



## Electives Syllabus Academic Year 2023 – 2024

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## **Section A – Electives Information**

### **Electives Information**

#### **Year 3**

All students are expected to complete an ambulatory elective in year 3. If a third-year student elects to take a general elective or research elective (with appropriate approvals), they will be required to take the ambulatory selective in year 4 for a total of 4 weeks.

#### **Year 4**

Credit Hours: 24 credits/weeks total.

- A maximum of 16 credits are permitted in one subspecialty field.
- A maximum of 16 credits are permitted at institutions/sites not directly supervised by University of Arizona College of Medicine-Phoenix faculty.
- A maximum of eight (8) credits of non-patient care courses are permitted.
- See [Credit Requirement – Year 4 Policy](#) for additional information.

Course Code: 800, 836, 850 - 899

Prerequisites: Students must successfully pass all pre-elective curricular elements to progress to year 4.

Electives length: standard length for each elective is four weeks. The duration may be modified to no less than two weeks and no more than four weeks with exceptions in duration at the discretion of the electives director and the individual course director. Students may take a maximum of two courses that are of two weeks duration.

Electives Website: [Year 4 Selective and Elective](#)

Elective Catalog: [Course Catalog](#)

### **Electives Contacts**

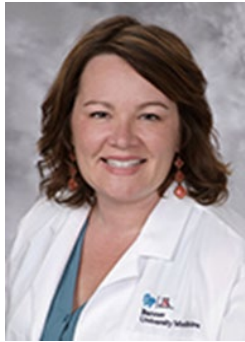
**Electives Director:** Denege Ward-Wright, MD



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**Office Location:** HSEB B-571



**Electives Co-Director:** Ruth Franks Snedecor, MD



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### **Course Description**

Electives may be either clinical (patient care) electives or non-clinical (non-patient care) electives. During the 4<sup>th</sup> year, students must complete six general electives (24 weeks) in fields of their choice. Often these rotations include a variety of specialties and sites – these include international rotations, research electives, “away” rotations at potential residency sites, independent study courses, and more. A wide breadth of electives is available.

COVID adaptations may be implemented to complete electives as directed by course directors as well as the directors of electives.

### **Clinical Sites**

Refer to individual course descriptions and the [Elective Catalog](#) for detailed information about all clinical sites for electives, including details regarding site(s) utilized for each elective, course director name, check-in procedure, any site-specific requirements and required timeframe for credentialing, fees, etc. Refer to the elective catalog for the most up-to-date listing of clinical sites for the electives program.

### **Electives Specific Learning Objectives**

#### **Patient Care Electives**

Each Patient Care Elective learning objective listed below has been mapped with relevant competencies, i.e., patient care, medical knowledge, clinical appraisal and quality improvement, interpersonal and communication skills, professionalism and societal awareness and responsiveness.

1. Obtain an accurate and appropriately focused history and physical exam and/or daily updated patient assessment.
2. Correctly interpret results of laboratory, radiologic, and other pertinent diagnostic tests, and data to provide a prioritized differential diagnosis, narrowed assessment, and appropriate treatment plan.
3. Communicate information in an accurate, organized, and succinct manner to the rest of the patient care team, both verbally and in written notes, as appropriate.
4. Describe the clinical findings in, most suitable and cost-effective diagnostic work-up, and appropriate management of common disorders in the elective discipline.

5. Utilize appropriate primary sources and review articles in professional journals, textbooks within the elective discipline, and other educational resources to apply evidence-based findings to the care of patients.
6. Demonstrate sensitivity to the concerns, beliefs, values, and cultural practices of a diverse spectrum of patients and their families; keep these considerations in the forefront when discussing the patient's illness and treatment options with them and with other providers.
7. Maintain a teachable attitude by arriving prepared, remaining engaged, and responding openly to feedback.
8. Describe external factors which may influence patients' ability and/or willingness to adhere to the treatment plan or act as barriers to care in the core discipline.
9. Identify ways in which physicians and other members of the care team across multiple disciplines can collaborate to provide comprehensive patient care within the elective specialty, including coordination of care with the primary care provider.

Additional learning objectives as listed in the appropriate elective course description (refer to the [Elective Catalog](#)).

### **Non-Patient Care Electives**

Each non-patient care elective learning objective listed below has been mapped with relevant competencies, i.e., medical knowledge, clinical appraisal and quality improvement, interpersonal and communication skills, professionalism and societal awareness and responsiveness.

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

Additional learning objectives as listed in the appropriate elective course description (refer to the [Elective Catalog](#)).

### **Required/Suggested Reading**

Dependent on the individual elective. Each course description in the [Elective Catalog](#) will have specific texts listed.

## **Elective Specific Assessment Process**

### **Formative Assessment**

Assessment is the mechanism used to measure progress in learning over a given time period. A mid-rotation formative assessment with feedback is strongly suggested for every student. Student progress, achievements, strengths, weaknesses, and areas for improvement should be discussed. If at any point during the elective the student is at risk of not meeting expectations in one or more of the Educational Program Objectives (EPOs), in-person formative feedback with written documentation is *required*. Any significant deficiencies or concern should be communicated to the course director and/or elective director, with written documentation that the feedback has been provided to the student. If deficiencies are noted late in the elective, timely feedback will be given. Students may be offered additional assignments to address weaknesses as approved by the course director and electives director.

Additionally, throughout the elective, faculty and residents engaged in student teaching and supervision will provide formative feedback in a variety of formats (e.g., review of progress notes, H&P, direct observation forms, informal verbal feedback, and written narratives, etc.) that may be communicated in writing or verbally. The purpose of this feedback is to identify strengths and opportunities for improvement.

### **Summative Assessment/Grading**

The requirements and specific learning objectives for each individual elective can be found in the elective catalog's course description. The elective course director or designee will assign a grade based on successful completion of the elective's requirements and overall student performance. The grading is four tiers: Honors/High Pass/Pass/Fail/Incomplete.

Students are graded on four evaluation criteria:

- Does not meet expectations
- Almost meets expectations
- Meets expectations
- Exceeds expectations

## **Additional Elective Information**

### **Overview of Year 3 Curriculum**

Students must complete four (4) credits/weeks of an ambulatory selective or general elective in their field of their choice. If a student chooses to complete a general elective in third year, the ambulatory selective must be completed in fourth year. Exceptions to the patient care ambulatory selective or general elective, such as research or discretionary time, must be approved by appropriate course directors (electives director/s and director of scholarly projects, for example, if a research elective is requested), Associate Dean of Student Affairs, and the Associate Dean of Clinical and Competency-

Based Education. Discretionary time or non-patient care elective time completed in third year counts towards total allowable credit hours in non-patient care (8 total weeks) and/or discretionary time (12 total weeks) to ensure all graduation requirements are met.

### **Overview of Year 4 Curriculum**

Students must complete 24 credits/weeks of general electives in fields of their choice – these 24 credits are typically divided into six distinct four-week electives. Often these elective rotations include international rotations, research electives, “away” rotations at potential residency sites, independent study courses, and more. Many students also use these general electives to rotate through specialties they may not have the chance to explore again once they enter residency, or in fields complementary to their chosen specialty. Finally, students all take discretionary time to study for their Step 2 USMLE exam, as well as to travel to interviews for residency.

General electives are divided into **patient care electives** and **non-patient care electives**.

### **Patient Care Electives**

#### General Description

A clinical (patient care) elective is a structured learning experience in a field of medicine or related fields approved by the faculty of the University of Arizona College of Medicine-Phoenix that is not specifically required as part of the basic medical school curriculum and that has as a prerequisite completion of all the year 3 clerkships. Clinical electives involve direct patient care or activities that actively impact patient care.

The student should be as integral a member of the team as possible. While it is understood that the student role in managing complex patients and in decision making may be limited, particularly in some medical subspecialties, we encourage faculty to involve the student as much as possible. For example, students are expected to take initial histories, do physical exams, interview patients, assist on procedures, and more.

#### Student Responsibilities

- To participate fully and actively in all the activities of the team.
- To work up and follow patients as assigned by supervisors.
- To pre-round on all their patients before management rounds.
- To present their patients on rounds.
- To write daily progress notes in the SOAP format on all patients assigned to them.
- To demonstrate appropriate patient management under supervising house staff and/or faculty
- To have all orders that they write co-signed by the supervising house staff or faculty.

#### Faculty Attending Role

The course director or supervising faculty should meet with students at the beginning of the rotation to review the goals of the course and his/her expectations. Over the course of the rotation, the attending should listen to the students’ presentations, review write-ups and progress notes, and provide feedback to students regarding their performance. The student should meet with their

attending at the halfway mark for feedback and at the completion of the experience for feedback and assessment.

## **Non-Patient Care Electives**

### General Description

Non-patient care electives include research electives and independent study/reading electives as well as electives focused on development of certain capabilities, such as teaching and/or leadership. Specific information for non-patient care electives can be found in individual course descriptions. It is equally important in these rotations that supervising faculty meet with students frequently to assess progress on required activities during the course. Similar to patient care courses, supervising faculty are expected to complete student assessments based on the core competencies at the end of the course. The maximum number of non-patient care weeks for which credit will be allowed is eight (8).

### Research Elective

Research electives are a type of non-clinical elective. They are intended to involve the student in a significant role in the performance of a rigorous research initiative. All research elective proposals must include a detailed “syllabus” or “mini-prospectus” that includes a description of the project, the student’s role in the project, the mentor, the mentoring plan, specific time commitment and involvement, and the work product expected at the end of the rotation. Students must receive prior approval of the rotation and content from the elective director(s) and the scholarly project director (even for rotations not related to the student’s primary scholarly project). Students are expected to determine the specific institutional requirements for their project (e.g., IRB application, lab safety courses, CITI training, etc.) and make sure they are fulfilled prior to beginning the rotation. Students must submit a non-standard course form and research syllabus for each research rotation and work with contracting to assure that a contract covering research rotations at the site of interest is in place.

### Independent Study Elective

Independent study electives are another type of non-clinical elective. They are intended to be supervised, intensive reading-based investigations of a particular topic, with a substantial literature review and production of a detailed paper. Students may also independently develop a course of study or a project under the supervision of a faculty mentor. Independent study elective proposals must provide a detailed syllabus and plan for student mentoring, with specific guidelines on the final output/product to be turned in at the end of the elective, the length of the required paper (if the literature review option is chosen), and schedule of meetings with the faculty mentor for discussions and guidance. Students must receive prior approval of the rotation and content from the electives director and their project mentor and submit a non-standard course form and independent study syllabus as well.

### Other Non-Patient Care Electives

These electives focus on development of certain capabilities, such as teaching, leadership, health advocacy, etc., which are important to the development of future physicians. Specific details may be found within the individual course descriptions listed in the [Elective Catalog](#).

## **Section B – Electives Policy and Resources**

### **General Information**

A total of 24 elective credits (typically 6 courses/rotations) are required. A maximum of 16 credits are permitted in one (1) subspecialty field, and a maximum of 16 credits are permitted at institutions/sites not directly supervised by the University of Arizona College of Medicine – Phoenix (COM-P) faculty. Students may take a maximum of eight (8) credits of non-patient care courses. See [Credit Requirement – Year 4 Policy](#) for additional information.

Students are responsible for their own transportation to and from, and parking fees at clinical sites as indicated in the [Clinical Site Placement and Transportation Policy](#).

### **Professionalism Resource**

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

- Professionalism concerns may be reported directly to the director, electives, the PRO liaisons or in the student evaluations of the elective, site, and faculty.
- The [Professionalism Conduct Comment Form](#) is an additional on-line mechanism for students to report any concerns, including those about supervision, and it exists across the four-year curriculum. This mechanism ensures confidentiality and is collected directly by the PRO.



College of Medicine-Phoenix 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](#).

Website and contact information for the PRO is located [here](#).

### **Educational Program Objectives**

The Educational Program Objectives (EPO) comprise competencies and the measurable objectives by which attainment of each competency can be assessed. The full text of the College of Medicine-



Phoenix educational program objectives can be accessed in the [Educational Program Objectives Policy](#) and require dissemination as noted in the [Orientation to EPOs and Curricular Unit Objectives Policy](#).

In addition to EPOs, the elective objectives are closely tied to student learning outcomes. College of Medicine-Phoenix measures these outcomes both quantitatively (via NBME shelf exams) and qualitatively (via behavioral competency assessments).

### **Attendance Requirements**

All elective experiences are mandatory, and any absence must be recorded via the absence tracking system. To submit an absence request, please use [Formsite](#).

A student may not miss more than two (2) additional days per month (beyond the usual number of days off permitted by the site) of a general elective rotation due to illness, emergency, or an approved absence (including for residency interviews). For example, if an elective usually permits all weekend days off, a student may not miss more than two (2) weekdays in addition to the usual weekend days off. As another example, if an elective usually permits one day off per week, a student may not miss more than two (2) additional days in addition to the usual four (4) allowable days off as specified by the elective.

A longer absence must be remediated in consultation with the electives director and the individual course director; this may include make-up of curricular time (weekends, nights) and/or completion of additional assignments (writing a paper, giving a presentation, etc.). If the absences cannot be successfully remediated the student may receive an Incomplete or Failure. Exceptions to this may be considered in consultation with the elective director and the associate dean for student affairs. Please see the following policies for additional information:

- [Attendance and Absence Years 3 and 4 Policy](#)
- [Leave of Absence Policy](#)

### **Assessment Process**

#### **Formative Assessments**

Throughout the elective, faculty (including nurse practitioners and physician assistants with faculty title), fellows, 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 feedback and narratives, PRIME+ form, NCAT, etc.) that may be communicated by writing or verbally. The purpose of this feedback is to help students identify strengths and opportunities for improvement. Students should proactively request formative feedback on a regular basis and the required frequency for written formative feedback is outlined in the elective specific section of each syllabus.

Any significant deficiencies or concerns should be communicated by the faculty to the elective and/or site director with written documentation that the feedback has been provided to the student. If deficiencies or problematic issues are noted late in the elective, timely feedback will be given by an

assessor to offer the student the opportunity to improve. Ideally this should have occurred prior to assigning a score of “does not meet expectations” on an EPO. The elective director maintains the ability to assign a summative Level 1 for an egregious action even late in elective.

### **Mid-rotation Formative Assessment/Feedback**

If the student is at risk of not meeting expectations (in one or more of the EPO’s) written documentation is required by the student’s supervising physician/faculty member.

### **Summative Assessment**

The College of Medicine-Phoenix has internal deadlines for the summative assessment forms to make sure elective grades are reported in a timely fashion, which is consistent with the 6-week requirement used in clerkships. End of rotation forms are to be completed by faculty within two weeks of the rotation ending. This will allow for the elective course director(s) and/or the designee to complete the final grades as close to the four-week mark as possible. The student final assessment and grade form should be available to be viewed by students in one45 six (6) weeks after the end of the elective. (Exceptions to the six-week reporting may apply in the case of electives.)

### **What to do if an assessor is not listed in one45**

Contact the College of Medicine-Phoenix coordinator, ([PBC-Evaluation@email.arizona.edu](mailto:PBC-Evaluation@email.arizona.edu)) and elective director.

### **Conflict of Interest**

It should be noted that faculty at the College of Medicine-Phoenix who are family members of the student, have a personal relationship with the student or are/have been 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](#) and the [Conflict of Interest - Physician-student Health Services Relationship Policy](#).

### **Standardized Grading Process**

The final elective grade will be divided into five categories: honors, High Pass, Pass, Incomplete, or Fail (H, HP, P, I, F). Details regarding grading in the electives are included in the [Grading and Progression for Electives and Selectives Policy](#).

### **Calculating the Final Grade**

The course director is responsible for determining each student’s final grade.

The elective student end of rotation assessment form (either the [“Patient Care”](#) or [“Non-Patient Care”](#) form, depending on the individual elective) will be completed by the course director and/or their designee. This form includes two separate areas in which to include narrative feedback. The first area includes formative comments meant to help optimize student performance; the second includes formalized summative comments which will be included in the Dean’s Letter (Medical Student Performance Evaluation, or MSPE). Students do not grade or summarize their own performance. Any concerns regarding narrative comments may be addressed to the elective director or to the associate dean of student affairs.

The final elective grade will be determined by the course director and/or their designee by assessment of performance in Educational Program Objectives (EPO) within the six core behavioral competencies:

- Medical knowledge
- Professionalism
- Interpersonal and communication skills
- Patient care
- Societal awareness and responsiveness
- Critical appraisal and quality improvement

(The patient care competency will not be assessed in the non-patient care electives.)

### **Additional Grading Criteria**

Student assessments and the final grade are based on observable behaviors within set EPOs as listed on each of the elective student assessment forms (both patient care & non-patient care). Course directors, at their discretion, may require students to perform other educational activities that will contribute to their final grade. For example, there may be an exam on material covered during the elective, students may be required to present a topic to the site director/designee, or may be required to produce a paper on a particular topic. Requirements such as these should be clearly described and identified to students at the start of the elective.

The final elective grade will be divided into four categories: Honors, High Pass, Pass, or Fail (H, HP, P, F).

All behavioral competency data from submitted summative electives student assessment forms for each student will be compiled by the office of assessment and evaluation and presented to student affairs to be included as part of the holistic review with the student each year. Cumulative level ratings are retained throughout the student's enrollment (see [Competency Assessment Policy](#) for additional information).

Providing feedback to the student by an assessor (course director, attending faculty, or resident) regarding any problematic behavior and giving the student the opportunity to improve should occur prior to assigning a score of "does not meet" on an EPO. If a critical event occurs late in the elective, timely feedback will be given and there may or may not be time to demonstrate improvement.

### **Narrative Feedback**

The elective student assessment form (either the ["Patient Care"](#) or ["Non-Patient Care"](#) form, depending on the individual elective) will be completed by the course director and/or their designee. This form includes two separate areas in which to include narrative feedback. The first area includes formative comments meant to help optimize student performance; the second includes formalized summative comments which will be included in the Dean's Letter (medical student performance evaluation [MSPE]). 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 elective director or to the [Associate Dean of Student Affairs](#). (See the [Student Progress Policy](#) for more information.)

### **Required Student Evaluation**

Assigned student evaluation of the elective is required. The student must complete 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 assigned evaluations within one week after the end of the elective, 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 elective.

Once the student has successfully submitted their evaluation in narrative form within the second week, the student will have successfully demonstrated meeting expectations in professionalism.

If the student has not successfully submitted their evaluation in narrative form within the second week after the elective the student will be considered as having not met expectations and a summative Level 1 rating for the EPO targeting giving and receiving constructive feedback, will be automatically assigned. The office of assessments and evaluation will track and report to the elective director. For more information, see the [Assessment and Evaluation of Students, Faculty and Curriculum Policy](#).

### **Rural Health Professions Program**

Students scheduled for rural rotations must complete required documents and attend a rural rotation orientation.

Housing expenses are supported by the rural health professions program (RHPP) and funded by [Arizona Area Health Education Centers](#) (AzaHEC). Students are responsible for damages and incidental charges. Housing options vary depending on rotation location. In most cases, it is pre-arranged by RHPP staff, in others, the preceptor or health center hosting the student provides housing (occasionally in the home of the faculty). Occasionally, students are asked to make their own arrangements. Housing options, at times, are limited and may require sharing common areas and bathrooms with other students. Individualized accommodation requests cannot be guaranteed; therefore flexibility and a resilient attitude is key to having a great experience. Once housing has been secured, changes are generally not allowed less than six weeks prior to the rotation. In addition to housing, AzaHEC also funds one round trip to and from the rural site and a small stipend applied to the student's bursar's account.

Contact Information: Director, RHPP - Jonathan Cartsonis, MD  
Email: [jcartsonis@arizona.edu](mailto:jcartsonis@arizona.edu), Phone: 602-684-0598

### **Urgent/Emergent Health Care Services**

#### On-Campus and in the Immediate Phoenix Area

Students can access the list of local healthcare services on the College of Medicine-Phoenix website. Students are given a rectangular card that contains a list of emergency contact numbers and local healthcare service addresses and phone numbers. This card is placed in their identification holder

along with their College of Medicine-Phoenix identification to allow easy access to healthcare information while at instructional sites. All information is accessible on the wellness website at [wellness.arizona.edu](http://wellness.arizona.edu).

For a list of emergency contact numbers please visit the College of Medicine-Phoenix website at the following link: [Security - Emergency Numbers](#).

#### Off Campus Outside of the Metro Phoenix Area

Students who are in need of urgent/emergent health care services, or other healthcare services, while on a remote/rural rotation can find healthcare resources on the site description website: [Clerkship Resources](#). Students may also contact the Associate Dean of Student Affairs or Associate Dean of Clinical and Competency Based Education.

All sites are assessed for student safety. Details of this assessment are included in the [Training Site Safety Policy](#).

Faculty shall not provide health services for students if they are directly involved in the assessment of the students; however, in the event of an emergency, faculty should perform services to stabilize a student until the appropriate transfer of care can occur. Please see the [Conflict of Interest - Physician-Student Health Services Relationship Policy](#).

College of Medicine-Phoenix 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 needle stick, inhalation, mucus membrane or skin exposure, or percutaneously, students must follow the required procedures as indicated in the [Student Exposure to Potentially Infectious Agents and/or Hazardous Materials Policy](#), with steps on the student occupational exposure procedure card.

#### **Expectations for Mobile Communication**

The student must always be reachable during usual extended work and on-call hours, and if in a 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*. 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 electives. A pager will be assigned to the student and must be returned prior to their commencement from the College.

#### **Accessibility and Accommodations**

The University of Arizona strives to make learning experiences as accessible as possible. If there is anticipation or experience of barriers based on disability or pregnancy, please contact the disability resource center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

### **one45: Curriculum Management System**

one45 is the curricular management system used to manage evaluations, end of rotation assessments, final grade forms, and to access learning materials and schedules. General information about the elective, such as syllabi, site information, learning objectives, materials for didactic sessions, links, etc. will be attached as handouts under handouts and links within one45. one45 can be accessed at the web address: [one45](#)

Assessments are collected via one45, and automatic emails are sent to attendings with instructions and reminders to complete. A list of pending and completed assessments can be reviewed in one45, if applicable. Students will use Oasis to log observed Px/Dx at clinical sites. Students can use their smartphones to make log entries on-the-go, if allowed by site policy where the student is rotating.

### **OASIS: Course Schedule**

The University of Arizona College of Medicine-Phoenix uses a web-based scheduling system, Oasis. Oasis maintains site information, student schedules, course catalog, and various other details that are pertinent to the clinical rotations. Oasis has detailed, up to the minute course information and allows students to request schedule changes. All students will use this resource for any scheduling purpose throughout their 3rd and 4th year of clinical rotations. Oasis can be accessed on the web address: [OASIS](#)

### **Student Use of University Sponsored Educational Material**

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. These materials may not be distributed or reproduced 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](#). Violations of the instructors' copyright may result in course sanctions and violate the code of academic integrity.