



Personal and Professional Development A (PPDA) Academic Year 2024-2025

General Course Information

Course Code: MEDP837A

Credit Hours: 3

Prerequisites: Completion of Year 1 and 2 blocks and courses and Transition to Clerkships, USMLE Step 1

Dates of Course: 03/04/2024-04/04/2025

Course website: one45

Course Director(s)

Brenda Shinar, MD

Phone: (602)312-9348

Email: brendashinar@arizona.edu

Office Hours: By Appointment

Location: B565

Sheetal Shah, DO

Phone: (917) 583 8445 (cell phone)

Email: sheetalshah@arizona.edu

Office Hours: By Appointment

Location: B582

Coordinator contact

Jordan Pinnix

Phone: (602) 827 2881

Email: jpinnix@arizona.edu

Office Location: B512A

Course Description

Personal and Professional Development A (PPDA) is a one-year longitudinal course designed to prepare third-year medical students for upcoming adjacent clerkships (e.g., Surgery, Internal Medicine, Pediatrics, Psychiatry, Family Community and Preventive Medicine, and Obstetrics and Gynecology) by meeting educational goals with foundational knowledge and procedural skills and attitudes.

Additionally, this course provides time for professional identity formation, early preparation for the residency match process, learning support, shelf learning, board readiness, scholarship, and wellness.

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

Principal Mission

Advance students' practical knowledge and clinical skills to be prepared for clinical rotations and become competent, responsible, resilient and caring future physicians.



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Mandatory Dates of Attendance

PPDA content will be delivered both synchronously and asynchronously, and the curricular schedule per week will vary based on the adjacent clerkship(s). See clerkship specific details in the appendices to determine dates of attendance and required clerkship assignments for each specific PPD week and session. Schedule and specific times provided in one45.

Schedule for each PPDA*

1. Essential Clerkship-specific Foundational and Orientation Content*

Approximately 2 days of each week will be dedicated to just-in-time preparation for the student's subsequent core clerkship. This material is considered essential preparatory content for successful completion of the clerkship. Students should proactively plan their appointments during Focus Time as the foundational content cannot easily be made up and absences during this time may result in a student being ineligible to complete the related clerkship (see Absences, below).

2. Focus Time

Student led for scholarly activity or personal use will occur at minimum: ½ day M-TH depending on clerkship and Friday AM and PM. Focus time is intended to allow students predictability and flexibility in their schedule, providing opportunity for students to proactively schedule activities which are important to their wellbeing and academic success, including but not limited to, personal health appointments and extracurricular activities. Students may utilize this time to schedule such activities but should also be aware that this is not guaranteed "time off" as it may also be utilized for make-up clinical shifts, clerkship activities, curricular make-up sessions, and/or exam make-up or retakes when necessary.

3. Career and Professional Identity Formation and Wellness

Synchronous sessions held Wednesday AM.

4. Longitudinal Patient Care (LPC)

Wednesday PM

*See Appendix A for the remaining PPDA clerkship specific schedules. Information about the clerkship specific content can be found via one45.

Note: The schedule for completion of required activities will be individualized on an as needed basis in coordination with the associate dean of clinical and competency based education in collaboration with the PPDA directors.



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Course 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).

Course 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.
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

Textbook(s): N/A

All course reading material will be posted to one45.

Other expected Classroom / Experience Preparations

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



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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 class.

Culture of Honesty for Instruction

At the University of Arizona, we have an official Code of Academic Integrity on the [Dean of Students website](#). This document is not meant to replace this existing policy, but to be a reminder to everyone that, even in settings of remote learning, it is important that we adhere to a culture of honesty. 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.

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 of 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: Paying to*



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

Student Responsibilities

On at least a daily basis, all students should consult the one45 Course page for the most current learning materials and deadlines. 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 accountable for any notices, content, and assignments posted in one45 or communicated through e-mail.

Students are expected to maintain professionalism by being on time for all on-campus sessions and completing all assignments by the deadlines.

It is the student's responsibility to maintain communication by notifying course directors of any hardships of arriving on time or completing assignments.

Assessment

PPDA is a Pass/Fail course. Students will be assessed on attendance, medical knowledge and behavioral competencies through deliverables associated with course content. Deliverables may include Simulation Assessment, attestations, or other assignments.

To pass a course the following criteria must be met:

Students must complete all assigned deliverables and assignments. Please see clerkship specific requirements in one45.

Example: If a student is beginning surgery clerkship next, they should see the appendix pertaining to surgery clerkship and follow this schedule and complete all of these assignments required for the



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Surgery PPD week. Each PPDA week must be completed to pass the course. Students will attest to completion of required elements for each PPDA experience on Oasis.

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.

Failure to complete any deliverable by Friday 12PM of the PPDA week will receive a grade of Incomplete and need a remediation plan assigned by the course director. The student may be unable to begin the adjacent clerkship until remediation or plan occurs, which may result in delay of progress.

Failure to successfully remediate an unsatisfactory deliverable will constitute failure of the course.

Students are encouraged to communicate any individual circumstances or requests for special accommodations with the course director well in advance of deadlines. Accommodations and alterations will be made at the course director's discretion.

For each PPDA week, all assignments must be successfully completed in order to begin the adjacent clerkship(s) and to complete the PPD week. Although PPDA consists of six individual PPD weeks, the PPD course will be graded out at the end of each semester, and each individual PPDA week must be passed to pass the semester. There are a total of three PPDA grades during year 3. Students will be able to view their course grade through one45 within six (6) weeks after completion of each PPDA semester.

Behavioral Competencies Assessment

Students will also be assessed on behavioral competencies by faculty facilitators and the course director in the Competency areas using [Educational Program Objectives \(EPO\)](#).

Appropriate professional behaviors are expected of medical students throughout all stages of the COM-P curriculum and are gauged by the following developmental levels of progress.

- Level 1 (*not meeting expectations*)
- Level 2 (*meeting expectations*)
- Level 3 (*exceeding expectations*)

Throughout the course, students will be considered meeting expectations unless they demonstrate behavior that does not meet or exceeds expectations outlined in the EPOs.

Examples of these developmental levels of behavior can be found in the [Assessment and Evaluation section of the COM-P website](#).

Further, students wishing to appeal a Level 1 competency grade may do so; the policy and procedures governing such appeals can be found in the [Level 1 Competency Appeal Policy](#).



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Course Failure/Remediation

Resolution of Incomplete

Assigned deliverables that have not been completed by the conclusion of the course will receive a grade of Incomplete. A course completion form will need to be approved by the course director in collaboration with the associated clerkship director(s), as applicable, to determine the remediation plan and students may not begin the clerkship if PPD associated requirements are not completed.

Please note, if remediation is not possible for a given session, or cannot be scheduled early enough in the student's subsequent clerkship and it is felt that this would disadvantage the student during their clerkship, students may be removed from the associated clerkship and rescheduled for a later date. This student-centric consideration would occur in collaboration with the dean, student affairs, dean, clinical and competency based education, the PPDA course director(s) and the associated clerkship director(s).

Remediation of Failure

If a student **fails** the PPDA course the student must repeat the entire course when next offered unless other arrangements are approved by the course director and dean, clinical and competency based education. Each semester must be passed to pass the PPDA course in its entirety. Please see the [Remediation Policy](#) for complete details on remediation.

Remediation Curriculum

Every medical knowledge component of the failed course must be included in the remediation 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 [Remediation Policy](#) for complete details on remediation.

Absences

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

All absences must be approved. Scheduled and assigned PPDA activities are mandatory, covering essential curriculum required to prepare learners for their upcoming adjacent clerkship(s). All absences will be remediated with a comparable experience deemed adequate by the course director(s) in conjunction with the associated clerkship director(s), as applicable. Some sessions will require immediate make-up before starting the adjacent clerkship rotation. Make-up sessions are scheduled during the PPDA weeks on Tuesday afternoons or Friday mornings, depending on the missed session, or as soon as possible in the adjacent clerkship/block*. Students are expected to communicate with the course director(s) as soon as possible to schedule an alternative option or a make-up session.



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*Please note, if remediation is not possible for a given session, or cannot be scheduled early enough in the student's subsequent clerkship and it is felt that this would disadvantage the student in their clerkship, students may be removed from the associated clerkship and rescheduled for a later date. This student-centric consideration would occur in collaboration with the dean, student affairs, dean, clinical and competency based education, the PPDA course director(s) and the associated clerkship director(s).

Students seeking an excused absence from an attendance-required session must request the absence 30 days in advance or as soon as reasonably feasible using the [Formsite Request Form](#).

Not all absences will necessarily be excused, and unexcused absences will negatively impact students' competency scores for that course. Students are still responsible for the material they missed.

In the event of an extended absence, the maximum amount of time that a student can miss and complete a posted grade of Incomplete for this course will be 1 day per PPD week. Remediation of the missed content will be required.

If a student misses more than the maximum time allowed, as specified above, a grade of "W" will appear on the transcript, and the student must enroll in the same course and associated clerkship at a later date when it is offered according to the [Years 3 and 4 Course Grading Policy](#). Exceptions to this policy must be approved by the course director(s) and the associate dean, clinical and competency based education, in consultation with the associate dean, student affairs.

Course Evaluation by Students

Students will be required to complete a mid- and end-of-course evaluation in all courses in accordance with [Assessment and Evaluation of Students, Faculty and Curriculum Policy](#).

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

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](#).

The University of Arizona 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



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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. which can be accessed at: <http://www.azleg.gov/arsDetail/?title=32>

Learning Environment Office (LEO)

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 block director, student affairs dean/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



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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

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 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 within COM-P 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.



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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](#))

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](#)

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



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Appendix A

Clerkship requirements, see one45 for session details.*

Students must complete all PPDA requirements before associated clerkship(s).

Family, Community and Preventive Medicine

Synchronous Content - On Campus	Monday AM and PM
Asynchronous Content	Tuesday and Thursday PM protected time <i>Student must complete all ILM and asynchronous assignments by 12pm on Friday of PPD</i>
Focus Time	Tuesday AM Thursday AM Friday AM and PM
Career and Professional Identity Formation and Wellness; LPC	Wednesday AM and PM

Internal Medicine

Synchronous Content - On Campus	Thursday AM and PM
Asynchronous Content	Monday PM and Tuesday AM protected time <i>Student must complete all ILM and asynchronous assignments by 12pm on Friday of PPD</i>
Focus Time	Monday AM Tuesday PM Friday AM and PM
Career and Professional Identity Formation and Wellness; LPC	Wednesday AM and PM

Obstetrics and Gynecology

Synchronous Content - On Campus	Monday AM and PM
Synchronous Content - Virtual	Tuesday AM
Asynchronous Content	Thursday PM protected time <i>Student must complete all ILM and asynchronous assignments by 12pm on Friday of PPD</i>
Focus Time	Tuesday PM Thursday AM Friday AM and PM
Career and Professional Identity Formation and Wellness; LPC	Wednesday AM and PM



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Pediatrics

Synchronous Content - On Campus	Thursday AM and PM
Asynchronous Content	Monday AM and PM protected time <i>Student must complete all ILM and asynchronous assignments by 7am on Thursday of PPD</i>
Focus Time	Tuesday AM and PM Friday AM and PM
Career and Professional Identity Formation and Wellness; LPC	Wednesday AM and PM

Psychiatry

Synchronous Content - Virtual	Thursday AM
Asynchronous Content	Monday AM and Thursday PM <i>Student must complete all ILM and asynchronous assignments by 12pm on Friday of PPD</i>
Focus Time	Tuesday AM and PM Friday AM and PM
Career and Professional Identity Formation and Wellness; LPC	Wednesday AM and PM

Surgery

Synchronous Content - On Campus	Monday PM Tuesday AM and PM
Asynchronous Content	Thursday PM protected time <i>Student must complete all ILM and asynchronous assignments by 12pm on Friday of PPD</i>
Focus Time	Monday AM Thursday AM Friday AM and PM
Career and Professional Identity Formation and Wellness; LPC	Wednesday AM and PM

**The schedule for completion of required activities will be individualized on an as needed basis in coordination with associate dean clinical and competency based assessment in collaboration with the PPDA directors.*



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Appendix B:

LIC PPDA - Students will participate in PPD content applicable to the specialties of their current LIC site. LIC students should hold available Monday through Thursday of the associated PPD weeks, but will have Focus time on Fridays. See one45 for session details