# 4th Year Core Sub-Internship Selective Syllabus

**Academic Year 2018-2019**

*Approved by the Curriculum Committee 5-04-18*

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General Clinical Information
Course Code: 840
Credit Hours: 4
Prerequisites: All students must successfully pass all clerkship curricular elements in order to progress to the fourth year
Selective Length: 4 Weeks
Selective Website: Core Sub-Internship Rotations Policy

Clinical Contacts
Clinical Director: Kendall Novoa-Takara, MD

Office Phone: 602-827-2721
Email: knovoatakara@email.arizona.edu
Office Location: HSEB B-534

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
Educational Program Objective

The Educational Program Objectives are comprised of competencies and the measurable objectives by which attainment of each competency can be assessed. The full text of the University of Arizona, College of Medicine – Phoenix Educational Program Objectives (EPO) can be accessed at Educational Program Objectives and require dissemination as noted in the Orientation to EPOs and Course Objectives Policy.

Clinical Specific 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.

Attendance Requirements

1. The sub-intern’s schedule should mirror a typical resident schedule on that service. As most residents get one day off a week, a student is expected to work 22 shifts a month and participate in on-call and after-hours experiences, again mirroring what is expected of a resident. The 22-shift requirement is calculated using the following information: students sign-in on a Monday and sign-out 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. Students will observe the holiday schedule of the institutions of their rotations. Students may be assigned patient duty on a holiday and will be expected to report for duty. The sub-
internship is an in-patient rotation and is designed to mirror the responsibilities of internship and residency, which includes all-hours patient care.

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

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation and Didactics</td>
<td>First Tuesday, 2:30-5:00 p.m.</td>
</tr>
<tr>
<td>Academic Half-Day Simulations</td>
<td>Third Tuesday, 2:30-5:00 p.m.</td>
</tr>
</tbody>
</table>

4. Absences from orientation, academic half-days or the required 22 clinical shifts must be remediated in consultation with the Sub-internship Director. Please see the [Attendance and Absence-Year 3 and 4 Policy](#), the [Leave of Absence Policy](#) and the [Attendance Expectations and Absence Reporting Requirements Policy](#).

**Required/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](#).

**Required Clinical Experience Logs**

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

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.

**Didactic/Interactive Learning/Simulations Sessions**

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

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

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

3. Students on family medicine and pediatrics will participate in the Pediatric simulation curriculum
4. Students on other core sub internships will participate in the adult perioperative simulation curriculum
5. 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.
Urgent/Emergent Health Care Services

For a list of emergency contact numbers, please visit the College of Medicine’s website at the following link: [http://phoenixmed.arizona.edu/security-emergency-numbers](http://phoenixmed.arizona.edu/security-emergency-numbers).

Students may also contact the Associate Dean of Student Affairs at 602-827-9997.

All sites are assessed for student safety. Details of this assessment are included in the [Training Site Safety Policy](#). Faculty and Staff shall not provide medical care for students. Please see the [Faculty Providing Medical Care for Students Policy](#) and the [Faculty Providing Counseling for Students Policy](#) for details and rationale.

COM-P requires that all students have an updated immunization record. Please see the [Immunization and Health Screening Policy](#) for details regarding the contents of the record.

In the event of any exposure to blood/bodily fluids through mucous membranes or the skin, see the following [Student Occupational Exposure Policy](#).

Expectations for Mobile Communication

The student must be reachable at all times during usual extended work hours and on-call hours, and if in clinical setting, the student should respond within 15 minutes. The students may choose not to provide their cell phone numbers. In that case, the students will be provided a COM-P pager. The student also has the option to give 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.

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://phoenixmed.arizona.edu/faq/disability-resources](http://phoenixmed.arizona.edu/faq/disability-resources) for information and resources.

It is the University’s goal that learning experiences be as accessible as possible. If the student anticipates or experiences physical or academic barriers based on disability or pregnancy please contact the Associate Dean of Student Affairs at 602-827-9997, immediately to discuss options. Students are also welcome to contact DRC at DRC-Info@email.arizona.edu or 520-621-3268 to establish reasonable accommodations. Please review the [Disability Resource Policy](#) for additional detail. Please be aware that the accessible table and chairs in classrooms should remain available for students who find that standard classroom seating is not usable.
Instructors are encouraged to provide appropriate individual flexibility to all students. When disability-related accommodations are requested, instructors should consult with DRC staff to identify strategies or accommodations to provide access. DRC staff is available for individual consultation or to attend departmental meetings to address concerns and provide information. Contact DRC-Info@email.arizona.edu or 520-621-3268.

Assessment Process

Assessment is the mechanism used to measure progress in learning over a given period of time.

A mid-rotation formative assessment by the site director with feedback is strongly suggested for every student. Student progress, achievements, strengths, weaknesses, and areas for improvement should be discussed. If at any point during the selective the student is at risk of not meeting expectations in one or more of the Educational Program Objectives (EPOs), in-person formative feedback with written documentation is required and should be shared with the Sub-internship Director. Any significant deficiencies or concerns should be communicated to the Sub-internship Director, with written documentation that the feedback has been provided to the student. In the event that deficiencies are noted late in the selective, timely feedback will be given.

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

One student assessment form per core sub-internship selective will be submitted for the student's clinical grade by the site director or their appointee. It should be noted that faculty at COM-P who are family members of the student or who have a personal relationship with the student may not be involved in the academic assessment or promotion of the medical student as described in the Conflict of Interest-Assessment and Evaluation Policy.

In instances where the student has worked with several different faculty members over the course of the rotation, multiple student assessment forms may be considered by the site director in completion of one final clinical grade and summative assessment form, providing each assessor has had significant interaction with the student (as defined by the site director in consultation with the Sub-internship Director). When only a single faculty member has had significant interaction with a student, this faculty member will provide an assessment form to the site director for review, modification as necessary, and signature. In all instances, the site director(s) is responsible for determination of each student’s clinical grade and EPO ratings on the summative assessment form.

The Core Sub-internship Final Grade Form (which includes the clinical and non-clinical grades) will be available for viewing by students in One45 by six (6) weeks after the end of the elective, according to the Reporting Timeline for Final Grades policy.

Clinical End of Rotation Assessment Form – Posted in One45

phoenixmed.arizona.edu
Standardized Grading Process

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

I. Clinical Score: The clinical score is calculated through assessment of student performance within each individual (Educational Program Objective) EPO. The clinical score is the average of all individual EPO Scores (no rounding) using the following rubric:

- 2.6-3.0 = Honors
- 2.3-2.59 = High Pass
- 2.0-2.29 = Pass
- <2.0 = Fail

II. Non-Clinical Score

- 70-100 percent = Pass
- <69 percent = Fail

Observable Learning Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Potential Value</th>
</tr>
</thead>
<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>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>
</tbody>
</table>

a. One discharge will be submitted for grading, one observed handoff and a planning discharge summary will be graded; should a failing mark be received; a student may submit another discharge summary for grading without penalty. All students must have a graded discharge summary and an observed handoff graded by approved faculty. The discharge and handoff grade forms must be submitted by the student to the Electives Program Coordinator at the simulation exercise. No late submissions are allowed unless prior arrangements have been made with the Electives Program Coordinator. Failure to submit the forms by the due date will result in 0 points for the activity.

b. Simulations. Simulations on a given subject last one hour. Students will go through the simulation, receive feedback immediately and perform the simulation again after feedback. Students must receive a passing grade on the second time through to pass.
If students are unable to attend an orientation and/or academic half-day, the 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.

Who can fill out an end of rotation assessment?
The course director at the site may assign the evaluator for the rotation. The course director at the site 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 select their evaluator. 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.

How much time should a student be supervised by an attending to be able to select them as an assessor?
Individual courses will determine if the evaluator is assigned or if the student selects who will fill out the evaluation. If a student is given a choice to select their evaluator, the following is recommended: evaluators should work with the student for at least a week and on rotations that are more shift based, a student should work with that attending multiple times during the month.

What to do if the attending 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.

How is the attending notified of the need to do an assessment for a student? See below for responsibilities for communication.
The attending responsible for completing a student assessment should be notified by the course director at the site.

Number of Assessments Needed to Calculate Clinical Score
One.

Calculating the Final Grade
The Clinical Director is responsible for determination of each student’s final grade based on the selective-specific thresholds included in the table below. The final grade is determined by the composite score and the additional requirements listed below the table.

<table>
<thead>
<tr>
<th>CLINICAL GRADE</th>
<th>NON-CLINICAL GRADE</th>
<th>FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>Pass</td>
<td>Honors</td>
</tr>
<tr>
<td>Honors</td>
<td>Fail</td>
<td>Fail</td>
</tr>
<tr>
<td>High Pass</td>
<td>Pass</td>
<td>High Pass</td>
</tr>
<tr>
<td>High Pass</td>
<td>Fail</td>
<td>Fail</td>
</tr>
<tr>
<td>Pass</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>Pass</td>
<td>Fail</td>
<td>Fail</td>
</tr>
<tr>
<td>Fail</td>
<td>Pass or Fail</td>
<td>Fail</td>
</tr>
</tbody>
</table>
The student fails the selective if any of the following occur:
1. The clinical score is <2.0, OR
2. Achievement of a level 1 for two or more EPOs, OR
3. Achievement of a total composite score of Fail
4. Failure of non-clinical component

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

The following requirements must be completed by 8am Tuesday after the end of the rotation:
1. Duty hour logging: See the Duty Hours Policy for specifics regarding documentation of hours and a description of a violation.
2. Call Report is mandatory, all students will have a required minimum of 4 nights of call
3. Completion of assigned site, faculty and end of the selective evaluations (see the Course and Faculty Evaluation by Student Policy for additional detail).

If the requirements are not completed by the deadline, the medical student will receive a grade of Incomplete until these assignments are complete. Once completed late, a student will receive a grade no higher than Pass. Compliance with these deadlines will be determined by the Office of Assessment and Evaluation and reported to the Selective Director.

**Sub-internship Final Grade Form**

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

The Core Sub-internship Director has the right to include or not include comments based on his/her interpretation of which comments best summarize the student’s performance over the entirety of the selective. Students may not pick specific comments to be included or excluded in their narrative grade form. Students do not grade or summarize their own performance. Any concerns regarding narrative comments may be addressed to the Core Sub-internship Director or Associate Dean of Student Affairs.

In the case that the student passes a selective, a level 1 may also be given by the Core Sub-internship Director based on prolonged demonstration of performance not meeting expectations, a substantial incident, extreme behavior or other events that warrant the level 1 as determined by the Core Sub-internship Director. In the case that the student received a level 1 but passed the selective, they are eligible for a grade no higher than PASS. See Competency Assessment Policy for more information.
Narrative Feedback

The Selective Final Grade Form will be completed by the Clinical 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 Clinical Director. The Clinical 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 clerkship. 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 Clinical Director or Associate Dean of Student Affairs.

Required Student Evaluation

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

If the student does not complete the required evaluations within one week after the end of the clerkship, the student will be required to submit the missing evaluation data in narrative form within the second week after the Selective.

- Once the student has successfully submitted their evaluation in narrative form within the second week after the selective the student will have successfully demonstrated meeting expectations in Professionalism.
- If the student has not successfully submitted their evaluation in narrative form within the second week after the selective the student will be considered as having not met expectations and the Level 1 rating for the EPO targeting giving and receiving constructive feedback, will be automatically assigned resulting in a final grade of no higher than Pass.

For more information, see the Course and Faculty Evaluation by Student Policy.
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 clerkship rotations, such as syllabi, site information, maps, links, etc. will be attached as handouts to each clerkship “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 clerkship rotation schedules, you can view these schedules, as organized by the Clerkships 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 clerkship 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 clerkship didactic sessions, similar to how your blocks were organized in the MS2 year.

Clerkship rotation scheduling will look different in one45, as you will all be on separate clerkship rotations. This rotation schedule will appear to you as a week-by-week lineup of clerkship rotations, rather than “hour by hour”, because the actual hours you spend at your clerkship 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 Clinical Director or included in the student evaluation of the Selective.
- The Professionalism Conduct Comment Form is an additional mechanism for students to report any concerns, including those about supervision, and it exists across the four-year curriculum. This mechanism ensures anonymity and is collected directly by the Professional Resource Office. This form may be submitted either online or in hard copy to the comment box located on the main floor of the Health Sciences Education Building.

COM-P is committed to creating and maintaining an environment free of discrimination, harassment and retaliation that is unlawful or prohibited by university policy. Please see the Mistreatment of Medical Students Policy, the Anti-Harassment and Nondiscrimination Policy and the Professionalism Policy for additional information. In addition, professional attributes are expected of all students. These attributes are within the Teacher Learner Compact.

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.

Beth Schermer  
602-549-9847  
schermer@email.arizona.edu

Rosemarie Christofolo  
480-862-4963  
rchristofolo@email.arizona.edu