Obstetrics and Gynecology Clerkship Syllabus

Academic Year 2017-2018

THE UNIVERSITY OF ARIZONA
COLLEGE OF MEDICINE-PHOENIX
435 North Fifth Street
Phoenix, Arizona 85004
Phone 602-827-2001 • Fax 602-827-2074

Approved by Curriculum Committee 03/03/2017
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Welcome to the Obstetrics and Gynecology Clerkship! This clerkship is designed to introduce students to core Obstetrics and Gynecology principles. During this six-week experience, students will be exposed to the breadth of women’s health.

Students will be challenged in areas of medical knowledge; patient care; interpersonal and communication skills; professionalism; critical appraisal and quality improvement; and societal awareness and responsiveness. Their experiences will be in gynecologic surgery, labor and delivery, high-risk pregnancy services, and the outpatient ambulatory setting.

While students will not master all of Obstetrics and Gynecology, by the end of this clerkship, students are expected to demonstrate an understanding and competency appropriate for a third year medical student.

Faculty members, residents and our staff are committed to providing an exceptional education experience and are dedicated to student success. We look forward to working with you and supporting you during your Obstetrics and Gynecology Clerkship experience.

Laura Mercer, MD FACOG
OBGYN Clerkship Director
Clerkship Organization and Description

This clerkship is an introductory experience in the provision of comprehensive medical care and counseling services to elderly, adult and adolescent female patients. The obstetrical conditions and gynecological problems commonly encountered by the physician provide the primary focus for this clerkship experience, but knowledge of serious or less common conditions is also important. Therefore, the basis for the clerkship is to introduce the clinical information thought to be fundamental in the education of all physicians.
### Obstetrics and Gynecology Clerkship Organization and Description

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Mercer, MD FACOG</td>
<td>Clerkship Director</td>
<td>Dr. Mercer earned her bachelor’s degrees from Northern Arizona University and her medical degree from the University of Arizona – Tucson. She completed her OBGYN Residency at the University of Arizona – Phoenix and has remained active in medical student and resident education ever since. She is in private practice with Maricopa OBGYN Associates (MOGA) and remains an active member of the American Congress of Obstetricians and Gynecologists (ACOG), where she serves on several local, district and national committees.</td>
</tr>
<tr>
<td>Patricia Graham, MD FACOG</td>
<td>MIHS Site Director</td>
<td>Dr. Graham has been practicing medicine for over 30 years, earning her medical degree from Georgetown University School of Medicine in 1984. She has been participating in medical education her entire career and has been awarded many teaching accolades and remains a valued clinical educator with Phoenix Integrated Residency in Obstetrics and Gynecology. She is passionate about many aspects of comprehensive OBGYN, with a particular interest in ambulatory care.</td>
</tr>
<tr>
<td>Tracy Contant, MD FACOG</td>
<td>SJH Site Director</td>
<td>Dr. Contant earned her medical degree from Yale University and completed her OBGYN residency at the University of California San Francisco. Her basic science background is in molecular biology and chemistry. Dr. Contant has a comprehensive OBGYN practice at St. Joseph’s Hospital and Medical Center, where she is clinical faculty for the Phoenix Integrated Residency in Obstetrics and Gynecology (PIROG).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Length</th>
<th>Six weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didactics/Interactive Learning Sessions</td>
<td>Academic Half-Day: Tuesday Afternoons, unless otherwise noted</td>
</tr>
<tr>
<td>Clinical Sites</td>
<td>Banner - University Medical Center Phoenix Maricopa Integrated Health Systems St. Joseph’s Hospital</td>
</tr>
<tr>
<td>Additional Clerkship Requirements</td>
<td>Association of Professors in Gynecology and Obstetrics (APGO) uWise Quiz Questions (see schedule on page 19 and 20) Procedure and Diagnosis Logging in One45 Duty Hours Logging in One45 Evaluation of Clerkship Experience in One45</td>
</tr>
</tbody>
</table>
Educational Program Objectives

As approved by the general faculty, the Educational Policy Committee has established educational program objectives for the program leading to the M.D. degree. The Educational Program Objectives are comprised of competencies and the measurable objectives by which attainment of each competency can be assessed. The full text of the University of Arizona, College of Medicine – Phoenix Educational Program Objectives (EPO) can be accessed at http://phoenixmed.arizona.edu/students/curriculum/educational-program-objectives and require dissemination as noted in the Orientation to EPOs and Course Objectives Policy.

OBGYN Clerkship Objectives

<table>
<thead>
<tr>
<th>Obstetrics and Gynecology Clerkship Objectives (Adapted from the Association of Professors in Gynecology and Obstetrics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop competence in the medical interview and physical examination of women and incorporate ethical, social, and diversity perspectives to provide culturally competent health care.</td>
</tr>
<tr>
<td>2. Apply recommended prevention strategies to women throughout the lifespan.</td>
</tr>
<tr>
<td>3. Recognize his/her role as a leader and advocate for women.</td>
</tr>
<tr>
<td>4. Demonstrate knowledge of preconception care including the impact of genetics, medical conditions and environmental factors on maternal health and fetal development.</td>
</tr>
<tr>
<td>5. Explain the normal physiologic changes of pregnancy including interpretation of common diagnostic studies.</td>
</tr>
<tr>
<td>6. Describe common problems in obstetrics.</td>
</tr>
<tr>
<td>7. Demonstrate knowledge of intrapartum care.</td>
</tr>
<tr>
<td>8. Demonstrate knowledge of postpartum care of the mother and newborn.</td>
</tr>
<tr>
<td>9. Describe menstrual cycle physiology, discuss puberty and menopause and explain normal and abnormal bleeding.</td>
</tr>
<tr>
<td>10. Describe the etiology and evaluation of infertility</td>
</tr>
<tr>
<td>11. Develop a thorough understanding of contraception, including sterilization and abortion.</td>
</tr>
<tr>
<td>12. Demonstrate knowledge of common benign gynecological conditions.</td>
</tr>
<tr>
<td>13. Formulate a differential diagnosis of the acute abdomen and chronic pelvic pain. (Describe appropriate imaging modalities)</td>
</tr>
<tr>
<td>14. Describe common breast conditions and outline the evaluation of breast complaints.</td>
</tr>
<tr>
<td>15. Demonstrate knowledge of perioperative care and familiarity with gynecological procedures.</td>
</tr>
<tr>
<td>16. Describe gynecological malignancies including risk factors, signs and symptoms and initial evaluation.</td>
</tr>
<tr>
<td>17. Provide a preliminary assessment of patients with sexual concerns.</td>
</tr>
</tbody>
</table>

Clerkship Attendance Requirements

A student may not miss more than 0.5 days per week of a rotation due to illness or emergency. A longer absence must be remediated in consultation with the Clerkship Director and Academic Affairs or the rotation must be repeated. Please see the Attendance and Absence-Year 3 and 4 Policy, the Leave of Absence Policy and the Attendance Expectations and Absence Reporting Requirements Policy.
1. Beckman: Obstetrics and Gynecology, 7th edition. Each student is provided a copy of the book and it must be returned on the day of the shelf exam.
2. Association of Professors of Gynecology and Obstetrics (APGO) website: www.apgo.org
   a. uWise question bank
   b. Educational topics and cases
   c. Educational video series
3. American College of Obstetricians and Gynecologists (ACOG) website: www.acog.org
   a. Register as a medical student member (free!) to access Practice Bulletins and Committee Opinions
4. Useful free apps:
   a. Remind (allows for smart-phone based communications with the clerkship director; details during orientation)
   b. ACOG (access Practice Bulletins and Committee Opinions on the fly once you have your medical student membership log in)
   c. US CDC Medical Eligibility Criteria (MEC) for Contraception
   d. CDC STD Treatment Guide
   e. LactMed by NICHD (use of drugs in breastfeeding)
   f. Ferring Pregnancy Wheel (most accurate and comprehensive wheel app)
   g. APGO WellMom Managing NVP (nausea and vomiting of pregnancy)
   h. EFM guide (reference for fetal heart rate tracing nomenclature)
   i. Pap Reader (free but a good reference for ASCCP alghorhythms – ASCCP app is $10)
   j. AHRQ ePSS (USPSTF guidelines and recommendations)
   k. CDC Vaccine Schedule
   l. Prognosis: Your Diagnosis (case-based modules for study)
5. Additional resources, handouts, website links and didactic assignments can be found on One45.

**Required Clinical Experience Logs**

A system has been established at the UA COM-P to specify the types of patients or clinical conditions that medical students must encounter and to monitor and verify the medical students’ experiences with patients so as to remedy any identified gaps as detailed in the Core Clinical Skills Observation Policy. For this clerkship, medical students must encounter the following types of patients and clinical conditions and the indicate the level of student responsibility.

The standardized levels of student responsibility include the following:

1. **Observe and Discuss:** This may include observing another member of the team interview a patient, perform a procedure or physical exam, etc. and discussion of the case, condition or other relevant components.
2. **Actively Participate in Care:** This category indicates more active responsibility for the patient, such as performing a physical exam and workup, entering progress notes or H&Ps, presenting the patient on rounds, as scrubbing into a case or counseling or discussing prevention with the patient.
3. **Perform Procedure:** This is defined as the student performing the procedure with supervision.
Please review the Faculty Supervision of Medical Students in Clinical Learning Situations Policy and the Faculty Supervision of Sensitive Physical Examination Policy. The procedures and clinical conditions will be recorded in the student’s “Procedure Logs” and reviewed with the site or clerkship director at the mid-clerkship review.

<table>
<thead>
<tr>
<th>Required Procedures</th>
<th>Clinical Setting</th>
<th>Level of Student Responsibility</th>
<th>Alternative Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cervical exam on patients on laboring patient</td>
<td>Inpatient</td>
<td>Perform procedure</td>
<td>Simulation</td>
</tr>
<tr>
<td>Cesarean Section second assist</td>
<td>Inpatient</td>
<td>Perform procedure</td>
<td>Additional Clinical Sessions, Simulation</td>
</tr>
<tr>
<td>Contraceptive counseling</td>
<td>Outpatient or Inpatient</td>
<td>Perform</td>
<td>Additional Session, Simulation, SP</td>
</tr>
<tr>
<td>Delivery Note</td>
<td>Inpatient</td>
<td>Perform</td>
<td>Simulation</td>
</tr>
<tr>
<td>Fetal heart rate tracing interpretation (NST, Laboring)</td>
<td>Inpatient</td>
<td>Perform</td>
<td>uWISE ET 26; Beckman Chapter 9</td>
</tr>
<tr>
<td>GYN brief operative note</td>
<td>Inpatient</td>
<td>Perform</td>
<td>Additional Clinical Sessions</td>
</tr>
<tr>
<td>GYN postoperative (SOAP) note</td>
<td>Inpatient</td>
<td>Perform</td>
<td>Additional Clinical Sessions</td>
</tr>
<tr>
<td>GYN preoperative (H&amp;P) note</td>
<td>Inpatient</td>
<td>Perform</td>
<td>Additional Clinical Sessions</td>
</tr>
<tr>
<td>H&amp;P documentation and oral presentation on patient</td>
<td>Inpatient</td>
<td>Actively participate (at least 3 patients)</td>
<td>Additional Clinical Sessions</td>
</tr>
<tr>
<td>Pelvic (speculum and bimanual) examination</td>
<td>Outpatient</td>
<td>Perform</td>
<td>Additional Clinical Sessions, SP</td>
</tr>
<tr>
<td>Routine prenatal care follow-up visit</td>
<td>Outpatient</td>
<td>Perform</td>
<td>Additional Clinical Sessions</td>
</tr>
<tr>
<td>Sterile technique demonstration</td>
<td>Inpatient</td>
<td>Perform</td>
<td>Additional Clinical Session, Simulation</td>
</tr>
<tr>
<td>Suturing (one and two hand knot tie)</td>
<td>Inpatient</td>
<td>Perform</td>
<td>APGO Clinical Skills Curriculum Module: Knots and Sutures; simulation session</td>
</tr>
<tr>
<td>Normal Spontaneous Vaginal Delivery (NSVD) performed with assist</td>
<td>Inpatient</td>
<td>Perform</td>
<td>APGO Clinical Skills Curriculum module: Vaginal Delivery; Simulation</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Required Diagnoses</th>
<th>Clinical Setting</th>
<th>Level of Student Responsibility</th>
<th>Alternative Experience/Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abnormal Uterine Bleeding (GYN)</td>
<td>Inpatient or Outpatient</td>
<td>Observe and discuss</td>
<td>LO 9; ET 42, 43, 45, 46, 47, 49 Correlating chapter in text</td>
</tr>
<tr>
<td>First Trimester Bleeding - SAB (may include ectopic pregnancy ) (OB)</td>
<td>Inpatient or Outpatient</td>
<td>Observe and discuss</td>
<td>uWISE, APGO ET 15, 16, 43 &amp; 45; Chapter 19 in text</td>
</tr>
<tr>
<td>Menopause / &quot;Peri&quot; menopause (GYN)</td>
<td>Outpatient</td>
<td>Observe and discuss</td>
<td>uWISE, ET 47; Chapter 41 in text</td>
</tr>
<tr>
<td>Pelvic Pain (GYN)</td>
<td>Inpatient or Outpatient</td>
<td>Observe and discuss</td>
<td>uWISE, ET 38, 39, 46 Chapter 31, 32</td>
</tr>
<tr>
<td>Postpartum hemorrhage</td>
<td>Inpatient</td>
<td>Observe and discuss</td>
<td>uWISE, ET 27</td>
</tr>
<tr>
<td>Hypertension in Pregnancy (OB)</td>
<td>Inpatient or Outpatient</td>
<td>Observe and discuss</td>
<td>uWISE, APGO ET 17, 18; Chapter 22 in text</td>
</tr>
<tr>
<td>Sexually Transmitted Infections/PID (GYN)</td>
<td>Inpatient or Outpatient</td>
<td>Observe and discuss</td>
<td>uWISE, ET 36; Chapter 27 in text, Obstetrics and Gynecology e-Learning Module: Vaginitis</td>
</tr>
</tbody>
</table>

**Alternative Experiences**

Students are expected to meet the required clinical experiences and procedures listed in the tables above. If the student does not encounter all the required clinical experiences as listed within the procedures and diagnoses tables, the student will remedy the gap by completing the alternative experience utilizing the process below:

1. The student will notify the Clerkship Director that an alternative experience is needed for a procedure or diagnoses **at least one week prior** to the end of the clerkship.
2. An approved alternative experience/requirement is completed.
3. When logging procedures and diagnoses in One45, the alternative experiences should be identified by selecting the appropriate radio button under Setting and Patient Encounter.

**Didactic/Interactive Learning/Simulation Sessions**

Students will engage in Flipped Classroom/Just-in-Time-Teaching format, ILM (APGO video, UWise and Case Based Instruction) will be reviewed in an active learning session. Independent learning modules must be viewed and completed for the topics prior to each session. Students are expected to attend all learning session. It may be acceptable to miss didactic sessions for a unique clinical experience with prior approval from the Clerkship Director.

Several distinct didactic experiences are included in the clerkship and contribute to additional grading criteria (please see grading section for more details). These sessions can be found on the sample didactic schedule (which may vary slightly from block to block based on faculty availability) on the next page and include: a gynecology anatomy lab, a simulation session with obstetrical emergencies, and a final graded exam with a standardized patient (OSCE).
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1:00 to 5:00 pm</td>
<td>Anatomy Lab (B603 &amp; GA Lab)</td>
<td>Dr. Michael Hibner / Dr. Mario Castellanos / Dr. Jamal Mourad</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr. Rebecca Fisher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr. Mary Connell</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr. David Greenspan</td>
</tr>
<tr>
<td>Week 2</td>
<td>1:00 to 2:00 pm</td>
<td>Preconception Care &amp; Assessment of Genetic Disorders</td>
<td>Dr. Glen Kishi</td>
</tr>
<tr>
<td></td>
<td>2:00 to 3:00 pm</td>
<td>Maternal- Fetal Physiology</td>
<td>Dr. Glen Kishi</td>
</tr>
<tr>
<td></td>
<td>3:00 to 3:10 pm</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:10 to 4:00 pm</td>
<td>Reproductive cycle and puberty</td>
<td>Dr. Thomas Zheng</td>
</tr>
<tr>
<td></td>
<td>4:00 to 5:00 pm</td>
<td>Reproductive Life Planning (Counseling and Contraception)</td>
<td>Dr. Laura Mercer</td>
</tr>
<tr>
<td>Week 3</td>
<td>1:00 to 3:00 pm</td>
<td>Obstetrical complications (pregnancy-related diagnoses)</td>
<td>Dr. Kevin Huls or Dr. Karen Hannaford</td>
</tr>
<tr>
<td></td>
<td>3:00 to 3:10 pm</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:10 to 5:00 pm</td>
<td>Vaginal Bleeding in the ED (abnormal uterine bleeding, first trimester bleeding, pregnancy of unknown location)</td>
<td>Dr. Adedayo Onibokun, Dr. Laura Mercer</td>
</tr>
<tr>
<td>Week 4</td>
<td>1:00 to 5:00 pm</td>
<td>SIM Lab</td>
<td>Dr. Tracy Contant, Dr. Patricia Graham, Dr. Mike Foley</td>
</tr>
<tr>
<td>Week 5</td>
<td>1:00 to 2:00 pm</td>
<td>Bioethics Panel</td>
<td>Dr. David Beyda</td>
</tr>
<tr>
<td></td>
<td>2:00 to 3:00 pm</td>
<td>Breast Exam and Benign breast disease</td>
<td>Dr. Ian Komenaka (General Surgery)</td>
</tr>
<tr>
<td></td>
<td>3:00 to 3:10 pm</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:10 to 5:00 pm</td>
<td>Gynecological Neoplasia Simulation</td>
<td>Dr. Joel Barkley, Dr. Laura Mercer, Dr. Matthew Borst</td>
</tr>
<tr>
<td>Week 6</td>
<td>1:00 to 5:00 pm</td>
<td>Center for Clinical Skills and Assessment (OSCE suites)</td>
<td>Dr. Jaime Testa, Dr. Carrie Roberts, Dr. Laura Mercer</td>
</tr>
<tr>
<td>Week 6</td>
<td>1:00 to 2:00 pm</td>
<td>Medical comorbidities affecting pregnancy</td>
<td>Dr. Kevin Huls or Dr. Karen Hannaford</td>
</tr>
<tr>
<td></td>
<td>2:00 to 3:00 pm</td>
<td>STD and UTIs</td>
<td>Dr. Patricia Graham</td>
</tr>
<tr>
<td></td>
<td>3:00 to 3:10 pm</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:10 to 4:00 pm</td>
<td>Menopause</td>
<td>Dr. Linda Nelson/Moffit</td>
</tr>
<tr>
<td></td>
<td>4:00 to 5:00 pm</td>
<td>Infertility / PCOS</td>
<td>Dr. Linda Nelson/Moffit</td>
</tr>
</tbody>
</table>
Gynecologic Anatomy Lab: Expectations and Assessment Format

Students will begin their clerkship with a Gynecologic Anatomy Lab on the first Tuesday of the rotation to refresh their learned female pelvic anatomy in a clinical format. The donor will be pre-dissected and the student will work with gynecologic surgeons. They will return to the anatomy lab and instructed on common clinical procedures and anatomy highlighted in the donor. They will also participate in a small group highlighting pathology (with a pathologist) and radiographic imaging (with a radiologist) specific to the female pelvis. The emphasis of this group session will be diagnosis. The combined lab session will have a pre- and post-test. At the conclusion of the session, the student will take a 10-question post-test. The post-test question will be weighted at 0.5 points each. The attendance and post-test will account for points in the “other” section described in grading.

Station 1 – Surgical anatomy
This will be taught on the donor. The abdomen will be open and pelvic organs on one side of the donor will be prepared ahead of time exposing pertinent vessels, nerves, muscles and ligaments. Contralateral side is will be left unprepared. The instructor will demonstrate key steps of surgical procedures. No organs will be removed, but the instructor will discuss anatomical relations seen during the procedure. Each of the students in the group will then demonstrate the steps of the procedure. Emphasis will be placed on important anatomical relations and parts of surgery that may lead to complications (eg proximity of ureter and bladder to the uterus and ovaries).

Station 2/3 – Gynecologic Histopathology
This station will be taught in a case based instruction (CBI) format. Overview of vaginal and cervical histology and HPV effect on cervix reviewed. Students will engage in 2-3 cases and required to identify histology seen and discuss management for treatment and or follow up care for the diagnosis.

Station 3/3 – Gynecologic imaging (Radiology integrated)
This will be taught in a CBI format. Basics of ultrasound, MRI and CT scan will be discussed. Ultrasound, MRI and CT images will be chosen by the instructor to demonstrate normal anatomy as well as most common pathological conditions. Obstetrical images will also be demonstrated. The student will engage in 2-3 cases and will be required to select imaging options and interpret anatomical structures seen on the select images.

Simulation Session: Expectations and Assessment Format
In this session, the student will interact as OB MD, Anesthesia MD/CRNA, Neonatologist. The emphasis will be directed in team interaction. The cases will represent obstetrical emergencies and the relative importance of team dynamics. The student will receive points in the “other” section described in grading. Students are expected to prepare by completing the independent learning modules and assignments in advance of the session.

Simulation Session - Interprofessional Practice
This simulation session will focus on the students’ interaction as a team member. The setting will be an obstetric emergency. The student will identify with different members of a team required to care for a
patient. The session will involve independent learning modules in advance to prepare and debrief session on the day of simulation.

Communication Competencies
1. Express one’s knowledge and opinions to team members involved in patient care with confidence, clarity, and respect, working to ensure common understanding of information and treatment and care decisions.
2. Listen actively, and encourage ideas and opinions of other team members.
3. Give timely, sensitive instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.
4. Use respectful language appropriate for given difficult situation, crucial conversation, or interprofessional conflict.

Interprofessional Team and Teamwork Competencies
1. Engage other health professionals – appropriate to the specific care situation – in shared patient-centered problem-solving.
2. Engage self and others to constructively manage disagreements about values, roles, goals and actions that arise among healthcare professionals and with patients and community values and priorities/preferences for care.
3. Perform effectively on teams and in different team roles in a variety of settings.

OSCE (Observed Standardized Clinical Exam): GYN and Pelvic Exam
In the final week of the clerkship (Monday unless a University holiday), the student will perform a clinical exam that focuses on a patient requiring a pelvic exam. A standardized patient will assess for appropriate conduct both in obtaining the history and performing the pelvic exam. A faculty member will assess for knowledge of anatomy pertaining to the exam. The composite grade from the OSCE will comprise 50% of the "other" component of the student's final grade as described in the section on grading.

Throughout the rotation, the student should have a faculty or resident observe them performing a pelvic exam, and the student is encouraged to use the OSCE Checklist form (see one45) with their clinical faculty or resident to help them prepare.

Urgent/Emergent Health Care Services

For a list of emergency contact numbers, please visit the College of Medicine’s website at the following link: http://phoenixmed.arizona.edu/security-emergency-numbers

Students may also contact the Associate Dean of Student at 602-827-9997.

All sites are assessed for student safety. Details of this assessment are included in the Training Site Safety Policy. Faculty and Staff shall not provide medical care for students. Please see the Faculty Providing Medical Care for Students Policy and the Faculty Providing Counseling for Students Policy for details and rationale.

COM-P requires that all students have an updated immunization record. Please see the Immunization and Health Screening Policy for details regarding the contents of the record.
Expectations for Mobile Communication

The student must be reachable at all times during usual extended work hours and on-call hours, and if in clinical setting the student should respond within 15 minutes. The students may choose to not provide their cell phone numbers. In that case, the students will be provided a COM-P pager. Students also have an option to give their mobile number for texts; however, the pager and/or voice portion of the cell phone must still be functional and available i.e., on the student’s person for calls/pages daily. Not responding to calls or pages will be viewed as a deficit in Interpersonal Skills and Communication as well as Professionalism.

Accessibility and Accommodations

Disability Resources (DRC) provides support to faculty in creating access for disabled students both through course design and reasonable accommodations. Please contact them or 621-3268 with questions or visit DRC’s website at [http://drc.arizona.edu/instructors](http://drc.arizona.edu/instructors) for information and resources.

It is the University’s goal that learning experiences be as accessible as possible. If the student anticipates or experiences physical or academic barriers based on disability or pregnancy, please contact the Associate Dean of Student Affairs, at 602-827-9997 immediately to discuss options. Students are also welcome to contact Disability Resources at [DRC-Info@email.arizona.edu](mailto:DRC-Info@email.arizona.edu) or (520-621-3268) to establish reasonable accommodations. Please review the [Disability Resource Policy](http://drc.arizona.edu/instructors) for additional detail.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Instructors are encouraged to provide appropriate individual flexibility to all students. When disability-related accommodations are requested, instructors should consult with DRC staff to identify strategies or accommodations to provide access.

DRC staff is available for individual consultation or to attend departmental meetings to address concerns and provide information. Contact [DRC-Info@email.arizona.edu](mailto:DRC-Info@email.arizona.edu) or 621-3268.
Clerkship Assessments, Evaluation and Standardized Grading Process

Assessment Process

A mid-clerkship assessment for each student is required as per the Mid-Clerkship Formative Assessment policy. The mid-clerkship assessment will be completed by the Clerkship Director, site director or a designated faculty member at the student’s primary clinical site using criteria included in the College of Medicine mid-clerkship assessment form. This form includes performance criteria as well as a portion for narrative comments.

The student’s mid-clerkship performance must be reviewed in a face-to-face meeting with a clinical teacher, and the student and clinical teacher must sign the mid-clerkship assessment form as an acknowledgement of the assessment. The timing of the mid-clerkship assessment is during a specific window of dates as specified by policy and LCME. Students are required to pro-actively plan on timely completion of the meeting in discussion with the faculty member who will be completing the review. If there are identified challenges to meeting during the specified window of time, the clerkship director must be notified as soon as possible.

Additionally, throughout the clerkship, faculty and residents engaged in student teaching and supervision will provide formative feedback in a variety of formats (e.g. review of progress notes, H&P, direct observation forms, informal verbal feedback and written narratives, etc.) that may be communicated in writing or verbally. The purpose of this feedback is to identify strengths and opportunities for improvement. Any significant deficiencies or concern should be communicated to the clerkship and/or site director with written documentation that the feedback has been provided to the student. In the event that deficiencies are noted late in the clerkship, timely feedback will be given.

A minimum of one clinical end-of-rotation assessment per clerkship or rotation within a clerkship, will be submitted for the student’s clinical score by the site director or their appointee. It should be noted that faculty at COM-P who are family members of the student or have a personal relationship with the student may not be involved in the academic assessment or promotion of the medical student as described in the Conflict of Interest-Assessment and Evaluation Policy.

Where applicable, multiple end-of-rotation assessments will be considered in the clinical score calculation (see below under “grading”) providing each assessor has had significant interaction with the student. In the instance
that only one end-of-rotation assessment is submitted, it will be a collaborative assessment from the preceptors who had significant interaction (as defined by the Clerkship Director) with the student. Where only a single faculty member has been assigned to work with a student, this faculty member will provide an assessment for the student.

All end-of-rotation assessment forms and the clerkship final grade form will be available to be viewed by students by six (6) weeks after the end of the clerkship according to the Reporting Timeline for Final Grades policy in One45.

**OBGYN Clerkship Mid Assessment Form**

Posted in One45

**OBGYN Clerkship End of Rotation Assessment Form**

Posted in One45

**Standardized Grading Process**

The final clerkship grade will be determined by the clerkship director using the composite score (comprised of clinical score, exam score, “other” score, and additional criteria for grading approved by the Curriculum Committee, explained further in the “calculating the final grade” section below. The final clerkship grade will be divided into four categories: Honors, High Pass, Pass, or Fail (H, HP, P, F). Details regarding grading in the clerkships are included in the Grading and Progression for Clerkships Policy. Below is a listing of the components of the composite score:

I. **Clinical Score**: The clinical score accounts for 50% of the composite score. The clinical score is calculated through assessment of student performance within each individual Educational Program Objective (EPO). The final EPO score is determined by averaging scores on the end of rotation assessment for each EPO. The clinical score is the average of all final EPO Scores.

II. **Exam Score**: The NBME shelf exam score accounts for 30% of the composite score. A student who fails the shelf examination and is successful in the retake of the examination cannot be awarded any grade higher than a “Pass” for the clerkship. (See Clerkship Grading after Examination Failure Policy for additional details)

III. **“Other”**: The “OTHER” score accounts for 20% of the composite score. It is the point total for the other observable learning activities specific to the clerkship. Students must attain 60% of these points in order to pass the clerkship.
## Obstetrics and Gynecology Observable Learning Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Potential Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical Anatomy Lab</strong>&lt;br&gt; Rotation of three stations 1. Surgical anatomy with donor body 2. Radiological images correlating to gyn pathology 3. Micropathology correlating to gyn</td>
<td>5 points available = 25% of “other” points&lt;br&gt; Quiz of 10 question each valued at 0.5&lt;br&gt; Demonstrate teachable behavior and respect for faculty</td>
</tr>
<tr>
<td><strong>Simulation Team Obstetrical emergency</strong>&lt;br&gt; In this session the student will interact as OB MD, Anes MD/CRNA, RN or Resident /Student. The emphasis will be directed in team interaction.</td>
<td>5 points available = 25% of “other” points&lt;br&gt; 3 independent modules with questions (1 point for each module and 2 points for full participation in the simulation utilizing team based concepts)</td>
</tr>
<tr>
<td><strong>OSCE Pelvic Exam</strong>&lt;br&gt; During the last week of the clerkship the student will be required to do an observed standardized clinical exam using standardized gyn-trained patients. The student will be expected to obtain an age appropriate H&amp;P. In the interview only portion the student expectations includes demonstrating empathy, establishing trust and developing a partnership plan with the patient.</td>
<td>10 points available = 50% of “other” points&lt;br&gt; Obtains &gt;70% on both SP and Gyn Exam Checklist. Does not demonstrate unprofessional behavior. Demonstrates preparedness. Does not require exam to be halted. Failure of the OSCE will result in Failure of the Clerkship</td>
</tr>
</tbody>
</table>

### Calculating the Final Grade

The Clerkship Director is responsible for determination of each student’s final grade based on the clerkship specific thresholds included in the table below. The final grade is determined by the composite score and the additional requirements listed below the table.

<table>
<thead>
<tr>
<th>CLINICAL (50%)</th>
<th>OTHER (20%)</th>
<th>EXAMINATION (30%)</th>
<th>COMPOSITE</th>
<th>FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>Grade</td>
<td>Score</td>
<td>Qualifies for</td>
<td>Score</td>
</tr>
<tr>
<td>2.60 - 3.00</td>
<td>Honors</td>
<td>84-100</td>
<td>Honors</td>
<td>≥83.1</td>
</tr>
<tr>
<td>n/a</td>
<td>High Pass</td>
<td>80-83</td>
<td>High Pass</td>
<td>74.1-83</td>
</tr>
<tr>
<td>2.00 - 2.59</td>
<td>Pass</td>
<td>63-79</td>
<td>Pass</td>
<td>64-74</td>
</tr>
<tr>
<td>&lt; 2.00</td>
<td>Fail</td>
<td>Fail &lt;60%</td>
<td>≤62.9</td>
<td>Fail</td>
</tr>
</tbody>
</table>

The student fails the clerkship if any of the following occur:
1. The clinical score is <2.0, OR
2. Achievement of a level 1 for two or more EPOs, OR
3. Failure of the shelf exam as well as the retake, OR
4. Achievement of a score of less than 60 % from the “OTHER” requirements, OR
5. Achievement of a total composite score of Fail

The following requirements must be completed by the defined deadlines:

1. Duty hour logging (within 3 days of the end of the clerkship). See the Duty Hours Policy for specifics regarding documentation of hours and a description of a violation.
2. Logging of required clinical encounters (“Procedure logging”) (within 3 days of the end of the clerkship)
3.Completion of the Mid-clerkship Feedback form (see the Mid-Clerkship Formative Assessment Policy for additional detail)
4. Completion of assigned didactic, site, faculty and end of the clerkship evaluations (see the Course and Faculty Evaluation by Student Policy for additional detail)
5. Completion of APGO uWise quizzes by each defined deadline.

If the requirements are not completed by the deadline, the medical student will receive a grade of Incomplete until these assignments are complete. Once completed late, a student will receive a grade no higher than Pass.

Additional Grading Criteria

1. The student can only receive a final grade of Honors if they achieve Honors on the clinical score and if the exam score meets the minimum threshold for Honors.
2. The student can only receive a final grade of High Pass if the exam score meets the minimum threshold for High Pass.
3. The student, who fails the shelf examination and is successful in a retake of the shelf examination, cannot be awarded any grade higher than a Pass for the clerkship. See the Clerkship Grading after Examination Policy for more detail.
4. Receiving a Level 1 on one EPO will make the student ineligible for a grade higher than pass

A level 1, 2, or 3 is generated for each EPO based on the scale below as described in detail in the Competency Assessment Policy.

Level 1 = 1.00–1.99
Level 2 = 2.00–2.59
Level 3 = 2.60–3.00

A level 1 can be generated for an EPO based on the following ways:

a) Final EPO score <2.0
b) Two or more separate faculty raters assign a rating of <2.0 on the same individual EPO, this will result in a Level 1 even if the final EPO score is >2.0.
c) Assigned by clerkship director based on prolonged demonstration of performance not meeting expectations, a substantial incident, extreme behavior or other events that warrant the level 1 as determined by the clerkship director.
Examples of how levels are assigned:

<table>
<thead>
<tr>
<th>EPO</th>
<th>End of rotation #1</th>
<th>End of rotation #2</th>
<th>End of rotation #3</th>
<th>End of rotation #4</th>
<th>Final EPO Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate H&amp;P</td>
<td>2</td>
<td>2.5</td>
<td>2.5</td>
<td>3</td>
<td>2.5</td>
<td>Level 2</td>
</tr>
<tr>
<td>Explain and interpret diagnostic tests</td>
<td>1.5</td>
<td>2</td>
<td>2.5</td>
<td>3</td>
<td>2.25</td>
<td>Level 2</td>
</tr>
<tr>
<td>Create a management plan</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
<td>Level 1</td>
</tr>
<tr>
<td>Collaborate with team members</td>
<td>1.5</td>
<td>1.5</td>
<td>3</td>
<td>2.5</td>
<td>2.1</td>
<td>Level 1</td>
</tr>
</tbody>
</table>

Feedback to the student by an assessor (site director, attending, Clerkship Director or resident) regarding any problematic behavior in order to offer the student the opportunity to improve should have occurred prior to assigning a score of <2.0 on an EPO. In the event that a critical incident occurs late in the clerkship, timely feedback will be provided.

Receiving a Level 1 on one EPO will make the student ineligible for a grade higher than pass.

If a student achieves a level 1 for two or more EPOs, they fail the clerkship. The failure will result in the assignment of 2 summative level 1s. The Level 1 Competency Appeal Policy describes a student’s option to appeal a level 1.

Please review the Promotion Policy and the Student Progress Policy for information regarding student progression.

**Narrative Feedback**

The Clerkship Final Grade Form will be completed by the Clerkship Director. The Clerkship final grade form includes two separate areas that include narrative feedback. The first area includes formative comments from all of the End of Rotation forms; the second area includes formalized summative comments which will be included in the Dean’s Letter (MSPE). The summative final comments are generally not a direct cut and paste but rather a sample summary determined by the Clerkship Director. The Clerkship Director has the right to include or not include comments based on their interpretation of which comments best summarize the student’s performance over the entirety of the clerkship. Students are not permitted to pick specific comments to be included or excluded in their narrative grade form. Students do not grade or summarize their own performance. Any concerns regarding narrative comments may be addressed to the Clerkship Director or Associate Dean of Student Affairs.
Required Student Evaluation

Student evaluation of the clerkship, sites, and assigned didactics is required. The student must complete the evaluations online in the required time frame. All comments will be expected to model constructive feedback using the W3 model, and must contain references and comments to specific behaviors and/or events (positive or negative).

If the student does not complete the required evaluations within one week after the mid or end of the clerkship, the student will be required to submit the missing evaluation data in narrative form within the second week after the clerkship.

- Once the student has successfully submitted their evaluation in narrative form within the second week after the clerkship the student will have successfully demonstrated meeting expectations in Professionalism.
- If the student has not successfully submitted their evaluation in narrative form within the second week after the clerkship the student will be considered as having not met expectations and the Level 1 rating for the EPO targeting giving and receiving constructive feedback, will be automatically assigned resulting in a final grade of no higher than Pass.

For more information, see the Course and Faculty Evaluation by Student Policy.

The Clerkship Grading Calculator is posted in One45 for assistance calculating the Final Clerkship grade.
Obstetrics and Gynecology Clerkship Additional Information

Summary Reminder Sheet for the OB/GYN Clerkship

Week 1:
- Complete APGO uWise 50 question quiz on Day 1 of the clerkship
- Complete Anatomy Lab pretest by NOON on Tuesday
- Complete Anatomy Lab posttest by Friday at 5pm

Week 2:
- Complete APGO uWise 50 question quiz (either OB or GYN) by Friday at 5pm

Week 3:
- Meet with your Site Director, Preceptor or Designee for your mid-clerkship evaluation

Week 4:
- Complete OB Emergency Modules for Simulation Session by Tuesday at noon.
- Complete APGO uWise 50 question quiz (the other of either OB or GYN) by Friday at 5pm

Week 5:
- Complete APGO uWise 100 question quiz (comprehensive) by Friday at 5pm

Week 6:
- Monday is your OSCE – make sure you’re ready!
- (Optional): Notify the Clerkship Director of up to two additional evaluators to fill out End of Rotation assessment forms.
- Thursday: you are done at NOON... but don’t wait until then to study for your Shelf!

PxDx logs, duty hour logs, and evaluation forms should be completed on an ongoing basis throughout the clerkship, but must be finalized by the following Monday at 5pm.
Integrated Courses

During the academic year, the student will be required to attend these integrated courses.

**Longitudinal Patient Care**

The Longitudinal Patient Care Course (LPC) provides students the opportunity to work in interprofessional teams with a community health mentor throughout a two year course in Years 3 and 4 of the medical curriculum. The community health mentor is an adult in the community with a chronic medical condition that is willing to share their experience as a patient with a team of interprofessional students. The students will meet with their community health mentor as a group once per clerkship block to learn about the community health mentor’s medical condition, barriers to care, effective communication strategies, and interprofessional collaboration. Activities and objectives are designed to prepare students for interprofessional patient centered care to improve healthcare quality and collaboration.

Contact information:

Course Director – TBA  
Email – TBA  
Office Hours and Location – TBA  
Mary Blair, Assistant Director  
Phone/Email: 602-827-2241 maryblair@email.arizona.edu  
Office Location: HSEB BC503C

Required Assignments and Dates are included within one45.  
All LPC sessions are mandatory

- In the event a student is ill the day of a scheduled LPC session, the student must first contact their community health mentor and members of their team. They must then notify Mary Blair, LPC Assistant Director (maryblair@email.arizona.edu). Students will be provided an alternate assignment to complete in the setting of an excused absence.
- In the event of a missed session at the behest of the community health mentor, the student must notify Mary Blair, LPC Assistant Director (maryblair@email.arizona.edu). The team will receive an alternative assignment to complete in person with their interprofessional team during the originally scheduled time. The students are not to reschedule the community health mentor session.
Student Responsibilities:

- Attend scheduled sessions with community health mentor once during each six-week clerkship block at the assigned date and time.
- Students are excused from their clerkship responsibilities from 1-5 PM on that day, providing students the time to travel to the meeting location, participate in the module with the community health mentor, and begin to work on the written assignment.
- Students may not be on call the night before a community health mentor visit and may not violate duty hour requirements.
  - If a student is scheduled on call the night prior to the visit, the student must work with the site director and clerkship director at the beginning of the rotation to reschedule the call night.
- Complete all written assignments by the assigned due date.
- Log attendance at all community health mentor sessions.
- Adhere to the Longitudinal Patient Care Course Student Procedures and the Information Protection Protocol.
- Wear professional dress and adhere to professional behaviors.
- Students are not engaging in a doctor-patient relationship with the community health mentor. The student may not provide medical advice to the community health mentor. The student may not comment on the health care provided by the community health mentor’s physicians or other healthcare professionals.
- If the student at any point feels unsafe, the student must immediately seek safety and contact emergency personnel (911) as appropriate. The student must contact the Course Director so that alternative arrangements can be made.
- In the event of an emergency, the student must immediately contact 911. The student must contact the Course Director so that alternative arrangements can be made.

For additional information, please see the Longitudinal Patient Care Course syllabus.

**Intersession Course – Year Three Advanced Clinical Skills**

The year three Intersession Course is an opportunity for students to return to campus to learn new skills and revisit basic sciences after being actively involved in patient care. It is a time to FOCUS on personal and professional goals, and come together as a class for collaborative and reflective time as they continue to progress in their journey of becoming physician.

The Year 3 Advanced Clinical Skills course is a Pass/Fail course with attendance and participation the most important keys to success.

Content includes the following:

- Themes: Ethics, Biomedical Informatics, Behavioral Science, Healthcare Transformation and Public Health, Prevention, Population Health, Cultural Competency, Gerontology/Geriatrics, Individualized Prevention and Care, Interprofessional Education & Practice
- Revisit Basic Science curriculum in the context of the clinical years
  - Clinical Radiology
  - Clinical Pathology
  - Clinical Pharmacology/Toxicology
Contact Information:

Jayne Peterson, MD, Course Director
jmpeterson@email.arizona.edu

Lisa Yanez, MBA, Assistant Director
lyanez@email.arizona.edu

For additional information, please see the Intersession Course syllabus.
National Board of Medical Examiners (NBME) Shelf Exam

NBME subject exams are achievement tests in a broad sense, requiring medical students to solve scientific and clinical problems. Although students’ performance on the exams will reflect the learning specific to their course and clerkship experiences, their test scores will also reflect educational development resulting from their overall medical school experiences. These exams are constructed to be appropriate for a broad range of curricular approaches.

All shelf exams are administered on the last day of the rotation. Students will be sent a reminder notice that will include the date, time and location of the exam. The time allotted for the exam is 2 hours and 30 minutes.

Accommodations

As per the Examination Day Policy and Course, Clerkship & OSCE Exam Absence Policy, permission must be obtained for an exception to sitting for the exam at the scheduled time/date and will only be granted due to illness or a serious unforeseen circumstance.

Special accommodations must be approved through the Student Affairs. Permission must be obtained for an exception to sitting for the exam at the scheduled time/date and will only be granted due to illness or a serious unforeseen circumstance. If a student has a documented disability on file with the Disability Resource Center, and would like to utilize testing accommodations, the student should notify Stephanie Smith, Director of Student Development slsmith1@email.arizona.edu within five business days prior to the exam to ensure the proper accommodation can be made on the student’s behalf.

Exam Retake

A student, who fails a clerkship or clerkship examination and is successful in the retake of the clerkship and/or examination, cannot be awarded any grade higher than a “Pass” for the clerkship. Specifically, no grade of “high pass” or “honors” can be awarded for the clerkship, regardless of the student score on the retake examination or the clinical assessment score.

See Exam Retake policy for additional details.
Data Management

One45 is the curricular management system used to manage assessments about students, and to access learning materials and schedules. One45 is accessed at the web address: comphx.one45.com

For Faculty and Site Coordinators

If your role requires you to review clerkship rotation schedules, you will be able to view these schedules, as organized by the Clerkships Office, within One45. These schedules include rosters of students scheduled to rotate to your site for specific dates. Unless special arrangements have been made for your particular site, hourly clinical schedules are not stored in One45, and should be communicated directly to students.

Assessments are collected via One45, and automatic emails are sent to assessing attendings with instructions and reminders to complete. A list of pending and completed assessments can be reviewed in One45, if applicable.

General information about the clerkship rotations, such as syllabi, site information, maps, links, etc. will be attached as handouts to each clerkship “course” under Handouts and Links.

Students will also use One45 to log observed procedures and diagnoses at clinical sites. Please note that students are able to use their smartphones to make log entries on-the-go, if allowed by site policy.

For Students

One45 will continue as your curricular clerkship management system. One45 will still be used to complete evaluations and access learning materials. It will also house the schedule, objectives, and materials for your clerkship didactic sessions, similar to how your blocks were organized in the MS2 year.

Clerkship rotation scheduling will look different in One45, as you will all be on separate clerkship rotations. This rotation schedule will appear to you as a week-by-week lineup of clerkship rotations, rather than “hour by hour”, because the actual hours you spend at your clerkship site will be determined and managed by the clinical site coordinators. Those hourly schedules will not appear ahead of time in One45, so you should keep track your
daily schedule on your own. However, you will be asked to record your “duty hours” (hours spent on rotation at
the sites) after-the-fact in One45, to maintain compliance with ACGME standards.

One45 will also continue to be the location where you log procedures and diagnoses (as you did in CCE), for all
of the clerkships. With the increased frequency of Px/Dx logging in the clerkships, remember that the One45
procedure logging page is mobile-web compatible, for easy logging during your rotations.

General information about the clerkship rotations, such as syllabi, site information, maps, links, etc. will be
attached as handouts to each clerkship “course” under Handouts and Links.
Professional Resource Office

The Professional Resource Office (the Office) provides guidance, support and information to students on professionalism issues. The Office supports medical students in the development of strong, positive professional practices with peers, faculty, patients and the broader community through effective communication and conflict management.

- Professionalism concerns may be reported directly to the Clerkship Director or included in the student evaluation of the clerkship.
- The Professionalism Conduct Comment Form is an additional mechanism for students to report any concerns, including those about supervision, and it exists across the four-year curriculum. This mechanism ensures anonymity and is collected directly by the Professional Resource Office. This form may be submitted either online or in hard copy to the comment box located on the main floor of the Health Sciences Education Building.

COM-P is committed to creating and maintaining an environment free of discrimination, harassment and retaliation that is unlawful or prohibited by university policy. Please see the Mistreatment of Medical Students Policy, the Anti-Harassment and Nondiscrimination Policy and the Professionalism Policy for additional information. In addition, professional attributes are expected of all students. These attributes are within the Teacher-Learner Compact.

Frequently Asked Questions

What is the Professional Resource Office? The Professional Resource Office at the University of Arizona College of Medicine – Phoenix (College of Medicine) provides education, information and support to students and faculty on professionalism issues. The Office’s activities focus in three areas:

- Outreach and education. The Office provides outreach and education to identify and increase understanding of professional practices and effective communication.
- Support and resources. The Office supports students and faculty seeking to address a particular concern by providing information on policies, procedures, resources, and options. This can include support in handling an issue independently, serving as a neutral in resolving an issue, shuttle diplomacy or facilitating access to other resources.
• Tracking and feedback. The Office works with College of Medicine leadership to identify and recognize instances of strong professionalism and to address areas of potential concern or improvement.

How can I contact the Office?

Beth Schermer and Rosemarie Christofolo are the liaisons for the Professional Resource Office. Their office is in HSEB A451. They can reach them by telephone, text or email.

Beth Schermer          Rosemarie Christofolo
602-549-9847           480-862-4963
schermers@email.arizona.edu       rchristofolo@email.arizona.edu

You can also provide information through the feedback box located in the student lounge or through the online Professionalism Conduct Comment form at: http://phoenixmed.arizona.edu/about/college-glance/leadership/deans-office/professional-resource-office/professionalism-conduct

Are discussions confidential? The Office will maintain confidentiality concerning matter brought to it to the extent permitted by law and University of Arizona policy unless there appears to be an imminent threat of serious harm or unless given permission from the student to do otherwise. The Office will take all reasonable steps to protect records and files pertaining to confidential discussions, to the extent permitted by law and University of Arizona policy.

Is the Office the only place to raise professionalism issues? No. The College of Medicine provides a wide range of resources to its students to address professionalism issues, including the Office of Student Affairs, student mentor programs, wellness programs and professionalism studies integrated into curriculum components. The Office is another portal for students to gain information on professional practices that is independent of student evaluations and review.