



# CLERKSHIP DIRECTOR'S HANDBOOK

## ***CLERKSHIP DIRECTOR'S GUIDE***

This guide is designed to help support the clinical course directors in the directorship of their clerkship, including defined roles and responsibilities, contact information for other faculty and staff, a time-line for course management, a template for a syllabus and procedures for reserving rooms, testing, grading, and taking disciplinary action.

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## CURRICULUM OVERVIEW

FIRST YEAR CURRICULUM									
AUGUST		SEPTEMBER		OCTOBER	NOVEMBER	DECEMBER			
WEEK 1		WEEKS 2-20							
Introduction to Medical School		← Module I – Core Concepts in the Basic Sciences →							
		Course 1 - Histology and Cellular Structure and Function: Physiological & Pharmacological Processes							
		Course 2 - Biochemistry and Medical Genetics: Physiological and Pharmacological Processes							
		Course 3 - Embryology and Dimensional Organization of the Human body: Physiological and Pharmacological Processes							
		Course 4 - Immunology: Mechanisms of Disease and Host defenses: Physiological and Pharmacological Processes							
← Foundations of Clinical Medicine →									
JANUARY		FEBRUARY		MARCH		APRIL		MAY	
WEEKS 21-26			WEEKS 27-39				WEEK 40  Exams		
← Module II – Organ-based Concepts in Medicine →									
Introduction to Micro/ID	Musculoskeletal		Head and Neck		Neuro Anatomy				
← Foundations →									
SECOND YEAR CURRICULUM									
AUGUST	SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER		
WEEKS 1-5	WEEKS 6-10		WEEKS 10-14		WEEKS 15-19		WEEKS 19-22		WEEK 22
← Module II Organ-based Concepts of Medicine →									
Neurology & Behavioral Sciences		Blood & Lymph	Cardiovascular		Renal / Nephrology		Respiratory		Integrative Processes
← Foundations →									
JANUARY		FEBRUARY		MARCH		APRIL		MAY	
WEEKS 23-26		WEEKS 26-30		WEEKS 31-36		WEEKS 37-38		WEEK 39	
← Module II – Organ-based Concepts in Medicine →									
GI/ Liver		Endo/Repro/ GU		Integrative Processes		Basic Sciences Review			
← Foundations →									

### THIRD YEAR CURRICULUM

Introduction to Clinical Medicine (1 week)

Internal Medicine (12 Weeks)

- Includes electives in Cardiology, Nephrology, Heme/Onc, GI, Emergency Medicine, Endocrine, Med/Peds, Pathology, Pulmonary, Radiology, Rheumatology

Surgery (12 Weeks)

- includes electives Anesthesiology, OMFS, Ophthalmology Orthopedic Surgery, Otolaryngology, Urology

Psychiatry (4 Weeks)

OB/GYN (6 Weeks)

Pediatrics (6 Weeks)

Family Medicine (4 Weeks)

Neurology/Neurosurgery (4 Weeks)

Clinical Toxicology (3 Days)

### FOURTH YEAR CURRICULUM

#### Selective Courses

- Acting Internship 4 Weeks
  - Transition to Residency/Passport 4 Weeks
  - Nutrition 2 Weeks
  - Health System Science 2 Weeks
- 12 Weeks

Electives Courses 24 Weeks

Vacation 4 Weeks

## *2021-2022 CLERKSHIP DIRECTORS' LIST*

Core Clerkships			
	COURSE NAME	DIRECTOR	COORDINATOR
	Family Medicine	Dr. Chuck Baxter Dr. Ammar Husan	Christy Hay
	Internal Medicine	Dr. Sara Adams	Lisa Locke
	Neurology/Neurosurgery	Dr. Erik Burton Dr. Jennifer Kosty	Cody Hanna
	OB/GYN	Dr. Mila Shah-Bruce	Delores Brown
	Pediatrics	Dr. Shabih Manzar	Brenda Kolniak
	Psychiatry	Dr. Julianna Fort	Stephanie Saunders
	Surgery	Dr. Arielle Dubose	Debbie Thornhill
Electives			
	Anesthesiology	Dr. Shilpa Patil	Patricia Kennedy
	Emergency Medicine	Dr. Stephen Baker	Belinda Kennedy
	Neurosurgery	Dr. Jennifer Kosty	Cody Hanna
	Ophthalmology	Dr. Chanping Liang	Sheanny Hardjasudarma
	Orthopedics	Dr. Karl Bilderback	Amy Shelley
	Otolaryngology	Dr. Jason Calligas	Amy Ray
	Pathology	Dr. Ashley Flowers	Kayla Schilke
	Radiology	Dr. Eduardo Gonzalez-Toledo	Elizabeth Winkler
	Urology	Dr. Alexander Gomelsky	Betty Bass

## **GOALS AND OBJECTIVES**

### **SCHOOL OF MEDICINE LSU HEALTH SHREVEPORT**

#### **I. INTERPERSONAL SKILLS AND COMMUNICATION**

**Goal:** The student must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- 1) The student must demonstrate the ability to create and sustain a therapeutic and ethically sound relationship with patients.
- 2) The student must develop and refine interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and the public, as appropriate, by displaying effective communication across a broad range of socioeconomic and cultural backgrounds.
- 3) The student must exhibit effective communication with physicians, other health professionals and health related agencies and demonstrate the ability to work as a productive member or leader of a health care team or other professional group.
- 4) The student must construct and maintain comprehensive, timely, and legible medical records.

#### **II. MEDICAL KNOWLEDGE**

**Goal:** The student must demonstrate knowledge of the scientific basis of health and disease and be able to apply that knowledge to the practice of medicine.

- 1) The student must exhibit knowledge of established and evolving biomedical, clinical, epidemiological, and social/behavioral sciences as well as the application of this knowledge to patient care.
- 2) The student must demonstrate the ability to acquire and access new knowledge (i.e., stay- up-to-date with the current literature).
- 3) The student must demonstrate the ability to evaluate critically new knowledge and to determine its relevance to clinical problems.

#### **III. PATIENT CARE**

**Goal:** The student must be able to provide patient care that is compassionate, appropriate, and effective for their level of training and for the treatment of health problems and the promotion of health.

- 1) The student must exhibit the ability to take both a focused and a comprehensive history.
- 2) The student must demonstrate the ability to perform a thorough physical examination.
- 3) The student must display the ability to verbally present clinical information relevant to patient care to clinical supervisors, peers, and other members of the health care team.
- 4) The student must be able to correctly perform routine clinical procedures and be knowledgeable about the indications, complications, and limitations of those procedures.
- 5) The student must demonstrate appropriate diagnostic and therapeutic management strategies for patients with common issues arising for both acute and chronic care needs.

#### **IV. PRACTICE-BASED LEARNING AND IMPROVEMENT**

**Goal:** The student must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

- 1) The student must engage in critical reflection to distinguish personal goals and identify opportunities for increased knowledge and development of new skills, behaviors, and perspectives and, as a result of this insight, integrate appropriate learning activities and formative evaluation feedback into daily practice with the goal of performance improvement.
- 2) The student must demonstrate the ability to locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems.
- 3) The student must demonstrate the ability to utilize information technology to optimize learning.
- 4) The student must participate in the education of patients, families, students, residents, and other health care professionals.

#### **V. PROFESSIONALISM**

**Goal:** The student must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

- 1) The student must demonstrate compassion, integrity, and respect for others.
- 2) The student must exhibit responsiveness to the needs of patients and society that supersedes self-interest.
- 3) The student must show respect for patient privacy and autonomy.
- 4) The student must demonstrate accountability to patients, society, and the profession.
- 5) The student must display sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in age, sex, culture, race, sexual orientation, gender identity, gender expression, religion and disabilities.

#### **VI. SYSTEM-BASED PRACTICE**

**Goal:** The student must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as an understanding of the methods by which other resources in the system can be called upon to provide optimal health care.

- 1) The student must demonstrate an understanding of the way in which patient care is coordinated within the health care system and work effectively in various health care delivery settings and systems.
- 2) The student must demonstrate an understanding of the considerations of cost awareness and risk/benefit analysis in patient and/or population-based care as appropriate for level of training.
- 3) The student must work effectively in inter-professional teams and demonstrate efforts to enhance patient safety and improve the quality of patient care.
- 4) The student will demonstrate efforts to enhance patient safety and improve the quality of patient care.

## SECTION I

### THE CLERKSHIP DIRECTOR'S ROLE



## ***CLERKSHIP DIRECTOR RESPONSIBILITIES***

Clinical Course Directors are responsible for the planning, implementation, and continuous improvement of his/her clerkship. The Clerkship Director collaborates with clerkship faculty, the department chair, and the Clerkship Committee Chairs to assure that his/her clerkship accomplishes the tasks listed below. The Medical Curriculum Council (MCC) is responsible for the overall governance of the medical curriculum and provides direction to course directors.

The Office of Academic Affairs provides central support and management to assure consistency and coordination among courses. The Associate Dean for Academic Affairs, the Director for Academic Affairs, and the Clinical Curriculum Coordinator are available to assist the clerkship directors in their efforts to maintain quality and consistency within the curriculum.

Acceptance of the position of Clerkship Director confirms an individual's agreement to fulfill the established responsibilities of this leadership position:

### **Clerkship Goals & Objectives**

- Develop a written set of education goals and objectives for the clerkship with a plan for periodic review
  - Use the medical school educational program objectives to drive clerkship specific objectives
  - Ensure all clerkship level objectives are linked to the appropriate educational program objectives (EPO) [see example in syllabus template]
  - Determine session level objectives and keywords for each session taught within the clerkship.
    - Clerkship objectives, session level objectives, and keywords will be reviewed yearly by the Clerkship Director and provided to the Academic Affairs for curriculum mapping purposes and review by the MCC.

### **Management of Faculty within the Course**

- Ensure all teaching faculty, residents, and students are aware and understand the clerkship objectives, learning goals, relevance to the larger curriculum, and relevant policies.
- Provide faculty information regarding expectations for student performance, and criteria for grading and feedback.
- Develop and/or revise the clerkship teaching and learning methods.
- Provide guidance and feedback to clerkship faculty on the preparation of course materials such that course and institutional objectives are met.
- Monitor the teaching effectiveness of assigned faculty and overall delivery of the clerkship so that any mid-clerkship corrections can be made.
- Serve as a resource to faculty and students to interpret educational policies and procedures.

### **Creation and Delivery of Course Content**

- Assume responsibility for the delivery of the clerkship including content, scheduling, assessment, organization, and clerkship execution.
- Construct the course syllabus using the MCC approved Course Syllabus Template. The syllabus must include a clear outline for the weighting of assessments and an overall clerkship grading rubric.
- Provide fair and effective formative (mid-clerkship evaluation) and summative assessments (NBME Shelf Exam).
- Serve as a resource and communicate in a timely manner with students, administrative staff, and faculty.
- Promote a positive learning environment and collaborate with the Director for Academic Affairs and Director for Student Affairs to address student mistreatment and learning environment concerns.

### **Monitoring of Student Performance**

- Provide formative evaluation and feedback for individual students; advise and supervise remediation for students with academic problems.
- Ensure early identification of students in academic or personal difficulty and refer students to the Office for Student Affairs for assistance.
- Identify appropriate remediation plans for students with academic difficulty.
- Ensure that final grades are posted in a timely fashion adhering to university policy.

### **Continuous Quality Improvement**

- Attend clerkship directors' meetings to improve and standardize elements of the curriculum, develop policies, provide input, and ensure compliance with LCME standards.
- Request in writing from the Associate Dean for Academic Affairs the necessary resources to run the clerkship effectively (e.g., equipment, instructional materials, etc.).
- Participate in Annual Clerkship Reviews with the Office of Academic Affairs, providing a copy of Clerkship Objectives, keywords, and a Response to Student Evaluations to the Associate Dean for Academic Affairs.
- Modify existing or develop new curricula or methods of delivery based on needs, changing LCME requirements, and as charged by curriculum oversight bodies.

## ***CLERKSHIP COORDINATOR RESPONSIBILITIES***

The Clerkship Coordinator is responsible for the coordination of the Clerkship, including the implementation, assessment/evaluation, and management of academic, and administrative activities to ensure fulfillment of learning objectives and clinical experiences. This position reports to the Clerkship Director.

### **Primary Duties/Responsibilities:**

- Work with clerkship leadership and faculty to develop, implement, evaluate, and manage all academic and administrative elements of the clerkship to ensure fulfillment of learning objectives and clinical experiences.
- Ensure consistent standards and objectives are met and assist students with completion of requirements associated with the clerkship including procedure lists, case logs, assignments, and other required activities. Monitor student progress and independently inform students of incomplete competencies or other course requirements.
- Contact faculty periodically during the clinical rotation for student evaluations and grades. Compile and enter grades in the One45 system. Advise clerkship director on student progress, emergent issues, and suggestions for development of the program.
- Maintain all clerkship and course documents including confidential faculty evaluations, student evaluations and grades, and final clerkship evaluations and annual clerkship reports.
- Represent the clerkship at monthly clerkship meetings, and other meetings, provide information, offer recommendations, and advance the interests of the program.
- Order and proctor National Board of Medical Examiner (NBME) subject examinations.

### **Scheduling of the clinical clerkship curriculum & student placements**

- Facilitate the clerkship student orientation and provide administrative clerkship information to students.
- Maintain efficient and effective daily management of clerkship rotation and communicate with the Clerkship Director on pertinent issues.
- Oversee and develop student instructional schedule in collaboration with course faculty. Work directly and independently with departmental faculty to schedule medical students during each clinical rotation throughout the academic year.
- Coordinate the remediation process for students during the clerkship as needed.
- Serve as liaison between students and clerkship director.

### **Clerkship Evaluations**

- Monitor student/faculty evaluation systems in One45 based on curriculum and educational experiences.
- Disseminate annual evaluation reports to faculty members.

## ***ADMINISTRATIVE SUPPORT FOR CLERKSHIP DIRECTORS***

The primary source of support for School of Medicine Course Directors is the Office of Academic Affairs. This office is the implementation arm of the Medical Curriculum Committee and is responsible for delivery of the curriculum to the students. Current faculty and staff that work with clinical course directors:

**Associate Dean of Academic Affairs:** Jennifer Woerner, MD

[Jennifer.Woerner@lsuhs.edu](mailto:Jennifer.Woerner@lsuhs.edu)

**Director for Academic Affairs:** Christi Rinaudo, Ed.D.

[Christi.Rinaudo@lsuhs.edu](mailto:Christi.Rinaudo@lsuhs.edu)

Office: 675-4349 Cell: 318-455-9611

**Clinical Curriculum Coordinator:** Laura Mackowiak, MPH

[Laura.Mackowiak@lsuhs.edu](mailto:Laura.Mackowiak@lsuhs.edu)

Office: 675-6193 Cell: 318-834-6595

**Academic Computing:** Kent Judkins

[Kent.Judkins@lsuhs.edu](mailto:Kent.Judkins@lsuhs.edu)

Office: 675-4596

Provides support and assistance with Moodle, Echo360 (podcast), and ExamSoft

**Associate Dean for Student Affairs:** Debbie Chandler, MD

[Debbie.Chandler@lsuhs.edu](mailto:Debbie.Chandler@lsuhs.edu)

Office: 675-5341

**Director for Student Affairs:** Peggy Murphy, PhD;

[Peggy.Murphy@lsuhs.edu](mailto:Peggy.Murphy@lsuhs.edu)

Office: 675-6570

**Registrar:** Kim Carmen, M.Ed.

[Kimberly.Carmen@lsuhs.edu](mailto:Kimberly.Carmen@lsuhs.edu)

Office: 675-5207

**Assistant Registrar:** Tonya Frotz

[Tonya.Frotz@lsuhs.edu](mailto:Tonya.Frotz@lsuhs.edu)

Office: 675-5206

Responsible for visiting students and fourth year scheduling

## SECTION II

### RESOURCES FOR PLANNING A COURSE

## CLERKSHIP MANAGEMENT TIMELINE

<i>3 - 4 Months Before Academic Year Begins</i>
<p>Review and update the course syllabus (See <i>Elements of a Course Syllabus</i> for guidance).</p> <p>Review clerkship evaluations and SAGE Honor Society feedback from prior year(s) to identify any needed changes.</p> <p>Ensure all faculty and residents get a copy of the Clerkship Objectives and the required activities for students.</p>
<i>1 Month Before Academic Year Begins</i>
<p>Post the syllabus, required clerkship activities, Student Rotation Schedule, and other clerkship information on the clerkship Moodle page. (should we state something about submitting the syllabus to Academic Affairs?)</p> <p>Create a clerkship rotation schedule as appropriate for course required activities.</p>
<i>Clerkship Begins</i>
<p>Present clerkship organization and requirements during the Clerkship Orientation on 1<sup>st</sup> day.  <i>Ensure students know who the clerkship director and coordinator are and how best to contact them.</i>  <i>Coordinator e-mail students information prior to the orientation or direct students to the clerkship moodle page.</i></p>
<i>1 – 3 weeks after Clerkship Block Ends</i>
<p>Enter grades for all course requirements into the One45 gradebook.</p> <p>Email class to inform them of the availability of final grades.</p> <p>Send Kim Carmen, the Registrar, an email confirming that the numerical grades are finalized in One45.  <i>If a grade needs to be changed subsequent to the submission of the grades, please submit the change on the specific form available in the Registrar's office.</i></p> <p>Immediately notify the Director for Student Affairs (Dr. Peggy Murphy) and the Director for Academic Affairs (Dr. Christi Rinaudo) about any student who does not pass the Shelf Exam and/or does not pass the Clerkship.</p> <p>Send an email to the student, informing them of their final grade and copy the Director for Academic Affairs and the Director for Student Affairs  <i>If remediation is warranted, the course director determines what is required for remediation and arranges the date, time and location of the remediation exam with the student.</i></p>

## ELEMENTS OF A CLERKSHIP SYLLABUS

### COURSE NAME

<b>COURSE DIRECTOR</b> Name Department Office Room # Phone & email	<b>COURSE COORDINATOR</b> Name Department Office Room # Phone & email
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### Clerkship Organization and Description

#### [Educational Program Objectives](#)

#### Course Goals and Objectives:

Course goals and objectives are described below and are associated with the appropriate assessment measures, teaching & learning activities and the related Educational Program Objectives (EPO).

<b>Goal 1: The Student will recognize and evaluate the practice of medicine as a profession, and what it means to be a member of a profession, i.e. what virtues or characteristics constitute a profession or professional, particularly the practice of medicine.</b>			
<b>Objective</b> The Student will be able to exhibit knowledge of established and evolving sciences as well as the application of this knowledge to patient care.	<b>Assessments</b> History Taking Activity, Standardized Patient Exam, Vital Signs Accuracy Activity	<b>Activities</b> Lecture, Facilitated Small Group Discussion, Practice with Standardized Patients	<b>EPO</b> EPO II.1: Medical Knowledge
The student will demonstrate compassion, integrity, and respect for others.	Self-Reflection	Lecture, Facilitated Small Group Discussion, Patient Interview Activity	EPO V.1: Professionalism
The Student will demonstrate accountability to patients, society, and the profession.	Self-Reflection	Lecture, Facilitated Small Group Discussion	EPO V.2: Professionalism
The Student will display sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.	Self-Reflection	Lecture, Facilitated Small Group Discussion, Patient Interview Project	EPO V.5: Professionalism
<b>Goal 2: The Student will appreciate and practice communication and other skills comprising the art of medicine, skills necessary of any physician and honed and well-practiced in the best physicians.</b>			
<b>Objective</b> The Student will demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and the public.	<b>Assessments</b> Communication Activity, History Taking Activity, Standardized Patient Exam	<b>Activities</b> Lecture, Facilitated Small Group Discussion, Practice with Standardized Patients	<b>EPO</b> EPO I.2: Interpersonal Skills and Communication
The Student will be able to construct and maintain comprehensive and timely medical documentation.	History Taking Activity, Standardized Patient Exam	Lecture, Facilitated Small Group Discussion	EPO I.4: Interpersonal Skills and Communication

## **Didactic/Interactive Learning/Simulation Sessions**

*Where lectures will be held (refer to course schedule for dates and times); Include general information on any additional activities such as small groups assignments and how this information will be disseminated to the class*

## **Required & Suggested Reading**

### **Clerkship Attendance Requirements**

You are expected and required to attend the following:

- Lectures- Exemption from lecture may only occur with the approval of the clerkship director.
- Grand Rounds – When & Where
- Morning Report/Team Rounds/Check-out/ etc. – When & Where
- Journal Club
- Simulation Activities

### **Student Call Duties and Schedule**

Describe on call duties and requirements: Example, call begins at 6:00 p.m. on weekdays and at 7:00 a.m. on Saturdays and Sundays. Call ends at 6:00 a.m. on weekdays and at 7:00 a.m. Saturdays and Sundays. Students are relieved from their duties at noon the day AFTER they take call, **HOWEVER, all lectures, conferences, etc. are mandatory- including when post-call.**

### **Refer to [Student Workload Policy](#)**

### **Dress Code**

Your ID Badge **must** be worn on your white coat or scrub suit at all times and be visible to patients, visitors, and hospital personnel.

Patients and their families and visitors should be addressed formally (i.e. Miss, Ms, Mrs., or Mr. Smith, etc) unless the patient gives you permission to use a first name. Familiar nicknames such as sweetie, honey, etc. are to be avoided!

### **Physical Safety**

Please see policies on [Exposures/Needle stick protocol](#). Please see instructions on [Emergency Preparedness/Inclement Weather](#). Your safety is of the utmost importance to the University and any concerns should be directed to the clerkship coordinator, student affairs or the appropriate person as deemed in the Catalog.

**Attendance:** *Explain class attendance policy, how attendance will be recorded at mandatory activities, who to contact in the case of a missed mandatory event and the consequences of an unexcused absence*

Students are expected to attend all aspects of every clerkship. Make-up requirements for all absences are at the discretion of the clerkship director. Students may take up to 8 personal days per 12-month clerkship block to be limited to no more than 4 days in the fall semester and 4 days in the spring semester during the course of the third year. Students may also use their personal days for planned wellness days. To request an excused absence, a student must complete the online [Medical Student Absence Request](#). See the [MSIII Absentee Policy](#) for more details.

### **Tracking of Student Absences:**

Attendance data will be tracked longitudinally for all clinical courses, and this data will be monitored by the Associate Dean for Student Affairs in collaboration with the Office of Academic Affairs. An absence will be recorded even when makeup work for a missed session is completed. Students for which a concerning pattern of absences is identified will be required to meet with the associate dean for student affairs. Students for which a



professionalism concern is identified may be referred to the Student Professionalism Committee for possible disciplinary action.

### **Grading/Evaluations/Assessments**

To evaluate student performance on this rotation, both cognitive and non-cognitive abilities will be assessed. These will be assessed using the MS III Clerkship Evaluation Form evaluating the areas below:

1. Medical Knowledge/Patient Care
2. Interpersonal and Communication Skills
3. Professionalism

Students MUST have satisfactory performances in EACH of the three areas in order to receive a passing grade. This means that the faculty and residents (add Nurse Practitioners, P.A.s etc. if appropriate) will evaluate knowledge and skills (cognitive) and student behavior and personal qualities (professional qualities) including communication skills (non-cognitive). If it is determined that any of these areas are deficient the student will receive a failing grade in Professionalism. A failure in Professionalism will result in a failing grade in the Clerkship even if other evaluations and grades on examinations are acceptable.

Students who receive a final clinical evaluation that is unsatisfactory or failing may appeal the grade to the Clinical Course Director. All appeals should be in writing. See the Medical School [Grade Appeals Process](#).

### **Mid-clerkship Assessment/ Formative Feedback**

A mid-clerkship assessment for each student is required as per the [Mid-Clerkship Formative Assessment policy](#). 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 criteria included in the **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 face-to-face meeting with a clinical teacher, and the student and clinical teacher must sign the mid-clerkship assessment form as an acknowledgement of the assessment.

### **Clerkship Required Activities**

Provide a description of all other clerkship requirements and graded items. Example:

- Observed Physical Exam Skills
- Required Clinical Experience Logs
- Alternative Experiences

For all students, the grade of I (Incomplete) is recorded for a student whose academic work is incomplete at the time grades are recorded. Failure to complete academic work by the specified time will result in the grade of F.

### **NBME FINAL EXAM (Shelf Exam)**

The final examination for this clerkship will consist of the NATIONAL BOARD OF MEDICAL EXAMINERS subject exam. Students must earn a score of \_\_\_\_\_ or better to pass the Shelf Exam.

A student who fails a NBME final exam on the first attempt must schedule a retake and successfully complete the exam within the semester of the failed attempt. A student will fail the course if he/she fails the NBME final exam retake. A student who retakes an NBME final examination due to failure on the first attempt is not eligible for a final Course grade of H (Honors) or HP (High Pass).

Students who achieve a score \_\_\_\_\_ or above on the NBME final exam will earn an 'Honors Distinction' on the Shelf Exam. This will be documented in the student's MSPE (Dean's Letter). Achieving an Honors Distinction on the Shelf Exam is separate from the final grade in the clerkship.

### Calculation of Final Grades

All grades will be posted in One45. Calculation of final grades as below *(list all components of the final clerkship grade with percentage weight)*

Assignment	Percentage
NBME Shelf	
Evaluations	
Observed H&P	
Required Patient Log/Clinical Portfolio	
<b>Total</b>	100

### Final Grades:

Recorded grades for all clerkships are based on Honors (H), High Pass (HP), P (Pass)/F (Fail).

- The grading scale is:
  - Honors for overall performance greater than, or equal to 90%,
  - High Pass for overall performance greater than or equal to 80%, but less than 89.5%
  - Pass for overall performance greater than or equal to 70%, but less than 80%
  - Fail for overall performance less than 70%

## Teaching Tools for Course Directors

### Moodle & One45

**Moodle** - <https://moodle.lsuhs.edu/>

Moodle is our course management system currently hosted offsite by eLearning experts llc. Anyone with an lsuhs.edu email address can go to the above site and create an account. Any faculty that does not have an lsuhs.edu account will need to have a Moodle account manually created for them by the Moodle administrator.

The main Moodle site is divided into large areas like: YEAR THREE, YEAR FOUR. Those areas have sub-directories for individual clerkships and courses for a given year. The Clerkship Moodle page is a place to put any materials that the students need such as a syllabus, schedule, study materials, activities and announcements.

The usual method for creating a new course in Moodle is to restore a backup of the previous year's course as a new course and rename it. The new course is restored with previous elements (except enrolled users) by a Moodle administrator and edited by the course director. A course is usually hidden from students until it is deemed ready by the course director.

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**One 45 information** - <https://lsuhscshreveport.one45.com/web/one45.php/>

One45 is the MedEd software system that is now used in all phases of the curriculum. The goal for the Institution is to have one system for students to view course/rotation schedules, complete evaluations, and view grades. Course directors, Academic Affairs Staff, and teaching faculty will use One45 to aid in curriculum assessment and the curriculum inventory, share course calendars with the students, post grades and run the evaluation system.

MS3 and MS4 students use One45 for third year scheduling, view rotation schedule, complete evaluations and procedure logs and access 3<sup>rd</sup> year clerkship and 4<sup>th</sup> year grades. One45 is a user-friendly system for evaluations, students can access evals from their phones and complete evaluations of clerkships, attendings and residents. In addition, students will use One45 to log all patient encounters and procedures during the clerkships.

- All faculty members and residents that evaluate students in the 3<sup>rd</sup> and 4<sup>th</sup> year **must** have a One45 account. Contact Kim Carmen, kimberly.carmen@lsuhs.edu for access. Laura Mackowiak, [laura.mackowiak@lsuhs.edu](mailto:laura.mackowiak@lsuhs.edu) for trouble shooting assistance.
- Navigate to the My eDossier page to access To Do list; all outstanding tasks are listed in this section. One 45 is very mobile friendly and will adjust menus to optimize screen space. The following tasks are optimized to compete on the mobile devise
  - Complete evaluation forms
  - Completing a form or procedure log
  - Viewing evaluation forms
  - Distributing an evaluation (self-assign a student eval)

*\*\*Please note: Talk to text/dictation works for the comment fields on a form you are completing via a mobile device.*

### Curriculum Mapping and Analytics

One45 will also enable Academic Affairs to complete a full curriculum inventory as well as map course and session objectives to the overarching medical school educational program objectives. This information is vital for identifying and addressing gaps in the curriculum. The Analytics module uses course grades, NBME test scores, and matriculation data to track student outcomes.

## One 45 Best Practices and FAQ's

### Send outs

This is the first step to be completed beginning of the block. Do not initiate too many blocks at a time. If there are any changes in the schedule, that will not be reflected in One45.

What happens during the sendout?

- The send outs initiate the evaluation schedule. Each clerkship/elective has a designated schedule (even the clerkships that use the self-assign feature). If the send outs is not completed, the evaluation schedule will not be triggered.
- The Evaluation of the clerkship is automatically assigned to the students based on the evaluation workflow schedule. This is also true for the clerkships that use the self-assign feature. Coordinators do not need to assign this evaluation to anyone.
- The Sendout will also attach the learners from the schedule to the grade sheet.

<https://one45software.na2.teamsupport.com/knowledgeBase/5376269> (for more training visit the full Sendout training website)

### Bulk Single Send

Please do not use this feature on a regular basis. There are a lot of nuances to this and it's very easy to make a mistake when selecting all the options. I know that some departments have used this in the beginning out of necessity. However, please do not use this moving forward. If the current evaluation workflow is not working for your clerkship, let's meet to determine the best method for your clerkship or elective.

### Gradebook

This is a reminder that all grades must be entered into the One45 gradebook with a few exceptions:

- The medical student clinical evaluations are set-up to flow automatically into the grade-sheet

Evaluation of Student (form_grade)	
LearnerLastName1, LEarnerFirstname 1 Clerkship - Medicine (Jul 1, 2020 - Sep 30, 2020) del	<input type="text"/>
LearnerLastName2, LEarnerFirstname 2 Clerkship - Medicine (Jul 1, 2020 - Sep 30, 2020) del	<input type="text"/>

- A few clerkships also have H & P grades that will automatically flow into the grade sheet.

- The aggregate grade field (Green Outline) will be calculated once all other grades are completed.

ii. Every grade field is editable except for **aggregate grade fields**, which contain system generated values and are displayed in a green box. When you update the value for other grade fields, any associated aggregate grade fields will automatically be updated accordingly.

Final Numeric Grade (aggregate)	
LearnerLastName1, LEarnerFirstname 1 Clerkship - Medicine (Jul 1, 2020 - Sep 30, 2020) <a href="#">del</a>	<input type="text"/>
LearnerLastName2, LEarnerFirstname 2 Clerkship - Medicine (Jul 1, 2020 - Sep 30, 2020) <a href="#">del</a>	44.20
LearnerLastName3, LEarnerFirstname 3 Clerkship - Medicine (Jul 1, 2020 - Sep 30, 2020) <a href="#">del</a>	<input type="text"/>

Full grades training visit here: <https://one45software.na2.teamsupport.com/knowledgeBase/5376535>

## Evaluation Tracking

- Take advantage of the Evaluation Tracking reports under the Sendouts Menu. You can also send a bulk remind to the evaluators. See complete instructions here:

<https://one45software.na2.teamsupport.com/knowledgeBase/5375900>

## Report Training

- Several reporting features are available to assist in monitoring student progress, some of the most common reports are:

**Reports by target**, Reports are organized by the role of the target of the evaluation. You are able to select a certain student, resident, attending or rotation and pull up all evaluations completed on that target for a particular time frame. If the forms that were completed are the same, you are also able to combine the results on one report. Click here for step-by-step instructions:

<https://one45software.na2.teamsupport.com/knowledgeBase/5375914>

**Reports by Form** allows you to pull comparison reports of various targets based on the evaluation form. Generate reports by individual or combined results. Useful for pulling end of clerkship evaluations or combined reports on individual students for Mid-clerkship Formative Feedback.

<https://one45software.na2.teamsupport.com/knowledgeBase/5375918>

**Log reports:** The Patient/Procedure Log reports section will allow you to pull the history of all student/resident procedures that have been tracked for your program. The information will be displayed in alphabetical order, showing overall totals of each procedure tracked as well as overall totals of all logs tracked by each individual.

<https://one45software.na2.teamsupport.com/knowledgeBase/5375931>

## ***Important Health Science Library Information for Course, Module, and Clerkship Directors***

*School of Medicine Teaching Liaison – Lecturio Administrator*

Julia Esparza, MLS, AHIP

Professor/Department of Medical Library Science

Stafford and Marianne Comegys Endowed Professor in Medical Library Science

[jespar@lsuhsc.edu](mailto:jespar@lsuhsc.edu); 318.675.4179 office; 812.568.1397 cell

- Library main phone number: 318.675.5445
- The Health Science Library homepage: <https://library.lsuhs.edu>
- Direction for off-campus access/VPN set up can be found at <https://library.lsuhs.edu/node/9>.  
The students will need to have a current install of the VPN to access many resources.

### **LibGuides**

Each summer we review the syllabi of the courses from the previous year or those available for the future year to update resources on the three LibGuides for MSI – MSIII students. Please review the materials on the LibGuides for your areas and let Ms. Esparza know of any changes. She is able to easily review the 1700 electronic books available, as well as other resources, that can supplement your teaching. Please note *due to the possible legal ramifications* the full-text of books or article should not be loaded onto Moodle or any other file sharing system. Please contact Ms. Esparza for assistance in obtaining links for these resources.

- Clerkship Information Resources LibGuide <http://guides.lsuhs.edu/clerkshipresources>
- Step 2 Study Resources can be found at  
<http://guides.lsuhs.edu/clerkshipresources/studyresources>

**Board Vitals** contains a Step 1 question bank. First Aid for the USMLE Step 1, First Aid for the Basic Sciences: General Principles, First Aid for the Basic Sciences: Organ Systems, the Board Review Series, and other select case files are available to supplement student study or your curriculum.

Board Vitals contains Emergency Medicine, Family Medicine, Internal Medicine, Neurology, OBGYN, Pediatrics, Psychiatry, and Surgery Shelf Exam and Step 2 and 3 Question Banks. The First Aid series has books for a variety of clerkships and Step 2 and Step 3

## TESTING PROCEDURES

### Testing Center Set Up

The Testing Center consists of tables that accommodate 2 students each. These should be arranged in rows that can easily be navigated through. All users are required to maintain this standard room configuration; however, since there are multiple users of the room, sometimes users may disrupt the testing setup the day before exams.

### Preparation of the Testing Room

Before the examination, the clerkship director/coordinator responsible for proctoring should:

- Make sure the testing room is set up appropriately and adjust spacing of tables if necessary;
- Erase all information from the dry erase boards;
- Locate the scratch pads and see if there will be enough. *Contact the Director of Academic Affairs if more scratch pads are needed.*

### Personal Belongings in the Testing Room

Students are permitted to bring:

- Fully charged laptops (no cases or sleeves). *Outlets are not easily accessible in the Testing Center, nor are there nearly enough to accommodate multiple laptops chargers.*
- Pens or pencils. *You may want to have a few extras available, but the students should not depend on that.*
- Earplugs
- A clear plastic water bottle (label removed). NO coffee, colored liquids, other types of water bottles will be allowed.

Do not allow other personal belongings or food (unless of an exception for medical reasons) into the Testing Center. These items include, but are not limited to the following:

- Cell phones
- Wireless wearable technology including Fitbits, Apple watches, Air pods, or Noise canceling headphones
- iPads/tablets/iPods/media devices
- Watches with alarms, computer or memory capability
- Calculators
- Paging devices
- Recording/filming devices
- Reference materials (book, notes, papers)
- Backpacks, briefcases, or purses - Store backpacks in your locker or vehicle. A locker may be obtained from Student Affairs. Storage of backpacks outside of the testing center (under the table) or the library will NOT be allowed. These materials will be removed.
- Hats/caps

Personal items should be left in student lockers. Do not allow items to be left in the hall outside of the Testing Center. It is up to the discretion of the Proctor if students can be allowed to leave such items in the front of the room.

### Permitting Absence from the Testing Room

Use of Restrooms. Examinees may be allowed to leave the testing room, one at a time, only for restroom breaks during an examination session. Students should sign-out by writing their name on the dry erase board near the exit and should erase their name when they return. Their laptop should be partially closed. There is no additional testing time to make up for time lost during absence from the room.

Permanent Withdrawal. If an examinee must withdraw permanently from the examination, the examinee's test is to be submitted via the testing software (NBME or ExamSoft) and the Course Director, Director for Academic Affairs and Director for Student Affairs should be made aware of the incident. The Course Director will decide if the student will be allowed to retake the exam.

Early Dismissal. Examinees who finish early are permitted to leave the testing room. Exams must be closed and submitted, and the screen verified by a proctor. If a student is waiting for someone they should arrange to meet in a designated area away from the testing center and adjacent hallways.

### **Handling Irregular Incidents**

The proctor has the authority and responsibility to ensure that the examination is conducted under standardized conditions for all examinees. The proctor is expected to handle all incidents that disturb or deviate from these conditions and document the incident(s) in a written report. Observe the following procedures for disruptive behavior, irregular behavior, interruptions or emergency situations:

**Disruptive Behavior.** If the conduct of an examinee interferes with the testing conditions of other examinees and the examinee fails to respond to a warning, collect the examinee's belongings and escort the examinee from the testing room with the least amount of disturbance to the other examinees.

**Irregular Behavior.** Irregular behavior that occurs during an examination includes the following:

- Possessing notes or making notes on anything other than the provided scratch pad.
- Inappropriate accessing of electronic media.
- Copying, giving, or receiving information.

If a proctor observes and/or is made aware of any of the prohibited behaviors, the following actions should be taken:

- Allow the examinee to continue the examination session.
- Confirm the observation with at least one other proctor.
- Confiscate pertinent materials.
- Prepare a report and return it to Student Affairs. Include the following information:
  - Time and duration of the incident;
  - Identity of all involved examinees by name (indicate whether all involved examinees were aware of the incident);
  - A diagram of the precise seating arrangements and spacing among those involved;
  - Signatures of the proctors making the observation and date of the report.

The report and data obtained from the materials will be studied and appropriate action will be taken. If clarification of the report or further information is needed, the proctor will be contacted by Student Affairs. It is important that reports of irregular incidents be thorough, but concise, and contain an unbiased account of the proctors' actual observations.

**Disruptions and Interruptions.** External disruptions such as construction noise, fire alarm, activity in adjoining room, hallway/corridor noise and internal disruptions such as room temperature, defective lighting, and examinee noise may cause distress and distraction to students during the administration of the examination as well as interrupt the examination. Disruptions should be handled as quickly as possible with minimal disturbance to examinees:

- Relocate the testing room if necessary (e.g., if construction noise cannot be stopped);
- Send a proctor out to disperse hallway/corridor noisemakers;
- Request that adjoining room activity be relocated;
- Contact building administration if fire alarm noise is prolonged, provided the alarm is not signaling a real emergency.



If the disruption is causing anxiety to the entire group and is prolonged, testing time should be extended to accommodate the duration of the disruption. Report any disruptive situation that occurs to Student Affairs especially if it involves interruption of the examination.

**Emergency Evacuation.** The course director should establish a plan for evacuating the testing room in the event of an emergency (e.g., fire, prolonged power failure). The plan should include collecting and securing the test materials (if time and circumstances permit) and providing instructions to the examinees and proctors regarding exiting from and returning to the testing room. To ensure the security of the test materials, the proctor should be the last to exit and the first to return to the testing room. To maintain the integrity of the examination, proctors should monitor the examinees during the evacuation to minimize communication among the group.

**Other Emergencies.** If you experience a problem for which no solution is provided in this handbook, **continue the administration of the examination as scheduled** and immediately contact Academic Affairs or Student Affairs for further instruction.

## NBME Guide

### How to purchase a Web-Based Exam

1. Select Purchase & Pay
  - a. Web-Based exams
2. Order Web-Based Examination
3. Enter Exam Details
  - a. Choose appropriate subject
  - b. Examinee group: Medical Students
  - c. Graduation Year:
  - d. Test purpose: End of Course/Clerkship
  - e. Location of testing, On campus
  - f. Proctoring method, in person
4. Enter number of examinees
5. Select Continue
6. Enter the date and time of the exam
7. Method of payment, ECP account check
8. Proctoring, select all proctors.

### Change orders

1. Select Purchase & Pay
  - a. Web-Base exams
2. View/Change Orders
  - a. Select exam to amend (order ID)
  - b. Choose Edit Order or Cancel Order at the bottom

### Assigning Examinees to the Test Administration Roster

The registrar is responsible for assigning the rosters. Please order exams within two weeks of the exam dates. If ordering a make-up exam, provide the student's name(s) to the Registrar.

### Administering the Examination

All coordinators share exam proctoring duties, the Clinical Curriculum coordinator creates the proctoring schedule. Typically, one or two proctors are required per exam dates.

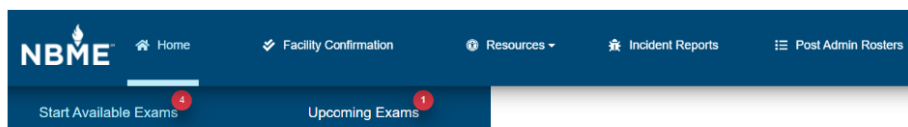
Clinical Curriculum coordinator emails students the Monday before the exam with instructions, workstation ID numbers and exam locations. IT support staff are present to assist with computer issues on exam day.

## Exam Day

1. Arrive to testing location no later than 8:30, must have a laptop to run the exam. Ensure that all boards are erased, there is adequate seating, scratch paper and ear plugs are available.
2. Write testing website on the board for students. <https://wbt.nbme.org/wbtxam/home>
3. Students may not bring the following items into the testing room:  
**Backpacks, cell phones, laptop covers, smart watches, study materials, noise cancelling headphones, purses.** These items should be left in a locker, or vehicle. Do not allow students to leave backpacks at the front of the room.
4. Allowed items:  
Water, pencils, scratch paper (provided by proctor), ear plugs (provided)

## How to start the exam

1. Enter the Chief Proctor Resource site URL <http://wbt.nbme.org/proctor>
2. Enter the Username and Password you received via e-mail and click login.
3. Select Available exams section and choose appropriate exams
4. Enter the Contact Phone and Test Room when prompted and click Start Monitoring
5. Provide the Examinee Start-up Code for examinees to log into exam



If you are administering one or more Subject, CAS, or IFOM exams:

- Select the appropriate exam(s) in the **Proctor Multiple Exams** section.

Proctor Multiple Exams <sup>4</sup>				
<input type="checkbox"/>	ACTION(S)	PROCTOR METHOD ↑	EXAM(S) ↑	TEST DATES ↑
<input type="checkbox"/>		In-Person	Biochemistry	07/20/2021
<input type="checkbox"/>		In-Person	IFOM Clinical Science - English	07/20/2021
<input type="checkbox"/>		In-Person	Neuroscience	07/20/2021
<input type="checkbox"/>		In-Person	Pathology	07/20/2021
START SELECTED EXAM(S) <sup>0</sup>				

- Click on **Start Selected Exams**.

## Monitoring the Exam

You may sort the list of examinees by Name, Status, Exam, Workstation or Timing Mode and perform additional tasks as required.

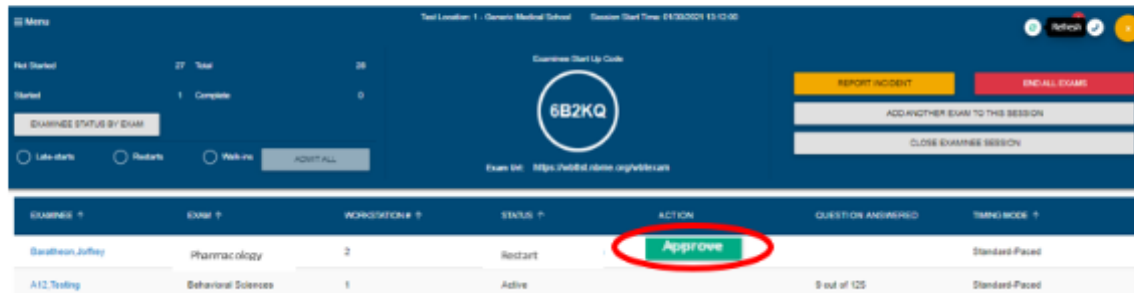
The screenshot shows the NBME exam monitoring interface. At the top, it displays 'Test Location: 1 - Generic Medical School' and 'Session Start Time: 02/01/2021 20:06:03'. Below this, there's a summary of examinee status: 'Not Started: 4', 'Total: 5', 'Started: 1', and 'Complete: 0'. A section titled 'EXAMINEE STATUS BY EXAM' shows a bar chart. On the right, there are buttons for 'REPORT INCIDENT', 'END ALL EXAMS', 'ADD ANOTHER EXAM TO THIS SESSION', and 'CLOSE EXAMINEE SESSION'. A table at the bottom lists examinees with columns for Name, Exam, Workstation, Status, Question Answered, and Timing Mode. Labels A through K point to specific features: A points to the Session Start Time, B to the 'Add Another Exam' button, C to the Examinee column, D to the Exam column, E to the Report Incidents button, F to the Examinee Status & Detailed View section, G to the Close an Examinee Session button, H to the End Exam button, I to the Contact NBME button, J to the Refresh Icon, and K to the Logout button.

Function	Description
<b>A</b> Session Start Time	The Session Start Time will populate with the date and time the first examinee starts the exam
<b>B</b> Add another exam to this session	Clicking this link allows you to add another available exam to the current active session. Once added, the exam roster will display on the screen.
<b>C</b> Examinee column	The Examinee ID and Date of Birth are displayed underneath the examinee's name prior to exam launch. Once the examinee has launched the exam, click on the examinee's name to display the Date of Birth, ID # and Security Answer.
<b>D</b> Exam column	Displays the exam assigned to each examinee. <b>Multiple</b> , indicates the examinee is assigned to more than one exam roster. Hover your mouse over the <b>Multiple</b> icon to view the list of assigned exams.
<b>E</b> Report Incidents	Report Incidents at any time during a test session. During a testing session, the Chief Proctor can switch between monitoring the exam and reporting incidents.
<b>F</b> Examinee Status & Detailed View	Lists the overall number of In Progress and Complete examinees within the test session. The <b>Examinee Status by Exam</b> lists the number of In Progress and Complete examinees by exam.
<b>G</b> Close an Examinee Session	This function should <b>ONLY</b> be used if an examinee leaves the testing room and does not return, or if other circumstances require you to close an examinee's exam.
<b>H</b> End Exam	Clicking <b>End All Exams</b> will terminate the test session and should be used only when <b>all active examinees have completed the exam</b> .
<b>I</b> Contact NBME	Displays the contact phone number and email address for Prior to Test Day and On Test Day support.
<b>J</b> Refresh Icon	Refreshes the screen and displays the most current status of each examinee.
<b>K</b> Logout	The Chief Proctor can click Log Out icon to take a break from monitoring the test session. Examinees can continue testing while the Chief Proctor is logged out of the monitoring window.

## Approve a Restart

The Chief Proctor must approve the **Restart** of an interrupted exam. Examinees requiring a restart must notify the Chief Proctor.

**Note:** If an examinee needs to be relocated to another test room because of a problem after the examinee has started the exam, you must call the NBME at 215-590-9298 before restarting the exam for this examinee at the new location.



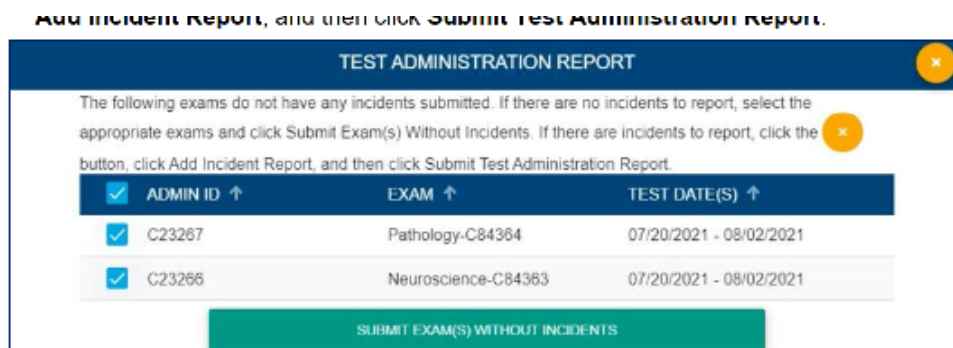
Once the examinee has been approved to restart the exam, please be sure to provide the updated approval code. A late start examinee or an interrupted exam will still be given the full amount of testing time.

## Ending the Exam Session

1. Verify that all examinees have completed the exam. Select the End ALL Exams button to end the exam session and then click OK to proceed to the **Test Administration Report** page.
2. If incidents were submitted during the test session, the Test Administration Report screen will appear.  
Click on **Submit Test Administration Report** and click **Yes**.

If no incidents were submitted during the test session, you will be prompted to:

**Submit Report Without Incidents**, if there are no incidents to report or **Report Incident(s)** if there are incidents to report.



3. Confirm the Roster  
As a final step you must review and confirm the list of examinee records to be submitted for scoring.

If all examinees should be scored, select the roster confirmation checkbox as shown below and click **Confirm Roster**.

EXAMINEE NAME ↑	EXAMINEE ID	WORKSTATION #	EXAM NAME ↑	# OF ITEMS COMPLETED
*Kepner, April	800010	1	Gross Anatomy	5 out of 125

\*Examinee requires Extra Time.

☒ I confirm that I have reviewed the list of examinees and, if applicable, indicated invalid records that should not be scored.

**CONFIRM ROSTER** **EXCLUDE EXAMINEE RECORDS**

## Score Reporting

For most NBME we-based exam, the score reports and related performance feedback are posted to the NBME Services portal within 48-72 hours. Reports are accessed under Score Reports menu.

Filter by Category: Subject Exam Reports

Filter by Exam: Choose appropriate subject

### Various reports include:

Score Report- (Score Interpretation guide, Grading guidelines, National norms, Roster report)

Individual raw scores

Content Area IA Report

IA Detail

Content Area Summary Report

Individual Profiles

For a complete copy of the Chief Proctor Manual log onto

<https://wbt.nbme.org/wbtproctor/home> and select Chief Proctor Manual under the Resources tab.

Any additional questions or issues accessing the NBME website, contact one of the NBME user Account Administrators:

Christi Rinaudo

[Christi.rinaudo@lsuhs.edu](mailto:Christi.rinaudo@lsuhs.edu)

Laura Mackowiak

[Laura.mackowiak@lsuhs.edu](mailto:Laura.mackowiak@lsuhs.edu)

## Student Support Services

### Academic Support/ Tutoring

The school provides academic advising and support from a learning specialist. The specialist can assist in identifying factors negatively impacting student performance, assessing learning styles, and developing practical learning strategies, such as time management, test-taking and active learning techniques. Individualized tutoring for topic content is available upon request.

#### E. Grace Rambo (*she/her*)

Learning Specialist, Health Sciences Library

LSU Health Shreveport

Office: 318-675-6139

Cell: 318-610-0084

[www.lsuhs.edu](http://www.lsuhs.edu) | <https://lsuhsc.libcal.com/appointments/learningspecialist>

### Mental Health/ Wellness Counseling

The Student Mental Health Service provides counseling ranging from short-term problem resolution to more intensive psychotherapy. It can be useful to those with mild difficulty in their lives as well as those with more serious or longstanding problems. Some common reasons for coming to counseling include relationship problems, academic anxieties, feeling unusually sad, irritability, sleep problems, eating problems, having a hard time paying attention, feeling lonely, suicidal thoughts, and worrying too much.

Dr. Mark Cogburn  
Director of Student Mental Health  
820 Jordan Street, Suite 104  
318-676-5002

Mr. Josh Hollis  
MA, LPC Anxiety Disorders and Counseling  
820 Jordan Street, Suite 104  
318-676-5002

Mrs. Ann Inabnet  
MA, LPC  
820 Jordan Street, Suite 104  
318- 676-5002

## *Reporting Student Unprofessional Behavior*

### Student Conduct/Professionalism

Students whose behavior is of concern and cannot be addressed successfully by faculty intervention should be reported to the [Office for Student Affairs](#).

#### **Examples of professionalism issues include:**

- Unmet professional responsibility:
  - Excessive tardiness in submission of work or reporting to clinical assignments
  - Failure to complete course assignments
  - Misrepresenting or falsifying actions and/or information
  - Unexplained/unexcused absences
- Lack of effort toward self-improvement and adaptability:
  - Resistant in accepting and responding to feedback
  - Failure to accept responsibility for errors
  - Abusive or critical behavior or language during times of stress
- Unsatisfactory relationships with others:
  - Inappropriate interactions with faculty, fellow students, or administrative personnel.

Such issues may be addressed by the Professionalism Committee which is composed of both basic science and clinical faculty. The committee will recommend corrective actions or repercussions for the students if indicated.



# SECTION III

## CLERKSHIP EVALUATION

## CURRICULUM EVALUATION PROCESS

### Introduction

The Curriculum Evaluation Committee (CEC), a subcommittee of the Medical Curriculum Council (MCC), is charged with the review and evaluation of required preclinical courses and clinical clerkships annually to ensure ongoing monitoring and continuous quality improvement of the medical school curriculum. The CEC includes clinical faculty members, basic science faculty members, medical student representatives from the *Student Advisory Group on Evaluation (SAGE) Honor Society*, and the Director for Institutional Advancement. The committee chair will be a voting member of the Medical Curriculum Council.

The committee is responsible for:

- Making recommendations for course improvements.
- Reviewing all phases of the curriculum and the curriculum as a whole on a 3-year cycle, including benchmarking student performance against institutional goals, objectives, and national data.
- Continuously monitoring institutional compliance with all LCME standards related to curriculum evaluation and assessment.

The curriculum evaluation process will include:

- An analysis of annual course/clerkship evaluations
- Related course director yearly reports, and
- Related course summary reports from the *SAGE Honor Society*

The Curriculum Evaluation Committee presents recommendations to the Medical Curriculum Council and the Associate Dean for Academic Affairs.

### Components Of The Clership Evaluation Process

#### 1. Student Evaluations

MSIII students are assigned both faculty and resident evaluations through the One45 software. Students are expected to complete all of their assigned evaluations before the end of the clerkship.

Although the evaluation responses are anonymous, completion can be and will be monitored. Compliance is monitored regularly, and students will be notified of negligence. Completing evaluations is considered to be a part of a student's professionalism, and habitual noncompliance will result in meeting with the Office of Academic Affairs.

MSIII student evaluations are shared with faculty during their annual department evaluation. Residents receive the formative feedback during their six-month evaluation with the program director or associate program director.

#### Course Evaluations

MSIII students are assigned clerkship evaluations after the clerkship through the One45 software. Students are expected to complete the evaluation before their final clerkship grade can be released.

Clerkship Directors review the MSIII student evaluations and feedback after each block. Clerkship evaluations are compiled and provided to the Curriculum Evaluation Committee, and SAGE Honor Society representatives at the end of each semester for review.

### ***Student Advisory Group on Evaluation (SAGE) Honor Society Report***

At the conclusion of each required course or clerkship, the SAGE Honor Society, a student-led honorary organization, also evaluates aspects of each medical school course. The SAGE society is comprised of students from each medical school class. The Office of Academic Affairs provides the Society members with student evaluations of lecturers/preceptors and overall course/clerkship evaluations for review. As needed, Society members also help organize debriefing meetings and other methods to solicit peer feedback at the end of each preclinical course and during the second half of the academic year for clinical clerkships.

A subcommittee of SAGE members is assigned to review the evaluation data (quantitative and qualitative) for each course and to develop a written summary of their findings. A faculty member of the Curriculum Evaluation Subcommittee is assigned to work with each SAGE subcommittee and serves as an advisor during the evaluation process.

### **Clerkship Evaluation Report Process**

Upon the completion of ¾ of the Clerkships (i.e., end of March) the SAGE subcommittees will have 6 weeks to complete their proposal.

- Upon finalization of the report, the SAGE coordinator will schedule a meeting with the Clerkship Director, the faculty representative from the Curriculum Evaluation Subcommittee, Academic Affairs Clinical Coordinator, and SAGE Vice President to review the report and discuss the recommendations.
- A summary of this meeting detailing which recommendations will be accepted, modified and denied should be completed within 1 week of the meeting. This summary should be emailed out to all parties who attended the meeting.
- These findings will be presented to the MCC with the report. Concerns identified are carefully considered by the course directors, department chairs, the Associate Dean for Academic Affairs, the Medical Curriculum Council, along with the Curriculum Evaluation Committee. Changes are made as appropriate.

### **Course/Clerkship Directors' Annual Report**

Course Directors are expected to submit an annual report to the Curriculum Evaluation Committee. The written report consists of the following elements:

- Course or clerkship syllabus given to the students
- Specific Changes in the Course or Clerkship
- Final evaluation of the Clerkship
  - Strengths & Areas for Improvement
- Student Evaluation of the Course/Clerkship
- Describe the resources needed from the Office of Academic Affairs to improve the course/clerkship.

## **Student Advisory Group for Evaluation (SAGE)**

The SAGE organization is an honorary and service organization. It is composed of medical students from all four years, each selected by members of the Curriculum Evaluation Committee, a sub-committee of the Medical Curriculum Council. Student applicants are asked to submit a biographical sketch, CV or resume, and a personal statement that addresses any special skills and explains why he/she is interested in serving.

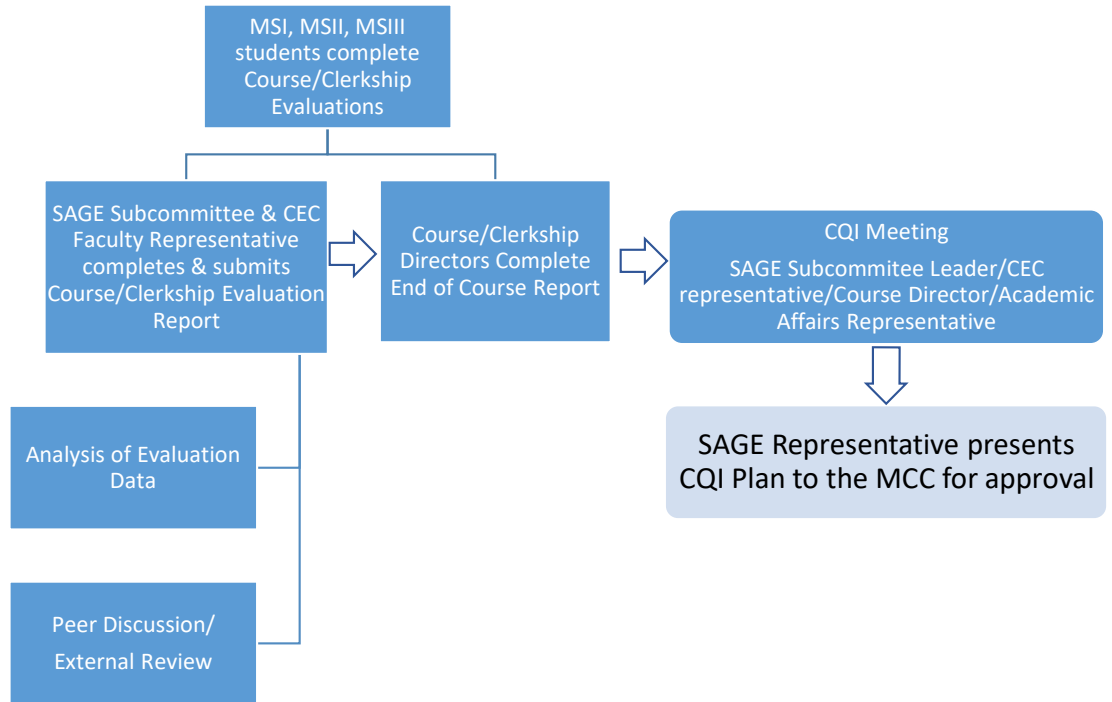
The SAGE Society seeks to improve medical education at LSU School of Medicine-Shreveport primarily through the evaluation of course work required in the pre-clerkship and clerkship years of medical school. SAGE members compile and review student evaluations of lecturers/preceptors and overall course/clerkship evaluations. SAGE members maintain strict anonymity and confidentiality of all evaluation data.

SAGE also conducts debriefing meetings at the end of each course/clerkship, prepares a summative report, and makes recommendations to the Medical Curriculum Council. Evaluation reports are also presented to the course/clerkship directors and department chairs. The reports summarize the strengths and weaknesses found in the evaluations and a summary of comments made about the course and its professors.

In addition, SAGE honors the teaching excellence of faculty and residents by sponsoring the Superior Teaching Award and Recognition (STAR) which acknowledges these individuals for their approachability, enthusiasm, and superior quality of instruction. SAGE solicits nominations from the entire study body each month and the SAGE Executive Board reviews all nominations and selects a recipient. The SAGE faculty advisor contacts the winner and the department chair and/or residency director.

There is an announcement of this recognition in the weekly campus wide newsletter and on the digital bulletin boards around campus. Additionally, there is a designated teacher of the month parking spot available to the recipient during the month of the recognition.

# CURRICULUM EVALUATION PROCESS



## Groups Involved in the Evaluation Process

- ☐ Curriculum Evaluation Committee (CEC)
- ☐ Student Advisory Group on Evaluation (SAGE)
- ☐ Medical Curriculum Council (MCC)

## Example of Medical Student Clinical Evaluation

Louisiana State University School of Medicine in Shreveport MS III	Evaluated By: <b>evaluator's name</b> Evaluating : <b>person (role) or moment's name (if applicable)</b> Dates : <b>start date to end date</b>	
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\* indicates a mandatory response

### Medical Student Clinical Evaluation

Evaluate the Student on the following items

#### Interpersonal & Communication Skills

	Insufficient Observation or N/A	Below Expectations	Marginal Performance	Meets Expectations	Exceeds Expectations
*Oral Presentations: Consistently coherent, concise, and accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Written Notes: Accurate, well organized; reflects a good grasp of clinical problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Communication with Patients & Families: Good listening skills; sensitive to patients' needs; strong patient advocate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Communication with Medical Personnel: Respectful and cooperative; works well as part of the team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Medical Knowledge & Clinical Skills

	Insufficient Observation or N/A	Below Expectations	Marginal Performance	Meets Expectations	Exceeds Expectations
*Basic Medical Knowledge: Appropriately incorporates knowledge of medicine to care for patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Elicits Focused Histories: History-taking is consistently complete, accurate, and well organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Performs Appropriate Physical Exam: Performs exams of appropriate scope and accuracy; able to uncover important findings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Differential Diagnosis/Clinical Reasoning: Assesses problems with a well-reasoned differential diagnosis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Professionalism

	Insufficient Observation or N/A	Below Expectations	Marginal Performance	Meets Expectations	Exceeds Expectations
*Demonstrated Compassion & Empathy: Shows concern for others feeling and interacts accordingly; recognizes cross-cultural differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Demonstrated Integrity & Responsibility: Engaged/dependable; Actively participates; Accepts responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Accepted Instruction & Feedback: Open to feedback and constructive criticism. Willing and able to improve with feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*Please comment on this student's overall performance: (mandatory)

Please use phrases to describe this student:

- |   |  |
|---|--|
| <input type="checkbox"/> Did not appear interested in the rotation            | <input type="checkbox"/> Was an integral part of the team  |
| <input type="checkbox"/> Did the minimum amount required to pass the rotation | <input type="checkbox"/> Well prepared for clinical duties |
| <input type="checkbox"/> Needs to be more proactive                           | <input type="checkbox"/> Appears to be reading             |
| <input type="checkbox"/> Often late to rounds/checkout                        | <input type="checkbox"/> Punctual                          |
| <input type="checkbox"/> Well organized history & physical exams              | <input type="checkbox"/> Hardworking                       |
| <input type="checkbox"/> Oral presentations were well organized               | <input type="checkbox"/> Proactive                         |
| <input type="checkbox"/> Differentials are well thought out                   |  |

The following will be displayed on forms where feedback is enabled..  
(for the evaluator to answer...)

\*Did you have an opportunity to meet with this trainee to discuss their performance?

☐ Yes

☐ No

(for the evaluatee to answer...)

\*Did you have an opportunity to discuss your performance with your preceptor/supervisor?

## Sample Clerkship Director's Annual Report



# Course Directors' Annual Report

**Course Name:**

**Semester:**

### Course Director Contact Information

<b>Name:</b> Department: Email: Phone:	<b>Name:</b> Department: Email: Phone:
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### Changes to the Course/Clerkship

Summarize changes made and the rationale or basis for any changes. Address remediation of areas of weakness or deficiency cited in the previous course evaluations.
---

### Final Evaluation of the Course/Clerkship

Describe the strength(s) of the course:
---

Describe areas for improvement:
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Comment on student evaluations of the course. Discuss the legitimacy of the student ratings and feedback:
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# SECTION IV

## POLICIES

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[Accommodation for Religious Practices & Observances](#)

[Emergency Preparedness & Inclement Weather Policy](#)

[Grading of MSIII Courses](#)

- [Formative Assessment & Feedback](#)
- [Grade Notification Policy](#)
- [Remediation of MSIII Courses](#)

[Final Grade Appeals](#)

[Medical Student Supervision](#)

[Non-Involvement of Healthcare Provider in Student Assessment](#)

[Reporting Student Mistreatment](#)

[Requesting Alternate Assignments](#)

[Social Media Policy](#)

[Student Exposure Protocol/Safety](#)

[Student Workload](#)