

Foothills Guidebook Class of 2029

University of Colorado School of Medicine

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Aurora, CO 80045

Information will be sent via your cuanschutz.edu email address. It is required that you check it daily. You are responsible for reading it and responding when appropriate.

Introduction to Foothills.....	5
Welcome, Class of 2029!.....	5
How to use this Guide.....	6
Policies Found in Trek Policies & Procedures.....	6
Clinical Requirements.....	7
Confirm/Update Required Immunizations and Influenza shots in Complio:	7
myClinicalExchange (MCE)	7
Badging is completed in Plains year	7
Administrative Details	7
E-mail Policy	7
Canvas	7
Professionalism	8
The Importance of Professionalism: Yours and Others.....	8
Your Professionalism	8
Professionalism of Others	8
Tips for Success	9
Interpersonal or Professional Problems:	9
The Dress Code Policy for Students in Clinical Settings	10
Clinical Policies and Procedures	10
HIPAA POLICIES AND RESOURCES	10
Use of Interpreters.....	11
Standards for Medical Professionals.....	11
Academics and Student Support	12
Office of Student Life	12
Office of Student Life Deans	13
OSL Dean Joint Responsibilities	15
Office of Student Life (OSL) Staff.....	15
Student Affairs & Admissions Staff.....	15
Career Services- Office of Student Life	19
Need a jump start when thinking about careers?	19
Academic Support	20
Disability Resources	20
Foothills Financial Aid Planning.....	21

Living Expense Refunds	22
Living Allowance Funds	23
Unusual Circumstances	23
Locating Essential Information	24
PATH Office: Professional Excellence, Accountability, Trust, Humanism (Formerly Office of Faculty Relations)	24
CU Denver CU Anschutz Office of Equity.....	25
The School of Medicine Office of Access and Campus Engagement	25
Other Program Policies	25
Accessibility Statement	25
Student Names and Pronouns	26
Land Acknowledgement.....	26
Foothills LIC Clerkship Contact Information	27
Children’s Hospital of Colorado Longitudinal Integrated Clerkship - Advocacy.....	27
Colorado Springs Longitudinal Integrated Clerkship – Community Engagement	27
Colorado Springs Longitudinal Integrated Clerkship – CHCO	27
Colorado Springs Longitudinal Integrated Clerkship – Inquiry	27
Community Health Longitudinal Integrated Clerkship – Advocacy.....	27
Denver Health Longitudinal Integrated Clerkship – Health & Advocacy (Black).....	27
Denver Health Longitudinal Integrated Clerkship – Health & Advocacy (Gold).....	27
Highlands Ranch Longitudinal Integrated Clerkship – Longevity & Wellness	28
Kaiser Permanente Longitudinal Integrated Clerkship – Inquiry	28
Longmont/Boulder Longitudinal Integrated Clerkship – Public & Population Health	28
Northern Colorado Longitudinal Integrated Clerkship – Community Health.....	28
Rural Longitudinal Integrated Clerkship – Community & Public Health	28
University of Colorado Hospital Longitudinal Integrated Clerkship – CANES	28
University of Colorado Hospital Longitudinal Integrated Clerkship – Inquiry.....	29
University of Colorado Hospital Longitudinal Integrated Clerkship – Health Systems Improvement	29
Veteran Affairs Longitudinal Integrated Clerkship – Arts & Humanities.....	29
Appendix.....	29
Clinical Placements Driving Distance Policy	29
Colorado AHEC Housing Policies	30
Colorado Area Health Education Center	30

(COAHEC)	30
COAHEC Housing Program.....	30
CUSOM Guide to Providing Peer Feedback.....	32
6 characteristics needed to provide EFFECTIVE feedback:	32
Here are a few more tips for providing feedback:.....	33
Timely Feedback/Resolution Identifiable	33
Delayed Feedback/Resolution Confidential	34
How can students provide feedback to teachers at CUSOM?	34
Delayed Feedback/Confidential/Resolution Undisclosed	34

Introduction to Foothills

Welcome, Class of 2029!

Welcome to the Foothills—a true milestone in your medical training! We hope this Guidebook will prepare you for the clinical year that lies ahead.

Foothills will allow you to put your hard work of studying in the Plains to work, challenging you to apply concepts in the clinical setting and impact patient care. You will be privileged to care for people in ways that you have never imagined. You will experience the excitement of life-saving interventions, feelings of accomplishment when optimal outcomes are attained, and fulfillment after guiding patients and families through challenging situations. You will also face new challenges. You will be distressed when optimal outcomes are not possible, frustrated when interventions are not working, and endure sadness when you lose patients.

Throughout these encounters, you will be faced with defining your own professional identity. Your core values and beliefs will merge with the demands and expectations inherent to the practice of medicine.

We hope that all your experiences in the clinical setting are positive ones with excellent role models; however, you may encounter situations that challenge your perceptions. You may feel that certain situations call for more empathy, more professionalism, and more attention to detail. Reflecting on these incidents and asking yourself what kind of physician you want to be and conscientiously developing your own professional identity will be yet another profound experience that begins during this exciting year.

Although it may not seem like it at times, you also serve as role models during your clinical years. You will inspire those you work with to look at things with fresh eyes, to critically think, and strive to teach well. The practice of medicine is never stagnant and requires life-long learning. Working as teams will challenge us to grow and find ways to better ourselves and our provision of care. Please recognize this role and utilize it as you start your journey to creating your own professional identity. Know that we (in the Curriculum Office and in the Office of Student Life) are here to support you along the way. Please do not hesitate to reach out to ask questions, reflect, discuss your goals, plan for residency, or just to talk.

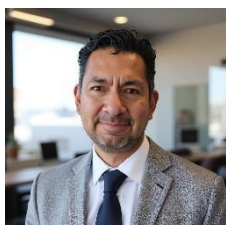
Sincerely,



[Jennifer Adams, MD](#)
Associate Dean of
Medical Education
and Clinical
Clerkships



[Kate Adkins, MD](#)
Assistant Dean of
Medical Education
and Clinical
Clerkships



[Doug Arana](#)
Clerkship
Curriculum
Manager



[Kelley Yseth](#)
Community
Curriculum
Manager



[Kirsten Proskey](#)
Clerkship
Curriculum
Team Lead

How to use this Guide

This is a reference guide. You will receive additional information around scheduling, expectations, etc. from your LIC directors and in your course syllabus. Additional policies are found in the SOM Policies and Procedures posted on the SOM website. A safe approach: if you have questions not answered by this guide or found in other resources, ASK!

The Offices of Student Life (OSL) and Medical Education (OME) are here to make your life easier; we know this can be confusing!

Policies Found in [Trek Policies & Procedures](#)

- Learning Environment, Page 11
 - Teacher Learner agreement
 - Relationships between Students and Teachers
 - Mistreatment
 - Fostering Learning Environment
 - Appropriate Dress
 - CUSOM Social Media Policy
- Requirements for Admission, Promotion, & Graduation, Page 26
 - Specific Requirements for Foothills
- Professional Conduct, Page 41
- Assessment & Grading, Page 46
 - The Grading System
 - Timely Access to Grades and NBME Exam Scores
 - Shelf Exam Scheduling Policy
 - NBME Examination Environment Expectations
 - Student Privacy & Personal Information, Page 73
- Attendance & Absences, Page 76
- Administrative and Operational Policies, Page 98
 - Off-Cycle LIC Enrollment Policy
 - LIC Move Time Allowance
 - Medical Student Duty Hour Policy
 - Student Safety
- Clinical Education Policies, Page 110
 - Clinical Requirement Responsibilities
 - Exposure to Infectious and Environmental Hazards Policy (Needlestick Policy)

[Academic Calendars](#): All academic calendars for the School of Medicine can be found on the website.

Clinical Requirements

Please review the required clinical onboarding requirements in Policies and Procedures. **You will NOT be allowed to begin your LIC rotations if each requirement is not completed.**

Confirm/Update Required Immunizations and Influenza shots in Complio:

- Keeping immunizations current is your professional responsibility. PPD, BLS/BCLS and Tetanus have expiration dates.
- The clinical sites require that your immunizations are current. They often require letters of good standing which we cannot give you if your immunizations are not up to date
- It is your professional responsibility to maintain all documentation in Complio. If you are out of compliance, you will immediately be pulled from your rotation. This may also result in Professionalism Reports, make-up work, and considerable delays in completing Foothills. Some sites may require additional records or onboarding paperwork not already mentioned above.

myClinicalExchange (MCE)

MCE is used by several hospital systems where students complete clinical training and is required for badging and credentialing. All Foothills students are required to create a student account for myClinicalExchange (MCE), if you do not have one, please contact SOM.Badging@ucdenver.edu.

Badging is completed in Plains year

Your LIC coordinator will ensure you have necessary badging and access at any required sites.

- CBI fingerprints are required for any student working in behavioral health settings with minors

Administrative Details

E-mail Policy

All information about the LIC will be conveyed to you by email at your @cuanschutz address. This includes last-minute changes to clinical schedules, reminders about requirements, information about meetings, optional learning opportunities and more. **It is expected that you will check your email at least twice daily during the week and respond promptly.** Your LIC Director, coordinator and preceptors will primarily communicate by email and will use Canvas for grading notifications and other mandatory course notifications only.

Canvas

All clerkship syllabi, required/optional readings, additional supportive educational materials, learning seminar materials, quizzes, exam scores, and forms are located in Canvas. You should make sure your Canvas settings are set up to allow for alerts when communications are sent so that no time sensitive or important information is missed.

Remember: All of the forms and assignments that you need to complete can be found on Canvas.

Professionalism

The Importance of Professionalism: Yours and Others

As you enter the clinical phase of your training, your professionalism and the professionalism of others is needed for effective learning and compassionate, high quality patient care. CUSOM is committed to creating an environment of mutual respect among all those involved in the clinical setting -- students, patients, faculty, residents, and staff.

Your Professionalism

Professional behavior is expected of students throughout their medical school curriculum and is a program competency for graduation. Some expected behaviors include:

- Be conscientious, reliable and timely with required responsibilities
- Be truthful in documenting and reporting clinical and administrative information
- Accept and acknowledge personal errors
- Maintain patient confidentiality
- Recognize and respond to others' unprofessional behavior

The Student Professionalism Committee and the Student Honor Council strive to address concerns of student professionalism with the goal of helping students to achieve and maintain the standards of behavior expected by the profession.

Professionalism of Others

Resources
Student Professionalism Committee
Student Professionalism – Student Feedback Form
Honor Council

For effective learning and patient care, it matters how those in the healthcare setting – students, faculty, residents, staff, and patients – are treated and treat each other. In the case of students, AAMC defines mistreatment as “behavior (that) shows disrespect for the dignity of others and unreasonably interferes with the learning process” whether “intentional or unintentional.” See [Support for Students](#)

Feedback to each other is one way that we can learn how others view our behaviors. We encourage you to report incidents of unprofessional behavior and mistreatment. There are a variety of resources to help you in thinking about any incident you are considering reporting. [Feedback Options for Students](#). Feedback can be managed in such a way to mitigate any concerns about impact on grading or any other form of retaliation.

See Appendix B for details on providing feedback and for reporting incidents to the Office of Professionalism. You are also encouraged to speak to LIC Directors and the Assistant/Associate Deans regarding any professionalism or mistreatment concerns. They want to hear from you!

Tips for Success

- Arrive on time, ready to take care of patients and eager to learn!
- At your first clinic together, discuss expectations, contact information in case of emergency/ last minute cancellation, start times of clinics, preferred approach to student follow up of patients (how to reach preceptor to discuss results, communication with patients, notification when patient unexpectedly accesses health care system). Periodically ask for feedback to ensure that you are meeting their expectations. Consider keeping a running document with meaningful verbal feedback you receive.
- Review logger at first session and at least monthly. Set realistic learning goals for each session.
- Initially, you might observe a few patient visits as you become familiar with the clinic. Quickly, you will take the lead in independently evaluating patients and following up on their care as appropriate. Your role is to ensure that you have as much exposure to a variety of patients with a diverse presentation of acute and chronic medical problems. The goal is not to see as many patients as possible, but rather to see enough patients to allow you to learn as much as you can over the year in each specialty.
- Be willing to work and complete assigned or voluntary patient care tasks as a key member of an interdisciplinary team. If you are available and willing, you will be involved. Many tasks seem menial and trivial but can be crucial to the patient's overall course. Be enthusiastic about learning and patient care.
- Be a self-directed learner- read about the conditions your patients have. Start with a general source such as a textbook or Up-To-Date, and then go to the literature to review recent meta-analyses, systematic reviews, or RCTs addressing therapy for these conditions.
- Identify role models, both positive and negative and learn from their strengths and weaknesses
- Remember that patient care comes first. Your preceptor will be seeing his/her own patients in addition to those you will be sharing. Please be patient and respectful of time constraints. During a busy clinical session, it often works best to save non-urgent questions and discussion for the end of the session. Please remain flexible!
- Remember that the patient is the most important one to impress
- Understand and accept that there is some subjectivity to the grading process
- Be transparent if you are using your phone to add logger data, search resources, etc. You do not want to be misunderstood by your supervisors while on rounds!
- Ask for more autonomy and independence from your preceptors if you're ready for it. Patient care ownership and responsibility is what the LIC is all about! By mid-year you should be seeing patients independently, pending orders, writing all of your notes, completing the AVS, following up on labs, and calling patients to discuss results. If that's not happening, talk to your preceptors and ask them to give you more autonomy so you can grow into this role!

Interpersonal or Professional Problems:

- Any problems you have as individuals should be dealt with openly, promptly and directly by discussion with the most directly concerned members of your team. This will usually solve the problem, but if it doesn't, please consult your preceptors, LIC coordinator, or LIC Director. All of these people have a strong and sincere commitment to helping you.

- If you have concerns about a preceptor you are matched with, please discuss this early with your LIC director or liaison. Changes and reassignments will not always be accommodated but we can't address concerns if we don't know about them! Our jobs are to discuss concerns, assist with conversations and decide with you when a reassignment is needed. Students will always be reassigned in cases of mistreatment, discrimination or harassment.
- The LIC and medical school in general are demanding experiences, which may be stressful. The stress of the Clerkship may revive dormant personal problems or uncover new ones. Should personal problems arise, please discuss them with any of the above people. All of them have had personal problems of their own and will want to help facilitate resilience in your professional identity development.

The Dress Code Policy for Students in Clinical Settings

As a student of the University of Colorado Anschutz Medical Campus, you are expected to adhere to appropriate attire for your work in various classroom and clinical settings. Students are encouraged to consider the patient perspective in their appearance and how they present themselves may impact the patient provider relationship. Please be advised that you should review the specific dress code policy for the clinical site and/or course as it pertains to you. Some sites have more specific or structured rules and you are responsible for being aware of those regulations. These are updated frequently, so please check the link below for the most recent information. If you are rotating at a site not included here, please ask your course or clerkship director for more specific information. Faculty involved in a Course or Clerkship may request that students wear appropriate professional attire for a lecture or small group session, typically for sessions that involve patients or standardized patients. Students will usually receive notice of such occasions through Canvas. Inappropriate attire may result in the completion of a Professionalism Feedback Form and/or being asked to leave the setting to return with appropriate attire.

Clinical Policies and Procedures

HIPAA POLICIES AND RESOURCES

Always...

- Use Hospital Equipment to take patient photos.
- Ensure appropriate authorizations are in place if photos are not for patient care.
- Dispose of patient information in shredding/confidential bins, not regular trash.
- Encrypt all internet directed e-mail containing Personal Health Information (PHI). Can do this by writing PHI or Safemail in the email title.
- Understand HIPAA definitions of PHI, privacy breach, security breach.
- Be familiar with your sites HIPAA Policies.
- Obtain verbal permission from patient before discussing care in front of visitors.
- Encrypt mobile devices (phones, laptops, USB drives) that contain PHI.
- Report violations of Code of Conduct.
- Ask if in doubt!

- Log off or lock your computer when leaving it unattended.

Never...

- Take patient records or notes off hospital/clinic premises.
- Take patient photos with personal cameras or cell phones.
- Discuss patient status or care in public places (elevators, cafeterias, hallways).
- Leave patient information, including your personal notes, unattended or in public view (ex. Conference rooms, whiteboards, lunch areas).
- Discuss patient care in front of visitors without permission from the patient.
- Access patient records without a business need.
- Leave patient information in your care- your care is not secure.
- Share your logon or password- you are responsible for anything done on your credentials.
- Share patient information with anyone who does not have a need to know the information in order to do his/her job.

Use of Interpreters

You must **always** use interpreters with your non-English-speaking patients unless you are certified as an interpreter. Use of a certified interpreter is essential to prevent miscommunication and diagnostic error. If you are fluent in a non-English language and would like to become certified as an interpreter, please ask your site coordinator how to do so.

When working with an interpreter, always document the interpreter number or name and date & time of call.

Standards for Medical Professionals

For Students, House Officers, Fellows, and Faculty Practicing Within the Core Health Systems of the CU School of Medicine

- I. A professional consistently transmits respect for patients by his/her performance, behavior, attitude and appearance.
 - A. Respect for privacy and confidentiality.
 1. Knock on door before entering room.
 2. Appropriately drape patient during examination.
 3. Do not discuss patient information in a public area; including elevators, and cafeterias.
 4. Keep noise levels low when patients are sleeping.
 5. Patient confidentiality includes following HIPAA rules regarding appropriate accessing patient files, including electronic files.)
 - B. Respect for self-autonomy and the right to be involved in care decisions.
 1. All professionals introduce themselves to patients and patient's families and explain their role in the patient's care.
 2. All professionals wear name tags clearly identifying their names and roles.
 3. Time is taken to assure patient and family understanding, and informed consent, of medical decisions and progress.

- C. Once a healing relationship is initiated a professional never abandons a patient.
 - 1. A professional assures continuity of care by clearly documenting who will provide care after a patient is discharged from a hospital and informing the patient of how that caregiver can be reached.
 - 2. A professional responds promptly to phone messages and pages.
 - 3. A professional is responsible for providing reliable coverage through colleagues when he/she is not available.
- D. Present a professional appearance.
 - 1. All professionals shall comply with acceptable standards of dress as defined by the institutions in which they work.
- II. A professional consistently transmits respect for peers and co-workers.
 - A. Respect is demonstrated by effective communication.
 - 1. Primary care providers will be informed of their patient's admission, the hospital content, and discharge plans.
 - 2. Consulting physicians will be given all data pertinent to providing a consultation.
 - 3. Medical records will be kept legible and up to date; including dictating discharge summaries within approved guidelines. (dictations done by housestaff and attendings, not students)
 - 4. All non-medical professionals who are part of the care team will be kept informed of patient plans and progress.
 - 5. Continuing verbal and written communication will be given to referring physicians.
 - 6. By understanding a referring physician's needs and concerns about their patients.
 - B. Respect is demonstrated for diversity of opinion, gender, and ethnicity.
 - 1. The work environment must be free of harassment of any sort.
 - 2. The opinions of all professionals involved in the care of patients must be respected.
- III. A professional is responsible for his/her own education.
 - A. One must be a motivated self-directed learner
 - B. We must recognize the limits of our knowledge or skills and ask for help when appropriate.

Academics and Student Support

We care about you and your success. The CU Anschutz Medical Campus offers multiple resources and services to support you and your needs. The Office of Student Affairs—[Student Support](#) can help you navigate the academic and non-academic resources across campus. Please visit their website (<https://www.cuanschutz.edu/student>) for more information.

Office of Student Life

The Office of Student Life is located in the Fitzsimons Building, on the first floor, room N1219. The primary mission of the Office of Student Life is to assist medical students from the time they applied to medical school, to the first day of matriculation, through graduation and beyond.

Office of Student Life Vision Statement

We strive to help create a positive medical school culture that enhances learning and promotes professional and personal growth for the medical students of the University of Colorado. We support a safe and caring environment for our students, providing resources and guidance to help them succeed in our curriculum and become leaders in the medical profession.

Core Values

- Our primary focus is providing a safe, supportive, and informative environment for student success
- We consistently strive for excellence
- We always operate with integrity, honesty, and mutual respect
- Inclusiveness and support for diversity is essential
- We are consistently responsive in a timely manner to all inquiries
- We are accountable to each other and those we serve
- We celebrate our successes and we embrace our failures, accepting that mistakes will happen and serve as opportunity for growth
- Collaboration is essential to our success
- Conflict is expected and will be resolved constructively
- While personal success if fully supported, shared goals are our priority
- We consistently support a healthy balance between personal and professional lives



Office of
Student Life

SCHOOL OF MEDICINE

UNIVERSITY OF COLORADO
ANSCHUTZ MEDICAL CAMPUS

The Student Life Deans and the rest of the Student Life team are always available to answer questions and address your concerns. Our doors are always open!

Office of Student Life Deans



Jeffrey SooHoo, MD, MBA

Associate Dean, Student Affairs and Admissions

Director, Masters of Medical Science

AOA Chapter Advisor

JEFFREY.SOOHOO@CUANSCHUTZ.EDU



Brian Dwinnell, MD

Associate Dean of Student Life & Admissions

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Tyler Coyle, MD

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Deborah Seymour, PsyD

Assistant Dean, Student Affairs for Student Success

Education and Learning Specialist

Associate Director of DOCS, communication skills

DEB.SEYMOUR@CUANSCHUTZ.EDU

- Academic advising
- Student Life Steering Committee
- Step and Shelf exam Preparation
- Study Skills development



Nida Awadallah, MD, MACM

Assistant Dean, Student Affairs

Director of Clinical Remediation

Learning Specialist

NIDA.AWADALLAH@CUANSCHUTZ.EDU

- Clinical Remediation
- Clinical Assistance
- Step Preparation



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Maurice "Scotty" Scott, MD
Assistant Dean, Student Affairs
Ft Collins, Longmont/Boulder and Colorado Springs Liaison
maurice.scott@cuanschultz.edu

OSL Dean Joint Responsibilities

- MSPE
- VSLO
- Residency Prep
- Step 1 tracking/support programs
- Step 2 tracking/support programs
- Remediation Coordination
- Assisting students through Personal and Academic Issues

Office of Student Life (OSL) Staff

Student Affairs & Admissions Staff



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Assistant Director, UME
Jenn.Smith@cuanschultz.edu



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Manager, Office of Student Life
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Lamar Cherry
Team Lead – Admissions
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Danielle Schmidt
Team Lead – Student Affairs
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- Alpine/Summit Registration/Grades
- Grade Issues/Changes
- MSPE Letters
- Visiting Student Learning Opportunities



Nolan Brown
Admissions Coordinator
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Marilyn Amarachukwu Nzoiwu, MA

Student Affairs Events Coordinator

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- Student Events and Support
- Student Awards
- OSL Weekly Newsletter
- MSC, SIGs, and Honor Society Support



Shea Roodberg, JD

Student Affairs Professional

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Victoria Savage

Clinical Badging and Compliance Coordinator

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Megan Schiltz, MS

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Health Opportunities and Professional Engagement (HOPE)



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School of Medicine Financial Aid



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SOM Financial Aid Program Manager
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Alex Kaufman
SOM Senior Financial Aid Advisor
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Career Services- Office of Student Life



The Office of Student Life is strongly committed to assisting our students with career and professional development. Beginning with orientation, personnel in this office are responsible for assisting students with providing unbiased information about medical specialties, residency application, preparation for interviews, and their participation in various residency matching services.

Career planning is an interactive process: we can assist students in setting and achieving academic, professional, and personal goals that are consistent with their own interests, values, abilities, degree requirements, and career expectations. The Office of Student Affairs provides a wide range of information and resources to students and may refer them to other appropriate campus resources. There are many factors involved with planning a medical career and our office can assist students in understanding each of those factors and help in the decision-making process.

We coordinate with the AAMC Careers in Medicine program, an online resource, which aids students in understanding their personality types, skills, interests, and values. This program is designed to assist students in a logical process of self-assessment and career planning. To schedule a one-on-one session about career advising, please call the Office of Student Life at 303-724-6407.

Need a jump start when thinking about careers?

- The AAMC Careers in Medicine website. This site has tools that enable you to identify career goals, create a personal profile identifying skills, interests, personality, values, lifestyle choices, and other personal experiences that affect career choice, provides information about 128 specialties and subspecialties, provide match, training and workforce information and the personal characteristics of physicians in each specialty.
- Check out specialty organizations and resources
- Talk with an Assistant Dean in Student Affairs
- Meet up with preceptor or other faculty
- Have a chat with the faculty or student mentor in your COMPASS Guide
- Schedule a meeting with the Career Specialty Advising Director, Dr. Jenny Soep
- Attend Career Specialty Advising drop in off hours or workshops

Academic Support

Please reach out to the Office of Student Life for any assistance related to your learning! There are 2 Assistant Deans of Student Affairs available to meet, coach and identify resources for you. Deans Deb Seymour and Nida Awadallah are medical educators, learning coaches and clinical remediation experts within the OSL.



Deborah Seymour, PsyD. is a clinical psychologist who serves as a learning coach in the OSL. Dr. Seymour is available to help students reach their optimal level of learning, retention, and academic performance in their courses as well as on USMLE/NBME exams. She will meet with you individually by zoom or in person. Just send her an email with a request to meet and times that you are available. She is available to help you become more successful in your clinical learning and can help you with the adjustment from classroom to clinical site learning. In addition, she offers support when students have questions such as the following:

- How do I study for step 1 and 2 during the clerkship year?
- How can I study more effectively for shelf exams? My approach doesn't give me enough time to cover all the material.
- Is my memory inadequate? How can I improve my retention? Is it possible that I have an attention disorder?
- How do I prepare for Step exams and how do I make a schedule?
- I want a score two standard deviations above average. How do I reach it?



For Foothills and Alpine students who are having clinical or academic challenges, Nida Awadallah, MD, is available to meet on an individual basis to assist with all matters of performance, including but not limited to:

- Medical knowledge and test taking (Shelf/subject exams)
- Clinical Reasoning
- Presentations, Note Writing, Organization
- Interpersonal Skills and Communication

Disability Resources

The University of Colorado Anschutz Medical Campus is committed to providing equal opportunities and fostering the personal growth and development of all students. AMC strives to accomplish these goals on behalf of students with disabilities. The staff of the Office of Disability, Access, and Inclusion (ODAI) are available to aid students with disabilities and arrange for reasonable accommodations. They also work continuously with members of the campus community to identify solutions to attitudinal and architectural barriers that might impede the successful completion of studies by a student with a disability.

The staff of the Office of Disability, Access, and Inclusion (ODAI) can serve most efficiently and effectively when an aid or service is requested well in advance by a student. The services are free, private and confidential. Students are encouraged to take the following important steps to obtain accommodations:

- Step 1: Complete an Online Access Form and upload documentation
- Step 2: Schedule an Appointment with an Access Coordinator
- Step 3: Meet with your Access Coordinator
- Step 4: Receive Accommodation Decision

Examples of aids and services available to School of Medicine students include:

- Priority registration.
- Assistance in identifying note takers.
- Alternative testing for classroom examinations, which may include: extended time, a reduced distraction testing environment, reader, scribe, and/or assistive or adaptive technology.
- Interpreters (oral / sign language) or captioning services.
- Referral to on-campus support services, i.e. Writing Center, Tutoring, Student Mental Health Services.
- Textbooks in alternate format (E-Text, Braille, Audio, and Enlarged Print).

Website: [The Office of Disability, Access, & Inclusion](#)

Contact Information:
12950 East Montview Blvd.
V23-1409
Denver, CO 80045
Phone: 303-724-5640
Fax: 303-724-5641

Foothills Financial Aid Planning

Class of 2029,

We hope this section helps you navigate the complexities of financial matters specific to your clerkship year at the University of Colorado School of Medicine. If you have questions or concerns about your financial aid please reach out to me. The information included in this section is accurate as of June 1st, 2026, and is subject to change without notification.

A friendly reminder: whenever you have a question or concern related to financial aid or student debt, please ask! I want you to be equipped with accurate information to make informed decisions.

If you need to discuss your financial aid outside of business hours, please send us an email to identify an alternate time. I will do my best to accommodate early morning or evening requests for assistance.

Sincerely,

Matt and Alex

MD Financial Aid Team

MD.FinAid@cuanschultz.edu

Direct Phone: 303-724-1557

[Schedule an appointment](#)

Living Expense Refunds

Students should expect to receive their living expense deposit (also referred to as a “refund”) the first week of classes each new semester. Students are required to be registered and in good standing with the CU School of Medicine, and all necessary financial aid information and/or paperwork must be complete. Missing or incomplete requests will delay your living expense refund and your account is subject to service and late fees if it is not paid by the due date established by the Bursar’s Office (bursar@ucdenver.edu or 303-315-1800). The Bursar’s Office sends email notifications regarding billing statements and due dates.

Common issues that will delay your refund:

1. Missing FAFSA application and/or additional documentation. You can view your current award and application status in UCD Access in the Student Center.

a. www.ucdenver.edu/ucdaccess

b. You need to submit the 26-27 FAFSA for your Fall 2026, Spring and Summer 2027 semesters. This application was made available at www.studentaid.gov. Your 2024 tax information will be used to complete this application.

c. Your Student Center “To Do List” details FAFSA receipt and unresolved items.

2. The financial aid offer has not been accepted. Student loans must be accepted by you for CU to begin processing the funds. You are notified via email when an award offer is available for you to accept.

a. Both Direct Unsubsidized Stafford and PLUS Loans are accepted in UCD Access under the 2027 Year.

b. Fall, Spring and Summer (SUM) loans are offered. This is a new feature for this school year. Best practice: accept the fall/spring loans, then set a reminder for mid-April 2025 to accept the summer (SUM) loans you need then. Once accepted, you cannot adjust the loan amount without my assistance.

c. Fall/Spring (September 2026-May 2027) and the amount will be equally divided between the two semesters.

d. Fixed Interest rates for the upcoming school year:

i. Direct Unsubsidized Stafford: 8.07%

ii. Direct Graduate PLUS: 9.07%

e. Direct PLUS requires an approved credit check. This will be done once you accept the loan. The credit decision will be made and communicated to you by Direct Loans.

- f. Institutional loans (Perkins, Loans to Disadvantaged Students, CU Medical School Loan, etc.) can take longer to process. Watch for an email message from ECSI (it is often found in your junk/spam folder) for directions to complete the entrance counseling and promissory note online.

Direct deposit gives you the quickest access to living expense refunds. We strongly recommend sending your refund to your savings account, and then having a scheduled monthly transfer for your checking account for living expenses.

Living Allowance Funds

When you receive your refund, plan your finances carefully to last you until your next deposit. If you do not have a personal budget or need to revise your plan, I have a comprehensive worksheet that can be emailed to you upon request. The \$2,800 allowance applies to the 2026- 2027 academic year. To avoid overspending, students are encouraged to account for non-monthly and irregular expenses (example: car insurance, maintenance, registration fees, personal travel, and gifting) when establishing the monthly transfer amount to ensure the funds are available when those expenses are incurred.

Here are the estimated refund dates for each semester.

- a. Fall 2026: week of July 27th for students enrolled in the Discovery MSA or Research Track courses. Students not taking one of those courses will receive their aid the week of September 1st when Basecamp begins.
- b. Spring 2027: week of January 4th
- c. Summer 2027: week of May 12th

Students can reduce the amount they borrow each semester. You have 45 days from the time you receive a financial aid disbursement to contact me to request an adjustment to lower your principle borrowing. Returning unneeded loan funds during this time will reverse loan origination fees and interest.

Unusual Circumstances

Occasionally, a medical student experiences unforeseen health care and/or automobile expenses. We can consider unusual expenses for medical, dental, pharmaceutical, optical, and major car repair charges with itemized documentation. It is advisable for students to contact me to discuss their situation prior to submitting their request. Health related appeals will require Explanation of Benefit (EOB) statements from your insurance company. Credit card receipts do not detail the necessary information needed for budget increase appeals. Car-related expenses can only be considered for major repairs. Maintenance (oil changes, mileage service, etc.) cannot be considered, as they (along with insurance and registration) are covered by the personal transportation allowance incorporated into the living allowance. Approved increases will be processed as a reimbursement.

Locating Essential Information

- a. UCD [Access](#)
 - b. [StudentAid.gov](#)
 - c. Managing Your Finances During Medical School [AAMC](#)
 - d. AAMC's [FIRST](#) (Financial Information, Resources, Services, and Tools)
 - e. Annual Credit Report [website](#)
- This federally sponsored website allows you to obtain your three free credit reports.
 - The reports do not provide your credit score without paying a fee, but it is more important you review the information for accuracy. It is advisable to review one of the three reports every four months to have an ongoing look at your credit history throughout the year. If you find an error or incorrect information you need to follow the dispute directions detailed in the report.
 - It is important to remember your federal Graduate PLUS loans require “adverse-free credit history” for you to receive this type of funding. As a rule: delinquencies, bankruptcies, court judgements against you, or other negatively perceived financial information about your ability to repay a debt could prevent or delay your ability to borrow this type of loan.
 - Considering recent data breaches many consumers are concerned about protecting their personal identity and placing a credit freeze on their consumer credit files. Generally, this does not pose a problem for student aid, however, you should be aware that you will need to unfreeze your report for a credit check to be completed when you accept a PLUS loan. Most students will undergo a credit check twice per academic year if they opt to borrow this type of financing.

PATH Office: Professional Excellence, Accountability, Trust, Humanism (Formerly Office of Faculty Relations)

The PATH Office is the Office for Faculty Relations within the CU Anschutz School of Medicine. We work alongside faculty, leaders, trainees, and staff to advance a culture of professional excellence, accountability, trust, and humanism across every mission of our academic community. Professional excellence is a shared responsibility and a defining characteristic of our School of Medicine community. The PATH Office partners with faculty, leaders, and staff to promote accountability, trust, humanism, and respectful engagement across every mission of the School of Medicine. Through PATHways, we provide consultation, educational resources, leadership support, and professional development that strengthen communication, workplace relationships, and team effectiveness. When concerns arise, we apply a fair, thoughtful, and developmental approach that promotes reflection, accountability, and continuous improvement. Guided by the PROMISE Framework, we help translate our shared values into everyday actions that strengthen individuals, teams, and the culture of our academic community.

To submit a concern or for general inquiries, visit [About the PATH Office | CU Anschutz School of Medicine](#).

CU Denver | CU Anschutz Office of Equity

The [Office of Equity's](#) stated mission is to stop, prevent, and remedy discrimination, harassment, sexual misconduct, and any related retaliation; provide education, training and outreach; design policies and procedures to make our campus safer and more inclusive; and ensure all individuals are treated with dignity, compassion, and respect.

The School of Medicine Office of Access and Campus Engagement

The School of Medicine Office of Access and Engagement is here to connect you with mentors, services and departments throughout the university system and in the community that will assist and support your academic and professional success.

We aspire to build a medical campus community that thrives on access and engagement; strives to eliminate social injustices and health disparities through measurable commitments, strategic, systemic and sustainable systems of accountability; and demonstrates trust and respect for ALL through inclusive practices and policies. As a world-class medical destination at the forefront of transformative education, science, medicine and health care, we will combine efforts and leverage all of the campus missions to attain our goal. This includes expanding on the endeavors of the former Community-Campus Partnership program and strengthening the collaboration with our hospital partners.

We also work to develop a respectful and inclusive environment in the School of Medicine and across the Anschutz Medical Campus where all members of the community feel supported to be successful in achieving the mission of health through our educational programs, patient care and research.

Contact Us:

Office of Access and Engagement
Anschutz Medical Campus Box C292
13001 East 17th Place, Fitzsimons Building
Aurora, CO 80045
oea@cuanschutz.edu

Other Program Policies

We follow the CUSOM policies, which can be found in [Trek Curriculum Policies & Procedures](#).

We seek to recognize, affirm, and value you as an individual. We have policies that are designed to support your ability to learn and engage with our curriculum. This link will include information on policies related to leave of absences, religious holidays, attendance, non-discrimination, Title IX, inclement weather, academic calendar, etc.

Accessibility Statement

The University of Colorado Anschutz Medical Campus is committed to providing equitable access to our programs for students with disabilities (e.g., psychological, attentional, learning, chronic health, sensory, and physical).

For additional information on accommodations: <https://www.cuanschutz.edu/offices/office-of-disability-access-and-inclusion/faculty/implementing-accommodations/syllabus>

Student Names and Pronouns

We recognize that students' legal information doesn't always align with how they identify. We encourage you to share your name and pronouns if you feel comfortable doing so. If we make a mistake, we encourage students to correct faculty so we can continue to grow and foster a more inclusive learning environment.

Land Acknowledgement

As we gather, we honor and acknowledge that the University of Colorado's four campuses are on the traditional territories and ancestral homelands of the Cheyenne, Arapaho, Ute, Apache, Comanche, Kiowa, Lakota, Pueblo and Shoshone Nations. Further, we acknowledge the 48 contemporary tribal nations historically tied to the lands that comprise what is now called Colorado.

Acknowledging that we live in the homelands of Indigenous peoples recognizes the original stewards of these lands and their legacies. With this land acknowledgment, we celebrate the many contributions of Native peoples to the fields of medicine, mathematics, government and military service, arts, literature, engineering and more. We also recognize the sophisticated and intricate knowledge systems Indigenous peoples have developed in relationship to their lands.

We recognize and affirm the ties these nations have to their traditional homelands and the many Indigenous people who thrive in this place, alive and strong. We also acknowledge the painful history of ill treatment and forced removal that has had a profoundly negative impact on Native nations.

We respect the many diverse Indigenous peoples still connected to this land. We honor them and thank the indigenous ancestors of this place. The University of Colorado pledges to provide educational opportunities for Native students, faculty and staff and advance our mission to understand the history and contemporary lives of Native peoples.

The full CU systemwide lands recognition statement can be found here:

<https://president.cu.edu/statements/cu-systemwide-lands-recognition-statement>

Foothills LIC Clerkship Contact Information

Children’s Hospital of Colorado Longitudinal Integrated Clerkship - Advocacy

LIC Co-Director: Dr. Meghan Treitz - Meghan.treitz@childrenscolorado.org

LIC Co-Director: Dr. Amy Grover – Amy.grover@childrenscolorado.org

LIC Coordinator: Margie Rodgers – Margie.rodgers@cuanschutz.edu

Colorado Springs Longitudinal Integrated Clerkship – Community Engagement

LIC Director: Dr. Heather Cassidy - heather.cassidy@cuanschutz.edu

LIC Coordinator: Julia Walden – Julia.walden@cuanschutz.edu

Colorado Springs Longitudinal Integrated Clerkship – CHCO

LIC Director: Dr. Heather Cassidy - heather.cassidy@cuanschutz.edu

LIC Coordinator: Julia Walden – Julia.walden@cuanschutz.edu

Colorado Springs Longitudinal Integrated Clerkship – Inquiry

LIC Director: Dr. John Frerichs - john.frerichs@cuanschutz.edu

LIC Coordinator: Erin McKay - erin.mckay@cuanschutz.edu

Community Health Longitudinal Integrated Clerkship – Advocacy

LIC Co-Director: Dr. Henry Colangelo - henry.colangelo@cuanschutz.edu

LIC Co-Director: Dr. Hana Smith - hana.smith@childrenscolorado.org

LIC Coordinator: Shelley Moore - shelley.moore@cuanschutz.edu

Denver Health Longitudinal Integrated Clerkship – Health & Advocacy (Black)

LIC Director: Dr. Anne Frank - Anne.frank@dhha.org

LIC Coordinator: Kristina Oatis - Kristina.oatis@dhha.org

Denver Health Longitudinal Integrated Clerkship – Health & Advocacy (Gold)

LIC Director: Dr. Vishnu Kulasekaran - vishnu.kulasekaran@dhha.org

LIC Coordinator: Kaley Batley - kaley.batley@dhha.org

Highlands Ranch Longitudinal Integrated Clerkship – Longevity & Wellness

LIC Director: Dr. Kerri Thurmon- kerri.thurmon@cuanschutz.edu

LIC Director: Dr. Cara Rabin – cara.rabin@cuanschutz.edu

LIC Coordinator: Julia Pineda – julia.pineda@cuanschutz.edu

Kaiser Permanente Longitudinal Integrated Clerkship – Inquiry

LIC Director: Dr. Sharisse Arnold-Rehring - sharisse.arnold-rehring@kp.org

LIC Coordinator: kp-lic-admin@kp.org

Longmont/Boulder Longitudinal Integrated Clerkship – Public & Population Health

LIC Director: Dr. Jill Vanwyk – jill.vanwyk@cuanschutz.edu

LIC Coordinator: Jessica Smith – jessica.c3.smith@cuanschutz.edu

Northern Colorado Longitudinal Integrated Clerkship – Community Health

LIC Director: Dr. Ben Leon – Benjamin.leon@uchealth.org

LIC Coordinator: April Hoyland april.hoyland@cuanschutz.edu

Rural Longitudinal Integrated Clerkship – Community & Public Health

LIC Director: Dr. Roberto Silva - Roberto.silva@cuanschutz.edu

LIC Assistant Director: Amanda Swanson – Amanda.b.swanson@cuanschutz.edu

LIC Assistant Director: Megan Lykke – megan.lykke@cuanschutz.edu

LIC Coordinator: Melissa Darzins – melissa.darzins@cuanschutz.edu

LIC Coordinator: Kate Pettersen – kate.pettersen@cuanschutz.edu

University of Colorado Hospital Longitudinal Integrated Clerkship – CANES

LIC Director: Dr. Benjamin Vipler – Benjamin.vipler@cuanschutz.edu

LIC Coordinator: Andra Breazeale – andra.breazeale@cuanschutz.edu

University of Colorado Hospital Longitudinal Integrated Clerkship – Inquiry

LIC Director: Dr. Frank Merritt – frank.merritt@cuanschutz.edu

LIC Coordinator: Nicole Perez – Nicole.perez@cuanschutz.edu

University of Colorado Hospital Longitudinal Integrated Clerkship – Health Systems Improvement

LIC Director: Dr. Emily Gottenborg – Emily.gottenborg@cuanschutz.edu

LIC Coordinator: Jenna Wyrick – jenna.wyrick@cuanschutz.edu

Veteran Affairs Longitudinal Integrated Clerkship – Arts & Humanities

LIC Director: Dr. Samantha Robin – Samantha.robin@cuanschutz.edu

LIC Coordinator: Kali McKinney – Kali.McKinney@cuanschutz.edu

Appendix

Clinical Placements Driving Distance Policy

Many of the clinical training sites used by the University of Colorado School of Medicine are located in communities outside of the Aurora/Denver metropolitan areas or off-site from the main campuses of our major affiliate hospital partners. Therefore, reliable transportation is a necessity to participate in clinical training. During Plains and Alpine, students may be placed with preceptors up to 40 miles from their primary campus. During Foothills, students may be placed at clinical sites up to 40 miles from the primary training site of their LIC. Primary training sites for LICs are defined in each LIC syllabus. Colorado AHEC provides housing for students on clinical rotations more than 40 miles from the Anschutz Medical Campus or their primary LIC site.

Colorado AHEC Housing Policies



Colorado Area Health Education Center (COAHEC)

COAHEC Housing Program

The State of Colorado is divided into six regions (Centennial, Front Range, San Luis Valley, Southeastern Colorado, Southwestern Colorado, and Western Colorado) with an Area Health Education Center Office in each region. The regions are overseen by the Colorado AHEC Program Office (COAHEC) on the CU Anschutz Medical Campus, Ed2N 5th floor.

For complete details on COAHEC housing, visit our [website](#) or reach out to anyone on the [COAHEC Housing team](#)



CLINIC: Use Account Code: _____

AUTHORIZATION TO PROVIDE SERVICES

AUTHORIZATION INFO

Authorized by (signature) _____
Authorized by (print name) Jeffrey Druck
Authorizer's Phone Number 303-724-6407
Date of Authorization January 01, 2020

EMPLOYER INFO

Company Name University of Colorado School of Medicine
Company Phone 303-724-6407
Company Fax 303-724-6409
Address 13001 East 17th Place, C292
Aurora, CO 80045

PATIENT INFO

Patient Name _____
Job Title MD Student
SS# _____
Date of Birth _____ ☐ Check if employee
is to pay for service

Thank you for choosing **CareNow**
Urgent Care

SERVICES AUTHORIZED

WORK RELATED INJURY

Are you seeking treatment for a work related injury?

☐ Yes ☒ No Date of Injury _____

Do you require a drug screen with injury? ☐ Yes ☒ No

DRUG SCREENS (CareNow to Perform)

☒ Standard 10 panel drug screen
☐ Standard 5 panel Non-DOT drug screen
☐ Instant 10 panel drug screen
☐ Instant 5 panel drug screen
☐ DOT drug screen
☐ Breath Alcohol test
☐ Hair Follicle drug screen

REASON

Random
☒ Pre-employment
☐ Post Accident
☐ Other

COLLECTION ONLY FOR TPA

COLLECTION TYPE

☐ DOT
☐ Non-DOT

For DOT Drug Screen or Collection—DOT Agency is Required:

☐ FMCSA ☐ FAA ☐ FRA ☐ FTA ☐ PHMSA ☐ USCG

PHYSICALS

☐ Basic Physical (If drug screen needed, check box above)
☐ DOT Physical (If drug screen needed, check box above)
☐ Guard Physical
Other Physical (describe) _____

OTHER SERVICES

☐ Pulmonary Function (Spirometry)
☐ Other
(Describe) _____

CONVENIENT DENVER LOCATIONS

Weekdays 8am – 8pm
Saturday 8am – 8pm
Sunday 8am – 5pm
Open Every Day

- Greenwood Village**
5990 S. University Blvd.
Greenwood Village, CO 80121
Phone: (720) 446-5890
Fax: (303) 797-5505
- Aurora**
5620 S. Parker Rd.
Aurora, CO 80015
Phone: (720) 446-5893
Fax: (303) 690-2810
- Highlands Ranch**
7120 E. County Line Rd.
Highlands Ranch, CO 80126
Phone: (720) 446-5891
Fax: (303) 220-9688
- Parker**
11339 S. Pikes Peak Dr.
Parker, CO 80138
Phone: (720) 588-4000
Fax: (303) 841-2688
- Stapleton**
3001 N. Havana St.
Denver, CO 80238
720-458-6825
- DU**
1405 E. Evans Ave.
Denver, CO 80210
720-449-8050
- Arvada**
6413 Fig St.
Arvada, CO 80127
720-449-8060



Visit us at www.CareNowDenver.com
for detailed maps to each location

CUSOM Guide to Providing Peer Feedback

Providing feedback to peers can be a difficult thing to do. We all have doubts in our minds when we approach someone in this manner – (Who am I to be giving this feedback? I'm not their boss; I'll let someone else take care of it; what if I am wrong and what I think is happening isn't the case?) While it is easy to use any one of those thoughts as an excuse to not provide feedback, as professionals we have a duty and responsibility to speak up. Feedback needs to be rooted in genuine concern for the other person and our profession. People are often unaware what they are doing. For example, think about a time you had food stuck in your teeth. You were oblivious to the fact that it was there, and it is far more embarrassing to go through the entire day and interact with people than to just have someone point it out. Feedback should be looked at in the same way. It isn't a conflict, it is helping someone avoid an embarrassing and unfavorable situation. Below are a few tips to help make it easier to approach someone and provide feedback.

6 characteristics needed to provide EFFECTIVE feedback:

1. **Specific:** should reference a specific action or event
2. **Constructive:** an opportunity to improve, not pointing out a weakness
3. **Proactive:** provide before the issue becomes a bigger problem
4. **Timely:** provide as close as possible after the action or event
5. **Relevant:** it needs to be something that the person has the ability to fix
6. **Reciprocal:** if you are receptive to feedback your peers are far more likely to accept feedback from you

While the above characteristics are good to know so that your feedback can be effective, how do you actually do it? Asking for someone's permission to provide feedback is a good way to start. If they are not in a state to accept feedback at that time, coming back at an appropriate time is beneficial. Craft an honest, measured opening. Getting started is often the hardest part of a challenging conversation. It might be tempting to soften your message or ease your way into things, but this can confuse or upset people. Use examples and context to support your message. Below are some examples of how to initiate the conversation:

- "Hey, do you have a minute to talk? If you don't now, when would you?"
- "Can we step aside for a minute? I just want to clarify something."
- "I have some feedback to give you, when is a good time?"
- "I have a question about earlier, is now ok?"
- "This may be a hard conversation but I want to give you some honest feedback"

Now that you have the conversation started, approach them with a neutral tone and body language. Let's use the following example of someone showing up to a small group late as an opportunity to give feedback.

- Make them aware of the situation:
"We had small groups starting at 10 this morning."
- Inform them of your observation (Using only facts, be objective, clear and avoid emotion phrases like "I feel"):
"I noticed that you came in 30 minutes late."

At this point, they may inform you that their car broke down and they have already been in contact with block directors to address the issue. If that is the case, by initiating peer-to-peer feedback you have shown them that you care. But let's say that they tell you they have trouble waking up in the morning

and woke up late today.

- Make the impact of their actions apparent (ex: “When I see [X behavior], it portrays [Y impression].”): “By coming late, it can be construed as disrespectful to the facilitator and our colleagues”
- Demonstrate why you care about their actions and are providing feedback.
“I know you are caring person and dedicated student, which is why I don’t want you to be perceived in a negative light for running late.”
- Ask if they would like your suggestions and/or help:
“I could call you in the evening before a required session to make sure you set your alarm.”
- Then illicit their opinion to make them invested and agree on a plan:
“What do you think? Does that sound like it could work?”

Being a professional is not easy and providing feedback is one of the harder aspects of being professional. With time and practice, it will become easier and you will become better at giving feedback. This is a great time in your career to put these steps into practice and develop these skills!

Here are a few more tips for providing feedback:

DON'T:

- Give feedback in public, if possible.
- List of all the things they have done “wrong.”
- Make generalizations.
- State your interpretations of their actions
- Talk down to the person receiving feedback
- Become defensive or argumentative
- Rehearse your response - it will make you more confrontational.
- Lose sight of the goal to uphold professionalism.

DO:

- Give feedback in private.
- Give feedback on one issue at a time.
- Focus on the behaviors they displayed and are able to improve.
- Remain objective; discuss the impact on the team, organization, profession.
- Involve them in the feedback process.
- Consider including something that was positive in addition to raising a concern.

Of course, everyone and every situation is different. Most of the time there has been a misunderstanding and the person will be able to clear it up when you ask them to talk. Other times the person may not be willing to speak with you or become defensive. At that point, consider these additional options for support or follow-up:

Timely Feedback/Resolution Identifiable

Student representatives (Course, Honor Council, Professionalism, Class)
Supervising faculty (Classroom, Clinical)
COMPASS Guide



Delayed Feedback/Resolution Confidential

References:

1. Wiggins, G. (2012, September). Seven Keys to Effective Feedback. Educational Leadership. 7(1), 10-16.
2. Archer, J. C. (2010), State of the science in health professional education: effective feedback. Medical Education, 44: 101–108.
3. Hewson, M.G., Little, M.L. (1998, February). Giving Feedback in Medical Education. Journal of General Internal Medicine. 13, 111-116.
4. Insight Assess, Victorian Curriculum and Assessment Authority. (2014, 04). Characteristics of Effective Feedback. <http://www.insight.vic.edu.au/feedback-and-reporting/characteristics-of-effective-feedback>
5. Informal Peer to Peer Feedback Guide (2011). The Corporate Executive Board Company.

Medical Student Professionalism Committee, 2025

How can students provide feedback to teachers at CUSOM?

As we know that our faculty need feedback just as much as you do, we have multiple ways of providing feedback to teachers:

Timely Feedback/Non-Confidential/Resolution Identifiable

Speak directly with the faculty
Contact appropriate student representative Contact
Course, Clerkship, LIC Director
Contact Assistant Dean (Curricular or Student Life) Use
Trek Real Time feedback form
Use clerkship or course evaluations
Use individual faculty evaluations within clerkship or course
Report to Office for Faculty Relations or Office of Equity Report
to Health System Safety Reporting Structure



Delayed Feedback/Confidential/Resolution Undisclosed

Speak directly with faculty

Direct, timely feedback is always the best, and faculty are most able to make changes when given specific information in person or in writing. If you have a strong relationship and/or feel comfortable providing [constructive](#) feedback, this approach is most likely to have a significant effect.

Contact appropriate student representative

If the feedback relates to course content or processes, student course representative(s) may be contacted. If feedback relates to broader concerns including advising and student life, contact your class president or other officers.

Contact Course, Clerkship or LIC Director

Course, Clerkship and LIC Directors are responsible for all aspects of a course, and they can assure your confidentiality in discussions. They also can work to improve future interactions for students who come after you, although they may recommend elevating concerns to either Deans or Office of Faculty Relations.

Contact Assistant Dean (Curricular, Student Life, or Assessment, Evaluation and Outcomes)

The Assistant Deans of the School of Medicine are invested in positive learning environments on campus; they are always resources for student concerns and can address many issues directly.

Use Trek Real Time Feedback Form

The Trek Real Time Feedback Form can be completed anonymously or including your name and is meant for brief in the moment feedback. This feedback is seen immediately by the appropriate curricular dean and the Assessment, Evaluation, and Outcomes Office. If you include your name, you will be contacted with information on what was done with your feedback.

Use course or clerkship evaluations

Course evaluations are seen by Course Directors and Deans after the course is complete and grades are submitted, thereby protecting your course grade from any risk of retaliation. These are confidential, with no ties to individual students. However, the confidentiality and delayed timing makes follow up and action difficult.

Use individual faculty evaluations within a clerkship or course

Individual faculty evaluations are confidentially collected by the Office of Assessment, Evaluation and Outcomes. After the course is completed and grades are submitted, they are generally batched every six months and anonymously shared with Course Directors, Deans, and faculty. Discussion of specific issues will be delayed, and may not be addressed due to the anonymity, timing and volume of evaluations.

Evaluations of LIC preceptors include your name however there are several boxes for confidential comments that are NOT shared directly with your preceptor.

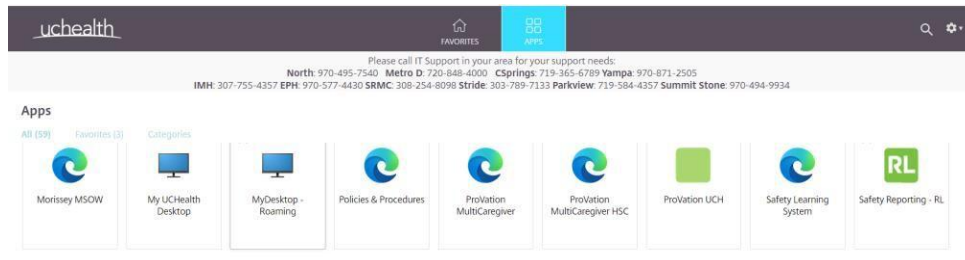
Report concerns to the CUSOM Office for Faculty Relations

The [Office for Faculty Relations](#) provides students and other members of the Anschutz community a private or anonymous reporting process for episodes of mistreatment or unprofessional behavior by faculty, fellows or residents, no matter what kind or where it occurs (classroom, lab or clinical setting).

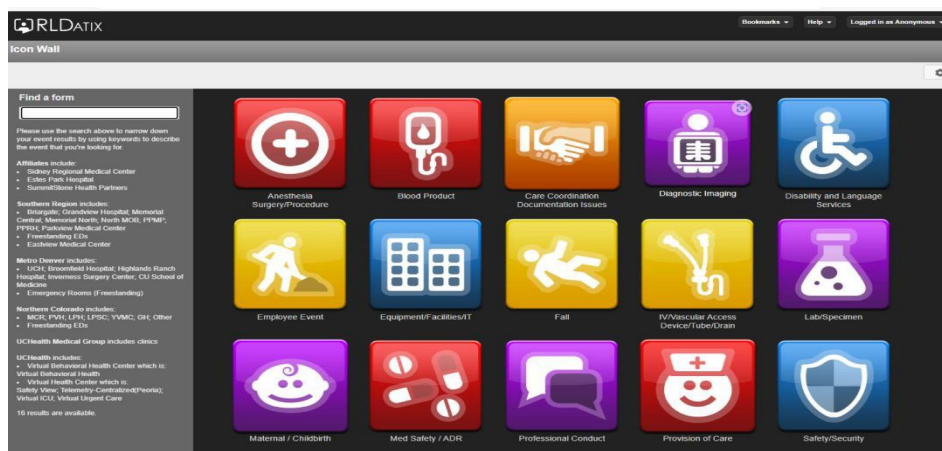
Report discrimination/harassment/sexual misconduct concerns to the AMC Office of Equity The [Office of Equity](#) offers a confidential/anonymous reporting structure for concerns about discrimination/harassment, sexual misconduct as well as intimate partner violence and stalking.

Report concerns to Health System Safety Reporting Structures

If the concern relates to an employee of the health system (e.g. nurse, pharmacist, therapist, assistant) rather than an AMC faculty member, use the Health System Safety Reporting structure typically embedded within the electronic medical record. For example, at UCHealth, use the RL Safety Reporting App on the EPIC login (see end of screenshot for green square with white RL letters)



Once this is selected, there is a Professional Conduct option (purple comment boxes image)



Additional help needed?

Consider contacting the [Ombuds Office](#) which is a safe, confidential, and nonbiased resource that members of the University of Colorado Denver | Anschutz can approach to discuss, voice, and clarify any university-related concerns. They are a neutral third-party resource that is available to hear individual complaints and help sort out and identify options for resolving those concerns. This and other resources can be found through [CU HelpCompass](#), an online triage tool that helps identify relevant campus services/offices to address challenging situation