Psychiatry Clerkship
Virtual Curriculum Manual

Department of Psychiatry
MS314
2020-2021

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Clerkship Coordinator: Scott Harris, MPH
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### Medical Education Program Objectives

<table>
<thead>
<tr>
<th>INSTITUTIONAL LEARNING OBJECTIVE</th>
<th>MEDICAL EDUCATION PROGRAM OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B</strong> - Behaves in a caring, compassionate and sensitive manner toward patients and colleagues of all cultures and backgrounds. (Interpersonal and Professionalism)</td>
<td>B.1 - Apply principles of social-behavioral sciences to provision of patient care; including assessment of the impact of psychosocial and cultural influences on health, disease, care-seeking, care compliance, and barriers to and attitudes toward care. (2.5)</td>
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<tr>
<td></td>
<td>B.2 - Demonstrate insight and understanding about emotions that allow one to develop and manage interpersonal interactions. (4.7)</td>
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<td>B.3 - Demonstrate compassion, integrity, and respect for others. (5.1)</td>
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<td>B.4 - Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation. (5.5)</td>
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<tr>
<td><strong>U</strong> - Uses the science of normal and abnormal states of health to prevent disease, to recognize and diagnose illness and to provide and appropriate level of care. (Medical Knowledge and Patient Care)</td>
<td>U.1 - Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice. (1.1)</td>
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<td></td>
<td>U.2 - Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging and other tests. (1.2p)</td>
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<tr>
<td></td>
<td>U.3 - Interpret laboratory data, imaging studies, and other tests required for the area of practice. (1.4)</td>
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<td>U.4 - Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence and clinical judgement. (1.5)</td>
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<td>U.5 - Develop and carry out patient management plans. (1.6)</td>
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<td>U.6 - Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health. (1.9)</td>
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<td>U.7 - Demonstrate an investigatory and analytic approach to clinical situations. (2.1)</td>
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<td></td>
<td>U.8 - Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations. (2.2)</td>
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<tr>
<td></td>
<td>U.9 - Apply established and emerging principles of clinical sciences to health care for patients and populations. (2.3)</td>
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<td></td>
<td>U.10 Recognizes that ambiguity is a part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty. (8.8)</td>
</tr>
<tr>
<td><strong>C</strong> - Communicates with colleagues and patients to ensure effective interdisciplinary medical care (Interpersonal and Communication Skills; Patient Care)</td>
<td>C.1 - Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging and other tests. (1.2h)</td>
</tr>
<tr>
<td></td>
<td>C.2 - Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making. (1.7)</td>
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<tr>
<td></td>
<td>C.3 - Participate in the education of patients, families, students, trainees, peers and other health professionals. (3.8)</td>
</tr>
<tr>
<td></td>
<td>C.4 - Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds. (4.1)</td>
</tr>
<tr>
<td></td>
<td>C.5 - Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies (4.2, see also 7.3)</td>
</tr>
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<td></td>
<td>C.6 - Maintain comprehensive, timely, and legible medical records. (4.5)</td>
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<td></td>
<td>C.7 - Demonstrate sensitivity, honesty, and compassion in difficult conversations, including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics. (4.6)</td>
</tr>
<tr>
<td></td>
<td>C.8 - Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations. (7.3)</td>
</tr>
<tr>
<td>INSTITUTIONAL LEARNING OBJECTIVE</td>
<td>MEDICAL EDUCATION PROGRAM OBJECTIVE</td>
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</table>
| A - Acts in accordance with highest ethical standards of medical practice (Professionalism) | A.1 - Demonstrate responsiveness to patient needs that supersedes self-interest. (5.2)  
A.2 - Demonstrate respect for patient privacy and autonomy. (5.3)  
A.3 - Demonstrate accountability to patients, society, and the profession. (5.4)  
A.4 - Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations. (5.6)  
A.5 - Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust. (7.1)  
A.6 - Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients. (8.5) |
| R - Reviews and critically appraises biomedical literature and evidence for the purpose of ongoing improvement of the practice of medicine. (Practice-Based Learning and Improvement and Medical Knowledge) | R.1 - Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations. (2.4)  
R.2 - Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems. (3.6)  
R.3 - Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes. (3.10) |
| E - Exhibits commitment and aptitude for life-long learning and continuing improvement (Practice-based Learning) | E.1 - Identify strengths, deficiencies, and limits in one's knowledge and expertise. (3.1)  
E.2 - Set learning and improvement goals. (3.2)  
E.3 - Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes. (3.3)  
E.4 - Incorporate feedback into daily practice. (3.5)  
E.5 - Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care. (3.9)  
E.6 - Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors. (8.1)  
E.7 - Manage conflict between personal and professional responsibilities. (8.3) |
| S - Supports optimal patient care through identifying and using resources of the health care system. (Systems-Based Practice and Patient Care) | S.1 - Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes. (1.8)  
S.2 - Systematically analyze practice using quality-improvement methods and implement changes with the goal of practice improvement. (3.4)  
S.3 - Use information technology to optimize learning. (3.7)  
S.4 - Work effectively with others as a member or leader of a health care team or other professional group. (4.3, see also 7.4)  
S.5 - Work effectively in various health care delivery settings and systems relevant to one's clinical specialty. (6.1)  
S.6 - Coordinate patient care within the health care system relevant to one's clinical specialty. (6.2)  
S.7 - Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care. (6.3)  
S.8 - Advocate for quality patient care and optimal patient care systems. (6.4)  
S.9 - Use the knowledge of one’s own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served. (7.2)  
S.10 - Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable. (7.4) |
**Third Year Learning Objectives**

During the third-year clerkships, students will

- Demonstrate use of patient-centered interviewing and communication techniques (U.2)
- Take a clinical history that demonstrates both organization and clinical reasoning (U.7)
- Perform accurate and relevant physical exam techniques (U.2)
- Demonstrate an ability to synthesize clinical information and generate a differential diagnosis, assessment and plan (U.3, R2, U.5)
- Demonstrate a compassionate and patient-sensitive approach to history taking and physical examinations (B.3)
- Communicate well organized, accurate and synthesized oral presentations (C.1)
- Counsel and educate patients and families (C.3)
- Demonstrate timely, comprehensive and organized documentation (C.6)
- Demonstrate a fund of knowledge in the clinical discipline and apply this to patient care (U.4)
- Demonstrate an awareness of one’s own learning needs and work to address these gaps (E.1, E.3)
- Show respect and empathy for others (B.3)
- Demonstrate accountability to the responsibilities of the student’s role and expectations of a clinical clerk (S.4)
- Communicate effectively with the interprofessional team (S.9)

**Psychiatry Clerkship Learning Objectives (Linked to Medical Education Program Objectives in parentheses)**

There are six learning objectives for this clerkship, including professionalism. Students can meet the learning objectives on inpatient, emergency room, consultative service, or outpatient venues.

By the end of the Psychiatry Clerkship, the BUSM-III Student will:

1. Demonstrate the Institution’s Professionalism Learning Objectives while on clinical sites including:
   - Maintaining patient confidentiality and privacy (A.2)
   - Completing necessary administrative duties in a timely manner (A.3)
   - Being prepared and punctual on clinical sites (A.6)

2. Assess, diagnose, and develop first line treatments for:
   - Schizophrenia Spectrum and Other Psychotic disorders (U.2, U.4, U.5)
   - Personality Disorders (U.2, U.4, U.5)
   - Suicidal and Homicidal Patients (U.2, U.4, U.5)
   - Somatic Symptom and Related Disorders (U.2, U.4, U.5)
   - Neurocognitive Disorders (U.2, U.4, U.5)
• Mood Disorders (U.2, U.4, U.5)
• Anxiety Disorders (U.2, U.4, U.5)
• Substance Use (U.2, U.4, U.5)
• Bipolar Disorders (U.2, U.4, U.5)
• Posttraumatic Stress Disorder (U.2, U.4, U.5)

3. Communicate with other care providers and the patient regarding the first line treatment of the disorders (C.3, C.4, C.5)

4. Conduct an observed Mental Status Examination while on clinical site (U.1, U.2)

5. Conduct an observed substance use assessment while on clinical site (U.1, U.2)

6. Conduct an observed depression assessment while on clinical site (U.1, U.2)
Contact Information

Clerkship Director

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Director of Psychiatry Student Medical Education
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Pager: 1770
Office: DOB, 720 Harrison Ave., Suite 915

Assistant/Associate Clerkship Director

Christine Crawford, MD, MPH
Associate Director of Psychiatry Medical Student Education
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Email: crawforc@bu.edu
Pager: 3674

Clerkship Coordinator

Scott Harris, MPH
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Email: scotth@bu.edu
Office: 72 E. Concord St., A307
Office Hours: 8:30am - 4:30pm
Virtual Clerkship Curriculum Description

We have transitioned two weeks of the clerkship content to an online curriculum in order to allow students to continue their learning while maintaining social distancing. All students will complete the clinical portion of the clerkship later in the year.

This Virtual Curriculum Manual serves as an overview of the two-week virtual portion of the curriculum. Students will be provided with a clinical syllabus prior to the start of their clinical clerkship rotations.

The goals of the Psychiatry Virtual Clerkship are to equip students with the basic skills of assessing and treating patients with specific psychiatric disorders in clinical settings. These include conducting comprehensive patient interviews, writing clinical notes, and developing effective treatment plans. Students will also learn foundational skills of Cognitive Behavioral Therapy and Motivational Interviewing.

During this virtual clerkship students will work in small groups to practice interviewing skills, and will work with their AME groups to practice write ups and presentations. In addition, students will practice oral presentations with faculty preceptors, and will engage in a small group art observation exercise.

Students will engage in a number of self-directed learning activities, including working through several clinical cases online.

Curriculum Overview

Block Schedule

Block schedule dates for all clerkships can be located on the Medical Education website: http://www.bumc.bu.edu/bstm/education/medical-education/academic-calendars/

Holidays

Holidays by Clerkship can be viewed on the Medical Education website at: http://www.bumc.bu.edu/bstm/education/medical-education/academic-calendars/#clerkhols

Learning Schedule

See Blackboard site for details

Week 1

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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</thead>
<tbody>
<tr>
<td>AM</td>
<td>10:00am</td>
<td>10:00am</td>
<td>No live sessions</td>
<td>10:00am</td>
<td>10:00am</td>
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<tr>
<td>PM</td>
<td>End: 2:00pm</td>
<td>AME Small Group</td>
<td>AME Small Group</td>
<td>AME Small Group</td>
<td>AME Small Group</td>
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<tr>
<td></td>
<td></td>
<td>End: 2:00pm</td>
<td>End: 2:00pm</td>
<td>End: 2:00pm</td>
<td>End: 2:00pm</td>
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</table>
Virtual Clinical Experiences
On line virtual cases will be assigned throughout the two week clerkship. In addition, students are expected to attend an online AA meeting prior to May 21 (go to aaboston.org to find an online meeting).

Small Group Sessions
There will be an AME small group session during the week of May 18, focusing on history taking, case write up, and oral presentations in psychiatry.

The learning community small groups will have a scheduled meeting with a Department of Psychiatry faculty the week of May 25, where they will orally present two clinical cases and receive feedback.

In addition, students will be broken into dyads or small groups on several occasions during the course of the lectures for brief activities.

Other Online Learning
Cases from Aquifer, online Med Ed, and ADMSEP (Association of the Directors of Medical Student Education in Psychiatry) will be assigned over the course of the virtual clerkship.

Selected video clips will also be assigned.

Learning Communities
You will be assigned a learning community for the entirety of the virtual clerkship. This is the group you will be meeting with regularly to do group learning, discuss things that you have learned, and support each other.

You should create a communication contact who will start/run Zoom sessions for your group.

Please communicate to the clerkship coordinator which student will be running your Zoom session and what your Zoom ID is by 5pm on the first day of the virtual clerkship, which is May 19, 2020. This student may be given editing permission on BB/google calendar to enter LC meeting times and ZOOM ids.

As a group your learning community should:

- Plan an initial meeting on May 19 or 20. Start brainstorming about how you want your group to work and which of the assigned work you want to do as a group, and which will be done individually. We ask you to submit your group plans for the course by 5 pm, Wednesday May 20.
• Anticipate a minimum of two meetings per week (subject to review), including meeting on May 20 and May 27.

• Create ground rules for communication and learning in your learning community.

• Make a plan for your learning community. Plans for the learning communities may include:
  o Review the group plan for the day/week
  o Do cases on Aquifer (aquifer.org), ADMSEP, or other self-study modules together
  o Discuss the online content you are completing- what you learned, questions it raised, etc.
  o Discuss any of the live work you are doing – what you learned, questions it raised, next steps for your learning
  o Support each other in prep for/stress of step 1 and be a community for each other in this isolated time.

These activities are in addition to your Zoom classroom work.

In addition, each learning community group will be meeting with a psychiatry faculty during the week of May 25 for an exercise in oral case presentations.

Assessment and Grading

Clerkship Grading Policy

An overview of the grading policy for the full clerkship is listed below. Please note that the clinical components will take place after all virtual clerkships. Students will take the shelf exam at the end of their clinical clerkship experience.

Virtual Clerkship Grading

<table>
<thead>
<tr>
<th>Clerkship Virtual Grading Procedures/Policies</th>
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</thead>
<tbody>
<tr>
<td>• The virtual clerkship is a pass/fail portion of the clerkship. In order to pass the virtual clerkship, students must:</td>
</tr>
<tr>
<td>o Attend all live virtual zoom sessions (unless excused by the clerkship)</td>
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<tr>
<td>o Attend all learning community group sessions (unless excused by the clerkship)</td>
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<tr>
<td>o Complete all self-study content</td>
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<tr>
<td>o Complete all assignments</td>
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<tr>
<td>o Meet the professionalism requirements</td>
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| Clerkship Specific Virtual Grade Procedures/Policies |

<table>
<thead>
<tr>
<th>Professionalism on the Virtual Clerkship</th>
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<tbody>
<tr>
<td>Evaluation of a medical student’s performance while on a clerkship includes all expectations outlined in the syllabus and clerkship orientation as well as the student’s professional conduct, ethical behavior, academic integrity, and interpersonal relationships with medical colleagues, department administrators, patients, and patients’ families. Any professionalism lapses resulting in a failure to meet the virtual clerkship professionalism requirements may result in a failure of the virtual portion of the clerkship and will require narrative comments by the clerkship director in the summative comment section of the final evaluation.</td>
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| Virtual Clerkship Failure and Remediation Policies/Procedures |
If a student fails the virtual portion of the clerkship, they will still be allowed to take the clinical portion of the clerkship during the scheduled time.

If a student receives a grade of fail in a clerkship, based on failure of the virtual clerkship, the student will have the opportunity to remediate the failing grade through two additional clinical weeks on that clerkship. Upon earning a passing grade for those clinical weeks, the final grade will be recalculated as specified in the course syllabus and will appear on the transcript as a Fail/(Remediated Grade). A transcript note will be made to designate that the remediation was completed by an additional clinical experience.

**BUSM Grade Review Policy**

BUSM’s Grade Reconsideration Policy is located in section 2.2 of the Policies and Procedures for Evaluation, Grading and Promotion of Boston University School of Medicine MD Students: [http://www.bumc.bu.edu/busm/faculty/evaluation-grading-and-promotion-of-students/](http://www.bumc.bu.edu/busm/faculty/evaluation-grading-and-promotion-of-students/)

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**Entire Clerkship Grading**

<table>
<thead>
<tr>
<th>HOW MUCH EACH PART OF YOUR GRADE IS WORTH FOR THE ENTIRE CLERKSHIP:</th>
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<tbody>
<tr>
<td>Virtual Clerkship</td>
<td>P/F</td>
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<tr>
<td>Clinical Grade Percentage</td>
<td></td>
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<tr>
<td>Shelf/Exam Percentage</td>
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<tr>
<td>“Other” Components Percentage</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>HOW YOUR FINAL WORD GRADE IS CALCULATED FOR THE CLERKSHIP:</th>
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<tbody>
<tr>
<td>Honors</td>
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<tr>
<td>High Pass</td>
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<tr>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>Fail</td>
<td></td>
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</tbody>
</table>

**SHELF/EXAM GRADING**

Exam minimum passing (percentile/2 digit score)

**What is “Other” and what percentage is it worth?**

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other components that need to be completed in order to pass the clerkship</td>
<td></td>
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<tr>
<td>Patient log</td>
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<tr>
<td>FOCuS Forms</td>
<td></td>
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<tr>
<td>Duty Hour logs</td>
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</tr>
</tbody>
</table>

**Professionalism**

Evaluation of a medical student’s performance while on a clerkship includes all expectations outlined in the syllabus and clerkship orientation as well as the student’s professional conduct, ethical behavior, academic integrity, and interpersonal relationships with medical colleagues, department administrators, patients, and patients’ families. Any lapses in professionalism may result in a loss of up to 3% of the total possible clerkship points regardless of performance in other areas of the clerkship. Any professionalism lapses resulting in a loss of clerkship points will require narrative comments by the clerkship director in the professionalism comment section of the final evaluation.

**Clerkship-Specific Failure and Remediation Policies/Procedures**

**BUSM Grade Review Policy**

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Roles and Responsibilities

Clerkship Director
- Oversee the design, implementation, and administration of the curriculum for the virtual clerkship curriculum
- Orient students to the virtual clerkship curriculum
- Create and maintain an appropriate learning environment, modeling respectful and professional behaviors for and toward students
- Ensure student and faculty access to appropriate resources for medical student education. Evaluate and grade students
- Ensure LCME accreditation preparation and adherence
- Adhere to the AAMC-developed guidelines regarding Teacher-Learner Expectations

Clerkship Coordinator
- Support the clerkship director in the responsibilities provided above
- Create and maintain an appropriate learning environment, modeling respectful and professional behaviors for and toward students
- Maintain student rosters
- Coordinate orientations and didactic sessions
- Verify completion of virtual clerkship curriculum for each student

Third Year Student
- Attend all of the live virtual sessions, and participate in the small group activities.
- Attend all learning community sessions, including the oral presentations exercise
- Complete all self-study work
- Complete assigned readings prior to lectures
- Complete and submit all assignments
- Attend an on-line meeting of Alcoholics Anonymous
- Attend the art observation exercise
- View recorded sessions, and complete all assignment for any sessions where the student had to miss due to an excused absence.

Professional Comportment
Students are expected to adhere to the AAMC-developed guidelines regarding Teacher-Learner Expectations, located on the Policies page, under “Academic Policies and Information” (http://www.bumc.bu.edu/busm/files/2015/05/AAMC-Teacher-Learner-Expectations.pdf)

Students are expected to be aware of and follow the site expectations on professional comportment, including, but not limited to, dress code and the use of phones, pagers, and laptops. Students must arrive on time at their site and for any scheduled sessions. Any missed sessions and absences must adhere to the Attendance & Time Off Policy.

Further, below are expectations for student professionalism in the virtual curriculum. These include, but are not limited to:
- Treating the clerkship team in a professional and respectful manner
Engaging in the virtual curriculum and participating respectfully at all times
• Arriving at scheduled sessions (e.g. Zoom meetings) on time
• Handing in all assignments on time
• Informing clerkship leadership of absences
• Responding to emails in a timely fashion (within 48 hours)

Student Evaluation of the Clerkship
Student feedback is a highly valued, critical resource for helping us continually improve our curriculum. Evaluation of learning experiences is a requirement of the Liaison Committee on Medical Education. To ensure that we have a representative amount of data on our courses and clerkships, all students are expected to complete an evaluation via eValue (www.e-value.net) for each of the courses/modules and their instructors. All evaluations are anonymous and aggregate data is only released to clerkship directors after grades have been submitted for the blocks. Please comment freely and honestly about your experience.

Assignments
Assignments will be posted on Blackboard, and will be emailed to students ahead of time.

Policies and Procedures for Evaluation, Grading and Promotion of Boston University School of Medicine MD Students
http://www.bumc.bu.edu/busm/faculty/evaluation-grading-and-promotion-of-students/

Collaborative Student Assessment System

Student Disciplinary Code of Academic and Professional Conduct
http://www.bumc.bu.edu/busm/faculty/medical-student-disciplinary-code/

Attendance & Time Off Policy

• 3rd Year Excused Absence Form: https://wwwapp.bumc.bu.edu/MedPersonalDays/home/Index
• Jury Service: http://www.bu.edu/dos/policies/lifebook/jury-service/

Personal Day Policies
The personal day policy applies only to the clinical portion of the clerkships.
http://www.bumc.bu.edu/busm/education/medical-education/policies/personal-days-policy/

BUSM Policies
In addition to the expectations listed above, all students are expected to adhere to BUSM and Boston University policies.
http://www.bumc.bu.edu/busm/education/medical-education/policies/
BU Policies and Student Support Services

Appropriate Treatment in Medicine
Boston University School of Medicine (BUSM) is committed to providing a work and educational environment that is conducive to teaching and learning, research, the practice of medicine and patient care. This includes a shared commitment among all members of the BUSM community to respect each person’s worth and dignity, and to contribute to a positive learning environment where medical students are enabled and encouraged to excel.

BUSM has a ZERO tolerance policy for medical student mistreatment.

Students who have experienced or witnessed mistreatment are encouraged to report it using one of the following methods:

- Contact the chair of the Appropriate Treatment in Medicine Committee (ATM), Dr. Robert Vinci, MD, directly by email (bob.vinci@bmc.org)
- Submit an online Incident Report Form through the online reporting system https://www.bumc.bu.edu/busm/student-affairs/atm/report-an-incident-to-atm/

These reports are sent to the ATM chair directly. Complaints will be kept confidential and addressed quickly.

Appropriate Treatment in Medicine website: http://www.bumc.bu.edu/busm/student-affairs/atm/

Boston University Sexual Misconduct/Title IX Policy

Boston University Social Media Guidelines
http://www.bu.edu/policies/information-security-home/social-media-guidelines/

Learning Strategies and Tools

Recommended Texts

eValue Student Resources
http://www.bumc.bu.edu/evalue/students/

Echo360/Technology
Echo360 may only be used for streaming captured lecture videos; the videos may not be downloaded. Taking smartphone or digital pictures or videos of any part of the lecture in class, or at home, is similar to downloading and is not allowed. There are a number of reasons for this, including that students and/or the University may be liable for violations of federal copyright and privacy laws as a result of the use of copied material.

If you experience any technical problems, please report the issue in one of the following ways to generate an IT ticket:
• **Echo360 Related Issues:** Create a ticket on the Ed Media site ([http://www.bumc.bu.edu/bumc-emc/instructional-services/echo360/](http://www.bumc.bu.edu/bumc-emc/instructional-services/echo360/)): sign in and provide pertinent information that will enable an effective response. Have a link to the problematic video ready to copy/paste into this form.

• **Educational Technology Related Issues:** For assistance with technology supported by BUMC's Educational Media (e.g. ExamSoft), tickets can be created via their website at: [http://www.bumc.bu.edu/bumc-emc/instructional-services/report-an-educational-technology-issue/](http://www.bumc.bu.edu/bumc-emc/instructional-services/report-an-educational-technology-issue/)

• **Other Technology Related Issues:** For assistance with BU-wide technology, such as Blackboard, email an example (e.g. picture or very brief phone video) to ithelp@bu.edu with a descriptive subject line and give as many details as possible on the what, where, how you are using the service and what type of computer, browser, etc. along with type of student (i.e. BUSM III). Always include link(s) to or screen shots of where the issue is occurring.


**Tutoring**

**Office of Disability Services**
Boston University is committed to providing equal and integrated access for individuals with disabilities. The Office of Disability Services provides services and support to ensure that students are able to access and participate in the opportunities available at Boston University. [http://www.bu.edu/disability/policies-procedures/academic-accommodations/](http://www.bu.edu/disability/policies-procedures/academic-accommodations/)