

**YALE UNIVERSITY
SCHOOL OF MEDICINE POLICY**

REQUIRED ATTENDANCE IN PRE-CLERKSHIP CURRICULUM

Background

In keeping with the philosophy of the Yale System of Medical Education, students accept their responsibility to actively participate in the curriculum and recognize that certain activities require their presence and engagement in order for effective learning and meaningful assessment to take place. Student attendance is expected in all skill-building sessions and sessions where interactive learning, clinical reasoning, or collaboration are necessary for optimal learning.

Policy

Criteria:

Mandatory attendance in the pre-clerkship curriculum will apply to those learning activities that meet the specific criteria below:

1. **Direct patient contact experiences and clinical skill building sessions:**
Attendance is mandatory in sessions with direct patient contact such as the ILCE and MCE, as well as all learning sessions for the clinical skills course.
2. **Learning events that rely on the presence of patients, volunteers or others to enhance the learning experience:**
Faculty invite patients and their families to enhance learning of clinical topics and understanding of the effects of disease for the patient and their family. These sessions are not podcasted due to HIPAA regulations and this material cannot be learned without attendance at the session.
3. **Emphasis is on active application, analysis, synthesis or evaluation of learning material:**
Learning activities must be designed to require interactive participation and impart the skill of critical thinking, clinical reasoning, or other complex skills in addition to basic knowledge.
4. **Consistency of teams and/or faculty educators:**
Team Based Learning: Students will be expected to work together in consistent teams across the curriculum which require all students to participate in order to contribute to one another's learning as well as their own.
Small Group Learning: Discipline or course based small group sessions in a course must have at least three sessions, with consistency of student membership and consistency of faculty teacher(s), so that students and faculty can develop a working relationship with their group.

Standards:

Mandatory attendance sessions must meet the following standards:

1. Preparation of teaching faculty:

Course directors must ensure that faculty understand the pedagogical approach and are appropriately prepared. This requires at least one orientation session for teaching faculty to discuss the materials and the environment to be used in creating an interactive and student-centered pedagogy.

2. Student preparation:

Students should be given specific instructions on how to prepare for the class, including reading assignments, weekly assignments, questions posed in the materials, and classroom participation expectations. Students are expected to prepare accordingly.

3. Group size:

The class must be divided into a minimum of eight groups of students (~13 students per group). Consistent with all small group teaching, student switching between groups is discouraged. Students who wish to change groups are required to obtain permission of the course director and the leader of the assigned small group as well as the new group leader. This will ensure that the number of students per group is consistent with that which is optimal for effective teaching.

Acceptable Reasons for Absenteeism:

The following constitute acceptable reasons for being absent from a mandatory curricular activity:

1. Personal illness or illness in immediate family member
2. To seek health-related care
3. Death in the family
4. Religious holiday observances
5. Participation in a scientific conference where the student is the lead author/presenter and directly participating in the conference presentation
6. Thesis related research activity of critical importance when it is impossible for the activity to be conducted at any other time