4th Year Electives Syllabus

Academic Year 2017-2018
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Welcome to the Electives Program at the University of Arizona College of Medicine-Phoenix.

The fourth year of medical school at UA COM-Phoenix has been lengthened beyond what is traditionally seen, with clinical rotations beginning in May rather than July, in order to maintain academic rigor while still allowing for flexibility. An adaptable fourth year allows students the ability to accomplish the myriad non-curricular tasks required of them, while still participating in the electives and required 4th year courses that are an important part of their medical education.

While often thought of as a “fun” time in medical school (which we hope it is!), the fourth year is full of academic challenges as well. Students must complete two “required” electives, called “selectives”: a sub-internship within a core discipline and a critical care course. Students also take two clerkships in their fourth year: Emergency Medicine and Neurology. Please see the separate syllabi for specific details regarding each of these courses.

In addition to these four required rotations, students must complete five general electives (20 weeks) in fields of their choice. Often these rotations include a variety of specialties, course types, and sites – these include international rotations, research electives, “away” rotations at potential residency sites, independent study courses, and more.

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 4th Year General Electives experience.

Christina R. Bergin, MD, FHM
Director, Electives
4th Year Electives Organization and Description

An elective is a structured learning experience in a field of medicine or related fields approved by the faculty of the University of Arizona College of Medicine – Phoenix that is not specifically required as part of the basic medical school curriculum and that has as a prerequisite successful completion of all of the Year 3 clerkships. Electives may be either clinical (patient care) electives or non-clinical (non-patient care) electives. These also include “away” electives at potential residency sites.

A wide breadth of electives are available, including ones spanning various COM-P Themes and Social Determinants of Health. Please see the Electives Catalog for details.

<table>
<thead>
<tr>
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<tr>
<td>Director</td>
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<tr>
<td>Christina R. Bergin, MD, FHM</td>
</tr>
</tbody>
</table>

Dr. Christina Bergin is a graduate of Loyola University Chicago Stritch School of Medicine. She completed her Internal Medicine residency training at the Banner Good Samaritan Medical Center/Phoenix VA combined residency program (now renamed the University of Arizona College of Medicine – Phoenix Internal Medicine Residency Program). She is board certified in Internal Medicine and works clinically at Banner – University Medical Center Phoenix as an academic hospitalist. She has been named a Fellow in Hospital Medicine by the Society of Hospital Medicine.

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Phoenix, AZ 85004
602-827-2620
cbergin@email.arizona.edu

Academic Hospitalist, Academic Medical Service
Department of Internal Medicine
Banner – University Medical Center Phoenix
1111 E. McDowell Road
Phoenix, AZ 85006
Assistant Director  
Diana P. Nelson, MA  

Diana Nelson completed a Bachelor of Arts degree in Psychology at Davidson College, N.C. and completed her Master of Arts degree in Latin American Studies at the University of Texas at Austin. She has worked in student services and curricular affairs at ASU, NAU and now UA.  

University of Arizona College of Medicine-Phoenix  
435 N. 5th St., HSEB B-551  
602-827-6123  
dianapnelson@email.arizona.edu  

Program Coordinator  
Kristen Peña, MA  

Kristen Peña attended Northern Arizona University where she completed a Bachelor of Arts in Psychology and went on to complete her Master of Arts in Industrial Organizational Psychology at Argosy University. She worked as an Academic Advisor and Department Lead for the Art Institutes and now works in the 4th year Electives unit.  

University of Arizona College of Medicine-Phoenix  
435 N. 5th St., HSEB B-512B  
602-827-2402  
kristenpena@email.arizona.edu  

Length  
Standard length is 4 weeks. The duration may be modified to no less than 2 weeks and no more than 4 weeks at the discretion of the Director, Electives and the individual course director. Students may take a maximum of two courses that are of 2 weeks duration.  

Requirements  
A total of 44 credits are required during Year 4.  
Electives: 20 credits (typically 5 courses) are required.  
A maximum of 12 credits are permitted in one subspecialty field, and a maximum of 16 credits are permitted at institutions/sites not directly supervised by University of Arizona College of Medicine – Phoenix faculty. Students may take a maximum of 8 credits of non-patient care courses. See Credit Requirement – Year 4 Policy for additional information.  

Clinical Sites  
Please refer to Chapter 3 of this syllabus. Please also refer to the individual course descriptions and the Electives Catalog for detailed information about all clinical sites for electives, including details regarding site(s) utilized for each elective, course director name, check-in procedure, any site-specific requirements and required timeframe for credentialing, fees, etc.
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 measureable 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.

Electives Program Objectives

Please see individual course descriptions for each course-specific goals and learning objectives (refer to Electives Catalog).

Electives Attendance Requirements

A student may not miss more than 2 additional days per month (beyond the usual number of days off permitted by the site) of a general elective rotation due to illness, emergency, or an approved absence (including for residency interviews). For example, if an elective usually permits all weekend days off, a student may not miss more than 2 weekdays in addition to the usual weekend days off. As another example, if an elective usually permits one day off per week, a student may not miss more than 2 additional days in addition to the usual 4 permitted days off.

A longer absence must be remediated in consultation with the Electives Director, the individual course director and Academic Affairs; this may include make-up of curricular time (weekends, nights) and/or completion of additional assignments (writing a paper, giving a presentation, etc.). If the absences cannot be successfully remediated, 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.

Required and Suggested Reading

Dependent on individual elective; each course description in the Electives Catalog will have specific texts listed.

Additional Elective Requirements

Duty Hours Logging in One45 (if on an electives requiring overnight call or after hours clinical time). Evaluation of Elective Experience in One45.
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 for information and resources.

It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please contact the Associate Dean of Student Affairs, at 602-827-9997 immediately to discuss options. You are also welcome to contact Disability Resources at DRC-Info@email.arizona.edu or (520-621-3268) to establish reasonable accommodations. Please review the Disability Resource Policy 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 or 621-3268.
Electives Assessments, Evaluation and Grading Process

Assessment Process

Assessment is the mechanism used to measure progress in learning over a given period of time.

A mid-rotation formative assessment with feedback is strongly suggested for every student. Student progress, achievements, strengths, weaknesses, and areas for improvement should be discussed. If at any point during the elective the student is at risk of not meeting expectations in one or more of the Educational Program Objectives (EPOs), in-person formative feedback with written documentation is required. Any significant deficiencies or concern should be communicated to the course director and/or Director, Electives with written documentation that the feedback has been provided to the student. In the event that deficiencies are noted late in the elective, timely feedback will be given.

Additionally, throughout the elective, 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.

One student assessment form per elective will be submitted for the student’s final grade by the elective course director (see the Electives & Selectives Student Assessment: Patient Care form and the Electives & Selectives Student Assessment: Non-Patient Care form). In instances where the student has worked with several different faculty members over the course of the rotation, multiple student assessment forms may be considered by the course director in completion of one final grade and summative assessment form, providing each assessor has had significant interaction with the student (as defined by the course director in consultation with the Director, Electives). When only a single faculty member has had significant interaction with a student, this faculty member will provide an assessment form to the course director for review, modification as necessary, and signature. In all instances, the course director(s) is responsible for determination of each student’s final grade and EPO ratings on the summative assessment form.
All Electives & Selectives Student Assessment forms (which also contain the final grade) will be available to be viewed by students in One45 by six (6) weeks after the end of the elective, according to the Reporting Timeline for Final Grades policy.

Grading Process

Final Grade: The course director is responsible for determination of each student’s final grade.

The Electives & Selectives Student Assessment Form (either the “Patient Care” or “Non-Patient Care” form, depending on the individual elective) will be completed by the course director. This form includes two separate areas in which to include narrative feedback. The first area includes formative comments meant to help optimize student performance; the second includes formalized summative comments which will be included in the Dean’s Letter (Medical Student Performance Evaluation, or MSPE). Students do not grade or summarize their own performance. Any concerns regarding narrative comments may be addressed to the Director, Electives or to the Associate Dean of Student Affairs.

The final elective grade will be determined by the course director using assessment of performance in Educational Program Objectives within the six core behavioral competencies:

- Medical knowledge
- Professionalism
- Interpersonal and communication skills
- Patient care
- Societal awareness and responsiveness
- Critical appraisal and quality improvement

(The patient care competency will not be assessed in the non-patient care electives.)

Student assessments and the final grade are based on observable behaviors within set EPOs as listed on each of the Electives & Selectives Student Assessment forms (both Patient Care & Non-Patient Care). Course directors, at their discretion, may require students to perform other educational activities that will contribute to their final grade. For example, there may be an evaluatory exam on material covered during the course, students may be required to present a topic to the site faculty, or may be required to produce a paper on a particular topic. Requirements such as these should be clearly described and identified to students at the start of the elective.

The final elective grade will be divided into four categories: Honors, High Pass, Pass, or Fail (H, HP, P, F).

If a student receives a <2.0 rating in any individual EPO, the student will not be eligible for a grade higher than Pass. A student will fail the elective course if he/she receives <2.0 on two or more EPOs on the Electives & Selectives Student Assessment form.

All behavioral competency data from submitted summative Electives & Selectives Student Assessment forms for each student will be compiled by the Office of Assessment and Evaluation and presented to Student Affairs to be included as part of the holistic review with the student each year. Each student will
be rated a Level 1, 2, or 3 on the individual EPOs within the six behavioral competency domains (five for non-patient care electives). Cumulative level ratings are retained throughout the student’s enrollment. (See Competency Assessment Policy for additional information.)

Within an elective course, a Level 1 can be generated for an EPO based on the following guidelines:

- Student performance that is not meeting expectations for that EPO by the end of the elective (equates to an EPO score <2.0 on the final submitted Electives & Selectives Student Assessment form), despite feedback to the student by an assessor providing the opportunity to improve.
- Two or more separate faculty raters assign a rating of <2.0 on the same individual EPO. In this instance, the course director should assign a final rating of <2.0 for that EPO on the final summative Electives & Selectives Student Assessment form that is submitted, even if other assessors submitted ratings of >2.0 for that EPO.
- A substantial or critical incident, extreme behavior, or other events that warrant the Level 1, as determined by the course director, at any time during the elective.

Feedback to the student by an assessor (course director, attending faculty, or resident) regarding any problematic behavior and providing 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 event occurs late in the elective, timely feedback will be given and there may or may not be time to demonstrate improvement.

**Required Student Evaluation**

Student evaluation of the elective, faculty, and site(s) 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 end of the elective, the student will be required to submit the missing evaluation data in narrative form within the second week after the elective.

- Once the student has successfully submitted their evaluation in narrative form within the second week after the elective, 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 elective, 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.
Electives Program Additional Information

Overview of the 4th Year Curriculum

The fourth year at the University of Arizona College of Medicine – Phoenix has been lengthened, beginning in May rather than in the traditional July. This lengthening provides flexibility in order to allow students the ability to accomplish the myriad non-curricular tasks required of them, while still maintaining academic rigor.

In their fourth year, students are required to complete two required electives, called “selectives”: a critical care course and also a sub-internship within a core discipline (Family Practice, Internal Medicine, Obstetrics & Gynecology, Pediatrics, or Surgery). Students also are required to take two fourth year clerkships: Emergency Medicine and Neurology. Each of these required rotations are four weeks in length. Please see the separate syllabi for the Critical Care Selective, Core Sub-internship Selective, Emergency Medicine Clerkship, and Neurology Clerkship for specific details regarding each of these courses.

In addition to these four required rotations, students must complete an additional 28 weeks of instructional time during the year. Included in this are five weeks of an Intersessions course on the Phoenix campus, one day every six weeks of a Longitudinal Patient Care course and the completion of their 4-year scholarly project thesis. In addition, students must complete 20 credits/weeks of general electives in fields of their choice – these 20 credits are typically divided into five distinct four-week electives. Often these elective rotations include international rotations, research electives, “away” rotations at potential residency sites, independent study courses, and more. Many students also use these general electives to rotate through specialties they may not have the chance to explore again once they enter residency, or in fields complementary to their chosen specialty. Finally, students all take discretionary time to study for their Step 2 USMLE exam, as well as to travel to interviews for residency.

General Electives may be divided into patient care electives and non-patient care electives.
Patient Care Electives

General Description
A clinical elective is a structured learning experience in a field of medicine or related fields approved by the faculty of the University of Arizona College of Medicine-Phoenix that is not specifically required as part of the basic medical school curriculum and that has as a prerequisite completion of all the Year 3 clerkships. Clinical electives involve direct patient care or activities that actively impact on patient care.

The student should be as integral a member of the team as possible. While it is understood that the student role in managing complex patients and in decision making may be limited, particularly in some medical subspecialties, we encourage faculty to involve the student as much as possible. For example, students are expected to take initial histories, do physical exams, interview patients, assist on procedures, and more.

Student Responsibilities
- To participate fully and actively in all the activities of the team.
- To work up and follow patients as assigned by supervisors.
- To pre-round on all of their patients before management rounds.
- To present their patients on rounds.
- To write daily progress notes in the SOAP format on all patients assigned to them.
- To have all orders that they write co-signed by the supervising house staff or faculty.

Faculty Attending Role
The course director or supervising faculty should meet with students at the beginning of the rotation in order to review the goals of the course and his/her expectations. Over the course of the rotation, the attending should listen to the students’ presentations, review write-ups and progress notes, and provide feedback to students regarding their performance. The student should meet with their attending at the halfway mark for feedback and also at the completion of the experience for feedback and assessment.

Non-Patient Care Electives

General Description
Non-patient care electives include research electives and independent study/reading electives, as well as electives focused on development of certain capabilities, such as teaching and/or leadership. Specific information for non-patient care electives can be found in the individual course descriptions. However, it is equally important in these rotations that supervising faculty meet with the students frequently to assess progress on required activities during the course. Similar to patient care courses, supervising faculty are expected to complete student assessments based on the core competencies at the end of the course. The maximum number of non-patient care weeks for which credit will be allowed is eight.

Research Elective
Research electives are a type of non-clinical elective. They are intended to involve the student in a significant role in the performance of a rigorous research initiative. All research elective proposals must
include a detailed “syllabus” or “mini-prospectus” that includes a description of the project, the student’s role in the project, the mentor, the mentoring plan, specific time commitment and involvement, and the work product expected at the end of the rotation. Students must receive prior approval of the rotation and content from the Electives Director and the Scholarly Project Director (even for rotations not related to the student’s primary Scholarly Project). Students are expected to determine the specific institutional requirements for their project (e.g., IRB application, lab safety courses, CITI training, etc.) and make sure they are fulfilled prior to beginning the rotation. Students must submit an Elective Preference form for each research rotation and work with contracting to assure that a contract covering research rotations at the site of interest is in place.

**Independent Study Elective**

Independent Study electives are another type of non-clinical elective. They are intended to be supervised, intensive reading-based investigations of a particular topic, with a substantial literature review and production of a detailed paper. Students may also independently develop a course of study or a project under the supervision of a faculty mentor. Independent study elective proposals must provide a detailed syllabus and plan for student mentoring, with specific guidelines on the final output/product to be turned in at the end of the elective, the length of the required paper (if the literature review option is chosen), and schedule of meetings with the faculty mentor for discussions and guidance. Students must receive prior approval of the rotation and content from the Electives Director and their project mentor, and submit an Elective Preference form as well.

**Other Non-Patient Care Electives**

These electives focus on development of certain capabilities, such as teaching or leadership, which are important to the development of future physicians. Specific details may be found within the individual course descriptions listed in the Electives Catalog.

**Electives Program Clinical Site Information**

Please refer to the individual course descriptions and the Electives Catalog for detailed information about all clinical sites for electives, including details regarding site(s) utilized for each elective, course director name, check-in procedure, any site-specific requirements and required timeframe for credentialing, fees, etc. A listing of hospital affiliates and private practices that currently serve as sites for clinical electives is provided below. Please refer to the Electives Catalog for the most up-to-date listing of clinical sites for the electives program.
### Major Hospital Affiliates:

<table>
<thead>
<tr>
<th>Hospital Affiliation</th>
<th>Address/Location</th>
</tr>
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<tbody>
<tr>
<td>Abrazo Central Campus (formerly Phoenix Baptist Hospital)</td>
<td>2000 W. Bethany Home Road, Phoenix, 85015</td>
</tr>
<tr>
<td>Banner Baywood Medical Center</td>
<td>6644 E. Baywood Avenue, Mesa, AZ. 85206</td>
</tr>
<tr>
<td>Banner Boswell Medical Center</td>
<td>10401 W. Thunderbird Road, Sun City, 85351</td>
</tr>
<tr>
<td>Banner Cardon Children’s Medical Center</td>
<td>1400 S. Dobson Road, Mesa, 85202</td>
</tr>
<tr>
<td>Banner Desert Medical Center</td>
<td>1400 S. Dobson Road, Mesa, 85202</td>
</tr>
<tr>
<td>Banner Heart Hospital</td>
<td>6750 E. Baywood Avenue, Mesa, 85206</td>
</tr>
<tr>
<td>Banner MD Anderson Cancer Center</td>
<td>2946 E. Banner Gateway Drive, Gilbert, 85234</td>
</tr>
<tr>
<td>Banner-University Medical Center Phoenix</td>
<td>1111 E. McDowell Road, Phoenix, 85006</td>
</tr>
<tr>
<td>Chandler Regional Medical Center</td>
<td>1955 W. Frye Road, Chandler, 85224</td>
</tr>
<tr>
<td>HonorHealth Scottsdale Osborn Medical Center</td>
<td>7400 E. Osborn Road, Scottsdale, 85251</td>
</tr>
<tr>
<td>HonorHealth Scottsdale Shea Medical Center</td>
<td>9003 E. Shea Boulevard, Scottsdale, 85260</td>
</tr>
<tr>
<td>Maricopa Integrated Health System</td>
<td>2601 E. Roosevelt Street, Phoenix, 85008</td>
</tr>
<tr>
<td>Mayo Clinic/Hospital</td>
<td>Clinic: 13400 E. Shea Blvd., Scottsdale, 85259</td>
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<tr>
<td></td>
<td>Hospital: 5777 E. Mayo Blvd., Phoenix, 85054</td>
</tr>
<tr>
<td>Phoenix Children’s Hospital</td>
<td>1919 E. Thomas Road, Phoenix, 85016</td>
</tr>
<tr>
<td>Phoenix Indian Medical Center</td>
<td>4212 N. 16th Street, Phoenix, 85016</td>
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<tr>
<td>St. Joseph’s Hospital and Medical Center</td>
<td>350 W. Thomas Road, Phoenix, 85013</td>
</tr>
<tr>
<td>Veterans Affairs Medical Center</td>
<td>650 E. Indian School Road, Phoenix, 85012</td>
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### Private Practice Affiliates and other Clinical Sites:

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<th>Practice Affiliation</th>
<th>Address/Location</th>
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<tbody>
<tr>
<td>21st Century Neurology</td>
<td>Colon and Digestive Health Specialists</td>
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<tr>
<td>Allergy Asthma Clinic Ltd</td>
<td>East Valley Dermatology Center</td>
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<tr>
<td>Allergy, Asthma &amp; Immunology Associates</td>
<td>Family Planning Associates</td>
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<td>Arizona Arthritis &amp; Rheumatology Associates</td>
<td>Hospice of the Valley</td>
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<td>Arizona Digestive Health</td>
<td>Maricopa County Department of Public Health</td>
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<td>Arizona Otolaryngology Consultants</td>
<td>Maricopa County Jail/Buckeye Infirmary</td>
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<td>Arizona Pain Specialists</td>
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<td>Arizona Pediatric Eye Specialists</td>
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<td>Arizona Retinal Specialists</td>
<td>Phoenix Perinatal Associates</td>
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<td>Arizona State Urology</td>
<td>SimonMed Imaging</td>
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<td>Associated Retina Consultants</td>
<td>St. Vincent de Paul Medical Clinic</td>
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<td>Cardiac Solutions</td>
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Rural Health Professions Program

The Rural Health Professions Program (RHPP) seeks to recognize students demonstrating strong commitment to future rural medical practice. Selected students will be designated RHPP Scholars as they undertake a 4-year course of preparation that includes seminars, mentorship, rural clerkship and pre-clerkship clinical experience among other requirements described in more detail within RHPP-specific materials. In addition to the advanced medical preparation, completion of the Scholar Program will lead to Dean’s Letter notation and Distinction Track in Rural Health recognition on the University of Arizona College of Medicine – Phoenix (COM-P) transcript.

Rural sites may be used for general electives; they may be used for the Core Sub-internship selective requirement only with prior approval by the Director, Electives and the Director, Sub-internship selective. Students may not use rural sites for their Critical Care selective requirement.
Integrated Courses

During the academic year the student will be required to participate in 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 who is willing to share their experience as a patient with a team of interprofessional students. Students will 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 navigation of the health care system, successful advocacy on behalf of their patients, and to lead interprofessional patient centered care to improve healthcare quality and collaboration.

The students will meet with their community health mentor individually via telephone at designated times throughout the year. The student will not be excused from other rotation responsibilities to complete the assignments. All activities will be conducted independent of their 4th year elective/selective courses. For additional information, please see the Longitudinal Patient Care Course Year 4 syllabus.

Contact information:
Sarah Coles, MD, Course Director
swhitley@email.arizona.edu
Office Hours and Location: HSEB Office B573, by appointment

Mary Blair, Assistant Director
Phone/Email: maryblair@email.arizona.edu
Office Location: HSEB BC503C

Required Assignments and Dates are included within one45.

All LPC sessions are mandatory
Student Responsibilities:

- Students must schedule and participate in telephone sessions with community health mentor once during each designated two-week time frame over the course of the year.

- Students are not excused from their other rotation responsibilities to complete the sessions during the 4th year. Because the sessions occur by telephone and can occur any any point over a two-week time period, there is no need to miss clinical responsibilities.

- Once scheduled, students are not to reschedule with their mentor except in emergencies. Students must be respectful of their mentor’s time and commitments.

- Complete all written assignments by the assigned due date.

- Log participation in all community health mentor sessions.

- Adhere to the Longitudinal Patient Care Course Student Procedures and the Information Protection Protocol.

- Wear professional dress for videoconference sessions 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. The student is there to learn from the community health mentor.

- 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.

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Intersession Course – Year Four Advanced Clinical Skills

The Year Four Intersession Course is an opportunity to return to campus to learn new skills, longitudinal theme content, 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 you continue to progress in your journey of becoming physician.

Intersession II occurs the first 3 weeks of the 4th year and Intersession III is 2 weeks right before match in late February/early March. It is a Pass/Fail mandatory course with attendance and participation the most important keys to success.

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.
Data Management

One45 is the curricular management system used in the manage assessments about students, and to access learning materials and schedules (if applicable to your role). One45 is accessed at the web address: comphx.one45.com

For Faculty and Site Coordinators

If your role requires you to review elective rotation schedules, you will be able to view these schedules, as organized by the Electives Unit, 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 may be entered electronically via one45 if requested by the course director, with automatic emails sent to course directors with instructions and reminders to complete. A list of pending and completed assessments can be reviewed in One45, if applicable. Course directors should discuss with the Electives Unit if they are interested in this option.

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

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

Credentialing information is no longer stored in the same system as assessments, but a link will be provided to the COM-PHX Credentialing Portal website from within one45.

For Students

One45 will continue as your curricular management system. One45 will still be used to view your schedule, complete evaluations and access learning materials (if applicable).
Elective and selective rotation schedules will appear to you as a week-by-week lineup of elective/selective 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, for those electives/selectives requiring call, night shifts, or other after hours experiences, 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 for the critical care and core subinternship selectives (just as you did in clerkships). Remember that the One45 procedure logging page is mobile-web compatible, for easy logging during your rotations.

General information about the elective rotations, such as syllabi, site information, maps, links, etc. will be attached as handouts to each elective “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. You can reach them by telephone, text or email.

Beth Schermer
602-549-9847
schermer@email.arizona.edu

Rosemarie Christofolo
480-862-4963
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.