**Requirements of the Phase 2 and Phase 3 Curriculum**

During Phase 2 and Phase 3 medical students are able to take electives in order to engage in career exploration. These electives will form the building blocks of Phase 3, the Pathways of Medicine. Across Phase 2 and Phase 3 students are required to complete 82 credit hours. During Phase 2, 44 of these credit hours are met by the required clerkships (surgery, internal medicine, family medicine, pediatrics, psychiatry, obstetrics/gynecology, and neurology). Students are able to take 4 weeks of elective time during phase 2.

All Phase 3 students must complete a 4 week sub-internship and one of the three pathways of medicine (surgery, medicine, or rural). Each pathway of medicine is 12 weeks long. A complete listing of the electives and which pathway component they fulfill can be found [here](#). Students in the surgery pathway must complete 4 weeks of either critical care or emergency medicine, 4 weeks of surgical anatomy or radiology, and 4 weeks of surgical electives. Students in the medicine pathway must complete 4 weeks of either critical care or emergency medicine, 4 weeks of medical selective, and 4 weeks of a core specialty care selective (orthopedic, ophthalmology, otolaryngology, dermatology, urology, or radiology). Students on the rural pathway must complete 16 weeks of a Family Medicine rural medicine immersion experience and 2 weeks of Community Oriented Primary Care Research.

The remaining required credits for completion of Phase 2 and Phase 3 of the medical college curriculum is met in free elective and required longitudinal courses.

Students should work with representatives from the Office of Student Affairs and the Office of Medical Education and Evaluation to choose electives.
**Visiting Students**

Students from outside the University of Illinois who attend LCME- or AOA-accredited schools may participate in M4 Elective experiences at Rockford. Extramural students may take no more than a total of 12 weeks of elective experiences throughout the University of Illinois system.

All visiting students must be in their final year of training leading to the M.D. degree and must have completed core clerkships in internal medicine, surgery, pediatrics, obstetrics and gynecology, and psychiatry. Visiting students must show the same evidence of immunization required of intramural students, must provide proof of training in both basic cardiac life support and universal precautions, and must be covered by malpractice insurance. The University does not provide housing or transportation.

Please forward all inquiries for scheduling Electives to Jodi Pirrello, Office Manager, Student and Alumni Affairs, A213; 815-395-5581; jlpirre2@uic.edu.
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DEPARTMENT OF FAMILY AND COMMUNITY MEDICINE

Correctional Medicine

Phase 2 Course Number: ELEC404
Phase 3 Course Number: ELEC106
Program Directors: Trisha Corrigan
Departmental Contact Information: Tracey Riverdahl (triver@uic.edu); 815-395-5802
Location: Winnebago County Jail, Rockford, Illinois
Length of Time: 2 weeks
Call: No

Available for Phase: Phase 2 and Phase 3

Narrative Description: This two-week experience at the Winnebago County Jail will allow students to participate in the healthcare of Winnebago County inmates. It is important that students enrolling in this experience understand the elevated level of professionalism that will be demanded of them in the jail environment along with the increased importance of confidentiality.

Prerequisites: Completion of one Phase 2 core clerkship; security clearance; Family and Community Medicine faculty attestation of student's professionalism

Learning Objectives: The student who successfully completes this rotation will be able to:
1. Explain the organization and financing of medical care in a correctional facility.
2. Describe the common medical and mental health conditions affecting adult and juvenile inmates.
3. Describe what a drug formulary is and explain how it can be used to provide cost-effective care.
4. Perform an initial medical evaluation of inmates at the time of booking.

Learning Activities:
1. The student will keep a journal, summarizing their daily activities and their personal observations & thoughts about the experience.
2. Tour jail, paying particular attention to security measures as explained by corrections staff.
3. Observe and participate in medical and dental care of adult and juvenile inmates.
4. Participate in assessment of inmates referred for mental health evaluation.
5. Participate in medical evaluations done at booking and triage of inmate complaints.
6. Attend a session of mental health court.
7. Develop a project (e.g. presentation, educational literature, etc.) pertinent to health care in a correctional facility. The project must be pre-approved by the supervising provider.

Method of Evaluation:
1. The supervising provider will evaluate the student’s performance in areas of professionalism, level of interest and clinical work, with additional input solicited from medical and corrections staff. The comments will be incorporated in the student’s final evaluation.
2. Student’s journal will be reviewed by supervising provider.
3. Faculty/staff evaluations of the student’s project will be reviewed with scores and comments taken into consideration by the supervising provider when calculating the student’s final grade.

Required Reading:
Medicine and the epidemic of incarceration in the United States.

Additional Resources:
Textbook of Correctional Medicine, edited by Puisis
CDC website on corrections health: http://www.cdc.gov/nchstp/od/cccwg/default.htm

Miscellaneous Information:
Attendance: One (1) excused absence is allowed during the 2-week experience. Absences in excess of
this limit must be made up at the convenience of the site and/or provider(s) and may require rescheduling of block.
DEPARTMENT OF FAMILY AND COMMUNITY MEDICINE

Family Medicine Clinical Experience

Phase 3 Course Number: ELEC814
Program Directors: Mitchell King, MD; OSF Poplar Grove - Atisak Sapying, MD
Departmental Contact Information: Tracey Riverdahl (triver@uic.edu); 815-395-5802
Location: Family Medicine Clinics
Length of Time: 2 OR 4 weeks
Call: No

Available for Phase: Phase 3

Narrative Description: This two or four-week clinical experience at a Family Medicine clinic will focus on diagnosis, development of a management plan and practice issues such as phone triage and practice management.

Prerequisites: Completion of ALL Phase 2 clerkships

Learning Objectives: The student who successfully completes this rotation will be able to:

1. Develop and implement a management plan for common acute and chronic illnesses.
2. Adequately handle phone triage of patient calls.
3. Be knowledgeable with the basics of practice management.
4. Be knowledgeable with academic medicine including mentoring M2/M3 students and preparing a teaching session.

---Additional objective for the 4 week block---
6. Participate in hospital and nursing home rounds.

Learning Activities:

2. The student will keep a journal, summarizing their daily activities and their personal observations & thoughts about the experience.
3. Introduction to Phone Triage
   a. Spend time with the nursing staff and become familiar with answering phones, returning patient calls and delivering lab results to patients.
   b. Complete a phone triage lecture on Blackboard.
   c. Write a reflection paragraph on your experience.
4. Introduction to Practice Management
   a. Spend time with the office manager and support staff.
   b. Attend a staff meeting if available. Note service style, phone management, billing services, appointment setting, records management, and referral management.
   c. Write a reflection paragraph on your experience.
5. Professionalism and Academic Preparation
   a. Prepare and deliver a presentation for students, faculty & staff at the clinic. Follow the Lesson Plan Outline in preparation and provide a copy of your lesson to your faculty mentor.
   b. With faculty supervision, precept five (5) M2/M3 student patient encounters. Record encounters in your journal. Complete a Mentoring Feedback Form for each encounter.
6. Patient care and procedures
   a. The M4 student – already accomplished in history taking and physical exam – will be expected to focus on diagnosis and development of a management plan. When completing the patient visit, the faculty preceptor will shadow the M4 in the encounter so that the student will have the full responsibility to complete the visit on their own with minimal faculty interjection. The student may want to consider videotaping the encounter for self-reflection (patient must sign consent prior to videotaping.)
b. Reflect on the acute and chronic nature of the visits, any patient care plans and education needs that were met, and how this focus affected your thoughts on Family Medicine. Document your thoughts in your journal.

c. Pick one patient encounter and work up the case using the Evidence-Based Case Study Evaluation Form as your guide. Utilize appropriate techniques in searching for evidence-based research and reference your sources. You should use a minimum of three references.

d. With your faculty mentor’s assistance, seek out and participate in procedural opportunities in the clinic. Document the procedures in your journal.

e. The 4-week course will include hospital and nursing home rounds with a family practice resident and supervising physician.

f. Using the Case Study guidelines, develop a case study on a patient who was seen in the hospital or nursing home – preferably one that was subsequently seen at the office for follow-up care.


Method of Evaluation:

1. The supervising provider will evaluate the student’s performance in areas of professionalism, level of interest and clinical work, with additional input solicited from other faculty and staff. The comments will be incorporated in the student’s final evaluation.

2. Student’s journal will be reviewed by supervising provider.

3. Student pre- and post-experience self-evaluations will be reviewed by supervising provider.

4. Faculty/staff evaluations of the student’s presentation will be reviewed with scores and comments taken into consideration by the supervising provider when calculating the student’s final grade.

5. Student mentoring/precepting of M2/M3 students will be taken into consideration by the supervising provider when calculating the final grade.

6. Supervising provider will review student’s case study for content, use of evidence-based research methods and quality of the final product.

Required Reading: None

Additional Resources: None

Miscellaneous Information: Attendance: One (1) excused absence is allowed during the 2-week experience; two (2) absences are allowed during the 4-week experience. Any absences in excess of these limits must be made up at the convenience of the site and/or provider(s) and may require rescheduling of block.
Family Medicine Geriatric Care

Phase 2 Course Number: ELEC403  
Phase 3 Course Number: ELEC181  
Program Directors: Vasil Nika, MD  
Departmental Contact Information: Tracey Riverdahl (triver@uic.edu); 815-395-5802  
Location: P.A. Peterson Center for Health, other sites possible  
Length of Time: 2 weeks  
Call: No

Available for Phase: Phase 2 and Phase 3

Narrative Description: This 2-week Family and Community Medicine rotation is designed to provide students the opportunity to increase their knowledge of geriatric care in long-term care facilities, nursing homes and end-of-life programs in the Rockford area.

Prerequisites: Completion of one Phase 2 core clerkship

Learning Objectives: The student who successfully completes this rotation will be able to:

1. Demonstrate understanding of the unique issues facing family practice providers who care for patients in long-term care facilities, nursing homes and end-of-life programs.
2. Actively experience the complex responsibilities of family medicine providers related to patient management in a long-term care facility, nursing home or end-of-life program under the supervision of a supervising provider.
3. Demonstrate understanding of the role of family practice providers as the coordinators of care for the geriatric/disabled patient.
4. Identify and discuss the professional and leadership responsibilities of a medical director in a long-term care facility.

Learning Activities:

1. The student will keep a journal, summarizing their daily activities and their personal observations & thoughts about the experience.
2. Shadow and work with a supervising provider at a long-term care facility, nursing home and/or hospice program providing management of care for geriatric/disabled patients.
3. Experience family practice responsibilities of patient care in an end-of-life program.
4. Shadow the medical director of a long-term care facility, nursing home or hospice program experiencing the responsibilities of leadership, medical management and patient-care collaboration between patient, family, provider and staff.
5. Utilizing appropriate evidence-based research techniques and actual patients, the student will choose six topics from the list below and write a case study for each:
   - Agitated Dementia
   - Anemia
   - Depression
   - Diarrhea/Constipation
   - Neuromuscular Disorders
   - Medical Management in the Elderly
   - UTI/Urinary Incontinence
   - COPD
   - End of Life
   - Renal Insufficiency
   - CHF
**Method of Evaluation:**

1. The supervising provider will evaluate the student's performance in areas of professionalism, level of interest and clinical work, with additional input solicited from other faculty and staff. The comments will be incorporated in the student's final evaluation.
2. Student’s journal will be reviewed by supervising provider.
3. The supervising provider will review student’s three journal articles for content and use of evidence-based principles.
4. Topical case studies will be reviewed by the supervising provider for content and use of evidence-based research techniques; each case will be evaluated based on the student's skill set, thought processes and decision-making abilities.
5. The supervising provider will evaluate the student's performance in areas of professionalism, level of interest and clinical work. The comments will be incorporated into the student’s final evaluation.

**Required Reading:** Students may be assigned readings from the book Primary Care Geriatrics: A Case-Based Approach, 5th Edition, from the journal Geriatrics, or from other print and electronic geriatric journals. The book is available in the University library, and in the exam room at P.A. Peterson. Geriatrics journal is available in the University library and assistance is available from library staff for electronic journals.

**Additional Resources:** None

**Miscellaneous Information:** Attendance: One (1) excused absence is allowed during the 2 week experience. Absences in excess of this limit must be made up at the convenience of the site and/or provider(s) and may require rescheduling of block.
**Family Medicine Inpatient**

**Phase 2 Course Number:** ELEC412  
**Phase 3 Course Number:** ELEC609  
**Program Directors:** Joseph Ross, MD  
**Departmental Contact Information:** Tracey Riverdahl (triver@uic.edu); 815-395-5802  
**Location:** SwedishAmerican Hospital  
**Length of Time:** 2 or 4 week  
**Call:** No  

**Available for Phase:** Phase 2 and Phase 3

**Narrative Description:** This two- or four-week experience will give students the opportunity shadow a family practice resident and supervising physician in the hospital setting.

**Prerequisites:** Completion of the Phase 2 clerkship in Medicine or Family Medicine

**Learning Objectives:** The student who successfully completes this rotation will be able to:

1. Demonstrate understanding of the unique issues facing family practice physicians who care for patients in the hospital/nursing home setting.
2. Provide medical care to hospitalized/nursing home patients in a supervised setting.
3. Demonstrate understanding of the role of the hospitalist and coordination of patient care.
4. Demonstrate understanding of hospital administration activities and responsibilities of the family practitioner with hospital privileges.
5. Experience family practice in a residency/primary care setting.

**Learning Activities:**

1. The student will keep a journal, summarizing their daily activities and their personal observations & thoughts about the experience.
2. Shadow a family practice resident/attending physician in the hospital, rounding on patients and providing input into the management of their care.
3. Attend organizational meetings of the hospital administration as possible.
4. Evaluate two journal articles (four articles for a 4-week block) on topics related to Family Practice Inpatient Care. Following evidence-based medicine principles and documenting your search strategy, write a brief review using the Journal Article Review form. If clinic scheduling allows, one article review should be presented to available faculty, staff and residents.
5. Experience family practice patient care responsibilities in all departments of the hospital (i.e., ER, OB, ICU, Medical floors, etc.).
6. If available, shadow a physician at a nursing home, rounding on patients and providing input into the management of their care.

**Method of Evaluation:**

1. Student’s journal will be reviewed by supervising provider.
2. The journal article reviews will be reviewed by the supervising provider. If a presentation was done, evaluations will be solicited from faculty, staff and residents in attendance.
3. The supervising provider(s) will evaluate the student’s performance in the areas of professionalism, level of interest and clinical work. The comments will be incorporated in the student’s final evaluation.

**Required Reading:** None

**Additional Resources:** None
Miscellaneous Information: Attendance: One (1) excused absence is allowed during the 2-week experience; two (2) absences are allowed during the 4-week experience. Any absences in excess of these limits must be made up at the convenience of the site and/or provider(s) and may require rescheduling of block.
**Family Medicine Sub-Internship**

**Course Number:** PENDING  
**Program Directors:** Mitchell King, MD  
**Departmental Contact Information:** Tracey Riverdahl (triver@uic.edu); 815-395-5802  
**Location:** Department of Family and Community Medicine, UIC-Rockford

**Length of Time:** 4 weeks  
**Call:** No  
**Available for Phase:** Phase 3

**Narrative Description:** The overarching goal of this Sub-I is for the student to develop the appropriate skills to be ready for the transition to residency. As such, he/she will work directly with attending physicians on the Family Medicine service on a daily basis, learning the skills and responsibilities of a resident physician and may follow-up patients in their clinic. The goals of this rotation are to continue to sharpen skills as future diagnosticians and improve interviewing and note writing skills, formulate detailed assessments and plans in an inpatient and outpatient setting, and to prepare for a residency.

**Pre-Requisites:** Completion of ALL Phase 2 clerkships

**Learning Objectives:**

I. **Time management skills**
   1. Organize a daily patient care task list for each patient in a structured and systematic way so that required tasks (e.g., daily notes, orders, etc.) are not overlooked.  
   2. Prioritize daily patient care task list according to degree of importance/urgency.  
   3. Prioritize patients’ clinical problems according to degree of clinical importance/urgency.  
   4. Recognize one’s own limitations and call on other team members to help.

II. **Communicating effectively within healthcare teams**
   1. Write accurate, concise, and well-organized consult and progress notes; and where applicable, transfer notes, discharge summaries, and cross-cover notes  
   2. Provide an oral presentation of a clinical encounter, tailoring length and content according to context.  
   3. Give and receive patient handoffs (both in writing and verbally) to transition care responsibility.  
   4. Speak with specialist/subspecialist colleagues to request consultation.  
   5. Communicate collaboratively with nursing and pharmacy staff to enhance patient care.  
   6. Communicate effectively with team case manager, social worker, and outpatient care to facilitate discharge planning

III. **Patient evaluation skills—recognizing sick vs. non-sick patients**
   1. Gather appropriate clinical data from all appropriate sources (e.g., patient, family, nurse, medical records) in hypothesis-driven fashion to address the main clinical problems (Reporter function of RIME)  
   2. Analyze and synthesize the collected clinical data set to formulate a prioritized differential diagnosis for the main undifferentiated problems (Interpretor function of RIME)  
   3. Recognize which clinical situations require additional assistance from upper level resident, faculty attending, and/or specialty consultants.
4. Develop initial diagnostic and/or therapeutic management plans for the main clinical problems (Manager function of RIME)
5. Prioritize problem list according to degree of clinical importance (Interpreter function of RIME).

IV. Knowing when to ask for assistance

1. Recognize various techniques that can enhance and develop metacognitive skills
2. Generate clinical questions and retrieve evidence to advance patient care
3. Identify clinical and contextual situations that require assistance from clinical supervisors
4. Utilize a communication framework when calling for clinical support

Daily Responsibilities:

1. Performing a full history and physical on admission, formulating a differential diagnosis, and developing preliminary evaluation and treatment plans for all new patients assigned to him/her, with review by the attending physician. [the sub intern should admit no more than 2 new patients a day].
2. Bedside presentation of his/her patients and written daily SOAP progress notes and orders [the sub intern may provide continuity of care to no more than 5 patients per day].
3. He/she may call for consults consistent with hospital policy.
4. Review of daily orders with the attending physician.
5. Night call not currently scheduled
6. Communicating with his/her patients, their families, nurses, ancillary staff and other providers about the day-to-day needs and action plans as reviewed with the attending physician.
7. Beginning discharge planning, discussing with discharge planners [case managers, social workers] regarding outpatient therapy (OPAT) and assisting in the process of obtaining the resources and referrals needed for a safe discharge.
8. Generating a discharge summary for his/her patients which will be reviewed and signed by the responsible attending physician.
9. Contacting the PCP at discharge re: follow-up plans if requested by the attending.
10. Participate fully in family meetings, end of life and code discussions, and emergent bedside management of his/her patients.
11. Participate in all educational sessions scheduled during the sub-Internship.
12. Keep a log of patients seen and lessons learned from the patients.

Specific Family Medicine Objectives and Learning Activities:

1. Write complete and detailed notes on an inpatient or outpatient basis, including labor and delivery.
2. Research and discuss family medicine topics in detail.
3. Critically appraise the medical literature.
4. Perform advanced history and physical exam skills.
5. Work in a team with M3 students and residents.
6. Effectively utilize electronic health record to obtain information and enter orders.
7. Sharpen assessment and plan skills.

Learning Activities:

1. Perform history and physical examinations as well as focused outpatient evaluations.
2. Formulate a differential diagnosis and assessment of each patient that is evaluated.
3. Formulate management plans for each patient.
4. Orally present patients that have been worked up.
5. Write detailed notes about the patients worked up.
6. Follow inpatients on a daily basis and write daily progress notes.
7. Research and discuss family medicine topics in detail. Present this information to the preceptor and M3 students.
8. Keep a log of patients seen.
9. Have a weekly session with the preceptor providing feedback regarding the student's progress and performance.
10. Attend conferences at Swedish American hospital or the FHC.
11. Supervise M3 students on the FP inpatient service and provide them with feedback and teaching.
12. Observe and if possible participate in code blue resuscitations in the hospital.
13. Schedule will mirror that of an intern and during their office hours they will, ideally, pair up with the same senior resident/attending each week during the rotation.

Method of Evaluation:
1. The student will be evaluated in areas of professionalism, interest in clinical work, history taking and physical examination skills, differential diagnosis skills, management planning skills, oral and written communication skills, and interpersonal collaboration.
2. Student will also be evaluated regarding interpretation of medical literature.
3. Patient Log will be reviewed by supervising provider.

Required Reading/Education Resources: Students are expected to utilize appropriate online sources, medical textbooks, and medical journals in researching and learning about the patients they see. Students are expected to utilize appropriate sources such as UpToDate, DynaMed, medical textbooks, and medical journals in researching the patients they see and in presenting journal articles.

Miscellaneous Information: One (1) excused absence allowed per two-weeks of experience. Absences in excess of this limit must be made up at the convenience of the provider.
Artificial (Augmented) Intelligence in Medicine

Course Number: ELEC440
Program Directors: Dr. Linda Chang, Dr. Radhika Sreedhar
Departmental Contact Information: Dr. Linda Chang (lchang@uic.edu)
Location: Online
Length of Time: 4 weeks
Call: No

Available for Phase: Phase 3 only.

Narrative Description: Recent years have seen an explosive growth in use of artificial intelligence in medicine arising from big data, e-commerce, and automation. Developments in information technologies, analytical and quantitative techniques have enabled the processing and analyses of vast troves of data to provide better patient care. This trend has fueled a demand for people with requisite technology and analytical knowledge and skills for utilizing the data obtain to perform quality improvement activities and improve patient safety. This elective will prepare healthcare students to have adequate foundational knowledge to participate on a technical team implementing an AI project.

This is an online course with a virtual face to face meeting twice a week. Students will be expected to commit to four to five hours of work time per day to cover the following topics. There will be weekly quizzes and students are expected to complete a capstone project to present on research day.

Prerequisites: Only fourth year medical students or senior year health professions students are invited to take this elective course. In addition, students must complete all core clerkships.

Learning Objectives: Prepare healthcare students to have adequate foundational knowledge to participate on a technical team implementing an AI project.

1. Define and describe the linkages between evidence-based medicine, high-value care, precision medicine, mobile computing and artificial intelligence.
2. Explain various forms of artificial intelligence and how they are applied today in healthcare to improve outcomes. Review use cases of applied AI in value-based care being used by health systems today.
3. Identify the drivers, decision factors and collaboration required across clinical, operational and technology teams to realize return on investment from AI. (Interprofessional Collaborative Practice)

Learning Activities:
This is an online course with a virtual face to face meeting twice a week. Students will be expected to commit to four to five hours of work time per day to cover the following topics. There will be weekly quizzes and students are expected to complete a capstone project to present on research day.

Week 1. Biomedical informatics foundations
1. EMR essentials.
2. Information systems design principles.
3. Healthcare project management principles: systems development lifecycle (SDLC), waterfall technology development, agile software development.
4. Infrastructure and networking essentials: the basics of computer networking, telemedicine, cloud computing, Big Data infrastructure, computer databases.
5. Ethical considerations in informatics and clinical analytics.
6. Economics of clinical analytics and healthcare informatics.

Week 2. Essentials of Healthcare Data Science
1. Population health, small data, big data.
2. Health outcomes research and support from Big Data.
3. Introduction to business and clinical intelligence: dashboards, reports, clinical measures.
4. Data analytics and evidence-based medicine.
5. Detailed review of medical data ontologies (ICD, CPT, LOINC, RxNORM, UMLS, DRG, SNOMED, and more).
7. Biomedical informatics and healthcare data interoperability across all healthcare domains: provider care, life sciences, genetics and personalized medicine, payers, retail pharmacies, biomedical device engineering, mobile health.
8. The basics of data visualization.
9. Practical skills with workflows, data flows, business data diagrams, and use case diagrams.
10. Soft skills for data scientists: ability to present complex concepts to general audiences in simple terms.

Week 3. Predictive Analytics and Artificial Intelligence
1. Introduction to algorithms.
2. Hypothesis development.
3. Essentials of predictive analytics.
4. Introduction to statistical methods in clinical analytics.
5. Supervised learning, rule based programming, and expert systems.
7. Introduction to fuzzy logic.
8. Unsupervised learning, machine learning, deep learning.
9. Imaging analysis and frequent subgraph mapping. Integration of image analysis into clinical analytics, machine learning algorithms, and workflows.
10. Real world evidence (RWE) and clinical data integration across all healthcare domains.

Week 4. Integrating and Applying AI
1. Bringing it all together: medicine at the crossroads of tradition and innovation, what AI means to new and already practicing physicians, what AI is and is not in medicine.
2. Challenges and opportunities of traditional and machine learning analytics in medicine: the AI value problem.
3. Hot topic discussion: as a clinician, how to embrace rather than fight and fear AI.
4. Telling a story with data: how to bring data wrangling, analysis, visualizations, and testing together into a cohesive business and clinical story that resonates with those not familiar with AI.
5. Presentation to virtual (or physical) audience and a comprehensive project building blueprints for a new AI application from the ground up, utilizing all knowledge gained in the course.

Method of Evaluation:

<table>
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<tr>
<th>Week</th>
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<th>Content</th>
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<tr>
<td>1</td>
<td>Overview of the impact of AI How AI will help providers practice medicine.</td>
<td>Biomedical informatics Foundations</td>
<td>Quiz</td>
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<td>2</td>
<td>Foundational concepts of AI and how it works</td>
<td>Essentials of Healthcare Data Science</td>
<td>Quiz</td>
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<td>3</td>
<td>Linkages between evidence-based medicine, high-value care, precision medicine, mobile computing and artificial intelligence</td>
<td>Predictive Analytics and Artificial Intelligence</td>
<td>Quiz</td>
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<td>4</td>
<td>Forms of artificial intelligence and its application Cases of applied AI in value-based care</td>
<td>Integrating and Applying AI</td>
<td>Quiz</td>
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<tr>
<td>4</td>
<td>Identify the drivers, decision factors and collaboration required across clinical, operational and technology teams to realize return on investment from AI</td>
<td>Integrating and Applying AI</td>
<td>Team Project &amp; project presentation on research day</td>
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**Additional Resources:** Required Software will be provided free of charge by the university.

**Miscellaneous Information:** None
DEPARTMENT OF HEALTH SCIENCES EDUCATION

DoCS (Doctoring and Clinical Skills Course) Mentoring

Phase 3 Course Number: ELEC397
Program Directors: Peggy Shiels, MD; Joann Davis, MD; Carrie Sharkey, MD
Departmental Contact Information: Peggy Shiels, MD (pwshiels@uic.edu); Joann Davis, MD; (davisjmk@uic.edu); Carrie Sharkey, MD (csa@uic.edu)
Location: 1601 Parkview Ave, Rockford, IL 61107
Length of Time: Longitudinal course in phase 1 both semesters (August – March)

Call: No

Available for Phase: Phase 3

Narrative Description: The purpose of the elective is to provide M4s with the opportunity to teach, facilitate small groups, and provide written and oral feedback to Phase 1 students. The M4s also serve as role models for the Phase 1 students in their groups. The experience allows students to receive individual mentoring from faculty and enhances their credentials for residency particularly if they plan to work at an academic medical center.

Prerequisites: Students must have completed ALL Phase 2 Core Clerkships by the start of the elective and be in good academic standing. Final approval is at the discretion of the course directors.

Learning Objectives:
1. To improve leadership and organizational skills
2. How to teach in a small group
3. How to facilitate discussion
4. How to manage challenging situations that occur in a small group
5. How to provide written and oral feedback
6. How to evaluate students

Learning Activities:
1. Lectures
2. Case reviews
3. Conferences
4. Outpatient evaluation
5. Observation of student clinical skill (Hx/PE)
6. Literature reviews
7. Group work

Method of Evaluation:
1. Students will be provided feedback by faculty co-tutors throughout the elective.
2. Phase 1 students will provide formative feedback to the M4/Faculty tutors about their performance as a group facilitator.

Required Reading: None

Additional Resources: Training sessions: Orientation/Teaching in Small Groups including use of various presentation applications (ppt and Prezi), group dynamics, managing challenging students, Formative feedback (written and oral)/Grading Assignments and Summative feedback

Miscellaneous Information: Time varies from week to week. Some weeks there may be no sessions and others there may be two.
Phase 3 Course Number: ELEC333
Program Directors: Charles Welford, MD; Rajbir Dhillon, MD; Various Hospitalists
Departmental Contact Information: Department of Medicine, UIC-Rockford, Telephone: (815) 395-5610
Location: OSF St. Anthony Medical Center
Length of Time: 2 or 4 weeks
Call: Every 4th night
Available for Phase: Phase 3 ONLY

Narrative Description: The goals of this rotation are to continue to sharpen skills as future diagnosticians and improve interviewing and note writing skills, formulate detailed assessments and plans in an inpatient setting and to prepare for a residency in Internal Medicine.

Prerequisites: Completion of ALL Phase 2 Clerkships

Learning Objectives: The student who successfully completes this rotation will be able to
1. Write complete and detailed notes on an inpatient basis;
2. Research and discuss internal medicine topics in detail;
3. Critically appraise the medical literature;
4. Perform advanced history and physical exam skills;
5. Work in a team with M3 students;
6. Effectively utilize electronic health record to obtain information and enter orders; and
7. Sharpen assessment and plan skills.

Learning Activities:
1. Perform history and physical examinations for inpatients of the hospitalists;
2. Formulate a differential diagnosis and assessment of each admitted patient that is evaluated;
3. Formulate management plans for each admitted patient;
4. Orally present patients that have been worked up;
5. Write detailed notes about the patients worked up;
6. Follow inpatients on a daily basis and write daily progress notes;
7. Research and discuss internal medicine topics in detail. Present this information to Dr. Welford and M3 students;
8. Critically evaluate at least one journal article weekly;
9. Keep a log of patients seen and lessons learned from the patients;
10. Have a weekly session with Dr. Welford providing feedback regarding the student's progress and performance;
11. Attend Grand Rounds at St. Anthony Medical Center when in session;
12. Supervise M3 students on Dr. Welford's service and provide them with feedback and teaching; and
13. Observe and if possible participate in code blue resuscitations in the hospital.

Method of Evaluation:
1. The student will be evaluated in areas of professionalism, interest in clinical work, history taking and physical examination skills, differential diagnosis skills, management planning skills, oral and written communication skills, and interpersonal collaboration.
2. Student will also be evaluated regarding interpretation of medical literature;
3. Patient Log will be reviewed by supervising provider; and
**Required Reading:** Students are expected to utilize appropriate sources such as UpToDate, DynaMed, medical textbooks, and medical journals in researching the patients they see and in presenting journal articles.

**Additional Resources:** Internal Medicine Subinternship Curriculum 2.0, Primer to the I.M. Subinternship, (both on Blackboard)

**Miscellaneous Information:** One (1) excused absence allowed per two-week experience. Absences in excess of this limit must be made up at the convenience of the provider.
**Adult Internal Medicine Sub-Internship**

**Course Number:** PENDING  
**Program Directors:** Charles Welford, MD; Rajbir Dhillon, MD; Binoy Kamal, MD; various hospitalists  
**Departmental Contact Information:** Susan Hollander (sueh@uic.edu); (815) 395-5610  
**Location:** OSF Saint Anthony Medical Center  
**Length of Time:** 4 weeks  
**Call:** Every 4th night  

**Available for Phase:** Phase 3

**Four-week rotation meets qualifications of Sub-I**

**Narrative Description:**
The overarching goal of this Sub-I is for the student to develop the appropriate skills to be ready for the transition to residency including sharpening skills as future diagnosticians, improving interviewing, exam, note writing, and formulating detailed assessments and plans in an inpatient setting. As such, he/she will work directly with the attending Medicine hospital physicians on a daily basis, learning the skills and responsibilities of a resident physician.

**Pre-Requisites:** Completion of all Phase 2 clerkships

**Learning Objectives and Activities:**

I. Time management skills

1. Organize a daily patient care task list for each patient in a structured and systematic way so that required tasks (e.g., daily notes, orders, etc.) are not overlooked.  
2. Prioritize daily patient care task list according to degree of importance/urgency.  
3. Prioritize patients’ clinical problems according to degree of clinical importance/urgency.  
4. Recognize one’s own limitations and call on other team members to help.

II. Communicating effectively within healthcare teams

1. Write accurate, concise, and well-organized consult and progress notes; and where applicable, transfer notes, discharge summaries, and cross-cover notes  
2. Provide an oral presentation of a clinical encounter, tailoring length and content according to context.  
3. Give and receive patient handoffs (both in writing and verbally) to transition care responsibility.  
4. Speak with specialist/subspecialist colleagues to request consultation.  
5. Communicate collaboratively with nursing and pharmacy staff to enhance patient care.  
6. Communicate effectively with team case manager, social worker, and outpatient care to facilitate discharge planning

III. Patient evaluation skills—recognizing sick vs. non-sick patients

1. Gather appropriate clinical data from all appropriate sources (e.g., patient, family, nurse, medical records) in hypothesis-driven fashion to address the main clinical problems (Reporter function of RIME)  
2. Analyze and synthesize the collected clinical data set to formulate a prioritized differential diagnosis for the main undifferentiated problems (Interpreter function of RIME)  
3. Recognize which clinical situations require additional assistance from upper level resident, faculty attending, and/or specialty consultants.
4. Develop initial diagnostic and/or therapeutic management plans for the main clinical problems (Manager function of RIME)
5. Prioritize problem list according to degree of clinical importance (Interpreter function of RIME).

IV. Knowing when to ask for assistance

1. Recognize various techniques that can enhance and develop metacognitive skills
2. Generate clinical questions and retrieve evidence to advance patient care
3. Identify clinical and contextual situations that require assistance from clinical supervisors
4. Utilize a communication framework when calling for clinical support

Daily Responsibilities:

1. Performing a full history and physical on admission, formulating a differential diagnosis, and developing preliminary evaluation and treatment plans for all new patients assigned to him/her, with review by the attending physician. [The sub intern should admit no more than 2 new patients a day].
2. Bedside presentation of his/her patients and written daily SOAP progress notes and orders [The sub intern may provide continuity of care to no more than 5 patients per day].
3. He/she may call for consults consistent with hospital policy.
4. Review of daily orders with the attending physician.
5. Night call not currently scheduled
6. Communicating with his/her patients, their families, nurses, ancillary staff and other providers about the day-to-day needs and action plans as reviewed with the attending physician.
7. Beginning discharge planning, discussing with discharge planners [case managers, social workers] regarding outpatient therapy (OPAT), and assisting in the process of obtaining the resources and referrals needed for a safe discharge.
8. Generating a discharge summary for his/her patients which will be reviewed and signed by the responsible attending physician.
9. Contacting the PCP at discharge re: follow-up plans if requested by the attending.
10. Participate fully in family meetings, end of life and code discussions, and emergent bedside management of his/her patients.
11. Participate in all educational sessions scheduled during the sub-Internship.
12. Keep a log of patients seen and lessons learned from the patients.

Specific Internal Medicine Responsibilities:

1. Research and discuss internal medicine topics in detail including a critical appraisal of the medical literature; presentation of this information to Dr. Welford, hospitalists and M3 students.
2. Work in a team with M3 students including supervision, teaching and feedback.
3. Effectively utilize electronic health record to obtain information and enter orders;
4. Sharpen assessment and plan skills including performing advanced history and physical exam skills;
5. Critically evaluate at least one journal article weekly;
6. Observe and if possible participate in code blue resuscitations in the hospital
7. Attend Grand Rounds at St. Anthony Medical Center when in session.

Method of Evaluation:

1. The student will be evaluated by the attending physicians in areas of professionalism, history taking and physical examination skills, differential diagnosis skills, management planning skills, oral and written communication skills, and interpersonal collaboration.
2. Patient Log will be reviewed by supervising attending;
4. Additional evaluation forms for cross-cover notes and discharge summaries may be used for formative evaluation.
Required Reading: Students are expected to utilize appropriate sources such as UpToDate, DynaMed, standard medical textbooks, and medical journals in researching and learning about the patients they see.

Additional Resources: None

Miscellaneous Information: Excused absences will follow College guidelines.
DEPARTMENT OF MEDICINE AND MEDICAL SPECIALTIES

Allergy/Asthma

Course Number: ELEC299  
Program Directors: Fatima Mohiuddin, MD  
Departmental Contact Information: Department of Medicine, UIC-Rockford, Telephone: (815) 395-5610  
Location: SwedishAmerican Brookside Specialty Center; 1253 North Alpine Road; Rockford, IL  
Length of Time: 2 weeks  
Call: No  

Available for Phase: Phase 2 & 3

Narrative Description: During the rotation, the student will spend 2 weeks focusing on adult and/or pediatric patients. Every week the student will participate in ambulatory clinic sessions with adults or children seeking diagnosis and/or treatment of asthma and many other hypersensitivity diseases. The student will observe and participate in various procedures, including IgE skin testing, patch testing, spirometry and immunotherapy.

Prerequisites: Completion of Phase 2 Family Medicine or Medicine clerkship

Learning Objectives: At the completion of this elective, the student will be able to:  
1. Describe the basic structure and function of the immune system;  
2. Explain the immunopathophysiology of the four major types of hypersensitivity;  
3. Perform a history and physical examination of an adult and child suspected to have a hypersensitivity disease; and  
4. Describe diagnostic and treatment strategies for the most common hypersensitivity diseases.

Learning Activities:


Required Reading: None

Additional Resources: None

Miscellaneous Information:  
Monday – Friday, regular physician workday hours
DEPARTMENT OF MEDICINE AND MEDICAL SPECIALTIES

Cardiology

Phase 2 Course Number: ELEC401
Phase 3 Course Number: ELEC608
Program Directors: Joel Hellman, MD (jhellman@uic.edu)
Departmental Contact Information: Department of Medicine, UIC-Rockford, Telephone: (815) 395-5610
Location: OSF Saint Anthony Medical Center, SwedishAmerican Hospital, Mercyhealth

Length of Time: 2 or 4 weeks
Call: Based on Preceptor*

Available for Phase: Phase 2 and Phase 3

Narrative Description: This rotation will allow the student to gain knowledge in various aspects of cardiology. Students will be exposed to Cardiology office and hospital visits, EKG’s, echocardiograms, and routine and pharmacologic stress tests. Exposure to heart catheterizations, PTCA’s, stent insertion, cardioversion, electrophysiology studies and transesophageal echo and cardiovascular surgery may occur. The student will accompany the cardiologist on all phases of the practice.

Prerequisites: Completion of Phase 2 Medicine clerkship

Learning Objectives: At the end of the rotation, the student will be expected to develop an understanding of the basic pathophysiology, diagnosis and therapy of ischemic heart disease, congestive heart failure and cardiac arrhythmias AND exhibit the ability to:
1. Interview patients collecting pertinent data concerning the patient’s presenting problems;
2. Perform a complete or focused physical examination as appropriate and distinguish normal from abnormal findings;
3. Synthesize information to develop a reasonable differential diagnosis and be prepared to present to preceptor;
4. Following an assessment of all assigned patients, students will describe the chief problems and a plan for treatment.
5. Prepare a complete H & P for a new patient admitted to the service;
6. Periodically re-evaluate patients’ status including interpretation of new history and physical exam findings;
7. Use and interpret laboratory and radiographic tests used in diagnosing common cardiac & vascular diseases;
8. Recognize and manage situations related to common cardiac & vascular diseases that are potential emergencies; and
9. Identify ethical problems which arise in patient treatment and care.

All students participating on this clerkship will meet the institutional standards for professional behaviors.

Learning Activities:
1. Outpatient and inpatient evaluations;
2. Participation in development of therapy strategies and plans and evaluation of responses to therapy;
3. Exposure to EKGs, echocardiography and stress testing; and
4. Exposure to invasive cardiac procedures to be determined by both the preceptor’s scope of practice and the pathology evaluated.

Method of Evaluation: Preceptor will evaluate the student’s performance based upon direct observation as well as additional feedback from members of the clinical staff. Standard UIC evaluation form completed and submitted
Required Reading: None

Additional Resources:
ACC/AHA Clinical Guidelines
Up-to-Date
Standard Cardiology Texts - Braunwald, Hurst and/or Topol
Current Medical Literature

Miscellaneous Information: Minimum of five full days per week with on-call/weekend responsibilities at the discretion of the preceptor.*
DEPARTMENT OF MEDICINE AND MEDICAL SPECIALTIES

Dermatology

Phase 2 Course Number: ELEC402
Phase 3 Course Number: ELEC602
Program Directors: Michael Bukhalo, MD; Melissa Stenstrom, MD
Departmental Contact Information: Department of Medicine, UIC-Rockford, Telephone: (815) 395-5610
Location: Dr. Bukhalo: Arlington Dermatology; 5301 Keystone Ct., Rolling Meadows, IL 60008; Phone (847) 392-5440; Dr. Stenstrom; MD SkinCenter; 1235 N. Mulford Rd, Suite 205, Rockford
Length of Time: 2 or 4 weeks
Call: No

Available for Phase: Phase 2 and Phase 3

Narrative Description: During the course of two or four weeks the students should be exposed to approximately 250-500 dermatologic patients.

Prerequisites: Completion of Phase 2 Family Medicine, Medicine, or Pediatrics clerkship

Learning Objectives:
Emphasis of instruction will be in three main areas. These would include:
   1. Proper dermatologic description and classification of the cutaneous disorders seen
   2. Differential diagnosis of dermatologic diseases and
   3. Basic therapeutic principles

Learning Activities:
The student may participate and learn to do some basic dermatologic procedures including skin biopsy, shave biopsy, skin tag excision, wart destruction and simple excisional surgery.

The rotating student would also be invited to attend the monthly meeting of the Chicago Dermatological Society held in Chicago on the third Wednesday of each month. The student would also be participating in evaluation of any hospital consultations that arise during the month.

All students are required to review a topic of interest related to dermatology and their chosen specialty and present their topic in a brief 10-minute presentation.


Additional Resources: None

Miscellaneous Information:
Monday – Friday, 9:30 a.m. – 5:00 p.m., per physician’s schedule.

BackToTOC
Endocrinology

Phase 2 Course Number: ELEC409
Phase 3 Course Number: ELEC613
Program Directors: Sameer Ansar MD, Aliya Naseer MD, Hiralal Maheshwari, MD
Departmental Contact Information: Department of Medicine, UIC-Rockford, Telephone: (815) 395-5610
Location: Dr. Ansar, 5688 E. State St, Suite 2000, Rockford; Dr. Naseer, 2300 N. Rockton Ave, Rockford; Dr. Maheshwari, Midwest Endocrinology, 380 N. Terra Cotta Rd Suite A, Crystal Lake, Illinois

Length of Time: 2 weeks
Call: No

Available for Phase: Phase 2 and Phase 3

Narrative Description: Students attend endocrine outpatient clinics, which are held Monday to Friday, from 8:00 a.m. to 5 p.m. They also accompany consultation physicians for inpatient consultations and are required to be present for one thyroid biopsy clinic and diabetes group class.

Prerequisites: Completion of Phase 2 Medicine or Family Medicine Clerkship

Learning Objectives: To demonstrate competency in the ambulatory and hospital care of patients with common endocrine and metabolic disorders, including the ability to perform appropriately directed history and physical examination, interpretation of basic endocrine laboratory data and determination of management options

Learning Activities:
1. Shadowing physicians.
2. Taking history and physical examination, determining a differential diagnosis and coming up with a basic diagnostic plan.
3. Attending diabetes group classes, new insulin pump and continuous glucose monitor starts.
4. Observing thyroid biopsies and ultrasounds is being done at OSF/SAMC only

Method of Evaluation: At the end of the rotation, the attending physicians, educators and nursing staff will give students feedback and submit standard UIC evaluation forms.

Required Reading: None

Additional Resources:
- American Diabetes Association “Standard of Medical Care in Diabetes Mellitus”
- Williams Textbook of Endocrinology
- NEJM – review articles
- Journal of Endocrinology and Metabolism

Miscellaneous Information: Monday – Friday, at least 8 hours/day, per physician schedule.
Dr. Naseer's clinic hours are Monday - Thursday from 8am - 5pm. Friday is her day off.
DEPARTMENT OF MEDICINE AND MEDICAL SPECIALTIES

Gastroenterology

Phase 2 Course Number: ELEC396
Phase 3 Course Number: ELEC614
Program Directors: Sumeet Tewani, MD; Nicole Gentile MD
Departmental Contact Information: Department of Medicine, UIC-Rockford, Telephone: (815) 395-5610
Location: Dr. Tewani, 401 Roxbury Road, Rockford; Dr. Gentile, Mercyhealth, 8201 E. Riverside Blvd, Rockford
Length of Time: 4 Weeks
Call: Yes

Available for Phase: Phase 2 and Phase 3

Narrative Description: The medical student will function much like a medicine intern during this elective. The student will actively participate in the management of an inpatient gastroenterology service at one of the two hospitals covered by Rockford Gastroenterology Associates. The emphasis is on patient evaluation and management. The student will be exposed to the various procedures performed in gastroenterology including upper endoscopy, colonoscopy, liver biopsy, ERCP, and endoscopic ultrasound.

Prerequisites: Completion of Phase 2 Medicine clerkship

Learning Objectives: The gastroenterology elective is designed to provide the student who has completed his/her Medicine clerkship with exposure to the field of gastroenterology as is practiced in an academic and private practice setting. The student should complete the course with knowledge of the pathophysiology, evaluation, and management of common and uncommon gastrointestinal, liver, gallbladder, and pancreatic diseases.

Learning Activities:
   1. Direct participation in inpatient gastroenterology service; and
   2. Case-based learning sessions covering the major topics in gastroenterology.


Required Reading: Students strongly encouraged to review GI textbooks, UpToDate as it applies to their patients and the case-based learning sessions posted on Blackboard.

Additional Resources: None

Miscellaneous Information: 7:30 a.m. – 5:00 p.m. Monday through Friday / 7:30 a.m. – 12:00 p.m. Saturday & One (1) call weekend.*
Hematology/Oncology

Phase 2 Course Number: ELEC411
Phase 3 Course Number: ELEC804
Program Directors: Thomas McFarland, MD
Departmental Contact Information: Department of Medicine, UIC-Rockford, Telephone: (815) 395-5610
Location: 2400 N. Rockton Avenue, Rockford, (815) 971-5000
Length of Time: 4 weeks
Call: No

Available for Phase: Phase 2 and Phase 3

Narrative Description: The hematology/oncology rotation consists of 4 weeks' time working with a preceptor, witnessing and participating in the inpatient and outpatient care of oncology and hematology patients. Screening, genetics, risk evaluation, radiation therapy, and community exposures are on a prn basis as opportunities present themselves. Students are expected to be prompt, neat, and pleasant.

M4 students will be expected to function as a "sub-intern", performing histories, physicals, and consultations on inpatients, presenting daily on the patients they are responsible for, following their inpatients and attending any procedures they undergo, attending clinic and seeing outpatients in the company of the preceptor, and attending weekly cancer conference. Call is something that is earned by demonstrating interest and enthusiasm. Residents will round on a panel of patients in the morning and coordinate with the on call physician for clinic and consults.

A daily topic is provided in the Hem/Onc Workbook for each weekday of the rotation. The first week is focused on oncologic emergencies, the second on more common tumors (emphasizing the organization of approach rather than a compendium of facts), the third on hematology problems, and the fourth on topics such as therapeutics and supportive care. The last day is the student’s day to present a topic of his/her choice. The workbook has been derived from a variety of sources, most importantly feedback from prior students. The final topic is reserved for the students to present a disease, a clinical scenario, a basic science finding, or a humanistic interlude.

IM Essentials, available electronically in the UIC library, will serve as a condensed text that expands on the topics of this curriculum as well as other oncology and hematology topics. There is a test following the sections and it is suggested students take that test as they start the rotation – both to set a baseline and to identify potential areas to concentrate on.

It is critical that students be able to function with a variety of tools and in the environment of the medical resident. Just as clinical medicine remains an empiric science amidst the modeling and speculation of research, being a physician still entails “doing it” amidst theorizing and presentations! We will try to “do” a bone marrow or two, but will also read ECGs and radiology studies, and anything that our consultants will involve us in, whether a scope or surgery. Student clinical cases are the important, real life, studies. Additional ones are provided in the book.

Included are formatted sheets for reading the ECGs, adjacent to the graphics, and formatted H and P sheets. There is also a daily radiology study or picture of a microscope slide to review and report on. Again, a space is provided in the workbook for these reports. Students are welcome to alter these to their usual practice as long as they remain consistent, organized, and communicative. Please use the workbook, although we are all in transition to EMRs. Do not write actual patient names or identifiers in the book, as a matter of confidentiality. The tactile experience can be useful, and will give the student a chart to carry and follow their patients. Students are to document visits, procedures, and questions. I appreciate corrections and references, particularly hyperlinks, to literature, graphics, slide shows, and illustrations, as I seek to morph to an electronic experience.
Prerequisites: Completion of Phase 2 Medicine Clerkship

Learning Objectives: Topics covered:
1. Febrile Neutropenia;
2. Hypercalcemia;
3. Spinal Cord Compression;
4. SIADH;
5. Acute Leukemia at Presentation;
6. Colon, Breast, Lung Cancer;
7. Lymphoma, Adult Acute Leukemia, Myeloproliferative Disorders;
8. Thrombocytopenia, Anemia, Bleeding & Thrombolytic Disorders;
9. Pain Control, Chemotherapeutic Agents;
10. Suffering, Clinical Trials in Oncology; and
11. "Wild Card."


Method of Evaluation: Direct faculty evaluation of performance and standard UIC evaluation form completed and submitted. Personal consultation with the student will also be completed.

Required Reading: Workbook on M4 Medicine Blackboard Site

Additional Resources: None

Miscellaneous Information: Monday – Friday, per physician’s schedule. This rotation is not available over the holidays or post-graduation.
DEPARTMENT OF MEDICINE AND MEDICAL SPECIALTIES

Infectious Disease Inpatient

Phase 2 Course Number: ELEC413
Phase 3 Course Number: ELEC617
Program Directors: Scott Homann, MD
Departmental Contact Information: Department of Medicine, UIC-Rockford, Telephone: (815) 395-5610
Location: SwedishAmerican Hospital
Length of Time: 4 Weeks
Call: Yes*

Available for Phase: Phase 2 and Phase 3

Narrative Description: Academic Infectious Disease setting. Students will be expected to perform comprehensive histories & physicals, develop a differential diagnosis and an evaluation/treatment plan. Students will be following patients daily. Students will do two brief presentations (10-15 minutes) during morning conference.

Prerequisites: Completion of Phase 2 Medicine clerkship

Learning Objectives: At the end of this rotation, students will:
1. Hone history, physical & presentation skills;
2. Become comfortable with antibiotic choice & use;
3. Learn to order and interpret microbiology tests; and
4. Learn to evaluate and manage complex patients with infections.

Learning Activities:
1. Direct patient care;
2. Teaching rounds;
3. Twice weekly conferences;
4. Trips to Radiology/Micro/Path as needed; and
5. Close interaction with other MD’s, pharmacists, nurses and other healthcare providers.

Method of Evaluation: Direct faculty evaluation of performance, which includes questions on rounds, and standard UIC evaluation form completed and submitted.

Required Reading: Handout & textbook (provided prior to orientation).

Additional Resources: None

Miscellaneous Information:
Begin rotation approximately between 7:00/7:30 a.m. Generally finished between 5:00/7:00 p.m. Weeknight call is rare; 3 weekend days is required.*
Infectious Diseases Sub-Internship

Course Number: PENDING
Program Directors: Dr. Geoffrey Tsaras
Departmental Contact Information: Susan Hollander (sueh@uic.edu); (815) 395-5610
Location: SwedishAmerican Hospital and Infectious Disease Clinic

Length of Time: 4 weeks
Call: Saturday or Sunday rotation every week for the first three weekends. No overnight call.

Available for Phase: Phase 3

Narrative Description:
The overarching goal of this Sub-I is for the student to develop the appropriate skills to be ready for the transition to residency. As such, he/she will work directly with the attending physicians on the Infectious Disease Service on a daily basis, learning the skills and responsibilities of a resident physician and may follow-up patients in the clinic.

• Medical Students (Sub Interns) will develop an appreciation of the scope of care provided by infectious disease service:
  ▪ Recognition and definition of infectious disease syndromes.
  ▪ Diagnosis and treatment of infectious disease syndromes.
  ▪ Referral of patients requiring other specialty intervention and/or counseling.

• Technical Skills (Procedures): Sub Interns will learn the indication, interpretation, and complications of the following procedures:
  ▪ Blood and other body fluids stains, and cultures, and antibiotic sensitivity.
  ▪ Spinal, pleural, peritoneal and synovial fluid taps
  ▪ Skin tests
  ▪ Serological tests

• The Sub Intern will independently evaluate adult patients referred for infectious disease consultation and recommend appropriate work up and care of the patient, under the supervision of an Infectious Disease Attending Physician / Specialist / Consultant.

Pre-Requisites: Completion of all Phase 2 required clerkships

Learning Objectives:

I. Time management skills
   1. Organize a daily patient care task list for each patient in a structured and systematic way so that required tasks (e.g., daily notes, orders, etc.) are not overlooked.
   2. Prioritize daily patient care task list according to degree of importance/urgency.
   3. Prioritize patients’ clinical problems according to degree of clinical importance/urgency.
   4. Recognize one’s own limitations and call on other team members to help.

II. Communicating effectively within healthcare teams
   1. Write accurate, concise, and well-organized consult and progress notes; and where applicable, transfer notes, discharge summaries, and cross-cover notes
   2. Provide an oral presentation of a clinical encounter, tailoring length and content according to context.
   3. Give and receive patient handoffs (both in writing and verbally) to transition care responsibility.
   4. Speak with specialist/subspecialist colleagues to request consultation.
   5. Communicate collaboratively with nursing and pharmacy staff to enhance patient care.
   6. Communicate effectively with team case manager, social worker, and outpatient care providers including ID clinical staff, to facilitate ID discharge planning

III. Patient evaluation skills—recognizing sick vs. non-sick patients
   1. Gather appropriate clinical data from all appropriate sources (e.g., patient, family, nurse, medical
records) in hypothesis-driven fashion to address the main clinical problems (Reporter function of RIME)
2. Analyze and synthesize the collected clinical data set to formulate a prioritized differential diagnosis for
3. the main undifferentiated problems (Interpreter function of RIME)
4. (continued)
5. Recognize which clinical situations require additional assistance from upper level resident, faculty attending, and/or specialty consultants.
6. Develop initial diagnostic and/or therapeutic management plans for the main clinical problems
7. (Manager function of RIME)
8. Prioritize problem list according to degree of clinical importance (Interpreter function of RIME).

IV. Knowing when to ask for assistance
1. Recognize various techniques that can enhance and develop metacognitive skills
2. Generate clinical questions and retrieve evidence to advance patient care
3. Identify clinical and contextual situations that require assistance from clinical supervisors
4. Utilize a communication framework when calling for clinical support

Daily Responsibilities:
1. Performing a full history and physical on initial consultation, formulating a differential diagnosis, and developing preliminary evaluation and treatment plans for all new patients assigned to him/her, with review by the attending physician [the sub intern may consult on no more than 2 new patients a day].
2. Bedside presentation of his/her patients and written daily SOAP /ID progress notes and orders [the sub intern may provide continuity of care to no more than 5 patients per day].
3. He/she may call for consults consistent with hospital policy.
4. Review of daily orders with the attending ID physician.
5. Night call not currently scheduled
6. Communicating with his/her patients, their families, nurses, ancillary staff and other providers about the day-to-day needs and action plans as reviewed with the attending ID physician.
7. Beginning ID discharge planning, discussing with discharge planners [case managers, social workers] regarding outpatient parenteral antibiotic therapy (OPAT) and assisting in the process of obtaining the resources and referrals needed for a safe discharge.
8. Generating an ID discharge summary for his/her patients which will be reviewed and signed by the responsible attending physician.
9. Contacting the PCP at discharge re: follow-up plans if requested by the attending.
10. Participate fully in family meetings, end of life and code discussions, and emergent bedside management of his/her patients.
11. Perform ID consultations and assessments at the discretion and under the guidance of the attending ID physician.
12. Participate in all educational sessions scheduled during the sub-Internship.
13. Keep a log of patients seen and lessons learned from the patients in Benware.

Specific Infectious Disease Responsibilities:
1. Able to perform a focused infectious disease evaluation; obtain relevant past/family/social/occupational and travel history that may be pertinent to the infectious disease syndrome.
2. Learn the indication and interpretation of blood, body fluid or tissue gram stain and special stains; cultures and antibiotic sensitivity; skin tests, serological tests and novel molecular methods for the diagnosis of infectious diseases.
3. Learn the management of commonly encountered infectious diseases through patient-based learning and review of the literature.
4. Participate in bedside procedures such as cerebrospinal fluid taps, synovial fluid aspiration, incision and drainage of abscesses; under supervision of credentialed physicians.
5. Attend all didactic seminars and recommended conferences:
   a. Student seminars; two hour didactic sessions, twice a week (Mondays and Fridays), with a 15-20 minute presentation by student, followed by ID physician-led discussion of case
vignettes (from selected ID categories, below)*. Six sessions during the 4-week rotation.

b. Infection Prevention meeting, Antimicrobial Stewardship meeting or Case-management conference – at least once during the 4-week rotation.

c. ID journal club – review of a contemporary ID article from a reputable national/international journal – once during the 4-week rotation.

d. End of Rotation Antibiotic Quiz / Round Table Discussion.

Method of Evaluation:

1. The student will be evaluated by the ID attending physicians in areas of professionalism, history taking and physical examination skills, differential diagnosis skills, management planning skills, oral and written communication skills, and interpersonal collaboration.

2. Patient Log will be reviewed by supervising attending physician;


4. Additional evaluation forms for cross-cover notes and discharge summaries may be used for formative evaluation.

Required Reading/Educational Resources:
Students are expected to utilize appropriate on line sources, medical textbooks, and medical journals in researching and learning about the patients they see.

- General Syllabus/ Recommended Resources /Reference Material.
  - ID Textbooks such as Mandell’s Principles and Practice of Infectious Diseases, 9th Edition (2019).
  - ID section of Internal Medicine Textbooks such as Harrison’s Principles of Internal Medicine, 19th Edition, Part 8 (2015).
  - ID Review Articles from journals such as NEJM, Clinical Infectious Diseases, Lancet, JAMA and Annals of Internal Medicine.

- UpToDate, as a point of care reference.
- MEDLINE, PUBMED and GOOGLE SCHOLAR online literature search.
- IDSA Guidelines [idsociety.org]
- CDC website [cdc.gov]

Miscellaneous Information: Excused absences will follow College guidelines.

*Major disease/ID categories for student seminars.

1. Septic arthritis/Osteomyelitis
2. Soft tissue infections, diabetic foot infections and complications
3. Community-acquired and hospital-acquired pneumonia including ventilator-associated pneumonia
4. Community-acquired and health care associated urinary tract infections (UTI), including prostatitis.
5. Bacteremia, sepsis, septic shock and endocarditis
6. Infectious diarrhea and intra-abdominal infections
7. Meningitis-encephalitis, and other CNS infections
8. HIV disease and related opportunistic infections
9. Infections in non-HIV immunocompromised patients
10. Viral infections – HSV, influenza, mononucleosis etc.
11. Viral hepatitis
12. Surgical site infection and trauma associated infection
13. Sexually transmitted diseases: genital ulcer diseases, cervicitis, vaginitis, pelvic inflammatory disease (PID)
14. Superficial and deep fungal infections
15. Tuberculosis and other mycobacterial diseases
16. Immunization and prophylaxis
17. Isolation patterns and infection prevention and control measures
18. Emergence and management of multidrug resistant organisms
19. Understanding of utility of different antimicrobial agents for various infections.
20. Antimicrobial stewardship
21. Fever of unknown origin
22. ENT infections – sinusitis, otitis media/externa, pharyngitis

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Nephrology

Phase 2 Course Number: ELEC388
Phase 3 Course Number: ELEC621
Program Directors: Krishna Sankaran, MD
Departmental Contact Information: Department of Medicine, UIC-Rockford, Telephone: (815) 395-5610
Location: Rockford Nephrology Associates (& area hospitals)
Length of Time: 2 or 4 weeks
Call: No

Available for Phase: Phase 2 and Phase 3

Narrative Description: The elective will involve the evaluation and treatment of problems in the scope of nephrology. Evaluation will include history taking and chart review specifically as it relates to the renal problem in question (general history and physical will also be important). Assessment of the problem will include a discussion of renal physiology and mechanism of the disease process. Finally, physiologic principles will be discussed with respect to interventions/treatment. Discussions will be patient based and didactic to include acute kidney injury, chronic kidney disease, dialysis, fluid and electrolyte disorders, glomerulonephritis, hypertension as possible. The student is welcome to invite topics of discussion/lecture in Nephrology. This is a working rotation where most of the teaching will be on rounds and in discussion of cases. Students will be involved in seeing patients as new consults and as follow up, writing computer notes after discussing cases, management issues and discussion of the nephrology aspects of diagnosis and treatment with the nephrology team. Finalized notes with a discussed plan will then be done by the student. The attending will co-sign these with an addendum and put in any relevant orders. As time allows additional nephrology lectures can be done by the attending, and students are welcome to request topics to cover.

Prerequisites: Completion of Phase 2 Medicine clerkship

Learning Objectives: The objective of the nephrology rotation is to learn renal physiology, pathophysiology and treatment principles in the setting of patient care. In evaluating discussing and taking care of patients with acute kidney injury, fluid/electrolyte disorders and chronic kidney disease (including ESRD), the student will strive to integrate physiology and pathophysiology in decision making and interventions in renal disorders.

Learning Activities: Students will be expected to be on rotation from 8:00 a.m. to 5:00 p.m. Monday through Thursday and until 3:00 p.m. on Friday (the same schedule as the attending). The student will work with a nephrology attending for one week at a time with an opportunity to work with 4 attendings (with some variance in style and approach to teaching and patient care). The student can find out their attending for the week by calling the Mercyhealth Answering Service at 815-971-5000 and finding out who is assigned for their hospital for that week. The student will then meet with their attending at 8:00 a.m. on Monday of each week to discuss the plan/schedule for the week.

Method of Evaluation: Each attending will complete the UIC evaluation form for the assessment of skills, character, reliability and knowledge. Dr. Sankaran will complete composite grades for the rotation. Feedback will be given throughout and at the end of the rotation, with standard UIC evaluation completed and submitted.

Required Reading: None

Additional Resources: There are no specific instructional materials required by the nephrology rotation. Your own text in renal physiology and pathology will be a good base to review for the rotation. Sections on the following topics in any medicine text are suggested and students are encouraged to review the Nephrology section and questions in IM Essentials: Acute Kidney Injury, Chronic Kidney
Disease, Hypernatremia, Hyponatremia, Hyperkalemia, Proteinuria/ Glomerulonephritis, and Edema/Diuretics, which are our most common reasons for consultation. Topics related to dialysis will not be expected reading but discussed by the attending.

**Miscellaneous Information**: Students are also encouraged to comment on their experience, constructive criticism or any problems with the rotation or their attendings directly to Dr. Sankaran via email (ksankaran@rockfordnephrolgy.org).
**Nutrition**

**Phase 3 Course Number:** ELEC865  
**Program Directors:** Barbara Osborn, MS, RD, LDN, CDE  
**Departmental Contact Information:** Department of Medicine, UIC-Rockford, Telephone: (815) 395-5610  
**Location:** OSF Saint Anthony Medical Center  
**Length of Time:** 2 Weeks (Rotation only available after Labor Day – May 1st.)  
**Call:** No  
**Available for Phase:** Phase 2 and Phase 3  

**Narrative Description:** Student will spend time with the Clinical Dietitian, attending multidisciplinary rounds, visiting, assessing and instructing patients. During the rotation the student will also spend a few hours in the following services – Wound care, GI lab for PEG placement, Cardiac Rehab education, Diabetes Education, Bariatric lap band, Pharmacy for TPN prep, and Speech Pathology for video swallow. This helps the student understand the importance of good nutrition in many disease states.

**Prerequisites:** None

**Learning Objectives:**
1. Discuss markers to determine nutrition status:  
   - understand nutrition risk screening and nutritional status assessment  
   - identify markers for malnutrition diagnosis (ICD-10 codes)  
2. Determine energy, protein and fluid requirements for selected patients and evaluate best method to meet those needs;  
3. Understand the different routes of administration of both enteral and parenteral nutrition and what route is indicated for specific patient problems/diagnosis;  
4. Select appropriate parenteral and enteral products based on patients calculated needs and disease state;  
5. Discuss Best Practice/Evidence Based Practice nutrition strategies and therapies for common diagnosis; and  
6. Identify common hospital diet orders and application of each.

**References:** Krause’s Food Nutrition and Diet Therapy, ASPEN Core Curriculum

**Learning Activities:**

**Method of Evaluation:** Direct faculty evaluation of performance and standard UIC evaluation form completed and submitted. Oral exam/dialogue, attitude and participation.

**Required Reading:**  
Patient Education Materials, Krause’s Food Nutrition and Diet Therapy, Journal Articles & ASPEN Core Curriculum

**Additional Resources:** None

**Miscellaneous Information:** None
DEPARTMENT OF MEDICINE AND MEDICAL SPECIALTIES

Palliative Medicine

Phase 2 Course Number: ELEC390
Phase 3 Course Number: ELEC294
Program Directors: Moshin Khan, MD, Juliette Kalweit, MD
Departmental Contact Information: Department of Medicine, UIC-Rockford, Telephone: (815) 395-5610
Location: Dr. Khan, Mercyhealth, Dr. Kalweit, SwedishAmerican Hospital
Length of Time: 2 or 4 Weeks (based on preceptor)
Call: No

Available for Phase: Phase 2 and Phase 3

Narrative Description:
1. Seeing patients with physician in the hospital for consultation services;
2. Half day per week supportive oncology clinic, if possible;
3. Half day per week hospice or pall care IDT; and
4. Shadow physician, nurse practitioner, hospice nurse, hospital social worker, hospice chaplain and palliative care pharmacist to understand team roles and responsibilities

Prerequisites: Completion of Phase 2 Medicine or Family Medicine clerkship

Learning Objectives:
1. Understanding the differences between Medicare hospice benefit and palliative care services;
2. Evaluation, assessment and management of pain and other symptoms in patients with advanced illness/diseases;
3. Communicating and breaking bad news with patients and their families;
4. Review SPIKES & ADAPT protocols; and
5. To understand the basic social, financial and cultural challenges faced by palliative care and hospice physicians; and understand the importance of advance directives, etc.

Learning Activities:
1. By completion of rotation, the student will be able to learn how to care appropriately for the patients with advanced illness diseases;
2. The student will be able to assess and evaluate different symptoms in terminally ill patients;
3. The student will have a better understanding of the pharmacological options and their implications while managing at this difficult phase of the patient’s life; and
4. In addition, the student will understand the different ways to communicate and deliver bad news to patients and their families.


Required Reading: Being Mortal, Atul Gawande.

Additional Resources:
Access to CAPC (Center for Advance Palliative Care) online modules. Miscellaneous articles and video assignments, including Extremis.

Miscellaneous Information: Note - No Hospice at SwedishAmerican.
Pulmonary ICU

Phase 3 Course Number: ELEC245
Program Directors: Zaheer Qassem, MD, Abdullah Altayeh, MD, Bharti Roy, MD
Departmental Contact Information: Department of Medicine, UIC-Rockford, Telephone: (815) 395-5610
Location: Mercyhealth
Length of Time: 2 or 4 weeks
Call: No

Available for Phase: Phase 3 ONLY

Narrative Description: Exposure and obtaining experience in both ICU and pulmonary medicine/patients

Prerequisites: Completion of ALL Phase 2 clerkships

Learning Objectives:
1. Diagnosis of the severely ill patient;
2. Management of ventilator;
3. Management of shock/sepsis;
4. Use of antibiotics/pressor agents;
5. Understanding electrolyte disorders;
6. Role of ICU nurse; and
7. Getting critical care experience in the pulmonary inpatient and outpatient setting.

Learning Activities: Students will see 2-4 patients per day, with a maximum of 5 patients per day. Students will diagnosis and care for the severely ill patient with multisystem disease in the following settings: ICU inpatient; consults on the floor and outpatient setting. Students will become familiar with the following procedures: bronchoscopy, thoracentesis, central/arterial lines and chest tubes.

Method of Evaluation: Direct faculty evaluation of performance and standard UIC evaluation form completed and submitted, including knowledge and participation/attendance.


Additional Resources: None

Miscellaneous Information: Monday – Friday 8:00 a.m. – 5:00 p.m. & some weekends, based on preceptor schedule.
DEPARTMENT OF MEDICINE AND MEDICAL SPECIALTIES

Pulmonary ICU - Medicine Sub-Internship

Phase 3 Course Number: PENDING
Program Directors: Dr. Tabassum Nafsi
Departmental Contact Information: Department of Medicine, UIC-Rockford, Telephone: (815) 395-5610
Location: SwedishAmerican Hospital ICU and Pulmonary clinics
Length of Time: 4 weeks
Call: Saturday or Sunday rotation every week. No overnight calls

Available for Phase: Phase 3

Narrative Description: The overarching goal of this Sub-I is for the student to develop the appropriate skills to be ready for the transition to residency. As such, he/she will work directly with the attending physicians in the Medicine ICU on a daily basis, learning the skills and responsibilities of a resident physician and may follow up patients in the clinic.

Prerequisites: Completion of all Phase 2 required clerkships

Learning Objectives and Activities:
I. Time management skills
   1. Organize a daily patient care task list for each patient in a structured and systematic way so that required tasks (e.g., daily notes, orders, etc.) are not overlooked.
   2. Prioritize daily patient care task list according to degree of importance/urgency.
   3. Prioritize patients’ clinical problems according to degree of clinical importance/urgency.
   4. Recognize one’s own limitations and call on other team members to help.

II. Communicating effectively within healthcare teams
   1. Write accurate, concise, and well-organized transfer/accept notes, discharge summaries, and cross-cover notes
   2. Provide an oral presentation of a clinical encounter, tailoring length and content according to context
   3. Give and receive patient handoffs (both in writing and verbally) to transition care responsibility
   4. Speak with specialist/subspecialist colleagues to request consultation
   5. Communicate collaboratively with nursing and pharmacy staff to enhance patient care
   6. Communicate effectively with team case manager, social worker, and outpatient care providers to facilitate discharge planning

III. Patient evaluation skills—recognizing sick vs. non-sick patients
   1. Gather appropriate clinical data from all appropriate sources (e.g., patient, family, nurse, medical records) in hypothesis-driven fashion to address the main clinical problems (Reporter function of RIME)
   2. Analyze and synthesize the collected clinical data set to formulate a prioritized differential diagnosis for the main undifferentiated problems (Interpreter function of RIME)
   3. Recognize which clinical situations require additional assistance from upper level resident, faculty attending, and/or specialty consultants
   4. Develop initial diagnostic and/or therapeutic management plans for the main clinical problems (Manager function of RIME)
   5. Prioritize problem list according to degree of clinical importance (Interpreter function of RIME).

IV. Knowing when to ask for assistance
   1. Recognize various techniques that can enhance and develop metacognitive skills
   2. Generate clinical questions and retrieve evidence to advance patient care
   3. Identify clinical and contextual situations that require assistance from clinical supervisors
   4. Utilize a communication framework when calling for clinical support

V. Medical student wellness
1. Utilize a validated tool to assess one’s personal risk of burnout
2. Recall multiple evidence-based interventions that may aid in wellness
3. Reflect on identified “at-risk” domains and experiment with suggested interventions to improve wellness
4. Incorporate helpful techniques into daily practice by creating a behavior change plan (BCP)

**Daily Responsibilities:**
1. Performing a full history and physical, formulating a differential diagnosis, and developing preliminary evaluation and treatment plans for all patients assigned to him/her, with review by the attending.
2. Bedside presentation of his/her patients and written daily notes and orders. He/she may call for consults consistent with hospital policy.
3. Review of daily orders with the attending
4. Night call not currently scheduled
5. Communicating with his/her patients, their families, nurses, ancillary staff and other providers about the day-to-day needs and action plans as reviewed with the attending.
6. Beginning discharge planning, discussing with discharge planners, and assisting in the process of obtaining the resources and referrals needed for a safe discharge.
7. Generating a discharge summary for his/her patients which will be reviewed and signed by the responsible attending.
8. Contacting the PCP at discharge re: follow-up plans if requested by the attending.
9. Participate fully in family meetings, end of life and code discussions, and emergent bedside management of his/her patients.
10. Perform pulmonary consultations and assessments at the discretion and under the guidance of the attending.
11. Participate in all educational sessions scheduled during the sub-I.
12. Keep a log of patients seen and lessons learned from the patients in Benware.

**Specific Pulmonary Responsibilities:**
1. Able to perform a focused pulmonary evaluation; obtain social and occupational history
2. Learn the management of respiratory failure, sepsis, shock, renal failure and other common critical care presentations
3. Learn to interpret CXR and ABG
4. Participate in bedside procedures as supervised by the pulmonary attending.

**Method of Evaluation:**
1. The student will be evaluated by the attending physicians in areas of professionalism, history taking and physical examination skills, differential diagnosis skills, management planning skills, oral and written communication skills, and interpersonal collaboration.
2. Patient Log will be reviewed by supervising attending;
4. Additional evaluation forms for cross-cover notes and discharge summaries may be used for formative evaluation

**Required Reading:**
Students are expected to utilize appropriate sources such as UpToDate, DynaMed, medical textbooks, and medical journals in researching and learning about the patients they see.

**Miscellaneous Information:**
Excused absences will follow College guidelines.
Radiology

Phase 2 Course Number: ELEC387
Phase 3 Course Number: ELEC670
Program Directors: Anil Rao, MD; Robert Murray, MD
Departmental Contact Information: Department of Medicine, UIC-Rockford, Telephone: (815) 395-5610
Location: Dr. Rao, Mercyhealth; Dr. Murray, OSF Saint Anthony Hospital
Length of Time: 2 or 4 weeks
Call: No

Available for Phase: Phase 2 and Phase 3

Narrative Description: The purpose of this elective is to familiarize the student with the scope of diagnostic and interventional radiology, including: The consulting role radiologists provide to primary care and specialty providers, an overview of the imaging appearance of common abnormalities, risks/benefits and cost effectiveness of radiologic examinations, and guidelines for ordering common studies. Students on the 4-week elective will rotate for 2 weeks each through 2 different areas of radiology including both general and interventional radiology. Those on the 2-week elective may choose either area of radiology but also may have an introduction to other areas.

Prerequisites: None

Learning Objectives:
1. Students should know the basic principles of radiation physics, including image production, radiation protection, types, and purposes of contrast material.
2. Students should know the basic principles of ultrasound, computed tomography, nuclear medicine, Magnetic Resonance Imaging and special procedures.
3. Students should be able to order radiologic examinations appropriately and judiciously.
4. Students should be able to distinguish normal from abnormal findings on plain radiographic examinations of the chest, abdomen, skeleton and head.
5. Students should be able to use radiographic findings to narrow differential diagnoses or to develop a tentative diagnosis.
6. Students should be able to interpret a radiologist’s report.
7. Students should understand the role of the radiologist on the health care team and the relationship to other clinical disciplines.
8. Students should appreciate the radiologist’s need for adequate clinical history and a clear statement of the indications for the examination being requested.

Learning Activities may include any of the following:

Imaging
1. General Radiology: While on the general radiology 2-week portion of the elective, students will be exposed to a variety of procedures including but not limited to CT, MRI, GI/GU, ultrasound, pediatric studies, fluoroscopic examinations, musculoskeletal examinations, radiographs, as well as nuclear medicine. If there is a particular interest, a student may also request to spend a day or two at the women’s imaging center. Students should report to the reading rooms by 8:00 a.m.
2. Interventional Radiology: During the interventional radiology two-week portion of the elective, the student will be exposed to a wide array of imaging guided procedures including biopsies, drainages, vascular interventions, injections, paracentesis, thoracentesis, and many other additional procedures.
3. Interactive Workstation: This workstation has access to ~300 cases common to general diagnostic and reflective of basic pathology you will experience during your intern year/residency. The purpose of this workstation is to give the students an opportunity to simulate the real-life everyday experience of being a radiologist, changing the student role from observational to
interactive. There is no requirement for total number of cases completed; however, students are encouraged to try to complete all cases.

**Case Presentations**
1. Each student will be expected to show one case over the elective.
2. At the conclusion of the elective, each student will select their cases for inclusion in the radiology teaching file.

**Method of Evaluation:** Grades will be based on attendance and participation and case presentations. Direct faculty evaluation of performance and standard UIC evaluation form will be completed and submitted.

**Required Reading Dependent on Site:** Mercyhealth: Suggested reading(s) will be provided; *Felson’s Principles of Chest Roentgenology*. OSF Saint Anthony Hospital: Suggested reading(s) will be provided.

**Additional Resources:** None

**Miscellaneous Information:** **Attendance Requirements:** Students are expected to fully participate in the radiology elective during their rotation.

**Student Conduct/Professional Expectations:**
1. Students are expected to conduct themselves in a professional manner while on service.
2. Arriving to conferences and the reading rooms on time is expected.
3. Do not discuss patient care issues in public places such as elevators or hallways.
4. A white coat and name badge must be worn on service. Students rotating through the interventional service should wear scrubs and a white coat.

The goal of this elective is for a student to gain a basic appreciation for the field of radiology along with its various subspecialties. In particular, the student will develop an understanding of the role that radiology plays in patient care especially as it pertains to making clinical diagnoses. All future physicians will need a working knowledge of medical imaging algorithms ("what test to order"), an understanding of cost-effective and safe ordering practices, and preliminary training in basic image interpretation to help manage their own patients.
Rheumatology

Phase 3 Course Number: ELEC626
Program Directors: Juliane Bolek-Berquist, MD
Departmental Contact Information: Department of Medicine, UIC-Rockford, Telephone: (815) 395-5610
Location: Mercy Clinic-East, Janesville, WI
Length of Time: 2 Weeks (Available November 1 – March 31)
Call: No

Available for Phase: Phase 3

Narrative Description: Students will work with Dr. Berquist at the Rheumatology Clinic and accompany doctor to the hospital to see inpatient consults.

Prerequisites: Completion of all Phase 2 Core Clerkships

Learning Objectives:
1. Learn the spectrum of rheumatic diseases;
2. Obtain comfort with the musculoskeletal exam;
3. Observe/perform common rheumatology procedures; and
4. Gain knowledge regarding common rheumatologic medications.

Learning Activities:
1. Obtain basic history/physical;
2. Observe/perform procedures;
3. Readings assigned nightly; and
4. Lunchtime mini-lectures.


Required Reading: Brigham & Women’s Experts Approach to Rheumatology (provided by instructor).

Additional Resources: None

Miscellaneous Information: M, T, W & Friday 8:00 a.m. – 5:00 p.m.
NATIONAL CENTER FOR RURAL HEALTH PROFESSIONS

Primary Care Related, Population-Based Research

Course Number: CLER642
Program Directors: Michael Glasser, MD
Departmental Contact Information: Diane Potts (dipotts@uic.edu); (815) 395-5939
Location: UIC College of Medicine Rockford
Length of Time: 2 or 4 weeks
Call: No

Available for Phase: Phase 2 AND Phase 3

Narrative Description: The emphasis is on exposure to the research process through hands-on experiences rather than textbook learning alone. Techniques and skills taught include problem formulation and hypothesis construction, defining variables, sample selection, recording and maintaining data records on subjects, and introduction to statistics and computerized analysis. Student responsibilities include keeping up with reading, developing a project idea, attending the special conferences (8 hours total), and writing a final report. Students should report to Drs. Glasser and Plescia in Room E304 on the first day of the elective.

Prerequisites: Participation in the RMED Program

Learning Objectives:
The course will:
  1. Give the student a better understanding of the concepts of research design from the preliminary stage of literature review through formulation of study goals and hypothesis to data collection, analysis, and reporting of results; and
  2. Provide an opportunity for development and implementation of a research project of the student’s choosing.

Learning Activities:

Method of Evaluation: Completed paper; direct faculty evaluation of performance.

Required Reading: Suggested reading(s) may be provided.

Additional Resources: As needed

Miscellaneous Information: None
Phase 3 Course Number: ELEC848
Program Directors: Antoun Al Khabbaz, MD
Departmental Contact Information: Peggy Davenport; Telephone: (815) 490-1616
Location: Crusader Clinic
Length of Time: 2 or 4 weeks
Call: No

Available for Phase: Phase 3 ONLY

Narrative Description: The M4 student will have the opportunity to improve on clinical and surgical skills in the field of Obstetrics and Gynecology

Pre-Requisites: Successful completion of ALL Phase 2 clerkships.

Learning Objectives: Learn general Obstetrics and Gynecology, in both ambulatory and inpatient settings

Learning Activities:
1. See obstetrical and gynecological patients in the clinic.
2. Round with attending physician on postsurgical patients.
3. Assist on C-sections and gynecological surgeries.

Method of Evaluation: Written evaluation based on direct observation.

Required Reading: To be assigned during the rotation.

Additional Resources: Other providers at Crusader Clinic.

Miscellaneous Information: No night call is required.
Surgical OB/GYN

Phase 3 Course Number: ELEC854
Program Directors: Amanda Bush, MD
Departmental Contact Information: Jodi Pirrello (jpirre2@uic.edu); Patricia Grimm (pgrimms@uic.edu)
Location: SwedishAmerican Hospital
Length of Time: 2-4 weeks
Call: Minimal night call is required.

Available for Phase: Phase 3

Narrative Description: The student will spend each working day with me making rounds in the hospital, scrubbing for surgery and seeing patients in the office. Teaching will be on a one-to-one basis with each individual student.

Pre-Requisites: Successful completion of ALL Phase 2 clerkships.

Learning Objectives:
1. Observe office gynecology private practice.
2. Gain clinical working concept in care of GYN patients both ambulatory and inpatient.
4. Increase knowledge of OB/GYN pathology, surgical and microscopic.
5. Attend GYN surgery.
6. Since I do not take OB call, the major emphasis will be gynecology and infertility. OB call experience should be arranged through the medical school.

Learning Activities:

Method of Evaluation: Direct observation of student. Tests administered during the rotation.

Required Reading:

Additional Resources:

Miscellaneous Information:
DEPARTMENT OF PATHOLOGY

Pathology – Forensic

Phase 2 Course Number: ELEC410
Phase 3 Course Number: ELEC835
Program Directors: Mark Peters, MD
Departmental Contact Information: Dr. Mark Peters (mapeters476@gmail.com)
Location: Varies
Length of Time: 2 or 4 weeks
Call: No

Available for Phase: Phase 2 and Phase 3

Narrative Description:

Prerequisites: None

Learning Objectives:
The student will:
1. Become familiar with the death investigation activities of the coroner’s office;
2. Learn what constitutes a “coroner’s case”;
3. Assist in the performance of medical legal autopsies and understand the importance of special procedures that are not part of the usual hospital autopsy;
4. Participate in the interpretation of toxicological data; and
5. Observe courtroom procedure regarding medical testimony.

Learning Activities:

Method of Evaluation: Faculty evaluation of performance

Required Reading:
Reading assignments relevant to current cases or current issues in forensic pathology can be made from any suitable textbook of forensic pathology or medical journals found in the College of Medicine library.

Additional Resources: None

Miscellaneous Information:
The student will be required to travel out of town (transportation provided from my office and back or arranged by student) to various county seats including Rockford, Dixon, Woodstock, Sycamore, Oregon, Sterling, Belvidere and Freeport for autopsies and court.
DEPARTMENT OF PEDIATRICS

Ambulatory Pediatrics

Phase 3 Course Number: ELEC784
Program Directors: Errol C. Baptist, MD; Jillian Kaskavage, MD
Departmental Contact Information: Jodi Pirrello (jpirre2@uic.edu); Patricia Grimm (pgrimm@uic.edu)
Location: Pediatric Office; St. Anthony Medical Center; Mercyhealth Hospital; SwedishAmerican Hospital
Length of Time: 2 weeks
Call: Flexible and one weekend on-call

Available for Phase: Phase 3 only

Narrative Description: This is a two-week clinical elective. The student will be exposed to a variety of healthy and ill patients, in both inpatient and ambulatory settings. A comprehensive collection of journal articles will be given during this rotation for the student to summarize and discuss. Students are expected to evaluate all admitted patients, to do histories and physicals, write progress notes, and discuss all case histories with the attending. In ambulatory cases, progress notes are required on selected patients.

Prerequisites: Successful completion of ALL Phase 2 clerkships.

Learning Objectives: The student will:
1. Be proficient in examining healthy infants and children, with a focus on good basic clinical skills.
2. Gain knowledge in basic and advanced pediatric problems.
4. Discuss immunization issues.
5. Understand fluid balance and therapy.
6. Rationalize antibiotic usage.
7. Understand blood gas interpretation.

Learning Activities:

Method of Evaluation: Direct observation of student. Tests administered during the rotation

Required Reading: Suggested reading(s) will be provided.

Additional Resources: None

Miscellaneous Information: None
DEPARTMENT OF PEDIATRICS

Pediatric Cardiology

Phase 3 Course Number: ELEC739
Program Directors: Thomas Shula, M.D.
Departmental Contact Information: Peggy Piske (peggy.a.piske@osfhealthcare.org); Telephone: (815) 227-5600
Location: OSF
Length of Time: 2 to 4 weeks
Call:

Available for Phase: Phase 3

Narrative Description: The course will attempt to provide basic and for the proper student (with interest in a career in Pediatrics or Family Medicine especially) more advanced understanding of congenital heart disease and acquired heart disease in infants, children, adolescents, and adults.

Prerequisites: Successful completion of ALL Phase 2 clerkships.

Learning Objectives:
1. The student will acquire a basic understanding of the cardiac physical examination as it applies to children, adolescents, and adults.
2. The student will acquire an understanding of the basic diagnoses associated with pediatric cardiology such as murmurs, chest pain, palpitations, lightheadedness, and syncope.

Learning Activities: Observation of patient encounters and testing such as echocardiogram, electrocardiograms and stress tests followed by discussions and instruction concerning the principles involved.

Method of Evaluation: Program director's qualitative assessment.

Required Reading: A basic text in Pediatric Cardiology is provided for use during the course along with applicable journal articles.

Additional Resources: None

Miscellaneous Information: Students with all possible career objectives are welcomed as over the past 12 years we have had almost every choice of residency represented in students selecting this elective.
Phase 3 Course Number: ELEC237
Program Directors: Ray Davis, MD (Participating Faculty: Shannon Krueger NP)
Departmental Contact Information: Shannon Krueger (815) 971-2726
Location: 2300 North Rockton Avenue, Rockford, Illinois, Telephone: (815) 971-5000 (After Hours)
Length of Time: 2 to 4 weeks
Call:

Available for Phase: Phase 3 ONLY

Narrative Description: Review male and female genital anatomy, including normal variants and positive findings in a child who is suspected of being sexually abused, comprehensive history taking with regards to injury presentation, introduction to role of the medical provider in a multidisciplinary forensic investigation, introduction to abusive head trauma, skull fractures, fractures from falls, bruising pathology, injuries in non-accidental trauma.

Prerequisites: Successful completion of ALL Phase 2 clerkships.

Learning Objectives: At the conclusion of this elective, the student will be able to:

1. Define and identify normal genital anatomical variants.
2. Define positive findings in a child who has been sexually abused.
3. Discuss the role of the medical provider in forensic investigation.
4. Explain when and how to refer a child for investigation when the child is suspected of being abused.
5. Explain abusive head trauma and how it presents.
7. Discuss dynamics of non-accidental trauma.

Learning Activities: Discussion (2-4 hours); case studies (2-4 hours), online training for mandated reporting (1 hour).

Method of Evaluation: Online exam.

Required Reading: Suggested reading(s) will be provided.

Additional Resources: Handouts, PowerPoints, photos & online activity.

Miscellaneous Information: None
DEPARTMENT OF PEDIATRICS

Pediatric Gastroenterology

Phase 2 Course Number: ELEC416
Phase 3 Course Number: ELEC732
Program Directors: David Deutsch, MD; Glendon Burress, MD; Eugene Vortia, MD; Katrina Nguyen, MD; Fateema Rose, MD
Departmental Contact Information: Jodi Pirrello (jpirre2@uic.edu); Patricia Grimm (pgrimm@uic.edu)
Location: Mercyhealth System, Javon Bea Riverside Hospital
Length of Time: 2 to 4 weeks
Call: No

Available for Phase: Phase 2 AND Phase 3

Narrative Description: The pediatric gastroenterology clerkship is a 2-4 week exposure to the various clinical problems encountered in pediatric gastroenterology. Students will spend approximately 40 hours per week in inpatient and outpatient settings. Student responsibilities include the complete evaluation of the patient, accurate presentation of the case including differential diagnoses, and participation in management plans and follow up. In addition, their ability to perform the above duties in a timely, yet efficient, manner will be evaluated.

Prerequisites: Successful completion of the Phase 2 Pediatrics clerkship.

Learning Objectives:
1. Acquisition of specialized skills necessary in the practice of pediatric gastroenterology including history-taking, physical exam, detailed differential diagnosis, and management of common GI problems.
2. Exposure to nutritional support of the pediatric patient including enteral and parental nutrition, and tube feedings.
3. Exposure to diagnostic and therapeutic skills in gastroenterology, including esophagastroduodenoscopy, colonoscopy, and other procedures.
4. Exposure to gastrointestinal radiology and pathology.

Learning Activities:
1. Evaluation of patients in pediatric gastroenterology clinic.
2. Evaluation of hospitalized pediatric gastroenterology patients.
3. Participation in Pediatric GI/Pathology monthly rounds.
4. Progress notes on inpatients.
5. Presentation of research topic presented to the Pediatric GI attendings.

Method of Evaluation: Direct faculty evaluation of performance. Evaluations will be based on interaction with the attending and the daily demonstration of knowledge in the diagnosis and management of pediatric gastrointestinal diseases.

Required Reading: Suggested reading includes Pediatric Practice Gastroenterology by Dr. Warren Bishop, Essential Pediatric Gastroenterology, Hepatology, and Nutrition, by Dr. Stefano Guandalini, Pediatric Gastroenterology: The Requisites in Pediatrics by Dr. Chris Liacouras, and information from Gikids.org, representing a variety of clinical topics in pediatric gastroenterology. The textbooks can be accessed through the Crawford library. Students will be expected to discuss the material in this textbook on a daily basis.

Additional Resources: None.
Miscellaneous Information: None
Phase 3 Course Number: ELEC654
Program Directors: Pablo Morales, MD
Departmental Contact Information: Czaina Blackwell, Telephone: (815) 971-5760
Location: Mercyhealth NICU, Javon Bea Hospital, 8201 E. Riverside Blvd, Rockford, IL 61103
Length of Time: 2 weeks
Call: Yes

Available for Phase: Phase 3

Narrative Description:

Pre-Requisites: Successful completion of ALL Phase 2 clerkships.

Learning Objectives: To familiarize the student with the care of premature sick infants

Learning Activities:
1. Follow 3-5 patients in NICU. Attend high-risk deliveries or C-sections, go on transport.
2. Become familiar with assessment of gestational age and condition at birth.
3. Know how to resuscitate an infant.
5. Be able to manage fluid, electrolyte and caloric intake.
6. Become familiar with principles of ventilator use.
7. Understand the multidisciplinary approach to the infant’s care.

Evaluation: Direct observation and direct faculty evaluation of performance

Required Reading: None

Additional Resources: None

Miscellaneous Information: None
**Pediatric Pulmonology**

**Phase 2 Course Number:** ELEC405  
**Phase 3 Course Number:** ELEC977  
**Program Directors:** David Shoberg, M.D.  
**Departmental Contact Information:** Jodi Pirrello (jlpirre2@uic.edu); Patricia Grimm (pgrimm@uic.edu)  
**Location:** Mercyhealth Kleckner Clinic, 7144 Kleckner Road, Rockford, Illinois  
**Length of Time:** 2 weeks  
**Call:** No  

**Available for Phase:** Phase 2 AND Phase 3  

**Narrative Description:**  
This is a 2-week clinical elective. The student will be exposed to the most common aspects of Pediatric Pulmonology, including critical care, ventilator management and care of the chronically ill. The student will be working under the supervision of the pediatric pulmonologist and will follow inpatients, perform consults and see outpatients and emergencies as they arrive. The student will also be expected to assist in all minor surgical procedures such as bronchoscopies, thoracentesis, chest tubes, etc. Selected readings will be distributed at the onset of the rotation and the articles will be reviewed with the attending physician. The student will attend Pediatric Grand Rounds every Friday morning.  

**Prerequisites:** Successful completion of Phase 2 Pediatrics clerkship and an interview.  

**Learning Objectives:**  
1. Basic competence interpreting pulmonary function tests.  
2. Basic competence interpreting chest and airway x-rays.  
3. Basic care of the patient with chronic lung disease including cystic fibrosis, bronchopulmonary dysplasia, chronic respiratory failure and muscular dystrophy.  
5. Knowledge of the most common pediatric pulmonary diseases.  
6. Knowledge of the medications used to treat respiratory problems.  
7. In-depth knowledge on the management of airway emergencies and stabilization of the critical care patient with respiratory problems.  
8. Interpretation of arterial blood gases.  

**Learning Activities:**  

**Method of Evaluation:** Direct faculty evaluation of performance.  

**Required Reading:** Suggested reading(s) will be provided.  

**Additional Resources:** None  

**Miscellaneous Information:** None  

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DEPARTMENT OF PSYCHIATRY

Adolescent Substance Abuse / Dual Diagnosis

Phase 3 Course Number: ELEC255
Program Directors: Thomas Wright, M.D.
Departmental Contact Information: Sarra Reichwald, MS Ed, Director of Staff Development and Education (SReichwald@rosecrance.org); Phone: (815) 387-2511; Fax: (815) 387-2590
Location: Rosecrance Mental Health Center, Griffin-Williamson Campus site
Length of Time: 2 weeks
Call: None

Available for Phase: Phase 3.

Narrative Description: The student will work primarily at the Rosecrance Griffin-Williamson (RGW) campus, but also with other psychiatrists to learn about substance use and co-occurring psychiatric problems in an adolescent residential setting. Students will participate in a number of activities including initial assessment, group treatment activities, 12-step treatment, psychiatric evaluations, medication monitoring, and team meetings at RGW. They will have a chance to work in the Rosecrance Outpatient child and adolescent clinic as well as the adult residential setting.

Prerequisites: Successful completion of ALL Phase 2 clerkships; students must be interested in Psychiatry or Pediatrics as their specialty in order to take this elective.

Learning Objectives: By the end of this rotation, the student should:
1. Recognize and know the criteria for abuse and dependence in illicit substance abusing adolescents.
2. Know the incidence of comorbid psychiatric and substance abuse problems in adolescents.
3. Recognize how adolescents with mental illness such as major depression, PTSD, ADHD, bipolar disorder and disruptive behavior disorders present with co-occurring substance abuse.
4. Understand all major aspects of inpatient substance abuse treatment programs, including family therapy, group therapy, and 12-step treatment models.
5. Present concisely a typical case.
6. Understand how wraparound community programming integrates with other treatment in child and adolescent mental illness.

Learning Activities:
1. Psychiatric evaluation at clinics with Dr. Wright;
2. Assessment and evaluations with Rosecrance assessment teams;
3. Team meetings for Rosecrance adolescent teams;
4. Group therapy with Rosecrance adolescent groups;
5. 12-step meetings with adolescent groups;
6. “Family Weekend” participation; and
7. Clinical supervision and court observation in Madison, Wisconsin, wraparound program.

Method of Evaluation: Students will be evaluated based on their ability to demonstrate competence in the area of assessment and treatment consistent to the learning objectives. This will occur by observation by Dr. Wright and by feedback Dr. Wright receives from others involved with the experience.

Required Reading: Suggested reading(s) will be provided.

Additional Resources: None

Miscellaneous Information: None
**Adult Psychiatry and Addiction Medicine**

**Phase 3 Course Number:** ELEC980  
**Program Directors:** Raymond C. Garcia, M., FAPA, ABAM  
**Departmental Contact Information:** Sarra Reichwald, MS Ed, Director of Staff Development and Education ([SReichwald@rosecrance.org](mailto:SReichwald@rosecrance.org)); Phone: (815) 387-2511; Fax: (815) 387-2590  
**Location:** Rosecrance Harrison Campus  
**Length of Time:** 2 weeks to 4 weeks  
**Call:** No  

**Available for Phase:** LIMITED AVAILABILITY for Phase 3 – students will be accepted on a case-by-case basis depending on preceptor’s availability.  

**Narrative Description:** The student will work under the direct supervision of Dr. Garcia as he conducts the M3 Psychiatry Clerkship at Rosecrance Harrison Campus. The elective may include presentation of a journal review article on a topic chosen by the student or suggested by Dr. Garcia.  

**Pre-Requisites:** Successful completion of ALL Phase 2 clerkships and an interest in residency training in Psychiatry.  

**Learning Objectives:**  
1. The student will further develop clinical skills in interviewing and working with psychiatric patients.  
2. The student will further develop skills in presenting and writing up comprehensive psychiatric evaluations using the Biopsychosocial Model.  
3. The student will be able to discuss and present thorough differential diagnoses and treatment plans for psychiatric patients.  
4. The student will demonstrate skills relevant to life-long learning in *psychiatry and addiction medicine*.  
5. The student will demonstrate leadership skills as an active member of the psychiatric treatment team.  

**Learning Activities:**  

**Method of Evaluation:** The student will be evaluated by Dr. Garcia based on direct observation of the student’s clinical and leadership skills and on reports from other clinical staff at Rosecrance. The student is expected to be punctual, organized and responsible, performing in a capacity similar to a sub-intern in psychiatry.  

**Required Reading:** *Desk Reference to the Diagnostic Criteria from DSM-5*  

**Additional Resources:** The ASAM Principles of Addiction Medicine, Kaplan & Sadock’s Comprehensive Textbook of Psychiatry or Kaplan & Sadock’s Synopsis of Psychiatry, Stahl’s Essential Psychopharmacology  

**Miscellaneous Information:** None
Career Exploration – Forensic Psychiatry Inpatient Rotation

Course Number: ELEC439
Program Directors: Dr. Tahseen Mohammed
Departmental Contact Information: (847) 742-1040 Ext. 3222; email tahseen.mohammed@illinois.gov; Sandra Akers, Sandra.Akers@illinois.gov; Linda Nidelkoff, Linda.Nidelkoff@illinois.gov; Mari Martinez, Mari.Martinez@illinois.gov; Jenks Wroten, Jenks.Wroten@illinois.gov
Location: 750 S. State St, Elgin, Illinois
Length of Time: 2 or 4 weeks
Call: No overnight call

Available for Phase: Phase 2 and Phase 3

Narrative Description: Students will rotate on a 51-bed adult inpatient unit (Edith Hartman) and will be supervised by two attendings during their rotation. Majority of the patients are NGRI (Not guilty by reason of insanity) and are court ordered for treatment with a goal to stabilize them and step them down to a less restrictive setting. Patients have a wide range of chronic mental health issues, substance abuse and personality disorders. The unit is staffed with two psychiatrists, internist, psychologist, nurses, social workers and mental health technicians. Students will also have an opportunity to attend Mental health court on campus and other court hearings in various counties.

Prerequisites: Completion of Phase 2 Psychiatry clerkship

Learning Objectives:
1. Use the DSM-V criteria in the diagnostic process for major psychiatric disorders
2. Elicit and clearly record a complete psychiatric history, including the identifying data, chief complaint, history of present illness, past psychiatric history, general medical history, medications, substance abuse history, family history, and social history.
3. Elicit, describe, and precisely record the components of the mental status examination, including general appearance and behavior, motor activity, speech, mood, affect, thought process, thought content, cognition, judgment, and insight.

Learning Activities:
1. Participation in psychiatric evaluation process.
2. Participation in individual and group therapy process.
3. Participation in treatment staffing meetings
4. Participation in daily community meetings
5. Participation in the 1-hour seclusion & restraint assessments.
6. Participation in family therapy processes as applicable.
7. Participation in discharge planning processes throughout the course of treatment.
8. Attend court hearings when court is in session.

Method of Evaluation:
1. The existing Elective Evaluation form will be used to provide feedback to the student about their performance. Grading method will be consistent with College policy.
2. Completion of mini-CEX requirement will be documented.

Required Reading:
Desk Reference to the Diagnostic Criteria from DSM-V
Kaplan and Sadock Synopsis of Psychiatry
Readings as assigned by preceptors

Additional Resources: None
**Miscellaneous Information**: Elgin MHC has a six-week notice precaution before rotations for paperwork, badges and required state training. All four people above will need to be in the loop for inquiring of student rotations.

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DEPARTMENT OF SURGERY AND SURGICAL SPECIALTIES

Required Process for Scheduling Surgery Electives

All students requesting to add or drop any Surgery Elective after schedules have been confirmed via the draft process need to follow the procedure given below to insure that their request will be considered. All requests will be considered and every effort will be made to work with the M4 student to fill his/her request. However, the Department of Surgery cannot guarantee that all requests will be able to be honored.

Procedure to Add or Drop a Surgery Elective

1. When beginning the process to add/drop a M4 Surgery Elective, first contact the Office of Student Affairs to confirm that the change will still fulfill your graduation requirements.
2. Because the faculty for the Department of Surgery teach at several different levels for the University of Illinois (M3, M4 and Residents), students are requested to not contact an individual faculty member regarding a possible rotation. Our faculty have requested that all M4 surgical elective requests come from the Department of Surgery Office.
3. If the requested elective or preceptor is not available during the time frame requested, the Department of Surgery office will contact the student to suggest other options.
Advanced Surgery

Phase 3 Course Number: ELEC673  
Program Directors: John Myers, MD  
Departmental Contact Information: Renee Barr (rlbarr@uic.edu); Telephone: (815) 395-5651  
Location: Private offices and affiliated hospitals  
Length of Time: 4 weeks  
Call: Yes; weekends at the discretion of faculty  
Available for Phase: Phase 3 ONLY  

Sub-I Component Eligible  

Narrative Description: This will be a four-week advanced level surgery clerkship. The student will be assigned to specific faculty for a specific period of time during the rotation. The areas of surgical fields will include trauma, peripheral vascular, complex general surgery, hepatobiliary-pancreatic surgery and intensive care. The student may participate in two to three of these fields. He/she will also have the flexibility to see, scrub in and follow patients with specific complex surgical problems. Mercyhealth Hospital, SwedishAmerican Hospital and OSF St. Anthony Hospital will be utilized for this clerkship rotation.

The M4 elective student will have a separate call schedule from M3 students, and it will be in conjunction with the faculty call schedule.

Prerequisites: Successful completion of ALL Phase 2 clerkships / Interest in or be in the process of application for residency in a surgical discipline.*  
*M4 students going into non-surgical disciplines will also be considered, but surgical students will have preference.

Learning Objectives:
1. The student will know how to perform a detailed clinical assessment of patients with complex surgical problems including multistystem trauma and critically ill surgical patients.  
2. He/she will have developed clear understanding with respect to the ordering of appropriate laboratory, radiological and other diagnostic tests, be able to choose the right workup for the surgical problem and accurately interpret the results.  
3. He/she will be able to develop management plans for complex surgical problems.  
4. He/she will acquire the ability to evaluate and manage complex post-operative problems, complications and acquire basic understanding of critical care management of the surgical patient.  
5. He/she will gain state of the art knowledge in surgical discipline by seeking information from the library, online, surgical journals and by one-on-one discussion with the faculty member.  
6. He/she will become more experienced in performing surgical consultations and develop independent thinking with respect to developing treatment plans, writing patient care orders and assisting in complex surgical operations.

Learning Activities:
1. Daily independent and faculty-led rounds on complex surgery, trauma and ICU surgical patients.  
2. Select and follow specific patients with surgical problems throughout the patient’s course by becoming the primary student doctor in charge under the supervision of the faculty.  
3. Write patient care and diagnostic test orders under the supervision of the faculty.  
4. Participate in selected complex operative procedures under the supervision of the faculty preceptor.  
5. Attend weekly surgical student conferences specifically organized for this clerkship and present topics and cases as assigned.  
6. Meet with faculty coordinator bi-weekly to present and discuss complex cases and topics.  
7. Have free time to perform independent online and other information seeking and learning activities.
**Method of Evaluation**: The student will be evaluated based upon the ACGME competencies

**Required Reading**: Advanced level surgical textbooks to include ACS Surgery, Sabiston, Greenfield or Brunicardi editions of surgical texts, specialty textbooks on trauma, critical care, surgical and critical care journal articles and other current research papers.

**Additional Resources**: None

**Miscellaneous Information**: None
Anesthesiology

Phase 3 Course Number: ELEC601
Program Directors: Stephen Cotton, MD; Lisa Solomon, DO
Departmental Contact Information: Renee Barr (rlbarr@uic.edu); Telephone: (815) 395-5651
Location: Mercyhealth, OSF Saint Anthony, SwedishAmerican Hospital, Rockford Ambulatory Center
Length of Time: 2 or 4 weeks
Call: As specified by the preceptor

Available for Phase: Phase 3 ONLY

Narrative Description:
This elective is designed to provide a concentrated 2- or 4-week experience in the selection and conduct of anesthesia by assigning the student to one or more anesthesiology preceptors. This will best assure a broad exposure to the clinical problems unique to this specialty. Attention will be given to the preoperative evaluation of the patient, the actual conduct of the anesthetic procedure, and postanesthetic management of routine and complicated patients. Different types of anesthesia and their unique applications will be covered. There will be opportunities to improve competence in the performance of basic clinical skills. The pharmacologic and physiologic properties of commonly used anesthetic agents will be covered. Appropriate management of postoperative pain and the psychological aspects of undergoing anesthesia and surgery will also be addressed. Most of the elective experience will occur in the operating room suite and its environs, including the postanesthesia care area and the intensive care setting.

Prerequisites: Successful completion of ALL Phase 2 clerkships.

Learning Objectives:

Learning Activities:


Required Reading: Suggested reading(s) will be provided.

Additional Resources: None
Cardiothoracic Surgery

Phase 3 Course Number: ELEC300
Program Directors: David Cable, MD
Departmental Contact Information: Renee Barr (rlbarr@uic.edu); Telephone: (815) 395-5651
Location: Private office and affiliated hospitals
Length of Time: 2 or 4 weeks
Call: At the discretion of the faculty

Available for Phase: Phase 3 ONLY

Sub-I Component Eligible

Narrative Description: Students will round on the service in a "sub-intern capacity". They will be involved in preoperative and postoperative care. They will learn Swan-Ganz catheter management and ventilatory management in the ICU. They would be expected to participate in the operating room daily. They will have reading assignments from standard surgical texts. They will also take call from home 24 hours, 5 days a week.

Prerequisites: Successful completion of ALL Phase 2 clerkships.

Learning Objectives:

Learning Activities:


Required Reading: Suggested reading(s) will be provided.

Additional Resources: None

Miscellaneous Information: None
Emergency Medicine

Phase 2 Course Number: ELEC393
Phase 3 Course Number: ELEC603
Program Directors: Jane Kotecki, MD
Departmental Contact Information: Renee Barr (rlbarr@uic.edu); Telephone: (815) 395-5651
Location: Mercyhealth, OSF
Length of Time: 2 or 4 weeks
Call: Yes

Available for Phase: Phase 2 and Phase 3

Narrative Description:
This 2- or 4-week elective will involve M3 and M4 students in the practice of emergency medicine in a busy Emergency Department. Students will function as primary emergency physicians under the supervision of attending physicians, and will be responsible for patient evaluation, treatment and disposition, as well as any procedures. Students will gain experience in the examination and treatment of multiple patients at varying levels of acuity and complexity. Interpretation of x-rays, ECGs, and laboratory studies will be an integral part of the rotation. Training and experience in medical procedures is emphasized. Additionally, students will gain an appreciation of the unique aspects of emergency medicine through direct involvement, lectures and required reading. Reading materials are in the Required Reading Manual provided by the Department of Surgery, UICOM-R. A maximum of three students can be accommodated at Mercyhealth.

Prerequisites: Successful completion of one Phase 2 clinical rotation.

Learning Objectives:
1. To learn to rapidly assess and prioritize the patient’s condition.
2. To improve technical skills. (eg. IV, ABG, sutures, etc.)
3. To participate in the care of critically ill patients (eg. code blue, acute MI, trauma, etc.).
4. To experience technical aspects of emergency care: a) Critical care, b) Toxicology, c) Trauma care

Learning Activities:

Method of Evaluation: Faculty evaluation of performance

Required Reading: Suggested reading(s) will be provided.

Additional Resources: None

Miscellaneous Information: None
**Neurosurgery**

**Phase 3 Course Number:** ELEC694  
**Program Directors:** Nesher Asner, MD  
**Departmental Contact Information:** Renee Barr (rlbarr@uic.edu); Telephone: (815) 395-5651  
**Location:** SwedishAmerican – Renaissance Pavilion at the Neuro & Headache Center  
**Length of Time:** 2 weeks  
**Call:**

**Available for Phase:** Phase 3 ONLY

**Narrative Description:** The Neurosurgery elective will provide the student with an outstanding clinical experience in a wide spectrum of disease entities not only involving the central and peripheral nervous systems but involving the cardiovascular, pulmonary, endocrine, GI, respiratory, and other systems. There will be intensive care unit experience that will utilize the student’s basic knowledge of the basic sciences. Students will learn as much from this rotation as they are willing to contribute. This is a rotation for those who are interested in gaining a large experience in clinical medicine by being involved in an active clinical service and becoming an integral and participating member.

**Prerequisites:** Successful completion of ALL Phase 2 clerkships.

**Learning Objectives:**
1. Ability to perform an accurate neurological examination.  
2. Ability to recognize and initiate management of neurological emergencies.  
3. Understand the basic disease processes in neurosurgery and, to some degree, neurology.  
4. Become familiar with a wide spectrum of systemic disease processes and be involved with their treatment.  
5. Learn about critical care management of patients and related bedside techniques.

**Learning Activities:**

**Method of Evaluation:** Faculty evaluation of performance.

**Required Reading:**

**Additional Resources:** None

**Miscellaneous Information:** None
**DEPARTMENT OF SURGERY AND SURGICAL SPECIALTIES**

**Ophthalmology**

Phase 2 Course Number: ELEC414  
Phase 3 Course Number: ELEC639  
Program Directors: Mitul Vakharia, MD, at New Vision Rockford  
Departmental Contact Information: Renee Barr (rlbarr@uic.edu); Telephone: (815) 395-5651  
Location: Private offices (New Vision Rockford and Miller Eye Center) and affiliated hospitals  
Length of Time: 2 weeks  
Call: No  

Available for Phase: Phase 2 and Phase 3  

**Narrative Description:** A basic experience in clinical ophthalmology in the office setting. Primary goal is to familiarize students with basic diagnostic techniques and instruments. Student’s responsibility is not only to read, but be willing to discuss and ask questions. Specifics may be set up for our mutual convenience by calling my office prior to beginning the rotation. Students should bring their own ophthalmoscope for use in the office experience.

**Prerequisites:** Successful completion of one Phase 2 clinical rotation.

**Learning Objectives:**
1. Observation of office practice.
2. Improvement in skills of fundoscopy and general examination of the eye.
3. To learn about the management of common eye problems.

**Learning Activities:**

**Method of Evaluation:** Faculty evaluation of performance.

**Required Reading:** Suggested reading(s) will be provided.

**Additional Resources:** None

**Miscellaneous Information:** Students are required to call their preceptor’s office one week before the start of the rotation to discuss the specific activities and expectations of the elective.
**Orthopedic Surgery**

**Phase 2 Course Number:** ELEC392  
**Phase 3 Course Number:** ELEC640  
**Program Directors:** Victor Antonacci, MD; All orthopedic surgeons on faculty in the Dept. of Surgery, UICOM-R  
**Departmental Contact Information:** Renee Barr (rlbarr@uic.edu); Telephone: (815) 395-5651  
**Location:** Private offices and affiliated hospitals  
**Length of Time:** 2 or 4 weeks  
**Call:** Yes and 1-2 weekends  

**Available for Phase:** Phase 2 and Phase 3  

**Narrative Description:** This elective is offered to students who wish to learn more about basic orthopedic examinations and the management of ambulatory orthopedic problems. Students will see patients in an office setting and will have exposure to the operating room by participating in orthopedic surgical procedures. Students will have increased responsibility in the care and management of orthopedic patients.  

**Prerequisites:** Successful completion of the Phase 2 Surgery or OB/GYN clerkship.  

**Learning Objectives:**  
1. To learn basic principles of managing open and closed fractures, dislocations and subluxations.  
2. To learn how to describe the clinical and radiological features of fractures.  
3. To learn how to manage priorities in treating fractures.  
4. To learn the basic principles of applying plaster and fiberglass casts, including cast removal.  
5. To learn about vascular, neurological and musculoskeletal complications of fractures.  
6. To learn the definitions of osteoporosis and osteomalacia and the etiologies of each.  
7. To learn basic treatment of various arthritic conditions.  
8. To learn how to conduct a thorough examination of joints and spine.  
9. To review pertinent anatomy.  
10. To have additional experience in participating in orthopedic surgical procedures.  

**Learning Activities:**  

**Method of Evaluation:** Direct faculty evaluation of performance.  

**Required Reading:** Suggested reading(s) will be provided.  

**Additional Resources:** None  

**Miscellaneous Information:** None
Otolaryngology

Phase 2 Course Number: ELEC415  
Phase 3 Course Number: ELEC643  
Program Directors: Margaret Provenza, MD; All otolaryngologists on faculty in the Dept. of Surgery, UICOM-R  
Departmental Contact Information: Renee Barr (rlbarr@uic.edu); Telephone: (815) 395-5651  
Location: Private offices and affiliated hospitals  
Length of Time: 2 or 4 weeks  
Call: No

Available for Phase: Phase 2 and Phase 3

Narrative Description: The student is encouraged to review the basic anatomy and physiology of the head and neck prior to starting the elective. The objectives will be accomplished primarily in the private office setting and in the surgical procedures operating room. There will be some exposure to hospital rounds and possibly emergency room exposure.

Prerequisites: Successful completion of the Phase 2 Surgery or OB/GYN clerkship.

Learning Objectives:
1. Improve the student’s basic skill for examining the head and neck with particular attention to the ear exam;  
2. We also expect the students to learn management of common ENT problems; and  
3. Identify typical indications for ENT referral.

Learning Activities:

Method of Evaluation:

Required Reading: Suggested reading(s) will be provided.

Additional Resources: None

Miscellaneous Information: None
**Plastic/Reconstructive Surgery**

**Phase 2 Course Number:** ELEC417  
**Phase 3 Course Number:** ELEC679  
**Program Directors:** Landon Pryor, MD, at Transformations Plastic Surgery; All plastic surgeons on faculty in the Department of Surgery, UICOM-R  
**Departmental Contact Information:** Renee Barr (rlbarr@uic.edu); Telephone: (815) 395-5651  
**Location:** Private office and affiliated hospitals  
**Length of Time:** 2 or 4 weeks  
**Call:** Optional

**Available for Phase:** Phase 2 and Phase 3

**Narrative Description:**

**Prerequisites:** Successful completion of the Phase 2 Surgery or OB/GYN clerkship.

**Learning Objectives:**

2. Skin grafting and burn treatment.  
3. Basic suturing techniques and materials.  
5. Office surgery.  
6. Dermatologic surgery, etc.  

**Learning Activities:**

**Method of Evaluation:** Faculty evaluation of performance

**Required Reading:** Suggested reading(s) will be provided.

**Additional Resources:** None

**Miscellaneous Information:** None
Sports Medicine

Phase 3 Course Number: ELEC859
Program Directors: OrthoIllinois Faculty
Departmental Contact Information: Renee Barr (rlbarr@uic.edu); Telephone: (815) 395-5651
Location: OrthoIllinois
Length of Time: 2 or 4 weeks
Call:

Available for Phase: Phase 3 ONLY

Narrative Description: Sports Medicine crosses the barriers of specific disciplines as athletes may suffer problems associated with the musculoskeletal system, nutrition, mental health and motivation, dental problems, or primary care issues. This sports medicine experience allows the student to participate in the care of athletes from an orthopedic perspective, physical medicine and rehabilitation perspective, nutrition perspective, radiology, and a psychology perspective.

Prerequisites: Successful completion of ALL Phase 2 clerkships and desire to go into this field.

Learning Objectives: The overall objective of the sports medicine program is to provide the medical student exposure to injuries and problems encountered by the athletic population. The rotation will introduce the student to the demands of being a team physician, caring for athletes, identifying specific sports-related injuries, and taking an active role as a member of a sports medicine team. Students will gain a fundamental knowledge of sports medicine, including: roles of the sports medicine team, the pre-participation physical examination, common sports injuries, emergent sports injuries, rehabilitation issues, sports psychology, sports nutrition, and medical issues in sports medicine.

Learning Activities:

Method of Evaluation: Faculty evaluation of performance.

Required Reading: None

Additional Resources: None

Miscellaneous Information: None
**Urology**

**Phase 2 Course Number:** ELEC418  
**Phase 3 Course Number:** ELEC683  
**Program Directors:** Michael Fumo, MD  
**Departmental Contact Information:** Renee Barr (rlbarr@uic.edu); Telephone: (815) 395-5651  
**Location:** Private offices and affiliated hospitals.  
**Length of Time:** 2 weeks  
**Call:** No and weekends are optional

**Available for Phase:** Phase 2 or Phase 3

**Narrative Description:** The objectives of this elective will be to familiarize the M4 student with diagnosis and management of urological problems in the ambulatory setting including the possibility of advanced study for students interested in pursuing residency in urology as a career.

**Prerequisites:** Successful completion of the Phase 2 Surgery or OB/GYN clerkship.

**Learning Objectives:**
1. Office evaluation and diagnosis of:  
   a. Infection of the genitourinary tract  
   b. Nephrolithiasis  
   c. Malignancy of the prostate, bladder, testes, and kidneys  
   d. Evaluation of hematuria  
   e. Voiding dysfunction including BPH, neurogenic bladder, and incontinence  
   f. Male infertility and erectile dysfunction  
   g. Use of PSA in evaluating for prostate cancer
2. Physical exam and anatomy and physiology of the genitourinary system.
3. Treatment of genitourinary diagnoses in 1.
4. Surgical treatment of urological conditions and understanding of relevant anatomy intraoperatively.

**Learning Activities:**

**Method of Evaluation:** Faculty evaluation of performance.

**Required Reading:** Suggested reading(s) will be provided.

**Additional Resources:** None

**Miscellaneous Information:** None
**Vascular Surgery**

**Phase 2 Course Number:** ELEC419  
**Phase 3 Course Number:** ELEC702  
**Program Directors:** Michael Kikta, MD; Kendall Boone, MD; Sara Mijal, MD  
**Departmental Contact Information:** Renee Barr (rlbarr@uic.edu); Telephone: (815) 395-5651  
**Location:** Private office and affiliated hospitals  
**Length of Time:** 2 or 4 weeks  
**Call:** Infrequently and weekends occasionally

**Available for Phase:** Phase 2 or Phase 3

**Narrative Description:**

**Prerequisites:** Successful completion of the Phase 2 Surgery or OB/GYN clerkship.

**Learning Objectives:**
This elective is offered to students interested in learning more about management of peripheral vascular diseases.  
The objectives include:
1. Learn basic principles of diagnosing and treating aortoiliac, femoral, popliteal, and various other vascular diseases.
2. Become aware of the various graft materials and what graft is appropriate for the surgical treatment of a variety of vascular diseases.
3. Become aware of the complications of arterial reconstruction.
4. Become aware of the incidence, location of disease, signs and symptoms, diagnosis, appropriate treatment and prognosis of common vascular disease.
5. Have the experience of participating in vascular surgery procedures both operative and endovascular.
6. Learn about diagnostic procedures performed in the vascular laboratory.

**Learning Activities:**

**Method of Evaluation:** Faculty evaluation of performance

**Required Reading:** Suggested reading(s) will be provided.

**Additional Resources:** None

**Miscellaneous Information:** None