Clinical Course Coordinator's Resource Guide

2022-23

MCW
MEDICAL SCHOOL

Table of Contents

Welcome to Undergraduate Medical Education

Welcome to the undergraduate medical education team at MCW. Training future physicians, thought leaders, scientists, and educators is both a Herculean and a Sisyphean task. A vast number of stakeholders are involved in this journey, and you as a coordinator and educational leader are an integral part of it. Many of our students see coordinators as trusted advocates who often serve as the first point of contact for advisement and support. We hope you will also find this aspect of your professional life fulfilling and rewarding. We thank you for all your support, creativity, stewardship, and altruism.

Accreditation of Allopathic Medical Schools

Accreditation is a voluntary, peer-review process designed to attest to the educational quality of new and established educational programs. The Liaison Committee on Medical Education, or LCME, accredits medical education programs leading to the M.D. in the United States and Canada. LCME accreditation is a quality assurance process that determines whether the program meets established standards.

The LCME is a joint commission of the American Medical Association (AMA) and the Association of American Medical Colleges (AAMC). Medical schools in the United States must be LCME accredited to receive federal grants for medical education and to participate in federal student loan programs.

By judging the compliance of medical education programs with nationally accepted standards of education quality, the LCME serves the interests of the general public and of the medical students enrolled in those programs. Established and accredited medical schools undergo a review by the LCME at periodic intervals (at least every eight years). The process begins with an institutional self-study, which takes approximately 14-18 months to complete. The site visit involves three to five days of in-person interviews and data review by a site visit team. Clinical course coordinators will be asked to aid in the self-study process through data collection and reporting activities, along with potential committee involvement. Course coordinators are typically not involved in the site visit interviews but may be asked to provide data and clarification for those who are involved in the process.

Purpose of the LCME Site Visit
In general, the accreditation process exists to answer three specific questions.
1. Has the program clearly established its mission, goals, and institutional learning objectives?
2. Are the program's curriculum and resources organized to meet it missions, goals, and objectives?
3. What is the evidence that the program is currently achieving its mission, goals, and objectives and is likely to continue to meet them in the future?

Preparing for an LCME Site Visit

The LCME accreditation process requires the participation of eight committees, each tasked with overall planning and oversight/engaging in the self-study phase. The eight committees are:

- Steering Committee
- LCME Task Force
- Institutional Setting Self-Study Committee
- Educational Program Self-Study Committee
- Medical Student Self-Study Committee
- Faculty Self-Study Committee
- Educational Resources Self-Study Committee
- Independent Medical Student Survey Committee

LCME Standards (as of 2022)

Standard 1: Mission, Planning, Organization, and Integrity

Standard 2: Leadership and Administration

Standard 3: Academic and Learning Environments

Standard 4: Faculty Preparation, Productivity, Participation, and Policies

Standard 5: Educational Resources and Infrastructure

Standard 6: Competencies, Curricular Objectives, and Curricular Design

Standard 7: Curricular Content

Standard 8: Curricular Management, Evaluation, and Enhancement

Standard 9: Teaching, Supervision, Assessment, and Student and Patient Safety

Standard 10: Medical Student Selection, Assignment, and Progress

Standard 11: Medical Student Academic Support, Career Advising, and Educational Records

Standard 12: Medical Student Health Services, Personal Counseling, and Financial Aid Services

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act, or FERPA, is a federal law that protects the privacy of student records. The law applies to all schools that receive funds under an applicable program of the US Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when they reach the age of 18 or attend a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Education records include records that are:

- Handwritten
- Print
- Computerized
- Videotaped/Audiotaped

- Film/Microfilm/Microfiche
- Email of an institution that
    - Contain information directly related to the student and;
    - Are maintained by an agency or institution or party acting on its behalf.

Education records do not include:
- Records/notes in sole possession of the maker that are not accessible or revealed to any other person except a temporary substitute.
- Medical records.
- Employment records when employment is not contingent on being a student, provided the record is used only in relation to the individual's employment.
- Records created and maintained by a law enforcement unit used only for that purpose, is revealed only to law enforcement agencies of the same jurisdiction, and the enforcement unit does not have access to education records.
- Information on a person that was obtained when no longer a student (i.e., alumni records) and does not relate to the person as a student.

FERPA affords students certain with respect to their education records. These include:
- The right to inspect and review students' education records within 45 days of the day the school receives a request for such access.
    - Students should submit a written request to the MCW Registrar that identifies the record(s) they wish to inspect.
        - The Registrar will make the arrangements for access and notify the student of the time and place where the records may be inspected.
        - If the records are not maintained by the Registrar, that office shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
    - The student must submit a request in writing to the MCW official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it is inaccurate or misleading.

MCW Access to Student Records Policy

FERPA Directory Releases
In compliance with FERPA, a student may request that no directory information be released outside of their university without specific written authorization. Directory information is defined as:
- Name
- Address
- Phone Number
- E-mail Address

- Major of Study
- Anticipated Graduation Date
- Enrollment Status
- Dates of Attendance
- Degrees and Awards Received
- Participation in Activities and Organizations
- Most Recent Institutions Attended
- Photographic or Electronic Pictures or Images

If a student requests that no directory information be released, the course coordinator **must not** provide this information outside of MCW. This includes, but is not limited to, community clinical partners. If such information is requested or required by the clinical partner, the coordinator should work with the MCW Registrar and the individual student to ensure FERPA compliance.

What is Competency-Based Medical Education (CBME)?

A competency is "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" (Frank, et al, 2010). Key characteristics of a competency-based education program is **directly** assessing students in authentic environments for specific competencies.

Competency-based education has a fixed outcome-variable time framework, while structure/process education has a fixed time-variable outcome framework. The goal for competency-based medical education is to ensure a consistent level of knowledge, skills, and attitudes for graduates that develop at their own pace.

AAMC's Physician Competency Reference Set – Eight Domains of Competence
- Patient Care
- Medical Knowledge
- Interprofessional Collaboration
- Personal and Professional Development
- Systems-based Practice
- Practice-based Learning and Improvement
- Professionalism
- Interpersonal and Communication Skills

Entrustable Professional Activities

An entrustable professional activity, or EPA, is "a key task of a discipline (i.e., specialty or subspecialty) that an individual can be trusted to perform in a given health care context once sufficient competence has been demonstrated." [2] EPAs are observable, measurable tasks representative of the day-to-day work performed by medical professionals. We can use EPAs to determine the extent to which a trainee is prepared to practice independently.

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

AAMC's Entrustable Professional Activities for Entering Residency
1. Gather a history and perform a physical
2. Prioritize a differential diagnosis following a clinical encounter
3. Recommend and interpret common diagnostic and screening tests
4. Enter and discuss orders and prescriptions
5. Document a clinical encounter in the patient record
6. Provide an oral presentation of a clinical encounter
7. Form clinical questions and retrieve evidence to advance patient care
8. Give or receive a patient handover to transition care responsibility
9. Collaborate as a member of an interprofessional team
10. Recognize a patient requiring urgent or emergent care and initiate evaluation and management
11. Obtain informed consent for tests and/or procedures
12. Perform general procedures of a physician
13. Identify system failures and contribute to a culture of safety and improvement

Milestones

Related to competencies and EPAs, milestones are "a behavioral descriptor that marks a level of performance for a given competency." Milestones in graduate medical education were officially implemented in 2012 as part of the Accreditation Council for Graduate Medical Education (ACGME) accreditation process for residency and fellowship programs. Milestones create a developmental roadmap for progression of knowledge, skills, and attitudes in our trainees.

Potential Assessment Tools

Patient Care: Simulation, OSCEs, Global Rating of Live/Recorded Performance, Patient Surveys
Medical Knowledge: Written and Oral Exams
Interprofessional Collaboration: 360° Evaluation, OSCE, Simulation
Personal and Professional Development: Publications, Presentations, Self/Peer Assessments
Systems-Based Practice: Checklists, OSCE, 360° Evaluation

Practice-Based Learning and Improvement: Record Review, Standardized Patient, OSCE, Patient Survey, Portfolio
Professionalism: OSCE, 360° Evaluation
Interpersonal and Communication Skills: Patient Survey, OSCE, Standardized Patient

Overview of Medical Education at MCW

MCW Global Competencies
MCW's Global Competencies outline what each graduate of our curriculum will be able to do and is based on the domains of competency adapted from the AAMC Physician Competency Reference Set.

https://www.mcw.edu/-/media/MCW/Education/Academic-Affairs/MCW-Competency-Codes.pdf

Curriculum Format
MCW's medical school curriculum is a dynamic model that features multifaceted learning modalities – including classroom experiences led by nationally-recognized faculty, clinical experiences guided by expert mentors, peer-based small group interactions, and opportunities for individualized career pursuits.

The medical school curriculum provides students with the drive, methods, collaborative spirit, and long-term commitment needed for future success as physicians, Additionally, the curriculum propels students towards clinical excellence in the short-term and engenders lifelong learning. The course of study reflects the collaborative and enthusiastic development effort of basic scientists, clinicians, students, and staff members to create an innovative curriculum that is geared toward producing exceptional and compassionate physicians prepared to practice medicine in the 21st Century. The curriculum encourages students to think and act like physicians from day one.

The first-year courses ensure students with varied backgrounds master fundamental basic science content before progressing to complex biomedical problem-solving in organ system units.

The second-year courses are fully integrated and continue students' preparation for the United States Medical Licensing Examination: Step 1. Systems-based and symptom-based units are organized around common symptoms and focus on assimilating students' knowledge of the basic sciences acquired in Year One.

The third year of the curriculum includes three, 16-week blocks with "like" clerkships grouped together with some shared clinical experiences for all.

The fourth year of the curriculum includes acting internships and electives to prepare students for entry into residency. The fourth year is a highly variable schedule based on individual student's learning and career goals.

Curriculum Governance

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

The work of the CEC is accomplished through monthly meetings of its two subcommittees: the M1/M2 Subcommittee and the M3/M4 Subcommittee.

The Faculty Council is the representative governing body of the faculty of the College. Membership is composed of a representative from each department and institute, the chairman of each of the Council's standing committees, the Dean of the Medical School, a representative from the Women's Faculty Council, and a representative from the Society of Teaching Scholars. The Faculty Council is charged with improving communication between the College's faculty and administration, advising administration of issues and concerns among the faculty, and, conversely, communicating administrative directives to the faculty.

MCW Educational Technologies

Brightspace Learning Management System (LMS)

Brightspace, by D2L, is the official Learning Management System for degree granting programs at MCW. Students are directed to Brightspace for lecture notes, lecture recordings, lab manuals, activity guides, submission of academic work, either written or oral, and feedback.
As a coordinator, you will be posting files, setting up Assignments, and entering grades that are not linked with Brightspace learning activities, and completing other tasks as appropriate for your course(s). Training and consultation is available from technologists or instructional designers by emailing educational_improvement@mcw.edu.

ExamSoft Testing Platform

Examsoft is MCW's secure Testing platform. The coordinator plays a key role in the assessment process. Tasks include gathering exam questions from the Examsoft questions bank for faculty review, building the exams in the Examsoft Assessment bank, and entering the exam score into the Brightspace gradebook. Currently, Examsoft is used primarily for 1st and 2nd year medical school and pharmacy school exams.

NMBE Secure Testing Portal

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

Roles and Responsibilities of a Clinical Course Coordinator

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

Primary Responsibilities

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

The Role of the Course/Clerkship Director

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

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

Essential Accountabilities

- Oversight of instructional material development
- Application of methods for optimal professional learning
- Recruitment of instructors, and advisors and project mentors as needed
- Examinations (written or practical)
- Timely submission of student grades in MCW Connect
- Student remediation in response to the actions of the Academic Standing Committee with approval of program management
- Course quality
- Comparability of educational experiences on all campuses
- Linkage of course objectives to MCW global competencies and to individual session objectives
- Linkage of session objectives and exam questions to USMLE Content Outline categories
- Adherence to course standards determined by the CEC, M1/M2 Course Directors and the Office of the Curriculum
- Collaborate with other schools/programs as applicable and to ensure content meets the needs of all learners and governance bodies
- Review content/topics offered in other areas of the curriculum to determine balance, complexity, comprehensiveness, and achievement of objectives (e.g., gaps, un-intended redundancies)
- Ongoing evaluations and continuous improvement activities
- Coordinate and plan with the Curriculum Deans and Curriculum Designers from the Office of Educational Improvement
- Coordinate design, innovations, and improvements of the course with the basic science department and clinical contacts using:
    - MCW competency-based objectives
    - MCW defined curricular goals for optimum student experiences (i.e. interactive sessions, self-directed learning)
    - MCW course standards
    - LCME Standards and Elements
    - USMLE Steps domain topics
    - Experience and knowledge of the MCW faculty

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

Creating and Managing Your Syllabus

The Course/Clerkship Director is responsible for providing all students with a syllabus containing relevant information about the course. This written document, updated annually, must provide information regarding:

- Clerkship Directors and Coordinators
- Clerkship Description
- Goals and Objectives
- Required Activities
- Learning Resources and Materials
- Assessment Types
- Schedules
    - Rounds
    - Didactics
    - Conferences
    - Examinations
- Student Responsibilities
- Attendance Policy
- Excused Absence Request Form
- Duty Hour Restrictions
- Grading Policies
- Grading Components and Scale
- Course Evaluation
- Remediation Policy
- Educational Material Policy

Orienting Your Learners

Orientation to your course begins with your first contact with the students. Communication should be clear, concise, and professional. Course rosters "lock" 30-days prior to the start of the course rotation. Any changes to the roster after the 30-day mark must be approved by the Course/Clerkship Director in collaboration with the MCW Registrar.

Orientation is likely to include a large amount of information. While it is important to review this information with your students, it is unrealistic to expect that they will remember every detail.

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

The orientation session is typically scheduled for the morning of the first day of the course/clerkship. Concentrate your time together on key aspects of the course/clerkship and reviewing all expectations of the students. The orientation session should include, at a minimum:
- Goals and Objectives for the Clerkship
- Student Expectations for Learning/Clinic
- Evaluation and Grading Policies
    - Grade Scales and Weights
- Schedules
- Examination Dates and Expectations
- Course Policies
    - Dress code
    - Attendance
    - Contact Information
- Professionalism Guidelines
- Excused absence policy
- Duty Hour regulations

Managing Your Course in Brightspace

M3 Clerkship Module Template
In the Content section of your Brightspace course, you will see a list of modules along the left side. The base arrangement of modules should be:

Orientation
Syllabus
Learning Objectives
Grade Items
Webcasts
Required Content

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

Brightspace Gradebook

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

In the Enter Grades mode, you will see students on the far left, and each grade item is a column, much like an Excel spreadsheet. If you have several grade items assigned to a category, you will see a header row above the grade items.

Grade Items and Categories can be added in the Manage Grades Tab. Use the blue New button. A few details to know:

- Points you assign to individual **grade** items can be any value, but their contribution towards the category they belong to and the final **grade** is the percentage value (**weight**) assigned to them.
- **Grade** items in a category count as a percentage of that category, not of the final **grade**.

The advantages to using a weighted grade book are many. For one, with a weighted system, an instructor can easily change how much weight you want to assign a particular exam. A 100-question exam can be weighted as 40% of a final grade or 20% without a lot of complex math or shuffling of points. You still use points in a weighted system to figure out a grade for an assignment or assessment but the value of that assignment or assessment can be weighted differently when computing the final grade.

For starter tutorials, please view the Brightspace Grades Tool Video Library.

Assessment and Evaluation

Grading Components - individual graded activities (ex: self-directed learning, self-reflection, quizzes, ARS polling, exams) that are added together to create a final grade. Refer to the course syllabus for the weights of the components.

Calculation of Final Grades - Brightspace will auto-calculate the Final grade a student earns. You want to be sure that the mathematical weights are correct in the system, as the students can see their personal scores as they populate the grades tool.

Submission policy (MCW Connect, 30 days) - Upon conclusion of a course, there is a 30-day window for any evaluations to be submitted, or any remediation to take place. Grades are due in MCWconnect 30 days after the close of the course.

Objective Structured Clinical Examinations (OSCEs)

The Objective Structured Clinical Examination, or OSCE, is a practical assessment of student's skill level in areas such as communication, physical examination, medical procedures, and medical test interpretation. Student skills are tested in timed stations involving real or simulated patient encounters.

OSCE's can be formative or summative in nature, used to provide feedback to course leadership and the student about their current level of clinical performance or to calculate a score that is recorded as part of the final grading process. As such, they can be scheduled at any point in a course or clerkship based on the objectives of the examination.

At MCW, OSCEs are coordinated and overseen by the longitudinal Continuous Professional Development, or CPD, course. They are not housed within individual courses and clerkships. However, time may be required during a student's rotation in your course for them to complete a CPD OSCE. Course and clerkship leadership may receive communications from the CPD course to coordinate scheduling efforts.

Competency-Based Assessment Form

The Competency-Based Assessment Form is filled out by the preceptors at the end of the rotation. The form consists of behavioral anchors which a preceptor will select based on their direct observation of the student(s) during the rotation. The Discovery Curriculum has eight domains of global competencies and 38 competencies. Out of these, each clerkship will assess 10 to 14 competencies that are suitable for the individual clerkship.

Understanding Competencies Video

Submitting Final Grades in MCW Connect (Banner)

Points calculated in the Brightspace gradebook will need to be transferred into MCW Connect (Banner) for final grade submissions at the end of every Clerkship. Students who receive an NBME score which is lower than the clerkship's passing score will receive no higher than a PASS (P)* for a final clerkship grade. The student will receive a final grade of PASS upon satisfactory completion of remaining clerkship grading components (clinical evaluations, assignments, etc). Clerkships will be required to manually adjust final grades for students who fail the NBME exam but have achieved satisfactory scores on remaining clerkship grading components. Students who do not achieve satisfactory scores on remaining clerkship grading components may not receive a final grade of PASS and would be referred to the Dean of Student Affairs for next steps.

Gradebook Closeout - Tasks to Complete

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

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

Central WI – Longitudinal Integrated Clerkship: Due to ongoing progress reports and previous communication to students via information published in the syllabus, this cohort of students will still be allowed a retake, a replacement score and will be able to earn higher than a PASS(P). This for will apply to the cohort of students enrolled in LIC from May 2021 through Feb 2022.

Submission policy (MCW Connect, 30 days) - Upon conclusion of a course, there is a 30-day window for any evaluations to be submitted or any remediation to take place. Grades are due in MCWconnect 30 days after the close of the course.

Managing Community Sites

Existing community sites will have an affiliation agreement in place. If making significant changes to student placement arrangements, the affiliation agreement should be updated accordingly. When

exploring new community sites, a new affiliation agreement must be in place before students begin rotating at the site. Please contact the Office of Curriculum to initiate an affiliation agreement. The Office of Curriculum will work with you and the Office of General Counsel to draft the agreement and obtain the appropriate signatures.

Coordinators will work with each of their community sites to credential students assigned to them according to each site's requirements, as requirements will vary between sites. Student credentialing includes, but is not limited to, criminal background checks, immunization records, HIPAA training, and EPIC or other electronic medical record training. MCW tracks this data using the CastleBranch system.

Student Advocacy and Support

Academic Support and Enrichment Services

The Office of Academic Support and Enrichment is dedicated to enhancing students' academic performance and wellbeing, promoting student excellence, and advancing medical students' career goals. The professionals of this office serve as student advocates, working with individual students to identify and resolve academic or personal issues and problems that may be negatively affecting a student's academic performance, personal health and/or quality of life. In addition, this office advises students on matters of academic standing and may make referrals to appropriate professionals.

Academic Support Programs

Academic Consultation: The Office of Academic Support and Enrichment provides individualized and small group academic consultation to students on matters such as the adjustment to medical school, learning strategies, knowledge organization, notetaking, exam preparation, test-taking skills, test anxiety, problem-solving, time management, stress management, course scheduling and conflict resolution.

Peer Tutoring Program: The mission of the MCW Peer Tutoring Program is to provide comprehensive one-on-one and small group academic support throughout the entirety of the medical school curriculum. Trained peer tutors aid medical students by providing individualized, confidential support on matters such as mastery of course content, adjustment to medical school life, effective studying approaches, time management and recommendations for helpful reference materials for coursework and USMLE preparation.

Academic Enhancement Program: The Academic Enhancement Program provides weekly online supplemental instruction sessions organized in question and answer and lecture review formats and is available to all medical students. Sessions in the basic sciences are led by upper-level peer tutors who have excelled in the course content area and have a passion for peer education. Sessions in the clinical years are led by upper-level peer tutors who have excelled on the rotations and subject exams. This supplemental instruction format is used to review course content knowledge, prepare for course examinations, sharpen problem-solving skills, and develop efficient learning strategies.

USMLE Preparation Step 1 Preparation Program: The Office of Academic Support and Enrichment provides a voluntary, academic year program for second year medical students to support student preparation for the USMLE Step 1 exam throughout the second-year curriculum. This program provides small group mentorship and large group presentations to assist with stress management, review of resources, integration of basic science knowledge, and study/test-taking strategies.

USMLE Prep Resources: The Office of Academic Support collaborates with Medical College Libraries and the Matthews MCW Bookstore on the identification, purchase, and circulation of board prep resources, including computer-based resources. In addition, the office closely evaluates the trending preparation resources and proposes appropriate partnerships with external board preparation companies when appropriate.

1. **Is it free?** Yes.
2. **Is there a specific place or time that tutoring occurs?** Each tutor has a different schedule, and their availability is consistently updated. This allows students to pick the tutor, day, and time that works best for them. There is no central location for tutoring. The tutor you choose will have a designated location for you to meet.
3. **How do I schedule?** Register for an account through WcOnline www.mcw.mywconline.com with your MCW credentials. Select the course you wish for tutoring in the drop-down menu, and you will see the availability of all tutors.

How do students access these services?

WcOnline: Students access Academic Consultation and Peer Tutoring through a scheduling system called WcOnline at https://mcw.mywconline.com. Students are encouraged to register for an account within WcOnline during orientation, as well as throughout the year in frequent email communications from the office. Students register for an account using their MCW credentials. The Office of Academic Support and Enrichment does not share with other faculty or staff which students utilize this service.

Brightspace: All medical students are enrolled in a course titled "Academic Enhancement [Academic Year]". Students access all supplemental instruction (Academic Enhancement Program material) related to their primary courses within the Academic Enhancement Brightspace Course. Within this course, they also have access to learning resources, scheduling instructions for Academic Consultation and Peer Tutoring, and boards preparation guides and resources.

What communication can you expect from the Office of Academic Support and Enrichment?

Our office will share the names of the tutors who have been assigned to your course for Academic Enhancement before your course begins to be included in your course materials. We encourage and hope for collaboration always. Never hesitate to let us know if more communication may be helpful.

Academic Standing and Professional Conduct Committee

The Academic Standing & Professional Conduct Committee is a School of Medicine committee charged with maintaining the standards for professional behavior and academic progression leading to the MD degree and the practice of medicine. The committee is responsible for medical students at all medical school locations.

Charter

Student Mental Health and Wellness

How do I know a student might be struggling?
Negative Emotions
A student might reveal they're feeling sad, anxious, or numb, or perhaps they'll share that they're dealing with more stress than usual. Others may not express what they are feeling, but it may be obvious that they are feeling more anger, frustration, or sadness than in the past. For example, they may have a short temper, exhibit less engagement in conversation and normal activities, or experience sudden outbursts.

Often, people with depression or anxiety can't identify why they're feeling a certain emotion or when they began to experience these emotions. It's also possible that if you ask more questions about "why" or "when," they may shut down and become avoidant or unresponsive.

What to say:
It can be helpful to avoid asking too many questions, remind them they're not alone, validate their feelings, and prepare to listen if they do open up.

Example
> **You**: "I noticed you've been quieter than usual lately. I'm not sure what you're going through, but I'm here for you if you want to talk."

> **Them**: "Yeah. I've felt kind of numb these past few weeks and I'm not really sure why. But I don't want to talk about it."

> **You**: "It's okay to feel low sometimes. I'm here to listen, and we can work together to find a way to get you through this. I can connect you to resources when you are ready."

Academic Performance or Behavior
Be alert to a student's poor performance and preparation, repeated requests for special consideration, or infrequent class attendance with little or no work completed. A student who engages in disruptive behavior consistently derailing classroom activities or lectures is of concern.

Even if you are uncertain if this is a marked change for the student, a referral to the appropriate resources at MCW can help determine whether there is reason for concern.

Physical Signs

Students in crisis or distress can sometimes experience a marked decline in personal hygiene. Notice students with a consistent disheveled or fatigued appearance, consistent lethargy, listlessness, and lack of energy, or swollen or red eyes. Students in crisis can experience dramatic weight loss or gain.

Social Withdrawal

Because of the powerful protective effect of a strong social support network, a student's withdrawal from peers, friends and family is often a red flag signaling a decline in overall functioning. A student's avoidance of social interaction in general or a sudden marked reduction in class participation are often a sign of distress as well. This can be difficult to observe when contacts are virtual, but a student may also verbally express this change to you.

Threatening Statements and Behaviors

Students in crisis frequently express helplessness or hopelessness, including references to suicide, giving away prized possessions, and "settling accounts" with finality. Disturbing or morbid themes can present in verb.al or written work and are a sign of underlying emotional distress. Less frequent, but equally alarming, are students' references to homicide, death, or threats to harm others. Students in crisis may engage in violence committed against objects, animals, or people. Stalking behaviors and threatening or accusatory statements embedded in e-mails, text messages, letters or phone calls signal an acute crisis and require an immediate response.

How do I assist a student in an active crisis or a high-risk situation?

If a student is in imminent danger and/or has reported active suicidal ideation, with plan and intent…

Milwaukee Campus

If the student is *on campus*, call 414-955-8295 to utilize MCW Public Safety. They will facilitate connecting other emergency services, such as the Wauwatosa Police Department or Milwaukee BHD.

If the student is *off campus*, call 911. Request the Crisis Intervention Team (CIT) Office if this is a mental health related crisis. This is available 24/7.

You can also call 414-805-6700, the F&MCW Emergency Line and request the Department of Psychiatry Clinician on call, which is also available 24/7.

Or you can call 414-955-7222, the Milwaukee County Behavioral Health Division Crisis Line, also available 24/7.

Central Wisconsin Campus

Call 715-845-4326 or (toll free) 800- 799-0122 for the (Marathon County) North Central Healthcare Crisis Line. This is available 24/7.

Or call 911.

Green Bay Campus

If the student is *on campus*, call 920-403-3299, the St. Norbert College Emergency Campus Safety Line, which is available 24/7.

Call 920-436-8888, the Family Services Crisis Center, which is also available 24/7.

Or call 911.

What resources exist for students struggling with their mental or emotional health?

Student Assistance Program, ComPsych (Guidance Resources)

The student calls 1 (833) 927-1860. The intake coordinator there will guide them to the right resource, whether that be therapy, financial consultation, or legal consultation. The network of psychotherapists spans the state. Students are allotted 10 sessions at no charge to them, per presenting issue. Com Psych also provides a wellness webinar series each academic year, which the Office of Student Health and Wellness communicates via email and the Student Health and Wellness webpage.

Students can also register their account on the Guidance Resources/Com Psych webpage, using the company ID, *MCWStudent.*

MCW Student and Resident Behavioral Health

Students are given the benefit of ten sessions, at no cost to them, with MCW Student and Resident Behavioral Health, which is located at the Tosa Health Center (1155 N Mayfair Rd). Student Behavioral Health and Resource Navigator, Kerri Corcoran, can assist the student in establishing an appointment. Email Kerri at kcorcoran@mcw.edu.

If the student is uncertain of engaging with formal services, but is in need of support, they may reach out to the Student Behavioral Health and Resource Navigator, Kerri Corcoran kcorcoran@mcw.edu or schedule with Kerri in WC Online.

What general wellness resources exist for students?

Student Health and Wellness Webpage: Includes monthly student wellness calendars, fitness and nutrition resources, information on Tonkens Athletic Center, student insurance information, etc.

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

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

["Well, Well, Well…" Podcast](): The Medical College of Wisconsin Office of Student Health and Wellness presents "Well, Well, Well…", where each episode a very special guest and Kerri discuss what it means to be well in the world of health science education.

Wellness Programming

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

[MCW Medical School Handbook]()
[MCW All Student Handbook]()

MCW Resources & Contact Information

Registrar
acadreg@mcw.edu
955-8733

Media Services
mediaservices@mcw.edu
955-2499

Medical Student Curriculum Office
curriculum@mcw.edu
askMKEacademicdeans@mcw.edu

Measurement & Evaluation
Oasis_support@mcw.edu

Educational Technology
lmshelp@mcw.edu

Office of Educational Improvement
Educational_improvement@mcw.edu

MCW Libraries
asklib@mcw.edu
955-8302

Academic Support and Enrichment
chcrawford@mcw.edu
955-8583

Student Health and Wellness
student_health@mcw.edu
955-4219

Student Affairs
jkusch@mcw.edu
955-4860

Anonymous Reporting Hotline
https://secure.ethicspoint.com/domain/media/en/gui/61161/index.html

References

1. Frank JR, Snell LS, Cate OT, et al. Competency-based medical education: Theory to practice. Med Teach. 2010; 32:638–645.
2. Ten Cate O. Entrustability of professional activities and competency-based training. Medical Education. 2005 Dec:39(12): 1176-7.
3. Chandler, M., Engle, K., and Hunt, A.M. (2014). Guidebook for Undergraduate Medical Education Administration.
4. Hunt, A.M., Gilfedder, K., Liska, K., Simonson, B. (2021). Clerkship Administrators' Guide on Medical Education Administration.

Milwaukee Campus

HOW CAN I HELP A FRIEND/PEER/STUDENT IN DISTRESS OR CRISIS? (MKE CAMPUS)

IS THE STUDENT EXPERIENCING SUICIDAL THOUGHTS?

"I am here to listen and help."
"Are you thinking about suicide?"
"Are you thinking about hurting yourself?"

YES

NO

"I am going to stay with you and make sure you connect with someone who can be of support."
"Have you thought about how or when you would do it?"

HIGH RISK

THE STUDENT IS REPORTING SUICIDAL THOUGHTS WITH A SPECIFIC PLAN. STAY WITH THE STUDENT AND CHOOSE FROM LIST BASED ON CURRENT LOCATION.

(On Campus) Call **414-955-8295** to utilize **MCW Public Safety** for assistance with escorting students to mental health services

(Off Campus) Call **414-955-7222**, The Milwaukee County Behavioral Health Division Crisis Line, available **24/7**

(Off Campus) Call **414-805-6700**, the **F&MCW Emergency Line**, request the Department of Psychiatry Clinician on call, Available **24/7**

(Off Campus) Call **911** and request **Crisis Intervention Team (CIT) Officer**, Available **24/7**

YES

DOES THE STUDENT REPORT A PLAN FOR SUICIDE?

NO

UNSURE/ VAGUELY

MILD RISK

THE STUDENT IS IN DISTRESS, BUT NOT REPORTING SUICIDAL THOUGHTS OR PLAN AND INTENT. CHOOSE ANY OF THE LISTED REOURCES.

MODERATE RISK

THE STUDENT IS REPORTING SUICIDAL THOUGHTS WITH A VAGUE PLAN OR THERE IS UNCERTAINTY IF THE STUDENT HAS A PLAN. STAY WITH THE STUDENT. CONNECT THEM WITH AN IMMEDIATE RESOURCE, EXAMPLES BELOW.

Connect with Student Behavioral Health Resource Navigator, **Kerri Corcoran, 414-955-4219, kcorcoran@mcw.edu** and/or **Dr. David Cipriano 414-314-5562**

Encourage student to schedule a counseling visit by calling **(833) 927-1860** **Students get 10 unbilled visits per year**

REMINDER: NOTHING IN YOUR STUDENT HEALTH RECORD ENTERS YOUR ACADEMIC RECORD!

Encourage student to schedule a counseling visit by calling **(833) 927-1860** **Students get 10 unbilled visits per year**

Student Health and Wellness Website: **https://www.mcw.edu/education/academic-and-student-services/student-wellness** or email: **student_health@mcw.edu**

Utilize mental health crisis lines 24/7
- **1-800-273-8255** for National Suicide Prevention Line
- **1-866-488-7386** for LGBTQ Trevor Project Support Center
- **1-877-565-8860** for Trans Lifeline's Peer Support Hotline

Utilize the Wisconsin Crisis Text Line: Text **"HOPELINE"** to **741741**

Connect with Student Behavioral Health Resource Navigator, **Kerri Corcoran, 414-955-4219, kcorcoran@mcw.edu**

Use the **Concern Navigation Tool** on Infoscope to report concerns anonymously on EthicsPoint.

Additional Behavioral Health Locations:
- https://findtreatment.samhsa.gov
- psychologytoday.com/us

Utilize mental health crisis lines 24/7
- **1-800-273-8255** for National Suicide Prevention Line
- **1-866-488-7386** for LGBTQ Trevor Project Support Center
- **1-877-565-8860** for Trans Lifeline's Peer Support Hotline

Utilize the Wisconsin Crisis Text Line: Text **"HOPELINE"** to **741741**

MEDICAL COLLEGE. OF WISCONSIN

Last Updated: 4/16/2021

Green Bay Campus

HOW CAN I HELP A FRIEND/PEER /STUDENT IN DISTRESS OR CRISIS? (GB CAMPUS)

IS THE STUDENT EXPERIENCING SUICIDAL THOUGHTS?

"I am here to listen and help."
"Are you thinking about suicide?"
"Are you thinking about hurting yourself?"

YES — **NO**

HIGH RISK

THE STUDENT IS REPORTING SUICIDAL THOUGHTS WITH A SPECIFIC PLAN. STAY WITH THE STUDENT AND CHOOSE FROM THE OPTIONS, BASED ON YOUR LOCATION.

"I am going to stay with you and make sure you connect with someone who can be of support."
"Have you thought about how or when you would do it?"

YES — **DOES THE STUDENT REPORT A PLAN FOR SUICIDE?**

(On Campus) Call **920-403-3299**, the **St. Norbert College Emergency Campus Safety Line**, Available **24/7**

(Off Campus) Call **920-436-8888**, the **Family Services Crisis Center**, Available **24/7**

(Off Campus) Call **911** and request **Crisis Intervention Team (CIT) Officer**, Available **24/7**

UNSURE/ VAGUELY

NO

MILD RISK

THE STUDENT IS IN DISTRESS, BUT NOT REPORTING SUICIDAL THOUGHTS OR PLAN AND INTENT. CHOOSE ANY OF THE LISTED REOURCES.

MODERATE RISK

THE STUDENT IS REPORTING SUICIDAL THOUGHTS WITH A VAGUE PLAN OR THERE IS UNCERTAINTY IF THE STUDENT HAS A PLAN. STAY WITH THE STUDENT AND CONNECT STUDENT WITH AN IMMEDIATE RESOURCE, EXAMPLES BELOW.

REMINDER: NOTHING IN YOUR STUDENT HEALTH RECORD ENTERS YOUR ACADEMIC RECORD!

Connect with Student Behavioral Health Resource Navigator, **Kerri Corcoran, 414-955-4219, kcorcoran@mcw.edu** and/or **Dr. David Cipriano 414-314-5562**

Encourage student to schedule a counseling visit by calling **(833) 927-1860**
Students get 10 unbilled visits per year

Call **715-845-4326** or (toll free) **800-799-0122**, the **(Marathon County) North Central Healthcare Crisis Line**, Available **24/7**

Utilize mental health crisis lines 24/7
- **1-800-273-8255** for National Suicide Prevention Line
- **1-866-488-7386** for LGBTQ Trevor Project Support Center
- **1-877-565-8860** for Trans Lifeline's Peer Support Hotline

Utilize the Wisconsin Crisis Text Line: Text **"HOPELINE"** to **741741**

Student Health and Wellness Website: https://www.mcw.edu/education/academic-and-student-services/student-wellness or email: **student_health@mcw.edu**

Encourage student to schedule a counseling visit by calling **(833) 927-1860, Com Psych, St. Norbert Counseling Services at 920-403-3045 OR Bellin Psychiatric Services at 920-433-6073, Option 1.**
Students get 10 unbilled visits per year

Utilize mental health crisis lines 24/7
- **1-800-273-8255** for National Suicide Prevention Line
- **1-866-488-7386** for LGBTQ Trevor Project Support Center
- **1-877-565-8860** for Trans Lifeline's Peer Support Hotline

Utilize the Wisconsin Crisis Text Line: Text **"HOPELINE"** to **741741**

Connect with **Dana Daggs**, Student Services Manager, at (o) **920-403-4501** OR (c) **920-362-1780**

Connect with Student Behavioral Health Resource Navigator, **Kerri Corcoran, 414-955-4219, kcorcoran@mcw.edu**

Use the **Concern Navigation Tool** on Infoscope to report concerns anonymously on EthicsPoint

Additional Behavioral Health Locations:
- https://findtreatment.samhsa.gov
- psychologytoday.com/us

MEDICAL COLLEGE OF WISCONSIN

Last Updated: 7/29/2021

27

HOW CAN I HELP A FRIEND/PEER/STUDENT IN DISTRESS OR CRISIS? (CW CAMPUS)

IS THE STUDENT EXPERIENCING SUICIDAL THOUGHTS?

"I am here to listen and help."
"Are you thinking about suicide?"
"Are you thinking about hurting yourself?"

YES — "I am going to stay with you and make sure you connect with someone who can be of support." "Have you thought about how or when you would do it?"

NO

DOES THE STUDENT REPORT A PLAN FOR SUICIDE?

YES → **HIGH RISK** — THE STUDENT IS REPORTING SUICIDAL THOUGHTS WITH A SPECIFIC PLAN. STAY WITH THE STUDENT AND CHOOSE FROM THE OPTIONS BELOW.

Call **715-845-4326** or (toll free) **800-799-0122**, the **(Marathon County) North Central Healthcare Crisis Line**, Available **24/7**

Call **911** and request **Crisis Intervention Team (CIT) Officer**, Available **24/7**

NO → **MILD RISK** — THE STUDENT IS IN DISTRESS, BUT NOT REPORTING SUICIDAL THOUGHTS OR PLAN AND INTENT. CHOOSE ANY OF THE LISTED REOURCES.

UNSURE/VAGUELY → **MODERATE RISK** — THE STUDENT IS REPORTING SUICIDAL THOUGHTS WITH A VAGUE PLAN OR THERE IS UNCERTAINTY IF THE STUDENT HAS A PLAN. STAY WITH THE STUDENT AND CONNECT STUDENT WITH AN IMMEDIATE RESOURCE, EXAMPLES BELOW.

REMINDER: NOTHING IN YOUR STUDENT HEALTH RECORD ENTERS YOUR ACADEMIC RECORD!

Encourage student to schedule a counseling visit by calling **(833) 927-1860**, Com Psych, Elmergreen at 715-576-3458 OR Peaceful Solutions at 715-845-7175. Students get 10 unbilled visits per year

Student Health and Wellness Website: **https://www.mcw.edu/education/academic-and-student-services/student-wellness** or email: **student_health@mcw.edu**

Utilize mental health crisis lines 24/7
- **1-800-273-8255** for National Suicide Prevention Line
- **1-866-488-7386** for LGBTQ Trevor Project Support Center
- **1-877-565-8860** for Trans Lifeline's Peer Support Hotline

Utilize the Wisconsin Crisis Text Line: Text **"HOPELINE" to 741741**

Connect with **Chris Knight**, Student Services Manager, at (o) **715-870-0917** OR (c) **715-212-6684**

Connect with Student Behavioral Health Resource Navigator, **Kerri Corcoran, 414-955-4219, kcorcoran@mcw.edu**

Use the **Concern Navigation Tool** on Infoscope to report concerns anonymously on EthicsPoint

Additional Behavioral Health Locations:
- https://findtreatment.samhsa.gov
- psychologytoday.com/us

Connect with Student Behavioral Health Resource Navigator, **Kerri Corcoran, 414-955-4219, kcorcoran@mcw.edu** and/or **Dr. David Cipriano 414-314-5562**

Encourage student to schedule a counseling visit by calling **(833) 927-1860** Students get 10 unbilled visits per year

Call **715-845-4326** or (toll free) **800-799-0122**, the **(Marathon County) North Central Healthcare Crisis Line**, Available **24/7**

Utilize mental health crisis lines 24/7
- **1-800-273-8255** for National Suicide Prevention Line
- **1-866-488-7386** for LGBTQ Trevor Project Support Center
- **1-877-565-8860** for Trans Lifeline's Peer Support Hotline

Utilize the Wisconsin Crisis Text Line: Text **"HOPELINE" to 741741**

MEDICAL COLLEGE OF WISCONSIN

Last Updated: 7/27/2021