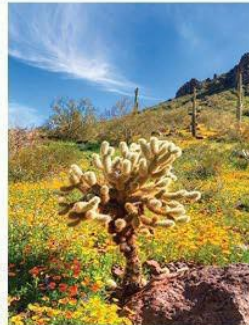


# PRECLERKSHIP



## Student Manual Class of 2029

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## About the College of Medicine

### Welcome

Welcome to the University of Arizona College of Medicine – Tucson (COM-T). We pride ourselves on providing state-of-the-art programs of medical education, groundbreaking research opportunities, and leading-edge patient care. We were founded on the campus of the University of Arizona in 1967 as the state’s only MD degree granting college and a resource for the people of Arizona. Today the UA College of Medicine ranks among the top medical schools in the nation for research and primary care. From an initial class of just 32 students, the UA College of Medicine today has graduated more than 4,000 physicians. College of Medicine students, faculty, staff, and alumni today continue more than 50 years of service in advancing medical care and knowledge in Arizona, and around the world.

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### Mission

Advancing health and wellness of our community and beyond, while embracing diversity, in the pursuit of excellence through innovation in our tripartite mission: education, research and patient care.

The University of Arizona College of Medicine –Tucson delivers cutting-edge programs in medical education, highly innovative and collaborative research opportunities, as well as advanced patient care in an environment where inclusive excellence and diversity create a foundation for community responsive action. Founded on the campus of the University of Arizona in 1967 as the state’s first MD degree granting college and a resource for the people of Arizona, today the UA College of Medicine ranks among the top medical schools in the nation for research, teaching, and primary care. From an initial class of just 32 students, the UA College of Medicine today has graduated more than 4,000 physicians. College of Medicine students, faculty, staff, and alumni today continue more than 50 years of service in advancing medical care, biomedical research, and knowledge in Arizona — and around the world.”

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### Leadership

View the online [COM-T Leadership Directory](#).

View the online COM-T [Organizational Charts](#).

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THE UNIVERSITY OF ARIZONA  
COLLEGE OF MEDICINE TUCSON

## Curricular Affairs

### Tucson Pre-Clerkship Directors & Coordinators

Course	NAME	TITLE	EMAIL
<b>Intro to the Profession</b>	Richard Amini Sonia De Leon	Student Affairs Dean Student Affairs Senior Director	<a href="mailto:ramini@aemrc.arizona.edu">ramini@aemrc.arizona.edu</a> <a href="mailto:soniabdeleon@arizona.edu">soniabdeleon@arizona.edu</a>
<b>Foundations Block</b>	James Proffitt William Adamas-Rappaport Katherine Schumann	Director Associate Director Coordinator	<a href="mailto:jvproffitt@arizona.edu">jvproffitt@arizona.edu</a> <a href="mailto:wdr@arizona.edu">wdr@arizona.edu</a> <a href="mailto:katschu@arizona.edu">katschu@arizona.edu</a>
<b>Musculoskeletal System Block</b>	Claudia Stanescu Jennifer Yelich	Director Coordinator	<a href="mailto:stanescu@arizona.edu">stanescu@arizona.edu</a> <a href="mailto:yelichj@arizona.edu">yelichj@arizona.edu</a>
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<b>Digestion, Metabolism, and Hormones Block</b>	Dale Woolridge TBD	Director Coordinator	<a href="mailto:dale@aemrc.arizona.edu">dale@aemrc.arizona.edu</a> TBD
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THE UNIVERSITY OF ARIZONA  
COLLEGE OF MEDICINE TUCSON

## Curricular Affairs

### Tucson Pre-Clerkship Directors & Coordinators Cont.

<b>Doctor &amp; Patient/ Societies</b>	Colleen Cagno Kevin Moynahan Vicky Soto Angelica Gomez	Director Associate Director Coordinator Coordinator	<a href="mailto:colleenc@arizona.edu">colleenc@arizona.edu</a> <a href="mailto:moynahan@arizona.edu">moynahan@arizona.edu</a> <a href="mailto:evsoto@arizona.edu">evsoto@arizona.edu</a> <a href="mailto:agomez@arizona.edu">agomez@arizona.edu</a>
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THE UNIVERSITY OF ARIZONA  
COLLEGE OF MEDICINE TUCSON

## Curricular Affairs

### Tucson Clerkship and Transitions Directors & Coordinators

CLERKSHIP	NAME	TITLE	EMAIL	PHONE
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<b>Family &amp; Community Medicine</b> (6 weeks)	Eamon Armstrong Violet Siwik Lucia Contreras	Director Assist. Director Coordinator	<a href="mailto:eamona@arizona.edu">eamona@arizona.edu</a> <a href="mailto:vsiwik@arizona.edu">vsiwik@arizona.edu</a> <a href="mailto:lcontrer@arizona.edu">lcontrer@arizona.edu</a>	520-626-7865
<b>Medicine</b> (8 weeks)	Amy Sussman Saman Nematollahi Kristina Waters	Director Co-director Coordinator	<a href="mailto:asussman@arizona.edu">asussman@arizona.edu</a> <a href="mailto:snematol@arizona.edu">snematol@arizona.edu</a> <a href="mailto:kew3@arizona.edu">kew3@arizona.edu</a>	520-626-1574 520-626-1574
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<b>Surgery</b> (8 weeks)	Sujata Saha Anastasia Kunac Aimee Huston	Director Associate Director Coordinator	<a href="mailto:ssaha@arizona.edu">ssaha@arizona.edu</a> <a href="mailto:akunac@arizona.edu">akunac@arizona.edu</a> <a href="mailto:aimeehuston@arizona.edu">aimeehuston@arizona.edu</a>	520-626-3210 520-626-7754





THE UNIVERSITY OF ARIZONA  
COLLEGE OF MEDICINE TUCSON

## Curricular Affairs

### Tucson Clerkship and Transitions Directors & Coordinators Cont.

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<b>Clinical Faculty Development</b>	Mike Ditillo Indu Partha	Co-Lead Co-Lead	<a href="mailto:mfditillo@arizona.edu">mfditillo@arizona.edu</a> <a href="mailto:ipartha@arizona.edu">ipartha@arizona.edu</a>	520-626-3972 520-626-6453



THE UNIVERSITY OF ARIZONA  
COLLEGE OF MEDICINE TUCSON

Curricular Affairs

## Tucson Discipline & Thread Directors

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TBD	Behavioral Sciences	TBD
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Casey Romanoski	Genetics	<a href="mailto:cromanoski@arizona.edu">cromanoski@arizona.edu</a>
Lonnie Lybarger	Histology	<a href="mailto:lybarger@arizona.edu">lybarger@arizona.edu</a>
Nafees Ahmad	Microbiology & Immunology	<a href="mailto:nafees@arizona.edu">nafees@arizona.edu</a>
Todd Vanderah	Neuroscience	<a href="mailto:vanderah@arizona.edu">vanderah@arizona.edu</a>
Demaretta S Rush	Pathology	<a href="mailto:rushd@arizona.edu">rushd@arizona.edu</a>
Patrick Ronaldson	Pharmacology	<a href="mailto:pronald@arizona.edu">pronald@arizona.edu</a>
TBD	Physiology	TBD
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Adhikari, Srikar	Ultrasound	<a href="mailto:sadhikar@arizona.edu">sadhikar@arizona.edu</a>

Curriculum/Thread Director Name	Curriculum/Thread	Email
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Julie Armin	Health Disparities Curriculum Director	<a href="mailto:jarmin@arizona.edu">jarmin@arizona.edu</a>
TBD	Medical Humanities Director	TBD



Keith Primeau	<b>Thread Director, Evidence-Based Decision-Making</b>	<a href="mailto:kprimeau@aemrc.arizona.edu">kprimeau@aemrc.arizona.edu</a>
Julie Jernberg	<b>Thread Director, Health, and Society</b>	<a href="mailto:bj1@arizona.edu">bj1@arizona.edu</a>
TBD	<b>Thread Director, Health, and the Individual</b>	TBD

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## Accreditation & Continuous Quality Improvement

- [Continuous Quality Improvement](#) at the COM-T
  - [LCME Accreditation FAQ](#)
  - [Accreditation Survey Visits](#)
  - More information is available on the [Accreditation, Quality & Analytics Website](#)
- 

## University & Holiday Schedule

View/download [Holiday Schedule](#) .

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# College of Medicine Academic Calendar

- [AY2025–2026 Academic Calendar \*\*Graphic View\*\*](#)
  - [AY2025–26 Academic Calendar \*\*Table Views\*\* \(includes Retake and Remediation Schedule and Withdrawal/Tuition Refund Dates\)](#)
- 

## Dual-Degree MD Programs

The COM-T also offer a variety of Dual-Degree MD Programs.

- MD-PHD
- MD-MPH
- MD-MBA

Additional information:

<https://medicine.arizona.edu/education/residencies-fellowships-and-graduate-programs/dual-degree-md-programs>

# Preclerkship Phase Expectations

We have a three-phase, progressive MD curriculum that takes a holistic view of the human body and of medical knowledge. Clinical training begins early in the educational program, and basic science lessons continue during the clinical years. Elective courses give students new perspectives and experiences and let them reflect on what they have learned previously.

## Preclerkship Phase

This curriculum phase of study is defined as the first 18-months of medical school with focus on the eight basic sciences core courses, Doctor & Patient/Societies course, and the Clinical Reasoning course, including all longitudinal curriculum sessions intertwined throughout the core courses. Also introduced in this phase is the Scholarly Project requirement.

### **Foundations:**

The six-week Foundations block builds a fundamental scientific toolkit for clinical practice. This includes building expertise in key basic science disciplines of gross anatomy, cell biology, genetics, embryology, biochemistry, histology, pathology, immunology, microbiology, pharmacology, and biostatistics. Application of basic sciences to medical sciences, such as medical imaging, labs, diagnostic approaches, clinical genetics, pathology workflow, and pharmacological decision making are also included. Lastly, the block fosters development of skills in evidence-based decision making, self-directed learning, communication, and professionalism.

### **Musculoskeletal System:**

The six-week Musculoskeletal System block provides a basic understanding of the musculoskeletal system designed to help students approach its clinical presentation in their future clinical practice. The block discusses the location and function of bones, muscles, peripheral nerves, and vessels of the limbs; and the structure and physiology of the basic tissues of the musculoskeletal system (cartilage, bone, joint, and muscle). Students are taught to use knowledge of anatomy and the tissues to approach musculoskeletal disease and injuries. Many diseases of the musculoskeletal system overlap with diseases of other systems, such as neurological and immunological disorders; therefore, this block builds upon material learned in the Foundations block and lays the foundation for material that will be encountered in subsequent blocks. In addition, the Musculoskeletal System block covers most aspects of skin required for USMLE Step 1, including normal structure and function, as well as common skin lesions. Finally, because many musculoskeletal diseases require chronic care, material in the block addresses issues of health care delivery for disability and chronic care.

### **Nervous System:**

The nine-week Nervous System block is a comprehensive overview of general principles in neuroscience, neuropathology, neurology, neuropharmacology, psychiatry, and social/behavioral sciences. The overarching goals are to introduce students to the structure and function of the human nervous system while integrating related histology, pathology, clinical applications in neurology, relevant psychiatry, psychopathology, pharmacological treatments, and gross anatomy of the central nervous system, head and neck. The course also introduces concepts of rehabilitation, nutrition, exercise and ethical scenarios

in cases of terminal genetic diseases, and the use of narcotics.

### **Cardiovascular, Pulmonary, & Renal Systems:**

The 11-week Cardiovascular, Pulmonary and Renal Systems block is designed to provide students with an in-depth study of the cardiovascular, lymphatic, respiratory, renal and urinary systems using an integrated approach encompassing molecular and cellular biology, anatomy, histology, physiology, pathology, pharmacology, and clinical medicine.

Through the use of small group case-based exercises and team learning formats students are provided background knowledge in the basic and clinical sciences, physical examination and laboratory and imaging findings needed to determine general priorities for basic diagnostic and treatment strategies, and the use of evidence-based approaches to evaluate clinically relevant information.

Students will also be exposed to issues of age, gender, socio-economic status, ethnicity, and culture in patient care decisions, as well as the epidemiology and statistics relevant to cardiovascular, pulmonary and renal disease. Students in the Cardiovascular, Pulmonary and Renal Systems block are expected to use technology including medical databases to advance their medical knowledge and practice-based learning.

### **Digestion, Metabolism & Hormones:**

The nine-week Digestion, Metabolism and Hormones block offers an integrated presentation of topics focusing on digestion and absorption of food (carbohydrates, lipids and protein), water, vitamins and some minerals, nutritional aspects of macronutrients and micronutrients, fuel metabolism and storage, and the role of hormones in controlling physiological and biochemical functions in humans. The block covers:

- Functions of key digestive tissues including salivary, stomach, intestine, pancreas, gall bladder and liver
- Metabolic pathways in liver and adipose tissue that are important in fuel storage and mobilization and regulation of these systems
- Pathophysiology associated with malabsorption and the digestive tissues
- Integration of the anatomy, histology, physiology, biochemistry, pathology and pharmacology of the gastrointestinal system
- Histology, biochemistry, physiology, pathology and pharmacology as they relate to the endocrine system
- Normal nutritional requirements using this information to discuss the role of nutrition in metabolism and to evaluate the consequences of nutritional deficiencies.

### **Life Cycle:**

The seven-week Life Cycle block focuses on the biology and medicine of human reproduction and sexuality, and normal and abnormal development throughout the life cycle. Life Cycle is designed to address reproductive anatomy, histology and physiology through the life span from conception to pregnancy, birth, infancy, childhood, adolescence, adulthood, aging and end-of-life. Life Cycle also

presents the cancers of the male and female organs of reproduction.

### **Immunity and Infection:**

The ten-week Immunity and Infection block is a presentation of microbiology, immunology, and infectious disease as well as public health and international health issues. Topics discussed include:

- The basic elements of innate and adaptive immune system from the cellular to the systems level
- The mechanisms of immunity and infectious agents and their relationship to common diseases (including diseases involving multiple systems)
- The indications for use, mechanism of action, and side/adverse effects of medications used in the treatment of immunological and infectious diseases
- Students will learn to link epidemiological, socioeconomic and cultural factors to infectious diseases and normal and abnormal functioning of the immune system, and to develop clinical hypotheses by organizing and summarizing evidence of pathophysiological function for the immune system, as well as evidence of involvement of multiple systems. Issues of environment, age, gender, socioeconomic status, ethnicity and cultural distinctiveness that impact individual patients with respect to common immunological disorders and infectious processes (e.g. HIV or staph infection) also are presented.

### **Advanced Topics:**

The Advanced Topics Block addresses complex and multi-organ system disease processes, with an emphasis on the integration of basic science principles with clinical practice through the study of cases. Students develop "best practice" algorithmic approaches to diagnosis and treatment and incorporate the use of ancillary diagnostic methods/ procedures to monitor and manage patient outcomes. Special attention is given to evolving laboratory diagnostic approaches that use telemedicine. Course instruction promotes an understanding of how advances in the basic sciences inform future medical practice.

## **Longitudinal Curriculum**

### **Doctor & Patient / Societies:**

The Doctor and Patient block (including the Societies Program) is an integrated program initiated in 2006 to teach clinical and professional skills and to provide longitudinal clinical mentoring for the students at the College of Medicine. The Societies Program has been developed to enhance the medical school experience in the following ways:

- Early instruction, from the very first day, in the development of fundamental clinical skills including communication, taking a medical history, the physical examination of patients, and clinical thinking
- Early introduction to what it means to be a medical professional and the importance of professionalism in the practice of medicine
- Provision of an ongoing support system that emphasizes both peer support and the support of dedicated medical school faculty

**Clinical Reasoning:**

The Clinical Reasoning course is longitudinal and runs throughout the Preclerkship curriculum during the first 18-months of medical school. It is designed to complement the Blocks, the Doctor and Patient Course, and the Societies Program. Students meet for two hours every week with their Clinical Reasoning facilitator to practice the basic principles of clinical reasoning and prepare themselves for their clinical Preclerkships. The Clinical Reasoning course uses active learning to emphasize higher-level thinking and support independent thought by the students.

**Pathways in Health and Medicine:**

This curriculum runs parallel to the blocks during the first 18-months of medical school. The intent of this curriculum is to provide a longitudinal behavioral, medical humanities and social sciences curriculum, for the medical education program to ensure greater alignment between biomedical science training and the preparation of future physicians required for meeting broader social expectations. The learning during this phase is comprised of the comprehensive and longitudinal care of patients in a clinical setting, as well as interactive learning sessions and simulation activities.

**Scholarly Project**

The Scholarly Project is a required 4-year longitudinal course designed to stimulate critical thinking, enhance intellectual acuity and inquisitiveness, and to foster excellence in the development of clinician educators, clinician scientists and physician investigators. The SP allows medical students to conduct research with a faculty mentor on a topic of interest in the fields of health and health care, defined in the broadest sense. The primary goal is for the students to generate new knowledge, using scholarly approaches, while simultaneously helping to refine and differentiate their own career and specialty orientation prior to application for residency. The educational framework of the SP will provide all students with an understanding of basic research principles, including but not limited to the responsible conduct of research. Conducting and completing the SP will provide all students, regardless of their ultimate career path, an enhanced appreciation and understanding of the linkage between research scholarship and health and health care.

**Distinction Tracks**

Distinction tracks are educational paths that help students at the College of Medicine pursue interests in bilingual medical Spanish, community service, global health, integrative medicine, leadership and innovation in healthcare, medical education, research or rural health. These tracks integrate with the basic College of Medicine curriculum, and enrich it through special clinical, academic and research opportunities.

Students are challenged in six education competencies central to the practice of medicine: patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, and professionalism. These Education Program Objectives can be found in their entirety on the COM-T website.



## Guiding Principles for Curriculum

The preclerkship curriculum is designed and implemented according to education principles that are distinctive to the MD program. Our faculty follow these principles to ensure medical students will be well prepared for advanced study in any clinical discipline.

Direct Link: <https://medicine.arizona.edu/internal-resources/student-affairs/policies-and-forms/guiding-principles-preclerkship-curriculum>

## Typical Week for Students

The COM, Curricular Affairs department is encouraging moving from lecture (low learning outcomes) to activities with high impact on learning outcomes (e.g. active learning, small groups, independent study time with guidance on how to be a self-directed learner, repeated testing with weekly quiz).

See below for an example of a students' scheduled week.

	Monday	Tuesday		Wednesday	Thursday		Friday
7:30							
8:00	Lecture. Labs. Team Learnings, Large Group, Etc.	Lecture. Labs. Team Learnings, Large Group, Etc.	Lecture. Labs. Team Learnings, Large Group, Etc.	Lecture. Labs. Team Learnings, Large Group, Etc.	Lecture. Labs. Team Learnings, Large Group, Etc.	Clinical Reasoning Course	
8:30							
9:00							
9:30							
10:00							
10:30						Lecture. Labs. Team Learnings, Large Group, Etc.	
11:00							
11:30							
12:00							
12:30							
1:00	Lecture. Labs. Team Learnings, Large Group, Etc.	Unscheduled Time 1/2 the class	D&P/Societies 1/2 the class	Lecture. Labs. Team Learnings, Large Group, Etc.	Unscheduled Time 1/2 the class	D&P/Societies 1/2 the class	Unscheduled Time
1:30							
2:00							
2:30							
3:00							
3:30							
4:00							
4:30							
5:00							

## MedLearn

MedLearn is an online learning platform for students, faculty, and staff at the COM-T. MedLearn is COM-T's branded and customized version of Entrada.

For training, please review the MedDocs for Students website. MedDocs is a repository of resources for College of Medicine-Tucson educational applications and systems. MedDocs contains user guides, illustrations, and video demonstrations.

Direct link to MedLearn: <https://medlearn.medicine.arizona.edu/> Direct link  
to MedDocs: <https://meddocs.medicine.arizona.edu/>

Direct link to MedLearn Reports: <https://medreports.medicine.arizona.edu/>

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# Education Program Objectives

## **Patient Care (PC): Actions of Patient Care**

Graduates obtain appropriate histories; perform skillful, comprehensive, and accurate patient examinations; and develop appropriate differential diagnoses and management plans. Graduates will recognize and understand the principles for managing life-threatening situations. They will select, perform, and accurately interpret the results of laboratory tests and clinical procedures in order to provide patient-centered care that results in high-quality outcomes. By graduation medical students should be able to:

- **PC-01** Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and previous diagnostic tests results
- **PC-02** Perform under supervision appropriate level procedures
- **PC-03** Organize and prioritize responsibilities to provide care that is safe, effective, and efficient
- **PC-04** Interpret laboratory data, imaging studies, and other tests required for the area of practice
- **PC-05** Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
- **PC-06** Develop and conduct effective person-centered management plans
- **PC-07** Counsel and educate patients and their families using non-medical jargon so they can engage in shared decision-making and actively participate in their plan of care
- **PC-08** Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes
- **PC-09** Provide preventive and wellness health care services to patients, families, and communities to maximize the quality of life

## **Medical Knowledge (MK): Knowledge as Applied to Patient Care**

Graduates apply problem-solving and critical-thinking skills to problems in basic science and clinical medicine. They demonstrate knowledge about (1) an established and evolving core of basic sciences, (2) application of sciences to patient care, and (3) investigatory and analytical thinking approaches. By graduation medical students should be able to:

- **MK-01** Employ an investigatory and analytic approach to clinical situations
- **MK-02** Apply established and emerging basic scientific principles fundamental to health care for individual patients and populations
- **MK-03** Apply established and emerging principles of clinical science, evidence-based medicine, and clinical reasoning/problem solving to guide therapeutic decision-making
- **MK-04** Apply epidemiological principles to identify health issues, risk factors, treatment options, and promote health equity and disease prevention for diverse populations
- **MK-05** Implement principles of social-behavioral sciences to the provision of patient care, including assessment of the impact of individual behavioral, psychosocial, and structural influences on health, disease, care-seeking, adherence to care, equity, and barriers to and attitudes toward care
- **MK-06** Employ effective methods for locating, researching, and critically assessing reference materials and scientific literature to enhance their clinical decision-making and evidence-based practice

## **Practice Based Learning and Improvement (PBLI): Next Steps—Actions to Improve Physician Skills**

Graduates are prepared to practice medicine today and in the future within the context of society and its expectations. They use evidence-based approaches, demonstrating proficiency with information retrieval

and critical appraisal of the medical literature to interpret and evaluate scientific and patient care information. They are dedicated to continuous learning within the science of healthcare delivery. They understand the limits of their own personal knowledge, remediate inadequacies to remain current, and integrate increased self-knowledge into their daily activities. At the time of graduation, students have not yet established a practice but should be able to:

- **PBLI-01** Self-assess and identify personal and educational needs, select and utilize appropriate resources to optimize learning that addresses gaps in knowledge, skills or attitudes
- **PBLI-02** Cultivate a continuous growth mindset, seeking out and incorporating constructive feedback
- **PBLI-03** Locate, appraise, synthesize, and assimilate evidence from literature related to patient's health problems and academic growth
- **PBLI-04** Engage in collaborative learning and knowledge-sharing with peers, and health professionals
- **PBLI-05** Proactively seek, evaluate, and share information to enhance the care of individual patients, patient populations, or communities

### **Interpersonal and Communication Skills (ICS): Action Communication**

Graduates demonstrate interpersonal and communication skills that result in effective information exchange and collaboration with patients, their families, and health professionals. They use effective communication skills with patients, families, and the community to educate and promote health and wellness. By graduation medical students should be able to:

- **ICS-01** Communicate effectively showing compassion and active listening skills with patients, families, and the public, across a broad range of socioeconomic and cultural backgrounds
- **ICS-02** Communicate effectively with colleagues and team members within one's profession or specialty, other health professionals, and health-related agencies, with respect for scope of practice
- **ICS-03** Maintain accurate comprehensive, timely, medical records with attention to privacy and safety while adhering to legal and ethical standards
- **ICS-04** Demonstrate sensitivity, honesty, and compassion in difficult conversations

### **Professionalism (PRO): Qualities of a Physician**

Graduates are committed to carrying out professional responsibilities, demonstrating compassion, adhering to ethical principles, and are sensitive to diverse patient populations. Graduates respect patients, families, and professional colleagues and are advocates for improving access to care for everyone. By graduation medical students should be able to:

- **PRO-01** Demonstrate the professional values, skills, and the attributes of a physician
- **PRO-02** Commitment to excellence in patient care including placing the patient's welfare above self-interest
- **PRO-03** Safeguard respect for patient privacy, safety, and autonomy
- **PRO-04** Uphold ethical principles in care provision, confidentiality, informed consent, and business practices, following all relevant laws and policies
- **PRO-05** Demonstrate positive wellness behaviors and healthy coping mechanisms to respond to professional, personal, emotional, physical, and system stressors
- **PRO-06** Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty

### **Systems-based Practice and Population Health (SBP): Systems within Health Care**

Graduates demonstrate awareness of and responsiveness to the context and system of health and

healthcare. They recognize health disparities and are able to effectively call on system resources to provide optimal care. Graduates are able to work with patients both as individuals and as members of communities and take this into account when performing risk assessments, assessing symptoms, diagnosing illnesses, making treatment plans, and considering the patient care and systems-level implications of their work. By graduation medical students should be able to:

- **SBP-01** Work effectively within various healthcare systems, and settings
- **SBP-02** Coordinate patient care within the healthcare system
- **SBP-03** Advocate for quality patient care and health care policies that optimize patient care outcomes
- **SBP-04** Identify and address system errors to improve patient safety and healthcare quality
- **SBP-05** Explain and Apply basic principles of healthcare
- **SBP-06** Identify the factors which impact health equity, including structural inequalities in healthcare access and quality, and apply to patient and community health
- **SBP-07** Demonstrate the ability to critically appraise, and apply emerging health innovations, while assessing their impact on patient care, health outcomes, and healthcare delivery systems

The most up-to-date EPOs are available on the COM-T website:

<https://medicine.arizona.edu/education/degree-programs/md-program/educational-program-objectives-epos-and-competencies>

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## Preclerkship Course Objectives

Each preclerkship course has identified course objectives. A course objective forms the foundation of a block, specifying a behavior, skill, or action that a student will be able demonstrate achieved mastery by the end of the course. The individualized course objectives can be found on the course page within MedLearn.

Direct link: <https://medlearn.medicine.arizona.edu/courses>

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## Preclerkship Session Learning Objectives

Learning objectives are brief statements that describe what students will be expected to learn by the end of a session event. Each faculty will have clear learning objectives within their lecture notes. Medical students are assessed by answering exam questions that are tied to the learning objectives.

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## Curriculum Governance: Roles of TEPC, TCMS & TCCS

Education objectives that define the educational program leading to the M.D. degree will be produced and published by the TEPC and approved by the General Faculty. These are the objectives to which student learning will be assessed, and against which evaluations of effectiveness and outcomes will be measured. To that end, the Committee will:

- Ensure the design and delivery of the educational program is in compliance with all accreditation standards;
- Ensure the educational objectives are matched to assessable competencies expected of physicians by the profession at large and by the public;
- Ensure the educational program in place enables students to meet the educational objectives.

It is the responsibility of the Committee to ensure the educational program reflects the most contemporary knowledge and practices surrounding medical education. To that end the Committee will institute structures and procedures that:

- Establish a regular system for review of the educational program and its objectives that include mechanisms for major renewal of its design and processes as needed;
- Establish routine opportunities and procedures that promote exploration and innovation in the design and delivery of instructional components;
- Establish, with the College Administration, a college wide system of incentives and/or tangible rewards for faculty and other educators to demonstrate excellence in instructional innovation.

It is the responsibility of the Committee to ensure student performance is assessed accurately, fairly and appropriately. To that end the Committee will institute policies and procedures to:

- Establish policies on grading, examination retakes, student progression, and remediation of course failures;
- Establish policies on the format and frequency of examinations;
- Require that, in addition to item authors, all examination items will be reviewed and evaluated by other content experts and experts in student assessment;
- Require that performance assessment plans include all competencies, including practicum type examinations involving patient care skills (e.g., Objective Structured Clinical Examination (OSCEs));
- Establish policies on narrative and formative feedback to students on their performance.

### Standards and Requirements of the Educational Program

The TEPC makes program wide standards. To that end it is within the purview of the Committee to determine and make recommendations to the general faculty:

- University and accreditation compliant, credit hour graduation requirements;

- Advancement and graduation requirements of noncredit bearing content based upon the stated educational objectives (e.g., OSCE, USMLE requirements).

### **Management and Evaluation of the Educational Program**

The TEPC is responsible for the efficient and effective delivery of the educational program. To meet this responsibility it is within the purview of the Committee to:

- Establish subcommittees, the primary responsibilities of which are oversight of the design, management and evaluation of instructional components (e.g., curriculum management committees);
- Establish programwide standards for the design and delivery of curricular components (e.g., equivalency issues among sites; common formats of evaluations);
- Approve proposals, and provide opportunities for contribution by the general faculty toward the addition, deletion or major change to curricular blocks and courses, including those that are campus specific;
- Approve the overall design of the curriculum, including the published time allotted to curricular components and their order of placement in the academic calendar; establish systems of oversight to assure the day to day delivery of the educational program is constructive, efficient and congruent with its objectives (e.g., panel of measurements; Team Learning (TL) scores; failure rates);
- Approve proposals that change the structure or content of the curriculum beyond that established by the Committee (e.g., proposals for grants that enhance particular aspects of the curriculum).

The TEPC is responsible for maintaining the highest standards of quality for the educational program. To meet this responsibility it is within the purview of the Committee to:

- Establish subcommittees and their functions, the primary responsibilities of which are to design and administer evaluation efforts that accurately report on the quality of the educational program (e.g., Evaluations Subcommittee);
- Approve the representation, membership and leadership requirements of its standing and ad hoc subcommittees;
- Collaborate with the Associate Dean of Curricular Affairs and other consultants to identify faculty for key curricular leadership positions (e.g., Block, Thread, Clerkship, Society, Elective, and Discipline Directors);
- Establish systems for reporting contemporary data to the Committee regarding the ongoing quality of educational program and the degree to which its objectives are supported (e.g., annual reports, review reports);
- Require and approve standards for instruction including, but not limited to, weekly hour limits for instructional methods (e.g., lectures, team learning, Case-Based Instruction (CBI), instructional experiences (e.g., labs, clinical rotations; patient encounters), and pedagogical congruency of methods with respect to student preparedness;
- Review and grant prior approval for all credit bearing courses and experiences offered at all



sites;

- Review and grant prior approval for all noncredit bearing courses and experiences that may impact instructional time, or time required of students for independent study (e.g., enrichment electives, CUP, scheduled review sessions);
- Assess proposed noncurricular projects that may encroach upon students' learning time (e.g., cooperative surveys, interviews external to the educational program).

### **Instruction and Learning**

The TEPC is responsible for ensuring that the educational program provides students with reasonable institutional support toward meeting graduation requirements. To meet this responsibility it is within the purview of the Committee to:

- Establish policies and procedures that attend to issues arising out of the circumstances of individual students (e.g., exceptions to policy, exemptions from required experiences);
- Endorse or approve in agreement with the Student Progress Committee, standards by which administrative processes are applied fairly and uniformly to all students (e.g., petitions, appeals).

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## **Course Evaluations and Student Feedback**

The Office of Accreditation, Quality & Analytics, in collaboration with the Office of Curricular Affairs and the Tucson Educational Policy Committee and Subcommittees, is responsible for the comprehensive evaluation of the medical curriculum and the quality of student assessment at the College of Medicine – Tucson. We strive to provide high-quality, independent, and timely information that serves as a critical foundation for curricular decision-making. By providing robust data and insightful analyses, we empower preclinical and clinical faculty, curriculum committees, department heads, and administrative leadership to make informed decisions that enhance the educational experience and uphold the highest standards of academic excellence.

The Office of Accreditation, Quality & Analytics plays a pivotal role in ensuring that the curriculum and assessment content and processes are continuously evaluated and refined. Our efforts are designed to support the academic and professional development of our students while aligning with the college's commitment to a rigorous, responsive, and evolving medical education environment.

We utilize a diverse array of evaluation methods—such as course and faculty evaluations, surveys, focus groups, narrative feedback, and standardized national exams—to provide a comprehensive and holistic view of student performance. These assessments ensure that our educational standards remain at the forefront of medical education excellence.

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## **Assessment of Student Performance**

The COM-T's [Protocols and Standards for Assessments in the Preclerkship Phase](#) establishes policy for students in the Preclerkship Phase who will use the ExamSoft examination system for graded and non-graded assessments. This policy is in place to ensure that students have efficient, fair, and positive experiences on assessment days.

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## Grading Criteria

Grades in the Preclerkship Phase (including grades in blocks, longitudinal and semesterlong courses) are based on a student's performance in assessments designed to measure their progress toward achieving mastery in the six competencies established by the COM-T faculty. These competencies are detailed on the college's [Competencies and Education Program Objectives \(EPOs\) webpage](#). The final grade is a composite grade, using a formula designed by each preclerkship director, the common assessment form, test scores, and other assessment tools. [Click here to access the full Grading and Progression Policy](#).

### Professionalism Grade

Professionalism constitutes part of student grades. A significant lapse and/or a pattern of lapses will result in a deduction. The Preclerkship Block Director makes the final decision. It is expected that most students will receive full credit.

The following list, while not exhaustive, should help clarify what is included in the Professionalism grade throughout the Preclerkship Phase. In addition, students are expected to follow the [College of Medicine – Tucson policies for Professionalism and Integrity](#)

Students are expected to complete assignments by their due date. This includes, but is not limited to, the following:

- MedLearn
- Course-related evaluation surveys
- Written History and Physicals
- Return of books and other borrowed items
- Respond to emails in a timely manner (within 2 business days).
- Refrain from using cell phones during meetings/sessions.
- Be considerate
- Be on time for required sessions and do not leave without permission or until dismissed.
- Obtain advance permission from the Preclerkship Director/Coordinator for absences from required activities

The College of Medicine Preclerkship Program reserves the right to assign a failing grade for the entire preclerkship, if a student performs in an unprofessional manner in terms of interactions with patients and other health professionals, completing assignments, attendance at scheduled activities, or other inappropriate actions or activities.

## Academic Participation Requirements

### COM Requirements for Student Participation in Preclerkship Phase

1. **Basic Life Support (BLS):** A valid Basic Life Support course completion card is required for student participation in the Preclerkship Phase. This requirement must be completed prior or during Transition to Preclerkships. Certification is valid for two years. Proof of certification must be submitted to the Student Affairs office and kept in the student record.
2. **Mask Fit Testing:** Prior to beginning the Transition to Preclerkship course, students must have been fitted for respirators that fit tightly to their face in accordance with OSHA protection standards. The University of Arizona (UA) Risk Management Services administers the UA Respiratory Protection Program. Proof of certification must be submitted to the Student Affairs office and kept in the student record.
3. **Observed History and Physical:** Students are required to be observed at least once per Preclerkship taking a medical history (partial or complete) and performing a physical exam (partial or complete). Students must document this observation in MedLearn. Under the H&P tab on your home page, enter the date of the observation, the name of the observer, and whether the observer was a faculty/preceptor or resident. It is only necessary to document one observation per Preclerkship.

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### Student Health & Safety

The safety and security of our students is of utmost importance. Students should review all relevant safety, emergency contact information, hospital codes, evacuation plans, security policies and procedures at assigned locations. Emergency contact information for the student and for the facility that they are attending should be distributed to each party and maintained in a previously identified location. For additional information and policies related to student health and safety, please visit the [College of Medicine – Tucson Student Policies](#), Student Safety and Security section.

#### Student Occupational Exposure:

In the event a student is exposed (i.e. needle stick, inhalation, mucus membrane or skin exposure or percutaneously to infectious agents and/or hazardous materials including blood/body fluids) while engaged in a University-sponsored educational program, the student must seek and obtain prompt medical attention, including counseling, prophylactic drug treatment, and baseline and follow up laboratory values, as necessary. [See policy regarding Student Exposure.](#)

**Urgent/Emergent Health Care Services:**

If a student participating in a preceptorship or a rural health professions placement located outside Tucson or Phoenix requires urgent or emergency health service, their preceptors will refer the student to another member of the practice or another physician who can competently care for the student and who has no involvement in the academic assessment or promotion of the medical students. The preceptor will retain the authority to countermand this provision if the student requires more immediate attention than would be possible through a referral for care. The preceptor will assure that the medical student is directed to services in a timely manner. In the event of any emergency related to the student from the University Of Arizona College Of Medicine - Tucson, the Student Affairs office should also be contacted:

**Tucson**

Office of Student Affairs

Dr. Richard Amini, Associate Dean of Student Affairs

Contact number: **520-626-6312**

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## Disability Resources

The University of Arizona is committed to inclusion and accessibility. [The Disability Resource Center](#) (DRC) is the campus department designated by the University to determine and provide access to University classes, programs, and activities for disabled individuals on main campus, Banner University Medical Center – Tucson, Banner University Medical Center - South, College of Medicine – Phoenix, and UA Online. Through an interactive process, DRC facilitates access either through determining a reasonable accommodation or by redesigning aspects of a university experience. The processes are designed to be convenient for students.

**Accessibility and Accommodations**

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let the Preclerkship Coordinator know immediately. You are also welcomed to contact Disability Resource (520-621-3268) to establish reasonable accommodations.

Disability Resource Center

1224 E. Lowell St.

Tucson, AZ 85721

[drc-info@email.arizona.edu](mailto:drc-info@email.arizona.edu)

**Disability Insurance**

The College of Medicine has secured a group disability insurance plan through Guardian for all medical students. This plan is both comprehensive and affordable and does not require any pre-issuance testing

or medical examinations. [Click for more info.](#)

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## Student Success

The Office of Student Success aims to support all students in meeting their academic potential through the delivery of evidence-based academic support services and resources. We work in collaboration with departments, units and offices across the college to empower students to develop a life-long learner mindset in pursuit of academic excellence.

Additional Information: <https://medicine.arizona.edu/internal-resources/student-affairs/student-success>

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## Academic Policies & Institutional Resources

### Attendance & Absence

- [Attendance and Absence Policy](#)

This policy establishes guidelines and procedures for attendance and absences for mandatory in-person sessions and clinical activities in the Preclerkship Phase, all clerkship experiences in the Clerkship Phase, and all activities identified for a course in the Transition to Residency Phase.

- [Commitment to Underserved People Program Attendance Policy](#)

The attendance policy for students in the Commitment to Underserved People (CUP) program.

- [Leave of Absence Policy](#)

This policy ensures that all student requests for medical and non-medical leaves of absence are considered in a uniform and consistent manner.

- [Medical Student Duty Hours Policy](#)

Duty hour policy created to parallel ACGME standards, with the understanding that medical students are supervised in all patient care activities and do not make independent patient care decisions.

- [Military Deployment and Leave of Absence Policy](#)

An enrolled student of COM-T who is a member of the U.S. military, National Guard, or other armed forces reserve unit who is called or ordered to active duty elsewhere may be granted a Military Leave of Absence from the University for the period of active duty and up to 1 year after returning from active duty.

- [Parental Leave and Leave of Absence Policy](#)

This policy outlines options for medical students in the Preclerkship Phase who require parental leave. This policy takes effect beginning in Academic Year 2024–25 with the classes of 2027 and 2028.

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## Diversity Resources

- [Non-Discrimination and Anti-Harassment Policy \(UA\)](#)

The University of Arizona is committed to creating and maintaining an environment free of discrimination. This policy defines discrimination and harassment, and explains the obligations of the UA and all employees, students, and other community members to maintain such an environment.

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## Evaluation and Assessment

- [Policy on Access to Student Evaluations](#)

To ensure the integrity and fairness of the grading process, this policy restricts access to course-related evaluations until after all final grades have been officially submitted and recorded.

- [Preclerkship Faculty Evaluation Policy](#)

All faculty who teach in the Preclerkship Phase will be evaluated by medical students, and evaluations will be conducted through MedLearn. The Office of Accreditation, Quality & Analytics will send faculty evaluations to block/course directors, who are responsible for reviewing and distributing evaluations to the respective faculty.

- [Protocols and Standards for Assessments in Preclerkship and Clerkship](#)

This policy establishes the protocols and standards for students in the Preclerkship Phase who will use the ExamSoft examination system for graded and non-graded assessments, and for students in the Clerkship Phase who will use the online National Board of Medical Examiners (NBME) shelf examination system and the ExamSoft examination system (during Interessions) for graded and non-graded assessments. This policy is in place to ensure that students have efficient, fair, and positive experiences on assessment days.

- [Separation of Academic Assessment and Provision of Health Services to Students](#)

Establishes policy requiring that health professionals who provide psychiatric/psychological counseling or other sensitive health services to a medical student must have no involvement in the academic assessment or promotion of the medical student receiving those services, excluding exceptional circumstances.

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## Grading and Progression

- [Academic Probation Policy](#)

A student may be placed on academic probation for academic or professional deficiencies and is restricted from leadership roles and certain activities; they may be removed from probation upon satisfying specified conditions, with status reviewed each semester and lifted by recommendation of the Student Progress Committee to the Associate Dean for Curricular Affairs.

- **Dismissal Policy**  
This policy establishes conditions that, if met, will subject a medical student to academic or conduct dismissal from the Doctor of Medicine degree program.
- **Grade Appeals**  
A student may appeal a final grade for a course, block, elective or clerkship if the student believes that the grade does not adequately represent their performance in the course.
- **Grading and Progression Policy**  
This policy comprehensively defines the ways that medical students' academic performance is assessed.
- **Guiding Principles for the Preclerkship Curriculum**  
This document outlines guiding principles for the design and implementation of the preclerkship curriculum in the MD program. The faculty adopt these principles to ensure medical students will be well prepared for advanced study in any clinical discipline.
- **Honor Code Policy and Committee Procedures and Process for Dismissal**  
This policy outlines the principles of academic integrity and the rules governing the student honor code committee.
- **Preclerkship Student Workload Policy**  
This policy establishes parameters for student workload during the Preclerkship Phase.
- **Student Appeals Committee Procedures**  
The Student Appeals Committee (SAC) reviews academic dismissal and conduct dismissal decisions issued by the SPC when the student requests an appeal as defined and outlined in the Student Progress Committee Procedures and Process for Dismissal or the Honor Code Policy and Committee Procedures and Process for Dismissal. The SAC also reviews decisions requiring students to terminate and repeat an academic year issued by the SPC when the student requests an appeal as defined and outlined in the Student Progress Committee Procedures and Process for Dismissal.
- **Student Challenges of Exam Items Policy**  
This policy describes the process for student challenges to Preclerkship high-stakes exam items and any resulting grade changes that might take place after a post exam review.
- **Student Progress Committee Procedures and Process for Dismissal**  
If a student fails to progress in accordance with the requirements established by the Grading and Progression Policy, the Student Progress Committee (SPC) will consider the circumstances and determine the appropriate action regarding progress or remediation. The SPC also considers requests for non-medical leaves of absence and determines conditions for taking/returning from such leaves.
- **Student Survey Policy & Procedures**  
All student surveys must be reviewed and approved through the Office of Curricular Affairs prior to disseminating and gathering survey data of UACOM-T medical students.
- **Technical Standards for Medical Students**  
To ensure that incoming medical students are able to complete the entire curriculum established by the College of Medicine, the College requires that each student be able to meet the technical standards defined in this document.



## Graduation Requirements

- [Curricular Change Policy](#)  
A policy specifying that the MD curriculum and graduation requirements may evolve during a student's time at the College of Medicine - Tucson.
  - [Curriculum Enrollment and Graduation Requirements Policy](#)  
This policy outlines requirements for graduation, enrollment in each phase of the MD program, electives, and the rural/underserved required experience.
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## Professionalism and Integrity

- [Attributes of Professional Behavior](#)  
These Attributes of Professional Behavior describe behaviors that medical students are expected to develop during the course of their education, both in the classroom and in the community in which the educational mission operates.
- [Code of Academic Integrity \(UA\)](#)  
Integrity and ethical behavior are expected of every student in all academic work.
- [Credentialing Policy](#)  
This policy outlines expectations for students in completing their credentialing paperwork as required by clinical sites affiliated with the University of Arizona College of Medicine – Tucson.
- [Fingerprinting and Background Checks](#)  
Policy regarding fingerprinting and background check requirements for students at the College of Medicine.
- [Gross Anatomy Lab Rules and Regulations](#)  
This policy reflects the expected behaviors that allow unsupervised access to the Gross Anatomy Lab.
- [Non-Discrimination and Anti-Harassment Policy \(UA\)](#)  
The University of Arizona is committed to creating and maintaining an environment free of discrimination. This policy defines discrimination and harassment, and explains the obligations of the UA and all employees, students, and other community members to maintain such an environment.
- [Policy on Student Use of AI](#)  
This policy outlines principles and guidelines for the appropriate use of artificial intelligence (AI) tools, including but not limited to generative AI systems, machine learning platforms, and image recognition software, by medical students. It emphasizes ethical considerations, responsible usage, proper citation of AI tools, and HIPAA compliance in clinical documentation. Any use of AI for clinical documentation must adhere to the policies and guidelines of the clinical site and comply with HIPAA regulations to ensure the confidentiality and security of patient information. AI tools may not be used for writing History and Physicals (H&Ps) in the Doctor & Patient Course.
- [Policy on Student Use of Social Media and Class Listservs](#)  
This policy establishes guidelines for student use of College of Medicine – Tucson social media platforms and listservs, requiring compliance with existing college policies and professional standards and outlining

expectations for appropriate use of these communication tools.

- [Policy on Student Use of University-Sponsored Educational Material](#)

This policy provides restrictions on medical student use of University-sponsored educational materials including posting and distributing in whole or in part without the faculty author's explicit permission. Students may not post or distribute any of these educational materials for personal gain.

- [Professional Conduct Policy](#)

Professionalism policy and procedures for learners and faculty.

- [Protected Health Information and HIPAA Policy \(UA\)](#)

The University of Arizona policy on Protected Health Information and the Health Information Portability and Accountability Act (HIPAA). Additional information is also available from the Office for the Responsible Conduct of Research.

- [Student Code of Conduct \(UA\)](#)

Overall student code of conduct policy for the University of Arizona.

- [Student Disciplinary Procedures \(UA\)](#)

Policy governing student disciplinary procedures at the University of Arizona.

- [Student Dress Code](#)

Dress code for MD students.

- [Teacher-Learner Compact](#)

Mutual responsibilities among learners, educators and administrators at the College of Medicine – Tucson.

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## Student Safety and Security

- [COVID-19 Pandemic N95 Mask Policy](#)

This policy is intended for all medical students in their clinical rotations. All Personal Protective Equipment (PPE) supplies are to be provided by the clinical site. If the site or learners rotating to that site require specialized PPE, they must notify Curricular Affairs.

- [Gross Anatomy Lab Rules and Regulations](#)

This policy reflects the expected behaviors that allow unsupervised access to the Gross Anatomy Lab.

- [International Travel Safety and Compliance Policy \(UA\)](#)

This Policy establishes University requirements for International Travel intended to maximize safety and ensure compliance with applicable regulations.

- [Protected Health Information and HIPAA Policy \(UA\)](#)

The University of Arizona policy on Protected Health Information and the Health Information Portability and Accountability Act (HIPAA). Additional information is also available from the Office for the Responsible Conduct of Research.

- [WildCat Safety Guide](#)

A comprehensive guide for students, faculty, staff, DCCs, and visitors that includes important emergency and non-emergency phone numbers, campus resources, safety trainings, and key emergency procedures.

- [Supervision of Medical Students in Clinical Learning Situations](#)  
Governs the requirement to supervise medical students in clinical situations, including definitions of the supervising physician, levels of supervision, and the procedures for such supervision.
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## Student Health

- [Effects of Infectious and/or Environmental Disease or Disability on Medical Student Learning Activities Policy](#)  
This policy describes the process for students who experience the effects of infectious and/or environmental disease or disability on medical student learning activities.
  - [Immunization Requirements \(UA\)](#)  
University of Arizona policy on required immunizations of students.
  - [Leave of Absence Policy](#)  
This policy ensures that all student requests for medical and non-medical leaves of absence are considered in a uniform and consistent manner.
  - [Mandatory Health Insurance Policy](#)  
A policy detailing the requirement for medical students to carry health insurance coverage.
  - [Student Occupational Exposure Policy \(UAHS\)](#)  
Establishes policy and procedures for student occupational exposure to potentially infectious agents and/or hazardous materials. Also known as the "needle stick" policy.
  - [Students with Bloodborne Pathogens Policy](#)  
This Policy provides the guidelines for maintaining patient safety and establishing reasonable accommodation, confidentiality, and respect for a student who is a carrier of, or has, a bloodborne infection that poses a risk to patients and other healthcare providers.
  - [Technical Standards Evaluation Policy](#)  
All University of Arizona College of Medicine – Tucson (COM-T) undergraduate medical students must meet the Technical Standards throughout their enrollment in the MD Program. Satisfaction of the Technical Standards is an ongoing academic requirement
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## Technology

- [Electronic Medical Record Policy](#)  
This policy outlines the expectations for medical student use of Electronic Medical Record systems they interact with in the clinical setting.
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## Tuition

- [Tuition and Fees Refund Policy](#)

This policy outlines the conditions under which students may receive full or partial refunds upon withdrawal or dismissal, including stipulations for credit-earning, disability insurance charges, and federal financial aid repayment in accordance with Title IV regulations. Students may receive a full refund if they withdraw/are dismissed before the refund drop date. Students may receive a partial refund if they complete one (1) unit of credit and drop all remaining units by the refund drop date of their planned enrollment for the semester.