# Core Sub-Internship Selective Syllabus

**Academic Year 2019 -2020**  
**CC Approved 10/23/2018**

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General Selective Information

Credit Hours: 4
Course Code: 840, 850A, 850B, 851B
Prerequisites: Must successfully pass 3rd year curriculum
Selective Length: 4 Weeks
Selective Website: Core Sub-Internship Rotations Policy
Oasis: Oasis Scheduling System

Selective Contacts

Selective Director: Kendall Novoa-Takara, MD

Course Description

The Core Sub-Internship Selective utilizes a variety of well-supervised clinical settings exposing students to a broad array of patients as well as organized interactive learning experiences and directed readings allowing motivated students to establish a solid foundation of skills and knowledge for their future career choices.

Clinical Sites

Abrazo Central Campus (formerly Phoenix Baptist Hospital)
Banner Cardon Children’s Medical Center
Banner University Medical Center Phoenix
HonorHealth Scottsdale Osborn Medical Center
HonorHealth Scottsdale Thompson Peak
Maricopa Integrated Health System
Mayo Clinic Hospital
Phoenix Children’s Hospital
St. Joseph’s Hospital and Medical Center

Email: knovoatakara@email.arizona.edu
Office Location: HSEB B-534
**Educational Program Objectives**

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

**Core Sub-Internship Learning Objectives**

Each Core Sub-Internship Selective 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 and is available within One45.

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.

**Selective Requirements**

**Attendance Requirements**

All selective experiences are mandatory, and any absence must be recorded via the absence tracking system. To submit an absence request please link to Two45.

Excused absences will be remediated as deemed appropriate by the Selective Director and are not to exceed 0.5 days per week on average. Exceptions to this may be considered in consultation with the Selective Director and the Associate Dean for Student Affairs. Please see the:

- Attendance and Absence Years 3 and 4 Policy
- Leave of Absence Policy
- Attendance Expectations and Absence Reporting Requirements Policy
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 four weeks later Friday before their next rotation starts (26 days later) and students have one day off a week (four days). If a resident on a service works fewer than 22 shifts in a 26 days and the student’s schedule follows the resident’s schedule, this is permissible.

2. It is the student’s responsibility to make up any clinical shifts they may miss (for instance, on account of interviews) and to notify the fourth year Program Coordinator immediately if their schedule will not allow them to complete the required minimum shifts per course.

3. 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.

4. 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.

5. If simulation is missed it will need to be made up in the next block.

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
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<tbody>
<tr>
<td>Orientation and Didactics</td>
<td>First Tuesday, 2:00-5:00 p.m.</td>
</tr>
<tr>
<td>Academic Half-Day Simulations</td>
<td>Third Tuesday, 2:00-5:00 p.m.</td>
</tr>
</tbody>
</table>

Required/Suggested Reading

1. Readings for Academic Half-Days must be completed prior to the applicable didactic session and will be posted in one45.
2. Dependent on individual rotation. Refer to the course description in the Electives Catalog.

Didactic/Interactive Learning/Simulations Sessions

Statement of Copyrighted Materials: All lecture notes, lectures, study guides and other course materials (besides the required reading) disseminated by the instructor to the students, whether in class or online, are original materials and reflect the 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 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 (Available at Arizona Board of Regents Intellectual Property Policy) Violations of the instructors copyright may result in course sanctions and violate the Code of Academic Integrity.
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 and Social Determinants of Health.

Session 2 (second or third Tuesday depending on block):
1. Students on family medicine and pediatrics will participate in the Pediatric simulation curriculum
2. Students on other core sub internships will participate in the adult perioperative simulation curriculum
3. If there are insufficient number of students on pediatrics and family medicine to run the simulation curriculum, these students will participate in the adult curriculum

Additional didactics may be required by the individual sub internship rotations.

Required Clinical Experience Logs (PX/DX)

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.

On-call logs will be completed and submitted. A minimum of four calls are required, home call and night float shifts will meet this requirement. The on-call log must be cosigned by the supervising resident to verify call was completed successfully.

Additional Selective Requirements

- All requirements are listed in one45.
- Preparation for Didactics they will need to watch the videos in one45.
- Preparation for Simulation complete appropriate worksheets in one45.

Assessment and Evaluation Process

Formative Assessments

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&P, direct observation forms, informal verbal feedback and written narratives, etc.) that may be communicated in writing or verbally. The purpose of this feedback is to identify strengths and opportunities for improvement.

Any significant deficiencies or concern should be communicated to the Selective and/or Site Director with written documentation that the feedback has been provided to the student. In the event that
deficiencies or problematic issues are noted late in the selective, timely feedback will be given by an assessor (Site Director, attending, Selective Director or resident) to offer the student the opportunity to improve, and ideally should have occurred prior to assigning a score of <2.0 on an EPO. Selective Director maintains the ability to assign a summative level 1 for an egregious action even late in selective.

**How is the attending notified of the need to do an assessment for a student**

The course director for each rotation (example MIDP 840A, MIDP 840C, etc.) will assign the evaluator for the student’s assessment.

**Summative Assessment**

**End of Rotation Assessment Form**

A minimum of one clinical end-of-rotation assessment per selective or, if applicable, rotation within a selective, will be submitted for the student’s clinical score by the site director or their appointee. It should be noted that faculty at COM-P who are family members of the student, have a personal relationship with the student or are health service providers of the student, may not be involved in the academic assessment or promotion of the medical student as described in the [Conflict of Interest-Physician - Student Personal Relationship Policy](#).

**Who can fill out an end of rotation assessment**

The course director at the site (example MIDP 840A, MIDP 840C, etc.) will assign the evaluator for the rotation. The course director may also complete the end of rotation assessment after conferring with faculty who have supervised the student. The course director may also allow the student to select their evaluator, this is at the discretion of the course director. Ideally the end of rotation assessment should be completed by an attending physician that has worked with the student for a minimum of a week or, on shift-based rotations, has worked with the student multiple times during the month.

Where applicable, multiple end-of-rotation assessments will be considered in the clinical score calculation (see below under “grading”) providing each assessor has had significant interaction (as defined by the Selective Director) with the student. Significant Interaction on Core Sub-Internship is defined as above. In the instance that only one end-of-rotation assessment is submitted, it will be a collaborative assessment from the preceptors who had significant interaction with the student. Where only a single faculty member has been assigned to work with a student, this faculty member will provide the assessment for the student. Residents may provide comments on the student’s performance during the rotation but are not permitted to complete the end of rotation assessment.

**Selective End of Rotation Assessment Form**

Posted in One45
What to do if an assessor 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

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

Standardized Grading Process

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

**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

**Non-Clinical Score:**
- 70-100 percent = Pass
- <69 percent = Fail
Observable Learning Activities (Other Score)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Potential Value</th>
</tr>
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<tbody>
<tr>
<td>Graded Discharge Summary</td>
<td>10 points</td>
</tr>
<tr>
<td>In Class Discharge Summary</td>
<td>10 Points</td>
</tr>
<tr>
<td>Social Determinants of Health In Class exercise</td>
<td>5 points</td>
</tr>
<tr>
<td>Social Determinants of Health Patient Write Up</td>
<td>5 points</td>
</tr>
<tr>
<td>Discharge planning exercise</td>
<td>10 Points</td>
</tr>
<tr>
<td>Observed Patient Handoff</td>
<td>10 points</td>
</tr>
<tr>
<td>In Class Patient Handoff</td>
<td>10 Points</td>
</tr>
<tr>
<td>Simulation #1</td>
<td>20 points</td>
</tr>
<tr>
<td>Simulation #2</td>
<td>20 points</td>
</tr>
<tr>
<td>Simulation #3</td>
<td>20 points</td>
</tr>
</tbody>
</table>

- Students will submit one discharge summary, one observed handoff, and a social determinants of health patient write up which will be graded; should a failing mark be received on any of the above the student may have another one graded and submit their best score. These three exercises must be graded by the approved faculty (attending or senior resident). All forms must be submitted by the student to the Selectives Program Coordinator at the simulation exercise. No late submissions are allowed unless prior arrangements have been made with the Selectives Program Coordinator. Failure to submit the forms by the due date will result in 0 points for the specified activity.
- Simulations: Simulations on a given subject last one hour. Students will go through the simulation, receive feedback immediately, and then go through a second simulation related to that topic.

If students are unable to attend an orientation and/or academic half-day, the Selective 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. Please refer to the unexcused absence policy [here](#). All missed work must be completed and/or remediated. An unexcused absence from the selective didactics may be noted in the final assessment and may affect the student’s final grade.
Calculating the Final Grade

The Selective 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. Receive a final level 1 on two or more different EPOs*, OR
3. Achievement of a score of less than 60% from the “OTHER” requirements, OR
4. Achievement of a total composite score of Fail

*For the purpose of assessment in the clinical years, an individual EPO rating of level 1.5 will not be considered a level 1 as defined in the Competency Assessment Policy.

The Selective Grading Calculator is posted in One45 for assistance calculating the Final Selective grade.

The following requirements must be completed as part of the selective requirements.

1. Duty hour logging: Logging of required duty hours is due at the end of the rotation by Sunday at 11:59pm. See the Duty Hours Policy for specifics regarding duty hour limits, documentation of hours, and a FAQ section.

NOTE:
- A formative level 1 will be given if the duty hour or Px/Dx log requirement is not completed by Sunday at 11:59pm. The student will have 2 days to complete the duty hour or Px/Dx log requirement. All logs must be completed accurately with the date of the encounter within the date range of the clerkship.
- A summative Level 1 will be given for any failure to properly complete the duty hour or Px/Dx log requirement by Tuesday at 11:59pm. A grade of Incomplete will be given until
requirements are met. All logs must be completed accurately with the date of the encounter within the date range of the clerkship.

- The Level one will be on a single professionalism EPO related to accountability. Compliance with these deadlines will be determined by the Office of Assessment and Evaluation and reported to the Clerkship Director.

- A summative Level 1 will be taken into account as part of a comprehensive assessment and final grade. All summative, or “final”, Level 1 ratings are tracked by the Office of Assessment and Evaluation in collaboration with the Office of Student Affairs. Cumulative Level ratings are retained throughout the student’s enrollment. See Competency Assessment Policy.

2. Completion of assigned site, faculty and end of the clerkship evaluations (see the Assessment and Evaluation of Students, Faculty and Curriculum Policy).

Additional Grading Criteria

1. To obtain a final grade of honors a student must achieve a clinical score of honors in addition to a composite score of honors.
2. To obtain a final grade of high pass a student must achieve a composite score that meets the cut off for high pass and at a minimum a clinical score of high pass.
3. Receiving a Level 1 on one EPO may make the student ineligible for a grade higher than pass as part of holistic grading process.

A level 1, 1.5, 2, 2.5 or 3 is generated for each EPO based on the scale below as described in detail in the Competency Assessment Policy.

**Level 1** - Failure to meet even minimal expectations; the only grade that is appealable and the only grade that is tracked via advisor/ SA dean/ student progress committee  
**Level 1.5** - Acquiring necessary skills/behaviors to meet expectations  
**Level 2** - Meeting expectations  
**Level 2.5** - Acquiring skills/behaviors to exceed expectations  
**Level 3** - Exceeding expectations

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

- If two or more separate faculty raters assign a rating of level 1 on the same individual EPO on a final assessment form, this will result in a Level 1 regardless of what the average score is, unless the student has demonstrated significant improvement over the course of the rotation in which case the Selective Director may make a holistic competency based assessment and not assign the level 1.
- Assigned by Selective Director based on prolonged demonstration of performance not meeting expectations, a substantial incident, extreme behavior or other events that warrant the summative level 1 as determined by the Selective Director.
Feedback

Narrative Feedback

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

Required Student Evaluation

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

If the student does not complete the required evaluations within one week after the end of the selective, the student will be assigned a formative level 1 for the EPO targeting giving and receiving constructive feedback and 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 a Summative 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. Office of Assessments and Evaluation will track this and report to Selective Director.

For more information, see the Assessment and Evaluation of Students, Faculty and Curriculum Policy
Additional Resources

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 Conflict of Interest - Physician-Student Health Services Relationship.

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 Exposure to Potentially Infectious Agents and/or Hazardous Materials Policy.

Expectations for Mobile Communications

The student must always be reachable during usual extended work hours and on-call hours, and if in clinical setting, the student should respond within 15 minutes. Most students opt to provide 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. For those students who opt to not provide cell phone numbers, can request a pager from the Director of Student Affairs at least three weeks prior to starting selectives. A pager will be assigned to the student and must be returned prior to their commencement from the College.

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](http://drc.arizona.edu/instructors) for information and resources. It is the University’s goal that learning experiences be as accessible as possible.

To establish reasonable accommodations, the student must contact the DRC at [DRC-Info@email.arizona.edu](mailto:DRC-Info@email.arizona.edu) or 520-621-3268. Please review the Disability Resource Policy for additional detail. The student is welcome to contact the Associate Dean of Student Affairs at 602-827-9997 to discuss options.
One45: Curriculum Management System

One45 is the curricular management system used to manage assessments about students, and to access learning materials and schedules. General information about the selective rotations, such as syllabi, site information, maps, links, etc. will be attached as handouts to each selective “course” under Handouts and Links within one45. You can access one45 at the web address: comphx.one45.com

For Faculty and Site Coordinators: If your role requires you to review selective rotation schedules, you can view these schedules, as organized by the Selectives Office, within one45. These schedules include rosters of students scheduled to rotate to your site for specific dates. Unless special arrangements have been made for your particular site, hourly clinical schedules are not stored in one45, and should be communicated directly to students.

Assessments are collected via one45, and automatic emails are sent to assessing attendings with instructions and reminders to complete. A list of pending and completed assessments can be reviewed in one45, if applicable. 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 selective management system and will still be used to complete evaluations and access learning materials. It will also house the schedule, objectives, and materials for your selective didactic sessions, similar to how your blocks were organized in the MS2 year.

Selective rotation scheduling will look different in one45, as you will all be on separate selective rotations. This rotation schedule will appear to you as a week-by-week lineup of 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 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.
**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 Selective 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 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.

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.

<table>
<thead>
<tr>
<th>Beth Schermer</th>
<th>Rosemarie Christofolo</th>
</tr>
</thead>
<tbody>
<tr>
<td>602-549-9847</td>
<td>480-862-4963</td>
</tr>
<tr>
<td><a href="mailto:schermer@email.arizona.edu">schermer@email.arizona.edu</a></td>
<td><a href="mailto:rchristofolo@email.arizona.edu">rchristofolo@email.arizona.edu</a></td>
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