



School of
MEDICINE

Handbook for Teachers of Medical Students

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INTRODUCTION

This **Handbook for Teachers of OHSU Medical Students** was created to help all faculty, residents, and others who serve as teachers for OHSU medical students in all phases of the YourMD curriculum at OHSU. It contains important information about educational and institutional policies and procedures of the OHSU School of Medicine, as well as resources to help you as a member of our teaching community. This information is in addition to resources provided to you by individual OHSU departments and/or educational leaders and staff members associated with the curricular offerings in the Undergraduate Medical Education (UME) program. Finally, we always publicly post the most recent version of our [Medical Student Handbook](#) which is another resource available to you that contains many details about the UME program including the OHSU medical student graduation requirements, the mechanism for a student to dispute a final course or clinical experience grade, and disciplinary processes used in the UME program for academic and professionalism problems, among others. This **Handbook for Teachers of OHSU Medical Students** is updated periodically, and the latest version can always be found in the “Resources for Teachers” section [HERE](#). Throughout this Handbook, the numbers in parentheses refer to the LCME accreditation element related to the topic. We appreciate all that you do in teaching OHSU medical students, and we are grateful for the partnerships and collaboration you bring to helping educate tomorrow’s physicians.

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SECTION II: PROFESSIONALISM

Professional Behavior and Expectations

OHSU Code of Conduct

All members of OHSU's community (students and employees) are expected to adhere to the [OHSU Code of Conduct](#). At the beginning of medical school, each student will be provided with an OHSU Code of Conduct. This Code is a core component of the OHSU Compliance Program and expresses OHSU's commitment to excellence and the highest ethical standards. Each student will be asked to sign a statement indicating they have received the Code of Conduct and are responsible for reading this document and seeking clarification if they do not understand the contents. All employees are provided the Code of Conduct as part of onboarding, and periodic updates and boosters for its content are provided through required Compass training modules.

Standards of Conduct in the Learner–Teacher Relationship and Learning Environment (3.5)

Physicians are held to the highest standards of professionalism. It is expected that the learning environment for student physicians will facilitate and reinforce behaviors and attitudes of mutual respect, kindness, and compassion between medical school teachers (faculty, residents, and staff) and medical student learners. Oregon Health & Science University School of Medicine expects that all student-faculty, student-resident, and student-staff relationships be held to the highest professional standards, and specifically be free of abuse, discrimination, harassment, and mistreatment. Students are provided education and information about these standards, mistreatment reporting, and data sharing during the late fall or early winter of the MS1 year in a required OASIS programming session, and again during the Transition to Clinical Experiences course in the MS2 year. Teachers and clinical supervisors of medical students are provided education and information about these standards in this [Handbook for Teachers of Medical Students](#), as well as during ongoing faculty and resident development sessions regarding learner mistreatment from the Office of UME.

Any student experiencing or witnessing mistreatment in any phase of the MD program curriculum is strongly encouraged to report this so that awareness and intervention can occur to prevent ongoing inappropriate behavior. OHSU has a zero-tolerance policy for retaliation against anyone who reports violations of the [OHSU Code of Conduct](#). See "Mistreatment Reporting" below in this Handbook.

Professional Conduct Expectations for Students in the MD Program

The students of the School of Medicine at the Oregon Health & Science University are expected to conduct themselves in an ethical, prudent and humanitarian manner while engaging in all phases of their professional and academic life. The following behaviors and attitudes are thought to embody some of the key requirements for professional conduct expected of students in the MD program. A deviation

from expected conduct may result in official School of Medicine disciplinary action (see *Professionalism Concern Report (PCR) in the Violations of Professional Behavior – Students* section elsewhere in this Handbook).

- Honesty is a necessary professional virtue. Students are expected to be honest in their academic and professional interactions with each other and in their dealings with peers, patients, the Oregon Health & Science University and the professional community. Academic honesty includes the responsibility for producing original academic work, as well as properly citing sources and not plagiarizing. The acquisition of materials in whole or in part from any source (e.g., from textbooks, journal articles, web resources, generative Artificial Intelligence (AI) such as ChatGPT, and third parties such as ghost writers) and the subsequent presentation of those materials as the student's own work without proper attribution, whether that material is paraphrased or copied in verbatim or near-verbatim form, constitutes an academic integrity violation unless otherwise allowed by the UME faculty director or administrative leader. This includes answers used to complete an assignment, written essays, or examinations.
- It is expected that students will demonstrate their professional obligations in a timely and responsible manner.
- Society entrusts health professionals to help people endure physical and emotional distress, and grants health professionals the privileges of examining personal areas of the body and listening empathetically to closely guarded secrets and fears. Consequently, it is expected that health professionals will treat patients and their families with dignity and respect and will hold the information that they acquire in strictest confidence.
- Students will demonstrate the following attributes of trustworthiness: truthfulness (truth telling and absence of deception), conscientiousness (thoroughness in data gathering and dependability in follow through), and discernment (awareness of one's limits in knowledge and skill and the application of knowledge and skill appropriate for one's level of training)
- Students will not allow personal concerns and biases to interfere with the welfare of their patients.
- Students should show respect for each other and for those who support the care of patients and academic programs.
- Students should assist each other to identify and maintain professional standards of conduct in a dignified and helpful manner.
- Conflicts among students and other individuals should be addressed and resolved in an equitable and professional manner.
- Professional responsibilities require mental and physical skills that are unimpaired by the use of drugs or alcohol.
- Electronic information—see *Standards of Electronic Information Conduct* section found elsewhere in this Handbook.

Recognizing Excellence in Professionalism (REP)

The OHSU School of Medicine UME Program encourages individuals to recognize OHSU medical students who have demonstrated exemplary professional behavior in their journey to become physicians of the future. This recognition can include de-identified patient comments, exceptional projects, peer support, outstanding communication, or **anything that goes above and beyond** the expectations of medical student professional behavior or the role of a position they hold. Feedback can come from a variety of sources – patients, faculty, staff, students, residents or others.

Please complete the [Recognizing Excellence in Professionalism \(REP\) form](#) to submit exemplary feedback about a medical student, which will be sent to the Assistant Deans of UME Student Affairs and the UME Student Affairs team to formally recognize the student. The REP form and exemplary feedback will also be placed in the student’s medical student file in the Office of UME.

Professional Appearance and Dress

Students are expected to adhere to professional dress and attire when encountering patients either in the classroom or in a clinical setting. Patients come from very diverse backgrounds that need to be respected. Classroom settings are considered informal unless there are patients present. Students participating in classroom activities should be well-groomed and neat and use good judgment about what is too casual. Students are responsible for reading and adhering to the [OHSU Professional Appearance policy](#). This policy can also be found on the Office of UME Sakai site.

OHSU Surgical Scrub Attire Policy

The OHSU Hospital and Clinics maintains a scrub policy ([#HC-PC-252-RR](#)) that applies to all students, trainees, physicians and other OHSU workforce members.

Please note the following practice requirements within this policy:

Clean, OHSU-issued surgical scrub attire (light blues):

- May NOT be worn to and from the hospital
- May NOT be worn outside of operating rooms, Labor & Delivery, ICU, Interventional Radiology, Cath Lab/EP, and Central Sterile Processing Department without a white cover gown or white lab coat

While students are not issued the dark blue, Graduate Medical Education – issued scrubs (“uniform”) (i.e., for residents and fellows), you may be interested to know that these dark blue uniforms can be worn everywhere EXCEPT the operating rooms and Interventional Radiology.

Medical students are required to wear scrubs for certain courses and clinical experiences, and will be given access to OHSU scrub dispensing machines for those instances by the course coordinator. It is important to note that to maintain compliance with the Surgical Scrub Attire Policy, **students are not permitted to walk outside the building with the light blue scrubs as above, and must change into and**

out of the scrubs at the clinical or simulation setting they will be working in. Students may also purchase their own uniforms (but not light blue) for use outside of operating rooms, interventional procedural areas, and labor & delivery operating rooms, and these personal scrubs must be freshly laundered prior to each use.

Compliance: Respect at University, HIPAA, & Encryption of Devices

All students are required to complete the OHSU Respect at the University and Health Insurance Portability and Accountability Act (HIPAA) Compliance computerized training programs. Students must be in compliance at all times.

Pertinent links for OHSU teachers and students include:

- **ReadySet** (immunizations, respiratory fit testing): <https://ohsu.readysetsecure.com>
- **Compass** (HIPAA and other training modules): <https://ohsu.csod.com>
- **Occupational Health**: <https://o2.ohsu.edu/occupational-health>

Protecting restricted information

You are responsible for protecting all restricted information that you come across at OHSU. Restricted information is anything that is not meant for the public, such as information about patients, employees or students, and research data. Often, it is protected by federal regulations. For example, Protected Health Information (PHI) is protected by the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Medical students may work with PHI and other kinds of restricted information during the course of their studies at OHSU. Help keep that information safe by following these guidelines.

Text messages

Do **not** use mobile devices, such as smartphones, to text PHI. Mobile devices that are used to receive OHSU pages can and should be encrypted. Follow these instructions to encrypt an [iOS](#) or [Android](#) device. Note that these steps encrypt the **device** — not the pages it receives. Therefore, the following additional precautions should be taken:

- Limit PHI to the minimum necessary for effective patient care.
- Change your smartphone settings so that the “preview” does not display on the locked screen. If preview is set to “on” then any patient information sent may be viewable without authentication.
- Delete pages containing patient information after reading them.

Photos and videos

- Photos and videos of patients for personal purposes are not permitted.
- If photos are being taken for education purposes, the patient must sign a release prior to being photographed.
- If photos are being taken for treatment purposes, the photos must be incorporated into the patient’s chart in Epic.

Additional tips

- Do not include any identifying patient information in written history and physicals (H&Ps) that are completed.
- Never send patient information to personal email accounts (e.g., Gmail, Hotmail).
- Only access the electronic health records of patients for whom you are directly providing care. Do not access the records of your family members or friends.

Failure to adhere to HIPAA regulations or comply with protecting PHI may result in serious consequences, up to and including dismissal from medical school.

This includes electronic health record “snooping.” For additional information, see OHSU’s [information privacy and security sanctions policy](#) or contact the Information Privacy and Security Office at 503-494-0219 or oops@ohsu.edu.

For further information regarding privacy and/or compliance:

- [Information Privacy and Security](#)
- [Information Privacy and Security Policies and Regulations](#)
- [Mobile Device Management](#)
- [FAQ: Encryption](#)

[General ITG Help and How To links](#)

If you see something, say something

OHSU is responsible for protecting the personal information of thousands of employees, students and patients. If you have a concern about the security or privacy of that information, report it as soon as possible. Even if you aren't sure something is really an incident, go ahead and report it — the privacy experts will take it from there.

What to report

Information privacy and security incidents happen when restricted information is accessed, acquired, used or disclosed without authorization. Some common examples include:

- Sending to the wrong address a fax or email that contains restricted information.
- Sending an unencrypted email that contains restricted information.
- Losing equipment that is used to store or work with restricted information, such as laptops, mobile phones, pagers and removable storage devices (e.g., thumb drives, external hard drives). This also includes cases of theft.
- Sharing OHSU network passwords, which is a violation of OHSU policy.
- Inappropriately accessing records in a patient-care tool, such as Epic.

- Inappropriately sharing PHI. Patients file complaints when they suspect the privacy of their information has been compromised — for example, if it has been verbally disclosed when it shouldn't have been.
- Storing PHI in unapproved cloud-based services. Remember, Box.com is OHSU's currently approved cloud storage solution.
- Inappropriately disposing of PHI, such as putting an after-visit summary in a recycling bin instead of a locked, confidential shred bin managed by OHSU.

How to report

To report a concern, contact the Information Privacy and Security Office at 503-494-0219 or oips@ohsu.edu. Alternatively, you may [report a concern anonymously](#) through the Office of Integrity.

Violations of Professional Behavior

Teachers

All teachers of OHSU medical students are expected to understand and embrace the *Standards of Conduct in the Learner-Teacher Relationship and Learning Environment* described above. Teachers of OHSU medical students should not only abide by these standards and expectations, but also serve as role models for collaboration, honesty, respect, and trust during every interaction with learners and colleagues.

For teachers who have violated the professional behavior expectations outlined above, appropriate action will be taken, including but not limited to: additional education, training, and counseling regarding professionalism expectations with close monitoring; support and assistance in preventing/mitigating burnout; or removal from teaching duties for OHSU medical students for a specified or unspecified duration. In most cases, professionalism lapses of teachers can be remediated. However, the UME program will not waver in promoting a positive learning and work environment for all medical students and teachers, and will take swift action when needed.

The OHSU School of Medicine will ensure that the learning environment of its medical education program is conducive to the ongoing development of explicit and appropriate professional behaviors in its medical students, faculty, and staff at all locations. **The OHSU School of Medicine, in conjunction with its clinical affiliates and community teachers, share the responsibility to maintain a positive learning environment, and to identify and promptly correct violations of professional standards.**

Mistreatment Definitions (3.6)

- **Verbal abuse** includes shouting, hostility, belittlement, intimidation, humiliation or profanity directed at the student.

- **Physical abuse** or threats of physical abuse includes hitting, slapping, kicking or intentionally placing a student at risk of physical harm.
- **Harassment** includes verbal or physical conduct that is severe or pervasive enough to objectively and subjectively create an intimidating, hostile or offensive work or learning environment, or verbal or physical abuse when submission to such conduct is a term or condition of one's professional training.
- **Discrimination** includes behaviors, actions, and/or interactions that adversely affect one's work because of a disparate treatment, disparate impact, or the creation of a hostile, intimidating or offensive work or learning environment. Common forms of discrimination include those based on gender, age, religion, ethnicity, race, disability, and sexual orientation. Reports of discrimination received by the Office of UME are all referred to the OHSU Office of Civil Rights Investigations and Compliance for further investigation.
- **Sexual misconduct** is an umbrella term that includes intimate-partner violence, sexual assault, sexual harassment, and/or stalking. Students are encouraged to review the [OHSU sexual misconduct and Title IX website](#) for more detailed information and definitions related to sexual misconduct. Reports of any type of sexual misconduct received by the Office of UME are all referred to the OHSU Office of Civil Rights Investigations and Compliance/ Title IX for further investigation. Students can also access the [OHSU Confidential Advocacy Program](#) to confidentially speak with an individual about the experiences you may have had.

Sexual harassment involves unwelcome and unwanted talk, pictures, posters, touching, or other actions that have to do with sexual activity. It is a violation of OHSU policy when:

- Accepting or rejecting these behaviors affects someone's assignment, job, pay, hours, grades, rotation, treatment, or any other terms and conditions of employment, education, training, or receiving services; or
- The sexual harassment is severe or pervasive enough to objectively and subjectively create a hostile, threatening, intimidating, or offensive environment.

- **Additional Types of Mistreatment** – In addition to the above definitions, other types of student mistreatment may include:
 - Requiring a student to perform personal services such as shopping or babysitting
 - Requiring a student to perform tasks which would likely cause a reasonable student to be humiliated.

Disrespectful Behavior – Students may experience negative behavior that does not rise to the level of (or categorized as) mistreatment, but can nevertheless negatively impact the student's experience during medical school, including:

- Rude or disrespectful comments directed toward or about the student

- Rude or disrespectful comments directed toward or about other members of the healthcare team
- Rude or disrespectful comments directed toward or about a patient

Students will be asked on their clerkship evaluations to relay the type and scope of mistreatment. These will be reviewed by the Dean's Office, as well as shared in an anonymized, aggregate format with Clinical Experience directors monthly without specific names, sites or any other identifiers.

In addition, students are encouraged to report (see section below "Mistreatment Reporting") the details about mistreatment on their clinical experiences and/or any negative experiences they may have had regarding the clinical learning environment so intervention can occur. Reports related to discrimination, bias, or any type of sexual misconduct will be forwarded to the OHSU Office of OCIC and students are encouraged to report directly to OCIC using the link provided in the clerkship evaluation for any discrimination concerns.

What to do if you witness or learn of an encounter of a student experiencing sexual harassment, sexual misconduct, sexual assault, or discrimination at a regional site or off-campus rotation:

OHSU's commitment to creating and fostering a learning and working environment based on open communication and mutual respect extends to all students, whether they are located on- or off campus. If you are located off campus or off-site and experience or witness a reportable incident, please contact OHSU [OCIC](#), using the confidential report [complaint form](#).

Mistreatment Reporting (3.6)

There are **multiple ways for medical students (or any individual) to report student mistreatment**, including:

- Assistant Deans for Student Affairs – submit a confidential [report](#) to Drs. Benjamin Schneider or Rebecca Cantone
- Associate Dean for Undergraduate Medical Education – meet and confidentially report to Dr. Benjamin Schneider, Interim Associate Dean, UME
- Block/Thread/Course Director/Clinical Experience Director – meet and confidentially report your situation
- OHSU [OCIC](#), confidential report [complaint form](#)
- OHSU Ombudsperson – [Nic Lendino, M.S., C.H.C.](#) lendino@ohsu.edu or 503-494-5397
- [OHSU Integrity Office](#) – 503-494-8849 (877-733-8313 toll free and anonymous hotline)
- OHSU Department of Public Safety – For an emergency, call 503-494-4444. For a non-emergency, call 503-494-7744

Students can also get confidential support (not a reporting mechanism) from the OHSU Confidential Advocacy Program (CAP) – call 833-495-2277, or CAPsupport@ohsu.edu offers live, confidential support 24/7

Reporting is important so that support can be provided to the student and awareness and intervention can occur to prevent future inappropriate behavior. **OHSU has a zero-tolerance policy for retaliation against anyone who reports a violation of professional behavior and expectations.** Students subjected to abuse, discrimination and/or harassment also have a right to file a grievance with the School of Medicine or, where legally prohibited discrimination is involved, have their concerns reviewed by the OHSU OCIC.

Students

Professionalism Concern Report (PCR)

Professionalism is [the basis of medicine's contract with society](#). As such, the OHSU School of Medicine has embraced professionalism as one of the core competency domains for all of its students enrolled in its undergraduate medical education (MD) program.

The OHSU School of Medicine UME Program utilizes a Professionalism Concern Report (PCR) as a formal mechanism by which individuals may submit information regarding an event or incident that raises concerns about an OHSU medical student's professional behavior. The UME Program embraces a growth mindset model with respect to developing professionalism, and uses the PCR and process described below to support student development, growth, and learning when a suspected or confirmed professionalism lapse occurs. Note: the PCR has replaced the former "Professionalism Monitoring Form – PMF."

1. The [Professionalism Concern Report \(PCR\)](#) may be submitted by any individual who has witnessed, was directly involved in, or otherwise has first-hand knowledge about an event or incident that raises concerns about a medical student's professionalism. Anonymous reports are not accepted.
2. The completed PCR is routed to the Assistant Deans for UME Student Affairs, one of whom reviews the reporter's information, and who then creates a PCR document. The PCR document will include information about the professionalism concern reported and any supplementary material provided by the reporter.
3. The Assistant Dean for UME Student Affairs will send the PCR document to the student via email to review, along with an invitation to meet within one week. This timing will provide the student a rapid resource for transparent sharing of information, support, guidance, and discussion about the PCR document and process.
4. The student will provide their written perspective on the PCR document, and can do this before, during, or immediately following the meeting with the Assistant Dean for UME Student Affairs. **The student will finalize their portion of the PCR document no later than two weeks following their meeting with the Assistant Dean.** Once completed, the student will email the PCR document to the Assistant Dean for further processing.
5. The Assistant Dean for UME Student Affairs will forward the PCR document to the Associate Dean for UME. The Associate Dean for UME will review all of the information on the PCR, categorize it as a minor or major concern, and determine if it is patterned.

The Associate Dean for UME will decide the disposition of the PCR document from the following three options:

- **OPTION 1: Refer the student to an OASIS Life & Wellness Advisor for a confidential discussion.** The discussion is intended to help coach and guide the student and promote healthy personal and professional identity formation for a successful physician career. **This conversation will not be documented** or recorded in the student's file in the Office of UME, and is for the sole benefit and support of the student. The final and completed PCR document **will be** kept in the Office of UME by the UME Student Affairs and Scholarship Project Coordinator.
 - **OPTION 2: Refer to the Medical Student Progress Board (MSPB) for a Course of Action meeting.** With this option, an invitation to the MSPB will be included in the response to the student by the Associate Dean for UME.
 - **OPTION 3: Another disposition** as determined and described in the response to the student by the Associate Dean for UME.
6. If a student is referred to the MSPB, the MSPB will follow standard protocol for Course of Action meetings (see information about Course of Action meetings elsewhere in this Handbook.)
- If the MSPB recommends the student continue in the curriculum but with modification of the professionalism section of the student's Medical Student Performance Evaluation (MSPE, aka "Dean's Letter") because of the serious nature of the professionalism lapse, the proposed modification language will be included in the student's MSPB outcome letter, sent to the student by the Associate Dean for UME within 30 days of the MSPB meeting. **The student will have the ability to appeal the proposed modified language of the professionalism section of the MSPE to the Senior Associate Dean for Education** in the School of Medicine. The Senior Associate Dean will be the final decider on the MSPE language for the student.

If the MSPB recommends the student proceed to a Dismissal Hearing and the Associate Dean for UME agrees with this recommendation, the student will be invited per MSPB standard protocol for a Dismissal Hearing. If the student is dismissed from the UME program, **the student can appeal this final disciplinary decision** per OHSU policy #02-30-050, which can be found in the **Student Affairs** section of the [Academic Policies](#) page.

Student Misconduct

In addition to conduct proscribed by the School and the OHSU Code of Conduct, prohibited student conduct includes but is not limited to:

- Submitting material in assignments, examinations or other academic work, which is based upon sources prohibited by the instructor, or the furnishing of materials to another person for purposes of aiding another person to cheat;

- Submitting material in assignments, examinations and other academic work which is not the work of the student in question and where there is no indication in writing that the work is not that of the student (e.g., plagiarism);
- Knowingly producing false evidence or false statements, making charges in bad faith against any other person, or making false statements about one's own behavior related to educational or professional matters;
- Falsification or misuse of university records, permits or documents;
- Violating existing school or university policies and regulations;
- Exhibiting behavior which is disruptive to the learning process or to the academic or community environment;
- Conviction of a crime, before becoming a student under circumstances bearing on the suitability of a student to practice a health or related profession, conviction of a crime while a student, disregard for the ethical standards appropriate to the practice of a health related professional while a student or before becoming a student, or current habitual or excessive use of intoxicants or illegal drugs;
- Obstructing or disruption of teaching, research, administration, disciplinary procedures or other institutional activities including the university's public service functions or other authorized activities on institutionally owned or controlled property;
- Obstruction or disruption interfering with freedom of movement, either pedestrian or vehicular, on institutionally owned or controlled property;
- Possession or use of firearms, explosives, dangerous chemicals or other controlled property, in contravention of law or institutional rules;
- Detention or physical abuse of any person or conduct intended to threaten imminent bodily harm or endanger the health of any person on any institutionally owned or controlled property.

Commitment to Equity and Inclusion & Equal Opportunity Non-Discrimination Policy (3.4)

Oregon Health & Science University is committed to creating and fostering a learning and working environment based on open communication and mutual respect. If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin or ancestry, veteran or military status, sex, marital status, pregnancy or parenting status, sexual orientation, gender identity or expression, disability or any other protected status please contact the [OHSU Office of Civil Rights Investigations and Compliance \(OCIC\)](#) at 503-494-5148 or ocic@ohsu.edu. Inquiries about Title IX compliance or sex/gender discrimination and harassment may be directed to the OHSU **Title IX Coordinator** at 503-494-5148 or titleix@ohsu.edu.

OHSU provides equal opportunities to all individuals without regard to race, color, religion, national origin, disability, age, marital status, sex, sexual orientation, gender, gender identity or expression, military service, or any other status protected by law. It does not discriminate on any status protected

by law. This policy applies to all employment, education, volunteer, and patient care related activities or in any other aspect of OHSU's operation. Such compliance efforts are coordinated by the OHSU **OCIC**. OHSU [Policy 03-05-030 "Equal Opportunity"](#) outlines further details of OHSU's commitment and stance on this important issue.

Title IX of the Education Amendments Act of 1972 protects individuals from discrimination on the basis of sex in any educational program or activity operated by recipients of federal aid. OHSU complies with Title IX and 34 CFR Part 106 by prohibiting sex and gender discrimination in education programs, activities, employment, and admissions.

SECTION III: TEACHING, ASSESSMENT, & EVALUATION

Teaching and Teaching Related Policies/Procedures

Philosophy of the OHSU School of Medicine Undergraduate Medical Education Curriculum

The purpose of the undergraduate medical curriculum is to foster transformation of the learner into a physician. In addition to transferring information and skills, medical education should prepare the student for lifelong learning and scholarship; synthesis of information, critical reasoning and problem solving; self-assessment and reflection; and collaborative clinical practice. The OHSU School of Medicine curriculum explicitly integrates the scientific basis of medicine with relevant clinical experiences within and across each year of learning. It offers students progressive patient care responsibilities, fosters independent learning, and allows individualization of educational experiences. Students learn in an integrated system model, in which scientific principles of normal and abnormal human structure and function are woven throughout, and other important themes are incorporated as threads.

Guiding Principles of the OHSU MD Curriculum

The curriculum is guided by the following tenets:

- Integration of foundational and clinical sciences throughout the curriculum promotes comprehension and retention.
- Learner-centered teaching modalities are selected according to the desired educational outcomes and may include: didactic presentations, team-based learning, problem-based learning, case discussions, simulation, online modules, service learning and clinical experiences.
- Competency-based assessment evaluates student mastery of knowledge, skills and attitudes.
- Training is aligned with the institutional missions addressing healthcare needs of the state and region.
- The curriculum embraces the principles of diversity and inclusion, scientific discovery and innovation.
- All physicians need a foundational core of knowledge, skills and attitudes, which the curriculum provides while maintaining the flexibility to allow the development of expertise in specific areas of concentration.
- Clinical experiences beginning in the first year and continuing throughout the medical curriculum reinforce integration and application of new knowledge, enhance clinical and communication skills, and foster development of professional identity.
- Clinical experiences in rural, medically underserved, and other community settings provide perspective as well as exposure to the key role of social determinants of individual patient and population health.
- Carefully designed shared learning experiences foster the knowledge, skills and attitudes needed for practicing as part of an interprofessional care team that operates within a larger system of care.
- The curriculum effectively prepares the MD graduate for transition to the next phase of training as a resident.

Student, Faculty, and Administrative Expectations

- Students are expected to engage fully in all aspects of the medical education program, and to contribute to the learning of their classmates.
- The faculty are responsible for defining the specific content and learning modalities of each course and clerkship. Faculty are expected to participate in and support the education mission of the School of Medicine. In recognition of the importance of this mission, achievement as an educator will be an important component for faculty academic advancement.
- The Associate Dean for Undergraduate Medical Education, under the supervision of the Senior Associate Dean for Education, is responsible for maintaining the quality and effectiveness of the curriculum and all other aspects of the undergraduate medical education program. The Curriculum Committee and subcommittees assist with this work, and facilitate input of the faculty into the curriculum structure and function.

Structure

- An optional self-assessment and learning opportunity is offered prior to matriculation to help prepare students for success in the undergraduate medical curriculum.
- A required introductory block familiarizes the student with general concepts of the foundational sciences, and promotes the knowledge, skills and attitudes necessary for the professional development of the physician.
- The foundational science curriculum is organized into integrated, multidisciplinary units, relating normal and abnormal structure, function and behavior with the epidemiology, pathophysiology, prevention and treatment of disease, together with emerging disciplines such as informatics and quality improvement science.
- Required clinical clerkships follow the foundational science curriculum to provide a broad experience in clinical medicine.
- Electives and mentored scholarly activity leading to a capstone project are provided to enhance the educational value of the curriculum, allow increased breadth and depth in specific areas, and permit individualization of each student's educational experiences.
- Intersession courses are provided to integrate basic, clinical, and health systems sciences during the clinical experience curriculum phase. They are also used to reinforce foundational sciences.
- Transition courses are provided to facilitate the progression from undergraduate to professional school, from the foundational curriculum to the core clinical experiences, and from medical student to resident physician.

Evaluation of Performance

- The evaluation of student performance includes the following core competencies: medical knowledge, patient care and procedural skills, professionalism, interpersonal and communication skills, practice-based learning and improvement, and systems-based practice.
- The evaluation of student performance applies both traditional approaches and performance-based assessment of the acquisition of clinical skills, knowledge and attitudes.
- Evaluation of student performance is timely, includes formative and summative feedback, and is provided by faculty who are familiar with the performance of the student.

Evaluation of Curriculum

- The content, teaching methodologies and assessment tools used in the foundational and clinical sciences curricula are continuously scrutinized for appropriate depth, breadth, integration and relevance.
- The curriculum is evaluated by how well our students perform, both at OHSU and following graduation. This evaluation includes what students do, in terms of specialty and career choices and practice location, and if available, practice outcomes. This information is reviewed by School and Program leaders in order to meet the educational mission of the School of Medicine.
- The Curriculum Committee is responsible for implementation, coordination, evaluation and continuous improvement of the UME curriculum.

Undergraduate Medical Education Program Objectives - 43 UME competencies and 13 EPAs (6.1, 8.2)

Background: An essential aspect of the Oregon Health & Science University (OHSU) School of Medicine (SoM) YourMD curriculum transformation initiative implemented in 2014 was the defining of 43 Undergraduate Medical Education (UME) competencies (AKA “medical educational program objectives”) for students in the MD program. This work was done with consideration of the prior OHSU UME program objectives, OHSU graduation core competencies, clinical informatics competencies, AAMC’s nationally published [General Physician Competencies](#), and aligned with the Accreditation Council for Graduate Medical Education ([ACGME](#)) competency nomenclature for residency education. All OHSU medical students are assessed using multi-modal competency-based tools for their attainment of milestones at the completion of courses in classroom settings, as well as in both simulated and authentic clinical environments. Progress is tracked for each student throughout their time in medical school in their individual electronic portfolios – “Research and Evaluation Data for Educational Improvement” (REDEI). The goal of YourMD is: *“To effectively prepare the MD graduate for residency training and professional practice to best serve and meet the needs of society in the 21st century.”*

As competency-based medical education and assessment evolves, so have the OHSU SoM UME competencies. Beginning in February 2024, a SoM faculty workgroup charged by the UME Curriculum Committee (UMECC) sought to comprehensively review and update the original 43 UME competencies to reflect the data, experience, and outcomes of the UME program since the inception of YourMD in 2014. The 17 UME competencies listed below under six domains of competence, were developed, reviewed, and approved by the UMECC (July 11, 2024) and the SoM Faculty Council and the Dean of the SoM (October 10, 2024). On November 8, 2024, the OHSU Provost issued final approval via the OHSU Faculty Senate Education Policy Committee.

Students who have matriculated to the OHSU SoM UME program in summer 2025 and beyond are required to attain the pre-defined minimum number of level 3 milestones, as judged by a Qualified Assessor, in all 17 UME competencies before graduating, in addition to meeting all other graduation requirements listed in this Medical Student Handbook.

UME Comp #	Competency	# of Level 3 Milestones Required*	Setting for Students to Attain Level 3 Milestone
Domain: Patient Care and Procedures (PCP)			
1	PCP1 – Gather information through history-taking and physical/mental status examination on patients.	3	Must be in authentic clinical environment or high-stakes OSCE (CPX, TTCE, TTR)

2	PCP2 – Construct prioritized differential diagnosis based on interpretation of available clinical data.	3	Must be in authentic clinical environment or high-stakes OSCE (CPX, TTCE, TTR)
3	PCP3 – Develop and implement a personalized management plan for the patient.	2	Must be in authentic clinical environment or high-stakes OSCE (CPX, TTCE, TTR)
<u>Domain: Medical Knowledge (MK)</u>			
4	MK1 – Demonstrate foundational knowledge in basic science.	3	Can be attained in non-clinical environment such as FoM blocks, or authentic clinical environment/high-stakes OSCE
5	MK2 – Demonstrate foundational knowledge in clinical science.	3	Can be attained in non-clinical environment such as FoM blocks, or authentic clinical environment/high-stakes OSCE
6	MK3 – Demonstrate foundational knowledge in health systems science.	3	Can be attained in non-clinical environment such as FoM blocks, or authentic clinical environment/high-stakes OSCE
<u>Domain: System-based Practice (SBP)</u>			
7	SBP1 – Engage in the quality improvement process related to patient safety and system issues.	1	Can be attained in non-clinical environment such as FoM blocks, or authentic clinical environment/high-stakes OSCE
<u>Domain: Practice-Based Learning and Improvement (PBLI)</u>			
8	PBLI1 – Demonstrate behaviors that support lifelong learning and professional growth such as incorporating self-assessment and feedback.	3	Can be attained in non-clinical environment such as FoM blocks, or authentic clinical environment/high-stakes OSCE
9	PBLI2 – Locate, critically appraise, and synthesize new information to support evidence-informed and patient-centered clinical decisions.	3	Must be in authentic clinical environment or high-stakes OSCE (CPX, TTCE, TTR)
10	PBLI3 – Engage in scholarly inquiry and disseminate findings using ethical principles.	1	Can be attained in non-clinical environment such as FoM blocks, or authentic clinical environment/high-stakes OSCE
<u>Domain: Interpersonal and Communication Skills (ICS)</u>			
11	ICS1 – Communicate effectively with patients and families.	3	Must be in authentic clinical environment or high-stakes OSCE (CPX, TTCE, TTR)

12	ICS2 – Communicate effectively with physicians and physicians-in-training.	3	Must be in authentic clinical environment or high-stakes OSCE (CPX, TTCE, TTR)
13	ICS3 – Communicate effectively with non-physician health professionals as a part of the healthcare team to coordinate patient care.	3	Must be in authentic clinical environment or high-stakes OSCE (CPX, TTCE, TTR)
14	ICS4 – Communicate a patient handover to transition responsibility of care.	1	Must be in authentic clinical environment or high-stakes OSCE (CPX, TTCE, TTR)
15	ICS5 – Access, review, and contribute to the electronic health record and other technologies.	2	Must be in authentic clinical environment or high-stakes OSCE (CPX, TTCE, TTR)
Domain: Professionalism and Personal & Professional Development (PPPD)			
16	PPPD1 – Identify and address the negative effects of structural and social determinants of health for patients with diverse needs.	1	Can be attained in non-clinical environment such as FoM blocks, or authentic clinical environment/high-stakes OSCE
17	PPPD2 – Demonstrate behaviors that are reflective of professional values of truthfulness, timeliness, accountability, and follow-through.	3	Can be attained in non-clinical environment such as FoM blocks, or authentic clinical environment/high-stakes OSCE

**Approved by UMECC December 12, 2024*

Core Entrustable Professional Activities (EPAs) for Entering Residency

In conjunction with the UME program objectives/competencies, evidence of entrustment for the Core EPAs for Entering Residency will be periodically reviewed by the UME Entrustment Group. The EPAs include:

EPA 1a – Obtain a hypothesis-driven history
EPA 1b – Perform a tailored physical examination
EPA 2 – Generate a prioritized differential diagnosis for a clinical encounter
EPA 3 – Interpret diagnostic or screening tests for a clinical encounter
EPA 4 – Enter orders including prescriptions for a clinical encounter
EPA 5 – Document a clinical encounter in the patient record
EPA 6 – Provide an oral presentation of a clinical encounter
EPA 7 – Use literature to make a patient care recommendation
EPA 8 – Communicate a patient handover to transition responsibility of care
EPA 9 – Advance patient care through interprofessional collaboration
EPA 10 – Recognize a patient requiring urgent assessment and escalate care
EPA 11 – Lead shared decision-making discussions for patient care

Course Objectives for Each Required Course in MD Program (6.1)

Note: for required course linkages to the overall medical education program objectives (AKA “competencies”), see the most recent academic year MD Course Catalog posted under the Clinical Experience Phase section of [this page](#)

Foundations of Medicine Phase	
Transition to Medical School (TTMS)	<ol style="list-style-type: none"> 1. Learn about the range of information sources, policies, procedures and resources at OHSU as well as within the School of Medicine. 2. Develop strategies for maintaining wellness during medical school and be able to list available resources. 3. Identify ways to recognize one's strengths and deficiencies for lifelong learning. 4. Demonstrate accountability by completing academic responsibilities in a comprehensive and timely manner. 5. Develop skillset to work effectively with others in a respectful manner.
Fundamentals Block (FUND)	<ol style="list-style-type: none"> 1. Understand basic anatomical terminology and the basic structures of the major organ systems. 2. Understand the fundamental concepts of the microscopic anatomy of the human body and describe how organ integrity and function are maintained by the organization of cells and tissues. 3. Understand the processes involved in early development of the human embryo - from zygote through implantation to formation of the body plan - and congenital malformations that arise from errors in these processes. 4. Demonstrate knowledge of the principles of genetic transmission, molecular biology of the human genome, including epigenetic mechanisms and explain how genetic variations alter the chemical and physical properties of biological systems. 5. Understand the specific types and frequencies of genetic variations and their distribution in different human populations and demonstrate ability to obtain and interpret family history and ancestry data to calculate risk of disease. 6. Identify appropriate indications for genetic testing; demonstrate understanding of the relevant cytogenetic techniques and recognize the limitations and implications of test results. 7. Identify the major types of biochemical molecules, including small, large and supramolecular components found in cells, understand their physical and chemical characteristics to predict normal and pathophysiological molecular function. 8. Apply knowledge of the basic principles that guide protein folding and control oligomeric assembly of protein complexes to evaluate how point mutations can alter the chemical or structural properties of proteins and cause disease. 9. Comprehend the regulation of major biochemical energy production pathways and the mechanisms by which enzymes catalyze the synthesis and degradation of molecules to explain how deficiencies in metabolic enzymes are linked to disease. 10. Use knowledge of the structure-function relationship of cellular compartments and compartment-specific intracellular trafficking pathways to explain how cellular dynamic stability is maintained and how dysregulation of cellular homeostasis is related to disease. 11. Understand how cells send, receive, and respond to signals from their environment, including other cells and explain how intra- and intercellular communication determines normal and pathogenic cell morphology, division, or survival and link these to pharmacological approaches to treat disease. 12. Distinguish the morphological and biochemical events that occur during the cell cycle and understand the mechanisms that regulate cell division and cell death to explain normal and abnormal growth and development. 13. Apply the principles of pharmacokinetics (absorption, distribution, metabolism and elimination) to evaluate options for safe, rational, and optimally beneficial drug therapy. 14. Apply knowledge of individual pharmacogenetic variability in the use and responsiveness to pharmacological agents. 15. Understand the pharmacologic key principles, targets, mechanisms, kinetics, adverse effects, interactions and contraindications, therapeutic uses and clinical effects of antimicrobial agents. 16. Understand the key principles of pharmacodynamics including drug receptors and targets, dose-response relationships, therapeutic index, drug toxicity, and drug classification based on activity. 17. Understand the key nomenclature and concepts integral to microbiology, infectious diseases, infection control and epidemiology. 18. Distinguish the structural and behavioral elements as well as the methods of survival and pathogenicity among the major groups of human pathogens. 19. Understand and identify the diagnostic techniques used to evaluate bacterial, viral and fungal pathogens. 20. Demonstrate knowledge of the basic principles of nutrition and how they relate to overall health, exercise performance and treatment of metabolic disorders. 21. Understand the fundamental types of variables and measurements along with the basic statistics used to describe them. 22. Describe the impact of environment and social determinants of health, and systems of healthcare delivery on the quality of health outcomes for individual patients and populations. 23. Understand the basics of informatics and evidenced-based medicine and develop skills for critically accessing published papers and other sources of information. 24. Demonstrate the ability to acquire clinical data from multiple sources. 25. Interpret and critically evaluate clinical data from multiple sources to define clinical problems. 26. Generate a differential of diagnostic hypotheses and apply information in comparing and contrasting plausible explanations. 27. Present clinical cases in oral and written forms. 28. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities. 29. Demonstrate the ability to work in interprofessional teams and with patients to co-construct patient-centered clinical management plans appropriate to the defined clinical problem to achieve the triple aim of better health, better care, and lower costs. 30. Understand the role of the FDA in drug development and safety monitoring and identify reliable sources to obtain drug information. 31. Understand basic pathology terminology and apply it to selected pathological processes. 32. Understand basic physiology terminology and apply it to selected physiological processes. 33. Introduce the OHSU Four Habits for Patient-Centered Communication model. 34. Introduce core professionalism and biomedical ethics principles. 35. Perform a focused history and physical examination. 36. Understand the basics of study design, measurement, data description and interpretation, and threats to validity of results, and be able to apply these principles to critically appraise biomedical research and integrate findings into patient care, population health, and systems-based practice.
Blood and Host Defense Block (BLHD)	<ol style="list-style-type: none"> 1. Understand the different types of WBC, their development, morphologic characteristics, and function, as well as the cellular organization of lymphoid tissues and their roles in normal immune responses. 2. Distinguish innate and adaptive immunity in terms of cell types, immune-receptor specificity and diversity, kinetics, function, and role in immunological memory. 3. Describe the normal immune response to infection and vaccination including innate defense, inflammation, adaptive immune activation (B and T cells), and immunological memory; understand which immune components are most important for protection against different classes of pathogens. 4. Describe the cellular and biochemical mechanisms that underlie immunologic pathologies including autoimmunity, hypersensitivity, and immunodeficiency. 5. Understand the clinical manifestations, risk factors, and treatments (pharmacologic and biologic) for immunologic pathologies including autoimmunity, hypersensitivity, and immunodeficiency. 6. Understand the pathophysiology of inflammation. 7. Understand normal hemostasis and thrombosis, including the coagulation cascade, platelet structure and function. 8. Understand abnormal hemostasis: bleeding disorders, platelet disorders and thrombophilia and their treatments. 9. Understand normal hematopoiesis and structure and function of the major content of the RBC (i.e., RBC membrane, hemoglobin, and housekeeping enzymes). 10. Understand the major diseases of RBC: anemia (nutritional, hemolytic, and BM failure) and hemoglobin defects and their treatments (pharmacologic, nutrition, and transfusions).

	<ol style="list-style-type: none"> 11. Understand cancer biology including ideas on carcinogenesis, signaling pathway abnormalities, and basic treatment modalities: targeted therapy, chemotherapy, bone marrow transplantation. 12. Understand hematological malignancies: presentation, diagnosis and treatment; leukemias, lymphomas, myeloproliferative neoplasms and myeloma. 13. Know the important infectious diseases of blood and lymph; understand their life cycles, modes of transmission, virulence factors, clinical manifestations, and treatment modalities. 14. Demonstrate the ability to acquire data from multiple sources, to define clinical problems, to generate a differential of diagnostic hypotheses, to apply information in comparing and contrasting plausible explanations, and to present clinical cases in oral and written forms. 15. Demonstrate the ability to work in interprofessional teams and with patients to co-construct patient-centered clinical management plans appropriate to the defined clinical problem to achieve the triple aim of better health, better care, and lower costs. 16. Describe the impact of environment and social determinants of health, and systems of healthcare delivery on the quality of health outcomes for individual patients and populations. 17. Build on patient-centered communication skills, including communicating complex health information to patients using plain non-medical language, and confirming that quality communication has occurred. 18. Build on ethical principles of care, including assurance of informed consent. 19. Perform a focused history and physical examination. 20. Demonstrate at least novice-level (Level 1 of 5) performance of the '4 Habits for Patient-Centered Care' practices.
Skin, Bones, & Musculature Block (SBM)	<ol style="list-style-type: none"> 1. Understand basic nerve, muscle, skin, connective tissue, bone and joint physiology and function. 2. Understand basic nerve, muscle, skin, connective tissue, bone and joint embryology and histology. 3. Understand nicotinic pharmacology and muscle excitation/contraction coupling. 4. Identify the musculoskeletal and peripheral nerve gross anatomy of the cervical and thoracolumbar spine, and the upper and lower extremities. 5. Relate your knowledge of gross anatomy to the motor and sensory function of the spine and extremities and how that influences motion. 6. Recognize deficits in function and formulate possible anatomic lesions that may account for the deficit. 7. Recognize the clinical manifestations of common nerve, muscle, skin, connective tissue, bone and joint conditions or disorders, and understand the pathophysiology that accounts for the clinical presentation. 8. Understand the epidemiology and natural history of common nerve, muscle, skin, connective tissue, bone and joint conditions or disorders. 9. Understand the clinical presentation and diagnostic approach to the patient with nerve, muscle, skin, connective tissue, bone and joint conditions or disorders, and how distinctions in presentation inform evaluation and treatment. 10. Demonstrate an appropriate spine, upper and lower extremity, skin and joint physical exam, and understand the clinical correlations of exam findings. 11. Demonstrate informed decision making regarding diagnostic tests and management plans for common nerve, muscle, skin, connective tissue, bone and joint conditions or disorders. 12. Understand the pharmacology, risks and benefits and appropriate use of non-steroidal anti-inflammatories, opioids, corticosteroids, disease modifying anti-rheumatic medications, immunosuppressants, and bisphosphonates in treating common nerve, muscle, skin, connective tissue, bone and joint conditions or disorders. 13. Understand the indications, precautions and contraindications for prescribing exercise for musculoskeletal and rheumatologic conditions, and the physiologic and psychosocial benefits of exercise in treating these conditions. 14. Demonstrate the ability to acquire data from multiple sources, to define clinical problems, to generate a differential of diagnostic hypotheses, to apply information in comparing and contrasting plausible explanations, and to present clinical cases in oral and written forms. 15. Demonstrate the ability to work in interprofessional teams and with patients to co-construct patient-centered clinical management plans appropriate to the defined clinical problem to achieve the triple aim of better health, better care, and lower costs. 16. Describe the impact of environment and social determinants of health, and systems of healthcare delivery on the quality of health outcomes for individual patients and populations. 17. Understand the basics of study design, measurement, data description and interpretation, and threats to validity of results, and be able to apply these principles to critically appraise biomedical research and integrate findings into patient care, population health, and systems based practice. 18. Perform a focused history and physical examination. 19. Practice applying OHSU's 4 Habits for Patient-Centered Care model. 20. Demonstrate at least novice-level (Level 1 of 5) performance of the '4 Habits for Patient-Centered Care' practices.
Cardio-pulmonary & Renal Block (CPR)	<ol style="list-style-type: none"> 1. Describe the normal cardiac structure and function, and compare and contrast the structure and function of the cardiac muscle with that of skeletal and smooth muscles. 2. Recall the electrical basis of electrocardiography, develop a systematic approach to interpret an ECG, and report the appropriate pharmacologic and surgical interventions in cardiac arrhythmias. 3. Report the homeostatic regulation exerted by the autonomic nervous system and hormones over the cellular mechanisms that support normal cardiovascular function, and identify the drugs that alter this regulation. 4. Define the role feedback and feed forward mechanisms play in cardiovascular homeostasis. 5. Categorize common cardiovascular diseases such as acute coronary syndromes and ischemia, valvular disease, heart failure, cardiomyopathies and congenital heart disease by understanding their pathophysiology and how each relates to presenting symptoms and signs. Then apply a systematic way to manage them. 6. Develop a systematic diagnostic and management approach to address obesity, coronary artery disease, peripheral vascular disease and aneurysms. 7. Propose an evaluation and management plan for acute kidney injury (AKI) and chronic kidney disease (CKD), recognizing the importance of cardiovascular morbidity in the latter. Additionally, develop an understanding of renal drug handling and the factors in both health and disease that influence drug clearance. 8. Understand the role of the kidney in long term blood pressure regulation and identify reversible risk factors in order to develop an individualized treatment plan while addressing specific comorbidities. 9. Contrast and compare nephritic and nephrotic syndromes in terms of clinical presentation, pathophysiology, histology and management. Contrast the hematuria of glomerular origin with that caused by lithiasis, recalling the different types of stones, the risk factors associated with nephrocalcinosis and nephrolithiasis, as well as how to manage them, pharmacologically and non-pharmacologically. 10. Learn the normal pulmonary structures and function. Describe the mechanical properties, the neural regulation of breathing, the basis for the gas exchange and the pulmonary contribution to acid base balance. 11. Understand the principles of mechanical ventilation in relation to acute respiratory syndrome and respiratory failure. 12. Understand common pulmonary diseases such as obstructive and restrictive diseases including pneumoconiosis, pulmonary embolism and pulmonary hypertension, sleep apnea, lung neoplasias and pneumonias by understanding their pathophysiology and how each relates to presenting symptoms and signs. 13. Learn the structure of the kidney and urinary tract, and its somatic and autonomic innervation. Recall the nephron configuration and its normal histology appearance. Be able to describe the hemodynamic and cellular processes by which the glomerulus and the renal tubules handle sodium, water, hydrogen ion, potassium, bicarbonate, chloride, and urea as well as how these processes are regulated by nerves and hormones. Apply this knowledge to conceptualize differences in plasma and urine osmolality and to assess and manage patients with fluid and electrolyte derangements as well as acid base disorders. 14. Demonstrate the ability to acquire data from multiple sources, clinical informatics systems and tools, such as EHR, HIE, CDS, and telemedicine, to define clinical problems, generate a differential diagnosis comparing and contrasting possible explanations and to present clinical cases in oral and written forms.

	<ol style="list-style-type: none"> 15. Identify some of the major health issues and health disparities confronting populations in the 21st century, describe the social determinants and structural forces that contribute to them, and discuss the role of physicians in creating remedies at the individual, health system, and health policy levels. 16. Analyze the impact the environment, the social determinants of health and the systems of health care delivery have on health outcomes at individual and population levels. 17. Identify the role and the effects of unconscious bias in clinical decision-making and develop mechanisms to mitigate them. 18. Introduce the foundations of cross-cultural communication. 19. Perform a focused history and physical examination. 20. Describe the basic precepts of improvement science including the Model for Improvement, recognize the widespread application of quality improvement methods in healthcare, and be able to add value by participating in quality improvement activities in clinical and non-clinical settings. 21. Practice applying OHSU's 4 Habits for Patient-Centered Care model. 22. Understand the basics of study design, measurement, data description and interpretation, and threats to validity of results, and be able to apply these principles to critically appraise biomedical research and integrate findings into patient care, population health, and systems based practice. 23. Demonstrate at least advanced beginner-level (Level 2 of 5) performance of the '4 Habits for Patient-Centered Care' practices.
Hormones & Digestion Block (HODI)	<ol style="list-style-type: none"> 1. Describe the anatomy of the gastrointestinal tract and its associated organs, in addition to the diverse components of the endocrine system. 2. Understand the developmental processes giving rise to the normal gastrointestinal & endocrine systems, and aberrancies leading to abnormal form and/or function. 3. Understand the cellular structure and function of the digestive & endocrine systems. 4. Discuss the complex interrelationships of the endocrine system components and homeostatic mechanisms including positive and negative feedback signaling. 5. Differentiate between endocrine & exocrine substances in the gastrointestinal tract and understand their roles in gastrointestinal homeostasis. 6. Describe the complex interactions between microorganisms and the human organism in both symbiotic & pathologic settings. 7. Recognize the effects of nutrition on growth and development, along with disease prevention and treatment. 8. Understand processes that adversely affect gastrointestinal system function including acquisition, transit, absorption, elimination, and the common clinical manifestations of these processes. 9. Appreciate the etiologies & consequences of disruption of homeostasis in the endocrine function. 10. Identify common causes and consequences of auto-immunity in the gastrointestinal and endocrine systems. 11. Recognize how genetic variations can impact normal & pathological form and function of the gastrointestinal & endocrine systems. 12. Understand the pharmacologic principles of common medications used to treat pathologic processes of the gastrointestinal and endocrine systems. 13. Discuss non-pharmacologic treatments of pathologic processes of the gastrointestinal and endocrine systems. 14. Describe the manifestations and pathophysiology of gastrointestinal disease. 15. Understand the metabolic functions of the liver, and the causes and consequences of liver disease. 16. Describe the impact of environment and social determinants on health literacy regarding nutrition, alcohol and substance abuse, healthy habits, and actual access to resources for the above. 17. Demonstrate ability to acquire data from multiple sources including patient interview, examination, EHR, diagnostic tests and scholarly resources, and apply that information in creating a differential diagnosis. 18. Demonstrate the ability to acquire data from multiple sources, to define clinical problems, to generate a differential of diagnostic hypotheses, to apply information in comparing and contrasting plausible explanations, and to present clinical cases in oral and written forms. 19. Demonstrate the ability to work in interprofessional teams and with patients to co-construct patient-centered clinical management plans appropriate to the defined clinical problem to achieve the triple aim of better health, better care, and lower costs. 20. Describe the impact of environment and social determinants of health, and systems of healthcare delivery on the quality of health outcomes for individual patients and populations. 21. Perform a focused history and physical examination. 22. Describe the impact of microaggressions on the wellness of students and healthcare professionals. 23. Describe and demonstrate universal principles for delivering culturally responsive care, including cultural humility, and conscientious use of categorical cultural knowledge. 24. Describe the appropriate use of language interpreters. 25. Demonstrate at least advanced beginner-level (Level 2 of 5) performance of the '4 Habits for Patient-Centered Care' practices.
Nervous System & Function Block (NSF)	<ol style="list-style-type: none"> 1. Describe the normal development, structure, and function of the central and peripheral nervous system, including the molecular biology of neural tissue. 2. Describe biological and social processes involved in neurological homeostasis, including basic neuroendocrine and neuro-immunological processes. 3. Describe the contribution of metabolic dysfunction to major nervous system disorders. 4. Describe congenital, developmental, and acquired mechanisms that increase the risk for nervous systems disorders. 5. Identify neural structures and neurophysiological correlates of attention, consciousness, sleep, emotion, memory, language, praxis, visuospatial function, and other higher cortical functions. 6. Describe underlying pathophysiology and localize the neuroanatomical correlates of the major congenital and acquired neurological, psychiatric, and sensory organ diseases and disorders. 7. Describe the mechanisms of action of neuropharmacological treatment agents and complementary medicines, including their indications, contraindications, and major side effects. 8. Be familiar with non-pharmacologic acute and chronic treatment of major nervous system disorders, including their indications, contraindications, and major side effects. 9. Demonstrate competence and professionalism in clinical assessment by obtaining a relevant history and performing a complete physical, neurological and psychiatric examination, pertinent to presenting signs and symptoms, epidemiology and cultural contexts. 10. Demonstrate understanding of basic biostatistical strategies and informatics principles and how these can be applied to health policies and behavioral science research. 11. Demonstrate conscientious participation in the classroom and groups by attending to all duties responsibly, contributing to clinical activities, and respectfully engaging with colleagues and staff. 12. Demonstrate the ability to acquire data from multiple sources, to define clinical problems, to generate a differential of diagnostic hypotheses, to apply information in comparing and contrasting plausible explanations, and to present clinical cases in oral and written forms. 13. Demonstrate creativity in development of clinical management plans that specifically address the defined clinical problem while attending to the triple aim of better health, better care, and lower costs. 14. Describe diagnostic strategies and tools for identifying the pathophysiology of the major neurological, psychiatric, and sensory organ diseases and disorders. 15. Describe the impact of environment and social determinants of health, and systems of healthcare delivery on the quality of health outcomes for individual patients and populations. 16. Demonstrate ability to acquire data from multiple sources including patient interview, examination, EHR, diagnostic tests and scholarly resources, and apply that information in creating a differential diagnosis. 17. Demonstrate higher-order clinical communication skills and ethical behavior required for delivering bad news, disclosing errors, and managing difficult encounters.

	<p>18. Demonstrate mastery of OHSU's Modified 4 Habits for Patient-Centered Care model, including universal precautions for clear communication, use of plain language, and ability to convey complex numerical information using low numeracy approaches.</p> <p>19. Perform a focused history and physical examination.</p> <p>20. Demonstrate at least competency-level (Level 3 of 5) performance of the '4 Habits for Patient-Centered Care' practices.</p>
Developing Human Block (DEVH)	<p>1. To identify and describe reproductive anatomy, histology and function; and to identify the relationships between the bony pelvis, muscles, blood vessels, nerves and the organs of the reproductive tract.</p> <p>2. To describe the key aspects of reproductive physiology with a focus on how hormones interact to result in the menstrual cycle, oogenesis and spermatogenesis.</p> <p>3. To describe the pharmacological classes of medications used in reproductive and sexual health and describe changes to pharmacokinetics and pharmacodynamics that impact medication dosing throughout the lifespan.</p> <p>4. To relate underlying basic science concepts to the clinical aspects of reproductive and sexual health.</p> <p>5. To discuss and explain issues related to reproductive and sexual health including sexual function and dysfunction; sexual pleasure, contraception, unintended pregnancy, sexually transmitted infections, sexual orientation, gender identity, and sexual abuse/violence.</p> <p>6. To describe how a new human develops; including the processes of fertilization, blastogenesis, implantation, placental development, and embryology.</p> <p>7. To develop a framework for male and female fertility and infertility, and the effect that fertility has on couples.</p> <p>8. To explore the normal progression of pregnancy and childbirth and to begin to describe the etiology, diagnosis and management of related complications.</p> <p>9. To identify ways in which environmental exposure, maternal health, lifestyle choices, and medications can influence a developing fetus. To develop a framework related to the developmental origins of adult disease.</p> <p>10. To explore issues from infancy to adolescence with an emphasis on: well child care, vaccines, common diseases of childhood, developmental milestones, puberty, adolescent health, eating disorders, and child abuse.</p> <p>11. To explore issues related to wellness and screening including: the use of screening tests, disease prevention, healthy lifestyle practices, societal and reproductive justice, environmental health, and access to healthcare.</p> <p>12. To describe reproductive tract pathology (breast, prostate, ovary, testicles, uterus, penis and cervix) including aspects relating to screening/diagnosis, genetics, treatment, surveillance and survivorship.</p> <p>13. To identify key features related to normal and pathophysiological aspects of the process of aging on organ systems, menopause/andropause, mental health, polypharmacy, cognitive function, falls, and complex decision-making.</p> <p>14. To obtain an appropriate and compassionate reproductive health related history and physical exam. To discuss difficult issues related to sexual and reproductive health with patients.</p> <p>15. To demonstrate sensitivity to the issues surrounding childhood and geriatrics and to tailor a history and physical exam to meet these needs.</p> <p>16. To have a holistic and comprehensive perspective of human development and the life cycle from conception to death and to understand how each element influences the process.</p> <p>17. To identify the importance of supportive relationships, quality of life, end of life care and promoting patient-centered care as human age and thrive.</p> <p>18. Demonstrate the ability to acquire data from multiple sources, to define clinical problems, to generate a differential of diagnostic hypotheses, to apply information in comparing and contrasting plausible explanations, and to present clinical cases in oral and written forms.</p> <p>19. Demonstrate the ability to work in interprofessional teams and with patients to co-construct patient-centered clinical management plans appropriate to the defined clinical problem to achieve the triple aim of better health, better care, and lower costs.</p> <p>20. Describe the impact of environment and social determinants of health, and systems of healthcare delivery on the quality of health outcomes for individual patients and populations</p> <p>21. Perform a focused history and physical examination.</p> <p>22. Apply knowledge and skills in patient-centered communication to motivational interviewing and written communication with patients.</p> <p>23. Demonstrate at least competency-level (Level 3 of 5) performance of the '4 Habits for Patient-Centered Care' practices.</p>
Developing Your Scholarly Project (SP)	<p>1. Identify an important scientific or clinical question for investigation.</p> <p>2. Assess, evaluate, and apply scientific literature relevant to the question.</p> <p>3. Formulate a project hypothesis based on current evidence and concepts in the field.</p> <p>4. Learn appropriate approaches to addressing the question that are based on methodologic standards in the relevant fields of study.</p> <p>5. Design, conduct, and interpret results of your own project based on the question and hypothesis.</p> <p>6. Identify project relevance to medicine and healthcare.</p> <p>7. Communicate effectively in oral and written form.</p> <p>8. Apply ethics and professionalism throughout the project</p>
Preceptorship (PREC 721)	<p>1. To use the guidance of your supervisors to define personal learning goals</p> <p>2. To understand the roles and responsibilities of a student doctor in the healthcare setting, particularly in learning how to use the clinical environment as an environment of inquiry</p> <p>3. To understand the knowledge, skills and attitudes that are expected for graduation from medical school</p> <p>4. To understand the role of the student doctor in the health care team</p> <p>5. To actively engage in reflective practice with peers</p>
Preceptorship (PREC 722-724)	<p>1. To interact with patients as a student-doctor.</p> <p>2. To begin thinking as physicians in clinical interactions.</p> <p>3. To use the guidance of your supervisors to define personal goals.</p> <p>4. To act professionally in clinical settings.</p> <p>5. To actively engage in reflective practice with peers.</p>
Foundations of Patient Safety IPE	<p>1. Demonstrate the ability to participate effectively as a member of an interprofessional team in activities that improve the safety and quality of health care.</p> <p>2. Demonstrate active listening and oral and written communication skills with diverse individuals, communities, and colleagues to ensure effective, culturally appropriate exchange of information.</p> <p>3. Develop skills to communicate with patients' families, communities, peers, and other health professionals in a responsive and responsible manner that supports an interprofessional approach that ensures an effective, culturally appropriate exchange of information.</p> <p>4. Demonstrate knowledge of codes of ethical conduct for multiple professions and assess for similarities and differences.</p> <p>5. Work with individuals of other professions to enhance a climate of mutual respect and shared values.</p> <p>6. Place the interests of patients and populations at the center of health care delivery</p>
Clinical Experience Phase	
Transition to Clinical Experiences (TTCE)	<p>1. Recognize normal and unstable vital signs and variations that might be expected, based on patient and disease specific factors</p> <p>2. Demonstrate the ability to perform effective CPR, including basic airway management, and proper technique in performing jaw thrust, chin tilt, and bag-mask ventilation</p> <p>3. Describe several strategies to learn on your own and share knowledge with others, including searching primary literature to answer a clinical or science question about disease pathology, and generating questions to extend your knowledge of the foundational science related to clinical problems</p> <p>4. Use information technology to find and apply knowledge based information to healthcare for patients and populations</p>

	<ol style="list-style-type: none"> 5. Demonstrate effective communication with patients with adaptation to a variety of clinical circumstances 6. Use the EMR to gather information on an assigned patient, and give an oral presentation on the patient 7. Demonstrate several communication skills necessary to competent clinical care, including giving an oral presentation, and describing how and when to call for a consult 8. Demonstrate giving and receiving handoffs using closed-loop communication in various simulated transition settings 9. Demonstrate a grasp of ethical and medicolegal topics, including informed consent, malpractice, and confidentiality 10. Demonstrate how and when to activate rapid response, code blue, or Dr. Strong, and describe which members of the interprofessional team are included in each of these groups
Family Medicine Core Clinical Experience	<ol style="list-style-type: none"> 1. Describe in writing one of the major components of family medicine: Access to care; Continuity of care; Comprehensiveness of care; Coordination of care; Contextual care 2. Practice the delivery of health care provided by family physicians by recording an experience with each of the following: Evaluate undifferentiated problems in the context of a continuing personal relationship with patients and families; Identify preventative skills and education regarding health risks; Practice assessing and managing common chronic medical problems; Recognize procedures commonly utilized in an ambulatory setting 3. Practice assessing and managing common acute medical problems. 4. Under direct observation, present three specific medical questions with evidence based answers. 5. Interpret the answers of three specific medical questions with your colleagues. 6. Create a self-assessment plan to identify areas of personal or professional improvement. 7. Demonstrate patient centered use of telemedicine in the care of patients. 8. Demonstrate professional interactions with members of the larger healthcare team 9. Implement equitable healthcare practices when interacting with diverse populations.
Internal Medicine Core Clinical Experience	<ol style="list-style-type: none"> 1. To develop a system of hypothesis-driven data collection for common clinical presentations in the adult patient. (PCP1, ICS5) 2. To rank the probability of different hypothetical diagnoses for a given clinical presentation in the adult patient, based on available patient data. (PCP2, PCP3) 3. To develop a system of self-directed learning based on clinical questions raised during patient encounters. (MK2, PBL1) 4. To practice professionalism as a contributing member of an interdisciplinary team. (ICS1, SPBIC4)
Neurology Core Clinical Experience	<ol style="list-style-type: none"> 1. 1. To recognize the clinical presentation of common neurological disorders. History taking skills to elicit precise symptoms and to distinguish clinical syndromes will be emphasized. (PCP 1) 2. 2. To gain basic competence in the neurologic exam in both the screening neurological examination and a focused neurological examination based on specific area of concern t. (PCP1, MK1) 3. 3. To develop the ability to create a reasonable and ordered differential diagnosis of common neurologic disorders, the laboratory evaluation and clinical management of these diseases including stroke, seizure disorders, headache, movement disorders, multiple sclerosis, stupor and coma, diseases of muscle and nerve, dizziness, and dementia. (PCP3) 4. 4. To demonstrate competence in the diagnostic evaluation and management of urgent neurological or neurosurgical illness. (PCP2) 5. 5. To convey the indications for and to acquire skills in performing lumbar puncture and to appreciate both the clinical value and the limitations of technologies such as: electroencephalography, evoked potentials, computerized axial tomography (CT), magnetic resonance imaging (MRI), arteriography, myelography, and radionuclide imaging. 6. 6. To develop appropriate communication skills with other interprofessional team members while working on the inpatient ward. (ICS6) 7. 7. To acquaint the student with the new frontiers in neurology and many of the cutting-edge issues in neuroscience. (MK1, PBL1) 8. 8. To introduce the concepts of neurologic consultation and an understanding of the role of the consultant in clinical problem solving, including appropriate use of remote patient records in preparation to see a patient in a consultation setting. (ICS4, ICS8)
Obstetrics & Gynecology Core Clinical Experience	<ol style="list-style-type: none"> 1. The student will learn to perform an obstetrics and gynecology history and physical exam. (PC1) 2. The student will demonstrate proper care of a diverse population of pregnant patients, including labor, delivery, and postpartum care. (PPPD1) 3. The student will demonstrate proper surgical and medical management of GYN disease by applying established and emerging knowledge. (MK2) 4. The student will identify preoperative issues in patients who are candidates for surgery, interpret pertinent diagnostic imaging, and know common postoperative complications, their workup, and treatment. (PC2) 5. The student will demonstrate understanding of basic fertility and family planning principles. (MK2) 6. The student will establish skills to develop differential diagnoses, diagnostic, and treatment plans that incorporate available information as well as the patient's unique preferences and life circumstances. (PC3) 7. The student will demonstrate consistent respect for a diverse population of patients, co-workers, and the public. (ICS1) 8. The student will demonstrate accountability by completing assignments in a timely manner, and attend conferences, rounds, and procedures on time. (PPPD10) 9. The student will demonstrate the ability to seek and respond appropriately to feedback on clinical performance and fund of knowledge, as well as be able to identify and address gaps in core OBGYN knowledge. (PBL1) 10. The student will demonstrate high quality communication with their patient's bedside nurse regarding the daily plan. (ICS6)
Pediatrics Core Clinical Experience	<ol style="list-style-type: none"> 1. The student will evaluate and manage pediatric patients in an age- and developmentally-appropriate manner, including performing the relevant portions of a pediatric history and physical exam. 2. The student will learn to develop specific, pediatric-focused differential diagnoses for common conditions, evaluate and manage pediatric patients in the context of their family, community, and medical home, and devise/implement management plans as appropriate. 3. The student will learn to be a reliable and accountable part of the medical team caring for the pediatric patient in a variety of settings. 4. The student will learn how to communicate effectively, respectfully, and honestly with the entire medical team, and how to establish rapport with patients and families. 5. The student will learn to work effectively and collaboratively with other healthcare professionals in providing clinical care, as well as establish mutual respect, dignity, honesty and trust within the interprofessional healthcare team. 6. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care that is coordinated, safe, timely, efficient, effective, and equitable.
Psychiatry Core Clinical Experience	<ol style="list-style-type: none"> 1. Effectively communicate with patients, families, colleagues and staff for the purpose of facilitating patient care. ICS 1 2. Access, review and contribute appropriately to the medical record for the purpose of facilitating patient care. ICS 5 3. Demonstrate knowledge of basic criteria for psychiatric diagnoses and knowledge of basic psychopharmacology. MK1 4. Identify gaps in knowledge and describe strategies to improve one's knowledge base in psychiatry and general medicine. PBL1 5. Contribute to the psychiatric knowledge of peers and other healthcare professionals, students, and trainees. PBL 8 6. Gather essential and accurate data through history taking, physical and mental status examination, review of prior records, review of collateral information and interpretation of ancillary tests (imaging, laboratory data, etc). PCP1 7. Interpret and evaluate history, examination findings and other available data in order to generate a basic psychiatric differential diagnosis for both straightforward and complex patients. PCP2 8. Demonstrate appropriate sensitivity and respect in caring for a diverse patient population. PPPD1 9. Complete academic and patient care responsibilities in a comprehensive and timely manner. PPPD 9

	<p>10. Demonstrate trustworthiness at all times. PPPD10</p> <p>11. Effectively work with other healthcare professionals in the context of a multidisciplinary team. SBPIC 4</p>
Surgery Core Clinical Experience	<p>1. By the end of the clerkship, students will demonstrate professionalism, team work, and a growth mindset. This will be assessed by their supervising surgeons[1]’ clinical evaluation, the clerkship director’s evaluation of their asynchronous work, the clerkship and away (when applicable) coordinators, and their progression towards their individual educational goals. SPIC3, PPPD9. Within this objective:</p> <ul style="list-style-type: none"> a. Students will demonstrate empathy and compassion towards all of our patients. b. Students will apply primary palliative care principles to the care of their patients. c. Students will demonstrate by completing assignments in a timely manner, attend conferences, rounds, and assigned operations. d. Students will submit requested information and complete all assignments by the requested date. e. Students will attend any scheduled event on time. <p>2. By the end of the clerkship students will, with appropriate supervision, assess a patient in the preoperative setting and recommend a care plan. PCP1, PCP3, MK2, PBL1, SPIC3, PPD9. Within this objective:</p> <ul style="list-style-type: none"> a. Students will demonstrate the ability to perform an H&P on a new surgical consult. This will be assessed by observed history and physical skills by a supervising surgeon, oral and written presentations given to the supervising surgeons, and oral and written presentations given to the preceptor. b. Students demonstrate the ability to integrate a patient’s preoperative health status and medical comorbidities into their care planning. This will be assessed by oral and written presentations given to the supervising surgeons and oral and written presentations given to the preceptor. c. Students will analyze available literature and judge applicability to their patient’s presentation. This will be assessed by oral and written presentations given to the supervising surgeons, oral and written presentations given to the preceptor, and the patient analysis paper. d. Students will explain the components of a surgical consent and demonstrate their ability to perform a surgical consent in a simulated scenario. This will be assessed by the patient analysis paper, the asynchronous palliative care modules, and the simulated patient consent discussion. <p>3. By the end of the clerkship students will demonstrate basic operative knowledge and skills. MK2, PBL1, PPD9, SPIC3 Within this objective:</p> <ul style="list-style-type: none"> a. Students will describe normal and abnormal abdominal and extremity anatomy pertinent to their patient’s care. This will be assessed by their supervising surgeons’ clinical evaluation as well as the summative oral examination. b. Students will demonstrate proper subcutaneous suturing technique, proper laparoscopic camera handling and a proper two-handed knot. This will be assessed by their supervising surgeons’ clinical evaluation as well as the recorded knot tying video uploaded at the conclusion of the course. c. Students will analyze available literature and judge applicability to their patient’s presentation. This will be assessed by oral and written presentations given to the supervising surgeons, oral and written presentations given to the preceptor, and the summative oral examination. <p>4. By the end of the clerkship, students will, with appropriate supervision, assess a patient in the postoperative setting and recommend a plan of care. MK2, SPIC3, PBL1. Within this objective:</p> <ul style="list-style-type: none"> a. Students will describe the appearance of proper and improper wound healing as well as the management of a superficial surgical site infection. b. Students will analyze available literature and judge applicability to their patient’s post-operative care. This will be assessed by the clinical evaluation of their supervising surgeons, oral and written presentations given to the preceptor, and the patient analysis paper. c. Students will explain the components of a post-surgical update and demonstrate their ability to perform one in a simulated scenario. This will be assessed by the patient analysis paper, the asynchronous palliative care modules, and the simulated patient consent discussion. d. Students will describe common post-operative complications including the pertinent clinical examination findings and their laboratory and imagining evaluation. This will be assessed by the clinical evaluation of their supervising surgeons, their oral and written presentations to their preceptors, and the summative oral examination. e. Students will demonstrate appropriate post-operative care of surgical patients, including adequate analgesia, volume management, diet management, and rehabilitation. This will be assessed by the clinical evaluations of their supervising surgeons. <p>5. By the end of the clerkship, students will demonstrate the ability to work within an inter-professional team to care for surgical patients. SPIC3 SPIC5, PPD9. Within this objective:</p> <ul style="list-style-type: none"> a. Students will demonstrate high quality communication with their patient’s bedside nurse regarding the daily plan. This will be assessed by the clinical evaluation of their supervising surgeons. b. Students will demonstrate the ability to work collaboratively within the multi-disciplinary care team – discussing concerns with patients, their family, and the clinical staff (RNs case managers, social workers, physical therapists, pharmacists, nutritionists, advanced practice providers, consulting services, etc.). This will be assessed by the clinical evaluation of their supervising surgeons.
Cancer Core Intercession	<ul style="list-style-type: none"> 1. Describe the basic, clinical and healthcare delivery science underlying the occurrence, development, progression of common cancers. 2. Delineate appropriate treatment and palliative care approaches and the factors affecting a physician’s selection and continued use of a specific approach to common cancers. 3. Gain exposure to a variety of clinical resources and protocols available to physicians who care for patients with cancer. 4. Reflect on the clinical experience of caring for patients with cancer and how it pertains to the formation of professional identity.
Cognitive Impairment Core Intercession	<ul style="list-style-type: none"> 1. Describe the basic, clinical and healthcare delivery science underlying the occurrence, development, progression of a variety of conditions leading to cognitive impairment. 2. Delineate appropriate treatment approaches and the factors affecting a physician’s selection and continued use of a specific approach to conditions leading to cognitive impairment. 3. Gain exposure to a variety of clinical resources and long-term care facilities available to physicians who care for patients with cognitive impairment. 4. Reflect on the clinical experience of caring for patients with cognitive impairment and how it pertains to the formation of professional identity.
Dissection of the Coronavirus Intercession	<ul style="list-style-type: none"> 1. Describe the viral structure and vaccine target sites of SARS-CoV-2 (MK-1) 2. Consider how the COVID-19 pandemic and associated public health measures have impacted special populations, including children, people living in long-term care, and people with substance use disorders or mental health diagnoses (SPBIC2) 3. Review literature about a prior pandemic, and compare basic and clinical science and effects on society with the COVID pandemic (PBLI4) 4. Develop a new skill in infographic creation and utilize it to explore an area of the COVID-19 pandemic that is still unclear or confusing (PBLI1) 5. Utilize group and individual presentations to educate peers about topics related to prior pandemics and an area of interest in the COVID-19 pandemic (PBLI2) 6. Examine and respond to literary tests related to COVID and other pandemics (ICS3) 7. Reflect on the personal and professional experience of living through a pandemic (PPPD7)
Infection Core Intercession	<ul style="list-style-type: none"> 1. Describe the basic, clinical and healthcare delivery science underlying the occurrence, transmission, and progression of a variety of healthcare associated infections. 2. Delineate appropriate treatment approaches and the factors affecting a physician’s selection and continued use of a specific approach to healthcare associated infections, including antibiotic stewardship. 3. Gain exposure to a variety of resources available to physicians to prevent healthcare associated infections. 4. Reflect on the clinical experience of caring for patients with healthcare associated infections and how it pertains to the formation of professional identity.
Pain Core Intercession	<ul style="list-style-type: none"> 1. Describe the basic, clinical and healthcare delivery science of pain. 2. Delineate a variety of treatment approaches and the factors affecting a physician’s selection and continued use of a specific approach to treating pain.

	<ol style="list-style-type: none"> 3. Gain exposure to a variety of resources available to physicians to help patients with pain. 4. Analyze guidelines and professional recommendations regarding opiate prescribing, and describe the public health risks of overprescribing. 5. Reflect on the experience of caring for patients with pain and how it pertains to the formation of professional identity.
Scholarly Project Work and Capstone	<ol style="list-style-type: none"> 1. Identify an important scientific or clinical question for investigation. 2. Assess, evaluate, and apply scientific literature relevant to the question. 3. Formulate a project hypothesis based on current evidence and concepts in the field. 4. Learn appropriate approaches to addressing the question that are based on methodologic standards in the relevant fields of study. 5. Design, conduct, and interpret results of your own project based on the question and hypothesis. 6. Identify project relevance to medicine and healthcare. 7. Communicate effectively in oral and written form. 8. Apply ethics and professionalism throughout the project
Clinical Performance Exam (CPX)	<ol style="list-style-type: none"> 1. Integrated Clinical Encounter (ICE) <ol style="list-style-type: none"> a. Demonstrate data gathering and data interpretation skills including documented summary of the findings of the patient encounter (history and physical examination), diagnostic impressions, justification of the potential diagnoses, and initial patient diagnostic studies; b. Identify a patient at risk for becoming unstable and identify appropriate next step(s); c. Create differential diagnosis with several possibilities/most important problems prioritized; d. Propose a treatment plan that addresses issue(s) raised by problems and/or diagnosis 2. Communication and Interpersonal Skills (CIS) <ol style="list-style-type: none"> a. Demonstrate appropriate and compassionate interpersonal communication with patients and families in stressful circumstances; b. Demonstrate the ability to foster the relationship by listening attentively and showing interest in the patient as a person; c. Shows skills in informational interviewing and encouraging the patient to explain the situation in her/his own words; d. Demonstrate skills in providing information to the patient by using clear and understandable language matched to the patient's need, preference and ability; e. Demonstrate ability to help the patient make decisions by outlining what should happen next, linked to a rationale, and by assessing a patient's level of agreement, willingness, and ability to carry out next steps; f. Demonstrate the ability to support emotions when a clinical situation warrants it by seeking clarification or elaboration of the patient's feelings and by using statements of understanding and support 3. Spoken English Proficiency (SEP) <ol style="list-style-type: none"> a. Demonstrate clarity of spoken English communication within the context of the doctor-patient encounter (e.g., word choice, pronunciation, and minimizing the need to repeat questions or statements); b. Demonstrates accurate word choice to enhance comprehension and decrease the amount of listener effort required to understand the student's questions and responses
Transition to Residency (TTR)	<ol style="list-style-type: none"> 1. Communicating with patients and families: Review and demonstrate strategies for communicating with patients and their families in stressful circumstances, including delivering life altering news and disclosing medical errors. 2. Communicating with patients and families: Demonstrate effective communication skills for obtaining informed consent for a procedure from a patient or legal guardian. 3. Articulating essential non-clinical aspects of medicine: Review several non-clinical aspects of being a medical professional, including debt management, malpractice, licensure, stress management and reflective practice. 4. Practicing basic clinical and procedural skills: Review and practice some of the basic skills necessary to becoming a well-rounded physician including reading EKGs, reading basic x-rays, filling out death certificates, and review best practices for opioid management. 5. Demonstrate basic preparedness for residency: describe what is expected of interns; appropriate debt management strategies; malpractice and legal issues pertinent to resident physicians; process and requirements for physician licensure. 6. Recognize and articulate the principles of several frontiers of medicine including overdiagnosis, medical reversal and how climate change affects health.
Testing Intersessions	<ol style="list-style-type: none"> 1. To demonstrate sufficient acquisition of content-specific knowledge and clinical reasoning in seven core clinical disciplines of medicine (family medicine, internal medicine, neurology, obstetrics and gynecology, pediatrics, psychiatry, and general surgery.)

Conflict of Interest Disclosure Prior to Lecturing Policy for Teachers

1. Instructors within the School of Medicine are required to disclose any Conflict of Interest regarding the content of their presentations, either in person or within the course syllabus.

2. If a presenter is using PowerPoint lecture slides, one slide clearly stating either a lack of a Conflict of Interest, or a disclosure of a potential Conflict of Interest, will be inserted into the slide set at the beginning of the presentation. If slides or other electronic media are not to be used, the presenter will clearly state similar Conflict of Interest information verbally at the beginning of the presentation.

3. Block/Course and clinical experience/clerkship directors will promulgate this policy with the instructors for their respective courses. Additionally, course managers will distribute a Conflict of Interest slide template for presenters to insert into their slide set prior to the date of presentation.

Attendance Expectations for Foundations of Medicine Phase Students

Students training to become physicians are expected to be present and actively engaged in their education. **Regular in-person attendance and punctuality for the instructional sessions listed in your weekly schedule in Sakai are essential in demonstrating your professional development as an aspiring physician.** Not only will your own learning be enhanced by attending instructional sessions, but your classmates and instructors will count on your active participation in large and small group activities to enrich their learning. This focus on being present – in-person – is analogous to what will be expected of you during your clinical experiences, your residency training, and ultimately, your professional practice as a physician. Instruction during the FoM phase of YourMD includes the following general types of sessions/activities, along with your in-person attendance expectations:

- **Large group FoM block sessions in the RLSB 3A001/2 learning studio(s):**
 - **Content organized by the Co-Block Directors, in conjunction with the Basic Science Thread Directors** – Regular, in-person attendance is **EXPECTED**. Sessions are typically recorded in Echo360 and posted after the session has concluded in Sakai.
 - **Content organized by the Clinical Thread Directors in advance of / in addition to small group Clinical Skill Laboratories (CSLs)** – Regular, in-person attendance is **EXPECTED, REQUIRED, and is TRACKED**. Sessions are typically NOT recorded in Echo360. Students may submit a Time-Off Request form for unexpected absences in advance which will be considered (go to Office of UME Sakai site – Student Information – Forms)
- **Small group discussions in the RLSB 2S rooms (CSLs and others):**
 - **Content organized by the Clinical Thread Directors for weekly CSLs**, typically taught by the same OHSU and Community faculty instructors each week for a term (e.g., Clinical Context and Clinical Assessment and Management sessions) – **Regular, in-person attendance is EXPECTED, REQUIRED, and is TRACKED**. Sessions are NOT recorded in Echo360. Students may submit a Time-Off Request form for unexpected absences in advance which will be considered (go to Office of UME Sakai site – Student Information – Forms). A student who misses their regular CSL session (for any reason) must complete a written assignment relevant to that week’s session and content, to be returned to TSO at tso@ohsu.edu by the end of the week following the absence. These assignments will be reviewed by a faculty member. Any student who misses four or more CSL sessions (two or more days) in the first academic year (i.e., FUND through HODI Blocks) and/or two or more CSL sessions (one day or more) in the second academic year (i.e., NSF and DEVH Blocks) will be required to meet with an Assistant Dean for UME Student Affairs to address the attendance problem in a constructive manner. Any student with repeated absences beyond what is stated above, or a student who misses a required CSL session without submitting the Time-Off Request form in advance may have a

Professionalism Concern Report (PCR) submitted for their absences, which may result in Medical Student Progress Board review

- **Content organized by the Co-Block Directors, in conjunction with the Basic Science Thread Directors (e.g., case studies)** – Regular, in-person attendance is EXPECTED. Sessions are NOT recorded in Echo360.
- **Foundations of Medical Anatomy (FOMA) in FoM Blocks:**
 - **Content is organized by the Anatomy Thread Director**, and is typically taught in the Richard Jones Hall VirtuOHSU Simulation Center, with FOMA labs in 4320, prosections, and human cadaver dissections in 2nd floor Anatomy Lab. – **Regular, in-person attendance is EXPECTED, REQUIRED, and is TRACKED.** Students may submit a Time-Off Request form for unexpected absences in advance which will be considered (go to Office of UME Sakai site – Student Information – Forms)
- **Developing Your Scholarly Project (SCHI 701 Course):**
 - **Content is organized by the Scholarly Projects Faculty Concentration Leads**, and is typically taught in the RLSB 3A large group learning studios and the RLSB 2A small group rooms. – **Regular, in-person attendance is EXPECTED, REQUIRED, and is TRACKED.** Students may submit a Time-Off Request form for unexpected absences in advance which will be considered (go to Office of UME Sakai site – Student Information – Forms)
- **Introduction to Preceptorship, Clinical Preceptorships, & Narrative Medicine (PREC Courses):**
 - **Content for the Introduction to Preceptorship course in the Fall term of the M1 year is organized by the Preceptorship Director and Clinical Preceptorship Coordinator**, typically taught in the RLSB 3A large group learning studios – **Regular, in-person attendance is EXPECTED, REQUIRED, and is TRACKED.** Students may submit a Time-Off Request form for unexpected absences in advance which will be considered (go to Office of UME Sakai site – Student Information – Forms)
 - **Content for the weekly Clinical Preceptorships (in the authentic outpatient and inpatient clinical environments) is organized by the clinician serving as a Preceptor** – **Regular, in-person attendance is EXPECTED, REQUIRED, and is TRACKED.** Students may submit a Time-Off Request form for unexpected absences in advance which will be considered (go to Office of UME Sakai site – Student Information – Forms). Because you are expected to be present at all assigned preceptor clinical experiences, you are also expected to notify your preceptor if you are unable to attend a scheduled preceptorship clinical experience as well as the Preceptorship

Coordinator as soon as possible before your absence. Students are required to make up all absences during preceptorship within the term it occurs

- **Content for the Narrative Medicine sessions is organized by the Narrative Medicine and Reflective Practice Director – Regular, in-person attendance is EXPECTED, REQUIRED, and is TRACKED.** Students may submit a Time-Off Request form for unexpected absences in advance which will be considered (go to Office of UME Sakai site – Student Information – Forms)
- **OASIS Required General Programming Events:**
 - **Content is organized by the OASIS team,** and is typically taught in the RLSB 3A large group learning studios – **Regular, in-person attendance is EXPECTED, REQUIRED, and is TRACKED.** Session may or may not be recorded in Echo360. Students may submit a Time-Off Request form for unexpected absences in advance which will be considered (go to Office of UME Sakai site – Student Information – Forms)
- **Foundations of Patient Safety Interprofessional Education Course:**
 - **Content for this IPE course is organized by the OHSU Provost’s Office, typically taught in classroom and small group rooms throughout the University campus, as well as some virtual/asynchronous sessions** as outlined on the course Sakai site. – **Attendance expectations are outlined by the IPE Course Directors on the course Sakai site.** Students who experience an unavoidable conflict preventing their attendance should contact the IPE Course Directors

Attendance Expectations for Clinical Experience Phase Students

Students in the OHSU clinical curriculum are expected to attend and actively participate in all required clinical experiences and MD program activities. Students should schedule personal activities during University breaks in the academic calendar. There are no scheduled holidays during core/elective clinical experiences with the exception of Thanksgiving Day. (No student is ever enrolled in a rotation during winter break so all students have the holidays that fall during that time off as well.) Students wishing or needing to take additional days off are **REQUIRED** to submit the Request for Time Off form for approval and tracking. **All forms can be found on the Office of UME Sakai site (“Student Information” → “Forms”).**

It is the student’s professional responsibility to communicate and document ALL days that they will miss. **All days taken off during each academic year are tracked by the Dean’s Office.** In most circumstances, clinical experience students are **allowed eight sick days and two general leave days per academic year** that do not automatically need to be made up. MS4 students may be approved to take more than two days depending on the reasons. One exception to this includes missing a critical aspect of the rotation due to illness, and these are handled on a case-by-case basis. See exact wording below.

Request for Time Off To Meet with OASIS Faculty Advisors (Academic, Career, Life & Wellness or UME Diversity Navigators)

Students can request up to 2 hours per rotation for the purpose of meeting OASIS Faculty Advisors (Academic, Career, Life & Wellness or UME Diversity Navigators) without making up clinical time unless they miss a critical component of the curriculum. Students are encouraged to check their rotation schedule to avoid making appointments with OASIS Advisors during the critical component of the curriculum time. If students must make an appointment during the critical component of the curriculum, the Clinical Experience Director will assist the student with creating a plan to make up missed work. Students needing additional meetings with OASIS Advisors during the same rotation block should first try finding the time outside of the required clinical time. If unable, students will most often be required to make up missed work. Students are encouraged to make appointments with OASIS Advisors in advance to minimize disruptions to clinical services; however, there may be occasions that advance notice is not possible.

Request for Time Off Due To Emergency Absence/Personal or Immediate Family Illness:

In most circumstances, students with emergency absences due to personal or immediate family illness receive up to eight sick days leave per academic year. Within any one Clinical Experience, if students miss a single day of non-critical curriculum students will not be required to make up work. Students with emergency absences must contact the Clinical Experience Director or Coordinator immediately by phone or email once the request is needed. The form must be completed within 24 hours. Students MUST take sick leave when they are infectious and should contact Student Health and Wellness Center for questions or concerns about this. If a student misses a critical component of the curriculum or if the student requires more than one day off per rotation, the Clinical Experience Director will assist the student with creating a plan to make up missed work.

Request to Take Time Off to Attend or Present at an Academic Conference:

Students requesting time off to attend or present at an academic conference should know this well in advance, and submit the form to the Clinical Experience Director or Coordinator at least 6 weeks prior to the start of the clinical experience to seek approval. When approved, students may receive up to two days during the academic year to pursue these kinds of events depending upon how many other days off the student has had prior to the request. Students will most often be required to make up missed work.

Request to Take Time Off to Sit for USMLE Step 2 CK Examination:

Students requesting time off to take a USMLE examination should know this well in advance, and submit the form to the Clinical Experience Director or Coordinator at least 6 weeks prior to the start of the clinical experience to seek approval. In most circumstances, students may receive approval of up to two days off per academic year to pursue this kind of event. Students will most often be required to make up missed work.

Request to Take Time Off to Complete a Requirement of the Curriculum (e.g., CPX, Scholarly Project Capstone, BLS recertification):

Students requesting time off to complete a requirement of the YourMD Curriculum, such as CPX (half a day), Scholarly Project Capstone (2nd Friday of W3), and BLS (~2 hours) should know this well in advance. Students should submit the "Time Off Request for Clinical Rotations" form to the Clinical Experience Director or Coordinator at least 6 weeks prior to the start of the clinical experience to seek approval. As students have options to choose dates/time of when they take the CPX and recertify for BLS, the Clinical Experience Director or Coordinator may ask you to choose an alternate date/time. Once the time off is approved, students will not be required to make up missed work.

Schedule adjustment request for Non-Emergency Personal Reason:

Request for time off for non-emergency personal reasons such as weddings, reunions, etc. can be considered if you submit the form. Students should submit the form to the Clinical Experience Director or Coordinator at least 6 weeks prior to the start of the Clinical Experience. If approved, the student must document and submit a proposed plan to the Clinical Experiences Director to make up missed work.

Fourth year only: Interview Days (2 days per clinical experience)

Request to Take Time Off to Interview for Residency Program:

During residency interview months (October – early February) students applying for the match and rotating on clinical experiences may request up to two days off per four week rotation (or one per two week rotation) specifically for residency

interviews. If a student will miss a critical component of the curriculum or if the student requires more than one day off per rotation, the student must document and submit a plan to the Clinical Experiences Director for approval to make up missed work. Days do not carry over from one rotation to the next (i.e., if you do not take two days off on a previous required rotation, you would not get four days off on the next required rotation.) Students may request more than two days for interviewing purposes, but it may not be approved.

Steps for Requesting Time Off

1. For emergency absences, the student will submit the Request for Time off form located on the Office of UME Sakai site in the "Student Information" tab → "Forms", to the Clinical Experience Director or Coordinator as soon as possible once an absence becomes necessary. For absences that can be anticipated, the student submits this form to the Clinical Experience Director or Coordinator at least 6 weeks prior to the start of that clinical Experience.
2. Clinical Experience Director or Coordinator will consult the Dean's Office UME Program Manager for Student Records to verify the number of days off the student has already had prior to this request listed on the Request form.
3. Clinical Experience Director reviews the request and will approve or deny the request. Approvals of Requests for Time Off will include any requirements or conditions to be met by the student at the time of approval.
4. Clinical Experience Director forwards the final decision and the signed Request for Time Off form to the Dean's Office Program Manager for Student Records, where the attendance records will be maintained for students in all clinical Experiences.
5. Coordinator and/or student have clearly communicated absence and make-up plan discussed with attending of record.

Note that requests for time off should NOT be presented to your supervising resident or attending, though these individuals should certainly be notified in advance once approval is obtained

Note that requests for time off should NOT be presented to supervising resident or attendings, though these individuals should certainly be notified in advance once approval is obtained.

Inclement weather procedures

OHSU, as a health care system, must always remain open during inclement weather. However, adverse weather conditions may present travel problems or other unsafe situations, causing classes to be delayed or canceled, as well as alterations in some office, clinic and lab schedules. During inclement weather, all students are advised to check the **OHSU O2 website**, or listen to the **OHSU Alert Line at 503-494-9021**. Decisions regarding the status of operations (i.e., Regular or Modified) on the OHSU campus are made by the OHSU Provost's Office by 6:00AM. The UME program abides by the status determined by the University, and will hold, delay, or cancel classes as directed by the central University administration.

Foundations of Medicine / Pre-Clinical Experiences Students

During a weather event, classes may be on a normal schedule, delayed, or canceled. If classes are to be held or delayed, pre-clinical experience students are expected to make a reasonable effort to attend class and instructional sessions. In addition, specific instructions will be posted to the Sakai Announcement space (which also generates an email to students) for the Foundations of Medicine Block as early as possible (usually by 6:00 am) to give instructions to students about the class schedule. If conditions make it impossible for you to travel safely to OHSU for a scheduled activity requiring

attendance (e.g. examination), please contact UME Teaching Services at 494-8428 or by email (tso@ohsu.edu) and indicate your absence.

If you are scheduled for a preceptorship, follow the procedures above for classes. You are responsible for contacting your preceptor directly, as well as the OHSU preceptorship coordinator, regarding your attendance for that day.

Clinical Experiences/Clerkship Students

Students who are **in clinical experience rotations in metro Portland-area locations** (Clackamas, Multnomah, Columbia, or Washington counties in Oregon, or Clark County in Washington) will follow OHSU modified operations policy. During OHSU Modified Operations, only Critical Function Employees should report in order to keep roads clear for emergency personnel and other patient care activities. Medical students are not Critical Function Employees, therefore, if OHSU has declared modified operations, you must adhere to modified operations protocol.

Typically, once OHSU declares modified operations status, the students in clinical experience rotations will receive an email from their Clinical Experience Director or the Course Coordinator with further instructions. Students should communicate with their Clinical Experience Director and Coordinator via email if they have not received information from them after the University has implemented modified operations. Students are also strongly encouraged to communicate with their clinical team supervisors (i.e., supervising attending physician and/or senior resident) via page or email to let them know you will be absent due to the OHSU modified operations status. This direct communication from you will help your Critical Function team members in caring for patients, and is considered a communications best practice.

Students who are **rotating in a site outside of metro Portland area locations** (NOT in Clackamas, Multnomah, Columbia, or Washington counties in Oregon, or Clark County in Washington) should follow the individual hospitals/clinics operation guideline for those locations. Communication with the site director and/or coordinator as well as the supervising physician is the student's responsibility. A snowstorm in Portland does not excuse a student rotating in a non-Portland area hospital or clinic from work. For example, a student rotating in Springfield, Oregon at PeaceHealth Riverbend Hospital would still report to duty there when OHSU has declared modified operations for Marquam Hill because of a snow or ice storm in Portland.

Clinical Experience Directors will work with students to plan make-up dates/sessions for time missed due to modified operations.

Foundations of Medicine Phase Weekly Schedule

Updated 3-2021

Weekly Template FUND - BLHD (MS1 Summer B-Fall Term)					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Large Group & Small Groups (10 min break avg per hour)	Large Group & Small Groups (10 min break avg per hour)	Large Group & Small Groups (10 min break avg per hour)	Large Group & Small Groups (10 min break avg per hour)	Independent Learning (all students)
9:00					Assessments-Examssoft and science skills (Avg 2 hours/week)
10:00					Large Group Sessions as Needed
11:00					Break
12:00	Break	Break	Break	Break	Break
1:00	Clinical Skill Labs (FUND-BLHD) 1-4pm	Summer B Term: FUND; Starting Fall Term: Intro to Preceptorship (all students)	OASIS Activities - Programming & Individual Support Life & Wellness Advising; Academic Advising; Career Advising	Independent Learning (all students)	Assessment (CSAs - avg 1 every other week, typically 30-45 min)
2:00		Independent Learning (all students)			Patient panels or active learning large/small group sessions. Rare pure lectures.
3:00					
4:00	Independent Learning (all students)				

Each student has a minimum of **8 hours** of independent learning (IL) each week FUND - BLHD. Wednesday & Friday afternoons may have *additional* IL depending on OASIS & block schedule. Weeks with University holidays (e.g., Labor Day, T-giving, MLK Day, Pres Day, July 4) are adjusted as needed.

NOTE: While there will always be a minimum number of 8 IL hours each week in every block, Block & Thread Directors retain flexibility to adjust where the IL occurs during a specific week for select educational activities (e.g., certain labs or workshops). In these instances, students will be notified before the block starts when these activities will adjust the weekly template.

Weekly Template SBM - DEVH (MS1 Winter Term - MS2 Fall Term)						
	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00	Large Group & Small Groups (10 min break avg per hour)	Large Group & Small Groups (10 min break avg per hour)	Large Group & Small Groups (10 min break avg per hour)	Preceptorship (1/2 class)	Independent Learning (all students)	
9:00					Assessments-Examssoft and science skills (Avg 2 hours/week)	
10:00					Large Group Sessions as Needed	
11:00					Independent Learning (1/2 class)	
12:00	Break	Break	Break	Break	Break	
1:00	Preceptorship (1/2 class)	Clinical Skill Labs (SBM-DEVH) 1-4pm	OASIS Activities - Programming & Individual Support Life & Wellness Advising; Academic Advising; Career Advising	Large Group, Small Group, or Science Labs	Assessments (CSAs, avg 1 every other week, typically 45 min)	
2:00					Independent Learning (all students)	Patient panels or active learning large/small group sessions. Rare pure lectures.
3:00						
4:00	Independent Learning (1/2 class)	Independent Learning (all students)				

Each student has a minimum of **8 hours** of independent learning (IL) each week SBM - DEVH. Wednesday and Friday afternoons may have *additional* IL depending on OASIS & block schedule. Weeks with University holidays (e.g., Labor Day, T-giving, MLK Day, Pres Day, July 4) are adjusted as needed.

NOTE: During Preceptorship hiatus Summer A term (6 weeks) each year (typically ~ late June-early Aug) all students have *additional* 4 hours/week of IL.

NOTE: While there will always be a minimum number of 8 IL hours each week in every block, Block & Thread Directors retain flexibility to adjust where the IL occurs during a specific week for select educational activities (e.g., certain labs or workshops). In these instances, students will be notified before the block starts when these activities will adjust the weekly template.

Unscheduled (Independent Learning) Time and Academic Workload in the Foundations of Medicine Phase (8.8)

As part of LCME Element 8.8 Monitoring Student Time, the UME Curriculum Committee (UMECC) is responsible for ensuring the amount of time medical students spend in required activities in the Foundation of Medicine (FoM) phase of the medical curriculum is appropriate.

The FoM phase of the curriculum is separated into three categories, as defined below:

- **Required curriculum activities in FoM blocks and other required courses** – includes lectures, labs, small group sessions, patient panels, preceptorships, assessments, narrative medicine, scholarly project, and interprofessional education (IPE).
- **Required pre- or post-work for curricular activity** – includes any **required** readings, modules, or assignments delineated by an educational leader (e.g., block, thread, narrative medicine director) for students to complete prior to or after the required curriculum activities above. The time needed for this work is estimated by the educational leader and is based on the duration expected for a typical student.
- **Required Outreach, Advising, Support, and Identity formation for Students (OASIS) activities** – while **required** OASIS activities are rare as the majority of OASIS events and appointments are optional and/or self-scheduled by the student, there are approximately six sessions per academic year that students must attend.

These three categories combined make up the **academic workload** for each week. The total hours for these three required categories is 32 hours or less averaged over the course of the block. Additionally, in every regular, non-holiday instructional week, **at least 8 hours of unscheduled time is allocated for unscheduled, independent learning**. These required and unscheduled hours are tracked weekly by the Office of UME and are reported after the end of each block to the FoM Sub-Committee and UMECC by the Program Manager for LCME Accreditation. The current FoM standard weekly schedule template has been approved by UMECC

Clinical Experience Phase Duty Hours (8.8) Policy

The goals of medical students and the faculty of the School of Medicine are the same: to provide instructional activities and facilitate participation in care for patients to create an overall educational experience that prepares students to enter residency training and become physicians, while maintaining wellness.

Duty hour rules from the ACGME for graduate medical programs were developed for residents with the goal of creating a safe working environment for residents who are often making critical decisions on patient care, and thus need to maintain an adequate level of mental alertness. Similar national standards have not been developed for medical students. There are obvious differences in terms of goals and responsibilities between residents and students due to differences in direct supervision requirements as learners progress through medical training. Regardless of this, faculty and students need to work together to foster a healthy balance between work hours and personal time. This policy is

intended to recognize the value of maintaining adequate rest throughout the learning experience to appropriately and actively participate in patient care safely, maintain attention to be able to adequately learn, and maintain an appropriate healthy balance between work and personal time. The UME Curriculum Committee, through the Clinical Experiences sub-committee, developed the following guidelines:

- The student should be assigned to be physically present no more than 80 hours per week, averaged over 4 weeks, on the clinical hospital services and/or in clinics, including required clerkship lectures, conferences and exams.
- Ideally a student should not be assigned to be in a clinical learning environment more than 24 hours in one shift. A clerkship may determine that a given learning experience is not able to be achieved within this timeframe, and they deem there will be adequate likely downtime for the student, they may extend the experience to 30 hours to enhance learning opportunities.
- The student should have at least one full day off per week, averaged over a month.
- No matter how many hours the student has been physically present, the student should always check out with their supervising resident or attending before leaving for the day.
- If a student is on a rotation without overnight call responsibilities, the student should feel free to come in early or stay late for the benefit of patient care or the student's education. Students are expected to be at all required educational activities (e.g., lectures, conferences, exams, etc).
- Clerkship directors will be responsible for monitoring likely weekly schedules for students on their clerkship to assure that violations of this policy would not be anticipated for an average student who is completing all required activities. Clerkship directors will also be responsible for assigning reasonable amounts of required assignments. Completing assignments or studying for examinations at home does not count toward duty hour time.
- Students who have exceeded or are likely to exceed the duty hour policy over the course of clerkship may alert their supervising faculty member, the clerkship director, the Office of Student Affairs, or the University Ombudsman. Students will not be required to log hours while on clerkships, but will be asked through the end of clerkship evaluation if violations did occur, and if they did occur, students should be ready to report the hours they were on duty.

Clinical Experiences Expectations for Students

During the clinical experience curriculum, students are expected to integrate all that has been learned into the basic skills needed to be a successful physician. Physicians are lifelong learners who must always reach for the next level. In order to reach that goal, the clinical experiences directors provide the following list of expectations to assist students and teachers alike.

1. Students are expected to be present and participate fully in all activities involved in the clinical experience, including orientation, seminars, and assessments.
2. Students are expected to make decisions, defend them, and understand the consequences of a poor decision. Students are early clinical learners, and do not have a medical degree and are not licensed independent practitioners. As such, students should seek appropriate approval

from supervising faculty and residents before performing procedures, giving advice to patients, ordering tests, diagnostics or therapy.

3. Students are expected to give 100% effort while on a clinical experience and should expect the same from classmates.
4. Students are expected to be respectful of classmates, residents, faculty and other staff at all times. Do not undermine colleagues.
5. Students are expected to be current with all of their patients and are encouraged to do advanced reading on those patients. Students should feel free to bring relevant articles to the team.
6. Students should expect the residents and attendings to provide constructive criticism, so that they can improve throughout the clinical experience. Formal midterm feedback for every student is required midway throughout all required core clinical experiences.
7. Students are expected to be present daily unless they are ill or have a family emergency. They must seek approval for this time off by contacting the clinical experience director for permission. There are no scheduled holidays during core or elective clinical experiences with the exception of Thanksgiving Day.
8. Students will be assigned to specific sites and team by the Clinical Experiences Director and/or Coordinator. After they receive their clinical site placement, students may request an alternate site or team assignment **before the rotation begins** by contacting the Clinical Experience Coordinator via email. The request should include a clear rationale and reasoning for an alternate assignment. The Coordinator will consider the request, and grant it if able to do so. When circumstances do not allow for the requested change to occur easily or if the change might cause unreasonable disruption, the Coordinator will discuss the case with the Clinical Experience Director. The student will be notified by either the Coordinator or Director with a decision. Students who are denied can appeal to the Associate Dean for UME via email who will consider the request on a case-by-case basis.
9. Students should expect to receive their final clinical experience evaluation no later than 6 weeks of completing the clinical experience.
10. Students are expected to submit their completed clinical experience logs electronically no later than the last day of the clinical experience.
11. Students are expected to complete their course evaluation for the clinical experience within one week of the end of the clinical experience.
12. Remember that the patients are the focus of the patient care experience, and can be the greatest teachers.

Required Student Procedures and Clinical Procedure Logs (6.2 and 8.6)

Clinical Discipline	Patient Type/Clinical Condition	Procedures/Skills
Family Medicine	<ol style="list-style-type: none"> 1. A patient who needs preventative care (adult and child) 2. IPE Activity: A patient in an FM clinic needing additional care, participate in a transition of care (from ED/hospital, to interdisciplinary team, to hospital/ED) 3. For a patient with a chronic disease, update the chart 4. For a patient with an acute problem, participate in this history and physical and develop a plan 5. Patient with a mental health condition (e.g., depression, anxiety, mood disorder) 6. Patient with a musculoskeletal condition (e.g., arthritis, joint injury) 7. Patient with a respiratory condition (e.g. cough, difficulty breathing, pneumonia) 8. Patient with a chronic cardiovascular disease (e.g. CAD, HTN, CHF) 	<ol style="list-style-type: none"> 1. Assisted: write or suggest orders 2. Performed: IPE Patient Handoff 3. Assisted: update a problem list or patient history 4. Assisted: document an A&P 5. Performed: History 6. Assisted: Physical Exam 7. Assisted: H&P 8. Performed: H&P and A&P
Internal Medicine	<ol style="list-style-type: none"> 1. Patient admitted to acute/inpatient unit 2. Patient admitted to acute/inpatient unit 3. Patient admitted to acute/inpatient unit 4. Patient admitted to acute/inpatient unit 5. Patient admitted to acute/inpatient unit 6. Patient admitted to acute/inpatient unit 7. Patient with Cardiovascular disorder 8. Patient with Pulmonary Condition 9. Patient with Hepatobiliary disorder 	<ol style="list-style-type: none"> 1. Admission H&P Write up 2. Admission Oral Presentation 3. Admission History and Physical Exam 4. Plan safe discharge including med reconciliation, handoff to outpatient care team, and identify safe follow up 5. Daily interview and examination of hospitalized patient 6. Follow up Patient Encounter- written note 7. Interview, examination, formulation of assessment and plan 8. Interview, examination, formulation of assessment and plan 9. Interview, examination, formulation of assessment and plan
Neurology	<ol style="list-style-type: none"> 1. Patient with a neurological condition (e.g., headache, sensory loss, weakness) 2. Patient with a neurological condition (e.g., headache, sensory loss, weakness) 3. Patient with a neurological condition (e.g., headache, sensory loss, weakness) 4. Patient with a neurological condition (e.g., headache, sensory loss, weakness) 5. Patient with transient or paroxysmal alteration of neurological function (e.g., stroke, headache, seizure) 6. Patient with a change in mental status (e.g., delirium, coma, cognitive decline) 7. Patient with weakness or alteration of motor system (e.g., stroke, neuropathy, tumor) 8. Patient with headache or focal pain in body (e.g., headache, neuropathic pain, neuropathy, central pain syndrome) 9. Patient with numbness or paresthesia (e.g., stroke, neuropathy, spinal cord disorder, brain lesion) 10. Patient with a neurological emergency (e.g., stroke, seizure) 	<ol style="list-style-type: none"> 1. Access remote patient records through HER 2. Written consultation note - new patient 3. Perform Observed Complete Neurological Physical examination 4. Perform Observed Neurological History 5. Interview/Exam 6. Interview/Exam 7. Interview/Exam 8. Interview/Exam 9. Interview/Exam 10. Interview/Exam
Obstetrics/ Gynecology	<ol style="list-style-type: none"> 1. Patient with an obstetric or gynecologic condition 2. Patient with an obstetric or gynecologic condition 3. Pregnant patient 4. Pregnant patient 5. Patient requiring an operation 6. Patient with an obstetric or gynecologic condition 7. Patient with an obstetric or gynecology condition needing additional care 	<ol style="list-style-type: none"> 1. Performed observed OB or GYN history 2. Performed observed OB or GYN physical 3. Observe a vaginal delivery 4. Observe a cesarean delivery 5. Scrub in for surgery 6. Perform a pelvic exam (speculum or bimanual exam) 7. Perform patient handoff
Pediatrics	<ol style="list-style-type: none"> 1. Infant or child 2. Infant or child patient 3. Newborn patient 4. Infant or Child 5. Patient with neonatal jaundice 6. Dehydrated patient 	<ol style="list-style-type: none"> 1. Use of medical interpreter (perform) 2. Plot weight and length on growth chart (perform) 3. Perform a newborn physical exam (perform) 4. Perform an infant or child Health Supervision Visit (Well Child Check) (simulated Aquifer case) 5. Interview, examination (simulated Aquifer case) 6. Interview, examination (simulated)

	<ol style="list-style-type: none"> 7. Dehydrated patient 8. Infant or child patient with acute illness 9. Infant or child patient 	<ol style="list-style-type: none"> 7. Order IV fluids for a dehydrated patient (simulated) 8. Identify an ill child (observe) 9. Write an outpatient prescription (simulated)
Psychiatry	<ol style="list-style-type: none"> 1. Patient w/ a psychiatry condition 2. Patient w/ a psychiatry condition 3. Patient w/ a psychiatry condition 4. Patient w/ a psychiatry condition 5. Patient w/ a psychiatry condition 6. Patient w/ a psychiatry condition 7. Patient w/ a psychiatry condition 8. Patient w/ MOOD disorder 9. Patient w/ ANXIETY disorder 10. Patient w/ PSYCHOTIC disorder 11. Patient w/ SUBSTANCE ABUSE disorder 12. Any psychiatry condition/topic 13. Patient w/a psychiatric condition receiving clinical care from an interprofessional team 	<ol style="list-style-type: none"> 1. PATIENT INTERVIEW: PERFORM - psychiatric interview of a patient with psychiatric condition (new or follow-up), observed by an attending, fellow, or resident 2. MENTAL STATUS EXAM: PERFORM - mental status exam of a patient with psychiatric condition (new or follow-up), observed by an attending, fellow, or resident 3. COGNITIVE EVALUATION: PERFORM - standardized ambulatory/bedside cognitive evaluation or other cognitive screen (e.g., MMSE, SLUMS, MoCA, or similar tool) 4. ASSESSMENT OF DANGEROUSNESS: PERFORM – develop a suicide safety plan and demonstrate understanding of “duty to protect” 5. TREATMENT OR CONSULT RECOMMENDATIONS: PERFORM - develop a treatment plan or consult recommendations 6. ORAL CLINICAL CASE PRESENTATION: PERFORM - patient case presentation to clinical team on a patient with psychiatric condition (new or follow-up) 7. WRITTEN DOCUMENTATION: PERFORM - clinical documentation on a patient with psychiatric condition (new or follow-up) 8. DIAGNOSIS OBSERVATION: OBSERVE - interview of a patient with a mood disorder 9. DIAGNOSIS OBSERVATION: OBSERVE - interview of a patient with an anxiety disorder 10. DIAGNOSIS OBSERVATION: OBSERVE - interview of a patient with a psychotic disorder 11. DIAGNOSIS OBSERVATION: OBSERVE - interview of a patient with a substance abuse disorder 12. PSYCHIATRY TOPIC PRESENTATION: PERFORM - prepare and present to team members and/or clinical colleagues on a self-selected psychiatry topic of your choice 13. WEEK 3 ASYNCHRONOUS ASSIGNMENT (INTERDISCIPLINARY COLLABORATION WORKSHEET ITEMS) + REFLECTION ROUNDS: PERFORM - complete “interdisciplinary team” activities located in Week #3 Asynchronous Assignment Worksheet + participate in Reflection Rounds’ discussions related to interprofessional education
Surgery	<ol style="list-style-type: none"> 1. Patient requiring an operation 2. Patient requiring an operation 3. Patient requiring an operation 4. Patient requiring an operation 5. Patient with a wound 6. Patient with suspected or proven bowel obstruction 7. Undifferentiated abdominal pain 	<ol style="list-style-type: none"> 1. Observe a pre-operative consent discussion for surgery 2. Scrub in for surgery 3. Demonstrate 2 handed knot tying 4. Demonstrate proper suturing technique 5. Evaluation of wound healing 6. History and physical examination 7. History and physical examination

Medical Student Clinical Supervision Policy (9.3)

Medical students are learners and are not yet licensed healthcare professionals. During clinical activity, at all times the supervising attending physician retains medical and legal responsibility for the patient’s care and is ultimately responsible for the evaluation and management of the patient. While some of the day-to-day supervision of medical students may be delegated to house staff, the supervising attending physician retains full responsibility for the supervision of the medical students assigned to the clinical experience.

While engaged in clinical experiences or clinical activities associated with prescribed coursework, medical students should be incorporated into and accepted as an integral part of the team and permitted to participate in team care of the patient.

To facilitate the education of medical students, **supervising attending physicians and/or resident physicians** are expected to do the following:

- Provide opportunities for students to demonstrate appropriate responsibility and ownership for patient care responsibilities, including participating in supervised clinical activities as well as documentation in the patient's electronic health record.
- Provide students with regular and timely positive and constructive critical feedback. The clinical experience or course director should be notified immediately by the supervising physician if serious academic or professional gaps in student performance exist. Students are also encouraged to perform self-assessment and report to the attending physician and resident identified areas for improvement along with a plan for improvement. Students are encouraged to contact the attending and/or the clinical experience or course director with problems or concerns in clinical, administrative, professional or educational matters. Students may also directly contact one of the Assistant Deans for Student Affairs, or the Associate Dean for Undergraduate Medical Education with concerns.
- Set a model example of professionalism and collegiality, and demonstrate the attributes becoming of a professional, consistent with the OHSU Code of Conduct.

Individual clinical experience and course directors will provide specific guidance to students to explain the student's level of responsibility and the scope of approved activities and procedures expected or permitted on the clinical experience.

Definition of a Clinical Supervisor

The OHSU School of Medicine UME program defines a "clinical supervisor" for purposes of teaching OHSU medical students as *"anyone who oversees the clinical activities of a student in an authentic clinical environment in any phase of the MD curriculum."* A clinical supervisor may be an attending physician, resident physician, a member of the interprofessional healthcare team, or a community/public member with knowledge or expertise in a specified area, among others. In addition, certain departments may have additional criteria to be designated as a "clinical supervisor" or "preceptor."

Expectations for Electronic Health Record Use at OHSU by Medical Students

Goal: To effectively prepare OHSU students for residency training and professional practice in the 21st century, students must be fully integrated in the health care team, and this includes being fully engaged in using the electronic health record (EHR) systems in inpatient and outpatient settings.

Students are able to do the following EHR tasks with appropriate physician supervision:

- Document the clinical encounter including admit notes (H&P), and progress notes (SOAP)
- Enter information into all components of the patient database, including problem list, allergies, past medical, family, social history (PFSH) and the review of systems (ROS)
- Employ checklists and templates where appropriate
- Create and pend orders, including use of order sets, and decision support
- Access and view ancillary data from the medical record including laboratory and radiology
- Access and view data of other health professionals including nursing and allied health documentation.
- Locate and review data from prior hospitalizations and other institutions including admission notes, progress notes, procedure and consultation reports, discharge summaries, and including health information exchange systems (such as Care Everywhere). Develop a student in basket for purposes of sending feedback to them about their documentation.
- The discharge summary combines Hospital Course and Discharge Orders. A medical student may initiate a Discharge Summary, but (a) the note must remain in pended status until it is completed by either a resident or faculty; and (b) if used for billing, the CMS standard must be followed: *“teaching physician personally must perform (or re-perform) the physical exam and medical decision making activities of the E/M service being billed, but may verify any student documentation of them in the medical record, rather than re-documenting this work.”*

The expectations for residents and/or attending involved in teaching medical students:

- Supervising physician (whether this is an intern, resident or attending) is expected to review the student notes and orders and provide the student with feedback (if developed, faculty and supervising residents could use the in basket for this)
- Supervising physician must approve and sign the orders that are pended by a medical student
- Supervising physician will write their own primary note in every situation, and must follow the CMS standard, *“The teaching physician must personally perform (or re-perform) the physical exam and the medical decision making activities of the E/M service being billed, but may verify any student documentation of them in the medical record, rather than re-documenting this work”* documenting additions or addendums when necessary.
- Students are **not to be used as scribes**. If a faculty member wishes to use a student as a scribe it must be approved by the Clinical Experience Directors’ Subcommittee.

Students may not do the following in the EHR:

- May not cut, paste or duplicate another person’s note (either partial or in its entirety) in the medical record.
- Are highly discouraged from using pre-established completed note templates.
- May not sign orders, but may pend orders and notify the supervising physician to sign.
- Students may never document or perform other tasks in the Electronic Health Record under another person’s login. (See OHSU Code of Conduct, and Information Technology policy ISD-003, section 2(c)-(d): “(2) Users shall not...(c) knowingly allow access or use of a logged-in session by any other User or individual; [or] (d) knowingly access or use a logged-in session that was initiated by another User or individual.” This policy prohibits an attending physician from allowing a student to use the attending’s logged-in session, and prohibits a student from using a logged-in session where the student knows the student didn’t initiate the session. (§§ 2(a)-(b) of the same policy also prohibit sharing passwords or authentication information, as well as using another Users login or authentication information to initiate a session, respectively.)

What level of training do students have?

Use of the EHR and Informatics tools is integrated into all phases of the *YourMD* curriculum, including:

- **Transition to Medical School**
 - EpiCare Fundamentals online course (1 hour) and online assessment
 - EpiCare InBasket online course (30 minutes) and online assessment
 - EpiCare for Medical Students online course (30 minutes-1 hour) and online assessment
 - 2 hours of Instructor-led EPIC class time (EpiCare for Medical Students)
- **Foundations Curriculum**
 - Weekly Clinical Informatics Pearls teach individual EHR skills including protecting PHI, accessing all forms of data, creating clinical notes, entering orders. The Pearls and assignments will cover all functions that students need to utilize for effective EPIC use. These assignments will be outlined in detail in the course syllabi for each block and/or course
 - A series of EHR clinical skills labs integrate these skills into typical clinical tasks
 - Assessment of EHR skills in regular Clinical Skills Assessment exercises
- **Clinical Experiences Curriculum**
 - Transitions to Clinical Experiences review of EHR skills
 - EHR skills refinement labs during each of four required Intersessions
 - EHR specific training and assessment on individual clinical experiences, including Family Medicine EHR and telemedicine OSCEs, etc.
- Under development are integrated assessments of EHR related functions as preparation for AAMC Core EPA 4 (entering orders) and EPA 5 (documenting the encounter).

OHSU EHR Technology Support

- Epic Help Desk: (503) 494-2222.

Compliance Contacts:

For compliance questions and to report possible violations

- Clinical Experience Director for individual clerkships
- Assistant Deans for Student Affairs, Dr. Ben Schneider or Dr. Rebecca Cantone
- OHSU Chief Compliance Officer (503) 494-6806
- OHSU Ombudsman

EHR Use by Students Rotating at the VAMC

- Federal Medicare guidelines requires the billing physician to document and bill based on the key elements, medical decision making and/or time spent with the patient.
- There are differences between the OHSU medical record (EPIC) and the VAMC (CPRS) record with respect to student documentation rules. When students are at the VAMC, they might be able to perform certain functions within the medical record that are prohibited in the EPIC/OHSU system, and this is due to the fact that the VA is not required to follow Medicare compliance guidelines for billing.

EHR Use by Students Rotating at non-OHSU and non-VA facilities

- Students should seek clarification of EHR use and student documentation expectations during orientation for all clinical experience located at non-OHSU and non-VA facilities, including those located out of state.

Student Assessment and Grading Related Policies & Procedures

Protocol to Avoid Conflicts of Interest When a Teacher of Medical Students Has a Familial Relationship With an OHSU Medical Student

Medical students in the OHSU UME Program may have familial relationships with individuals who are OHSU faculty, residents, or staff, or community physicians and/or other healthcare workers in our affiliate partner systems, who serve as our teachers. We have created this protocol to prevent perceived or actual conflicts of interest that can occur when an OHSU medical student in our program has a family member (or someone with a similar close personal relationship) they may encounter during their education who is a teacher of medical students in our Program.

Definitions:

Family Member: Any first- or second-degree relative (by blood, adoption, partnership, or chosen family unit) of an OHSU medical student. This is frequently a parent. More distant relatives and individuals that have been, or are currently, a prominent part of the medical student's life are also included in this definition (e.g., multigenerational households, caregivers, etc)

Teacher of Medical Students: An OHSU faculty member, resident, staff, or community physician and/or healthcare worker who serves as a teacher in any capacity for OHSU medical students.

Protocol:

The Office of UME will establish a process of disclosure when an OHSU medical student has a Family Member who serves, or could potentially serve, as a Teacher of Medical Students. This disclosure will inform the Teacher of Medical Students that **for the duration of the medical student's education in the UME Program, and in both clinical and non-clinical environments, the Teacher:**

- May never formally or informally evaluate or assess their family member who is an OHSU medical student. If a Teacher receives an inadvertent request to provide an evaluation of their family member from a Course Director, Coordinator, or some other individual, the Teacher will abstain from doing so. In this circumstance, the Teacher will turn over all evaluation and assessment responsibilities to another knowledgeable individual who can provide the evaluation. Course Directors and Coordinators will make every effort to never schedule an OHSU medical student on the same team or rotation as their Family Member.
- Must recuse from all matters related to selection, advancement, promotion, honors, awards, scholarships, or disciplinary actions regarding their family member who is an OHSU medical student. This may occur primarily in settings such as the UME Admissions Committee, UME Entrustment Group, the Medical Student Progress Board, the MD Scholarship Committee, or honor societies such as the OHSU Chapter of Alpha Omega Alpha and Gold Humanism, but may occur in other settings as well.

- Must remember to maintain utmost professionalism and strict confidentiality with respect to their role as a Teacher for other OHSU medical students. This includes never sharing educational, performance, or other confidential information about other students they have taught and/or assessed with their medical student family member.

The Office of UME will maintain a confidential record of all medical students who have Family Members who serve, or could potentially serve, as a Teacher of Medical Students. The Office of UME will update this record no less than every year with each incoming class in order to ensure the Teacher is properly notified and understands these expectations. The Office of UME will notify Course Directors and Coordinators ahead of the student's assignment, so that the medical student who has a Family Member in that specialty, unit, or clinic can be assigned a location or team that is different from their Family Member.

Questions about this protocol, or discussion about an unclear situation can be directed to the Associate Dean for UME.

Non-Involvement of Providers of Student Health Services in Student Assessment (12.5)

Providers of health services to medical students, including physical, psychiatric, and/or psychological services, are **never** to have involvement in the academic assessment of, or in promotions decisions about, that student. Health care professionals who serve as teachers of medical students **must recuse themselves** whenever they are asked to submit a formal assessment of, or make a promotion decision about, any student for whom they have provided health care.

Narrative/Formative Feedback to students (9.7)

- **Foundations of Medicine Phase:** Clinical Skills Laboratory narrative feedback is provided by faculty/teaching facilitators to all students within each of the seven required blocks (typically 1-2 times per block) and clinical preceptors and supervisors in the preceptorship courses will also provide written narrative feedback to the student. All narrative feedback in the Foundations of Medicine phase will be visible in the student's Research and Evaluation Data for Educational Improvement (REDEI) portfolio for review by the student, the OASIS Academic Advisor, and UME program.
- **Clinical Experience Phase:** Midterm feedback will be provided to all students in the seven required core clinical experiences, and a standard form will be used to document this feedback.

University Grading Policy and Summative Grading System for MD Students

The **University-Wide Grading Policy #02-70-020**, which can be found in the **Student Affairs** section of the OHSU [Academic Policies](#) page, applies to all students at the University and pertains mainly to what appears on the University transcript for courses taken.

The **summative grading system** used in the MD program for all courses and clinical experiences in both the Foundations of Medicine and Clinical Experience phases are Pass/No Pass, and can be found below:

- **Foundations of Medicine phase of the curriculum (first 18 months of medical school): Seven blocks** all with 5 independent assessment components, including real-time remediation; competency judgments at conclusion of all seven blocks:
 - Component 1: Formative weekly quizzes (25-25 MCQs in ExamSoft)
 - Component 2: Weekly skills assessments (Basic Science; Clinical Skills + Health Systems)
 - Component 3: Final knowledge (50 questions in ExamSoft, OHSU-created)
 - Component 4: National Board of Medical Examiners (NBME) customized board exam
 - Component 5: Final skills assessment (Basic Science; Clinical Skills + Health Systems)

Preceptorships - Pass/No Pass and competency judgments. All Preceptors and clinical supervisors grade students using the OHSU-developed “BETR” rubric with descriptors:

Beginning → Emerging → Threshold → Ready (for clerkships)

- **Clinical experiences phase of the curriculum (everything after the first 18 months of medical school):**

Core Clinical Experiences – Seven core clinical experiences all with 4 independent assessment components required to pass; final grades determined by Qualified Assessors (i.e., educational leaders overseeing clinical experiences), using a Pass/No Pass grading system and competency judgments.

- Component 1: Directly supervising Attendings’ and Residents’ evaluations of students using standardized rubric in MedHub
- Component 2: Objective skills assessments
- Component 3: Self-directed learning activities
- Component 4: Professionalism assessments

Core Intersessions: Pass/No Pass, competency judgments; 4 independent assessment components required to pass

- Component 1: Attendance at all sessions, active participation, submit all requirements
- Component 2: Written reflection(s)
- Component 3: End-of-intersession quiz - ~50 MCQs/short answers in ExamSoft
- Component 4: Presentations and group projects with 3 science integration (basic, clinical, health systems sciences)

Scholarly Projects, Clinical Performance Exam, Testing Intersessions, Certain elective clinical experiences: Pass/No Pass; competency judgments.

- **Transition Courses:** Pass/No Pass, competency judgments; independent assessment components required to pass

- **Transition to Clinical Experiences**
 - Component 1: On-time completion of all pre-work modules and quizzes
 - Component 2: Attendance at all sessions and assessments, active participation and submission of all course requirements
 - Component 3: Final capstone OSCE
- **Transition to Residency**
 - Component 1: Attendance and active participation in all large and small group sessions
 - Component 2: Passing score for each of the OSCEs
- **Competencies and Entrustable Professional Activities (EPAs):** Pass/No Pass. See [Medical Student Handbook](#) “Graduation Requirements” section for full details. Badges will be awarded for the EPAs once sufficient evidence is present in the cumulative student performance record as judged by the UME Entrustment Group. Evidence includes assessment components, competency judgments by Qualified Assessors, narrative comments and workplace-based ad-hoc EPA assessments of students by directly supervising teachers that are reviewed by the UME Entrustment Group, among others.

Evaluation of Courses, Instructors, and UME Program

Student Evaluation of Curriculum and Instructors (8.5)

Student feedback is an essential part of improving the student experience and quality of the educational program. Students are expected to provide honest, constructive, and professional feedback of their courses, instructors, and clinical supervisors in the Foundations of Medicine phase and the Clinical Experience phase of the curriculum as part of their professional responsibilities as a medical student.

Foundations of Medicine Phase:

All students are required to complete summative course evaluations for every Block and Course using the OHSU evaluation system, Blue (accessed by the Sakai site). Evaluation results are anonymous, and are shared with the Office of UME and appropriate educational leaders, committees, and sub-committees for the purposes of continual quality improvement. All students are also expected to provide teaching effectiveness evaluations in each block/course. Teaching effectiveness evaluation results are also shared in an aggregate, anonymous format with the Office of UME, individual instructor, and pertinent educational leaders, committees, and subcommittees. Evaluations by students of their clinician preceptors in the Preceptorship courses are compiled over the 18 month Foundations of Medicine phase, and provided to the preceptor anonymously at the end of the phase.

Clinical Experience Phase:

All students are required to complete summative course evaluations for every clinical experience and course taken in the clinical experience phase using the SoM evaluation system, MedHub. All students are also expected to provide faculty/resident evaluations, service evaluations, and conference/didactic

evaluations. Results of summative course evaluations are shared anonymously by the Office of UME with appropriate education leaders, coordinators, committees and subcommittees. Evaluation results of faculty by students are viewable to the faculty member only in an aggregate format once three or more evaluations have been completed. However, residency program faculty directors, residency program staff coordinators, and the course staff coordinators have access to student evaluations of residents in a non-aggregate, non-anonymous format. Any student who has concerns about submitting an evaluation for a faculty member who also happens to be a residency program director, should contact one of the Assistant Deans for UME Student Affairs or the Administrative Manager for Curriculum and Student Affairs to discuss this.

Role of UME Curriculum Committee in Program Evaluation (8.1)

The UME Curriculum Committee (UMECC) is responsible for the overall evaluation of the YourMD curriculum. Educational outcome data are reviewed regularly by the UMECC where action items are determined for continual quality improvement purposes. The UMECC is aided in this work by three of its sub-committees (i.e., Foundations of Medicine sub-committee, Clinical Experiences sub-committee, and Evaluation sub-committee.) Summary of outcomes are also posted on the Office of UME Sakai site for student review in the “Student Information” tab. The following table lists the educational outcomes that are reviewed by the UMECC in the YourMD curriculum.

Educational Outcome Data Reviewed	Frequency of Review
USMLE results, de-identified and aggregated – Step 1; Step 2 CK	Annually
Clinical Performance Exam (CPX) results, de-identified and aggregated	Annually
Student competency and entrustable professional activity (EPA) results, de-identified and aggregated	Annually
Number of MD Graduates, Time-To-Degree, and Transition to Dual-Degree and Other Academic Enrichment by Year, de-identified and aggregated	Annually
National Residency Matching Program (NRMP) match results, identified and individual	Annually
Match Stats	Annually
AAMC Graduation Questionnaire (GQ) results	Annually
Program Director (GME) Assessment of PGY-1 year performance of graduates, de-identified and aggregated	Annually
Student mistreatment reporting, de-identified, aggregated	Annually
Duty hours reporting, de-identified, aggregated	Annually
Required Course and Clinical Experience multi-year comprehensive reviews	Every 3 Years
Elective Courses and Clinical Experience multi-year comprehensive reviews	Every 5 Years
Evaluation of YourMD Curriculum As a Whole	Every 3 Years

AAMC Graduation Questionnaire (GQ)

Close to the time of graduation, the American Association of Medical Colleges (AAMC) will conduct a survey of all graduating students called the Graduation Questionnaire (GQ) to gather feedback and data



regarding student satisfaction for all years of the student’s medical school education. The GQ results are shared by the AAMC with the OHSU School of Medicine dean’s office following collation, and used for purposes of continuous quality improvement for the program as a whole.

SECTION IV: STUDENT SUPPORT SERVICES

School of Medicine Student Support Services

Assistant Deans for UME Student Affairs

All students are supported by many faculty, staff, and administrators in the School of Medicine and OHSU. Students who are experiencing difficulty of any sort, as well as teachers who are aware of any students struggling, are encouraged to reach out to the Assistant Deans for UME Student Affairs in the UME Office for assistance. They can be reached multiple ways, depending upon the urgency of the situation:

 <p>Dr. Rebecca Cantone Assistant Dean, UME Student Affairs Associate Professor, Family Medicine</p> <p>Office: RLSB 5S076 (South Waterfront) Personal Office Phone: 503-346-4748 Main UME Office Phone: 503-494-8220 Email: cantone@ohsu.edu Urgent Needs: call OHSU Operator 503-494-9000 and ask to page Dr. Cantone</p>	 <p>Dr. Benjamin Schneider Assistant Dean, UME Student Affairs Associate Professor, Family Medicine</p> <p>Office: RLSB 5S078 (South Waterfront) Personal Office Phone: 503-346-4749 Main UME Office Phone: 503-494-8220 Email: schneibe@ohsu.edu Urgent Needs: call OHSU Operator 503-494-9000 and ask to page Dr. Schneider</p>
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OASIS

Since The Outreach, Advising, Support, and Identification for Students ([OASIS](#)) team was created in January 2021 to better support students’ advising needs during medical school. The [OASIS replaces the former Colleges Program](#) in the MD Program.

The OASIS team provides a comprehensive system of support for medical students’ advising needs and their personal and professional identity formation throughout all years of medical school. Faculty Advisors work within the OHSU School of Medicine UME Program to provide academic, career, and life and wellness advising for medical students, create and deliver general support programming, and collaborate with a variety of individuals in UME and at the University to support the overall success of all medical students. Information about all OASIS activities and programming events can be found on the Office of UME Sakai site in the OASIS tab.

OASIS Streams

The OASIS advising and support system is comprised of four streams:

- Premedical Outreach and Diversity Initiatives
- Medical Student Life & Wellness Advising
- Medical Student Academic Advising
- Medical Student Career Advising

Faculty advisors in each stream work collaboratively together as well as with UME program leaders, faculty, staff, and other University personnel to achieve the **three goals of OASIS**:

1. To provide premedical outreach and guidance, and advance diversity initiatives to promote a diverse student body
2. To provide essential support and multi-dimensional, comprehensive advising for medical students
3. To cultivate an environment that promotes healthy personal and professional development for students to become successful and fulfilled physician graduates

OASIS Diversity, Equity, Inclusion and Belonging (DEIB) Advisors

The [OASIS DEIB Advisors](#) provide individual and group support and mentoring to medical students who self-identify as belonging to diverse and minoritized groups. Opt-in programming and workshops throughout the year as well as individual appointments help students by mentoring and providing guidance, connection, and community building. The OASIS DEIB Advisors work together with the Associate Dean for UME and the Associate Dean for Diversity, Equity, and Inclusion in the School of Medicine to advance diversity initiatives, and to promote a climate of inclusion for all students, staff, residents, and faculty at OHSU. Students can also meet individually with any of the OASIS DEIB Advisors, and can set up an appointment by logging into the REDEI portfolio. To better support students entering medical school and transitioning to the rigors of medical education and training, **all medical students matriculating in August 2023 and later are required to meet at least once with either an OASIS DEIB Advisor or an OASIS Life & Wellness Advisor prior to the end of the enrichment week of the Fundamentals of Medicine (FUND) Block.**

OASIS Life & Wellness Advising

Our [Life & Wellness Faculty Advisors](#) provide a confidential venue for individual life and wellness advising to students. Life and wellness programming examples include workshops on successful transitioning into medical school, personal relationships, stress management, financial wellness, sleep, exercise, nutrition, personal identity formation, internal and external factors that influence personal identity formation, and accessing resources and skill development to foster fulfillment, success, and thriving as physicians of the future. Students can also meet individually with any of the OASIS Life & Wellness Faculty Advisors, and can set up an appointment by logging into the REDEI portfolio. To better support students entering medical school and transitioning to the rigors of medical education and training, **all medical students matriculating in August 2023 and later are required to meet at least once**

with either an OASIS DEIB Advisor or an OASIS Life & Wellness Advisor prior to the end of the enrichment week of the Fundamentals of Medicine (FUND) Block.

OASIS Academic Advising

Our [Faculty Academic Advisors](#) provide individual academic advising to students to help develop strategies for learning, studying, test-taking, and time-management especially on busy clinical rotations. The OASIS Academic Advisors deliver opt-in general programming to help students identify and access academic resources and support services which sets them up for success in medical school courses, clinical experiences, and assessments including national board examinations. **All students are required to meet individually with an OASIS Academic Advisor at least twice each academic year**, and can set up an appointment by logging into the REDEI portfolio. OASIS Academic Advisors have access to all student performance data and document individual meetings in REDEI. Academic Advisors never formally evaluate students or contribute to a student's final grade in any course.

Performance Based OASIS Academic Advising Support and Outreach

In an effort to offer academic advising and support for students who may be struggling during the Foundations of Medicine phase of the curriculum, the OASIS Academic Advisers will reach out via email to students based on performance on weekly quizzes or exams. These emails are meant to assist and encourage students, and to highlight the OASIS advising resources available to them. These outreach emails are purely supportive in nature, and students who are contacted by an OASIS Academic Advisor can determine what, if any, resources to utilize. The following thresholds are used for outreach:

FoM Block Component 1: Two or more Component 1 quizzes in the Fundamentals of Medicine (FUND) and/or Blood and Host Defense (BLHD) Blocks, with a score <70% during the course of a single block.

FoM Block Component 2: Two or more Component 2B exams in any FoM Block with a score <70% during the course of a single block.

FoM Block Component 3: Any score of <70% on a single Component 3 exam during a block with more than one Component 3 exam (i.e., Cardiopulmonary and Renal (CPR); Hormones and Digestion (HODI); and Nervous System and Function (NSF)).

FoM Component Remediation: OASIS Academic Advisors also send individual emails to any student who is required to remediate any component of a block following the student being notified of the need for remediation. Additional advising meetings will be available at the beginning of each FoM block's enrichment week to help students develop remediation study plans and to help answer questions students may have about the remediation process. Any student who is required to remediate is also encouraged to view the [9 minute video "Demystifying Remediation"](#) also located on the Office of UME Sakai site – Student Information – FoM Curriculum phase information section.

The Academic Advisors work closely with the OASIS Student Peer Tutors, who support students with course and examination content in all years of medical school. See the information about the Peer Tutoring Program below.

Tutoring

The OHSU School of Medicine seeks to support the academic success of all students. Formal peer tutoring is available to all students in the Foundations of Medicine phase as well as the Clinical Experience Phase of the curriculum. For more information, students can contact MDtutoring@ohsu.edu.

OASIS Career Advising

The [OASIS Career Advisors](#) oversee a specific pod representing different intended specialty choices and residencies. Opt-in programming and workshops throughout the year helps students with specialty exploration, career planning, elective selection, residency application support, and professional identity formation. In addition, several active-learning workshops, such as suturing, clinical simulations, and other procedures are part of the OASIS Career Advising general programming. **All students are required to meet individually with an OASIS Career Advisor at least twice each academic year starting in July of the MS2 year (i.e., the academic year starting with the Hormones and Digestion Block of the Foundations of Medicine phase).** This requirement aligns with the timing of the clinical phase course lottery, and helps the student plan for the highly individualized Clinical Experiences phase of YourMD. Students can request to meet with any of the OASIS Career Advisors prior to deciding on which specialty and/or career option to pursue. Once a student determines their intended specialty, students meet with the specific Career Advisor who oversees the pod of those residencies. Career Advisors will also assist students in identifying an appropriate **departmentally-based Residency Specialty Advisor**, and this trio will work collaboratively to support a successful residency application, interview, and Match process for the student. OASIS Career Advisors have access to all student performance data and document individual meetings in REDEI.

The 6 career advising pods include:

- Family Medicine
- Internal Medicine
- Pediatrics + Neurology + Psychiatry
- Emergency Medicine + Obstetrics & Gynecology
- General Surgery + Surgery Subspecialties (Neurosurg, Ortho, Oto, Urology) + Pathology
- Other Specialties and Those Requiring a Preliminary/Transitional PGY-1 Year (Interventional Rad, Anesthesia, Derm, Diag Rad, Nuclear Med, Ophtho, Physical Med & Rehab, Preventive Med, & Rad Onc)

Diversity and Inclusion Supports for Students

[Dr. Leslie Garcia](#) serves as the **School of Medicine’s Associate Dean for Diversity, Equity and Inclusion**. The Associate Dean, DEI works collaboratively across the School to support faculty, employees, and students in promoting a diverse, inclusive, and equitable climate for all.

OHSU has created multiple resource guides that can be found on [this O2 site](#). This site includes the following:

- Inclusive Language Guide
- Cultural Awareness Guide for Religious and Spiritual Beliefs
- Community Diversity Resource Guide
- Institutional Diversity Resources for Employees and Students
- An Inclusive Approach for Recruitment and Retention of OHSU Faculty and Staff: Recruitment Manual
- Creating a Culturally Inclusive and Responsive Learning Environment

The [main O2 \(internal\) site](#) for University-wide information related to OHSU’s efforts for fostering a welcoming environment, diversity, and inclusion contains additional links, housing many resources for students, staff, and faculty at OHSU.

In addition, the [School of Medicine’s Diversity and Equity website](#), has a wealth of resources for medical students. The OHSU School of Medicine is deeply committed to increasing and supporting diversity among our faculty, staff, and learners. We consider a wide range of life experiences as part of diversity, including rural heritage, economic background, sexual orientation, culture and belief systems, and hardships accessing educational opportunities. The School of Medicine Diversity, Equity, Inclusion and Anti-Racism Strategic Action Plan 2021 - 2025 charts our contributions to institutional goals in the areas that we can significantly impact, including retention and recruitment of individuals under-represented in medicine and biomedical science. The action plan is the result of sustained urgency and focus by school leaders and the SoM Diversity Affairs Committee, which includes faculty, students and trainees. A **monthly DEI newsletter** is generated and students, staff, and faculty are invited to send events, stories, and other learnings, and all issues are posted on the [website](#). Email garcial@ohsu.edu for suggestions. See [full website](#) for resources, [mentoring](#) and DEI events.

Diverse Student Interest Groups at OHSU: The School of Medicine and OHSU maintains an active student engagement in a variety of [diverse student interest groups](#) listed below.

Diverse Student Interest Group Acronym	Full Name
APAMSA	Asian and Pacific Islander American Medical Student Association
SNMA	Student National Medical Association
LMSA	Latino Medical Student Association
MESAA	Middle Eastern South Asian Association
JSA	Jewish Student Association
AVDS	Alliance for Visible Diversity in Science
S4LGBTQH	Students for Lesbian, Gay, Bisexual, Transgender, Queer Health
n/a	Accessible OHSU

School of Medicine Diversity Definition for Students

Diversity at OHSU means creating a community of inclusion. We honor, respect, embrace and value the unique contributions and perspectives of all employees, patients, students, volunteers and our local and global communities. Diversity maximizes our true potential for creativity, innovation, quality patient care, educational excellence, and outstanding service.

Diversity includes age, culture, disability, ethnicity, gender, national origin, race, color, religion, sexual orientation, and diversity of thought, ideas and more. Although each of these is important in their own right, the **School of Medicine is explicitly committed to increasing the diversity of its student body** in the following three areas:

- Persons from **racial or ethnic groups that are under-represented in medicine and biomedical research**: Black or African American, Latino or Hispanic (originating from Mexico, Central or South America, or Caribbean cultures), American Indian/Native American, Alaska Native, and Native Hawaiian/Other Pacific Islander.
- Persons from **rural environments**, defined as the majority of childhood years in a frontier environment or rural town as defined by the Oregon Office of Rural Health (i.e., a town of less than or equal to 40,000 population and at least 10 miles from a community of that size or larger).
- Persons who have experienced **significant disadvantage or adversity** (i.e., first generation college graduate, recipient of social service resources while in elementary or secondary school, enhanced education or other programs for diverse populations, or by experience of economic, educational, cultural, or family adversity).

Gender Designated Facilities

OHSU has distinguished itself as a leader among Academic Health Centers regarding gender affirming care with the establishment of the OHSU Transgender Health Program in 2015. The program “strives to advance a vision of safe, affirming and welcoming care for all transgender and gender nonbinary individuals at every touch point across the organization.” (*OHSU News Dec. 21, 2017*) In 2017, OHSU approved and implemented the [Gender Designated Facilities Policy](#) so that “all OHSU members, patients, and visitors by ensuring that individuals may use Gender Designated Facilities that best align with their gender identity or expression.” For additional information, see the [Gender Designated Facilities FAQ](#).

OHSU (University) Student Support Services

Professional (malpractice) liability

The Dean explicitly authorizes medical students, as a part of their academic responsibilities, to participate in clinical activities, including care and treatment for patients, taking histories and performing physical examinations at OHSU, OHSU facilities or non-OHSU sites. Such authorization by the Dean is for student academic activities (including clinical activities) that are under the direction of and in a location to which assigned by an individual with a faculty position. Sites include inpatient (such as hospitals and extended care facilities, nursing homes and hospices), outpatient (such as clinics and physician offices), patient dwellings and any other location where education and training of medical students may occur. In order to be covered by the State Tort Claims Act, a medical student must be registered for an approved course including all electives on- and off-campus. Students are not covered

to participate in clinical activities during any University break or vacation. All “away” clinical experiences, both inside and outside of Oregon, require approval (see the OHSU Office of UME Sakai site for request form) prior to registration. Certain clinical experiences require an Off-Campus Authorization (OCA), and students will only be approved for these experiences if the OCA is provided by OHSU.

Life and Disability Insurance for Students

Medical students are automatically enrolled in life and disability insurance while they are enrolled, as long as a student remains active, full-time status, engaged in the medical school curriculum. Information on life and disability insurance is distributed to the incoming medical students, along with beneficiary designation/change form for Life and Accidental Death & Dismemberment Insurance.

OHSU Health Insurance

All medical students are required to have major medical health insurance. Information on eligibility and restricted enrollment times are described in the section entitled, Health Insurance Info and Waiver Applications [here](#).

Student Health & Wellness Center

Phone: 503-494-8665

Hours: Monday and Friday: 7am-5pm. Tuesday: 7am-7pm. Wednesday: 8am-5pm. Thursday: 8am- 7pm (After hour appointments available for counseling).

For urgent care after hours, 503-494-8311 and ask for the SHS physician on-call.

Location: Basement of Baird Hall, Room 18 (Primary Care) and Room 6 (Behavioral Health)

Student Health & Wellness Center serves OHSU health sciences students at the Portland campus on Marquam Hill. Specifically, all currently registered students in degree and certificate training programs that are assessed the required health fees in addition to their tuition at OHSU are eligible for primary care and counseling services at the Student Health & Wellness Center. Eligibility for new students begins on the first day that classes start. Additionally, Student Health & Wellness Center primary care services are also available to OHSU students’ adult dependents (spouse/registered domestic partner or child over the age of 18) as long as they have health insurance. Behavioral health providers are able to provide couple counseling to OHSU students and their spouse/domestic partner as long as the spouse/partner has health insurance.

Personal Counseling and Suicide Prevention

The demands of medical school and difficult personal problems can cause considerable stress. Students are urged to seek help as early as possible if the stress they are experiencing is impacting their daily lives or their ability to succeed in school. Information discussed in personal counseling sessions through the Student Health and Wellness Center is held in strict confidence by the counselor. There are multiple ways that a student can obtain assistance as indicated below. Personal counseling can be obtained by the following informal or formal mechanisms:

1. Informal counseling can be obtained by seeking the advice of classmates, significant others or faculty.
2. Formal:

Student Health and Wellness Center, Phone: 503-494-8665

Or contact: **Assistant Deans for Student Affairs** [Dr. Rebecca Cantone](#) or [Dr. Ben Schneider](#) by calling the OHSU paging operator at 503-494-8311.

If you are aware of a student (or anyone) in crisis, please call the **National Suicide Prevention Lifeline** by dialing the **3-digit dialing code 988**, or contact the Crisis Text Line by texting TALK to 741741.

OHSU Office of Student Access and Accommodations

The OHSU Office for Student Access (OSA) supports the mission and value of diversity at OHSU by facilitating and supporting access to its programs and services by providing accommodations for disability, Title IX, pregnancy and parenting, and religion. Accommodations can be implemented in various areas, including classrooms, clinical rotations, research and lab spaces, university activities.

Phone: 503 494-0082

Email: studentaccess@ohsu.edu

Website: <https://www.ohsu.edu/education/academic-accommodations-disabilities>

Director of Student Access and Accommodation: Chennettee Jelleberg, M.S, CRC.

Each school also has an assigned Program Accommodation Liaison (PAL), who acts as an “in-house” resource for students and faculty concerning access issues for students with disabilities. The PAL works in collaboration with the Director of Student Access to implement recommended accommodations for students with disabilities. **The MD Program PAL is the Assistant Dean for Student Affairs, Dr. Rebecca Cantone.** As of fall of 2024, **all student requests for accommodations** (e.g., disability, religious, Title IX/pregnancy/parental, and breastfeeding) are handled by the OHSU Office of Student Access (OSA). Title IX support measures related to sexual misconduct will be handled by the OHSU Office of Civil Rights Investigations and Compliance (OCIC). Students with approved accommodations through the OSA will be provided a written documentation letter outlining what the approved accommodations entail. Students will share the letter with the educational leader overseeing courses and clinical experiences, as appropriate, in order to ask for their accommodation to be implemented.

Disability Accommodations

OHSU is committed to providing equal access to qualified students who experience a disability in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (ADA-AA) of 2008. If you have a disability or think you may have a disability (physical, sensory, chronic health, psychological, learning, or other) please contact the Office for Student Access at (503) 494-0082 or email studentaccess@ohsu.edu to discuss eligibility for academic accommodations. Information is also available at <https://www.ohsu.edu/education/academic-accommodations-disabilities>. Because accommodations may take time to implement and cannot be applied retroactively, it is important to have this discussion as soon as possible. All private information regarding a student’s disability is kept in accordance with relevant state and federal laws.

Religious Accommodations

Requests for student accommodations for religious beliefs are handled by OSA in a manner that is consistent with state and federal law and OHSU policy. These include:

- Titles IV and VII of the federal Civil Rights Act
- Oregon statutes: ORS 659.850 and 353.020

Examples of religious accommodations may include, but is not limited to wearing religious clothing or taking time off for a holy day or to engage in a religious observance or practice. Student seeking accommodations for religious beliefs should visit the [education accommodations site](#) under “Non-Disability Accommodations for Students” and complete the [Religious Accommodations Request Form](#) or contact the Office of Student Access at (503) 494-0082, or email studentaccess@ohsu.edu.

Blood Borne Pathogens/Occupational Injury and Post-Exposure Procedure

Medical students are provided with specific presentations and demonstrations on blood borne pathogens at the beginning of medical school and again during the Transition to Clinical Experiences course prior to entering the clinical experiences curriculum. Medical students are provided with an electronic card (“OHSU Procedure Following Exposure to Blood/Body Fluids”) which delineates the procedures to be followed when a student is exposed to blood/body fluids. All medical students are required to maintain health insurance coverage in order to be enrolled in coursework in the MD program (typically, this is the Student Health Insurance Plan or other private/public individual or group plan if the student has opted for a waiver). **There is no cost to the student for initial care or post-exposure treatment at the Student Health & Wellness Center due to an infectious or environmental hazard exposure during a clinical experience. For students with conditions requiring referrals or additional medical care not available at the Student Health & Wellness Center, the student’s insurance plan will outline the amount of co-pay, deductible, and/or any other out-of-pocket costs that the student is responsible for covering.**

Medical students exposed to an infectious disease (through needle stick, bodily fluids, etc.) or an environmental hazard, should:

1. Seek immediate care at the healthcare facility you are working in, as below:
 - **Students rotating at OHSU or the Portland VA**
 - If the exposure/injury occurs during normal business hours, students should go to the Student Health and Wellness Center on the OHSU campus.
 - If the exposure/injury occurs during evening, weekend, or holiday hours, students should seek care at the OHSU Emergency Department.
 - **Students rotating away from OHSU** should seek care at the healthcare facility’s Emergency Department. Follow-up care is typically provided by Student Health and Wellness Center after emergency care at the local facility has been sought, and students should contact Student Health and Wellness Center to discuss timing of this care.

2. Contact one of the Assistant Deans for Student Affairs (Dr. Benjamin Schneider or Dr. Rebecca Cantone) to inform them of the incident, and who can provide you support and resources, and to assist you in mitigating the effects of the incident and any sequela on your medical student education and learning activities.

3. Follow the protocols established by Student Health and Wellness Center (e.g., Hepatitis B and C, and Human Immunodeficiency Virus (HIV) protocol as necessary, and HIV counseling and appropriate testing as necessary.)

Breastfeeding/Lactation Rooms and Resources

For students at the Robertson Life Science Building (RLSB) at the South Waterfront, Room 1S011 is a secure, badge-swipe only 24/7 accessible room for breastfeeding and pumping breastmilk. To gain access, students must request approval by completing the registration form [HERE](#). All of the OHSU lactation room resources for breastfeeding mothers can be found [HERE](#).

SECTION V: FACULTY BENEFITS FOR TEACHING

Faculty Appointment Process (4.3, 9.2)

OHSU-employed and non-OHSU employed community physicians are an important resource for teaching OHSU medical students. Holding a faculty appointment in one of the OHSU School of Medicine departments is required by our MD program’s accreditor, Liaison Committee on Medical Education (LCME) for all Qualified Assessors and affiliated health partner systems Site Directors in required Core Clinical Experiences (i.e., appointed Clerkship Directors and Site Directors for the seven required core clerkships). However, all community physicians who teach OHSU medical students but are not employed by OHSU are encouraged to consider requesting a volunteer faculty appointment in the OHSU School of Medicine by the process outlined below.

<i>Step</i>	<i>Process</i>	<i>Who</i>	<i>Time frame</i>
Identify Clinician	Prospective faculty member put forward for appointment.	<ul style="list-style-type: none"> • OHSU Department Chair • Non OHSU health system • OHSU Educational Program • Self-nomination 	NA
Pre- Appointment Data Entry	Candidate information added to Pre-Appointment system <ul style="list-style-type: none"> • Demographic data • Clinical credentials • Teaching experience 	Faculty candidate and/or designee	NA
Vetting Occurs	Initial verification of data	Faculty Affairs	2 weeks

	Vetting professional credentials <ul style="list-style-type: none"> • State licensure(s) • ABMS specialty certification • Hospital credentialing • Sunshine pharma support 	SOM Program <ul style="list-style-type: none"> • UME • PA • Others 	2 weeks
	Vetting teaching credentials <ul style="list-style-type: none"> • Educational training • Teaching experience • Evaluations 	SOM Dean’s Office and Department <ul style="list-style-type: none"> • Office of UME • Clinical experience director 	4 weeks
Appointment Finalized	Dean reviews (and if approves, appointment is finalized)	SoM Dean	2 weeks
	Faculty Affairs audit occurs, database is updated, record is live	Faculty Affairs	2 weeks
Welcome to Faculty	Notification of Appointment Letter (1 year) and “Welcome Packet” sent, stakeholders notified	Faculty Affairs	

To submit an application for consideration of a volunteer faculty appointment, please follow this [link](#). Please direct questions about faculty appointments in the School of Medicine to: somfacultyaff@ohsu.edu

Faculty Development Opportunities (4.5)

There are many resources and opportunities for faculty and teachers of OHSU medical students to develop and build skills related to teaching, assessment, learning theory, and scholarship among others. Most OHSU departments also have faculty development offerings specific to the department. Many of the resources listed below are available to all, while others are available only for individuals with an OHSU email address.

School of Medicine Faculty Development Resources:

- School of Medicine’s [Faculty Development Website](#)
- School of Medicine’s [Educators’ Collaborative](#)
- School of Medicine’s [Paths to Leadership](#)
- School of Medicine’s Education Grand Rounds – First Wednesday of each month, noon-1pm OHSU Hospital 8B60. [Archives](#) of Recordings.

[OHSU \(University-wide\) Faculty Development Resources](#)

External Resources

Faculty development resources related to improving skills in **small group facilitation** can be found on the [Stanford Teaching Commons Small Groups and Discussions](#) site (public). Pertinent sections include:

- How to lead a discussion
- Leading discussion groups

- How to get students to talk in class
- Teaching plan elements for small groups

The Stanford Teaching Commons site also has excellent [Learning Resources](#) section for **enhancing students' learning in the classroom**, including:

- Promoting active learning
- Learning activities – activities in the classroom and beyond to enhance learning
- Learning matters – how learning works

The [National Center for Faculty Development and Diversity](#) also has many on-line resources. You can sign up for an account to gain access using your OHSU email. You will have access to the Core Curriculum, which includes seminars to hone skills on semester planning, time management, cultivating a network of mentors, engaging in healthy conflict, managing stress, and others.

Questions about School of Medicine and/or OHSU faculty development opportunities can be directed to:

- [Andrea Cedfeldt](#), MD, Associate Dean, Faculty Development, School of Medicine
- [Nels Carlson](#), MD, Associate Dean, Continuing Professional Development, School of Medicine
- [Niki Steckler](#), PhD, Chair, SoM Faculty Advancement and Development Committee
- [Constance Tucker](#), MA, PhD, Vice Provost, Educational Improvement and Innovation, OHSU
- [Teaching and Learning Center](#), OHSU

OHSU Library Access

Faculty members also have the benefit of accessing the OHSU library holdings and online resources. The welcome packet new faculty members receive as part of a faculty appointment outlines how to access the OHSU library resources.

Use of OHSU Letterhead for Writing Student Letters

Faculty members who supervise and/or teach OHSU medical students may also request to use OHSU letterhead for writing letters of reference for students' residency applications. Requests to obtain standard letterhead should be directed to the faculty members' department.

SECTION VI: OTHER POLICIES, PROCEDURES, & REQUIREMENTS RELATED TO MEDICAL STUDENT EDUCATION IMPORTANT FOR TEACHERS TO KNOW

Emergency and Disaster Preparedness for MD Students (5.7)

1. Medical student education is the primary focus of the School of Medicine at OHSU. In the event of a natural or man-made disaster, every attempt will be made to maintain the educational component of our medical school curriculum.
2. All students should review the OHSU Emergency Management [website](#) and [Emergency Preparedness Resources](#)

3. **Students in the Foundations of Medicine curriculum:** In a disaster that overwhelms the resources of OHSU, those in the Foundations of Medicine curriculum may be permitted to volunteer only by declaration from the Dean of the SOM. They should continue to attend classes until notified that this is an option.
4. **Students in the Clinical Experience curriculum:** In an acute disaster, if students are assigned to a clinical area, they should respond to physician leader of the team.
5. Designated area to collect if there is an acute disaster with no internet or phone access: the SoM Emergency Assemble Area (EAA) is the Schnitzer parking lot or 3030 Moody building lot for the RLSB, and the atrium in Richard Jones Hall/CROET building for upper campus. In the event the building is compromised, the EAA is the area outside of this building.
6. The Association of American Medical Colleges (AAMC) will be notified and will also activate a response system per our instructions. The AAMC has all the enrollment data for OHSU medical students. Thus, the AAMC database can be accessed to obtain student addresses, etc. If necessary, an alternative medical school will be identified to establish communication for the students and faculty.

Study, Lounge, and Storage Space, and Overnight Call Rooms (5.11)

Medical students must have adequate study space, lounge or relaxation space, a secure place for personal belongings, and a secure call room (if required to participate in overnight clinical learning experiences) in all clinical sites, including affiliated and community sites. To ensure compliance with this LCME accreditation requirement, the Office of UME works collaboratively with the Qualified Assessor responsible for the clinical experience and the department or health system partners to accomplish this.

Student Progression, Advancement, Graduation Requirements and Appeal Processes and Policies (9.9, 10.3)

Teachers may refer to the Medical Student Handbook found on [this page](#) for information about student progression, advancement, detailed graduation requirements, as well as discipline and appeal processes and policies for students in the MD program at OHSU.

Technical Standards (10.5)

OHSU Technical Standards

OHSU's Technical Standards, which apply to all candidates for an OHSU degree or certificate, can be found in the [OHSU policy #02-70-010](#). Academic Programs in the Health Sciences have a societal responsibility to train competent healthcare providers and scientists that demonstrate critical judgement, extensive knowledge and well-honed technical skills. To be qualified for and continue enrollment in OHSU Academic Programs, prospective and current students shall meet both OHSU's academic standards and the technical standards. Prospective and current students with disabilities may utilize approved reasonable accommodations to meet academic and technical standards.

OHSU's Technical Standards include nonacademic criteria that reflect the ability to:

- Acquire information from experiences and demonstrations conveyed through online coursework, lecture, group seminar, small group activities, and other formats.
- Recognize, understand and interpret required instruction materials including written documents, computer-information systems, and non-book resources.
- Manipulate the equipment, instruments, apparatus, or tools required to collect and interpret data appropriate to the domain of study, practice or research.
- Follow universal precautions against contamination and cross contamination with infectious pathogens, toxins and other hazardous chemicals.
- Solve problems and think critically to develop appropriate products and services (e.g., treatment plan, a scientific experiment).
- Synthesize information to develop and defend conclusions regarding observations and outcomes.
- Use intellectual ability, exercise proper judgment and complete all responsibilities within a timeframe that is appropriate to a given setting.
- Communicate effectively and maintain mature, sensitive and effective relationships with all persons including but not limited to clients, patients, students, faculty, staff and other professionals.

- Operate in a safe manner and respond appropriately to emergencies and urgencies.
- Demonstrate emotional stability to function effectively under stress and adapt to changing environments inherent in clinical and professional practice, healthcare and biomedical sciences and engineering.

For further information regarding services and resources for students with disabilities and/or to request accommodations, please contact the Office for Student Access (studentaccess@ohsu.edu).

School of Medicine MD Program-Specific Technical Standards

In addition to the OHSU technical standards, the UME program is committed to diversity and to recruit and educate students who will become highly skilled and compassionate physicians that represent the population. The following technical standards are requirements for admission, promotion, and graduation, and in addition to the academic program requirements as outlined in the medical student handbook and applicable policies and procedures.

Candidates with disabilities are encouraged to contact the [Office for Student Access \(studentaccess@ohsu.edu\)](mailto:studentaccess@ohsu.edu) early in the application process and at any time of a new diagnosis or need to have a confidential about reasonable accommodations to meet these standards. We actively collaborate to ensure accessibility in our curriculum and opportunities.

With or without the use of accommodations or assistive technologies:

- Candidates must be able to observe and learn from classroom instruction, laboratory instruction including anatomy and histology pictures, physical skills demonstrations, small group activities, team activities, individual study, technology including the electronic health record, written assignments, and additional opportunities throughout the curriculum.
- Candidates must be able to obtain information from patients, assess and evaluate findings accurately, including but not limited to palpation, auscultation, and percussion. This requires the use of vision, hearing, and touch or the functional equivalent.
- Candidates must be able to learn to respond with precise, quick, and appropriate action to provide or direct care in emergency situations following universal precautions and safety standards. This will include executing some motor movements required to provide general care and include some coordination of gross and fine muscular movements, balance and equilibrium. Candidates must also understand and utilize spatial relationships and three-dimensional modalities
- Candidates must be able to communicate with accuracy, clarity, efficiency, and sensitivity with all patients and members of the healthcare team, both in person and in writing. Candidates must demonstrate effective communication, accurate recording of information, and accurate interpretation of patients' verbal and nonverbal communication.
- Candidates must be able to acknowledge, analyze and synthesize complex information, solve problems, and reach diagnostic and therapeutic judgments.
- Candidates must possess the interpersonal skills to develop rapport and positive relationships with patients in a professional manner. Professional attributes include meeting legal and ethical standards and possessing compassion, integrity, concern for others, and other expectations as outlined in the medical student handbook.
- Candidates must possess good judgment with the perseverance, diligence, and consistency to complete the medical school curriculum. Candidates, therefore, must be able to handle and manage taxing workloads, to function effectively under stress, to adapt to changing environments, to display flexibility, and to function in the face of uncertainties inherent in the clinical problems of many patients.

MD Program Student Academic Record Access & Confidentiality (11.5)

Students have direct access to their assessment data in their Research and Evaluation Data for Educational Improvement (REDEI) portfolio as well as in the MedHub system for their course related performance/scores/comments/final grades. The REDEI portfolio houses the student's competency and entrustable professional activity (EPA) attainment and progress as well. Students who consider the information contained therein to be inaccurate, misleading, or inappropriate have the right to

challenge their educational records, and can do so by submitting, in writing, the challenge/concern to the Associate Dean, Undergraduate Medical Education.

Medical student educational records are confidential and available only to the faculty and administration with a need to know, unless released by the student or as otherwise governed by laws (e.g., [FERPA](#)) concerning confidentiality. Students can request to release their educational records in writing to the Office of Curriculum & Student Affairs (CASA) at casa@ohsu.edu. If the request is to release anything other than electronic versions, there may be a charge for copying the records incurred by the student. Medical students have right to review their educational records. Students can request to review their records by emailing to the CASA at casa@ohsu.edu. Upon receipt of the request, CASA will provide access to the record within 10 business days.

Patient Requests for or Refusal of Healthcare Professionals or Other Personnel with Specific Characteristics

OHSU Healthcare determined in 2017 the need to revise a previous policy (#HC-RI-133-POL) to address instances where patients at OHSU Hospitals and Clinics had requested or refused care provided by healthcare professionals or other OHSU personnel because of a specific characteristic of the employee. In general, these requests are not accommodated, and only three situations outlined in the policy will be considered for accommodation. The policy can be found at the following [link](#).

Visitors to OHSU Learning Environments – Classroom and Clinical Settings

OHSU School of Medicine frequently receives requests for visitors to observe medical school courses and/or shadow in clinical environments. In general, these requests are denied as this can disrupt the learning and clinical care environment for enrolled students, faculty, and patients. All requests of this nature should be directed to the Associate Dean for Undergraduate Medical Education who will consider them on a case-by-case basis.

Vendors in OHSU Learning Environments

All visitors with the intent to influence, sell products to, or gain access to OHSU medical students, or any employed staff or faculty, must abide by the relevant OHSU policies and procedures that pertain to OHSU visitors [Policy 07-15-010, OHSU Visitor and solicitation](#) [Policy 01-10-020, Solicitation](#). All vendors must obtain approval by the appropriate campus unit (i.e., in most situations regarding students, this is the Office of UME) prior to coming to OHSU. All members of the OHSU community, including students, are bound by the [OHSU Code of Conduct](#), which addresses gifts and entertainment, among other items (see Code of Conduct section elsewhere in this Handbook.) Specifically, the Code of Conduct states that OHSU members “*do not offer, solicit, or accept gifts or entertainment that may appear to or actually influence OHSU decisions.*”

Conscientious Objection

The OHSU School of Medicine Undergraduate Medical Education curriculum includes required clinical experiences in a variety of disciplines and settings. Medical students may occasionally face ethical dilemmas during their education. The following information is provided to clarify student involvement and participation in required educational activities in which a medical student may raise a conscientious objection. Students are also referred to [OHSU Policy # HC-RI-111-RR](#)

Pertinent situations for medical students include care provided to patients related to:

- The Oregon Death with Dignity Act
- Termination of a viable pregnancy
- Contraception services
- Withholding or withdrawing of life-sustaining treatments, including artificial nutrition and hydration.

In accordance with OHSU’s policy, students with a conscientious objection to any of the above clinical experience activities expected of OHSU medical students must contact the course/block or clerkship/clinical experience director overseeing the

required activity to describe and explain the basis of their objection. Alternatives to the required activity may be provided by the director, as long as the student is able to fulfill the course/block or clerkship/clinical experience objectives with the alternative educational activity. A student who participates in an alternative educational activity offered by the director will not be penalized in any way because of their decision to conscientiously object with respect to grading or evaluation for the clinical experience. The decision to offer an alternative educational activity is at the discretion of the director, and is considered final.

University Student Grievance and Appeal Policy

Students have the right to grieve matters related but not restricted to the following areas: student-mentor or student-faculty conflicts, discrimination, grading policies, curriculum issues, school policies, rights of authorship of scientific publications, laboratory safety concerns. Students may not grieve assigned grades or disciplinary actions. These issues are addressed through the School of Medicine grade dispute and OHSU appeal process, respectively. A grievance involving discrimination is referred to the OHSU Office of Civil Rights Investigations and Compliance (OCIC). For further information, students are referred to the University Student Grievance and Appeal Policy #02-30-055, which can be found in the **Student Affairs** section of the OHSU [Academic Policy](#) site.

Interpersonal Conflicts with Medical Students Identified by OHSU Faculty, Residents, or Staff

OHSU faculty, residents, and/or staff members may occasionally identify interpersonal conflicts that have arisen with medical students in the UME program during teaching or assessment activities, or in other learning and work environments. Like the suggestions in the *Student Grievance* section above, UME program leaders encourage conflict resolution at the lowest level possible and support the use of **informal mechanisms** at an early stage to facilitate timely resolution of the conflict(s). Faculty, residents, and staff in this situation can initially discuss the problem with one of the Assistant Deans for Student Affairs, or Associate Dean for Undergraduate Medical Education, or the University Ombudsperson. The individual approached may offer to meet with the faculty, resident, and/or staff member to discuss the conflict(s), and to provide an opportunity for a facilitated or coaching conversation, again with the goal of reaching an informal resolution of the matter in a timely fashion. If conflict(s) remain following this effort, further assistance can be provided by the OHSU Office of Integrity, Office of Human Resources, or other designated OHSU personnel.

The End!