

YEAR THREE POLICIES AND PROCEDURES Class of 2019

SIU School of Medicine Curriculum Guidelines:

These Guidelines represent the School's blueprint of educational concepts that are to provide guidance in curriculum development. There shall be a competency-based curriculum, which shall prevail throughout the medical school.

1. Students should be encouraged to become self-directed, lifelong learners.

Medical school should model the behavior expected of the trained physician. The student should be encouraged to take responsibility for their continuing educational development.

2. Students should be exposed to a variety of clinical settings throughout their entire undergraduate education and should be expected to show progressive development of skills and professional behaviors.

Students will be assigned to a variety of clinical experiences throughout their undergraduate career. In these settings they will develop their clinical skills, their socialization into the profession, their appreciation of the roles of a diversity of health care professionals, their understanding of the economics of health care delivery, and the nature of the physician-patient relationship. Students will be expected to show developing levels of patient care and responsibility as they move toward their residency training.

3. Learning of basic and clinical sciences shall be integrated.

The basic sciences shall extend beyond the "classic eight" (Anatomy, Biochemistry, Physiology, Behavioral Sciences, Pharmacology, Microbiology, Immunology, and Pathology) to include Ethics, Humanities, Epidemiology, Nutrition, and Biostatistics. Wherever possible the basic sciences should be learned and evaluated in the context of solving patient problems.

4. Active learning in small group settings should be encouraged.

Wherever possible, learning should occur in small groups with active participation by all members. Not only is this deemed to be educationally effective, but it will also develop those interpersonal skills necessary to function as members of multidisciplinary teams in health care delivery. Year 3 Policies & Procedures

5. The curriculum shall develop the flexibility necessary for students to function in the rapidly evolving health care delivery system, and in a variety of roles such as individual patient care, community health, and preventive medicine.

Students should develop the skills to respond to evolving societal needs, practice patterns and scientific developments.

6. All curricular events should be evaluated; such evaluations should be diverse in style and performance-based.

Given the variety of skills, knowledge and attributes expected of our graduates, we anticipate that they will be evaluated in a diversity of ways, including self-evaluation. All such evaluations should be performance-based (defined as assessing the application of knowledge and skills in settings approximating actual clinical situations).

7. The following content areas should receive emphasis in the new curriculum: history and physical examination skills, medical practice management, health policies, evidence based medicine, resource acquisition and medical informatics, and opportunities to explore diverse career choices.

8. Where appropriate, management of the curriculum should be by interdisciplinary teams, which cross geographical and calendar barriers.

PURPOSE

During the third year of medical school, students will be immersed in the clinical environment. Our primary goal is to create clinical experiences that allow each student to develop into caring, compassionate, competent, complete physicians. Students will apply, in clinical settings, what they have learned in their first two years. They will have eight 4-week clerkships in core clinical areas. These will be followed by individualized course work, during which students will delve deeper into specific clinical areas and continue to work on clinical skill and professional development.

1. Academic Year

The academic year includes 32 weeks of required Core Clerkship rotations, 3 weeks of the Intersession Period, and 15 weeks of the Personalized Education Plan.

One required week of Doctoring will be held during the Intersession Period. Students have a two-week Winter Break and one additional week of vacation during the Intersession Period and may elect up to 3 weeks of vacation during the Personalized Education Plan.

2. Assignment to Clerkships

Students are assigned clerkship schedules, however, students may submit a request for a specific clerkship rotation, and to the extent possible, such requests will be honored.

3. Attendance

Students are expected to participate in all activities of the third year.

3.1 Regarding Illness/Bereavement/Emergency Absences

- Students are required to contact their Core Clerkship or PEP Director or his/her designee directly and or abide by the arranged method of contact set by the clerkship rotation.
<http://intranet.siumed.edu/finandadmin/hr/benefits/leaves.htm#bereavement>

3.2 Regarding Medical Appointments

- Students will be excused from third year activities to seek needed medical care after notification and approval of the Core Clerkship or PEP Director or his/her designee. Advanced notice is preferred and should be directed to the appropriate Clerkship Director as soon as possible.

3.3 Regarding Religious Holidays

- Students may ask to be excused from third year activities for religious holidays after notification and approval of the Core Clerkship or PEP Director or his/her designee. Absence requests should be directed to the appropriate director for consideration **no later than four weeks prior to the start of the rotation.**
http://www.siumed.edu/oec/HANDBOOK/student_handbook/html/religious_holidays.html

3.4 Regarding Other Non-Emergency Absences

- Students are expected to participate in all activities of the clerkship. Absence requests of a non-emergency nature should be directed to the appropriate Core Clerkship Director or PEP Director for consideration **no later than four weeks prior to the start of the rotation.**

The Clerkship Director will determine how the student will make up missed curricular time.

All absences will be submitted centrally through the "Time Off" request form. Students are asked to complete the "Time Off" request form to make their formal request with submission to the selected departmental director of which they seeking to be excused from in either the Core or PEP. All absences will be reported to and monitored by the Office of Student Affairs and the Year Three Director. Students with multiple absences will be discussed at the Year 3 Student Progress Subcommittee (Y3 SPS). The Y3 SPS will make recommendations regarding student support actions and remediation for those with multiple absences that will be sent to the SIU School of Medicine Student Progress Committee as needed. http://edaff.siumed.edu/Year3/Core/time_off.asp

4. Student Work Hours During Year Three Coursework

This policy shall apply to all Core Clerkships and PEP Selectives taken during Year Three.

During a Core Clerkship or PEP Selective, students will not spend on average more than eighty (80) hours per week in required clinical and educational activities.

Required activities include, but are not limited to, formal didactic teaching, hospital rounds and activities, out-patient clinic attendance, in-house and at home call, and attendance at examinations. Required activities do not include personal study time or optional educational experiences.

5. Honor Code

Faculty and students of Southern Illinois University School of Medicine are expected to understand and accept the responsibilities of their profession as outlined in the Honor Code.

[Honor Code](#)

6. Guidelines for Clinical Activities

The vast majority of Year Three will be spent in the clinical setting. Year Three students are advised to become familiar with the Guidelines For Clinical Activities, the standards to which they will be held accountable.

[Guidelines For Clinical Activities](#)

7. Academic Advising

Students will be assigned a Clerkship Advisor during the first eight months of Year Three, followed by a Career (PEP) Advisor during the 15 week PEP period. The Clerkship Advisor need not be in the same specialty the student ultimately chooses, but if this turns out to be the case, the Career Advisor may, with the agreement of the student, stay on to become the Career (PEP) Advisor as well. In cases in when the Clerkship Advisor and student decide that their pairing is not optimal, a request to change Clerkship Advisors may be brought to the Year Three Director.

8. Professionalism

Students, faculty and staff of Southern Illinois University School of Medicine are expected to conduct themselves in a professional manner in accordance with the SIUSOM Behavioral Standards. These are adopted through "Who We Are And Aspire To Be" in support of the mission of Southern Illinois University School of Medicine to assist the people of central and southern Illinois in meeting their health care needs through education, patient care, research and service to the community. Students will further be held to the "Student Conduct Code" supporting the SIUSOM behavioral standards and establishing the professionalism expected by students of SIUSOM of those becoming of a medical professional.

[SIU-SOM Behavioral Standards](#)

[Student Conduct Code](#)

9. Dress and Decorum

The "best interest of the patient ..." is the most fundamental consideration for the establishment of policies and procedures at SIU, and dress and decorum is no exception. The appearance and attitude of the people at SIU have a tremendous impact on the perception of our patients and, consequently, their impression of SIU and their willingness to return. The following guidelines have been established to provide appropriate direction to SIU students and staff.

[SIU Policy Link](#)

10. Student Abuse

To provide a fair and open learning and working environment, Southern Illinois University School of Medicine faculty and students shall observe the Standards of Conduct approved by the Executive Committee on June 19, 2000.

[Standards of Conduct](#)

11. Clinical Experience Logbooks in Clerkships

Students' clinical experiences are logged within all Core Clerkships and PEP selectives.

12. Performance Evaluation

During Core Clerkships, student performance is evaluated as honors, satisfactory, or unsatisfactory on a five-point scale in the categories of Clinical Skills and Professionalism.

Core Clerkship grades are reported to the Office of Education and Curriculum within six weeks after the end of the clerkship.

During the Personalized Education Plan (PEP) individual selectives will award scores of satisfactory / unsatisfactory / incomplete based upon completion and faculty assessment. Students will be required to complete a student assessment of each PEP selective for final recording of course completions. End-of-clerkship student performance data are placed on file in the Office of Student Affairs and are used by the Student Progress Committee in making promotion decisions and also provide the substance of the dean's letters to residency program directors.

Clerkships will advise students when their individual performance evaluation has been submitted. If a student disagrees with a performance evaluation submitted by the Clerkship Director, s/he should, as a first step, discuss the matter with the respective Director. The faculty member may submit a revised evaluation form as a result of that discussion; however, if a consensus is not reached, the student may formally appeal the evaluation through the

[Clinical Clerkship Grade Review Process.](#)

In submitting student performance evaluation data, departments make recommendations to the Student Progress Committee regarding student promotion decisions. The SPC may accept or ask for modifications in these recommendations. Departmental recommendations are not official or considered requirements until the SPC makes a decision to accept such recommendations, and the Dean approves the recommendations.

Each Core Clerkship has set criteria for Honors, and if a student qualifies for Honors, it shows as "H" on the transcript.

13. Remediation:

Remediation in Year Three is determined on a student-by-student basis and depends on the particular deficiency exhibited. The clerkship director, in conjunction with other clerkship faculty, makes a recommendation to the Student Progress Committee regarding the activities, length, and content felt to be necessary for that particular student to complete clerkship requirements.

Core Clerkship time is considered inviolate: that is, all work or remediation for a given Core Clerkship should be completed during year three whenever possible. Limited exceptions to this rule may be negotiated, with the full agreement of the clerkship directors involved.

14. Deferral of Clerkships

Except in special circumstances, students may not defer third-year clerkships, but must take them as scheduled in the regular rotation. Approval of a request to defer a clerkship is granted by the Associate Dean for Student Affairs. It is recommended that any such request be submitted to the Office of Student Affairs at least four weeks prior to the start of the Core Clerkship. Deferred Core Clerkships will be scheduled during the Personalized Education Plan period of the third year when possible.

15. Completion Date

All clerkships and Doctoring segments must be successfully completed two weeks prior to Graduation Day.

16. Additional Graduation Requirements

All students are required to record a score on the U.S. Medical Licensing Examination (USMLE) Step 1 before beginning clerkships and must pass the exam to graduate. Students are also required to record a score on the USMLE Step 2 (both Clinical Knowledge and Clinical Skills exams) prior to graduation.

Course designations of honors, pass or fail are included on students' official transcripts

Students are required to pass the Clinical Competency Examination (CCX), which assesses their ability to apply knowledge and clinical skills. Students are evaluated and receive feedback regarding competencies such as inquiry strategy, diagnosis development, test selection and interpretation, and patient management.

17. Monitoring Student Lapses in Non-Cognitive Behaviors

To track student performance in the area of non-cognitive behaviors during third year, a system for Monitoring Student Lapses in Non-Cognitive Behaviors has been adopted by the Year Three Curriculum Committee. This system is fundamentally consistent with the process established in Years One and Two. The complete Policy is available for review on the Year Three website

[Year 3](#)

[Student Progress System](#)

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