



# Clinical Sub-Internship Selective

## OM8118

### Course Syllabus

CLASS OF	2026
DATES	2025-2026
CREDIT HOURS	4.0
CONTACT HOURS	160
ASSESSMENT TOOLS	Clinical Performance - Preceptor Evaluation Professionalism Completion of Student Evaluation of Rotation Mid-Point Evaluation
TRANSCRIPT CATEGORIES	Pass/Fail
LOCATION	Rotation Site
COURSE DIRECTOR	Muneer Assi, DO
COURSE COORDINATOR(S)	Valerie Morales

### Course Description

The Sub-Internship Selective rotation refers to a rotation which may be taken at any location, within or separate from the College's system of affiliated rotation sites, with the approval by the Office of Clinical Education.

### Course Goals

The Sub-Internship Selective rotation is an opportunity for students to explore areas of clinical interest, either in preparation for postdoctoral (residency) training or to broaden their scope of knowledge of the field of medicine. Students generally complete this rotation outside of the medical school affiliated hospitals. The student has the opportunity to work in their specialty field of choice, in the role of a first-year resident, under the direct supervision of an upper-level resident. Students are able to gain a greater depth of understanding medical practice beyond the core services completed in the third year. This course is intended to enhance the overall experience gained from the curriculum.

## Course Objectives

Course objectives will vary by discipline and type of service. The following are examples of learning objectives that may apply depending upon whether the rotation includes clinical, research, public health or business services.

Objective	Programmatic Level Educational Objectives	AOA Core Competencies
#1 Upon completion of the rotation the student shall be able to apply data gained from patient interview and examination to creating a differential diagnosis.	1	1
#2 Upon completion of the rotation the student shall be able to describe the potential clinical application of the experiments performed.	4	2
#3 Upon completion of the rotation the student shall be able to describe the prevalence and vectors of various communicable disease common in the region.	5	2

## Course Faculty

Course faculty will vary depending on the selective discipline. Faculty may include out-of-network providers that meet college requirements for adjunct appointment.

## Required Resources and Equipment

Students shall identify those resources germane to their anticipated experience. The College has provided online resources that are suitable for the practice of clinical medicine. Library staff will work with students to identify additional resources for allied fields of study.

## Assessment and Grading

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### Selective Clerkship Grading

Each selective clerkship will have two major elements contributing to the final grade and each element must be individually passed to Pass the clerkship:

- Clinical Performance-Preceptor Evaluation(s)
- Professionalism

**Clinical Performance-Preceptor Evaluation(s)** will be graded by the supervising preceptor. This assessment (see Student Assessment Forms in the Clerkship Manual) includes eight (8) questions designed to assess academic skills and core competency acquisition. Students are expected to achieve a score of 3, 4, or 5 for each domain. An average score of at least 2.85 on all observed skills and competencies must be obtained to pass this element.

**Professionalism** is a graded component in every clerkship evaluation. Students must receive a minimum score of three (3) on the preceptor's assessment of Professionalism (Question 5) to pass this element.

In addition to the two major elements, the students must complete the following:

- Students must submit the completed mid-point evaluation into the learning management system by **11:59 PM the second Sunday of each rotation**. This assessment includes eight (8) questions from the Clinical Performance evaluation, designed to assess academic skills and core competency acquisition. The purpose of this evaluation is for the student to receive feedback from the preceptor at the mid-point of the rotation, so they may improve over the course of the second half of the rotation. The student is responsible for obtaining this evaluation from their preceptor at the end of week two of all clinical rotations, and it must be uploaded into the learning management system (LEO) for the Clerkship Directors to review. A sample form is located at the end of the Student Clerkship Manual.
- The students must complete clerkship evaluation(s) in New Innovations. Students are required to complete evaluations in New Innovations regarding their rotation experience. Student feedback received from the evaluations will assist the Office of Clinical Education in the overall assessment and improvement of clinical rotations and the implementation of faculty development programs. An annual summary of student comments will be reported **anonymously** to preceptors and training sites to assist them in making improvements to the rotations that they provide. **The evaluations must be completed by 11:59 PM on the last Wednesday of each rotation.**

Failure to complete any of the requirements in a timely manner may result in a finding of non-professional conduct and may lead to a Corrective Action.

### Failure of a Selective Clerkship:

Failure of two elements of rotation grading (Evaluation and Professionalism) above will result in a failure of a clerkship and the student will be referred to Student Performance Committee (SPC) with recommendations from Clerkship Director.

Failure of the Professionalism element may result in a Professionalism Corrective Action, or Failure of a Clerkship, as determined by the Clerkship Director.

### **Corrective Action**

Failure of one element of rotation grading generally does not constitute a failure of the entire clerkship. When a student does not meet expectations for a clerkship/course as defined in clerkship syllabi, the College may require a student to engage in corrective action to remedy the deficient academic grading requirements. The opportunity to engage in corrective action for the one element failed is at the discretion of the clerkship director of the specialty. This may occur at the end of a clerkship or in the middle of a clerkship/course.

If a student successfully completes the corrective action process, as determined by the Clerkship Director, the student will receive credit for the deficient academic grading requirement(s) and be eligible for a change in rotation grade (from I to P). If all assignments within the corrective action process are not completed successfully by the deadline the student will receive a failed grade (F) for the clerkship and will be referred to SPC for Failure of a Clerkship.

*All Year 4 requirements must be successfully completed to graduate. The need to repeat any failed clinical rotations may result in a delay in graduation.*

### **Patient Encounter and Procedure Log**

Students are encouraged to submit their completed Patient Encounter and Procedure Log electronically through New Innovations. The log will serve as a method for students to track their performance of common procedures typically encountered during clinical rotations. In addition, the log will serve as a tool to assist the College in evaluating the clinical experiences received by students at various training sites.

## **Course Communication**

Students are expected to contact their supervising preceptor prior to the first day of the rotation or the designated coordinator if the rotation will be spent at another teaching facility. The site will provide additional instructions regarding the conduct of the rotation and all required activities.

Students are expected to monitor their Burrell email and are responsible for all communications sent to their official email address.

## **Policies and Procedures**

Information regarding course grades, attendance (including excused absences), exam procedures, remediation, appeals, acceptable use of technology, honor code, professional attire, and related policies are stated in the current Student Handbook. Policies regarding non-discrimination, accommodations for disabilities, and Title IX are also referenced within the Student Handbook. All policies and procedures stated therein will apply during this course.

The [Student Handbook](#) may be accessed through the Burrell website.

Students must additionally comply with all policies and procedures established by the training site they will be working in. Sites reserve the right to discharge a student from a rotation for failure to comply with local policies.

## **Statement Regarding Reservation of Power**

The curriculum, assignments, schedule, syllabus, and any information contained within the course can be altered or changed at any time. In the event of any alterations during the course, students will be informed officially through their Burrell email (*or appropriate source such as Leo*). It is the student's responsibility to obtain the changes or notices even if absent from class.

## Appendix

### A. Programmatic Level Educational Objectives

*Graduates of the Burrell College of Osteopathic Medicine Doctor of Osteopathic Medicine degree program will be able to:*

1. Integrate knowledge and skills acquired from the biomedical, clinical, social, and behavioral sciences to provide patient care in a supervised setting.
2. Demonstrate competence in the skills of osteopathic manipulative treatment and the application of osteopathic philosophy in patient care.
3. Demonstrate professionalism, characterized by honesty, integrity, ethical behavior, empathy, and responsibility.
4. Communicate effectively with patients, families, faculty, peers, and other members of the healthcare team.
5. Critically appraise, evaluate, and apply scientific evidence to inform patient care and research.
6. Demonstrate awareness of the roles and interactions of professionals within the healthcare system and identify resources to optimize patient care at the individual and community levels.
7. Identify the specific healthcare needs of diverse populations and the ways in which the medical community responds.

### B. AOA Osteopathic Core Competencies

1. Osteopathic Philosophy and Osteopathic Manipulative Medicine
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-Based Learning and Improvement
7. Systems-Based Practice