4th Year Core Sub-internship Selective Syllabus

Academic Year 2017-2018
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Welcome to the Core Sub-internship. This rotation is designed to introduce students to core patient management principles required for internship. During this four week experience, students will be exposed to various types of patients and will participate in their diagnosis and management with a focus on actively managing/treating the patient.

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.

While students will not master all of their specialty by the end of this selective, students are expected to achieve a level appropriate for a first-year resident.

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 selective experience.

Kendall Novoa-Takara, MD

Director, Core Sub-internship Selective
Core Sub-internship Organization and Description

The sub-internship selective will expose the student to a broad experience in the care of patients in the designated specialty of family medicine, internal medicine, obstetrics/gynecology, pediatrics, or surgery. The clinical site will be one of the primary sites in Phoenix affiliated with the College of Medicine-Phoenix. Students will be able to identify preferences for sites and rotations from a list of approved sub-internship rotations and will be assigned to sites and rotations based on their preferences and organizational needs. The selective will be a 4-week rotation, and students will be expected to attend clinical duties full time. Students are expected to participate in call or after-hours duty as assigned. Refer to the Core Sub-Internship Rotations Policy.

Students will be required to attend on-campus didactic sessions for the rotation twice during the month as well as attend any didactic sessions given by their individual site. Students are also required to log duty hours.

The longitudinal themes are integrated as applicable into both clinical and non-clinical components of the selective.

<table>
<thead>
<tr>
<th>Selective</th>
<th>Core Sub-internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kendall Novoa-Takara, MD</td>
<td>Dr. Kendall Novoa-Takara attended St. Louis University for medical school and completed a residency in internal medicine at Harbor-UCLA Medical Center. She is board certified in internal medicine and works clinically at Banner University Medical Center-Phoenix as a hospitalist on the teaching service. Clinical Associate Professor, Department of Internal Medicine, University of Arizona College of Medicine-Phoenix 435 N 5th St., HSEB B-534 Phoenix, AZ 85004 602-827-2721 <a href="mailto:knovoatakara@email.arizona.edu">knovoatakara@email.arizona.edu</a></td>
</tr>
<tr>
<td>Electives Program Coordinator</td>
<td>Kristen Peña, MA</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

University of Arizona College of Medicine Phoenix 435 N. 5th St., HSEB B-512B
Phoenix, AZ 85004
kristenpena@email.arizona.edu
602-827-2402

<table>
<thead>
<tr>
<th>Length</th>
<th>4 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didactics/Interactive Learning Sessions</td>
<td>Selective will have two on-campus academic half-days per month for all students. Additional didactics will vary by site and specialty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Sites</th>
<th>Abrazo Central Campus (formerly Phoenix Baptist Hospital)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Banner Cardon Children’s Medical Center</td>
</tr>
<tr>
<td></td>
<td>Banner-University Medical Center Phoenix</td>
</tr>
<tr>
<td></td>
<td>HonorHealth Scottsdale Osborn Medical Center</td>
</tr>
<tr>
<td></td>
<td>Maricopa Integrated Health System</td>
</tr>
<tr>
<td></td>
<td>Mayo Clinic Hospital</td>
</tr>
<tr>
<td></td>
<td>Phoenix Children’s Hospital</td>
</tr>
<tr>
<td></td>
<td>St. Joseph’s Hospital and Medical Center</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.

Core Sub-internship Selective Objectives

Students are required to complete two required electives, called “selectives”: a critical care course and a sub-internship within a core discipline (Family Medicine, Internal Medicine, Obstetrics & Gynecology, Pediatrics, or Surgery). The sub-internship learning objectives listed below are generalized but applicable to each selective.

1. Perform and document complete history and physical exam and interpret laboratory, radiologic, and other pertinent data and provide a differential diagnosis, assessment and treatment plan, to include operative management if indicated.

2. Provide concise and organized 24-hour patient summaries including previous and upcoming treatment plans at daily rounds.

3. Describe the management of common disorders in the core discipline, including procedures and operative management if indicated.

4. Demonstrate sensitivity to the concerns of patients and their families regarding the patient’s illness and treatment (including complications, procedural/operative issues, quality of life and end-of-life issues).

5. Demonstrate appreciation and respect for other professionals by appropriately contacting/responding to consultative and support services.

6. Demonstrate ability to provide high quality sign-out that is concise, accurate, and complete.

7. Attend and participate in procedures and operations on assigned patients (while appropriately supervised); assist in obtaining informed consent for procedures performed by assigned team.

8. Demonstrate understanding of the discharge process.
Sub-internship Selective Attendance Requirements

1. The sub-intern’s schedule should mirror a typical resident schedule on that service. As most residents get one day off a week, a student is expected to work 22 shifts a month and participate in on call and after-hours experiences, again mirroring what is expected of a resident. The 22-shift requirement is calculated using the following information: students sign in on a Monday and sign out 4 weeks later Friday before their next rotation starts (26 days later) and students have one day off a week (4 days).

2. Students will observe the holiday schedule of the institutions of their rotations. Students may be assigned patient duty on a holiday and will be expected to report for duty. The sub-internship is an in-patient rotation and is designed to mirror the responsibilities of internship and residency, which includes all-hours patient care.

3. Academic Half-Days: Attendance is mandatory. If a student needs to be excused from a learning session, contact the Electives Program Coordinator a minimum of 48 hours ahead of time. Refer to the schedule in one45 for exact dates and room numbers.

<table>
<thead>
<tr>
<th>Event</th>
<th>Blocks 1, 3-5, 7-11</th>
<th>Blocks 2, 6, 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>First Tuesday, 1:00-2:00 p.m.</td>
<td>Second Tuesday, 1:00-2:00 p.m.</td>
</tr>
<tr>
<td>Academic Half-Day</td>
<td>First and third Tuesday, 2:00-5:00 p.m.</td>
<td>Second and third Tuesday, 2:00-5:00 p.m.</td>
</tr>
<tr>
<td>(Workshops &amp; Simulations)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Absences from orientation, academic half-days or the required 22 clinical shifts must be remediated in consultation with the Sub-internship Director and Academic Affairs; this may include make-up of curricular time (weekends, nights) and/or completion of additional assignments (viewing a video of the missed session and taking a quiz, working additional shifts, writing a paper, giving a presentation, etc.). Limited excused absences from clinical shifts (up to 0.5 days per week per rotation) do not require a remediation (e.g. for illness, doctor’s appointments, personal emergencies), but will be allowed only with approval of the course director and the Core Sub-internship Director. 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

1. Required Reading: Readings for Academic Half-Days must be completed prior to the applicable didactic session and will be posted in one45.

2. Suggested Reading: Dependent on individual rotation. Refer to the course description in the Electives Catalog.

Clinical Experience Logs

Clinical experience logs are not required for the selective. However, individual specialties and sites may require clinical experience logs. If these are required, they will be completed within a site-specific system and not through one45. Refer to the course description in the Electives Catalog.
Orientation and Academic Half-Day Schedule

Session 1 (first or second Tuesday) depending on block:

1. Orientation: Overview of the sub-internship curriculum.
2. Interactive Workshop: Transitions of care to include patient handoff, preparing a patient for discharge and discharge summaries

Session 2 (second or third Tuesday depending on block):


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](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.

Expectations for Mobile Communication

The student must be reachable at all times during usual extended work hours and on-call hours, and if in a clinical setting the student should respond within 15 minutes. Students may choose not to provide their cell phone numbers. In that case, 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 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 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.
Core Sub-internship Assessments, Evaluation and Standardized 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 by the site director 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 selective 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 and should be shared with the Sub-internship Director. Any significant deficiencies or concerns should be communicated to the Sub-internship Director, with written documentation that the feedback has been provided to the student. In the event that deficiencies are noted late in the selective, timely feedback will be given.

Additionally, throughout the selective, 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&Ps, 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 core sub-internship selective will be submitted for the student’s clinical grade by the site director or their appointee. It should be noted that faculty at COM-P who are family members of the student or who 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.
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 site director in completion of one final clinical grade and summative assessment form, providing each assessor has had significant interaction with the student (as defined by the site director in consultation with the Sub-internship Director). When only a single faculty member has had significant interaction with a student, this faculty member will provide an assessment form to the site director for review, modification as necessary, and signature. In all instances, the site director(s) is responsible for determination of each student’s clinical grade and EPO ratings on the summative assessment form.

The Core Sub-internship Final Grade Form (which includes the clinical and non-clinical grades) will be available for viewing by students in one (1) by six (6) weeks after the end of the elective, according to the Reporting Timeline for Final Grades policy.

**Standardized Grading Process**

The final Core Sub-internship grade will be determined by the Core Sub-internship Director using the clinical and non-clinical grades. The final grade will be divided into four categories: Honors, High Pass, Pass, or Fail (H, HP, P, F). Details regarding grading in the selective are included in the Grading and Progression for Electives and Selectives Policy. Below is a listing of the components of the composite score:

I. **Clinical Score:** The clinical score is calculated through assessment of student performance within each individual (Educational Program Objective) EPO. The clinical score is the average of all individual EPO Scores (no rounding) using the following rubric:
   - 2.6-3.0 = Honors
   - 2.3-2.59 = High Pass
   - 2.0-2.29 = Pass
   - <2.0 = Fail

II. **Non-Clinical Score** (100 points)
   - 70-100 points = Pass
   - <69 points = Fail

**Core Sub-internship Observable Learning Activities:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Potential Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Graded Discharge Summary</td>
<td>10 points</td>
</tr>
<tr>
<td>b. In Class Discharge Summary</td>
<td>10 Points</td>
</tr>
<tr>
<td>c. Observed Patient Handoff</td>
<td>10 points</td>
</tr>
<tr>
<td>d. In Class Patient Handoff</td>
<td>10 Points</td>
</tr>
<tr>
<td>e. Simulation: Respiratory Distress</td>
<td>20 points</td>
</tr>
<tr>
<td>f. Simulation: Chest Pain</td>
<td>20 points</td>
</tr>
<tr>
<td>g. Simulation: Abdominal Pain</td>
<td>20 points</td>
</tr>
</tbody>
</table>
a. One discharge will be submitted for grading and one observed handoff will be graded; should a failing mark be received, a student may submit another discharge summary for grading without penalty. All students must have a graded discharge summary and an observed handoff graded by approved faculty. The discharge and handoff grade forms must be submitted by the student to the Electives Program Coordinator at the simulation exercise. No late submissions are allowed unless prior arrangements have been made with the Electives Program Coordinator. Failure to submit the forms by the due date will result in 0 points for the activity.

b. Simulations. Simulations on a given subject last one hour. Students will go through the simulation, receive feedback immediately and perform the simulation again after feedback. Students must receive a passing grade on the second time through to pass.

If students are unable to attend an orientation and/or academic half-day, the Electives Program Coordinator must be contacted before the absence occurs to have the absence excused. An unexcused absence will result in a score of zero for the exercise. All missed work must be completed and/or remediated.
Calculating the Final Grade

The Core Sub-internship Director is responsible for determination of each student’s final grade based on the selective-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 GRADE</th>
<th>NON-CLINICAL GRADE</th>
<th>FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>Pass</td>
<td>Honors</td>
</tr>
<tr>
<td>Honors</td>
<td>Fail</td>
<td>Fail</td>
</tr>
<tr>
<td>High Pass</td>
<td>Pass</td>
<td>High Pass</td>
</tr>
<tr>
<td>High Pass</td>
<td>Fail</td>
<td>Fail</td>
</tr>
<tr>
<td>Pass</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>Pass</td>
<td>Fail</td>
<td>Fail</td>
</tr>
<tr>
<td>Fail</td>
<td>Pass or Fail</td>
<td>Fail</td>
</tr>
</tbody>
</table>

The student fails the selective 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. 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 selective). See the Duty Hours Policy for specifics regarding documentation of hours and a description of a violation.
2. Completion of assigned didactic, site, faculty and end of the selective evaluations (see the Course and Faculty Evaluation by Student Policy for additional detail)

If the requirements are not completed within 3 days of the end of the selective (or earlier as applicable), 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.

Sub-internship Final Grade Form

The Core Sub-internship Director will complete a Sub-internship Final Grade Form indicating the individual and composite components of the grade. This is the final grade/evaluation form for the student that contains the final recorded transcript grade, comments from the Electives & Selectives Student Assessment form and a separate box with the summarized final comments that will be included in the MSPE (Dean’s letter).

The Core Sub-internship Director has the right to include or not include comments based on his/her interpretation of which comments best summarize the student’s performance over the entirety of the selective. Students may not 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 Core Sub-internship Director or Associate Dean of Student Affairs.
In the case that the student passes a selective, a level 1 may also be given by the Core Sub-internship 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 Core Sub-internship Director. In the case that the student received a level 1 but passed the selective, they are eligible for a grade no higher than PASS. See Competency Assessment Policy for more information.

**Required Student Evaluation**

Student evaluation of the selective, faculty and site(s) is required. The student must complete the evaluations online in the required time frame. All comments are 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 selective, the student will be required to submit the missing evaluation data in narrative form within the second week after the selective.

- Once the student has successfully submitted their evaluation in narrative form within the second week after the selective 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 selective 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.
## Core Sub-internship Selective Additional Information

### Site Information

<table>
<thead>
<tr>
<th>Site</th>
<th>Address</th>
<th>Contact Information</th>
<th>Directors</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banner - University Medical Phoenix</td>
<td>1111 E. McDowell Road, Phoenix, AZ 85006</td>
<td>602-839-2000</td>
<td>Sarah Coles, MD Site Director, Kendall Novoa-Takara, MD Site Director, Kevin Huls, MD &amp; Laurie Erickson, MD Site Directors</td>
<td>FCMP 840A Family Medicine, MIDP 840A General Medicine-Acting Internship, OBGP 840A Maternal Fetal Medicine</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Laurie Erickson, MD Site Director, Matthew Borst, MD &amp; Laura Mercer, MD Site Directors</td>
<td>SRGP 840A General Surgery I</td>
</tr>
</tbody>
</table>

[phoenixmed.arizona.edu](http://phoenixmed.arizona.edu)
| Larry Koep, MD  
Site Director  
SRGP840C  
Transplantation |
|-----------------|
| Jeremy Brink, MD  
Site Director  
SRGP840D  
Vascular Surgery |
| Ana Feinstein, MD  
Site Director  
SRGP840L  
Trauma II |

| Tina Younger, MD  
Site Director  
MIDP840E  
Internal Medicine |
|------------------|
| Patricia Graham, MD  
Site Director  
OBGP840B  
Normal & Abnormal Obstetrics |
| David Brodkin, MD  
Site Director  
PEDP840A  
Inpatient Pediatrics |

| Ramin Jamshidi, MD  
Site Director  
PEDP840F  
Pediatric Surgery |
|-------------------|
| Ross Goldberg, MD  
Site Director  
SRGP840F  
General Surgery |
| Paola Pieri, MD  
Site Director  
SRGP840H  
Trauma |

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Phoenix, Arizona 85008  
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St. Joseph’s Hospital and Medical Center
350 W. Thomas Road Phoenix, AZ 85013
602-406-3000

Danielle Barnett, DO
Site Director
FCMP 840D
Family Medicine IV

Sonal Haerter, MD
Site Director
MIDP 840F
Internal Medicine III

Raymond Shamos, MD &
Thomas Gillespie, MD
Site Directors
SRGP 840I
General Surgery III

Banner Health
Cardon Children’s Medical Center
1400 S. Dobson Road
Mesa, AZ 85202
480-412-5437

Ravindra Vegunta, MD
Site Director
PEDP 840H
Pediatric Surgery III

Phoenix Children’s Hospital
1919 E. Thomas Road
Phoenix, AZ 85016
602-933-1000

Edith Allen, MD
Site Director
PEDP 840B
Inpatient Pediatrics II

Craig Egan, MD
Site Director
PEDP 840E
Pediatric Surgery I
<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
<th>Contact</th>
<th>Site Director</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abrazo Central Campus</strong></td>
<td>2000 W Bethany Home Rd,</td>
<td>602-249-0212</td>
<td>Tod Sugihara, DO</td>
<td>FCMP 840B, Family Medicine II</td>
</tr>
<tr>
<td></td>
<td>Phoenix, AZ 85015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Scottsdale Osborn Medical Ctr.</strong></td>
<td>7400 E. Osborn Road</td>
<td>480-882-4000</td>
<td>Robert Marlow, MD</td>
<td>FCMP 840C, Family Medicine III</td>
</tr>
<tr>
<td></td>
<td>Phoenix AZ 85251</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mayo Clinic Hospital</strong></td>
<td>5777 E. Mayo Boulevard</td>
<td>480-515-6286</td>
<td>Joseph Charles, MD</td>
<td>MIDP840C, Internal Medicine I</td>
</tr>
<tr>
<td></td>
<td>Phoenix, AZ 85054</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 at 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.

**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  Lisa Yanez, MBA, Assistant Director
jmpeterson@email.arizona.edu  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 site director, with automatic emails sent to site directors with instructions and reminders to complete. A list of pending and completed assessments can be reviewed in one45, if applicable. Site directors should discuss with the Electives Unit if they are interested in this option.

General information about the critical care rotations, such as syllabi, readings, links, etc. may be attached as handouts to the Critical Care selective “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 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 didactic sessions, similar to how your blocks were organized in the MS2 year.
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 selective 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 of 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 the critical care and core sub-internship 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 selective rotations, such as syllabi, readings, links, etc. will be attached as handouts to each selective “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 Core Sub-internship Director or included in the student evaluation of the selective.
- 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.

phoenixmed.arizona.edu
• **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.