



Longitudinal Integrated Clerkship (LIC) SYLLABUS

Academic Year 2020-2021

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LIC AT A GLANCE

LIC Schedule 2020-2021 at a Glance - Class of 2022		
<u>Block One</u>	15 weeks	
Week 0	March 23, 2020	Orientation / Simulation Week
Week 1/Unit 1	March 30, 2020	Block 1 and clinical assignments begin
<u>Block Two</u>	10 weeks	
Week 15/Unit 8	July 6, 2020	Block 2 begins
Exam	Sept 14, 2020	Shelf Exams 1
Break	Sept 21, 2020	Career Planning
<u>Block Three</u>	12 weeks	
Week 25/Unit 13	Sept 28, 2020	Block 3 begins
Break	Dec 21, 2020	Winter Break - 2 weeks
<u>Block Four</u>	8 weeks	
Week 37/Unit 19	Jan 4, 2021	Block 4 begins
Week 44	Feb 26, 2021	Last week of clinical assignments
Exam/Study	March 1, 2021	Independent Study x 5 weeks
		Shelf Exams 2/ Step 2 CK
	April 5, 2021	Phase 3 begins

KEY INFORMATION

Orientation week

The first week (week zero) of the LIC will consist of orientation followed by simulation/skill activities. Report for orientation at 8 a.m. to TBA. You will also complete any required badging/credentialing this week. Attendance is mandatory for all assignments this week. There is no mechanism for make-up.

Clerkship/Weekly Assignments and Schedules

Your schedules and assignments are given to you in LCMS+. However, it is your responsibility to check your emails frequently for updates and changes from your clerkship director and coordinators. Last minutes changes are NOT instantaneously reflected in LCMS+.

Communications with Directors and Coordinators – Office, Email, Phone Numbers

We strongly encourage you to maintain an open communication with the Clerkship Directors and Coordinators to address any issues that may arise during the clerkship. Use UNLV email addresses. Email is reliable and secure, and will insure timely responses.

Some directors, coordinators, and office managers may share with you their personal cell phone numbers. Make sure you obtain explicit permission to use private cell phones for clerkship communications, and do not pass along personal cell phone numbers.

Welcome to the Longitudinal Integrated Clerkship

The LIC Curriculum

Based on the LIC experience with the charter class, and feedback from both students and faculty, the curriculum has undergone significant changes. Instead of the “traditional block rotations,” we will maintain a longitudinal learning experience. The LIC is 44 weeks (plus one week of orientation), and broken into 4 blocks. The 44 weeks will consist of:

Family Medicine: 4 weeks
Internal Medicine: 8 weeks
Ob/Gyn: 6 weeks
Pediatrics: 6 weeks
Psychiatry: 6 weeks
Surgery: 8 weeks

Selectives: 6 weeks

Each specialty will be taken in 2-week “units” and will be completed at different times throughout the year. For instance, each student will complete 8 weeks of IM, broken into four 2-week units, throughout the year in different blocks. Students may be assigned to inpatient services with resident teams, outpatient clinics, or a combination of both.

Goals and Objectives of the Clerkship

Training in the LIC is the continuation of your Phase 1 education to meet UNLV School of Medicine Educational Program Objectives in:

- Sciences Knowledge Base
- Attributes
- Clinical Skills
- Patient as a Person
- Critical Judgement and Scholarship
- The Medical Practice and its Role in the Community
- Health Care Systems

Each specialty has specific goals and objectives which are listed elsewhere in this syllabus. Also refer to each specialty’s own syllabus for additional guidance and expectations.

Competencies

A framework to measure whether you have achieved the aforementioned objectives is a set of competencies. A competency is defined as an observable ability of a health professional,

integrating multiple components such as knowledge, skills, values, and attitudes. Since competencies are observable, they can be measured and assessed to ensure their acquisition.

In the LIC students will be assessed in these six defined areas of competencies:

1. Medical Knowledge
2. Patient Care
3. Communication Skills
4. Professionalism
5. Practice-Based Learning and Improvement
6. Systems-Based Practice

Competency Expectations

Knowledge for Practice (Medical Knowledge): Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care.

Patient Care: Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

Interpersonal and Communication Skills (Communication Skills): Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

Professionalism: Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

Practice-Based Learning and Improvement: Demonstrate the ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

Systems-Based Practice: Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

PROFESSIONALISM GUIDELINES

Students in the LIC are expected to follow these professionalism guidelines:

- Establish relationships of mutual respect with patients, their families, and members of the healthcare team.
- Work collaboratively as a member of an interprofessional/interdisciplinary team.
- Complete professional responsibilities in a caring, reliable, and respectful manner with adherence to ethical principles and sensitivity to a diverse patient population.
- Treat all patients, staff, and colleagues with respect, which includes maintaining a professional demeanor in speech and dress.
- Demonstrate sensitivity, honesty, and compassion in difficult conversations, including but not limited to, those related to death, end-of-life care, adverse events and errors, and other sensitive topics.
- Develop an understanding of culturally competent skills in cross-cultural communication and service delivery.
- Subordinate their own interests to the interests of patients.
- Demonstrate respect for patient privacy and autonomy; including, but with attention to sharing of information in: social media, public speech, and personal recording devices.
- Demonstrate accountability to patients, profession and society.
- Complete clinical and administrative responsibilities including clerkship specific assignments in a timely and responsible manner.
- Commit to excellence and self-improvement through ongoing professional development and advancement of evidence-based practice.
- Recognize one's own limitations and seek counsel when needed.
- Receive and respond appropriately to feedback from patients, peers, and supervisors.

Guidelines for professionalism specific to the LIC presented here, are consistent with medical student code of conduct, which is clearly outlined in Section 7, Professionalism, of the Student Handbook.

Professional Attire

Your dress, hygiene, and behavior must be appropriate for your future profession as a physician. Wear your white coat and identification badge at all times and remember to bring your stethoscope, a pen, and any pocket-sized reference books. Cell phones are allowed, but should always be on silent mode. Scrubs should be worn in the delivery room and operating room only. When you are outside the operating room, you must remove head cover/shoe cover and wear your student white coat over the scrubs. You should never wear scrubs outside of the hospital. Taking/wearing scrubs that are hospital property outside the hospital is considered theft.

Students must comply with dress codes of each facility. Professional attire must always be worn to conferences and in ambulatory clinics. Modest clothing for both men and women is encouraged. Clothing accessories should be worn with the consideration to avoid spread of infection. If ties are worn by men, a tie tack is recommended so the tie does not dangle. Long scarves and anything else that dangles have the same potential to spread infection and should be avoided. Natural nails with polish in good repair are allowed. Artificial fingernails, such as acrylic nails, are not allowed. Students are responsible to comply with fingernail policy of each health care facility. Jewelry, piercings, tattoos, and other personal effects that interfere with patient care and distract from your professional image should be avoided. Jewelry should not be worn in the operating room; you may lose them. Only closed toe shoes should be worn, to both protect you and patients, and for infection control considerations.

Privacy and Confidentiality

It is expected that prior to starting the LIC, all students have signed off on the HIPAA Privacy and Confidentiality Policies. Remember, do not discuss patient information in public areas such as hallways, elevators, and cafeteria. You should not carry any clinical records with patient identifiers outside the confines of a patient care setting, and no records with any patient identifiers should leave the hospital or ambulatory care setting under any circumstances. Do not use cell phones, text messages, or your personal emails to communicate any information that may reveal a patient's identity. Remember the patient name is not the only identifier. Always err on the side of being too cautious when transmitting any patient information. Access electronic health records only in patient care settings. Specifically, do not access electronic health records on the public computers in the Health Sciences Library.

Do not discuss any specific patient care experience with the press.

Example:

Allowed: I had a good experience on my surgery rotation.

Not allowed: I was so excited this morning to watch a case where a patient had pancreatic cancer removed.

Patient Care

Patient Care infractions include, but are not limited to, falsifying or knowingly omitting pertinent information, lying regarding patient care, and/or conscious HIPAA violations. Students will be referred to the Student Promotion Committee for disciplinary actions.

Member of a Healthcare Team

A major goal of the LIC is to participate in patient care as a member of an interdisciplinary team with many other healthcare professionals. Although as a student your main objective is your education, your contribution to the team is always appreciated. Patients, families, and all members of the healthcare team should be treated as you would want to be treated. Courtesy and respect for everyone is expected.

Compliance with Mandatory Tasks

Badging, credentialing, and other required paperwork to ensure your access and participation on clerkships are mandatory. Please respond to requests from members of the administrative team in a timely manner to facilitate credentialing processes. Failure to do so counts against the Professionalism aspect of your evaluation and may result in a lower final grade. If you are not properly credentialed and cannot attend a clinical assignment, it will count as zero for your grade.

Academic Misconduct

Please refer to statements in UNLV Medical Student Handbook regarding academic misconduct.

Academic misconduct applicable specifically in the clinical setting may include, but is not limited to:

- Claim that you have performed a task when in fact you have not.
- Falsify patient findings in patient records or in communications with other health care providers.
- Miss patient care assignments without excuses as outlined in the absence policy.
- Provide patient care without supervision.
- Claim any work that is not your own.

Workplace Unprofessional Conduct

Unprofessional behaviors including, but not limited to: sexual harassment, discrimination, or student abuse, are not tolerated in the LIC. Please refer to the section on Student Mistreatment in the Appendix. Students who experience such behavior should follow the procedure as outlined. Forms are available in the learning management system, LCMS+.

Recording and Photographs

NSHE code states that “surreptitious or covert videotaping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy.” Your clinical encounters during the LIC are considered “class.” Sessions during Clerkship School where the entire class attends in one setting may be recorded and available to all students for viewing. Small group sessions will not be recorded. Therefore, students should understand that their comments during class may be recorded.

Social Media

With the increase in social networking sites as well as online communication resources such as Instagram, Snapchat, Facebook, Twitter, YouTube, LinkedIn and other tools, it is common for individuals to post information about their school and work environment. Medical students will have access to very personal and sensitive information about patients and the care provided to them. It is essential to recognize that information posted on these sites is owned by the sites and may be disseminated to individuals well beyond the intended audience. Removing a patient's name does not de-identify the information.

Social Media Guidelines for the UNLV School of Medicine

- Do not post any confidential or patient information on any public website at any time.
- Do not take any photo, video or any type of recording during a medical encounter.
- Do not take any photo, video or any type of recording of patients at any time.
- Students are not permitted to use any photographic devices such as pen cameras, Google glasses or other devices to photograph materials or otherwise record educational sessions for personal use or distribution.
- The posting of educational materials on publicly accessible sites is not permitted.
- Posting of material that defames, threatens, harasses or humiliates patients, students, house staff, nursing, administrative staff and faculty are not permitted at any time.
- Students are responsible and held liable for proprietary, defamatory or libelous material posted on websites.
- Students are not permitted to post any material that may be misconstrued by a reader as being an official communication on behalf of UNLV School of Medicine.

Overall LIC Objectives

The LIC emphasizes the strengthening of competencies in history-taking, physical examination skills, problem differentiation, disease prevention and management, as well as written communication and oral presentation skills – including, but not limited to, presenting information on rounds, writing notes, and communicating with colleagues, patients, and peers. These skills are built on the competencies students have acquired in Phase 1 of their education. In applying these basic skills, students develop an understanding of the importance of comprehensive, evidence-based, and patient-centered care. This is supplemented with one afternoon per week dedicated to interactive didactic sessions, referred to as “Clerkship School,” focusing on common patient problems, communication, developing clinical skills and thought processes involved in evaluating patients.

- Perform and document a complete and focused medical history, physical exam, and mental status assessment in a variety of medical specialties.
- Apply basic concepts learned in the Foundations Phase to further critical thinking skills, particularly with regard to data analysis and differential diagnosis.
- Demonstrate a thorough knowledge of the etiology, pathogenesis, clinical features, complications, principles of prevention, management of common and life-threatening illnesses throughout the age spectrum.
- Perform and refine communication and presentation skills, patient interview techniques, physical examination and history-taking skills in preparation for active clerkship experiences, including clinical reasoning and other factors that facilitate understanding of clinical healthcare systems (system-based practices).
- Develop reflective practices to communicate with colleagues, peers, and patients.
- Foster personal accountability, altruism, humanism, self-awareness, as well as self-directed and life-long learning.
- Demonstrate the ability to interpret common laboratory tests, such as: blood and urine tests, electrocardiogram, and various imaging modalities, and formulate findings gathered from patients’ histories and physicals into meaningful diagnostic information.
- Manage competing clinical priorities and navigate complex health care systems as a member of an interprofessional team.
- Retrieve, analyze, and synthesize relevant and current data and literature using information technologies and library resources to propose clinical decisions based on research evidence, clinical expertise, and patient values.
- Develop cross-disciplinary and interprofessional communication skills essential to patient care throughout all specialties.
- Communicate effectively with patients, their families, interprofessional teams, and community stakeholders through verbal, non-verbal, and written means of communication, respecting the differences in beliefs and backgrounds of patients.
- Observe and assess clinical skills, including faculty and self-assessments, to formulate continuous skill improvements and strategies for upcoming rotations.
- Enhance student’s study of medicine and foster a lifelong commitment to investigation and cross-disciplinary thinking.

- Expand lifelong learning skills through enhanced opportunities and structured time devoted to reflection and self-directed learning with preceptors/faculty as guides.

Clerkship Specific Objectives in the LIC:

Family Medicine Clerkship Objectives
Family Medicine - Discuss the principles of Family Medicine Care and utilize available resources to meet their learning needs.
Family Medicine - Gather information, formulate differential diagnoses, develop clinical skills, and propose plans for the initial evaluation and management of patients with common presentations.
Family Medicine - Manage follow-up visits with patients having common chronic diseases using cost effective care and appropriate community resources.
Family Medicine - Apply critical thinking skills and understand human nature to develop evidence-based health promotion/disease prevention plans for patients of any age or gender.
Family Medicine - Demonstrate competency in advanced elicitation of history, effective communication with patients and healthcare providers, and accurate documentation.
Family Medicine - Fulfill professional duties in a respectful, reliable, and responsible manner adhering to the ethical principles of patient care.

Internal Medicine Clerkship Objectives
Medical Knowledge - Demonstrate knowledge of basic pathophysiology, diagnosis and treatment of common adult disease processes. (EPO1)
Medical Knowledge - Demonstrate the ability to record a complete history and physical in a legible and organized way and formulate a differential diagnosis based on these findings. (EPO2)
Medical Knowledge - Use the differential diagnosis to help guide procedures and diagnostic test ordering in a cost effective manner..
Medical Knowledge - Develop skills of understanding basic test results, EKGs and imaging studies.
Interpersonal & Communication Skills - Work effectively in a team setting.
Interpersonal & Communication Skills - Work with ancillary staff and other trainees in a professional manner to help optimize patient care and outcome. (EPO4&5)
Patient Care - Document and orally present a history and physical, summarizing the pertinent negative and positive findings and come up with a shared evidence based treatment plan for each unique patient. (EPO3&7)
Patient Care - Demonstrate the ability to write and modify progress notes based on different clinical settings. (EPO6)
Patient Care - Counsel patients on behavior changes, medication compliance including adverse & beneficial outcomes of medications to promote disease prevention and optimize health outcomes. (EPO7&9)
Patient Care - Incorporate principles of integrative medicine, nutrition and safe pain management to patient care. (EPO10)
Patient Care - Identify limitations and challenges associated with taking care of patients with

limited resources and language barriers. (EPO7,15&17)
Task Based Learning & Improvement - Work on self-reflection and will be reminded to apply continuous improvement to practice of medicine through evidence based medicine and utilizing available resources. (EPO11&12)
Task Based Learning & Improvement - Develop knowledge of test sensitivity, test specificity, pre-test probability and predictive value when reviewing literature to help with patient care. (EPO13)
Professionalism - Arrive on-time and be prepared for rounds, didactics, clinic, etc. (EPO14)
Professionalism - Treat all patients, staff and colleagues with respect, which includes maintaining a professional demeanor in speech and dress at all times. (EPO14)
Professionalism - Be aware of limitations and mindful of patient confidentiality and recognize ethical issues as they arise in any clinical settings. (EPO16)
System-Based Practice - Identify the principles of appropriate resource utilization by avoiding unnecessary testing.
System-Based Practice - Identify various health care delivery systems and their implications on individual patient's health care. (EPO18)

OB/GYN Clerkship Objectives
OB/Gyn - Develop competence in medical interview and physical examination of the obstetric and gynecologic patient.
OB/Gyn - Explain normal physiologic changes of pregnancy and describe common problems in obstetrics and their management.
OB/Gyn - Demonstrate knowledge of the normal menstrual cycle and understand the physiologic basis of action of methods of contraception, their effectiveness, risks and benefits and financial considerations.
OB/Gyn - Demonstrate understanding of common problems in gynecology.
OB/Gyn - Demonstrate skills in independent learning and critical thinking.
OB/Gyn - Develop communication skills to efficiently and effectively expedite the transmission of medical information in a professional setting.
OB/Gyn - Establish a relationship of mutual respect with patients, their families and members of the healthcare team and work effectively as a member of the healthcare team.
OB/Gyn - Demonstrate positive attributes which will serve as the basis for a successful professional career.

Pediatrics Clerkship Objectives
Pediatrics - Provide care that is compassionate, appropriate, and effective.
Pediatrics - Communicate effectively and demonstrate caring, respectful behaviors.
Pediatrics - Perform competently all medical and invasive procedures considered essential for the area of practice.
Pediatrics - Demonstrate an investigatory, analytical thinking approach to clinical situations.
Pediatrics - Know and apply the basic and clinically supportive sciences appropriate to the discipline.
Pediatrics - Analyze practice experience and perform practice-based improvement activities using a systematic methodology.

Pediatrics - Facilitate the learning of students and other health professionals.
Pediatrics - Engage in effective information exchange and teaming with patients, their families, and professional associates.
Pediatrics - Work effectively with others as a member or leader of a health care team.
Pediatrics - Demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.
Pediatrics - Show respect, compassion, integrity, and be responsive to the needs of patients and society in a way that supersedes self-interest.
Pediatrics - Demonstrate a commitment to excellence and ongoing professional development.
Pediatrics - Demonstrate an awareness of and responsiveness to the larger context and system of health care.
Pediatrics - Use the resources of the system effectively to provide care of optimal value.

Psychiatry Clerkship Objectives
Psychiatry - Apply knowledge of the expected changes across the lifespan in the care of patients with psychiatric disorders.
Psychiatry - Apply knowledge of the major psychiatric disorders in the assessment of patients.
Psychiatry - Apply knowledge of substance use disorders in the assessment and care of patients.
Psychiatry - Apply knowledge of psychopharmacology in developing treatment plans for patients with psychiatric disorders.
Psychiatry - Apply knowledge of defense mechanisms, transference and countertransference in patient care.
Psychiatry - Demonstrate ability to perform a complete mental status exam, including cognitive assessment.
Psychiatry - Demonstrate ability to conduct an organized and comprehensive psychiatric history.
Psychiatry - Demonstrate ability to use both open-ended and specific questions in clinical interviews.
Psychiatry - Demonstrate ability to use knowledge of indications, contraindications and potential adverse outcomes of psychopharmacologic agents to make treatment recommendations and obtain informed consent from patients.
Psychiatry - Demonstrate ability to use knowledge of the risk and protective factors in suicide assessment.
Psychiatry - Demonstrate ability to use knowledge of the risk and protective factors in violence assessment.
Psychiatry - Analyze practice experience and perform practice-based improvement activities using a systematic methodology.
Psychiatry - Communicate effectively with all members of the patient's healthcare team, including those from other professions and disciplines.
Psychiatry - Present patient encounters accurately and succinctly in both verbal and written communication.
Psychiatry - Document patient encounters accurately, including documentation of suicide risk assessment.
Psychiatry - Demonstrate sensitivity, honesty and compassion in communication with patients.
Psychiatry - Develop the ability to use self-awareness of knowledge, skills, and emotional

limitations to provide care that is patient-centered and culturally sensitive.
Psychiatry - Practice flexibility and maturity in adjusting to change, with the capacity to alter one's behavior.
Psychiatry - Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients.
Psychiatry - Demonstrate self-confidence that puts patients, families and members of the healthcare team at ease.
Psychiatry - Identify strengths, deficiencies and limits in one's own knowledge and experience.
Psychiatry - Set learning and improvement goals.
Psychiatry - Incorporate feedback from faculty, patients and peers to improve clinical performance.
Psychiatry - Identify, appraise and apply evidence from scientific studies to answer clinical questions as they emerge in patient care activities.
Psychiatry - Work effectively in various healthcare delivery systems, and identify the resources available to patients with psychiatric disorders.
Psychiatry - Coordinate psychiatric care into the overall healthcare system.
Psychiatry - Incorporate bio-psycho-social contextual factors into treatment plans.
Psychiatry - Advocate for quality patient care.
Psychiatry - Work with other healthcare professionals to establish and maintain a climate of mutual respect for diversity in patients and the healthcare team.
Psychiatry - Communicate with other healthcare professionals in a responsive and responsible manner that supports the treatment of patients.

Surgery Clerkship Objectives
Surgery - Outline the scientific basis of common surgical diseases.
Surgery - Generate patient assessments and devise differential diagnoses for surgical disorders.
Surgery - Describe both operative and non-operative treatments for surgical patients.
Surgery - Demonstrate basic technical skills such as suturing and knot tying.
Surgery - Explain a surgical practice in both inpatient and ambulatory settings.
Surgery - Illustrate professional behavior by communicating and working effectively as a member of a healthcare team.
Surgery - Interpret the pathophysiology and resuscitation of critically ill patients with an emphasis on sepsis, shock, and organ failure.
Surgery - Outline the discharge needs of patients recovering from complex surgical illness, such as home nursing, physical/occupational therapy, and rehabilitation.
Surgery - Select additional resources to build on the knowledge base in a self-directed fashion.
Surgery - Pass the NBME Surgery Subject Exam (SHELF).

Required Clinical Encounters

The below table contains the comprehensive list of patient encounters and clinical skills that students must complete during the LIC. However, this is NOT an exhaustive list of clinical conditions students are expected to know in order to perform well on NBME Subject Examinations, or to progress to the next phase of medical school training. We acknowledge

that in the limited time students have with actual patient contacts, there will be a limited range of first-hand clinical encounters. Much of what students need to learn will come from assigned readings, modules, conferences, research, and from other self-directed learning modalities.

Students must log every unique patient encounter and skills in LCMS+'s Patient Encounter Tracking (PET) log. This is the primary way faculty track student progress. Students logs are reviewed weekly. If students have not completed one or more of the "required" patient encounters in a timely and expected way, faculty will provide alternative ways in order for students to complete the encounter requirements.

Required Patient Encounters

As of February 2020

For <u>each</u> required clinical clerkship or clinical discipline within a longitudinal integrated clerkship, list and describe each patient type/clinical condition and required procedure/skill that medical students are required to encounter, along with the corresponding clinical setting and level of student responsibility.				
Clerkship/Clinical Discipline	Patient Type/ Clinical Condition	Procedures/Skills	Clinical Setting	Level of Student Responsibility*
Family Medicine Clerkship	Acute respiratory infection		Outpatient	Fully participate
	Addiction and substance abuse		Outpatient	Fully participate
	Arthritis		Outpatient	Fully participate
	Asthma/COPD		Outpatient	Fully participate
	Back pain		Outpatient	Fully participate
	Depression/ anxiety		Outpatient	Fully participate
	Diabetes mellitus		Outpatient	Fully participate
	Dyslipidemia		Outpatient	Fully participate
	Dyspepsia/ abdominal pain		Outpatient	Fully participate
	Elder care		Outpatient	Fully participate
	Fatigue		Outpatient	Fully participate
	Genitourinary symptoms		Outpatient	Fully participate
	Headache		Outpatient	Fully participate
	Hypertension		Outpatient	Fully participate
	Neuromuscular pain, chronic		Outpatient	Fully participate
	Obesity		Outpatient	Fully participate
	Periodic Health Assessment, any age		Outpatient	Fully participate
	Skin problems/rash		Outpatient	Fully participate
		Finger stick puncture (e.g. FS glucose)	I/O	OB

		Injections (subcutaneous, intra dermal, intramuscular)	I/O	SP
		Obtain informed consent	I/O/E	OB
		Pelvic/speculum examination	I/O/E	SP
		Suturing	I/O/E	SP
Internal Medicine Clerkship	Coronary artery disease/chest pain		Outpatient	Fully participate
	Angina, stable		Outpatient	Fully participate
	Diabetes mellitus		Inpatient/Outpatient	Fully participate
	Fever		Inpatient/Outpatient	Fully participate
	GI bleeding		Inpatient	Fully participate
	Hypertension		Inpatient/Outpatient	Fully participate
	Shortness of breath		Inpatient/Outpatient	Fully participate
	Dementia		Inpatient/Outpatient	Fully participate
	Highly Complex Diseases- HIV/AIDS, SLE, Cancers		Inpatient/Outpatient	Fully participate
	Patients on Multiple Medications		Inpatient/Outpatient	Fully participate
	Psychological or social issue major focus of interaction, including depression, anxiety, or substance use		Inpatient/Outpatient	Fully participate
	Syncope, dizziness and/or generalized weakness		Inpatient/Outpatient	Fully participate
	Joint, extremity, skeletal complaint, including low back pain		Inpatient/Outpatient	Fully participate

	Acute condition, emphasis on diagnosis		Inpatient/Outpatient	Fully participate
	Acute condition emphasis on treatment		Inpatient/Outpatient	Fully participate
	Management of exacerbation of chronic condition		Inpatient/Outpatient	Fully participate
	End of life issues major focus on interaction, including pain management, palliative care, discussions of code		Inpatient/Outpatient	Fully participate
	Patient from a culture not your own		Inpatient/Outpatient	Fully participate
	Patient with limited access to care		Inpatient/Outpatient	Fully participate
	Patient who does not speak English		Inpatient/Outpatient	Fully participate
	Care of patients requiring complex coordination		Inpatient/Outpatient	Fully participate
	Elderly (>75yo) patient		Inpatient/Outpatient	Fully participate
		Finger stick puncture (e.g. FS glucose)	I/O	OB
Obstetrics & Gynecology Clerkship	Routine prenatal patient		Inpatient/Outpatient/ Emergency Room	Fully participate
	Laboring patient		Inpatient/Outpatient/ Emergency Room	Fully participate
	Breastfeeding patient		Inpatient/Outpatient/ Emergency Room	Fully participate
	Complications of pregnancy		Inpatient/Outpatient/ Emergency Room	Fully participate
	Patient with abnormal pap smear		Inpatient/Outpatient/ Emergency Room	Fully participate
	Periodic Assessment and Follow up		Outpatient	Fully participate

	Post-operative patient		Inpatient/Outpatient/ Emergency Room	Fully participate
	Abnormal uterine bleeding		Inpatient/Outpatient/ Emergency Room	Fully participate
	Contraceptive counseling		Inpatient/Outpatient	Fully participate
		Aseptic and sterile techniques	I/O/E	SP
		Intravenous insertion, peripheral	I	SP
		Obtain informed consent	I/O/E	OB
		Pelvic/speculum examination	I/O/E	SP
		Suturing	I/O/E	SP
		Ultrasound use to identify structures	I/O/E	SP
Pediatrics Clerkship	Health maintenance		Outpatient	Fully participate
	Growth/dietary issues; dietary counseling, FTT, obesity		Inpatient/Outpatient	Fully participate
	Newborn care: jaundice, breast feeding, LGA, SGA		Inpatient/Outpatient/ Emergency Room	Fully participate
	Acute illness: respiratory failure, shock, head injury		Inpatient/Outpatient/ Emergency Room	Fully participate
	Chronic illness		Inpatient/Outpatient/ Emergency Room	Fully participate
	Developmental assessment		Inpatient/Outpatient	Fully participate
	Pulmonary diseases: URI, asthma, cough		Inpatient/Outpatient/ Emergency Room	Fully participate

	Dermatology: rashes		Inpatient/Outpatient/ Emergency Room	Fully participate
	Behavioral issues		Inpatient/Outpatient/ Emergency Room	Fully participate
	Unimmunized, partially immunized child		Outpatient	Fully participate
	Hematology/Oncology		Inpatient/Outpatient/ Emergency Room	Fully participate
		Injections (subcutaneous, intra dermal, intramuscular)	I/O	SP
Psychiatry Clerkship	Substance-related disorder		Inpatient/Outpatient/ Emergency Room	Fully participate
	Schizophrenia		Inpatient/Outpatient/ Emergency Room	Fully participate
	Major depressive disorder		Inpatient/Outpatient/ Emergency Room	Fully participate
	Anxiety disorder		Inpatient/Outpatient/ Emergency Room	Fully participate
	Adjustment disorder		Inpatient/Outpatient/ Emergency Room	Fully participate
	Personality disorder		Inpatient/Outpatient/ Emergency Room	Fully participate
	Patient requiring comprehensive mental health assessment		Outpatient	Fully participate
	Patient requiring complex management		Inpatient/Outpatient/ Emergency Room	Observe
	Care of Hospitalized patient		Inpatient	Observe
	Change in Mental Status		Inpatient/Outpatient/ Emergency Room	Observe
	Bipolar disorder		Inpatient/Outpatient/ Emergency Room	Fully participate
Surgery Clerkship	Biliary tract disease		Inpatient/Outpatient/	Fully participate

			Emergency Room	
	Oncologic disease (breast, pancreas, liver, melanoma)		Inpatient/Outpatient/ Emergency Room	Fully participate
	Intraoperative and postoperative care of patient		Inpatient/Outpatient	Fully participate
	Care of preoperative patient		Inpatient/ Outpatient/ Emergency Room	Fully participate
	Care of hospitalized patient requiring complex coordinated care		Inpatient	Fully participate
	Disease of GI tract and solid abdominal organs (e.g. appendicitis, diverticulitis, anorectal disease, pancreatitis)		Inpatient/ Outpatient/ Emergency Room	Fully participate
		Airway management	I/E	SP
		Apply and change dressings	I/O	IP
		Arterial puncture	I/O	SP
		Aseptic and sterile techniques	I/O/E	SP
		Finger stick puncture (e.g. FS glucose)	I/O	OB
		Incision and drainage of abscess	I/E	SP
		Injections (subcutaneous, intradermal, intramuscular)	I/O	SP

		Intravenous insertion, central	I	OB
		Intravenous insertion, peripheral	I	SP
		Obtain informed consent	I/O/E	OB
		Remove sutures/staples and apply steri-strips	I/O	IP
		Suturing	I/O/E	SP
		Thoracentesis/ Chest tube placement	I/E	OB
		Ultrasound use to identify structures	I/O/E	SP

Observe: student observes the clinical encounter but does not interview or examine the patient, and does not actively participate in procedures.

Fully participate: student actively participates in obtaining the patient history, performing the physical examination, and in determining subsequent management.

SP – Supervised Performance. Student performs or assists in procedures/skills under direct supervision.

IP – Independent Performance. Student performs procedures/skills independently without direct faculty supervision but under indirect supervision.

Some procedures can be satisfied by more than one specialty.

COURSE METHODOLOGY: CLINICAL ASSIGNMENTS AND DIDACTICS

The LIC consists of four (4) blocks. Your weekly schedules and specific clinical assignments will be posted for you in LCMS+. Again, check your emails for any updates and changes.

Orientation and Simulation Week

The LIC clerkship begins with one-week of orientation and simulation. On the first day, the class will meet as a whole to receive orientation materials such as schedules, assessment, student wellness, and campus safety pamphlets. During the remainder of the week, students are broken-up into four (4) separate groups to receive instruction in gowning and scrubbing, ultrasound, EPIC training, etc. This is also the final week students may complete any required badging and credentialing at assigned clinical sites. We plan to have most of the credentialing completed before the start of the orientation week. By the end of this week, all students must have completed badging to UMC, Sunrise, and Southern Nevada Adult Mental Health Services, and the VA. Attendance is mandatory for all orientation and simulation week sessions.

Students will receive a schedule and further instructions for the Orientation/Simulation Week.

Clinical Assignments

Refer to individual clerkship syllabus for potential clinical sites.

Current sites include:

University Medical Center of Southern Nevada

Veteran Affairs Hospital

Sunrise Hospital

Southern Nevada Adult Mental Health Services

Nellis Air Force Base

You may be expected to work on weekends, but you will always have one of two weekend days completely off. You may be required to take overnight call at UMC. Call rooms are available at UMC specifically for student use.

Selectives

Each student will have 6 weeks of “selective,” or 3 different units. These are opportunities to gain additional exposure to different subspecialties, such as gastroenterology, orthopedic surgery, or emergency medicine. Students will have a chance to list their preferences; but due to space constraints, no guarantee is made that all students will be assigned to their preferred rotations.

LIC “Clerkship School” – Wednesday Afternoons

Students are required to attend Clerkship School sessions on Wednesday afternoons without exceptions. Clerkship School begins at 1:30 pm and consists of 4 hours of didactics. In addition

to core clinical contents, clerkship school will also cover themes/threads in the medical school curriculum:

Care of Special Populations
Integrative Medicine
Ethics
Internal Medicine
Surgery
OB/Gyn
Pediatrics
Psychiatry
Neurology
Family Medicine
Emergency Medicine

A **preliminary** schedule for topics in LIC School is provided in the Appendix.

Work Hours/Call

Student duty hours restrictions follow the ACGME resident duty hour restrictions, and are outlined in the Appendix. Students will be required to participate in overnight call. Every attempt will be made to distribute call schedules well ahead of time so students can make any needed arrangements.

When you are working with the resident teams, you are expected to round with the team early in the morning, and sign-out with the team late in the afternoon/early evening. You may be expected to come in on one of the weekend days, but not both.

Nevada Community Medicine

Students are required to attend 10 hours/LIC Block of Nevada Community Medicine. This is NOT a separate course or clerkship, but rather a continuation of the Nevada Community Medicine thread. You will receive information about this from the Office of Community Engagement.

RESOURCES, ASSIGNMENTS AND LEARNING MODULES

From time to time, students will be given assignments to study/research certain topics or make presentations. Make use of the wealth of resources available to you via the UNLV Health Sciences Library.

Many of the specialties require students to complete online modules or other assignments. Mandatory assignments must be completed before a final grade is given. Failure to complete mandatory assignments will result in a grade of Incomplete, that will affect your promotion to Phase 3. Watch for specific instructions from each of the clerkship directors.

Students have the responsibility to monitor updates from LCMS+ and UNLV emails. Reading assignments and other study resources will be posted/distributed.

Several of the Clerkship Directors plan to use the learning modules from [Aquifer](#) (previous MedU) to supplement your clinical experience. If you have not done so already, you need to create an account. Aquifer provides modules in different specialties:

- Internal Medicine (SIMPLE)
- Family Medicine (fmCASES)
- Pediatrics (CLIPP)
- Surgery (Wise-MD)

The remaining specialties will have other specific learning modules. Many large subscription based resources, such as Access Medicine, provide additional case-based clinical scenarios for you to study.

Other than a small, pocket sized study guide for the subject examinations and USMLE Step II, students are not encouraged to purchase expensive books as everything is available electronically.

Success in USMLE Step II CS and CK is crucial to the next step of your career, namely residency application. We will assist you in every way we can, but it is your responsibility to formulate a study plan early in Phase 2 of the clinical training. We will administer formative OSCEs specifically for Step II CS preparation.

PATIENT LOGS – PATIENT ENCOUNTER TRACKING

Students are responsible for entering patient encounter information on a regular basis. **Log your patient encounters - it is taken into consideration as a part of your professionalism assessment.** Log into the LCMS+ e Patient Encounter Tracking system (PET) to document all core clerkship learning activities and patient encounters experienced during the clerkship rotations.

Patient/Procedure logs in the PET system are reviewed weekly by the Director of Educational Outcomes and Assessment. The logs are reviewed at the mid-block meeting and at the end of each LIC block, by the Director of Assessment along with your preceptor, Clerkship Directors, and the LIC Director. If the log is not kept up-to-date, the student's final grade may be lowered at the discretion of the clerkship directors.

Students may enter patient logs into the LCMS+ PET system on any computer with secure internet access or by using smartphone applications.

Each unique patient encounter should be recorded. For instance, if you consult on a patient in the ER, then operate on him, and later see him in follow-up in the clinic, there should be three encounters logged. An incomplete or absent log will be reflected in your assessment and performance evaluations.

Student Evaluation of the Course, Preceptors, and the Learning Environment

Students will complete evaluations of their experience on the clerkship after each unit, including the clinical components as well as the learning environment. The evaluations are first reviewed by the Director of Educational Outcomes and Assessment, then reviewed by the Clerkship Directors and LIC Director. Any issue raised in regards to the learning environment will also be addressed by the Senior Associate Dean of Student Affairs.

Students will complete evaluations of their preceptors after each unit (after each 2 week rotation). The evaluation forms will be distributed electronically. These evaluations are anonymous to the preceptors. They will be compiled into an aggregate after LIC final grades are assigned, and given to the department chairs for internal review.

Students will meet as focus groups at the mid-LIC and end of LIC. Focus groups will address areas that affect the entire LIC, such as clerkship school and course administration.

Students will complete evaluation of each clerkship and the overall LIC curriculum at the end of LIC. This final evaluation is a mandatory task of the LIC. A student will not receive any LIC grades until the student has completed the evaluation. The deadline to complete the final evaluation is 2 weeks after the last day of clinical assignments.

Reporting

Informal reporting to clerkship directors will occur at each mid-block and end of block, after collection of student evaluations, to help guide ongoing activities of the LIC.

Formal reporting, via written reports, will be presented to clerkship directors, and the Curriculum Oversight Committee at the mid-LIC and end of LIC.

Formal reporting at mid-LIC includes:

- Evaluation from the initial clinical activities.
- Evaluation of clerkship school presentations in Blocks 1 and 2.
- Summary of student performance on subject exams and clinical evaluation of student performance
- Summary of Patient Encounter Tracking data.

Formal reporting completed at the end of the LIC includes:

- Evaluation of clinical activities
- Evaluation of clerkship school presentations in Blocks 3 and 4.
- Summary of student performance on final subject exams
- Summary of clinical evaluation of student performance and final grades by discipline.
- Summary of faculty and resident evaluations by students.
- Summary of Patient Encounter Tracking data.

I. FINAL GRADES

The LIC is divided into 4 Blocks. The end of Block 2 is considered mid-LIC. The students will receive one set of grades at the end of the LIC (end of Block 4). The grades of Honors (H), High Pass (HP), Pass (P), or Fail (F) are designated on students' transcript for Internal Medicine, Surgery, Pediatrics, OB/Gyn, Family Medicine, and Psychiatry. The grading criteria are detailed below. Grades are noted on Medical Student Performance Evaluations (MSPE or Dean's Letter) when applying for residency, along with all summative comments. Any formative concerns are recorded for internal use and for referral to the Student Progress Committee if deemed necessary. The clerkship director in each specialty makes the determination for student final grades.

Minimum Requirements and Summary of Grade Categories

	Honors	High Pass	Pass	Fail
1. NBME Subject Exam	70 th Percentile	30 th Percentile	5 th Percentile	Less than 5 th percentile
2. Clinical Evaluation	Mean of 4.5	Mean of 4.0	Mean of 3.0	Mean rating below 3.0 (or 1+ ratings of 1)

1. NBME Subject Examination (Shelf)

NBME Subject Exam percentile is based on the most recent percentiles published by the NBME at the beginning of the LIC. The annual composite scores are used for the percentile cut-offs.

Visit the [NBME website](#) for complete information about the subject examination. The site also offers a comprehensive guide to each examination with [outlines and sample questions](#).

Taking NBME Subject Exams:

Students will take all 6 of the clinical shelf examinations in one week after Block 2, and again after Block 4. If a student has achieved a satisfactory score on one or more of the shelf examinations the first time, the student can keep the score(s) to be included in the final grades, and does not have to repeat the same shelf exam(s) after Block 4.

Exams are scheduled. Be there on time. If you are late, the door will be shut and you will receive a zero for the test.

Students must take the shelf examinations during scheduled time, unless excused by the Senior Associate of Student Affairs and the Assistant Dean of Clinical Education.

2. Clinical Evaluation of Student Performance

The Clinical Evaluation of Student Performance Form is used to collect student performance from faculty and residents in all disciplines at the completion of each unit (2-week rotation).

Attendings and residents who have been scheduled on the service that a student is assigned will receive a request to complete the evaluation. However, assignments change and the Academic Affairs Office does not always have the correct names of the preceptors. Therefore, a footprint system has been created for students to send to the Director of Assessment the names of preceptors they have worked with, in the rotation they have just completed. This is a back-up system, and allows us to verify the names so evaluations can be sent to the correct preceptors.

Taken together, data gathered by these clinical evaluations will provide clerkship directors adequate and relevant information for meaningful feedback and to assign a numerical value as part of the final grade.

2.a Departmental Requirement

Each department MAY require other activities to complement the assessment of student performance. All departmental evaluations will be used as part of the Clinical Evaluation grade. Refer to each clerkship's own syllabus for complete information. Each department may also require completion of additional assignments (for instance, completion of modules in Aquifer).

3. Professionalism

UNLV School of Medicine believes professionalism is an important part of satisfactory completion of the LIC. Professionalism is assessed as a competency in the Clinical Evaluation of Student Performance. Overall professionalism evaluation may also be adversely affected by any reports of unprofessional behavior to the Senior Associate Dean for Student Affairs, or failure to complete required tasks. Students must pass the Professionalism competency. Clerkship directors are given the discretion to adjust the final clerkship grade based on failure to follow professionalism guidelines.

Grading Examples:

1. A student receives 65 percentile on the IM subject examination, receives 4.6 numerical grade on Clinical Evaluations. The final grade is HP.
2. A student receives 75 percentile on the Surgery subject examination, receives a 3.5 numeral grade on the Clinical Evaluation. The final grade is P.

II. ON-GOING ASSESSMENT AND MID-BLOCK FEEDBACK

Students are evaluated throughout the LIC. Preceptors, including attendings and residents, will receive electronic requests to evaluate students every two weeks using Clinical Evaluation of

Student Performance. Faculty Evaluation Meeting takes place at mid-block and end-of-block. Faculty present at these meetings include: Clerkship Directors, Director of Assessment, Site Directors, other student mentors/ preceptors, the assistant dean of clinical education, and Senior Associate Dean of Student Affairs. After each of these meetings, students will receive a formative narrative evaluation to discuss performance to date, patient logs, and clinical performance evaluations. After mid-LIC (after Block 2), the performance on the shelf examinations will also be included in the discussion and narrative. The Faculty may elect to meet a student face-to-face to discuss any concerns. All teaching faculty are available to meet with students at any time during the clerkship.

III. INTERIM GRADING AT THE END OF LIC BLOCK ONE, BLOCK TWO, AND BLOCK THREE

Students will receive one final set of summative grades at the end of LIC (end of Block 4) as noted above. But because of course registration with UNLV and consideration for financial aid disbursement, the LIC is considered as 4 separate courses, corresponding to the 4 blocks, each with a course number and each having a placeholder grade that will appear on the school transcript. After block one, block two and block three, students will receive interim grades of Pass or Fail. All students will receive end-of-block grades of Pass, unless the majority of the clerkship directors, during end of block assessment, find the student to have demonstrated serious unprofessional behavior. The student will be referred to the Senior Associate Dean of Student Affairs.

IV. REMEDIATION

Students who receive an F in one or more of the clerkships will undergo a course of remediation, in accordance with the REMEDIATION POLICY, which was approved by the Curriculum Committee and attached in the Appendix. Students cannot proceed to Phase 3 of the medical school curriculum until a passing grade is achieved in all of the clerkships.

ATTENDANCE AND ABSENCE

Mandatory Attendance

Students are required to attend all clinical assignments. Students are required to attend Clerkship School on Wednesday afternoons.

Excused Absence and Request for Approval

Students are allowed three (3) days of excused absence for each of the 4 blocks of the LIC. These three days are for approved absences only. The Senior Associate Dean of Student Affairs makes the final decision on any request for absence.

The following constitutes examples of **excused absences**:

- Serious illness of self or immediate family member
- Death of close family member
- Emergencies and accidents

UNLVSOM encourages research, however during the LIC students are excused to miss clinical activities or clerkship school to attend a conference only if:

- The student is the lead author of the research, AND
- The student is making an oral presentation, AND
- A UNLVSOM faculty member is present.

Submit ALL requests for any absences in the Tracking System for approval. The request is reviewed by the Senior Associate Dean of Student Affairs. If approved, it is the student's responsibility to inform the Clerkship Director and/or the Clerkship Coordinator of the absence.

Do not submit requests for approval by emails, phone calls, or text messages.

Students who fall ill are encouraged to take appropriate time-off and seek medical care. After more than three days of absence, a medical note may be required in order to return to clinical activities.

Communication in an Emergency

If an emergency arises and the student cannot show up for an assignment, the student is responsible, to the extent possible, to inform the clerkship director, clerkship coordinator, and/or the chief resident on the team. If the emergency is due to an illness, the student is NOT required to disclose the nature of the illness.

Thereafter, the student is responsible to submit the request for absence through the Tracking System.

Make-Up Time

If a student misses 3 days or fewer of clinical assignments per LIC block, no formal make-up is required. The student is encouraged to work with the Clerkship Director and/or the resident team to make up any time, if so desired. If under extraordinary circumstances, a student misses more than 3 days per LIC block, the student must work with the Senior Associate Dean of Student Affairs and the LIC director for a formal plan to make up missed time.

Missed Tests

Subject examinations take place the week after the end of LIC block 2, and at the end of the LIC block 4. There are no makeup exam provisions if a student misses these dates. Additional tests or other assessments for grading may be required by each specialty. Make sure to refer to each required specialty's syllabus for requirements.

Holiday/Religious Observances

Nevada state holidays during LIC weeks are:

Third Monday in January	Martin Luther Day
Third Monday in February	President's Day
Last Monday in May	Memorial Day
July 4	Independence Day

(If July 4 falls on a Saturday, it is observed on the Friday before. If July 4 falls on a Sunday, it is observed on the Monday after).

First Monday in September	Labor Day
Last Friday in October	Nevada Day
November 11	Veteran's Day
Fourth Thursday in Nov	Thanksgiving Day
Day after Thanksgiving	Family Day

Students will have no assigned outpatient clinic duties during these days as outpatient sites are usually closed for state recognized holidays. It is best practice to check with your preceptors to verify. Inpatient sites remain open. You are officially excused on these holidays, but you may choose to attend clinical experiences during these days. There is no clerkship school on the Wednesday afternoon preceding Thanksgiving day, but there may be clinical assignments on that Wednesday morning. The LIC follows UNLV SOM's policy for observance of religious holidays as outlined in the Student Handbook.

ACCOMMODATIONS AND SUPPORT

The curriculum for the Clerkship and Exploration Phases of the educational program varies from the basic science curriculum during the initial Foundations phase. Due to these variances, students need to work with the Disability Resource Center (DRC) and the Academic Support Specialist to determine if accommodations are needed. If the DRC determines accommodations are required, the DRC will work with the UNLV School of Medicine Office of Student Affairs and Admissions to review accommodation requests in light of the essential elements of the MD program and requirements of the Clerkship and Career Explorations & Scholarship Phases of the curriculum. Students must contact the DRC during the Foundations Review and Research time allotted prior to the beginning of the LIC. The Senior Associate Dean for Student Affairs and Admissions will notify Course Directors of the need for any accommodations during clinical training. The Senior Associate Dean for Student Affairs and Admissions will arrange for accommodations for shelf examinations.

Academic Support Services throughout the LIC

Academic success coaching is available to all medical students throughout the LIC. Success coaching appointments follow an RPDO approach (Reflect, Plan, Do, Observe). Academic success sessions are available on a wide range of topics from creating study plans for shelf exams to general time management and study skills. To schedule an academic success coaching session, go to:

<https://calendar.google.com/calendar/selfsched?sstoken=UUJneXYtdjRsVnNtfGRlZmF1bHR8MTE0NjM4MzMzNTMzZDVmOWFkMzUzYjBkMmFlNjBhODU>

or email the Coordinator of Academic Support Services, Adeste Sipin.

UPDATE TO SYLLABUS AND LIC POLICIES

This syllabus is intended to be a guide for students in the LIC. Course policies, procedures, and other information contained in the syllabus may be changed and updated from time to time. Writers of this syllabus will make every attempt to post any updates and changes to LCMS+, but do not guarantee the information contained in LCMS+ reflects all the latest changes. When in doubt, students are encouraged to verify information with the LIC Director and/or the Clerkship Directors.

In ALL instances, the policies in this course syllabus defer to other policies governing medical students at UNLV SOM, including UNLV Medical Student Handbook, the UNLV Medicine Bylaws, UNLV Bylaws, and NSHE Codes.

APPENDICES

APPENDIX I: ADDITIONAL IMPORTANT CONTACT INFORMATION

Adeste Sipin, MA Coordinator of Academic Support Services	
Dr. Johan Bester Director of Bioethics	Dr. Neil Haycocks Assistant Dean of Biomedical Science Integration
Dr. Laura Culley Associate Dean of Community Engagement	Dr. Annie Weisman Director of Wellness & Integrative Medicine
Mary Ann Koester, Director Medical Staff Services, Continuing Medical Education and Library Services Sunrise Hospital	

APPENDIX II: SAMPLE STUDENT SCHEDULE

Sample Schedule LIC Class of 2022							
Block One				Block Two			
Week of	Week #	Unit #		Week of	Week #	Unit #	
3/23/2020	0		Orientation	7/6/2020	1	8	Surg 2/4
3/30/2020	1	1	Surg 1/4	7/13/2020	2		
4/6/2020	2			7/20/2020	3	9	IM 2/4
4/13/2020	3	2	IM 1/4	7/27/2020	4		
4/20/2020	4			8/3/2020	5	10	OB 1/3
4/27/2020	5	3	OB 1/3	8/10/2020	6		
5/4/2020	6			8/17/2020	7	11	Sel 2/3
5/11/2020	7	4	Psy 1/3	8/24/2020	8		
5/18/2020	8			8/31/2020	9	12	Surg 3/4
5/25/2020	9	5	Peds 1/3	9/7/2020	10		
6/1/2020	10			9/14/2020	Shelf Exams		
6/8/2020	11	6	FM 1/2	9/21/2020	Career Exploration		
6/15/2020	12						
6/22/2020	13	7	Sel 1/3				
6/29/2020	14						
Block Three				Block Four			
Week of	Week #	Unit #		Week of	Week #	Unit #	
9/28/2020	1	13	IM 3/4	12/21/2020	Winter Break		
10/5/2020	2			12/28/2020	Winter Break		
10/12/2020	3	14	Sel 3/3	1/4/2021	1	19	IM 4/4
10/19/2020	4			1/11/2021	2		
10/26/2020	5	15	FM 2/2	1/18/2021	3	20	Peds 3/3
11/2/2020	6			1/25/2021	4		
11/9/2020	7	16	Psy 2/3	2/1/2021	5	21	Sel 3/3
11/16/2020	8			2/8/2021	6		
11/23/2020	9	17	Peds 2/3	2/15/2021	7	22	OB 3/3
11/30/2020	10			2/22/2021	8		
12/7/2020	11	18	Surg 4/4				
12/14/2020	12						
Independent Study							
Week of							
3/1/2021	1						
3/8/2021	2	Shelf Exams					
3/15/2021	3						
3/22/2021	4						
3/29/2021	5	Step 2 CK					

Clerkship School – Wednesday Didactics’ Schedule
(2019-20 schedule shown here for your reference)

BLOCK 1

LIC1 Week 1-2: Orientation/Simulation Week/"Clinical Bootcamp"

LIC1 Week 3

- Internal Medicine (3 hours)
- Integrative Medicine: Getting to know the patient as a person (1 hour)

LIC1 Week 4

Care of the Patient with Chronic Pain

- Integrative Medicine: Factors that influence the experience of pain (2 hours)
- Integrative Medicine: Pain in special populations (2 hours)

LIC1 Week 5

- Psychiatry (2 hours)
- Doctoring Balint Group (2 hours)

LIC1 Week 6

- Family Medicine (2 hours)
- Evidence-based Medicine: Journal Club 1 – Family Medicine & Internal Medicine (2 hours)

LIC1 Week 7

- Emergency Medicine (2 hours)
- Evidence-based Medicine: Journal Club 2 – Family Medicine & Internal Medicine (2 hours)

LIC1 Week 8

- Surgery (2 hours)
- Controversies in Pharmacology 1 (2 hours)

LIC1 Week 9

- Pediatrics (2 hours)
- Special Populations: Care of LGBTQ youth and adults (1 hour)
- Special Populations: Care of Refugee Families (1 hour)

LIC1 Week 10

- OBGYN (2 hours)
- Patient Safety and Quality Project (2 hours)

BLOCK 2

LIC2 Week 11

- Controversies in Pharmacology 1 (1 hour)
- Pathophysiology 1 (1 hour)
- Doctoring Balint Group (2 hours)

LIC2 Week 12

- Neurology (4 hours)

LIC2 Week 13

- Internal Medicine (3 hours)
- Surgery (1 hour)

LIC2 Week 14

- Pediatrics (1 hour)
- Evidence-based Medicine: Journal Club 3 – Pediatrics (1 hour)
- Integrative Medicine: patient education on home and inpatient integrative care (2 hours)

LIC2 Week 15

- OBGYN (2 hours)
- Ethics: Reproductive services for children and adolescents (1 hour)
- Ethics: Shared decision-making (1 hour)

LIC2 Week 16

- Surgery (2 hours)
- Doctoring Balint Group (2 hours)

LIC2 Week 17

- Controversies in Pharmacology 3 (2 hours)
- Family Medicine (1 hour)
- Internal Medicine (1 hour)

LIC2 Week 18

- Pathophysiology 2 (2 hours)
- Internal Medicine (2 hours)

LIC2 Week 19

- Pediatrics (1 hour)
- Evidence-based Medicine: Journal Club 4 – Pediatrics (1 hour)
- Emergency Medicine (2 hours)

LIC2 Week 20

- Shelf Exam Review (4 hours)

BLOCK 3

LIC3 Week 21

- OBGYN (2 hours)
- Internal Medicine (2 hours)

LIC3 Week 22

- Controversies in Pharmacology 4 (2 hours)
- Doctoring Balint Group (2 hours)

LIC3 Week 23

- Psychiatry (3 hours)
- Neurology – Movement Disorders (Simulation Lab – 1 hour)

LIC3 Week 24

- Internal Medicine (2 hours)
- Special Populations: Care of the Frail and Elderly living alone (1 hour)
- Integrative Medicine: integrative approach to patients with multisystem disease

LIC3 Week 25

- Surgery (1 hour)
- Evidence-based Medicine: Journal Club 5 – Surgery (1 hour)
- Anesthesiology (2 hours)

LIC3 Week 26

- Emergency Medicine (1 hour)
- Evidence-based Medicine: Journal Club 6 – Emergency Medicine (1 hour)
- Doctoring Balint Group (2 hours)

LIC3 Week 27

- Ethics: Reporting to the State – impaired drivers, adult, and child abuse (1 hour)
- Ethics: Addiction Ethics – toxicology screening, controlled substances, prescribing, harm-reduction strategies, simultaneous naloxone prescribing (2 hours)
- Special Populations: Care of Patients with Substance Use Disorder, Addictions (1 hour)

LIC3 Week 28

- Controversies in Pharmacology 5 (2 hours)
- Special Populations: Care of Developmentally Disabled (1 hour)
- Special Populations: Care of Children, Adolescents, and Adults with involvement in the criminal justice system (1 hour)

LIC3 Week 29 – Thanksgiving Break

LIC3 Week 30

- Anaphylaxis Workshop (4 hours) - Pediatric Immunology (Dr. Mary Beth Hogan)

LIC3 Week 31

- Family Medicine (1 hour)
- Pathophysiology 3 (1 hour)
- Doctoring Balint Groups (2 hours)

LIC3 Week 32

- Special Populations: Care of the Elderly with Dementia and their families (2 hours)
- Patient Safety and Quality Project (2 hours)

BLOCK 4

LIC4 Week 34

- Family Medicine (2 hours)
- Special Populations: Care of Veterans (2 hours)

LIC4 Week 35

- Pediatrics (2 hours)
- Special Populations: Care of Children, Adolescents, and Adults with Chronic Illness (2 hours)

LIC4 Week 36

- Surgery (1 hour)
- Evidence-based Medicine: Journal Club 7 – Surgery (1 hour)
- Integrative Medicine: Review of clinical science and integrative care plans (2 hours)

LIC4 Week 37

- Neurology (2 hours)
- Doctoring Balint Group (2 hours)

LIC4 Week 38

- Psychiatry (2 hours)
- Controversies in Pharmacology 6 (2 hours)

LIC4 Week 39

- Pathophysiology 4 (2 hours)
- Pediatrics (2 hours)

LIC4 Week 40

- Family Medicine (2 hours)
- Special Populations: Care of Patients with Behavioral Disturbances (2 hours)

LIC4 Week 41

- OBGYN (2 hours)
- Evidence-based Medicine: Journal Club 8 – OBGYN (1 hour)
- Controversies in Pharmacology 7 (1 hour)

LIC4 Week 42

- Patient Safety and Quality Project (4 hours)

APPENDIX IV: CLINICAL EVALUATION OF STUDENT PERFORMANCE FORM

Clinical Evaluation of Student Performance

Student Name _____

Preceptor Name _____

Specialty _____

LCME Std. 6.1 The medical school ensures that the learning objectives for each required learning experience (e.g., course, clerkship) are made known to all medical students and those faculty, residents, and others with teaching and assessment responsibilities in those required experiences.

I have received the goals and objectives for this clerkship and am adequately prepared to grade student performance in this clerkship.

Evaluator Signature: _____

LCME Std. 12.5 The health professionals who provide health services, including psychiatric/psychological counseling, to a medical student have no involvement in the academic assessment or promotion of the medical student receiving those services.

I have not provided such services to this student.

Evaluator Signature: _____

Please rate the amount of time that you have spent with this student:

- () Limited amount of time
- () Moderate amount of time
- () Substantial amount of time

Expectation Language*	Honors=5	High Pass=4	Pass=3	Marginal=2	Fail=1	N/A
Medical Knowledge Student understands signs, symptoms and treatment options of common disease processes.						
Patient Care Student performs a history and physical examination, and formulates an appropriate assessment and plan.						
Communication Skills Student communicates information clearly with patients, family, and among healthcare team members.						
Professionalism Student exhibits professional and ethical behavior.						
Practice-based Learning Student seeks learning resources in a self-directed fashion and applies evidence-based practices.						
System-based Practice Student appreciates the limits and scope of healthcare system to deliver safe and effective care.						

*Grades should be awarded according to expected performance at the level of student training. An average performance where the student meets the expectations in the competency category should receive a grade of "Pass." Please refer to Academic Medicine for full text. [doi: 10.1097/ACM.0b013e31829a3b2b](https://doi.org/10.1097/ACM.0b013e31829a3b2b)

Comments:

APPENDIX V: EVALUATION OF FACULTY/RESIDENTS AND LEARNING ENVIRONMENT

UNLV School of Medicine Evaluation of Clinical Faculty/Residents by Student

Student Name _____

Faculty/Resident Name _____

This Faculty Member/Resident

	Always	Very often	Fairly often	Sometimes	Almost never	Never
1. Clearly communicates expectations for learning experiences.						
2. Demonstrates a commitment to using the best evidence to care for patients.						
3. Demonstrates respect for other colleagues.						
4. Demonstrates respect for other specialties, and other professions						
5. Demonstrates respect for patients and families.						
6. Demonstrates respect for me.						
7. Demonstrates compassion and humility.						
8. Demonstrates inclusion. (<i>Actively engages and appreciates varying ideas and perspectives</i>)						
9. Provides direction and constructive feedback.						
10. Shows genuine interest in my learning.						

Responsibilities and Supervision Ratings

	Far too little	Too little	Appropriate	Too much	Far too much
11. Describe the level of patient care responsibilities given to me.					
12. Describe the level of supervision provided by this faculty/resident.					

The questions below are patterned after the feedback method Good, Better, How. We are looking for feedback on what is good, what could be better, and your suggestions on how to make it better. Thank you for your solution-oriented feedback.

What was good about your learning with this faculty member/resident?

How could the teaching of this faculty member/resident be improved?

APPENDIX VI: EVALUATION OF COURSE AND LEARNING ENVIRONMENT

Evaluation of the LIC Rotations by Students

Please identify the specialty of this block:

Family Med	Internal Med	OB/Gyn	Pediatrics	Psychiatry	Surgery
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Please rate the quality of the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Faculty/residents treated me with respect and were interested in my learning:					
Clinical site(s) provided an appropriate number and variety of experiences:					
My schedule complied with the UNLV SOM duty hours policy:					
Goals and expectations of the rotation were clearly outlined in the syllabus and explained to me:					

Comments:

APPENDIX VII: LIC REMEDIATION POLICY

- A. Students will receive final grades at the end of Block 4 of the LIC for each of the clerkships.
- B. Clerkship grades are based on three components: 1. Subject Examination; 2. Clinical Performance; and 3. Professionalism. The grading criteria are proposed by the clerkship directors and approved by the Curriculum Committee. Students must pass all three components in order to pass a clerkship.
- C. Students who fail one or more clerkship:
 - a. Will undergo remediation plan (s) approved by the Student Progress Committee, with input and discussion from the Senior Associate Dean of Student Affairs, Assistant Dean of Clinical Education, the Clerkship Director for the failed clerkship (s), and other faculty and staff.
 - b. Students will receive a course grade of I until satisfactory completion of any remediation. The student will receive a grade of Pass after successful remediation.
 - c. The student will NOT continue the course of study into Phase 3 until after successful remediation for failed clerkship (s).
- D. Students who fail the Subject Examination:
 - a. Students will work with the Clerkship Director, the Academic Support Services, and other faculty for a study plan.
 - b. Students must retake and pass the Subject Examination within 4 weeks after the first failure.
 - c. Students who fail the retake will be referred back to the Student Progress Committee.
- E. Students who fail Clinical Performance:
 - a. Students will work with the Clerkship Director and other faculty for a course of remediation. The course of remediation will be tailored, if possible, to address specific objectives (s) where the student failed.
 - b. Students must complete and pass the course of remediation within 4 weeks of the first failure.
 - c. Students who fail the course of remediation will be referred back to the Student Progress Committee.
- F. Students who fail Professionalism:
 - a. The Student Progress Committee will determine a course of action, which may include:
 - i. A course of remediation.
 - ii. Repeating Phase 2 (the LIC).
 - iii. Dismissal from school.
- G. Students who failed remediation as noted above are referred back to the Student Progress Committee for further action.

APPENDIX VIII: UNLV HEALTH SCIENCES LIBRARY

UNLV Health Sciences Library

All undergraduate medical students enrolled in the UNLV School of Medicine have 24/7 access to the InfoCommons located at the 1001 Shadow Lane campus, #308. All students, staff and faculty are expected to know and adhere to the policies and guidelines set forth by the UNLV Libraries. Please find this on our website at www.library.unlv.edu/HSL, as well as more information on our collections, technology, and spaces.

In addition, librarians are available as experts in information organization, discovery, and use. Librarians at the Health Sciences Library can provide instruction or consultations on the following:

- Setting up interlibrary loan accounts to request items the UNLV libraries do not own
- Efficient and effective search strategies for health sciences databases including PubMed and Embase
- Finding and using clinical point of care tools such as DynaMed Plus
- Discovering guidelines, data & statistics, and other information resources
- Journal publication decisions and tracking impact
- Copyright, Fair Use, Creative Commons and other issues in use and reuse of information
- Training on citation management tools
- Systematic searching & Systematic Review guidelines & education
- Data management education and best practices

If you have questions or wish to schedule a meeting with a librarian, please contact us at hslref@unlv.edu or by phone: (702) 895-0144.

APPENDIX IX: MEDICAL STUDENT FLUID EXPOSURE PROCEDURES

All students will receive training during orientation to blood-borne pathogens and infectious and environmental diseases, including how to safely avoid exposure during required medical school courses and clinical experiences.

This training must be completed in person for all incoming medical students during the Foundations phase. Subsequent training will be required annually and will be completed online. The Office of Admissions and Student Affairs is responsible for monitoring student completion of required training. Completion of this training is considered a professional responsibility for medical students.

If exposure occurs on campus, UNLV protocols will be followed. Complete information is available online. An exposure includes exposure of the eye, mouth, other mucous membranes, non-intact skin, or through the skin contact with blood or other potentially infectious agents. If an exposure occurs, the student should wash the exposed area with soap and water. If bleeding, the wound should be allowed to bleed freely. If the infectious agent or blood has entered the eye, nose, or mouth, the area should be flushed with water for 15 minutes. The student should seek immediate medical care from the UNLV Student Health Center, or University Medical Center Emergency Room.

Students must notify supervising faculty at the time of the incident and the Office of Student Affairs. Supervising faculty and the student are responsible for notifying Student Affairs within 24 hours of the incident. Incidents may be reported by calling or emailing the Director of Student Affairs and completing the online exposure incident report form.

A student who has an exposure while in a clinical affiliate facility will follow the occupational exposure protocols of that facility. These protocols will be communicated to students during orientation at the clinical partner facility. The Office of Student Affairs is responsible for verifying this information is communicated to students. This requirement will also be included in all affiliation agreements, as required, for clinical affiliates and community partners.

Students who experience an exposure Monday-Friday during regular business hours, and DO NOT require emergency medical care, should follow up with UNLV Student Health Center. Students must notify the Office of Student Affairs within 24 hours of the incident. Online reporting is available. The facility protocol should include referral to on-site emergency or urgent care, depending upon the medical requirements of the exposure. The facility is responsible for ensuring the source individual is identified and documented. Baseline blood samples should be taken of the source individual and the student. Results of the individual and the student's baseline must be disclosed to the student and to the UNLV School of Medicine Office of Student Affairs. Students are required to submit to baseline and required follow up testing to determine their status post exposure and to maintain health safety for themselves and their patients.

Medical Student Clinical and Educational Work Hours

Medical student clinical and educational work hours (duty hours) policy follows ACGME common program requirements. These hours include all required clinical and academic activities related to courses and clerkships, including:

- Assigned inpatient and outpatient hours.
- Time spent in assigned clinical duties, including administrative duties, which are directly related to patient care.
- Time spent in-house during call.
- Hours in scheduled learning activities, such as lectures or conferences.

Specific clinical and educational work hour restrictions are outlined below:

1. Clinical and educational work hours must be limited to no more than 80 hours per week, averaged over a four-week period.
2. Medical students must have a minimum of one day in seven free of clinical work and required education time, when averaged over four weeks.
3. Medical students should have eight hours off between EACH scheduled DUTY SHIFT of 8 hour duration or more.
4. Clinical and educational work periods for medical students must not exceed 24 hours of continuous scheduled assignments.
5. Medical students must have at least 14 hours free of clinical and educational assignments after 24 hours of in-house call.
6. In rare circumstances, after completing required clinical and educational responsibilities, medical students, on their own initiative, may elect to remain or return to the learning site in the following circumstances: (a) to continue to provide care to a single patient; (b) to offer humanistic attention to the needs of a patient or family; or, (c) to attend unique educational events. These additional hours of care or education will be counted toward the 80-hour weekly limit.

Student Responsibilities

The School of Medicine does not require students to log their hours since hours are tracked in the curriculum management system, LCMS+, Footprints tracking and ticketing software, and at UNLV clinical sites. It is the responsibility of the students to manage their duty hours to avoid a violation, while meeting the educational expectations and activities of the course. On course evaluations, students will respond to questions about compliance with duty hour policy.

Reporting of Duty Hour Violations

Students who believe they have been required to exceed the duty hour work limits should notify the Senior Associate Dean for Student Affairs and Admissions. The Senior Associate

Dean will gather information from the student, supervising faculty and residents, and other students to determine the circumstances under which the violation occurred.

Students also have the option to report to the clinical course/clerkship coordinator. Students may also report violations to any UNLV School of Medicine Dean or Director in academic or student affairs.

The Office of Student Affairs will investigate all such reports and oversee remedies to violations of the duty hour policy.

APPENDIX XI: MEDICAL STUDENT MISTREATMENT POLICY

Purpose

The purpose of this policy is to define inappropriate conduct in the teacher-learner relationship and to provide a mechanism and procedures to allow medical students and residents to report violations without fear of retaliation. In addition, the policy aims to ensure educational programs aimed at preventing student mistreatment are provided to the entire community on a regular basis. The “community” is defined as all sites where UNLV School of Medicine medical students and residents receive training.

Definitions/Examples

Mistreatment of students can occur in a variety of ways and may impair learning. Types of abuse include verbal, power, ethnic, physical, and sexual harassment. Examples of mistreatment of students include, but are not limited to, instances or a single egregious instance of public humiliation or belittlement, criticism or other actions that reasonably can be interpreted as demeaning or humiliating, unwarranted exclusion from reasonable learning opportunities, unwelcome sexual comments, jokes, innuendos, or taunting remarks about one’s body, attire, age, gender, ethnicity, sexual orientation, or marital status, intentional physical contact such as pushing, shoving, slapping, hitting, tripping, throwing objects at, or aggressive violation of personal space.

Administrative Responsibility

The Senior Associate Dean for Student Affairs and Admissions is responsible for oversight of appropriate treatment of students, and will monitor trends in departments, as well as by individual residents and faculty. Trends may be reported to the appropriate department chairs (or designee) and/or to the associate deans so issues can be investigated and decisions about what action is appropriate can be determined.

Ongoing Education to Promote a Positive Learning Environment and Discourage Mistreatment and Abuse

UNLV School of Medicine provides ongoing education to its community on promotion of a positive learning environment respectful of all individuals. This policy is included in the UNLV School of Medicine Student Handbooks and posted on the UNLV School of Medicine website; the topic will be addressed at orientations, at matriculation and at the beginning of the third year. The policy will be reviewed by the Curriculum Committee, the Graduate Medical Education office and UNLV School of Medicine faculty on a regular basis and modified as necessary. The Dean will send a letter annually to all faculty (including volunteer faculty) reinforcing the school’s statement on supporting an abuse-free environment, of the trainee mistreatment policy, and resources for resolution.

Reporting Violations of the Code of Conduct and Professional Responsibility

All members of the UNLV School of Medicine are bound by the responsibility to report violations of the Code of Conduct and Professional Responsibility, and/or instances of student mistreatment. Student mistreatment is a violation of the Code of Professional Conduct and Professional Responsibility. The process of reporting a violation of the Code is as follows:

1. The complaint must be in writing and dated. (You may submit a confidential request for reassignment or placement by emailing somcurriculum@unlv.edu. *([Somcurriculum@unlv.edu](mailto:somcurriculum@unlv.edu) is linked to a confidential portal via the FootPrints Services Systems, which auto-forward issues/concerns immediately to the Senior Associate Dean for Student Affairs, Dean Sam Parrish, and the Director of Curriculum, Dr. Corrin Sullivan.)*)
2. To the extent possible, the complaint must contain the date, time, location and name of person(s) involved in the potential violation.
3. The complaint must describe the incident in as much detail as possible
4. The complaint should include the name(s) of any individual who may have witnessed the potential violation.

Through multiple avenues, a complaint or allegation about behaviors of a faculty member or resident in violation of professionalism codes of conduct or behaving in a manner inconsistent with the UNLV School of Medicine statement supporting a respectful learning environment, can be made to one or more of the following individuals.

1. Senior Associate Dean for Student Affairs and Admissions
2. Course or block directors
3. Clerkship directors
4. Anonymous submission to Senior Associate Dean for Admissions and Student Affairs

Informal resolution may be pursued through any of these individuals, based on an assessment of the complaint and/or the wishes of the student. Informal resolution may be achieved by direct discussion and/or mediation with the alleged offender by the student along with the individual contacted above.

Students or faculty can also submit mistreatment reports online.

Students should consult the Student Handbook for additional professionalism rights and responsibilities.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the Campus community; we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](http://www.unlv.edu/provost/copyright) is available at <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (SSC-A, Room 143, <https://www.unlv.edu/drc>, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your

request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus. UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which defines, “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization. To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](http://guides.library.unlv.edu/appointments/librarian) website: <http://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](http://ask.library.unlv.edu/) questions via chat and text message at: <http://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=6&navoid=531) webpage, <https://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students, and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring

subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

Academic success coaching is also available to all medical students throughout the LIC. Success coaching appointments follow an RPDO approach (Reflect, Plan, Do, Observe). Academic success sessions are available on a wide range of topics from creating study plans for shelf exams to general time management and study skills. To schedule an academic success coaching session, go to: <https://calendar.google.com/calendar/selfsched?sstoken=UUJneXYtdjRsVnNtfGRlZmF1bHR8MTE0NjM4MzMzNTMzZDVmOWFkMzUzYjBkMmFINjBhODU>, or email the Coordinator of Academic Support Services.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.