taken. The Percentile Rank may change over the course of the academic year in each quarter (e.g., A raw score that converts to the 15th percentile in quarter 1 may fall in the 10th percentile in quarter 4 for the same raw score).

Retake exams will utilize the same method. The Equated Percent Correct Score (raw score) will be converted to the Percentile Rank for the quarter (1-4) in which the retake exam was taken. Students who successfully complete a retake will receive the grade of "Pass" for the clerkship.

Evidence Based Medicine Sessions:

Pass/Fail - To pass students are required to give a competent presentation that demonstrates interest, effort, and competency in the skills we are trying to foster AND they should be an active participant in the discussions that ensue from their classmates' case presentations.

Professionalism Grade:

Pass/Fail - A significant lapse and/or a pattern of lapses may result in a Failure for this key component of the grade. This is a decision that is made by the Clerkship Director.

We reserve the right to assign a failing grade for the entire clerkship if a student conducts themselves in a manner that is deemed unprofessional in accordance with the College of Medicine professionalism standards or in a way that is in overt contravention of the professionalism standards and required behavior at the site where they rotate. This includes failure to follow the rules while occupying University arranged housing.

Incomplete –Students who pass clinically but have failed their initial shelf exam have a grade of incomplete until they retake and pass the exam. If a student passes their retake exam and has passed clinically a grade of “Pass” will be entered for the clerkship.

What to do if you have questions about your grade.

If a student has a concern about their final grade or any part of your final evaluation, please do not approach the instructors or clinic site preceptor. Instead, make an appointment to discuss your grade with the Clerkship Director. The Clerkship Director will then review the final grade and, if it appears warranted, will discuss discrepancies with those who evaluated the student. If a preceptor chooses to revise the final clinical assessment, the final grade will be recalculated.

The reason for this policy is as follows: 1. The clinical evaluation from any instructor is only a part of your total clinical evaluation. Individual preceptors do not know the clinical scores that have been assigned to you by other preceptors. 2. The final grade is composed of 5 parts as detailed above. 3. The final grade is thus determined by the totality of input to the FCM clerkship director and is not determined at the site.

Appendix A: Family Medicine Subject Exam 2022-202 Academic Year Norms

Attendance Policy

- All clerkship experiences are mandatory, and any absence must be reported and remediated as deemed appropriate by the clerkship director.
- Students are expected to carefully read the full text of the Clerkship Attendance and Absence Policy and will be held accountable for adherence to the policy. The full text of the attendance policy can be accessed at: <https://medicine.arizona.edu/form/attendance-policies-medical-students-com>
- All absences must be requested a minimum of 30 days prior to the anticipated absence by contacting the clerkship office. The clerkship director may approve the absence based on the College of Medicine Absence and Attendance policy (see weblink above).

If you must be absent from clinic due to an emergency or illness, please contact the clinic first and then contact

the clerkship office at 626-7865 or email lcontrer@email.arizona.edu Absences should be logged into MedLearn within a business day.

University Policies

Absence and Class Participation Policies

Absences for any sincerely held religious belief, observance, or practice will be accommodated where reasonable. Refer to the [Religious Accommodation Policy](#).

Absences pre-approved by the University Dean of Students (or dean's designee) will be honored.

Classroom Behavior/Attendance Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Students are asked to refrain from disruptive conversations with people sitting around them during lectures. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lectures or discussions and may be reported to the Dean of Students.

College of Medicine – Tucson Attendance Policy: <https://medicine.arizona.edu/form/attendance-policies-medical-students-com>

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Accessibility and Accommodations

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <https://deanofstudents.arizona.edu/policies/code-academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see

<http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Confidentiality of Student Records <https://www.registrar.arizona.edu/privacy-ferpa/ferpa>

University and COM-T Policies

See [University of Arizona Policies](#)

See [COM-T Student Policies](#)

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor

Appendix A: Family Medicine Subject Exam 2022-2023 Academic Year Norms

SUBJECT EXAMINATION PROGRAM

FAMILY MEDICINE MODULAR CORE EXAMINATION

2022-2023 ACADEMIC YEAR NORMS



Equated Percent Correct (EPC) Summary Statistics

	Academic Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Number of Examinees	4,943	1,207	871	1,240	1,065
Mean	74.4	72.1	74.4	75.8	76.5
SD	7.9	8.0	7.0	7.3	7.8

Interpreting Academic Norms

- Norms are provided to aid in the interpretation of examinee performance.
- They make it possible to compare examinees' scores with the performance of a norm group.
- Norm group characteristics:
 - Examinees from LCME-accredited medical schools who took a form of this examination as an end-of-course or end-of-clerkship examination for the first time during the academic year from 8/1/2022 through 7/31/2023.

Quarterly Norms

- The percentile ranks for each quarter are defined using the school reported start date of the first rotation for this subject.
- Using the start date of the first rotation, examinees are assigned to the appropriate quarter based on the assumption that their test date would be at least four weeks later.
- For example, if a school's start date for the first rotation is March, then the performance of examinees from that school that tested in April, May or June would be represented in the first quarter.
- Since quarterly norms are based only on schools that supplied the start date of the first rotation for this subject, the number of examinees reported across quarters may not add up to the total norm group for the academic year.

Using the Table

- Locate an examinee's score in the column labeled "EPC" and note the entry in the adjacent column for the academic year or quarterly testing period of interest. This number indicates the percentage of examinees that scored at or below the examinee's equated percent correct score.

EPC	Acad. Year	Percentile Ranks			
		Q1	Q2	Q3	Q4
100	100	100	100	100	100
99	100	100	100	100	100
98	100	100	100	100	100
97	100	100	100	100	100
96	100	100	100	100	100
95	100	100	100	100	100
94	100	100	100	100	100
93	100	100	100	100	100
92	100	100	99	100	99
91	100	100	99	100	99
90	99	100	99	99	98
89	98	99	99	98	97
88	98	99	99	97	96
87	96	98	98	95	94
86	96	98	97	95	93
85	94	97	96	92	89
84	91	95	94	89	85
83	88	93	91	85	80
82	84	91	88	81	75
81	80	88	84	77	70
80	77	86	79	73	67
79	73	82	76	69	62
78	68	78	72	62	56
77	62	74	66	54	51
76	57	68	59	50	46
75	54	65	55	47	45
74	48	59	48	42	39
73	44	55	43	37	34
72	39	51	39	30	30
71	33	45	33	25	24
70	31	42	28	24	23
69	27	36	25	21	19
68	22	30	20	16	15
67	18	25	15	13	11
66	16	23	14	10	10
65	14	21	11	10	9
64	11	18	8	7	8
63	9	15	6	5	6
62	7	12	5	3	4
61	7	12	5	3	4
60	5	9	3	3	3
59	4	7	2	2	3
58	3	6	2	2	2
57	2	4	1	1	1
56	2	3	0	1	1
55	1	2	0	1	1
≤ 54	1	2	0	1	1