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- x Film/Microfilm/Microfiche
- x Email of an institution that
  - o Contain information directly related to the student and;
  - o

- x Major of Study
- x Anticipated Graduation Date
- x

## (QWUXVWDEOH 3URIHVVLRQDO \$FWLYLWLHV

An entrustable professional activity, or EPA, is ^ I Ç š • I } ( ] • ] % o ] v ~ ] X X U • % ] subspecialty) that an individual can be trusted to perform in a given health care context once • μ ( ( ] ] v š } u % š v Z • v<sup>2</sup> EPA are observable, measurable tasks representative of the day-to-day work performed by medical professionals. We can use EPAs to determine the extent to which a trainee is prepared to practice independently.

The Association of American Medical Colleges (AAMC) has identified 13 EPAs relevant to graduation from medical school and entrance into residency training. These are the EPAs we focus on in undergraduate medical education.

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1. Gather a history and perform a physical
2. Prioritize a differential diagnosis following a clinical encounter
3. Recommend and interpret common diagnostic and screening tests
4. Enter and discuss orders and prescriptions
5. Document a clinical encounter in the patient record
6. Provide an oral presentation of a clinical encounter
7. Form clinical questions and retrieve evidence to advance patient care
8. Give or receive a patient handover to transition care responsibility
9. Collaborate as a member of an interprofessional team
- 10.





## &XUULFXOXP \*RYHUQDQFH

The [Curriculum and Evaluation Committee](#), or CEC, is charged with oversight of the undergraduate medical curriculum. In this role, it is responsible for evaluation of all teaching and learning programs, making modifications to the current curriculum, and reviewing and approving new courses, course directors, and curriculum.

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NMBE is the secure testing platform for the clerkship shelf exams. Coordinator responsibilities include ordering the exams, proctoring the exam (either in person, or via Zoom), closing the exam, reporting any irregularities during and exam, and entering the exam score into the Brightspace gradebook.

## Roles and Responsibilities of a Clinical Course Coordinator

One of the primary roles of a course coordinator is that of student advocate. Coordinators are often the individual with which students have the most interaction. Student advocacy means that a coordinator should work in terms of the best interests of the student(s). It entails listening to student concerns and acting in a manner that will aid the student and make their educational experience better.

### 3 U L P D U \ 5 H V S R Q V L E L O L W L H V

- x Function at the first-contact liaison to students, faculty, residents, fellows, community faculty, community sites, and school administration for any issues or questions relating to the course.
- x Provide primary support to the director.
- x Manage daily operations of the rotation(s), organize and prioritize necessary tasks, initiate changes and resolve issues as they arise.
- x Thoroughly understand the curricular goals, policies, and standards of the course/clerkship, department, and medical school.
- x Facilitate and participate in the timely grading process.
- x Monitor the student evaluation process, maintaining complete and accurate student files.
- x Prepare and analyze data reports.
- x Understand the major responsibilities of other interacting departments (i.e., Student Affairs, Registrar, Curriculum, Office of Educational Improvement, etc.).
- x Know the medical school calendar and courses offered.
- x Facilitate development of annual reports as needed.
- x Coordinate and participate in course/clerkship orientation process.
- x Prepare and distribute course materials.
- x Recruit community faculty preceptors.
- x Provide support and proctoring for required examinations.
- x Prepare LCME accreditation data and materials.
- x Understand institutional policies and procedures.
- x Coordinate and facilitate team meetings.

### 7 K H 5 R O H R I W K H & R X U V H & O H U N V K L S ' L U H F W R U

Developing a strong working relationship with your course/clerkship director is essential to your success. The director and coordinator should meet regularly to discuss short and long-term issues.

The primary role of the Course/Clerkship Director is to be responsible for the course design, development, implementation, and improvement to ensure appropriate and required content is covered through clinic experience and independent study. Works closely with all course leaders and academic deans to ensure course content alignment across the curriculum and campuses. Recruits and provides guidance and support to teaching faculty to ensure effective teaching and assessment methods are used.

### **Essential Accountabilities**

- x Oversight of instructional material development
- x Application of methods for optimal professional learning
- x Recruitment of instructors, and advisors and project mentors as needed
- x Examinations (written or practical)
- x Timely submission of student grades in MCW Connect
- x Student remediation in response to the actions of the Academic Standing Committee with approval of program management
- x Course quality
- x Comparability of educational experiences on all campuses
- x Linkage of course objectives to MCW global competencies and to individual session objectives
- x Linkage of session objectives and exam questions to USMLE Content Outline categories
- x

- o Input of the Curriculum and Evaluation Committee, Curriculum Deans and Curriculum Designers from the Office of Educational Improvement
- x Facilitate regular course review meetings with all course faculty to evaluate successes of course in progress

Therefore, it is important that orientation materials also be provided in the learning management system (Brightspace) for students to review as needed. Coordinators should work to ensure consistency and accuracy of all posted materials.

The orientation session is typically scheduled for the morning of the first day of the course/clerkship. Concentrate your time together on key aspects of the course/clerkship and reviewing all expectations of the students. The orientation session should include, at a minimum:

- x Goals and Objectives for the Clerkship
- x Student Expectations for Learning/Clinic
- x Evaluation and Grading Policies
  - o Grade Scales and Weights
- x Schedules
- x Examination Dates and Expectations
- x Course Policies
  - o Dress code
  - o Attendance
  - o Contact Information
- x Professionalism Guidelines
- x Excused absence policy
- x Duty Hour regulations

## Managing Your Course in Brightspace

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In the Content section of your Brightspace course, you will see a list of modules along the left side. The base arrangement of modules should be:

Orientation  
Syllabus  
Learning Objectives  
Grade Items  
Webcasts  
Required Content

You may notice the option to create other modules. Please keep in mind that navigation among all the Clerkship Brightspace courses should be similar. This will help faculty navigate and maintain consistency for our learners as they work their way through the Clerkship rotations.

## Brightspace Gradebook

The Brightspace gradebook can be programmed to calculate the points student earn for a final grade. There are two views that are most useful: Enter Grades and Manage Grades.

In the Enter Grades mode, you will see students on the far left, and each grade

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## Gradebook Closeout Tasks to Complete

Below are the steps that Clerkship Directors and/or Coordinators should follow to successfully closeout the gradebook for FINAL grades to post. Following these steps will ensure the above grading policy is consistently implemented across Clerkships and that students receive accurate final grades.

Task	Notes
Input all graded work into Brightspace Gradebook	Ensure grade components are entered into Brightspace throughout the course Move any NBME/Final Exam scores into the Brightspace gradebook when received
	Follow Brightspace best practices to ensure grades are calculating correctly
Manually screen NBME/Final Exam scores for all students	At the end of the course manually screen all NBME exam scores
flag students who score below passing score for the NBME/Final Exam	Make a note of any student who scores below passing score for the NBME/Final Exam
Identify any student who scores below this based on other clerkship components.	Cross reference your list from task #3 with NBME exam scores Make a note of any student who has enough the previous pass cutoff for the NBME/Final Exam
Manually enter a PASS(P) for any student with based on other clerkship components.	Manually enter a score of PASS(P) into the final grade category of MCW Connect/Banner for each student noted in task #4

\*Central WI t Longitudinal Integrated Clerkship Due to ongoing progress reports 02 ( IAe)-3.002 (d)-3.002 p.004 (r)6018chEM/e/e (a)-3.002 te/e ( IAe)-3.002 p.004 (r)60ueisred t-7.008 hueass toor tositudenslwissillelowted5.994 (rete/5.002 ((a)-3.002 ke2 (5





## Academic Standing and Professional Conduct Committee

The Academic Standing & Professional Conduct Committee is a School of Medicine committee charged with maintaining the standards for professional behavior and academic progression leading





[Student and Resident Behavioral Health Webpage](#): Includes information on the Silver Cloud app, Thrive Together support groups, etc.

[Urban Ecology Center \(MKE Students Only\)](#): Membership at no cost. For more information, email Kerri at [kcorcoran@mcw.edu](mailto:kcorcoran@mcw.edu)

[The Medical College of Wisconsin Office of Student Health and Wellness](#)  
means to be well in the world of health science education.

### : H O O Q B U R / J U D P P L Q J

MCW offers a variety of activities/presentations designed to foster student health and wellness (e.g., social, emotional, physical wellbeing). We ask students to watch out for announcements regarding wellness events and initiatives during the academic year (MCW e-mail is primary mode of communication).

[MCW Medical School Handbook](#)

[MCW All Student Handbook](#)

## MCW Resources & Contact Information

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[acadreg@mcw.edu](mailto:acadreg@mcw.edu)

955-8733

0 H G L D 6 H U Y L F H V

[mediaservices@mcw.edu](mailto:mediaservices@mcw.edu)

955-2499

0 H G L F D O 6 W X G H Q W & X U U L F X O X P 2 I I L F H

[curriculum@mcw.edu](mailto:curriculum@mcw.edu)



## References

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2. Ten Cate O. Entrustability of professional activities and competency-based training. *Medical Education*. 2005 Dec;39(12): 1176-7.
3. [Chandler, M., Engle, K., and Hunt, A.M. \(2014\). Guidebook for Undergraduate Medical Education Administration.](#)
4. [,μvšU XDXU '\]o\( ŒU <XU >\]•I U <XU ^\]u}v•}vU X ~îîî•X Medical Education Administration.](#)

ADDENDUM: Student Support Decision Trees

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