4th Year Electives Syllabus
Academic Year 2018-2019

Approved by the Curriculum Committee 3-23-18

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General Electives Program Information
Course Codes: 800, 850 – 899
Credit Hours: 20 credits/weeks total.
   A maximum of 12 credits are permitted in one subspecialty field.
   A maximum of 16 credits are permitted at institutions/sites not directly supervised by University of Arizona College of Medicine – Phoenix faculty.
   A maximum of 8 credits of non-patient care courses are permitted.
See Credit Requirement – Year 4 Policy for additional information.
Prerequisites: All students must successfully pass all 3rd year clerkship curricular elements in order to progress to the fourth year
Elective Length: Standard length for each elective 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.
Electives Program Website: Year 4 Selective and Elective
Electives Catalog Website: Two45 Course Offerings

Electives Program Contacts
Director Name: Christina R. Bergin, MD, FHM

Office phone: (602) 827-2620
Email: cbergin@email.arizona.edu
Office location: HSEB B-538

Course 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. 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. 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.
A total of 20 electives credits (typically 5 courses/rotations) 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 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.

Educational Program Objectives

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 Educational Program Objectives and require dissemination as noted in the Orientation to EPOs and Course Objectives Policy.

Electives Learning Objectives – Patient Care Electives

Each Patient Care Elective learning objective listed below has been mapped with relevant Competencies, i.e., Patient Care, Medical Knowledge, Clinical Appraisal and Quality Improvement, Interpersonal and Communication Skills, Professionalism and Societal Awareness and Responsiveness.

1. Obtain an accurate and appropriately focused history and physical exam and/or daily updated patient assessment.
2. Correctly interpret results of laboratory, radiologic, and other pertinent diagnostic tests and data in order to provide a prioritized differential diagnosis, narrowed assessment, and appropriate treatment plan.
3. Communicate information in an accurate, organized, and succinct manner to the rest of the patient care team, both verbally and in written notes, as appropriate.
4. Describe the clinical findings in, most suitable and cost-effective diagnostic work-up, and appropriate management of common disorders in the elective discipline.
5. Utilize appropriate primary sources and review articles in professional journals, textbooks within the elective discipline, and other educational resources in order to apply evidence-based findings to the care of patients.
6. Demonstrate sensitivity to the concerns, beliefs, values, and cultural practices of a diverse spectrum of patients and their families; keep these considerations in the forefront when discussing the patient’s illness and treatment options with them and with other providers.
7. Maintain a teachable attitude by arriving prepared, remaining engaged, and responding openly to feedback.
8. Describe external factors which may influence patients’ ability and/or willingness to adhere to the treatment plan or act as barriers to care in the core discipline.
9. Identify ways in which physicians and other members of the care team across multiple disciplines can collaborate to provide comprehensive patient care within the elective specialty, including coordination of care with the primary care provider.
10. Additional learning objectives as listed in the appropriate elective course description (refer to the Electives Catalog).

Electives Learning Objectives – Non-Patient Care Electives

Each Non-Patient Care Elective learning objective listed below has been mapped with relevant Competencies, i.e., Medical Knowledge, Clinical Appraisal and Quality Improvement, Interpersonal and Communication Skills, Professionalism and Societal Awareness and Responsiveness.

1. Identify a gap in medical knowledge or available data and propose a plan to expand upon this.
2. Apply medical knowledge to current research and/or available literature by accurately summarizing the relevant material to convey correct understanding of the applicable elective content.
3. Utilize appropriate sources, including primary and review articles in professional journals, textbooks within the elective discipline, and other educational resources, to obtain evidenced-based information relevant to the elective course of study; evaluate the data for strength of evidence and relevance to the elective content.
4. Contribute to the creation, dissemination, application, and/or translation of health care knowledge and practices within the applicable elective discipline.
5. Communicate consistently and professionally with the elective course director, keeping him/her apprised of ongoing progress and/or setbacks over the course of the elective. Maintain confidentiality as appropriate.
6. Complete tasks on time, balancing the requirements of the elective with additional obligations.
7. Outline relevance of the non-patient care elective topic to clinical practice, specific health populations, and/or society at large. Demonstrate how the elective topic meets the needs of individual patients and society at large.
8. Additional learning objectives as listed in the appropriate elective course description (refer to the Electives Catalog).
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/Suggested Reading

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

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 Affairs 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. In the event of any exposure to blood/bodily fluids through mucous membranes or the skin, see the following Student Occupational Exposure Policy.
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 not to provide their cell phone numbers. In that case, the students will be provided a COM-P pager. The student also has the option to give their mobile number for texts; however, the pager and/or voice capability of the cell phone must 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 at 520-621-3268 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 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 DRC 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 classrooms 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 520-621-3268.

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 or another core faculty member serving as the course director's designee (this designee must hold a UA faculty title and be identified to the Office of Assessment and Evaluation; a resident or advanced practice provider [NP, PA] may not serve as the designee). 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 and/or their designee 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 may submit the assessment form if he/she serves as the course director's designee. If not, this faculty member will provide an assessment form to the course director and/or their designee for review, modification as necessary, and signature. In all instances, the course director(s) and/or their designee 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 and/or their designee. 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 and/or their designee 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.

Providing feedback to the student by an assessor (course director, attending faculty, or resident) regarding any problematic behavior and giving the student the opportunity to improve should occur 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.
Electives & Selectives Student Assessment: Patient Care Form
- Posted in One45

Electives Student Assessment: Non-Patient Care Form
- Posted in One45

Who does the Mid-rotation formative assessment/feedback
- The student’s supervising physician/faculty member it is strongly suggested for every student; required with written documentation if the student is at risk of not meeting expectations in one or more of the EPOs.

Who can fill out an end of rotation assessment?
- The course director or another core faculty member serving as the course director’s designee this designee must hold a UA faculty title and be identified to the Office of Assessment and Evaluation; a resident or advanced practice provider [NP, PA] may not serve as the designee.

What to do if the attending is not listed in One45
- Contact UA coordinator, (PBC-Evaluation@email.arizona.edu). The coordinator will confirm the faculty attending information with the site and then have them added to the UA database

Narrative Feedback

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 and/or their designee. 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.

Required Student Evaluation

Student evaluation of the elective, faculty, and site(s) is required. The student must complete the evaluations online in the required timeframe. 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.

Rural Health Professions Program

Rural sites may be used for general electives. Students completing a Rural Rotation are encouraged to communicate with the Director, Rural Health Professions Program.

Housing is offered by the Rural Health Professions Program (RHPP) and funded by Arizona Area Health Education Centers (AzAHEC). The student is responsible for damages and incidental charges. Housing is booked on availability and within budget, often housing is with host family or shared living situation. Student must request specific accommodations outside of single occupancy during Rural Rotation Orientation. The student will be notified of housing accommodations offered by university eight weeks before rotation; the student must either confirm or deny accommodations. If the student opts out of offered housing it will then be the student’s responsibility to arrange all housing accommodations and the student will be responsible for payment. The student will then receive a reimbursement determined by the RHPP.

After successful completion of the rotation the student will be reimbursed for one round trip mileage, stipend and housing if applicable. Money is reimbursed through student’s bursar’s account and is subject to change based on funding period.

The student must complete all required Rural Rotation paperwork prior to the start of the rotation.

Contact Information:
Director, RHPP - Jonathan Cartsonis, MD
Email - jcartsonis@email.arizona.edu
Phone - 602-684-0598
One45: Curriculum Management System

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

For Faculty and Site Coordinators: If your role requires you to review elective rotation schedules, you can 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 are collected via one45, and automatic emails are sent to the assessing course director or his/her designee, with instructions and reminders to complete. A list of pending and completed assessments can be reviewed in one45, if applicable. Students will also use one45 to log observed procedures and diagnoses at clinical sites if applicable to their elective rotation. 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 management system and 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 rotation 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.
**Professionalism Resource**

The Professional Resource Office (PRO) provides guidance, support and information to students on professionalism issues. The PRO supports 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 Director, Electives or included in the student evaluation of the elective.
- 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](#).

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.

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<tr>
<th>Beth Schermer</th>
<th>Rosemarie Christofolo</th>
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<tbody>
<tr>
<td>602-549-9847</td>
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<td><a href="mailto:schermer@email.arizona.edu">schermer@email.arizona.edu</a></td>
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