

Core Sub-Internship Selective Syllabus

Academic Year 2026-2027

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Section A – Core Sub-Internship (Sub-I) Selective Curriculum

Selective Information

General Selective Information and Contacts

Credit Hours	4
Course Code	841
Selective Length	4 weeks
Selective Website and Contacts	Core Sub-Internship Selective Website and Contacts
Selective-Specific Resources	OASIS , Elentra , Box , Panopto
Clinical Sites	For a list and description of selective sites, please see: Course Catalog
Prerequisites	All students must successfully pass all pre-selective courses* to progress to the fourth year. Link to policy: Enrollment, Progression and Grading for Pre-Clerkships (Foundational) Policy
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Selective Program Coordinator: Vanessa Ramirez 	Office Phone: 602-827-2892 UArizona Email: vanessaramirez@arizona.edu Office Location: Health Sciences Education Building (HSEB), 512E 435 N 5 th St. Phoenix, AZ 85004

Course* = Any component of the curriculum where a grade is earned.

Selective Description

The Core Sub-Internship selective utilizes a variety of 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. [Core Sub-Internship Rotations Policy](#)

Selective Learning Objectives

Each Core Sub-Internship Selective objective listed below has been mapped with relevant competencies, i.e., patient care and procedural skills, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, and systems-based practice and is available within [Elentra](#).

1. Perform and document complete histories and physical examinations and interpret diagnostic data to develop differential diagnoses and management plans.
2. Present concise, accurate, and organized patient summaries and management plans during daily rounds.
3. Apply management principles for common disorders within the core discipline, including procedural or operative care when indicated.
4. Demonstrate sensitivity, empathy, and honesty toward patient and family concerns regarding illness, treatment, complications, and quality of life.
5. Collaborate respectfully with consulting and interprofessional team members to support coordinated patient care.
6. Provide accurate, concise, and complete sign-out to ensure safe transitions of patient care.
7. Participate in procedures and assist in obtaining informed consent under appropriate supervision.
8. Apply systems-based knowledge to coordinate safe, equitable, and patient-centered discharge planning.
9. Apply knowledge of post-discharge needs including home health services, durable medical equipment, and medication management.
10. Identify appropriate discharge settings and resources based on patient needs and level of care required.
11. Accurately complete documentation required for transitions of care including transfer and discharge summaries.

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 use [Formsite](#). Excused absences will be remediated as deemed appropriate by the selective director. [Years 3 and 4 Coursework and Examination Absence Policy](#)

- I. The sub-internship is a rigorous learning experience designed to mirror the responsibilities of an intern, including all-hours patient care in a variety of clinical settings. On average residents and students should have at least one day off a week, four days off per month. Students work an average of 22 shifts during the rotation and need to remain in compliance with the [Duty Hours Policy](#). Students will observe the holiday schedule of the sponsoring clinical institution.
- II. It is the student's responsibility to make up any clinical shifts they may miss (e.g. interviews or illness) and to notify the Selective Program Coordinator and Core Sub-Internship Director immediately if their schedule will not allow them to complete the required shifts during the block.
 - A. Remediation could take place outside the block. In the case of exceeding the four days of allotted time off for the month, remediation may take place in a setting/field different from the original rotation. Students are not allowed to make up clinical shifts in other patient care blocks, and will need to utilize discretionary time, or time in PPD4 (with approval).
- III. Case-Based Activities: attendance is mandatory. If students are unable to attend any of the Case-Based Activities, best effort needs to be made to notify the Selective Program Coordinator and Core Sub-Internship Director before the absence occurs. Refer to the individual schedule in [Elentra](#) for exact dates and room numbers. Additionally, if more than two of the Case-Based Activities (simulation or didactics) are missed they will need to be made up in a future block, with subsequent blocks being preferred. The grade will remain incomplete until all required coursework is completed. An unexcused absence from the selective Case-Based Activities may result in failure of the course, if not remediated. See the [Years 3 and 4 Coursework and Examination Absence Policy](#) for details.
- IV. If a student is off cycle or unable to complete any of the required activities due to being at a rural site, they will need to alert the Core Sub-Internship director and Selective Coordinator to coordinate remediation of these mandatory experiences.

Required/Recommended Reading and Resources

Readings for case-based activities must be completed prior to the applicable didactic session and will be posted in [Elentra](#). A detailed email will be sent the week before each block detailing meeting date, time, location, daily schedule, topics of instruction and links to preparation materials. All preparation materials are also located in a Box link emailed to the individual student.

Additional readings may be required by the individual sub-internship rotations. Refer to the specific course description in the [Course Catalog](#).

Didactic/Interactive Learning/Simulation Sessions

Case Based Activities Schedule	Time*
Virtual Orientation and Transitions of Care Didactics	Half Day typically first Tuesday afternoon
In-Person Half-Day Simulations and Half-Day Wellness	Full Day typically third Tuesday or Wednesday,

*Dates and time of these required sessions are subject to change and will be available to view in [Elentra](#).

Case-Based Activities	Location of Activities
In-Class Discharge Planning Exercise	Virtual Didactic
Social Determinants of Health In-Class Application to Simulated Patients Exercise	Virtual Didactic
Discharge Summary Evaluation and Improvement	Virtual Didactic
Patient Handoff Simulation	Virtual Didactic
Clinical Scenario Simulation #1	Simulation Lab
Clinical Scenario Simulation #2	Simulation Lab
Clinical Scenario Simulation #3	Simulation Lab
Practice writing a Write a Cross Cover Note	Simulation Lab
Call In a Consult	Simulation Lab

Required Activities
Complete 22 clinical shifts, a minimum of 4 must be extended/after hours or night call shifts
Complete at least 7 of the Case-Based Activities (outlined above)
Log Duty Hours and Submit Call Logs by the end of the rotation
All absences are remediated and in compliance with the Years 3 and 4 Coursework and Examination Absence Policy

Note:

- All attempts will be made for students on family medicine and pediatrics Core Sub-internship to participate in the pediatric simulation curriculum if there are ≥ 3 family medicine and pediatric students total for that block. If there are not > 3 students required to run the curriculum, they will participate in the adult simulation curriculum.
- Students on all other Core Sub-internships will participate in the adult simulation curriculum.
- Additional didactics may be required by the individual sub-internship rotations.

Release From Duty for Didactics and Simulation/Wellness Sessions

- Students should be released from clinical duty no later than 11:30pm the day before any Case- Based Activity session (simulation or didactics) if they are on nights/call, in order to provide at least eight (8) hours from the time the student leaves the hospital in the evening to when they report again.

- Students are excused from all morning/rounding patient care responsibilities on the simulation/wellness day.
- Students may be assigned clinical duties after 5:00pm on a Case-Based Activities day (extended duty hours or overnight shifts) as long as the clinical assignments do not create a duty hour violation.
- Site Directors are made aware of the student's absence to participate in Case-Based Activities; however, it is strongly recommended that students speak with the attending faculty in addition to the resident team, if applicable regarding their excused absence.

Observable Learning Activities

- Perform and document complete histories and physical examinations and interpret diagnostic data to develop differential diagnoses and management plans via review of notes and patient presentations.
- Apply systems-based knowledge to coordinate safe, equitable, and patient-centered discharge planning in a case based activities session and while caring for patients in the hospital.
- Apply practical knowledge of post-discharge needs including home health services, durable medical equipment, and medication management to simulated patients and apply to patients cared for in the hospital setting.
- Identify appropriate discharge settings and resources based on patient needs and level of care required, first in a simulated session and then practical applications while caring for patients in the clinical setting.
- Accurately complete documentation required for transitions of care including hand-offs and discharge summaries
- Students will maintain a high level of professionalism and participation in all experiences in this course

Professionalism Expectations

The sub-internship is the opportunity for a student to demonstrate behavioral skills expected of an intern, therefore, students will be held to a high professionalism standard.

In accordance with the [Years 3 and 4 Coursework and Examination Absence Policy](#) all absences need to be remediated and need to have a submitted absence request and notification of the Site Director and Core Sub-Internship Director.

Behavior*	Consequence
Unexcused Absence A "no call/no show" absence is considered an unexcused absence and will be treated as an act of unprofessional behavior.	Documentation of the unexcused absence will be included in the student's final assessment and result in a grade no higher than Pass in accordance with the Years 3 and 4 Coursework and Examination Absence Policy
Submission of Absence Request*	Formative Level 1
Failure to Notify Site Director and Core Sub-Internship Director of Absence*	Formative Level 1
Failure to Satisfactorily Complete and Submit Call Logs and Duty Hours	Refer to Section B. Grade is Incomplete until assignments are completed Assignment of Formative vs. Summative Level 1 is based on delay in submission.**

*Extenuating circumstances will be considered according to the [Years 3 and 4 Coursework and Examination Absence Policy](#)

**In addition to a Summative Level 1, the student could be ineligible for Honors in the course

Selective Specific Assessment Process

Mid-Selective Formative Assessment

Assessment is the mechanism used to measure progress in learning over a given time. Faculty and residents engaged in student teaching and supervision will provide real time formative feedback in a variety of formats (e.g. review of progress notes, H&P, direct observation forms, informal verbal feedback, and/or written narratives) that may be communicated in writing or verbally. The purpose of this feedback is to identify strengths and opportunities for improvement. Students are instructed to request formative feedback during their work with each faculty member.

Please refer to Formative Assessment in Section B for directions on how to proceed if at any point during the selective the student is at risk of not meeting expectations in more than one of the Educational Program Objectives (EPOs).

Summative Clinical Assessment

Significant interaction in the Core Sub-Internship selective is defined as having spent a minimum of four shifts with the student. Attending physicians (with faculty title) can complete an end-of-rotation (EOR) assessment form. One EOR assessment is required per block per student and Site Directors (or their COM-P Faculty designee) are instructed to solicit and include collaborative feedback from the faculty and housestaff that the student worked with during the block to ensure the student's feedback and assessment is as comprehensive as possible.

When only a single faculty member has been assigned to work with a student, this faculty member must provide the assessment for the student. The selective EOR assessment form is distributed through [Elentra](#).

The selective EOR assessment does not have a numerical clinical score, the faculty are asked to assess the students in the EPOs on a "does not meet expectations", "almost meets expectations", "meets expectations", or "exceeds expectations." The faculty will assign the overall clinical grade, remembering we use a four-tier grading system (Honors, High Pass, Pass, and Fail).

For the purpose of assessment in this selective, an individual EPO rating of "Almost Meets Expectations" (previously a "Level 1.5") will not trigger the ramifications or follow up. Regardless of overall clinical grade assignment, if a student has ≥ 2 "Does Not Meet Expectations" (previously a "Level 1") for the EPOs on the EOR assessment, it will result in failure of the course and further downstream consequences in accordance with the [Competency Assessment Policy](#).

Final Grade Determination

Final grade determinations will be made using the table below:

CLINICAL GRADE	REQUIRED ACTIVITIES	FINAL GRADE
Honors	Complete	Honors*
High Pass	Complete	High Pass*
Pass	Complete	Pass
Honors or High Pass or Pass	Any of the Required Activities Unremediated and Incomplete**	Fail
Fail	Complete or Incomplete	Fail
H/HP/Pass with $\geq$ two "Does Not Meet Expectations"	Complete or Incomplete	Fail

*The student is ineligible for a grade higher than Pass if they have an unexcused absence. The student is ineligible for Honors if they receive a Summative Level 1.

**The grade will remain incomplete until all required activities are completed, if any of the required activities remains incomplete after time has expired this will result in failure of the course. Refer to Section B for further details and [Years 3 and 4 Coursework and Examination Absence Policy](#).

Section B – Selective Policy and Resources

General Information

Prerequisites: All students must successfully pass all 3rd Year courses* to progress to the 4th Year. Link to policy: [Years 3 & 4 Credit Requirement Policy](#)

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](#).

Learning Environment Office

The [Learning Environment Office](#) (LEO) provides guidance, support, and information to students on professionalism issues and challenges they may face in the learning environment. The 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.

- Have a question or are unsure how the LEO process works, call or text (602) 827-2328.
- Professionalism concerns may be reported directly to the course* director, the LEO liaisons or in the student evaluations of the clerkship, site, and faculty, which links to the LEO form.
- The [Learning Environment Feedback Form](#) is an online mechanism for students to report any concerns, including those about supervision, across the four-year curriculum. This mechanism ensures confidentiality and is collected directly by the LEO and allows the student to track their report through the process to action.
- A professionalism lanyard card with a LEO QR code for direct, real-time reporting of exemplary examples of professionalism or concerning professionalism/mistreatment behaviors has been distributed to each student.



The University of Arizona College of Medicine – Phoenix (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](#) and [Anti-Harassment and Nondiscrimination 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 Learning Environment Office can be 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 COM-P educational program objectives can be accessed in the [Educational Program Objectives Policy](#) and requires dissemination as noted in the [Orientation to EPOs and Curricular Unit Objectives Policy](#).

In addition to EPOs, the selective objectives are closely tied to student learning outcomes. COM-P measures these outcomes both quantitatively (via National Board of Medical Examiners [NBME] shelf exams) and qualitatively (via behavioral competency assessments).

Attendance Requirements

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

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 dean, student affairs/or designee. Please see links to the following policies:

- [Years 3 and 4 Coursework and Examination Policy](#)
- [Leave of Absence and Withdrawal from Medical School Policy](#)

Assessment Process Additional Information

Formative Assessments

Any significant deficiencies or concerns should be communicated by the faculty to the Core Sub-Internship Selective Director 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 selective, 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 a “does not meet expectations” on an EPO. The Core Sub-Internship Selective Director maintains the ability to assign a summative Level 1 for an egregious action even late in a selective.

Summative Assessment

COM-P has internal deadlines for the summative assessment forms to ensure the LCME 6-week requirement is met. The EOR form is to be completed by the faculty within two weeks of the rotation ending. This will allow for selective directors to complete the final grades as close to the four-week mark as possible. All EOR assessment forms and the selective final grade form can be viewed by students in [Elentra](#) six weeks after the end of the selective according to the [Final Grades Reporting Timeline Policy](#).

What to do if an assessor is not listed in Elentra or MyTIPReport

Contact the COM-P coordinator, (PBC-Evaluation@arizona.edu) and selective director.

Conflict of Interest

It should be noted that faculty at the COM-P 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 selective grade will be determined by the selective director via the combined holistic assessment of clinical knowledge and skills assigned by the expert Site Director (or their COM-P faculty designee) and completion of all “required activities” for the course, 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 four categories: Honors, High Pass, Pass, or Fail (H, HP, P, F). Details regarding grading in the selective are included in the [Grading and Progression for Clerkships and Selectives Policy](#).

Calculating the Final Grade

See the selective specific portion of the syllabus.

Narrative Feedback

The selective final grade form includes two separate areas which include narrative feedback. The first area includes formative comments from the EOR forms, the second includes formalized summative comments which will be included in the Dean’s Letter (Medical Student Performance Evaluation [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

discretion to include or not include comments based on their interpretation of which best summarize the student's performance over the entirety of the selective. Students are not permitted to select 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 or final grade may be addressed by submission of a [grade appeal](#) (see the [Student Progress Committee Procedures and Process for Dismissal Policy](#) for more information).

Required Student Evaluation

Assigned student evaluation of the selective sites, faculty, and curriculum 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 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. The Office of Assessments and Evaluation will track this and report to the Office of Student Affairs..

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

Deadline Compliance

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

1. Duty hour logging is due at the end of the rotation or by **Sunday at 11:59pm** See the [Duty Hours Policy](#) for specifics regarding duty hour limits, documentation of hours, and a FAQ section.
2. Required call logs submission is due at the end of the rotation by **Sunday at 11:59pm**.

NOTE

- **A formative Level 1** will be given if the duty hour, call log or Px/Dx log requirement is not completed by the end of the rotation **Sunday at 11:59pm**. The student will have until Tuesday at 11:59pm following the conclusion of the selective to remediate the duty hour, call log submission, or Px/Dx logging requirement. All logs must be completed accurately.
 - **A summative Level 1** will be given for any failure to properly complete the duty hour, call log, or Px/Dx log requirement by **Tuesday at 11:59pm** following the completion of the selective. **A grade of Incomplete** will be given until requirements are met. All logs must be completed accurately.
 - The Level 1 will be on a single professionalism EPO related to accountability. Compliance with these deadlines will be determined by the Office of Clinical Curriculum (OCC) and reported to the Office of Assessment and Evaluation.
 - 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](#).
3. Completion of the mid-selective feedback forms (PRIME+) (see the [Competency Assessment Policy](#)).
 4. Completion of assigned site, faculty, and end of the selective evaluations (see the [Assessment and Evaluation of Students, Faculty and Curriculum Policy](#)).

Additional Resources

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, 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 [COM-P 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 COM-P identification to allow easy access to healthcare information while at instructional sites. All information is accessible on the wellness website at <https://phoenixmed.arizona.edu/wellness>.

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

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](#).

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 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*. This may be reflected in the student's overall assessment (grade). Students who are unable or unwilling to utilize their personal mobile device while in their clinical rotation should reach out to the dean, student affairs/or designee to discuss alternatives.

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.

Elentra: Curriculum Management System

Elentra is the curricular management system used to manage evaluations, EOR assessments, final grade forms, and to access learning materials and schedules. General information about the selective rotations, such as syllabi, site information, learning objectives, materials for didactic sessions, links, etc. will be attached as handouts to each selective “course” under handouts and links within Elentra. Elentra can be accessed at the web address: [Elentra](#)

Assessments are collected via Elentra, and automatic emails are sent to attendings with instructions and reminders to complete. A list of pending and completed assessments can be reviewed in Elentra, 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

COM-P 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](#)

Course Catalog

The Course Catalog provides course descriptions, location, first day reporting, and contact information for site directors and site coordinators. Students should utilize this resource at least two weeks prior to the start of a rotation for site instructions and expectation. The Course Catalog can be accessed on the web address: [Course Catalog](#)

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.

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.

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 [Code of Conduct and Procedures for the Honor Code](#) Committee.

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 is considered a form of plagiarism

and therefore a breach of Academic Integrity. Students are advised to review assignment instructions for specific guidelines concerning the use of generative AI.

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>