Core Sub-Internship Selective Syllabus  
Academic Year 2021-2022  
CC Approved 03/09/2021

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Section A – Core Sub-Internship Selective Curriculum

General Selective Information

Credit Hours: 4

Course Code: 840

Prerequisites: All students must successfully pass all pre-Selective curricular elements in order to progress to the third year. Link to policy: Enrollment, Sequencing and Grading for Pre-Clerkships Policy

Selective Length: 4 weeks
Selective Website: Selective Resources: Oasis, One45, Box, Panopto

Selective Contacts

Selective Director Name: Kendall Novoa-Takara, MD

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

For a list and description of the Selective sites, please see the following site: Selective Resources

Selective 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. Prepare patients for discharge by identifying and addressing barriers to health care (social determinants of health)

9. Learn about ordering long term central venous access for infusions/dialysis, home health services, durable medical equipment, discharge medications (including narcotics and medications requiring prior authorization)

10. Become familiar with options for discharge for a patient whose needs cannot be met at home: acute rehab, SNF, etc.

11. Demonstrate knowledge of documents used in transitions of care: cross cover notes, transfer notes, 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. Please see section B for UArizona College of Medicine – Phoenix attendance policies.

1. The sub-intern’s schedule should mirror a typical resident schedule on that service. On average residents and students should have at least one day off a week. Students may work as many as 24 shifts during the rotation (as long as Duty Hours Policy is followed). Students should not expect to have weekends off.

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

3. Students will observe the holiday schedule of the institutions of their rotations. Students may be assigned patient duty on a holiday and will be expected to report for duty. The Sub-
Internship is an in-patient rotation and is designed to mirror the responsibilities of internship and residency, which includes all-hours patient care.

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

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

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation and Didactics</td>
<td>First Tuesday, 1:00-5:00 p.m.</td>
</tr>
<tr>
<td>Academic Half-Day Simulations</td>
<td>Third Tuesday, 1:00-5:00 p.m.</td>
</tr>
</tbody>
</table>

**Required/Suggested Reading and Resources**

1. Readings for Academic Half-Days must be completed prior to the applicable didactic session and will be posted in one45. A detailed email will be sent the week before each session detailing meeting date, time, location, daily schedule, topics of instruction and links to preparation materials. All preparation material is also located in one45.

2. Dependent on individual rotation. Refer to the course description in the Electives Catalog.

**Didactic/Interactive Learning/Simulations Sessions**

Statement of Copyrighted Materials: All lecture notes, lectures, study guides and other course materials (besides the required reading) disseminated by the instructor to the students, whether in class or online, are original materials and reflect the intellectual property of the instructor or author of those works. All readings, study guides, lecture notes and handouts are intended for individual use by students. You may not distribute or reproduce these materials for commercial purposes without the express consent of the instructor. Students who sell or distribute these materials for any use other than their own are in violation of the Arizona Board of Regents Intellectual Property Policy (Available at Arizona Board of Regents Intellectual Property Policy) Violations of the instructors copyright may result in course sanctions and violate the Code of Academic Integrity.

**Session 1 - First or second Tuesday (varies by block)**

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

**Session 2 - Second or third Tuesday (varies by block)**

1. Students on family medicine and pediatrics will participate in the Pediatric simulation curriculum
2. Students on other core sub internships will participate in the adult perioperative simulation curriculum
3. If there are insufficient number of students on pediatrics and family medicine to run the simulation curriculum, these students will participate in the adult curriculum

Additional didactics may be required by the individual sub internship rotations.
Required Clinical Experiences: Procedures and Diagnosis Log (Px/Dx)

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

On-call logs will be completed and submitted for the required calls. 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 the call was completed successfully. Failure to successfully complete the four call shifts and submission of accompanying logs by 16:00 hours on the last Friday of the rotation, will result in failure of the course.

Observable Learning Activities/Other Requirements

Non-Clinical Score/Grade:

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

Students will submit one discharge summary, one observed handoff, transfer note, and a social determinants of health patient write up which will be graded. Is there a link where students can see how to make each of these documents effective/efficient? Should a failing mark be received on any of the above the student may have another one graded and submit their best score. These exercises must be graded by the approved faculty (attending or senior resident). If an alternative experience is required the student should coordinate with the Selective Director. All forms must be submitted by the student to the Selectives Program Coordinator by the assigned deadline (typically 24 hours before the simulation). No late submissions are allowed unless prior arrangements have been made with the Selectives Program Coordinator. Failure to submit the forms by the due date will result in 0 points for the specified activity.

Simulations: In general, simulations on a given subject last one hour. Students will go through the simulation, receive feedback immediately, and then go through a second simulation related to that topic. Some simulations may be coupled with other exercises, such as writing a cross cover note.

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.
<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>Social Determinants of Health in Class exercise</td>
<td>5 points</td>
</tr>
<tr>
<td>Social Determinants of Health Patient Write Up</td>
<td>5 points</td>
</tr>
<tr>
<td>Discharge planning exercise</td>
<td>10 points</td>
</tr>
<tr>
<td>Observed Patient Handoff</td>
<td>10 points</td>
</tr>
<tr>
<td>In Class Patient Handoff</td>
<td>10 points</td>
</tr>
<tr>
<td>Simulation prep (quizzes or worksheets)</td>
<td>15 points</td>
</tr>
<tr>
<td>Simulation #1</td>
<td>20 points</td>
</tr>
<tr>
<td>Simulation #2</td>
<td>20 points</td>
</tr>
<tr>
<td>Simulation #3</td>
<td>10 points</td>
</tr>
<tr>
<td>Write a transfer note</td>
<td>11 points</td>
</tr>
<tr>
<td>Write a cross cover note</td>
<td>9 points</td>
</tr>
<tr>
<td>Call in a consult</td>
<td>7 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>152 points</strong></td>
</tr>
</tbody>
</table>

**Selective Specific Assessment Process**

**Mid-Selective Formative Assessment**

Throughout the selective, faculty and residents engaged in student teaching and supervision will provide formative feedback in a variety of formats (e.g. review of progress notes, H&P, direct observation forms, informal verbal feedback and written narratives, etc.) that may be communicated in writing or verbally. The purpose of this feedback is to identify strengths and opportunities for improvement. There is no formal mid-selective formative assessment required.

Any significant deficiencies or concern should be communicated to the Selective and/or Site Director with written documentation that the feedback has been provided to the student. In the event that deficiencies or problematic issues are noted late in the selective, timely feedback will be given by an assessor (Site Director, attending, Selective Director or resident) to offer the student the opportunity to improve, and ideally should have occurred prior to assigning a score of a “Does not meet expectations” on an Educational Program Objective (EPO). Selective Director maintains the ability to assign a summative level 1 for an egregious action even late in selective.

**Summative Clinical Assessment/Clinical Grade**

Attending physicians who have their faculty title can complete an end of rotation assessment form. In the instance that only one end-of-rotation assessment is submitted, it will be a collaborative assessment from the preceptors who had significant interaction (typically one week) with the student. 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 end of rotation assessment form is distributed through one45. The Selective end of rotation 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”, “Exceeds expectations”. The faculty will then
place the overall grade at the bottom of the form, remembering we use a four-tier grading system (Honors, High Pass, Pass, and Fail).

**Calculating the Final Grade**

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

<table>
<thead>
<tr>
<th>CLINICAL GRADE</th>
<th>NON-CLINICAL GRADE</th>
<th>FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>Pass</td>
<td>Honors</td>
</tr>
<tr>
<td>High Pass</td>
<td>Pass</td>
<td>High Pass</td>
</tr>
<tr>
<td>Pass</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>Honors or High 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 grade or non-clinical grade is fail, OR
2. Receive a “does not meet” on two or more different EPOs*, OR
3. Achievement of a score of less than 70 % from the “Non-Clinical” / Required

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

**Section B – Selective Policy and Resources**

**General Information**

Prerequisites: All students must successfully pass all 3rd Year curricular elements in order to progress to the fourth year. Link to policy: Credit Requirement Years 3 and 4 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.

**Professionalism Resource**

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

- Professionalism concerns may be reported directly to the Selective Director, the PRO liaisons or in the student evaluations of the selective, 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 Professional Resource Office.

UAirzona 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.

Beth Schermer and Rosemarie Christofolo are the liaisons for the Professional Resource Office. They can be reached by telephone, text or email.

Beth Schermer  Rosemarie Christofolo
602-549-9847  480-862-4963
schermer@email.arizona.edu  rchristofolo@email.arizona.edu

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 University of Arizona, 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 selective objectives are closely tied to student learning outcomes. UArizona College of Medicine - Phoenix measures these outcomes both quantitatively (via 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 Associate Dean for Student Affairs. Please link to the following policies:

- Attendance and Absence Years 3 and 4 Policy
- Leave of Absence Policy
- Attendance Expectations and Absence Reporting Requirements Policy

Required Clinical Experiences: Procedures and Diagnosis (Px/Dx) log (Only Applicable to Critical Care)

UAirzona College of Medicine - Phoenix in accordance with the Core Clinical Skills Observation Policy, monitors and tracks the types of patients and clinical conditions that medical students must
encounter, so as to remedy any identified gaps in patients, procedures, or diagnoses across clinical sites. Details of supervision expectations for student clinical encounters can be reviewed in the Faculty Supervision of Medical Students in Clinical Learning Situations Policy and the Faculty Supervision of Sensitive Physical Examination Policy. Procedures and clinical conditions will be recorded in the student’s Px/Dx log and reviewed with the site or Selective Director at the mid-selective and end of selective review.

Across the fourth year, students must encounter the following clinical conditions, diagnoses, and procedures at the indicated level of student responsibility. The standardized levels of student responsibility include the following:

1. **Observe and Discuss**: this includes observing the key elements of care (eg physical exam, procedure, etc) as they are performed by another member of the team and discussing the case, condition, and relevant clinical aspects with the team.

2. **Actively Participate in Care**: this includes Observing and Discussing, but also indicates increased active responsibility for the patient, such as performing a physical exam and workup, entering progress notes or history and physicals (H&Ps), presenting the patient on rounds, scrubbing into a case, and/or counseling or discussing prevention with the patient.

3. **Perform Procedure**: this includes Actively Participate in Care and is additionally defined as the student performing the procedure with supervision.

To best prepare you for your future career in medicine, the following scaffolding outlines for the minimum understanding of each Dx and each Px. In the spirit of self-directed learning, your approach to mastery of each component is up to you.

**List for each Px:**

1. Explain the anatomy and pathophysiology related to the Px
2. Define relevant pharmacology to the Px
3. Summarize the informed consent process (including risks, benefits, indications and alternatives) for the Px
4. Compare associated imaging modalities for the Px
5. Analyze potential complications and prevention or management strategies for the Px
6. Understand post procedural care, patient education and anticipatory guidance for the Px
7. THEME: Reflect upon the assigned theme objective related to Px

**List for each Dx:**

1. Define the key epidemiological characteristics of Dx
2. List the risk factors for acquiring Dx
3. Describe the pathophysiology of Dx
4. Create a differential diagnosis algorithm for Dx
5. Develop and initiate an effective treatment plan for Dx
6. Obtain a relevant history and physical examination for Dx
7. THEME: Reflect upon the assigned theme objective related to each Dx
Alternative Experiences

If the student does not encounter all the required clinical experiences as listed on the Integrated Px/Dx link and detailed in each selective’s syllabus, the student will remedy the deficiency by completing the alternative experience with the appropriate Selective Director, utilizing the process outlined in the selective specific portion of the syllabus.

Assessment Process

Formative Assessments

Throughout the Selective, 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 verbal feedback and written 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 selective specific section of each syllabus.

Any significant deficiencies or concerns should be communicated by the faculty to the Selective and/or Site Director with written documentation that the feedback has been provided to the student. In the event that deficiencies or problematic issues are noted late in the selective, timely feedback will be given by an assessor 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. Selective Director maintains the ability to assign a summative level 1 for an egregious action even late in selective.

Summative Assessment

UArizona College of Medicine - Phoenix has internal deadlines for the summative assessment forms in order to ensure the LCME 6-week requirement is met. The end of rotation forms are 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 end-of-rotation assessment forms and the selective final grade form can be viewed by students in one45 six (6) weeks after the end of the selective according to the Final Grades Reporting Timeline Policy in accordance with the LCME.

What to do if an assessor is not listed in one45 or MyTip

Contact UA coordinator, (PBC-Evaluation@email.arizona.edu) and Selective Director.

Conflict of Interest

It should be noted that faculty at UArizona 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 Selective grade will be determined by the Selective Director using the composite score (comprised of clinical score, exam score, “other” score) and additional criteria for grading approved by the Curriculum Committee (explained further in the “calculating the final grade” section below). The final selective grade will be divided into five categories: Honors, High Pass, Pass, Incomplete, or Fail (H, HP, P, I, F). Details regarding grading in the selective are included in the Grading and Progression for Electives and Selectives Policy.

* Each component of the grade, including the composite score, will be rounded to the hundredths place except for the NBME shelf exam, which is a round number.

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 End of Rotation forms, the second includes formalized summative comments which will be included in the Dean’s Letter (MSPE). The summative final comments are generally not a direct cut and paste but rather a sample summary determined by the Selective Director. The Selective Director has the right to include or not include comments based on their interpretation of which comments best summarize the student’s performance over the entirety of the selective. Students are not permitted to 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 may be addressed to the Selective Director, Associate Dean Clinical and Competency Based Education or Associate Dean of Student Affairs (see the Student Progress Policy for more information).

Required Student Evaluation

Assigned student evaluation of the selective, sites, and didactics 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 Selective Director.

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 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 Procedure/Diagnosis (Px/Dx) logging 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 or Px/Dx log requirement is not completed by **Sunday at 11:59pm**. The student will have until Tuesday at 11:59pm following the conclusion of the selective to remediate the duty hour or Px/Dx logging requirement. All logs must be completed accurately with the date of the encounter within the date range of the selective.

- **A summative Level 1** will be given for any failure to properly complete the duty hour or Px/Dx log requirement by **Tuesday at 11:59pm**. **A grade of Incomplete** will be given until requirements are met. All logs must be completed accurately with the date of the encounter within the date range of the selective.

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

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

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. Keep in mind that 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 regarding housing 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@email.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 UArizona 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 UArizona College of Medicine - Phoenix identification in order to allow easy access to healthcare information while at instructional sites. All information is also accessible on the wellness website at wellness.arizona.edu.

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

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

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](#).
UArizona 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 hours 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 selectives. A pager will be assigned to the student and must be returned prior to their commencement from the College.

Accessibility and Accommodations

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 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 one45. one45 can be accessed at the web address: One45

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 use Oasis to log observed Px/Dx at clinical sites. Students are able to use their smartphones to make log entries on-the-go, if allowed by site policy where the student is rotating.

OASIS: Course Schedule

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]

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