**NSU MD CLERKSHIP REPORT FORM**

**AY 202X-202X**

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| --- | --- |
| **Clerkship Name:** |  |
| **Clerkship Director:** |  |

**Clerkship Description (from syllabus):**

**Instructional sites:**

Provide the requested information for your clerkship. For inpatient census, include only patients assigned to services used for your clerkship. Add rows as needed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Facility Name | Residents Involved?Y/N | Type of Facility(Inpatient/Ambulatory) | Average Daily Inpatient Census | Average # of Students Per Clerkship (Range) |
| NSU MD Medical Students | Medical Studentsfrom Other Schools |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Clerkship Objectives**

Were the clerkship objectives developed internally or adopted/adapted from external sources? If the latter, please provide the source of the objectives.

Provide the list of clerkship objectives and related NSU MD Educational Program Objectives (EPOs) (from syllabus).

How are the clerkship objectives provided to students?

At what point during the clerkship are individual students’ clinical experiences (required patient encounters and procedures) reviewed to ensure that they are being achieved? Who conducts that review? Describe the actions that would be taken if a student were not making satisfactory progress in meeting clerkship expectations for clinical experiences (required patient encounters and procedures).

**Instructional Methods:**

Mark methods used with an X. Use the row below the table to provide specifics for “Other.”

|  |
| --- |
| Included in Grade  |
| Patient Care Experience  | Simulation Experience  | Didactics Curriculum | Hospital based Conferences  | Other  |  |  |
|  |  |  |  |  |  |  |

**Preparation for Teaching:**

If resident physicians teach in the clerkship or otherwise supervise medical students, how are they informed about the clerkship objectives and prepared for their teaching role?

How are faculty members across instructional sites oriented to the clerkship objectives and the methods of student assessment?

**Grading Description Provided to Students (from syllabus):**

**GRADING SYSTEM**

**Grading in the M3 core clerkships:**

Student achievement of competencies is stratified, resulting in a final grade of A, B, C, and F. Clerkship grades will not be weighted, nor will a GPA be calculated.

* A (Honors): The student has performed consistently in a manner judged as truly outstanding. The performance is worthy as a model.
* B (High Pass): The student has performed consistently in a manner judged to be clearly above average competency. The performance may occasionally be exemplary but not consistently so.
* C (Pass): The student has performed consistently in a manner judged to be at or above the minimum level of competency. The performance may occasionally be superior, but not consistently so. No significant portion of the performance has been below the minimum level of competency.
* F (Fail): The student has performed in a manner judged as marginal in relation to the minimal level of competency. In some respects, performance may have been above the minimum level, but in other aspects, or at other times, performance has been below the minimum level. The student has not demonstrated adequate mastery of the pertinent competency. REMEDIATION OR REPETITION OF COURSEWORK IS REQUIRED.
* IP (In Progress): This grade is used for students who have not completed all required components of a block, course, or clerkship.

Clerkship grade distribution will follow a guideline determined by the Curriculum Committee and the Office of Medical Education, allowing the top tier of students (approximately 30%) to earn “A” or “Honors” grades, the next tier of students (approximately 50%) to earn “B” or “High Pass” grades, and the final tier of students (approximately 20%) to earn “C” or “Pass” grades. In order to be eligible for an “Honors” (A) grade in the clerkship, the student must earn a score on the NBME Subject exam at or above the national mean score.

**Methods for Assessing Student Performance:**

Mark methods used with an X. Use the row below the table to provide specifics for “Other.”

|  |
| --- |
| Included in Grade  |
| NBME Subject Exam | Internal WrittenQuizzes | Oral Exam or Presentation | Faculty/Resident Rating | OSCE/SP (CSA) Exams | Other\* | NarrativeAssessmentProvided(Y/N) |
|  |  |  |  |  |  |  |
|  |

Describe the methods used in the clerkship to assess students’ core clinical skills (e.g., OSCEs, mini-CEXs, observation by faculty or residents). How do you ensure that these assessments occur for all students?

How do you ensure that every student is directly observed performing the psychiatric exam, or key components of the history and physical exam, with a real patient?

How are students provided with mid-clerkship feedback? What mechanisms are in place to ensure that mid-clerkship feedback is provided?

Describe who determines a student’s final grade in the clerkship (e.g., clerkship director, site director, other).

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment** | **Methods of Assessment** | **Minimum Acceptable Performance**  | **Percentage of Final Numerical Score** |
|  |  |  |  |
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|  |  |  |  |
|  |  |  |  |

Provide the results of any customized NBME or NBME subject (shelf) examinations. See table below with 2021-22 data as well as prior year (2020-21)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2021-22 Overall Mean (Range)** | 2021-22 Mean (Range) for Site 1 | 2021-22 Mean (Range) for Site 2 |
| **NSU** |  |  |  |
| **National**  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2020-21 Overall Mean (Range)** | 2020-21 Mean (Range) for Site 1 | 2020-21 Mean (Range) for Site 2 |
| **NSU** |  |  |  |
| **National**  |  |  |  |

Site 1 =

Site 2 =

**Final Grade Distribution:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Psychiatry Clerkship AY 2020-2021 | Total # of students | A(Honors) | B(High Pass) | C (Pass) | F(Fail) | Pass with SC rating(s) (identify competencies) |
|  |  | N | % | N | % | N | % | N | % | N | % |
| **Total students** |  |  |  |  |  |  |  |  |  |  |  |
| Aventura Hospital |  |  |  |  |  |  |  |  |  |  |  |
| University Hospital |  |  |  |  |  |  |  |  |  |  |  |

If there are differences in NBME exam scores and/or final grades across sites, what is your plan to achieve greater comparability?

**Competency Assessment:**

|  |  |
| --- | --- |
| NSU MD Competencies Assessed(Check those for which student performance is rated S, SC or U) | Methods of Assessment Used |
| X Medical Knowledge (MK) | NBME exam, CSA Exam, Weekly Quizzes, Case Write-Up |
| X Patient Care (PC) | Narrative Evaluation, CSA, Case Write-up |
| X System Based Practice (SBP) | Narrative Evaluation, CSA, EBM-PICO Sheet |
| X Practice Based Learning and Improvement (PBLI) | Narrative Evaluation, CSA, EBM-PICO Sheet |
| X Interpersonal Skills and Communication (ISC) | Narrative Evaluation, CSA |
| X Ethics and Professionalism (EP) | Narrative Evaluation, CSA |
| X Interprofessional Collaboration (IPC) | Narrative Evaluation, CSA |
| X Personal and Professional Development and Wellness (PPDW) | Narrative Evaluation, CSA |
| □ Scholarly Inquiry (SI) | n/a (not assessed in this clerkship) |

**LCME Topics Taught (i.e., included in the learning objectives for a teaching session for all students taking the clerkship) and Assessed (i.e., using Summative and/or Formative Assessment) in This Clerkship (check all that apply):**

|  |
| --- |
| **Professional Attributes (Element 3.5) \*** Assessed via Student Clinical Performance Evaluation |
| □  | Respect |
| □ | Honesty |
| □ | Integrity |
| □ | Ethical conduct |
| □ | Compassion |
| □ | Self-awareness |
| **Basic, Behavioral, and Social Sciences, Medical Ethics, and Scientific Method (Elements 7.1, 7.2 and 7.3)** |
| □  | Biochemistry | □  | Global health  |
| □  | Biostatistics and epidemiology | □  | Health care financing |
| □  | Genetics | □  | Human sexuality |
| □  | Gross Anatomy | □  | Law and medicine |
| □  | Immunology | □  | Nutrition |
| □  | Microbiology | □  | Pain management |
| □  | Pathology | □  | Patient safety |
| □  | Pharmacology | □  | Population-based medicine |
| □  | Physiology | □  | Biomedical ethics |
| □  | Behavioral Science  | □  | Ethical decision-making |
| □  | Pathophysiology | □  | Professionalism |
| □  | Scientific method (systematic observation, measurement, and experiment, and the formulation, testing, and modification of hypotheses) |
| **Societal Problems and Health Disparities (Elements 7.5 and 7.6)** |
| □  | Domestic violence and abuse, including child abuse, elder abuse, and partner abuse |
| □ | Substance abuse, including alcohol, prescription medications, and legal and illegal substances  |
| □  | Obesity, including childhood and adult obesity, public health aspects, pathophysiology and treatment, and obesity-related chronic diseases |
| □ | Smoking and smoking related diseases |
| □  | Care of the underserved (uninsured and under-insured patients) |
| □  | Identifying and providing solutions for health disparities |
| □  | Identifying demographic influences on health care quality and effectiveness |
| □  | Meeting the health care needs of medically underserved populations |

**Clerkship Outcomes/Evaluation:**

**There appear to be adequate resources for the medical students during the clerkship. Students are assigned to Attendings and Residents who offer supervision, teaching, and guidance. Patient volume is more than adequate for the students allowing them to have exposure many types of patients with various psychiatric illnesses (mood, psychotic, anxiety disorders). Student volume for the most part has been at a reasonable level. Space for teaching was not an issue. Administrative support appeared to be adequate as well.**

**This Clerkship is Inpatient (primarily psychiatric units, emergency room, and Consultation-Liaison in the medical hospital). There is no outpatient (office setting) experience for the students. Students are supervised by Residents and Attendings.**

**Patient encounters and procedures are addressed in patient log forms that the medical students are required to complete. These are reviewed at mid-point and at the end of the rotation by the clerkship director. Listed below are the encounters and procedures required:**

Provide a summary of student feedback on the clerkship, including a breakdown by educational site. Include key themes in the students’ narrative comments (Strengths and Areas for Improvement). Include information about student satisfaction with the clerkship overall and the clerkship director.

Briefly describe the impact of the COVID pandemic on the clerkship, including your assessment of the impact of changes on student achievement of the clerkship objectives and the impact on student evaluations of the clerkship.

Describe proposed changes within the clerkship, including expected outcome(s) and how the outcomes will be measured.

Identify any proposed changes that would impact the curriculum as a whole including suggested changes to other clerkships or the pre-clerkship curriculum.

NSU MD expects medical students to develop six professional attributes (respect, honesty, integrity, ethical conduct, compassion, and self-awareness). Please identify any specific aspects of the learning environment during this clerkship, including a breakdown by educational site, that could have either positive or negative influences on students’ development of these attributes. Include a summary of results of the NSU MD Learning Environment Survey if available. Have there been any student reports of mistreatment? If so, how were they addressed?

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Signature of Clerkship Director Date

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Signature of Assistant Dean for Clerkship Curriculum Date