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General Selective Information

Credit Hours: 4
Course Code: 840, 850A, 850B, 851B

Prerequisites: All students must successfully pass all 3rd Year curricular elements in order to progress to the fourth year. Link to policy: https://phoenixmed.arizona.edu/policy/credit-requirement-years-3-and-4-policy

Selective Length: 4 weeks
Selective Website: Core Sub-Internship Rotations Policy
Selective Resources: Oasis, One45

Selective Contacts

Selective Director Name: Kendall Novoa-Takara, MD

Email: knovoatakara@email.arizona.edu
Office Location: HSEB B-556

Course Description

The Core Sub-I 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
Dignity Health St. Joseph’s Hospital and Medical Center
HonorHealth Scottsdale Osborn Medical Center
HonorHealth Scottsdale Thompson Peak
Mayo Clinic Hospital
Phoenix Children’s Hospital
Vallewise Health Medical Center
* Ancillary sites for supplemental educational experiences may be assigned per selective

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.

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

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

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

- Rosemarie Christofolo
  - 480-862-4963
  - 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 EPO’s, the selective objectives are closely tied to student learning outcomes. COM-P measures these outcomes both quantitatively (via NBME shelf exams) and qualitatively (via behavioral competency assessments).
Selective Specific Learning Objectives

Each Core Sub-I 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 by assisting in coordination of care for the patients to facilitate safe and timely discharge.

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 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 see the:

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

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. **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, 1:30-5:00 p.m.</td>
</tr>
<tr>
<td>Academic Half-Day Simulations</td>
<td>Third Tuesday, 1:30-5:30 p.m.</td>
</tr>
</tbody>
</table>

**Required/Suggested Reading**

Required:

1. Readings and videos 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.

**Didactic/Interactive Learning/Simulations Sessions (Schedule)**

**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 and Social Determinants of Health.

**Session 2 (second or third Tuesday depending on 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
4. All students will complete the ILM on cross cover notes before the simulation
5. Students will write a cross cover note on a designated simulation which will be graded by the faculty facilitator

Additional didactics may be required by the individual sub internship rotations.
Required Clinical Experience Logs (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 call was completed successfully. Failure to successfully complete the four call shifts and submission of accompanying logs by 1600 hours on the last Friday of the rotation, will result in failure of the course.

Assessment and Evaluation Process

Formative Assessments

Throughout the selective, faculty (including Nurse Practitioners and Physician Assistants with faculty title), 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 in writing or verbally. The purpose of this feedback is to identify strengths and opportunities for improvement.

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 to offer the student the opportunity to improve, and ideally should have occurred prior to assigning a score of <2.0 on an EPO. Selective Director maintains the ability to assign a summative level 1 for an egregious action even late in selective.

Summative Assessment

The University of Arizona - COM-P has internal deadlines for the summative assessment forms in order to make sure 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 the 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 will be available to 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.

End of Rotation Assessment

The course director at the site (example MIDP 840A, MIDP 840C, etc.) will assign the evaluator for the rotation. The course director 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 to select their evaluator, this is at the discretion of the course director at the site. 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.

Significant Interaction on Core Sub-I Selective is defined as above. 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 with the student. Where only a single faculty member has been assigned to work with a student, this faculty member will provide the assessment for the student. The selective end of rotation assessment form is distributed through One45. Residents may provide comments on the student’s performance during the rotation but are not permitted to complete the end of rotation assessment.

What to do if an assessor is not listed in One45

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

Conflict of Interest

It should be noted that faculty at 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 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 selectives are included in the Grading and Progression for Clerkships 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 (100 - 144 points) = Pass
< 69 percent (< 99 points) = Fail
### Observable Learning Activities/Other Score

<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</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 #1</td>
<td>25 points</td>
</tr>
<tr>
<td>Simulation #2</td>
<td>25 points</td>
</tr>
<tr>
<td>Simulation #3</td>
<td>25 points</td>
</tr>
<tr>
<td>Cross cover note assignment</td>
<td>9 points</td>
</tr>
</tbody>
</table>

- Students will submit one discharge summary, one observed handoff, and a social determinants of health patient write up which will be graded; should a failing mark be received on any of the above the student may have another one graded and submit their best score. These three exercises must be graded by the approved faculty (attending or senior resident). All forms must be submitted by the student to the Selectives Program Coordinator at the simulation exercise. 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: 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. During the simulation afternoon, students will write a cross cover note on a designated encounter which will be graded by simulation faculty.

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.

### 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.
The student fails the selective if any of the following occur:

1. The clinical score is < 2.0, OR
2. Receive a final level 1 on two or more different EPOs*
3. Achievement of a score of less than 69% from the “OTHER” / Required Activities (non-clinical), OR
4. Achievement of a total composite score of Fail
5. A minimum of four calls are not completed by the last Friday of the rotation and logged by 1600 hour on the same Friday*

* Exceptions to the call requirements may be considered for extenuating circumstances when discussed in advance, or as soon as feasible for emergency situations, in consultation with the Selective Director and Associate Dean, Student Affairs. A grade of incomplete may be given until the requirements are successfully completed.

Incomplete Grade:

A grade of Incomplete will be awarded if the student has not completed the required course activities by the course end date. The selective director will submit a “Course Completion Form” within one week after course end date indicating the requirements to complete the course, including the expected completion date. Failure to complete the required assignments by the completion date will result in a failure of the course. Grading-and-progression-electives-and-selectives-policy

Fail Grade:

Students who fail the selective will not receive credit and a grade of Fail will be listed on the transcript. Students who fail will be required to repeat the entire selective or an equivalent course in order to receive credit for the requirement. For a failure that occurs after October 1, an addendum will be added to the Medical Student Performance Evaluation and the student will most likely be delayed for graduation and unable to participate in the Match for that academic year.

* 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.

The following requirements must be completed as part of the selective requirements.
1. Duty hour logging: Logging of required duty hours 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.

**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 2 days to complete the duty hour or Px/Dx log 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**.

2. Completion of assigned site, faculty and end of the selective evaluations (see the **Assessment and Evaluation of Students, Faculty and Curriculum Policy**).

**Additional Grading Criteria**

1. To obtain a final grade of honors a student must achieve a clinical score of honors in addition to a composite score of honors.
2. To obtain a final grade of high pass a student must achieve a composite score that meets the cut off for high pass and at a minimum a clinical score of high pass.

A level 1, 1.5, 2, 2.5 or 3 is generated for each EPO based on the scale below as described in detail in the **Competency Assessment Policy**.

- **Level 1** - Failure to meet even minimal expectations; the only grade that is appealable and the only grade that is tracked via advisor/ SA dean/ student progress committee
- **Level 1.5** - Acquiring necessary skills/behaviors to meet expectations
- **Level 2** - Meeting expectations
- **Level 2.5** - Acquiring skills/behaviors to exceed expectations
- **Level 3** - Exceeding expectations

A final summative level 1 can be generated for an EPO based on the following ways:

a) If two or more separate faculty raters assign a rating of level 1 on the same individual EPO on an
End of Rotation form, this will result in a Level 1 regardless of the average score.

b) Assigned by Selective Director based on prolonged demonstration of performance not meeting expectations, a substantial incident, extreme behavior or other events that warrant the summative level 1 as determined by the Selective Director.

**Feedback**

**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 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 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**

Student evaluation of the selective, sites, and assigned didactics is required. The student must complete the 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 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. Office of Assessments and Evaluation will track this and report to Selective Director.

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

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.

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 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 and details 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 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. For those 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

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, https://drc.arizona.edu/) to establish reasonable accommodations.

One45: Curriculum Management System

One45 is the curricular management system used to manage evaluations and assessments, and to access learning materials and schedules. General information about the selective rotations, such as syllabi, site information, links, etc. will be attached as handouts to each selective “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 selective rotation schedules, you can view these schedules, as organized by the Selectives Office, within One45. These schedules include rosters of students scheduled to rotate to your site for specific dates.

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 selective 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 didactic sessions, similar to how your blocks were organized in the MS2 year.

OASIS: Course Schedule

The University of Arizona College of Medicine Phoenix uses a web-based scheduling system, Oasis. It 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 3 and 4 year of clinical rotations.

**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. 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.

**Appendix:**

**Additional Selective Requirements**

- All requirements are listed in one45
- A minimum of four calls, successfully complete, by the last Friday of the rotation are required to pass this selective and must be logged by 1600 on that Friday.
- Preparation for Didactic sessions: complete the videos in one45 before the session
- Preparation for Simulation session: complete the required video(s)/reading before the session.
- Preparatory worksheets/quizzes for simulation sessions (available in one45) must be completed and submitted by the beginning of the scheduled simulation. No credit will be given for late assignments.
- Homework assignments (graded discharge summary, social determinants of health, and patient hand off) must be submitted by the beginning of the simulation session. No credit will be given for late assignments.
Addendum

The Curriculum Committee has approved curriculum adaptations in response to the COVID-19 pandemic to ensure student’s safety. Curriculum adaptations may include modifications to course expectations, requirements, assessment methods and the expectations for evaluations. For a full listing of curriculum adaptations for AY 2020-2021, please see the following document: Curricular Adaptations.