



PPD B-1

Personal and Professional Development, Year 4, Part 1 (PPD B-1)

Academic Year 2024-2025

Approved by CCS on 04/16/2024

Approved by Curriculum Committee on 04/23/2024

General Course Information

Course Code: MEDP837B

Credit Hours: 2

Prerequisites: Successful completion of all third year required clerkships or approval by the course director

Strongly Recommended: Successful completion of all third year required clerkships and electives.

Dates of Course: May 6, 2024 to June 23, 2024

Course website: <http://comphx.one45.com> and <https://d2l.arizona.edu/d2l/home>

Course Director(s)

Course Director: Laura Mercer, MD MBA MPH

Email: ltmercer@arizona.edu

Office Hours: by appointment

Location: HSEB B570 or virtual

Course Co-Director: currently vacant

Email:

Office Hours:

Location:

Coordinator / Staff contact

Coordinator/staff contact name: Jennalee Wilson

Email: jmwilson7@arizona.edu

Office Location: Virtual

Tutoring services are available to students. More information and contacts for specific course tutors can be found at: <http://studentdevelopment.arizona.edu/>

Course Description

Personal and Professional Development, Year 4, Part 1 ("PPD B-1") is a longitudinal course that challenges senior students approaching the residency match and graduation to hone their scientific medical knowledge and advanced clinical skills as they build their professional identify as a physician



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in the context of the medical systems in which they will train and ultimately practice. A crucial element of professional development is concurrent personal development, with an ability for an individual student to also focus on their own wellness and goals in the context of their own career. PPD B-1 is the first of three parts of the PPD B series and is designed with the intent that students will subsequently be enrolled in PPD B-2 which will be followed by PPD B-3.

PPD B-1 spans several months of the semester and offers two dedicated weeks for its curriculum. It is delivered in a “virtual plus” format, which is designed to maximize flexibility for the individual student to personalize their progress. The course combines a predominately virtual environment with selected high value in-person activities. All in-person activities are offered more than once (either later in the same semester, or in the subsequent semester) to accommodate varied student schedules with an acknowledgement that a career in medicine is a career in self-directed, life-long learning.

Principal Mission

Advance students’ basic science, practical knowledge, and clinical skills to help them become competent, responsible, resilient, and caring physicians ready to enter residency.

Mandatory Dates of Attendance

Students should reference the overview document (posted in D2L) for in-person activities to determine specific dress requirements or recommendations. Otherwise, they can reference the COM-P [Dress Code Policy](#) for general considerations.

Personal and Professional Development, Year 4, Part 1 (“PPD B-1”) is structured to be maximally flexible for the senior medical student at the University of Arizona College of Medicine - Phoenix (COM-P). It is anticipated that throughout the course of their 4th year, students may need to miss all or part of a dedicated PPD B week, and as such, required content is planned with this flexibility in mind.

Where reasonable, sessions have been designed for asynchronous completion to allow for individualized and student-directed learning. Where necessary, synchronous sessions in person or via Zoom will be held to provide real-time interaction in small groups or with invited guest speakers. Because PPD B-1 students are preparing for advanced clinical rotations (sub-internships and audition rotations), for residency applications, to transition to residency, selected simulation workshops and OSCE events will be held in-person.

Participation in and interaction with all assigned content is mandatory and is a requirement to pass this course. Successful completion of the course is a requirement for graduation.



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Given the complexity of the PPD B schedule as it aims to be maximally flexible for varied student scheduling needs and personal learning goals while coordinating with the many contributing faculty and guest speakers along with the doctoring and simulation spaces, students are asked to be similarly flexible when their rotation schedule allows.

Part 1 includes two dedicated PPD B weeks (listed below) and is designed so that asynchronous content can be completed at any time during the term. Synchronous (in-person and/or virtual) content is clustered during the dedicated PPD B-1 weeks with the following general framework:

- May 6-10, 2024
 - Monday, May 6: Reserved for Focus Time
 - Tuesday, May 7: In-person, on-campus content from 8a-5p
 - Wednesday, May 8: In-person, on-campus content from 8a-5p
 - Lunch is provided this day as a part of the Residency Application Prep Curriculum
 - Thursday, May 9: Focus Time between 8a-1p and Synchronous, virtual content between 1p-5p
 - Friday, May 10: Reserved for Focus Time
- June 10-15, 2024
 - OSCE 4 (doctoring) will be held Monday-Friday during this week. Each student will be responsible for being on campus to complete their OSCE 4 (doctoring) during one day this week. *Students are asked to hold the entire week available, if possible, to facilitate OSCE 4 (doctoring) scheduling.*
 - *Sign up information for each student's OSCE 4 (doctoring) will be emailed to the class. Students should monitor their email inbox for information on signing up.*
 - OSCE 4 (simulation) will be held on Tuesday and Wednesday this week. Each student will be responsible for being on campus on one of these days in addition to their assigned OSCE 4 (doctoring) day.
 - Additional in person or virtual sessions will be offered for those students who missed some or all the sessions during the first dedicated week.

Outside of these times, and when their own groups are not scheduled, students should plan for Focus Time. Focus Time allows students flexibility for asynchronous assignments, self-study, and personal and professional development.

Students should note that the posted schedule on D2L will always be the most accurate and up to date. Any discrepancies between information found elsewhere is unintentional and students should refer to the posted schedule on D2L to supersede and resolve any conflicting information. For any uncertainties that persist after consulting D2L, students are asked to contact the course director via the "Ask the Instructor" discussion board in D2L, via email or text.



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A session requiring student attendance may be added or rescheduled for good cause (emergent timely content, speaker illness, venue problems, weather, etc.). Students will be given as much notice as possible.

The policy and procedure for mandatory dates can be found here: [Years 3 and 4 Attendance and Absence Policy](#) and is discussed in the section below.

Absences

The COM-P faculty and administration understand that absences from course sessions may not always be preventable. Please refer to the applicable COM-P attendance policy for additional information: [Years 3 and 4 Attendance and Absence Policy](#)

In addition, please note that PPD B is designed with the knowledge that some students may need to miss part or all of one or more dedicated PPD B weeks. Students seeking an excused absence from an attendance-required session must request *planned* absence 30 days in advance using the [Formsite Request Form](#). Students requesting an excused absence should submit an absence request through the Formsite link and should simultaneously email the course director to proactively ensure they have a plan in place to complete all required content.

Students who are absent from required synchronous sessions during any part (including an entire week) of PPD B-1 will be expected to make up the synchronous sessions during a future PPD B week. Though the course is designed to allow students sufficient flexibility to accommodate away rotations, students must proactively plan their schedules to ensure their ability to participate in the majority of future dedicated PPD B weeks. Students should reference the sections on Assessment and Failure and Subsequent Remediation in this syllabus for additional details, and students should have a low threshold to proactively discuss their scheduling plans with the course director.

Because of the complexities in scheduling and coordination across units, a student's failure to attend mandatory sessions or tardiness in arrival without timely communication with the course director will result in an automatic formative level 1. A second tardy arrival (without communication) or unexcused absence will result in a summative level 1.

Students will indicate their presence at mandatory sessions as instructed per the course director/coordinator. A student who fails to indicate their presence will be presumed to be absent and will be required to attend the session when it is next offered, which may include holding a grade of Incomplete in the course. Failure to complete the make-up session will result in failure of the course.

In the event of an extended absence, the maximum amount of time that a student can miss with excused absences and complete a posted grade of "Incomplete" for this course will be two (2) weeks



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(encompassing both dedicated PPD B weeks) during the semester, as long as the student has discussed their absences and proactively established an approved plan for completion with the course director.

If a student misses more than the maximum time allowed, a grade of “W” will appear on the transcript, and the student may enroll in the same course during the next academic year when it is offered.

Students who have unexcused absences and/or have failed to proactively plan around their excused absences and/or have failed to demonstrate progress in the course requirements will be notified that they are at risk for failure and will be given one week to remedy their status in order to be eligible for an “Incomplete” posted grade (see below).

Exceptions to the [Years 3 and 4 Course Grading Policy](#) must be approved by the dean, clinical curriculum, or respective designee, in consultation with the dean, student affairs, or respective designee.

Student Learning Objectives/Outcomes:

[Educational Program Objectives](#) (EPO) are a subset of more broadly defined physician competencies, which represent general domains of performance for which the profession and the public hold physicians accountable.

The University of Arizona College of Medicine - Phoenix (COM-P) measures these outcomes both quantitatively (via USMLE style assessments) and qualitatively (via behavioral competency assessments).

Objectives/Outcomes:

1. Broaden student understanding of how to become a responsible and caring physician as it pertains to the longitudinal curricular themes.
2. Develop core and advanced clinical skills and patient- centered attitudes to enhance patient communication and outcomes.
3. Relate the clinical experiences of the clerkships to content from the basic sciences to improve clinical medical knowledge and skills in the prevention, diagnosis, and treatment of disease.
4. Reflect on previous experiences with patient care and consider how you might prepare for future clinical experiences; focus on how to utilize time management skills to help balance life regarding health, work, service, relationships; and prepare for a future career as it pertains to clinical experience selection and future goals.
5. Determine the importance of professionalism and learn how to model this behavior in the clinical setting. Develop strategies for dealing with conflict in the professional setting.



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6. Demonstrate an increased understanding of healthy behaviors and practices that create a safe community. Engage in cognitions and behaviors that will improve student's own health and enable care of others.

Readings

Assigned readings and prep materials may be found on the course D2L site:
<https://d2l.arizona.edu/d2l/home>

Other Expected Classroom / Experience Preparations

Several synchronous sessions will require student engagement with preparatory materials in advance of the session. Students are expected to review D2L early in the course to determine their own self-paced and independent study schedule.

As clinical professionals during the wake of the COVID19 pandemic, medical students enrolled in the PPD B-1 course are expected to respect their classmates, faculty, and the community in which they live and learn by adhering to all public health and mitigating measures. This includes respecting others who are wearing a face mask while indoors on campus in simulated patient encounters or wearing one themselves if they are requested to do so by peers, staff, or faculty as an act of respect and kindness.

Please note: All faculty are encouraged to provide a key reference in the lesson plan for every session. Such a reference is one that faculty deem to be the most appropriate in covering the required depth and breadth of the session presented. The academic coordinator and library staff have been advised regarding all readings and will strive to make these materials available electronically.

Since session presenters distill a large amount of available material to a manageable set of session objectives, it is crucial that students access these readings for complete coverage of the material presented in the assigned topic activities and sessions.

Culture of Honesty for Remote Instruction

At the University of Arizona, we have an official Code of Academic Integrity on the dean of students website: (<https://deanofstudents.arizona.edu/policies/code-academic-integrity>). In alignment with the Code of Academic Integrity, it is important to remind everyone that we adhere to a culture of honesty even in a virtual or asynchronous environment. You are attending the University of Arizona to learn and to prepare to go out into the world ready to make a difference. We want to make sure you are properly prepared to accomplish your goals.



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The guiding principle for living in a culture of honesty includes:

- Answers to homework, quizzes, online discussions, reflections, stories, and exams are your own work (except for assignments that explicitly permit or encourage collaboration).
- Sources of information, ideas, data, photographs, figures and other media are acknowledged.
- Solutions to homework, quizzes, or exams are not shared with anyone else unless explicitly permitted by the instructor. This includes anything you write or locate on the internet.
- Any activity that will dishonestly improve your results or dishonestly improve or damage the results of others is not tolerated.
- All your work submitted for grading should be original -- created by you personally -- without the use of cheating, plagiarism, fabrication or lying, impersonation or identity tampering, and giving or receiving unauthorized assistance.

Definitions and Examples of Dishonest Behavior

- Cheating is the violation of the rules set by the instructor to provide you or another person with an unfair advantage over others. This could include unauthorized use of information, materials, or devices. *Examples: During a closed book exam using additional resources such as textbooks, notes or the Internet.*
- Plagiarism is an act of fraud that involves using someone else's work and presenting it as your own. *Examples: Submitting a paper you did not write yourself or copying words or ideas and not citing the source.*
- Fabrication (lying) is giving false information to an instructor connected to any academic work. *Examples: Giving a false attestation, a false reason for failure to complete any academic work or inventing/altering the results of a lab or experiment.*
- Impersonation or identity tampering includes intentionally posing as someone else or allowing someone else to log into your university account or take an exam for you. *Examples: Signing in for someone else in the Zoom or in person sessions. Paying to have someone else or a service to take a course in your name, asking someone to use your ID to take an exam, or taking an exam for someone else.*
- Unauthorized assistance is giving or receiving help on any academic work by a means that has not been authorized by an instructor. *Examples: Giving or receiving exam answers or collaborating on an individual assignment.*

In cultivating a culture of honesty, we should keep this in mind:

Anytime a student engages in academically dishonest behavior it undermines the University's ability to certify a student's competency in the subject area and detracts from the professionalism and trustworthiness of the student. This puts the reputation of all students



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and the University in jeopardy and undermines the value of hard work, the learning experience and the quality of the awarded degree.

Student Responsibilities

All students should consult the D2L homepage for the most current announcements, schedule, and location of classes, and learning materials. As might be expected, last minute changes in scheduling, etc. are sometimes necessary, and this type of information will be shared with all students via the D2L homepage. In addition, important information may also be shared with students and faculty via e-mail, using the University e-mail system. Therefore, daily surveillance of student e-mail accounts is required.

Students will be held responsible for all material (including verbal and physical) presented by lectures and laboratories in accordance with the COM-P. Students are also responsible for all announcements or schedule changes that are made in class and disseminated by e-mail and/or D2L.

Assessment

Students will be assessed on medical knowledge and behavioral competencies during the course. Students will have (an) associated deliverable(s) with all content areas. Students should consult each content's Overview document (found on D2L) for specifics about expectations and grading rubrics.

Additionally, PPD B-1 includes three main elements that individually require successful completion:

- Each student must pass the OSCE 4 (doctoring) exam.
 - The OSCE 4 (doctoring) is pass/fail. A student must successfully pass this exam as it is a graduation requirement.
 - Remediation of the failure is scheduled based on the Center for Clinical Skills and Assessment's calendar in collaboration with the dean, student affairs, and the dean, clinical curriculum, or respective designees and may impact residency interviews and rotation schedules.
 - The OSCE 4 (doctoring) director develops a remediation program that the student must complete prior to re-administration of the examination.
 - Students with planned absences during the week of June 10, 2024, should proactively communicate with the PPD B-1 course director and will be assigned to take their OSCE 4 (doctoring) exam during the week of March 31, 2025.
 - Any retakes from failures during the week of June 10, 2024, will be completed during the week of March 31, 2025. Students will be required to miss a day of their Block 11 rotation as an excused absence, and should note that this will require them to schedule a make-up shift as per the [Years 3 and 4 Attendance and Absence Policy](#).
 - Students who have not successfully passed the OSCE 4 (doctoring) exam by the week of March 31st, 2025, will be offered one final make up/retake opportunity during the



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week of May 5th, 2025. Any student who does not successfully complete and pass the OSCE 4 (doctoring) during this week will fail the course, which will mean they are unable to be awarded their MD degree.

- Each student must pass the OSCE 4 (simulation) activity.
 - The OSCE 4 (simulation) is pass/repeat. A student must successfully pass this activity as it is a graduation requirement, and it is anticipated that most students will have the opportunity to continue to hone their skills with multiple simulated cases as part of their readiness for residency assessment.
 - Remediation of the failure is scheduled based on the Center for Simulations' calendar in collaboration with the dean, student affairs, and the dean, clinical curriculum, or respective designees and may impact residency interviews and rotation schedules.
 - The OSCE 4 (simulation) director develops a remediation program that the student must complete prior to their next attempt.
 - Students with planned absences during the week of June 10, 2024, should proactively communicate with the PPD B-1 course director and should anticipate that they will complete their OSCE 4 (simulation) activity during the week of September 16, 2025, and/or the week of November 18, 2024.
 - Students who have not successfully passed the OSCE 4 (simulation) activity by the week of February 3, 2025, will be offered one final make up/retake opportunity during the week of May 5, 2025. Any student who does not successfully complete and pass the OSCE 4 (simulation) during this week will fail the course, which will mean they are unable to be awarded their MD degree.
- Each student must successfully complete all other course deliverables (OR have an approved plan for future completion) AND earn a composite score of equal to, or greater than 70%.
 - All deliverables must demonstrate professionalism and integrity. Students not meeting these standards on any individual assigned deliverable will be given the opportunity to remediate the content as assigned by the course director.
 - All deliverables from PPD B-1 have a deadline of June 16, 2024, at 11:59pm AZ time unless otherwise stated in the individual topic Overview available on D2L.
 - Students who are absent from required synchronous sessions during any part (including an entire week) of PPD B-1 will be expected to make up the synchronous sessions during a future PPD B week. Though the course is designed to allow for sufficient flexibility for students to accommodate away rotations, students must proactively plan their schedules to ensure their ability to participate in the majority of future dedicated PPD B weeks. Students should have a low threshold to proactively discuss their scheduling plans with the course director.
 - Each student must take responsibility for their own personal plan for completion of all deliverables, including adhering to posted deadlines. If a student plans to complete one or more deliverables in the future, the student is individually responsible for submitting their plan for completion to the PPD B team no later than June 16, 2024, at 11:59pm AZ time. Students should reference D2L for submission details.



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- Failure to successfully remediate an unsatisfactory deliverable will constitute a failure of the course. This includes a failure to submit one or more deliverables and/or a failure to submit an approved plan for future completion of outstanding deliverables without timely communication with the course director.
- As long as a student has successfully completed >50% of the expected deliverables and has submitted an approved plan for future completion of the remaining deliverables, the student will be eligible for a posted grade of “pass” for PPD B-1 and all remaining deliverables will become required elements of PPD B-2. This unique element is specifically designed to allow students to avoid carrying an incomplete on their transcript when applying for residency.

Students who have unexcused absences and/or have failed to proactively plan around their absences and/or have failed to demonstrate progress in the course requirements will be notified by email that they are at risk for failure and will be given one week to remedy their status to be eligible for an “incomplete” or “pass” posted grade. If a student needs more than one week to accomplish the outstanding tasks, they should proactively discuss with the course director to modify the deadline. Requests for extension of the deadline received after the deadline will not be considered.

If a student does not successfully remediate their missing deliverable(s) and/or successfully submit an approved plan for future completion by the above deadline, a failing grade for the course will be posted to the student’s transcript and the student will be re-enrolled in the course the next time it is offered.

If a student has more than one summative level 1 in a single competency domain, a failing grade for the course will be posted to the student’s transcript and the student will be re-enrolled in the course the next time it is offered.

The student’s grade (pass, fail, or incomplete) for PPD B-1 will be posted within six weeks of the conclusion of the course (by August 4, 2024). [Per the Final Grades Reporting Timeline Policy](#)

For additional details regarding grading, retakes and course failure refer to the section below and the [Years 3 and 4 Course Grading Policy](#)

Course Failure and Subsequent Remediation:

In the event of course failure, or if a student drops with a “W” (see above), the student will be re-enrolled in the course when it is next offered.

Curriculum:



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Every medical knowledge component of the failed course, including theme content, must be included in the retake plan. All course material must be assessed at the end of the remediation period regardless of how the student managed this material during the regular course. Please see the applicable remediation policy for complete details on remediation [Years 3 and 4 Course Grading Policy](#)

The course director will, on a case-by-case basis, determine if some material covered in the original failed course can be reviewable by remediation-eligible students without replication of the actual experience.

Course Evaluation by Students

Students will be required to complete a mid and end of course evaluation in all courses.

This system is designed so that all teaching faculty are provided feedback and student survey fatigue is minimized. Students can evaluate any session at any time as an optional and additional source of professional feedback: <http://comphx.one45.com>

For more information, refer to the [Assessment and Evaluation of Students, Faculty, and Curriculum Policy](#).

Student Code of Conduct

Medical students are required to follow the policies and codes of conduct governing all students at the University of Arizona. In addition, medical students are also bound by the COM-P [Honor Code Policy and Committee Procedures and Process for Dismissal](#)

COM-P recognizes the existence of generative artificial intelligence (AI) tools (e.g., ChatGPT & Grammarly) and the educational benefits they can provide when used ethically. It is imperative any use of generative AI is appropriately disclosed and referenced (e.g., APA, Chicago, MLA). Use of generative AI without citation may be considered a form of plagiarism and therefore a breach of Academic Integrity. Students are advised to review assignment instructions for specific guidelines concerning the use of generative AI.

The COM-P requires medical students to abide by the professional standards required of physicians under Arizona law students must also abide by [A.R.S 32-1401, et.seq.](#)

Learning Environment Office (LEO)



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

- Learning environment concerns may be reported directly to the course director, dean, student affairs/or designee, or LEO.
- The [Learning Environment Feedback Form](#) is an additional online mechanism for students to report any concerns, including supervision, across the four-year curriculum. This mechanism ensures confidentiality within LEO.
- A professionalism lanyard card with a QR code for the Learning Environment Feedback Form is distributed to all students. This QR Code is also included below.



The 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 [Reporting Mistreatment or Harassment 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 Policy](#).

Student Use of University Sponsored Educational Material

All University sponsored educational material, including but not limited to, lesson plans, lecture notes, PowerPoint slides, podcasts, digital videos, exams, etc. are under copyright protection. See the [Use of University-Sponsored Educational Material Policy](#)

Use of Class Materials



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Statement of copyrighted materials: All lecture notes, lectures, study guides and other course materials (besides the required readings) disseminated by the instructor to the students, whether in class or online, are original materials and reflect intellectual property of the instructor or author of those works. All readings, study guides, lecture notes and handouts are intended for individual use by students. You may not distribute or reproduce these materials for commercial purposes without the express written consent of the instructor. Students who sell or distribute these materials for any use other than their own are in violation of the [Arizona Board of Regents Intellectual Property Policy](#) . Violations of the instructors' copyright may result in course sanctions and violate the Code of Academic Integrity.

Use of Video Recordings of Students

Recordings of certain simulation activities, by the University of Arizona College of Medicine-Phoenix, for the purposes of academic assessment are required and students may not opt-out. These videos and/or audio recordings are a part of the educational record, and subject to the privacy provisions under the Family Educational Rights and Privacy Act (FERPA). If you have questions regarding the video recording of classroom simulations, please contact the Office of Pre-clerkship Curriculum for Years 1 and 2, or the Office of Clinical Curriculum for Years 3 and 4.

Inclusivity Statement

The COM-P supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators, and staff will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

Students with Disabilities

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

The student is welcome to contact the dean, student affairs at 602-827-2846 to discuss options.

[Disability Resource Policy](#)

Student resources

Dean of Students - Tucson ([Link](#))



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Student Affairs - Phoenix ([Link](#))

Safety on Campus and in the Classroom

For a list of emergency procedures for all types of incidents, please visit the website of the [Critical Incident Response Team \(CIRT\)](#). Also watch the video ([Link](#)).

[COM-P Security-Emergency Planning](#)



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Except for changes that substantially affect assessment, this syllabus is a guide for the course and is subject to change with advanced notice.