



# Visiting Student Elective Catalog 2019-2020

Please refer to our Electives Catalog in VSAS to verify when electives are offered. Individual departments determine the rotation months that each of their electives are available to visiting students.

Rotating off-cycle is not permitted. You must rotate according to the rotation months indicated on our Clinical Calendar. Please inquire with your home school whether an approved vacation or leave can be obtained if your school's calendar does not align with ours.

# University of Michigan Medical School (UMMS) 2019-20 Visiting Student Calendar

Month	4-Week Rotation Dates	Holiday/Break	Begins	Ends
May 2019	05/13/19 – 06/09/19	Memorial Day	05/26/19 @ 11pm	05/28/19 @ 5am
June 2019	06/10/19 – 07/07/19	Independence Day	07/03/19 @ 11pm	07/05/19 @ 5am
July 2019	07/08/19 – 08/04/19			
August 2019	08/05/19 – 09/01/19			
September 2019	09/02/19 – 09/29/19	Labor Day	09/01/19 @ 11pm	09/03/19 @ 5am
October 2019	09/30/19 – 10/27/19			
November 2019	10/28/19 – 11/24/19			
December 2019	11/25/19 – 12/22/19	Thanksgiving	11/27/19 @ 5pm	12/02/19 @ 5am
		Winter Break	12/20/19 @ 5pm	01/06/20 @ 5am
January 2020	01/06/20 – 02/02/20	MLK, Jr. Day	01/19/20 @ 11pm	01/21/20 @ 5am
February 2020	02/03/20 – 03/01/20			
March 2020	03/02/20 – 03/29/20			
April 2020	03/30/20 – 04/26/20			

## Important Scheduling Notes:

- Visiting students must rotate according to the 4-Week Rotation Dates listed in the calendar. Custom rotation dates are not allowed.
- Weekends that occur during a clerkship will be scheduled by the clerkship department
- Some clerkships have overnight call/shifts
- The official Medical School holidays/breaks listed above reflect the minimum time you may be absent
- Because of the increased level of patient care responsibilities on Subinternship experiences, the student's responsibilities may take precedence over holiday time
- Students, especially those on Subinternships, must discuss any time off with the attending staff
- On MLK, Jr. Day, the University and the Health Center will host programs throughout the day; all students not on Subinternships are excused from classes and clinical responsibilities to permit their participating in these programs

Calendar and notes are subject to change by actions of UMMS.

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Anesthesia: ANESTH-8200 - Clinical</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48603
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Dr. Brian Woodcock and other Anesthesiology faculty
Course Contact	Dr. Brian Woodcock; 1H247 University Hospital; 936-4277
Site Coordinator	Vu Willey; 1H247 University Hospital; 232-6128
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	14-16
On-Call Responsibility	Once per rotation
Where to Report First Day of Clerkship	1H247 University Hospital (Anesthesiology Library); 9:00 a.m.
Time Distribution: Outpatient Clinical Care (%)	20%
Time Distribution: Inpatient Clinical Care (%)	50%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	20%
Time Distribution: Simulation (%)	0%

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>ANESTH-8200 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	10%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	4
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	36
Course Description	This course provides an introduction to all aspects of clinical anesthesiology. Students will be taught about; pre-operative assessment; intra-operative management of patients in the specialties of general, vascular, neurosurgical, pediatric, cardiac, obstetric, gynecologic, ENT, and orthopedic anesthesia. They will spend time in Pre-op clinic, pain management and clinic, Critical Care, the pre-op holding room and PACU. Practical skills developed will include endotracheal intubation and line placement.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Pain management
Medical Student Competencies- Patient Care	Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Medical Knowledge	Demonstrate knowledge and application of the sciences essential for the practice of medicine
Medical Student Competencies- Communication	Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>ANESTH-8200 continued. . .</b>	
Medical Student Competencies- Communication cont.	manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology, Demonstrate how data illustrating current performance at the individual, team, and systems levels is used to achieve the highest quality of care
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	005CLNI.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Anesthesia: ANESTH-8201 - Advanced</b>	
Required/Elective	CLIN
Prerequisites:	Anesth-005CLNI.U, Anesth-006CLNI.V
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48761
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Dr. Brian Woodcock and other Anesthesiology faculty
Course Contact	Dr. Brian Woodcock; 1H247 University Hospital; 936-4277
Site Coordinator	Vu Willey; 1H247 University Hospital; 232-6128
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	14-16
On-Call Responsibility	1 call per month, stay until 10-11pm
Where to Report First Day of Clerkship	1H247 University Hospital (Anesthesiology Library); 9:00 a.m.
Time Distribution: Outpatient Clinical Care (%)	20%
Time Distribution: Inpatient Clinical Care (%)	50%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	15%
Time Distribution: Simulation (%)	5%

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>ANESTH-8201 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	10%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	8
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	32
Course Description	This course provides an introduction to all aspects of clinical anesthesiology. Students will be taught about; pre-operative assessment; intra-operative management of patients in the specialties of general, vascular, neurosurgical, pediatric, cardiac, obstetric, gynecologic, ENT, and orthopedic anesthesia. They will spend time in Pre-op clinic, pain management and clinic, Critical Care, the pre-op holding room and PACU. Practical skills developed will include endotracheal intubation and line placement.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Pain management
Medical Student Competencies- Patient Care	Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Communication	Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies-	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect,

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<b>ANESTH-8201 continued. . .</b>	
Medical Student Competencies- Professionalism cont.	sensitivity, and responsiveness to diverse populations, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions
Medical Student Competencies- Practice Based Learning & Improvement	Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001ADVP.U



# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Anesthesia: ANESTH-8202 - Pediatric</b>	
Required/Elective	CLIN
Prerequisites:	Anesth-4CLNI.S, Anesth-001ADVP.U, Anesth-001GENR.U, Anesth-001PRXO.U, Anesth-005CLNI.U, Anesth-006CLNI.V, Anesth-801CVIU.U
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48762
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Branch Information	Procedures Based Care
Instructor(s)	Dr. Rebecca Hong, Dr. Becca Nause-Osthoff, & other faculty at Mott Hospital
Course Contact	Dr. Brian Woodcock; 1H247 University Hospital; 936-4277
Site Coordinator	Vu Willey; 1H247 University Hospital; 232-6128
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	25
On-Call Responsibility	No call
Where to Report First Day of Clerkship	4-011 Mott Children's Hospital; 7:00 a.m.; 763-2435
Time Distribution: Outpatient Clinical Care (%)	20%
Time Distribution: Inpatient Clinical Care (%)	50%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	20%

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<b>ANESTH-8202 continued. . .</b>	
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	10%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	4
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	<p>This elective will be tailored to meet the individual needs and interests of the students. Previous anesthesia experience is essential. The rotation will include opportunities for learning techniques of intravenous cannulation, endotracheal intubation, and LMA placement, outpatient anesthesia, and other special problems of anesthetic management in children. There are opportunities to observe other techniques such as arterial and CVP lines, regional techniques, participation on pain rounds etc. There are special opportunities for studying physiology, pharmacology and patient monitoring in neonates and children during surgery. The students will be able to attend lectures, journal club meetings, and departmental M&amp;M meetings. The student has an opportunity to give a detailed presentation of a major case or case of interest.</p>
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Pain management
Methods to be used in student evaluation include	Clinical assessment form, Final paper or project, Attendance at specified events

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<b>ANESTH-8202 continued. . .</b>	
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Medical Knowledge	Demonstrate knowledge and application of the sciences essential for the practice of medicine
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology, Demonstrate how data illustrating current performance at the individual, team, and systems levels is used to achieve the highest quality of care
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001PEDI.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>ANESTH-8202 continued. . .</b>	
Learning Objectives	<p>Given a pediatric patient undergoing a common surgical procedure, the student should be able to formulate an appropriate anesthetic plan for induction, maintenance, and emergence.</p> <p>Demonstrate competence in discussing common pediatric anesthesia dilemmas such as the impact of perioperative URI's on anesthetic care, laryngospasm, perioperative anxiety, and emergence delirium.</p> <p>Demonstrate effective hands on skills for mask ventilation of pediatric patients of all ages and begin to demonstrate appropriate use of laryngoscope for intubation of small children.</p> <p>The student should be able to competently discuss differences between and appropriate patient selection of mask and IV induction of anesthesia.</p> <p>The student should exhibit an understanding of different classes of medications commonly used in anesthesia by the ability to competently discuss the following: induction agents, volatile anesthetics, neuromuscular blocking drugs, narcotic and non-narcotic analgesics.</p>

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<b>Anesthesia: ANESTH-8203 - Pain Management</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48763
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Dr. Amanda Schack
Course Contact	Dr. Brian Woodcock; 1H247 University Hospital; 936-4277
Site Coordinator	Vu Willey; 1H247 University Hospital; 232-6128
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	20
On-Call Responsibility	None
Where to Report First Day of Clerkship	325 East Eisenhower Parkway, Suite 100, Ann Arbor MI; 7:00 a.m.
Time Distribution: Outpatient Clinical Care (%)	40%
Time Distribution: Inpatient Clinical Care (%)	30%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%

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<b>ANESTH-8203 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	20%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	4
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	36
Course Description	Experience in the evaluation, diagnosis and management of chronic pain patients in an outpatient clinic as well as in inpatient consultation service. The student will also receive instruction and exposure to the management of acute pain mainly for post-operative patients.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Pain management
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death,

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<b>ANESTH-8203 continued. . .</b>	
Medical Student Competencies- Communication cont.	end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology, Demonstrate how data illustrating current performance at the individual, team, and systems levels is used to achieve the highest quality of care
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001PRXO.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Dermatology: DERM-8202 - Clinical</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48601
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Course Contact	Frank Wang, MD 1910 Taubman Health Center; 936-4192
Site Coordinator	Jackie Giletto; 936-4084
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	>50
On-Call Responsibility	None
Where to Report First Day of Clerkship	Reception B, 1910 Taubman Health Center; 9:00AM unless otherwise instructed by Clerkship Coordinator.
Time Distribution: Outpatient Clinical Care (%)	85%
Time Distribution: Inpatient Clinical Care (%)	5%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%



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<b>DERM-8202 continued. . .</b>	
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	10
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	Students will be exposed to various clinical settings for dermatologic care, involving a number of different patient populations, while shadowing residents. Students will spend the majority of their time in Taubman and Domino's Farms Clinics, but will also spend some time in Mohs Clinic, Melanoma Clinic, Merkel Cell Clinic, UHS, the VA, and going on inpatient consults. Additionally, students are expected to attend lectures, complete the required reading, and at the end of the rotation give a short presentation and take a quiz. Students will learn a practical differential diagnosis and treatment for common skin diseases.
Methods to be used in student evaluation include	Final paper or project, Written/oral exams
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Use clinical reasoning, formulate appropriate differential diagnoses, make informed
Medical Student Competencies- Medical Knowledge	Demonstrate knowledge and application of the sciences essential for the practice of medicine
Medical Student Competencies- Communication	Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Participate as an important part of the healthcare team and share responsibility for patient care

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<b>DERM-8202 continued. . .</b>	
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback
Medical Student Competencies- Critical Thinking & Discovery	Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	1CLNO.X
Learning Objectives	<ol style="list-style-type: none"> <li>1. Recognize common disorders, procedures, and subspecialties within the field of dermatology.</li> <li>2. Demonstrate familiarity and gain experience with obtaining a relevant dermatologic history from patients.</li> <li>3. Accurately describe the morphology of lesions and eruptions.</li> <li>4. Diagnose common and important lesions and eruptions.</li> <li>5. Demonstrate familiarity and gain experience with common diagnostic and therapeutic procedures used in dermatology, including cryotherapy, shave and punch biopsy.</li> <li>6. Demonstrate familiarity with first lines of therapy for common and important disorders.</li> <li>7. Demonstrate knowledge of basic pharmacology and administration of medications commonly used to treat skin disorders.</li> <li>8. Identify risk factors for melanoma and non-melanoma skin cancers.</li> <li>9. Appreciate and acknowledge the impact of skin disorders on quality-of-life.</li> <li>10. Identify clinical scenarios that require dermatological referral/consult verses those that can be appropriately managed without referral/consult.</li> <li>11. Effectively communicate basic skin surveillance or skin care recommendations with patients in the following areas: sun protection, ABCDEs of melanoma, atopic dermatitis/dry skin care regimens, and wound care.</li> </ol>

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Emergency Medicine: EMERGMED-8500 - Emergency Medicine</b>	
Required/Elective	EMED
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48596
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Course Contact	Joe House, MD; B1380 Taubman Center, Box 5305
Site Coordinator	Ambrosya Amlong; aamlong@med.umich.edu, 734-763-6370
Permission to Enroll	No
Permission Contact Information	
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	25-35
On-Call Responsibility	None. Shift work, which includes mandatory days, afternoons, evenings, nights and weekends.
Where to Report First Day of Clerkship	B1380 Taubman Center, University of Michigan 8:00 AM First Day of Clerkship (Make sure to check email for location, date, and time.)
Time Distribution: Outpatient Clinical Care (%)	0%
Time Distribution: Inpatient Clinical Care (%)	0%
Time Distribution: Emergency Department Clinical Care (%)	90%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	5%

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<b>EMERGMED-8500 continued. . .</b>	
Time Distribution: Simulation (%)	5%
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	7
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	45
Course Description	Students will be exposed to basic principles of EM, including triage, resuscitation and evaluation of undifferentiated patients, both adult and pediatric. The didactic curriculum will cover common EM concepts and presentations and will occur at UMHS. UMHS is a tertiary care setting, which will expose the student to high acuity and high complexity medical and trauma patients in addition to more common illness presentations.
Course Description 2	NOTE: If you are considering Emergency Medicine as a career, it is recommended you take EM during Periods 1-4 at the University of Michigan. All students will complete 15 clinical shifts. Students MUST attend required didactic days and complete shift requirements. Students should recognize that this is a busy clerkship and release time is NOT guaranteed. Blackout dates cannot be missed. See EM Black Out dates.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, Pain management
Methods to be used in student evaluation include	Clinical assessment form, Participation in conferences, Final paper or project, Written/oral exams

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<b>EMERGMED-8500 continued. . .</b>	
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	005MEDO.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Emergency Medicine: EMERGMED-8700 - Critical Care Subl/ICU</b>	
Required/Elective	SICU
Prerequisites:	
Restriction days:	30
Keywords:	Shock Sepsis Interprofessional Education Evidence-Based Medicine Palliative Care End-of-life care
Course Objectives:	
MPathways Course ID	48605
Subl Maize/Blue Designation	Maize
Rule of 4 Exemption	No
Grading Basis Code	GRD
Branch Information	Systems Based and Hospital Based
Instructor(s)	Michael Cole, MD
Course Contact	Michael Cole, MD
Site Coordinator	Simon Alrihani khider@med.umich.edu; 734-763-1271
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	15
On-Call Responsibility	None. All clinical duties are fulfilled through ten shifts, each 12 hours in length, divided approximately 40% overnight and 60% day shifts.
Where to Report First Day of Clerkship	Emergency Medicine South Office: Taubman Center B1-380 at 10:15am. Contact: Simon Alrihani
Time Distribution: Outpatient Clinical Care (%)	0%
Time Distribution: Inpatient Clinical Care (%)	0%
Time Distribution: Emergency Department Clinical Care (%)	90%
Time Distribution: Service Learning (%)	0%

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<b>EMERGMED-8700 continued. . .</b>	
Time Distribution: Conferences/Lectures/Seminars (%)	5%
Time Distribution: Simulation (%)	5%
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	2.5
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	50
Course Description	<p>Emergency Critical Care is an innovative new field that combines the acute, diverse pathology of emergency medicine with the deep, pathophysiologic and evidence-based clinical management of critical care. The Emergency Critical Care Center (EC3) offers an incredible clinical experience where critical care trained faculty manage some of the most acutely ill patients in the hospital while sharing their expertise with our terrific medical students</p> <p>EC3 is a ripe learning environment where students are essential members of a small care team, working closely with the attending (present 24 hours/day) and a fellow or resident. The autonomy and unique responsibility of students on this rotation is evidenced by the fact that based on 2017-18 data, students performed (NOT just observed) an average of:</p> <ul style="list-style-type: none"> <li>•1.5 central lines per student</li> <li>•5 arterial lines per student</li> <li>•0.7 intubations per student</li> <li>•0.5 lumbar punctures per student</li> <li>•2 bedside echo/FAST/RUSH ultrasound exams per student</li> </ul> <p>In addition, students participate in a dedicated lecture series and a unique clinical simulation experience, both taught by award winning faculty. These experiences have garnered praise from students who have completed the rotation previously as being important experiences for their professional development and entrustment as future physicians.</p> <p>Overall, EC3 gives students the opportunity to care for acutely ill</p>

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<b>EMERGMED-8700 continued. . .</b>	
Course Description cont.	patients, provides a deep dive into the understanding and management of critical illnesses and offers an autonomy rarely experienced during medical school.
Coure Description 2	<p>Please see separate section below for complete set of learning objectives.</p> <p>Assessment: Students Will Be Assessed by Faculty, Fellows and House Officers Based on the Following:</p> <ol style="list-style-type: none"> <li>Application of evidenced based practices and pathophysiologic principles to the care of critically ill patients.</li> <li>Appropriateness of clinical reasoning in determining diagnostic and therapeutic plans.</li> <li>Ability to develop and present system based assessment and plans.</li> <li>Safety and proficiency surrounding common critical care procedures.</li> </ol> <p>Methods Used in Student Assessment Include:</p> <ol style="list-style-type: none"> <li>Observations of performance by faculty, fellows and house officers.</li> <li>Professionalism evaluation determined by the course director and informed by the student's ability to attend all didactic activities in a punctual fashion and demonstrate thoughtful engagement with these activities.</li> </ol>
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, End-of-life care, Interprofessional Experience, Pain management, Palliative care
Methods to be used in student evaluation include	Clinical assessment form, Participation in conferences, Attendance at specified events
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Use clinical reasoning, formulate appropriate differential diagnoses, make informed, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics
Medical Student Competencies- Professionalism	Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Participate as an important part of the healthcare team and share responsibility for patient care



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<b>EMERGMED-8700 continued. . .</b>	
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team
Medical Student Competencies- Practice Based Learning & Improvement	Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes
Medical Student Competencies- Critical Thinking & Discovery	Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	2ECCI.U
Learning Objectives	<p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>a. Demonstrate an integrated knowledge of critical care medicine with a focus on science that will include advanced, system-based pathophysiology of diseases, anatomy, and applied pharmacology.</li> <li>b. Demonstrate the ability to assume primary responsibility for providing comprehensive care to critically ill patients.</li> <li>c. Manage critically ill patients presenting with acute, undifferentiated illness.</li> <li>d. Demonstrate the ability to systematically evaluate medical data, both clinical and laboratory/imaging, and synthesize a comprehensive diagnostic and therapeutic plan based on this data.</li> <li>e. Develop system based assessment and plans on critically ill patients.</li> <li>f. Develop procedural skills including point of care clinical ultrasound assessment, arterial line and central venous catheter placement and advanced airway management.</li> </ul>

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Family Medicine: FAMMED-8600 - Subinternship-Univ Hospital</b>	
Required/Elective	SUBI
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48670
Subl Maize/Blue Designation	Blue
Rule of 4 Exemption	No
Grading Basis Code	GRD
Branch Information	Elective - This course should be considered a general M4 elective because it does not meet the above descriptions and Intended Learning Outcomes to be categorized in a Branch.
Course Contact	Kent J. Sheets, PhD; 300 North Ingalls Building, NI4C06, 998-7138,
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	15 Inpatient; 0-2 Outpatient.
On-Call Responsibility	No overnight call
Where to Report First Day of Clerkship	University Hospital. Students will be notified by email in advance of the beginning of the clerkship
Time Distribution: Outpatient Clinical Care (%)	0%
Time Distribution: Inpatient Clinical Care (%)	90%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>FAMMED-8600 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	25
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	72
Course Description	This 4-week experience provides the student intern-level responsibilities on the University Family Medicine (UFM) adult inpatient service. Care is provided under the supervision of family medicine senior residents and attending physicians. Students may go on nursing home rounds and make home visits if desired. Students function under the direct supervision of Family Medicine faculty and residents. Students may also work with a physician assistant on occasion. Any absences other than those related to illness must be approved at least one month in advance by Dr. Sheets. Activities are scheduled to maximize the student's experience and attendance is crucial and required.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, Cultural competence, End-of-life care, Medical economics, Health care quality improvement, Health disparities, Pain management, Palliative care, Patient safety, Population-based medicine, Rehabilitation/care of the disabled
Methods to be used in student evaluation include	Clinical assessment form, Assessment of write-ups/notes
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families,

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>FAMMED-8600 continued. . .</b>	
Medical Student Competencies- Patient Care cont.	and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate how data illustrating current performance at the individual, team, and systems levels is used to achieve the highest quality of care
Medical Student Competencies- Critical Thinking & Discovery	Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	703FAMI.U

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<b>FAMMED-8600 continued. . .</b>	
Learning Objectives	<ol style="list-style-type: none"><li>1. Demonstrate the ability to efficiently and thoroughly gather a patient's history, perform pertinent physical exam maneuvers, and formulate a differential diagnosis and proposed plan, in an inpatient family medicine setting.</li><li>2. Demonstrate empathy and respect, as well as effective and compassionate communication skills with patients and families in an inpatient family medicine setting.</li><li>3. Demonstrate competence in interacting with health care teams - including physicians, nurses, and other team members - with the shared goal of providing high-quality patient care.</li><li>4. Demonstrate effective communication in oral presentations and written patient notes.</li></ol>

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Internal Medicine: INTMED-8202 - Endocrinology</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48790
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Dr. Liselle Douyon and Endocrinology & Metabolism Faculty
Course Contact	Dr. Liselle Douyon; Domino Farms (Lobby C, Suite 1300) 24 Frank Lloyd Wright Drive; 647-5400
Site Coordinator	Ms. Sonja Hughbanks, slbanks @umich.edu; ext 75400
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	varies
On-Call Responsibility	None
Where to Report First Day of Clerkship	Contact Dr. Liselle Douyon/Ms Sonja Hughbanks at 647-5400 or email (slbanks @umich.edu)two weeks in advance for info.
Time Distribution: Outpatient Clinical Care (%)	70%
Time Distribution: Inpatient Clinical Care (%)	25%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	5%
Time Distribution: Simulation (%)	0%

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>INTMED-8202 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Course Description	The study of endocrinology is fascinating. As a member of the endocrine consultation team, the student will see a wide variety of endocrine/metabolic disorders. He/she will have an active role evaluating and treating patients on the inpatient consultation service and in several of the outpatient Metabolism, Endocrinology and Diabetes clinics. He/she will also participate in didactic clinical conferences and teaching rounds. You will see patients at Domino's Farms and Univ. Hospital.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills
Methods to be used in student evaluation include	Clinical assessment form, Participation in conferences
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001E&MO.U
Learning Objectives	Demonstrate interpersonal and communication skills that result in effective exchange between patients of all ages and their families. Given a patient with one or more MEND problems the student should be able to generate a working differential diagnostic list, outline the appropriate steps to confirm or eliminate the various possibilities, and be familiar with management options. Conduct an appropriate and comprehensive literature search to effectively answer clinical questions.

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<b>Internal Medicine: INTMED-8203 - Hematology</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48791
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Hematology/Oncology Faculty
Course Contact	Francis P. Worden, M.D.
Site Coordinator	Francis P. Worden, M.D.. B1-364 CCC, 1500 E. Medical Center Drive, SPC 5912, phone 615-6633
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	8
On-Call Responsibility	None
Where to Report First Day of Clerkship	Contact Hematology Consultation Service Fellow or Attending Physician.
Time Distribution: Outpatient Clinical Care (%)	100%
Time Distribution: Inpatient Clinical Care (%)	0%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	0%
Time Distribution: Simulation (%)	0%



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<b>INTMED-8203 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Course Description	Students participating in this elective consultation service will have the opportunity to evaluate patients with, and learn about, benign and malignant hematologic disorders. The diseases typically encountered include: various low blood counts (anemia, leukopenia, thrombocytopenia), bleeding and clotting disorders, multiple myeloma, lymphoma, myeloproliferative disorders and others. Students will be responsible for taking the history and physical examination, collecting and assimilating laboratory and diagnostic study data, and formulating recommendations for further diagnostic work-ups and therapy. These activities will be performed in the inpatient and outpatient settings.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills
Methods to be used in student evaluation include	Clinical assessment form, Assessment of write-ups/notes
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Medical Knowledge	Demonstrate knowledge and application of the sciences essential for the practice of medicine
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations

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<b>INTMED-8203 continued. . .</b>	
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team
Medical Student Competencies- Practice Based Learning & Improvement	Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001HEMI.U
Learning Objectives	<p>1. –Understand the basic pathophysiology and natural course of, identify the symptoms and physical signs associated with, and identify the possible associated comorbidities that may accompany a broad range of hematologic disorders, including:            Coagulation disorders (bleeding and hypercoaguable)            Anemia            Erythrocytosis            Leukocytopenia            Leukocytosis            Thrombocytopenia            Thrombocytosis            Multiple myeloma            Lymphomas (non-Hodgkin's lymphomas and Hodgkin's disease)            Chronic and acute leukemias</p> <p>2. –Demonstrate patient-centered interviewing techniques; a compassionate approach to history taking; the ability to modify interview techniques in response to the patient's demeanor, cultural and/or religious background and level of competency.</p> <p>3. –Perform a physical examination that is appropriate and adequate to determine the severity and extent of the patient's hematologic disease. This may include serial measurement of palpable tumor masses.</p>

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<b>Internal Medicine: INTMED-8204 - Medical Genetics</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	720
Keywords:	
Course Objectives:	
MPathways Course ID	48792
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Shane C. Quinonez, MD, Wendy Uhlmann MS, CGC
Course Contact	Shane C. Quinonez, MD, squinon@med.umich.edu
Site Coordinator	Wendy Uhlmann, MS, CGC, wuhlmann@umich.edu; 763-9845; 300 North Ingalls, NI3 A03
Permission to Enroll	Yes
Permission Contact Information	Wendy Uhlmann, wuhlmann@umich.edu and Mary Edwards, edwardsm@umich.edu
Permission Instructions	Once you've been given permission and enroll, you must request permission to drop the course.
Available to Visiting Students	No
Average Number of Patients Seen Each Week	3 patients in Medical Genetics Clinic; up to 10 patients per week if participate in Cancer Genetics Clinic, Prenatal Genetics and Neurogenetics.
On-Call Responsibility	Every weekday; no night or weekend call
Where to Report First Day of Clerkship	MUST ARRANGE specific time and place with Dr. Quinonez and Wendy Uhlmann 3 weeks prior to start date. Please email Dr. Quinonez (squinon@med.umich.edu) and Wendy Uhlmann (wuhlmann@umich.edu) to arrange rotation.
Time Distribution: Outpatient Clinical Care (%)	40%
Time Distribution: Inpatient Clinical Care (%)	0%
Time Distribution: Emergency Department Clinical Care (%)	0%

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<b>INTMED-8204 continued. . .</b>	
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	50%
Time Distribution: Other Explanation	case preparation and independent study
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	4
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	<p>The goal of this clerkship is to provide an intensive experience in medical genetics to students interested in learning more about clinical care and molecular advances in medical genetics. Students will participate fully in all clinical activities including the evaluation of patients and families with, or at risk for, a variety of genetic conditions including chromosomal syndromes, connective tissue disorders, neurogenetic diseases, and cancer predisposition syndromes. In addition to participating in the weekly Medical Genetics Clinic, students will be encouraged to participate in other UM genetics clinics as arranged through Oncology, Neurology, Ophthalmology and/or Obstetrics/Gynecology. Students will be encouraged to do in-depth literature searches about clinical genetic cases that are seen during the course of the rotation and will be encouraged to write a case report or patient education materials. Interested students may have opportunities to participate in writing a case report, active laboratory research, or ethics projects with prior arrangement with instructor. Through these opportunities, it is anticipated that students will gain broad perspectives and important insights relevant to Molecular Medicine and Genetics.</p>

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<b>INTMED-8204 continued. . .</b>	
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, Human development/life cycle
Methods to be used in student evaluation include	Clinical assessment form, Participation in conferences, Assessment of write-ups/notes, Attendance at specified events
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions

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<b>INTMED-8204 continued. . .</b>	
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001HUMO.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Internal Medicine: INTMED-8205 - Allergy/Immunology</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48793
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	SF
Instructor(s)	Alan P. Baptist, M.D.
Course Contact	Dr. Alan P. Baptist, Domino's Farms, Ste H 2100 SPC 5750
Site Coordinator	Echo Reed, 232-2154
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	20
On-Call Responsibility	None
Where to Report First Day of Clerkship	Domino's Farms, Lobby H, Suite H 2100; 8:30 a.m. Please call 2 weeks in advance, 232-2154
Time Distribution: Outpatient Clinical Care (%)	100%
Time Distribution: Inpatient Clinical Care (%)	0%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	0%
Time Distribution: Simulation (%)	0%

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<b>INTMED-8205 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	2
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	With staff supervision, students have the opportunity to identify, evaluate and treat immunologic conditions in adults and children at the UMH. Besides the atopic diseases (asthma, allergic rhinitis and eczema) experience is gained in managing urticaria, reactions to drugs and diagnostic agents, and stinging insect allergy. Immunodeficiencies and additional clinical immunological disorders give variety to the problems encountered. Practical environmental approaches to allergic disease and proper application of laboratory resources are stressed. Outpatient clinical experience is supplemented by involvement in inpatient consultations and opportunities to observe and perform laboratory procedures, as well as the weekly Grand Rounds and teaching seminars of the Allergy Division. Conference attendance is twice/week regarding A/I topics.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, Community health
Methods to be used in student evaluation include	Clinical assessment form, Participation in conferences, Assessment of write-ups/notes
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care



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<b>INTMED-8205 continued. . .</b>	
Medical Student Competencies- Patient Care cont.	and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology, Demonstrate how data illustrating current performance at the individual, team, and systems levels is used to achieve the highest quality of care
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Contribute to the creation, dissemination, application, and translation of health care knowledge or practice, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this	Yes, approved.

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<b>INTMED-8205 continued. . .</b>	
Previous Catalog Number	002ALLO.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Internal Medicine: INTMED-8206 - Arthritis</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48597
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Rheumatology faculty and fellows
Course Contact	Seetha Monrad, M.D.; Ste 7C27 North Ingalls Building, 936-5560
Site Coordinator	Julie Welch: 734-232-1697
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	5 (individual) 20 (as group)
On-Call Responsibility	None
Where to Report First Day of Clerkship	email Dr. Monrad 1 week before rotation starts. If rotation begins on Monday, you'll begin at VA Rheum. clinic, basement of VA outpatient bldg.
Time Distribution: Outpatient Clinical Care (%)	20%
Time Distribution: Inpatient Clinical Care (%)	75%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	5%
Time Distribution: Simulation (%)	0%

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<b>INTMED-8206 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	4
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	This elective will provide experience in the evaluation, diagnosis, and care of patients with suspected and established rheumatic diseases. The Rheumatology Consultation service at University Hospital evaluates patients on Internal Medicine, Surgery, Ob/Gyn, Neurology and other services. Consultation for inpatients at Veterans Hospital provided on "as needed" basis. Students on service will also see outpatients in the Rheumatology Clinic under the direction of a division faculty member.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills
Methods to be used in student evaluation include	Clinical assessment form, Assessment of write-ups/notes
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care

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<b>INTMED-8206 continued. . .</b>	
Medical Student Competencies- Medical Knowledge	Understand and apply knowledge of biomedical and socio-behavioral sciences, clinical medicine, and the social determinants of health and disease
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions
Medical Student Competencies- Practice Based Learning & Improvement	Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	002ARTO.U
Learning Objectives	Demonstrate interpersonal and communication skills that result in effective information exchange between patients of all ages and their families. Given a patient with one or more common Rheumatological presenting problems the student should be able to generate a working differential diagnostic list, outline the appropriate steps to confirm or eliminate the various possibilities and be familiar with management options. Conduct an appropriate and comprehensive literature search to

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<b>INTMED-8206 continued. . .</b>	
Learning Objectives cont.	effectively answer clinical questions.

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<b>Internal Medicine: INTMED-8209 - Infectious Disease</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48600
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Drs. Kauffman, Engleberg, Markovitz, Kazanjian, Bradley, Chenoweth, Cinti, Patel, Gandhi, Gregg, Kaul, Kaye, Luring, Malani, Micelli, Riddell, Washer, Woods, Mills
Course Contact	3119 Taubman Health Center; 936-5205
Site Coordinator	Andrea Ernst, 936-5205
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	42863
On-Call Responsibility	None
Where to Report First Day of Clerkship	Call 936-5205 1 week prior to start date. Report on the first day to fellow's office, UH South F4132, which is on the fourth floor. 8:00 am
Time Distribution: Outpatient Clinical Care (%)	0%
Time Distribution: Inpatient Clinical Care (%)	90%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%

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<b>INTMED-8209 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	25
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	Students who participate in the consultation rotation will learn from hands-on experience managing hospitalized patients. As members of the consultation service, students will perform the initial evaluation on new patients with infectious problems and will be supervised by the Infectious Diseases Fellow and the Attending Physician in generating the appropriate clinical data base and in formulating a management plan. Each day, students will present new patients and discuss the follow-up of ongoing patients with the Attending at afternoon rounds. Some reading to supplement case discussions may be assigned, but the students are expected to increase their knowledge base on each problem they confront by independent reading. Students can expect to evaluate three to five new patients per week throughout the course of the rotation.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills
Methods to be used in student evaluation include	Clinical assessment form, Assessment of write-ups/notes
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Perform comprehensive medical and diagnostic skills considered essential for patient care



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<b>INTMED-8209 continued. . .</b>	
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions
Medical Student Competencies- Practice Based Learning & Improvement	Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	004ID-I.U
Learning Objectives	Demonstrate interpersonal and communication skills that result in effective information exchange between patients of all ages and their families. Given a patient with one or more common infectious disease problems, the student should be able to generate a working differential diagnostic list, outline the appropriate steps to confirm or eliminate the various possibilities, and be familiar with management options. Conduct an appropriate and comprehensive literature search to effectively answer clinical questions.

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<b>Internal Medicine: INTMED-8211 - Pulmonary Consults</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48797
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Pulmonary Faculty
Course Contact	Dr. Cyril Grum, 936-1221
Site Coordinator	Dr. Cyril Grum, grum@umich.edu
Permission to Enroll	No
Available to Visiting Students	Yes
On-Call Responsibility	No Call
Where to Report First Day of Clerkship	3916 Taubman Health Center; 8:00 a.m.
Time Distribution: Outpatient Clinical Care (%)	0%
Time Distribution: Inpatient Clinical Care (%)	90%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%

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<b>INTMED-8211 continued. . .</b>	
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Course Description	The student is a member of the Pulmonary Consults Service for this elective. The Consults Service sees a wide scope of chest diseases. The clerkship emphasizes: history, physical and diagnostic techniques; physiologic, roentgenographic and pathologic correlations and treatment. Students independently evaluate pulmonary referrals prior to personal bedside review with house officers, fellows and faculty. Students participate in diagnostic procedures and conferences.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills
Methods to be used in student evaluation include	Clinical assessment form, Assessment of write-ups/notes
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team
Medical Student Competencies- Practice Based Learning & Improvement	Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes

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<b>INTMED-8211 continued. . .</b>	
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	010PULI.U
Learning Objectives	Demonstrate interpersonal and communication skills that result in effective information exchange between patients of all ages and their families. Give a patient with one or more common pulmonary problems, the student should be able to generate a working differential diagnostic list, outline the appropriate steps to confirm or eliminate the various possibilities, and be familiar with management options. Conduct an appropriate and comprehensive literature search to effectively answer clinical questions.

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Internal Medicine: INTMED-8213 - Gastroenterology</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48799
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	G.I. Faculty
Course Contact	G.I. Faculty
Site Coordinator	Mary Edwards, 936-9535
Permission to Enroll	No
Available to Visiting Students	Yes
On-Call Responsibility	None
Where to Report First Day of Clerkship	Page GI Consult Fellow on Call (listed on call website)at 8 am on first day.
Time Distribution: Outpatient Clinical Care (%)	0%
Time Distribution: Inpatient Clinical Care (%)	100%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	0%
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%

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<b>INTMED-8213 continued. . .</b>	
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Course Description	Course is designed to allow students to assume gradually increasing responsibility in the care of inpatient and outpatient patients with Gastroenterological problems. Integration of basic internal medicine skills with subspecialty GI patients is emphasized. Basic lectures covering GI topics will give fundamental skills to the students.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills
Methods to be used in student evaluation include	Clinical assessment form, Assessment of write-ups/notes
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	1GI-P.U
Learning Objectives	Demonstrate the ability to efficiently obtain thorough, accurate and appropriate medical data from your patient, based on history, physical exam, and chart review. Demonstrate interpersonal and communication skills that result in effective information exchange between patients of all ages and their families. Given a patient with one or more common GI presenting problems the student should be able to generate a working differential diagnostic list, outline the appropriate steps to confirm or eliminate the various possibilities and be familiar with management options. Demonstrate communication skills with patients and families that convey respect, integrity, flexibility, sensitivity and compassion. Conduct an appropriate and comprehensive literature search to effectively answer clinical questions.

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<b>Internal Medicine: INTMED-8215 - Nephrology</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48801
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Nephrology Faculty
Course Contact	Dr. Panduranga S. Rao, spandu@umich.edu 615-3994
Site Coordinator	Respective Supervising faculty
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	10
On-Call Responsibility	None
Where to Report First Day of Clerkship	3914 Taubman Health Center; 8:00 a.m. Page Renal Consults Fellow on call.
Time Distribution: Outpatient Clinical Care (%)	45%
Time Distribution: Inpatient Clinical Care (%)	45%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	5%
Time Distribution: Simulation (%)	5%

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<b>INTMED-8215 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	2
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	This course combines intensive exposure to both outpatient and inpatient nephrology. In patient nephrology service experience includes 2 weeks of consultative practice on general ("acute") and transplant nephrology services. The student will evaluate and assess inpatients with acute kidney injury, acute and chronic glomerulonephritis, vasculitis, fluid and electrolyte disorders, new kidney allografts, complications associated with kidney transplantation, and other aspects of inpatient nephrology including interventional nephrology (tunneled catheter placement, renal biopsy, angioplasty and thrombectomy of vascular accesses). Outpatient experience included encounters with a wide variety of renal outpatients in various clinical venues including general nephrology clinic, glomerular diseases clinic, stone clinic, CKD multidisciplinary clinic, transplant evaluation clinic, geriatric nephrology clinic, transplantation evaluation clinic and candidacy meeting, acute post-op transplantation clinic, outpatient hemodialysis clinic, and peritoneal dialysis clinic. The student will obtain a broad exposure to modern nephrology practices. Discussions and presentations regarding the social, ethical and economic aspects of end-stage renal disease care, including health disparity aspects, will be incorporated into the rotation.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills



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<b>INTMED-8215 continued. . .</b>	
Methods to be used in student evaluation include	Clinical assessment form, Assessment of write-ups/notes
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Medical Knowledge	Apply established and emerging principals in diagnostic and therapeutic decision making, clinical problem solving and other aspects of evidence-based health care
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams
Medical Student Competencies- Practice Based Learning & Improvement	Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	1NEPP.U
Learning Objectives	Demonstrate interpersonal and communication skills that result in effective information exchange between patients of all ages and their families. Given a patient with one or more common nephrology problems, the student should be able to generate a working differential diagnostic list, outline the appropriate steps to confirm or eliminate the various possibilities, and be familiar with management options. Conduct an appropriate and comprehensive literature search to effectively answer clinical questions.

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<b>Neurology: NEUROL-8200 - Consult Service</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	720
Keywords:	
Course Objectives:	
MPathways Course ID	48718
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Staff (attending and residents on Neurology Consultation Service)
Course Contact	Dr. Douglas Gelb; 1914-N Taubman Health Center, SPC 5316; 734-936-4549
Site Coordinator	Sheryll Marshall; 1920 Taubman Health Center, SPC 5316; 734-936-4549
Permission to Enroll	Yes
Permission Contact Information	Dr. Douglas Gelb dgelb@umich.edu
Permission Instructions	Please note: Prior approval from Dr. Douglas Gelb for all periods and have successfully completed M3 level course in Neurology.
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	5
On-Call Responsibility	None
Where to Report First Day of Clerkship	Meet in the Department of Neurology's DeJong Library, Room 1912 Taubman Center, promptly at 8:00 AM.
Time Distribution: Outpatient Clinical Care (%)	30%
Time Distribution: Inpatient Clinical Care (%)	60%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%

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<b>NEUROL-8200 continued. . .</b>	
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	5
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	The student is a member of the Neurology Consultation service, seeing patients from other clinical services in the Medical Center (including the Emergency Department). He/she does a complete examination and then presents the case to the neurology senior resident and attending physician. The student attends all of the neurology conferences.
Coure Description 2	Objectives: By the end of this elective, the student will be able to: (1) Determine whether a patient's symptoms and signs are likely to be due to nervous system dysfunction. (2) Perform a neurologic exam consistently, efficiently, and accurately. (3) Deduce the potential sites in the nervous system where lesions could produce the patient's symptoms and signs. (4) Formulate a logical, thorough, safe, and cost-effective diagnostic and management plan. (5) Demonstrate the interpersonal skills and dependability necessary to function as an integral member of the health care team.

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<b>NEUROL-8200 continued. . .</b>	
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, End-of-life care, Medical Ethics, Pain management
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health
Medical Student Competencies- Medical Knowledge	Understand and apply knowledge of biomedical and socio-behavioral sciences, clinical medicine, and the social determinants of health and disease, Apply established and emerging principals in diagnostic and therapeutic decision making, clinical problem solving and other aspects of evidence-based health care, Demonstrate knowledge and application of the sciences essential for the practice of medicine
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes
Medical Student Competencies- Critical Thinking & Discovery	Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001ARRI.U

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<b>Neurosurgery: NEUSURG-8600 - Subinternship</b>	
Required/Elective	SUBI
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48629
Subl Maize/Blue Designation	Blue
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Neurosurgery faculty
Course Contact	Dr. Jason Heth; 3552 Taubman Health Center; 232-6665
Site Coordinator	Nikki Nilsson
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	5
On-Call Responsibility	3 weekdays, 1 weekend day during rotation
Where to Report First Day of Clerkship	3552 Taubman Center; 8:30 AM
Time Distribution: Outpatient Clinical Care (%)	20%
Time Distribution: Inpatient Clinical Care (%)	60%
Time Distribution: Emergency Department Clinical Care (%)	10%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%

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<b>NEUSURG-8600 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	3
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	65
Course Description	<p>This course exposes the student to adult and pediatric patients with neurosurgical problems including brain tumors, epilepsy / functional neurological disorders, cerebrovascular disorders, and spine and peripheral nerve disorders. Critical thinking in diagnosis and management will be stressed. The student will be a member of a neurosurgery team, and general care management and surgery on a regular basis. They are expected to writeup at least 1 patient per week, be on call one day per week (total of 3 weekdays and 1 weekend day) and give a short historical review/powerpoint presentation during a department conference. Students will be paired with a faculty mentor, and are expected to attend all regularly scheduled conferences and assigned clinics.</p> <p><b>GUIDELINES FOR MEDICAL STUDENT SUB-INTERNS ON NEUROSURGERY</b></p> <p>1. General Information:            At the beginning of each rotation, each medical student will be assigned to one of the clinical neurosurgery services for each week of the 4-week rotation. There are two adult neurosurgery services (Peet and Kahn), one pediatric neurosurgery service (Peds), a VA service, and a Neuro-ICU service. Each student will be expected to make early morning rounds with the resident staff on their assigned service and also afternoon rounds when appropriate.            In addition, you will be assigned a department mentor (consistent with your subspecialty interest when possible).            Students are encouraged to spend time in the operating room and non-operative time seeing patients in the Neurosurgery Clinic. The clinic is an excellent learning opportunity where one-on-one teaching with the faculty can occur. A minimum of 30 to 40% of your time should be spent in clinic. The Chief Resident on your designated team will assign you to OR or clinic daily.            The Chief Resident on your designated service is your primary contact.</p>

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NEUSURG-8600 continued. . .	
<p>Coure Description 2</p>	<p>2. Requirements:</p> <p>A. Each student will be expected to take a total of 4 on call days per 4-week rotation -- one night on call per week (including one weekend day). You will be excused the following day after morning rounds (similar to the resident on call). Please communicate with the other M4s on service to avoid doubling up of M4s on call on any given day. A call schedule will be included in your orientation packet.</p> <p>B. Each student will be expected to turn in a total of 4 full H&amp;Ps written about patients seen either in the clinic or during your call night. Work-up of patients should include the chief complaint, complete history of present illness, past medical history, physical examination and detailed neurological examination as well as the assessment and plan. The 4 H&amp;Ps must be submitted to Nikki Nilsson (734-232-6665, nstacey@umich.edu) by the Monday following the end of the rotation in order to receive credit.</p> <p>C. Each student is encouraged to pick up patients of interest and carefully follow these patients during their stay at the hospital. This includes assisting, if not writing the notes on those patients (e.g. pre-op, op and post-op notes), being responsible for knowing vital signs, laboratory results and results of any studies on these patients, reading the board for each of these patients on afternoon work rounds.</p> <p>D. Each student will be responsible for a 10 minute presentation regarding a research or historical aspect of neurosurgery (powerpoint preferred). These talks are generally scheduled for Thursday morning at 7am on the last week of the rotation. Ideas and supplementary information for the presentation can be obtained from your mentor or any of the faculty.</p> <p>3. Reading Materials:            An inclusive summary chapter on Neurosurgery from Greenfield's Textbook on Surgery by Dr. Hoff will be provided, as well as a CD with information on general neurosurgical topics. If you would like additional material regarding a particular case, ask the resident or faculty involved with that case to give you a suggestion. Review the anatomy of the area you will be seeing in the OR the next day. Neurosurgeons often work through small incisions and in very dark holes. Understanding the anatomy will help you understand the case.</p> <p>4. Conferences:            Students are encouraged to attend all Neurosurgical teaching conferences during their rotation. These include the following:</p> <p>A. Wednesday Neurovascular Working Conference            7-8am in the IR Neuro Reading Room (Rm # B1D332)</p> <p>B. Thursday Resident Teaching Conference            CPC (Clinico-pathological Correlation)            D&amp;C (Morbidity and Mortality)</p> <p>C. Friday Neuro-Oncology Working Conference            7-9 am in Neurosurgery Conference Room, Taubman Suite 3552</p> <p>5. Students are welcome to use any of the textbooks in the neurosurgery staff room, they are to be used only in the staff room. They are not to leave the premises, but you may Xerox pertinent sections.</p> <p>6. We want you to enjoy and learn from this rotation. If there are any questions or suggestions concerning the rotation on Neurosurgery, please contact Dr. Jason Heth(734-232-6665) or any of the other neurosurgical staff.</p> <p>7. Medical students interested in Neurosurgery as a possible career are encouraged to make an appointment with Dr. Heth to discuss</p>

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<b>NEUSURG-8600 continued. . .</b>	
Coure Description 2 cont.	their career options. You will be assigned a mentor within the department. We want very much to assist you with your career plans.
Course Description 3	8. Please return your checklist and evaluations to Nikki Nilsson (734-232-6665, nstacey@umich.edu). We ask that you sign your checklist form with your completed workups, so it can assist us in formulating a final grade for you. Please return the evaluation forms - we can't improve the rotation unless we hear from you! Evaluation forms of each faculty and resident are extremely important to us as they assist us with our development as educators. If for any reason you need to be absent from this rotation PLEASE NOTIFY DR. HETH. Unexcused absences may result in a failing grade. All evaluations must be turned in at the end of the rotation. Neurosurgery Dept. Med. Student Coordinator: Nikki Nilsson 734-232-6665 Medical Student Clerkship Director: Jason Heth, MD (734/232-6665, pager #14298)
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Biostatistics, Clinical/translational research, Communication skills, Costs of Care, End-of-life care, Health care quality improvement, Health care systems, Medical socioeconomics, Palliative care, Population-based medicine, Research methods
Methods to be used in student evaluation include	Participation in conferences, Assessment of write-ups/notes, Other (please specify in course description)
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Medical Knowledge	Understand and apply knowledge of biomedical and socio-behavioral sciences, clinical medicine, and the social determinants of health and disease , Apply established and emerging principals in diagnostic and therapeutic decision making, clinical problem solving and other aspects of evidence-based health care , Demonstrate knowledge and application of the sciences essential for the practice of medicine
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power



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<b>NEUSURG-8600 continued. . .</b>	
Medical Student Competencies- Professionalism cont.	differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Contribute to the creation, dissemination, application, and translation of health care knowledge or practice, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	No, not approved.
Previous Catalog Number	701NRSI.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Obstetrics and Gynecology: OBSTGYN-8101 - Family Planning</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	49093
Subl Maize/Blue Designation	None
Rule of 4 Exemption	Exempt from Rule of 4 (no more than four experiences from one department will satisfy requirements for graduation)
Multidisciplinary	No
Grading Basis Code	SF
Special Instructions	Students will report to Dr. Charisse Loder on the first day of the rotation.
Instructor(s)	Dr. Charisse Loder loder@umich.edu 734-232-3897
Permission to Enroll	No
Available to Visiting Students	Yes
Time Distribution: Outpatient Clinical Care (%)	80%
Time Distribution: Inpatient Clinical Care (%)	0%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%

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<b>OBSTGYN-8101 continued. . .</b>	
Time Distribution: Independent Study (%)	10%
Time Distribution: Other (%)	0%
Course Description	<p>Upon completion of this rotation, the learner:</p> <ol style="list-style-type: none"> <li>1. Will be able to describe common indications for Family Planning Consultations, including:               <ol style="list-style-type: none"> <li>a. Contraceptive Counseling</li> <li>b. Sexually Transmitted Infection diagnosis, treatment, and prevention</li> <li>c. Pregnancy termination</li> <li>d. Sexual Assault</li> <li>e. Reproductive rights</li> </ol> </li> <li>2. Will be able to demonstrate each of the following common indications for a Family Planning Consultation,               <ol style="list-style-type: none"> <li>a. Contraceptive Counseling</li> <li>b. Diagnosis and treatment of sexually transmitted infections</li> <li>c. STI prevention counseling</li> <li>d. Pregnancy termination counseling</li> <li>e. Modalities for pregnancy termination, including medical and surgical</li> </ol> </li> <li>3. Will be able to describe and interpret laws affecting Reproductive Rights and Social Justice, including:               <ol style="list-style-type: none"> <li>a. Abortion laws</li> <li>b. Emancipated Minor laws as they apply to reproductive rights</li> <li>c. Access to contraceptive treatments</li> </ol> </li> <li>4. Will give a formal presentation at one of the Family Planning conference</li> <li>5. Option to observe terminations at UM and Planned Parenthood.</li> </ol>
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Adolescent Medicine, Cultural competence, Health disparities, Health policy, Medical Ethics, Medical socioeconomics
Methods to be used in student evaluation include	Final paper or project
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team
Medical Student Competencies- Medical Knowledge	Understand and apply knowledge of biomedical and socio-behavioral sciences, clinical medicine, and the social determinants of health and disease, Apply established and emerging principals in diagnostic and therapeutic decision making, clinical problem solving and other

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<b>OBSTGYN-8101 continued. . .</b>	
Medical Student Competencies- Medical Knowledge cont.	aspects of evidence-based health care, Demonstrate knowledge and application of the sciences essential for the practice of medicine
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions
Medical Student Competencies- Practice Based Learning & Improvement	Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	300FAMO.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Obstetrics and Gynecology: OBSTGYN-8201 - Endocrinology</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48706
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Erica Mahany, MD
Course Contact	Erica Mahany, MD; L4000 Women's, Box 0276; 936-7401
Site Coordinator	Rachel Sprovtsoff, L3601 Women's, 615-6995
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	25-50
On-Call Responsibility	None. Voluntary attendance at weekend clinic.
Where to Report First Day of Clerkship	Center for Reproductive Medicine, Briarwood #1; 7:45 am (see the clinical fellow for Intake). Contact the Clerkship Coordinator at 615-6995 one week prior to start to get a schedule and set up an intake with Dr. Randolph.
Time Distribution: Outpatient Clinical Care (%)	85%
Time Distribution: Inpatient Clinical Care (%)	5%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%

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<b>OBSTGYN-8201 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	2
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	Objectives of the course are to give the student a varied and preceptor type clinical experience in Reproductive Endocrinology and Infertility. The student will have the opportunity to participate in the work-up and treatment of couples with infertility problems and of patients with other reproductive endocrinopathies. S/he will be given the opportunity to participate in various surgical procedures to become familiar with a variety of surgical principles and techniques including laparoscopy, hysteroscopy, and assisted reproductive technologies. S/he will observe both the clinical and laboratory portions of assisted reproduction.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Human development/life cycle, Human sexuality/sexual functioning
Methods to be used in student evaluation include	Clinical assessment form, Participation in conferences, Assessment of write-ups/notes, Attendance at specified events
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic

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<b>OBSTGYN-8201 continued. . .</b>	
Medical Student Competencies- Patient Care cont.	skills considered essential for patient care
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology, Demonstrate how data illustrating current performance at the individual, team, and systems levels is used to achieve the highest quality of care
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Contribute to the creation, dissemination, application, and translation of health care knowledge or practice, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.

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<b>OBSTGYN-8201 continued. . .</b>	
Previous Catalog Number	001ENDO.U



# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Obstetrics and Gynecology: OBSTGYN-8601 - Oncology Subl</b>	
Required/Elective	SUBI
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48711
Subl Maize/Blue Designation	Blue
Rule of 4 Exemption	No
Grading Basis Code	GRD
Branch Information	Procedures Based Care, Systems Based and Hospital Based
Instructor(s)	R. Kevin Reynolds, M.D.
Course Contact	R. Kevin Reynolds, M.D., L4000 Women's, Box 0276, 615-3773
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	80 outpatient; 15 inpatient
On-Call Responsibility	4-6 days, no overnight call. Some weekend rounding.
Where to Report First Day of Clerkship	Gyn Oncology On-Service Fellow (Contact Clerkship Coordinator 615-6995)
Time Distribution: Outpatient Clinical Care (%)	55%
Time Distribution: Inpatient Clinical Care (%)	40%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	5%
Time Distribution: Simulation (%)	0%

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<b>OBSTGYN-8601 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	5
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	50
Course Description	Students on this rotation will function as interns, with an opportunity to participate in surgical procedures. Inpatient care includes patients with complex, multi-system diseases. The student will become proficient in the evaluation and examination of the female patient. She/He will become familiar with surgical principles and techniques, in addition to cancer treatment strategies. Students will also participate in the care of patients receiving radiation therapy and chemotherapy for the treatment of gynecologic malignancies. Participants are expected to present a 10-15 minute summary of a clinical or academic topic to the service including residents, fellows and attending physicians.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, End-of-life care, Health care quality improvement, Pain management, Patient safety
Medical Student Competencies-Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics

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<b>OBSTGYN-8601 continued. . .</b>	
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate how data illustrating current performance at the individual, team, and systems levels is used to achieve the highest quality of care
Medical Student Competencies- Critical Thinking & Discovery	Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	701ONCI.U
Learning Objectives	<ol style="list-style-type: none"> <li>1.Demonstrate competence in the evaluation and examination of the female patient.</li> <li>2.List common treatments for GYN/ONC malignancies</li> <li>3.Become familiar with surgical principles and techniques</li> <li>4.Demonstrate professional responsibility in working as a team member with other members of the Gyn/Oncology care team, patients and families.</li> </ol>

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<b>Obstetrics and Gynecology: OBSTGYN-8602 - Maternal Fetal Subl</b>	
Required/Elective	SUBI
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48712
Subl Maize/Blue Designation	Blue
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Mark Chames, M.D., F4835 Mott, Box 0264, 764-1406
Course Contact	Mark Chames, M.D., F4835 Mott, Box 0264, 764-1406
Site Coordinator	Rachel Sprovtsoff, Clerkship Coordinator L3001 Women's Hospital, 615-6995
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	20
On-Call Responsibility	Rotators will work 2 weeks on days and 2 weeks on nights
Where to Report First Day of Clerkship	Please contact the OB Clerkship Coordinator L4512 Women's Hospital, 615-6995, one week prior to the start of the rotation to have all paperwork completed by the first day.
Time Distribution: Outpatient Clinical Care (%)	0%
Time Distribution: Inpatient Clinical Care (%)	90%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%

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<b>OBSTGYN-8602 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	5
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	60
Course Description	The student will function as a subintern on the inpatient obstetrical service, focusing on the inpatient care of high-risk antepartum and postpartum patients. This rotation is directed toward the care of women with complicated pregnancies, including women undergoing therapeutic fetal procedures, and the student will care for these patients as well. Although not a primary goal of the rotation, it is most students have the opportunity to care for and manage patients a limited number of patients with normal and abnormal labor. The student is expected to work two weeks with the "day" obstetrical team, and two week with the "night" team over the course of the month. The student's final evaluation will be based on faculty and housestaff evaluation of participation, skills, fund of knowledge, and attitude.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, Human development/life cycle, Interprofessional Experience, Patient safety
Methods to be used in student evaluation include	Participation in conferences, Final paper or project, Assessment of write-ups/notes
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care

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<b>OBSTGYN-8602 continued. . .</b>	
Medical Student Competencies- Patient Care cont.	and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes
Medical Student Competencies- Critical Thinking & Discovery	Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	702MFMI.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Ophthalmology: OPHTH-8200 - Clinical</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48771048771
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Dr. Ariane Kaplan Clerkship Director arianek@med.umich.edu
Course Contact	Lauren Prisk 734-763-4088 lgagneau@med.umich.edu Alt: Kathy Whitney 734-764-5208 kwhitney@umich.edu
Site Coordinator	Lauren Prisk Medical Student Clerkship Coordinator 734-763-4088 lgagneau@med.umich.edu
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	up to 50
On-Call Responsibility	One weekend call shift required (12pm-10pm).
Where to Report First Day of Clerkship	Informational email will be sent to enrolled students by the Clerkship Coordinator.
Time Distribution: Outpatient Clinical Care (%)	65%
Time Distribution: Inpatient Clinical Care (%)	25%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars	10%

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<b>OPHTH-8200 continued. . .</b>	
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	6
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	50
Course Description	<p>Those interested in pursuing a career in Ophthalmology should plan to take the rotation in February, March, April or May. The focus of the rotation is to expose students to the surgical and clinic aspects of Ophthalmology. Clinical time is split among a variety of clinics at the Kellogg Eye Center (KEC) and the consultation service within the Main Hospital, encompassing care for both inpatients and outpatients. Students may request time within two subspecialty clinics at KEC, or the VA Hospital (U of M students only).</p> <p>Students will learn to take an ophthalmic history, basic ophthalmic terminology, and examination techniques. A typical day begins at 7:00am with case reviews with ophthalmology faculty, and clinics generally run until 5:00-6:00pm.</p> <p>Students may also attend resident lectures between 5:30 and 7:30pm several nights per week. Students rotating during these months are required to prepare a final presentation on an approved topic.</p> <p>Students will also study and present 1 or 2 cases during the rotation and complete the "Eyes Have It" modules.</p> <p>VSAS students pursuing a career in Ophthalmology are encouraged to apply for an elective in July, August, or September or as established by the Medical School.</p>



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<b>OPHTH-8200 continued. . .</b>	
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, Prevention/health maintenance
Methods to be used in student evaluation include	Clinical assessment form, Participation in conferences, Final paper or project, Written/oral exams, Attendance at specified events, Other (please specify in course description)
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions
Medical Student Competencies- Practice Based Learning & Improvement	Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback
Medical Student Competencies- Critical Thinking & Discovery	Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001CLNO.U

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## OPHTH-8200 continued. . .

Learning Objectives	<ol style="list-style-type: none"><li>1. Demonstrate ability to use slit lamp for examination of anterior and posterior segments of the ocular exam. (Patient Care)</li><li>2. Demonstrate ability to generate a differential diagnosis for commonly seen ocular complaints and demonstrate ability to identify ocular diseases that can lead to loss of vision or death. (Medical Knowledge and Practice Based Learning)</li><li>3. Demonstrate ability to conduct an appropriate and comprehensive literature search to effectively answer clinical questions. (Practice Based Learning and Improvement; Prepare for clinic by reading and prepare for small group sessions)</li><li>4. Demonstrate interpersonal and communication skills that result in effective information exchange between other learners and faculty. (Interpersonal and Communication Skills; Effective teacher to other students during small group and final presentations)</li><li>5. Demonstrates participation as part of health care team in sharing responsibilities of patient care. (Professionalism)</li></ol>
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# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Orthopaedic Surgery: ORTHSURG-8600 - Subinternship</b>	
Required/Elective	SUBI
Prerequisites:	Orthsurg-001ORTO.U, Orthsurg-001ORTP.U, Orthsurg-701ORTP.V
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48618
Subl Maize/Blue Designation	Blue
Rule of 4 Exemption	No
Grading Basis Code	GRD
Branch Information	Procedures Based Care
Special Instructions	Students will be contacted a week prior to the start of the rotation with time and place to meet for orientation the Sunday before the start of the rotation.
Instructor(s)	orthopaedic faculty
Course Contact	Clifford L. Craig, M.D. 2918 E Taubman Center, 734-615-3599
Site Coordinator	Clifford L. Craig, MD
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	30
On-Call Responsibility	Every 3- 4 days, See description
Where to Report First Day of Clerkship	Dr.Craig office,2918F Taubman Center,6:05 AM
Time Distribution: Outpatient Clinical Care (%)	30%
Time Distribution: Inpatient Clinical Care (%)	65%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars	5%

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<b>ORTHSURG-8600 continued. . .</b>	
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	4
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	The subintern will have responsibility for the management of patients on the inpatient trauma, pediatric, foot and ankle, hand service or joint reconstruction service with resident and faculty supervision. Active participation in the surgical management of the orthopaedic trauma, pediatric, or joint reconstruction patient, and postoperative management in the clinic setting will also be an integral part of the subinternship. Presentation of a clinical case including a literature review will be required once during the rotation as part of the student conference. At the discretion of the chief resident, the subintern will present cases to the weekly fracture conference. Attendance at all teaching conferences at University hospital will be required. There will be on-call responsibility every third to fourth night, maintaining an 60 hour work week.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, Cultural competence, Pain management, Patient safety, Rehabilitation/care of the disabled, Self Directed Learning
Methods to be used in student evaluation include	Clinical assessment form, Participation in conferences, Assessment of write-ups/notes, Attendance at specified events

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<b>ORTHSURG-8600 continued. . .</b>	
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	701ORTI.U
Learning Objectives	1.Demonstrate the ability to describe the differential diagnosis of patients presenting with common musculoskeletal conditions seen during their rotation (e.g. back, neck, hip, knee pain) 2.Demonstrate the ability to present a patient with a common

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<b>ORTHSURG-8600 continued. . .</b>	
Learning Objectives cont.	musculoskeletal complaint seen during their rotation including the history, physical examination, differential diagnosis, and plan. 3.Demonstrate the ability to make a short arm cast.

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<b>Otorhinolaryngology: OTO-8600 - Head/Neck Surgery SubI</b>	
Required/Elective	SUBI
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48753
SubI Maize/Blue Designation	Blue
Rule of 4 Exemption	No
Grading Basis Code	GRD
Course Contact	Jeffrey S. Moyer, MD, FACS
Site Coordinator	Summer Schaible
Permission to Enroll	No
Available to Visiting Students	Yes
On-Call Responsibility	Required to take call twice during the rotation with a resident
Where to Report First Day of Clerkship	You will be contacted by the Clerkship Coordinator, Summer Schaible, 1 week prior to your rotation with a schedule and instructions. Questions and/or concerns should be directed to summermo@med.umich.edu or 734-764-7435.
Time Distribution: Outpatient Clinical Care (%)	20%
Time Distribution: Inpatient Clinical Care (%)	60%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%

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<b>OTO-8600 continued. . .</b>	
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	10%
Time Distribution: Other (%)	0%
Course Description	<p>The subinternship in Otolaryngology-Head and Neck Surgery has been designed for those students who want a comprehensive clinical experience with exposure to diagnosis and management of a spectrum of problems (from simple to complex) in the field of Otolaryngology-Head and Neck Surgery. Medical students will participate in outpatient clinics, inpatient rounds and operative procedures. Students will be expected to adequately prepare for these activities through the appropriate use of medical literature and other learning experiences. The overall goals of the elective will be tailored</p> <p>The student will be expected to take call with the resident throughout the rotation to gain experience in the management of common emergencies. In addition to those students preparing for a career in Otolaryngology-Head and Neck Surgery, this would be a useful experience for any student interested in a primary care field or in a specialty area involving head and neck.</p>
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering
Medical Student Competencies- Medical Knowledge	Apply established and emerging principals in diagnostic and therapeutic decision making, clinical problem solving and other aspects of evidence-based health care
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care
Medical Student Competencies- Professionalism	Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams
Medical Student Competencies- Practice Based Learning & Improvement	Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback



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<b>OTO-8600 continued. . .</b>	
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	701OTOP.U

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<b>Pathology: PATH-8200 - General</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48697
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Branch Information	Elective - This course should be considered a general M4 elective because it does not meet the above descriptions and Intended Learning Outcomes to be categorized in a Branch.
Special Instructions	The clerkship is open to enrollment of M3 students during the months of February through April, and M4 students from May through January.
Instructor(s)	Kristine Konopka, M.D. and Department of Pathology Faculty
Course Contact	Desire' Baber, Department of Pathology, 2800 Plymouth Road, Bldg 35, Room 1411; dbaessle@umich.edu
Site Coordinator	Desire' Baber, Department of Pathology, 2800 Plymouth Road, Bldg 35, Room 1411; dbaessle@umich.edu
Permission to Enroll	No
Available to Visiting Students	Yes
On-Call Responsibility	No Call
Where to Report First Day of Clerkship	9:00AM in NCRC Michigan Conference Library, Building 35, Room 1454; contact Desire' Baber for more information at dbaessle@umich.edu
Time Distribution: Outpatient Clinical Care (%)	45%
Time Distribution: Inpatient Clinical Care (%)	45%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%

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<b>PATH-8200 continued. . .</b>	
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	This clerkship is intended to acquaint medical students with the practice of anatomic pathology and laboratory medicine at an academic institution, and to explore the relationship between pathology and clinical specialties. Activities and schedules are determined based on the student's sub-specialty interest(s), and may include time in the following pathologies laboratories/services: surgical pathology subspecialty services, frozen section service, autopsy, cytopathology, transfusion medicine, hematopathology, and clinical chemistry.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	None
Methods to be used in student evaluation include	Final paper or project, Attendance at specified events
Medical Student Competencies- Medical Knowledge	Demonstrate knowledge and application of the sciences essential for the practice of medicine
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession

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<b>PATH-8200 continued. . .</b>	
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001CLNL.U
Learning Objectives	<ol style="list-style-type: none"> <li>1. The student should be able to discuss the contemporary practice of pathology and the role of pathology in the care of patient's and clinical decision making.</li> <li>2. The student should be able to apply the morphologic characteristics of disease and clinical laboratory data in clinical decision making for patient care.</li> <li>3. The student should be able to construct/formulate a rational test suite for the work-up of common medical conditions, and recognize/state the laboratory(ies) in which the tests would typically be performed within the pathology department.</li> </ol>

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<b>Pathology: PATH-8201 - Sub-specialty</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	720
Keywords:	
Course Objectives:	
MPathways Course ID	48698
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Branch Information	Elective - This course should be considered a general M4 elective because it does not meet the above descriptions and Intended Learning Outcomes to be categorized in a Branch.
Special Instructions	Sub-specialty pathology electives are only offered for Dermatopathology and Neuropathology; please refer to the course description for other sub-specialty requests.
Instructor(s)	Kristine Konopka, M.D. and Department of Pathology Faculty
Course Contact	Desire' Baber, Department of Pathology, 2800 Plymouth Road, Bldg 35, Room 1411; dbaessle@umich.edu
Site Coordinator	Desire' Baber, Department of Pathology, 2800 Plymouth Road, Bldg 35, Room 1411; dbaessle@umich.edu
Permission to Enroll	Yes
Permission Contact Information	Desire' Baber; dbaessle@umich.edu
Permission Instructions	Requires prior approval from Program Director Email specific sub-specialty Pathology interest to Desire' Baessler who will help arrange.
Available to Visiting Students	Yes
On-Call Responsibility	No Call
Where to Report First Day of Clerkship	9:00AM in NCRC Michigan Conference Library, Building 35, Room 1454; contact Desire' Baber for more information at dbaessle@umich.edu
Time Distribution: Outpatient Clinical Care (%)	45%
Time Distribution: Inpatient Clinical Care (%)	45%

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<b>PATH-8201 continued. . .</b>	
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	This clerkship is intended to acquaint medical students with the practice of anatomic pathology and laboratory medicine at an academic institution, and to explore the relationship between pathology and clinical specialties. Activities, schedules, and method of evaluation are determined based on the student's selected subspecialty pathology interest in either Dermatopathology or Neuropathology (student must specify). Evaluation methods might include conference attendance and participation at sign-out sessions, among others. Students with subspecialty interests outside of Dermatopathology or Neuropathology should enroll in the General Pathology elective and request a "subspecialty focus," which entails a 2-week experience to be arranged within the 4-week rotation.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	None

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<b>PATH-8201 continued. . .</b>	
Methods to be used in student evaluation include	Other (please specify in course description)
Medical Student Competencies- Medical Knowledge	Demonstrate knowledge and application of the sciences essential for the practice of medicine
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001GENL.U
Learning Objectives	<ol style="list-style-type: none"> <li>1. The student should be able to discuss the contemporary practice of pathology and the role of pathology in the care of patient's and clinical decision making.</li> <li>2. The student should be able to apply the morphologic characteristics of disease and clinical laboratory data in clinical decision making for patient care.</li> <li>3. The student should be able to construct/formulate a rational test suite for the work-up of common medical conditions, and recognize/state the laboratory(ies) in which the tests would typically be performed within the pathology department.</li> </ol>

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<b>Pediatrics: PEDIAT-8200 - Cardiology</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48672
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Pediatric Cardiology Faculty
Course Contact	Sonal Owens, M.D.; 734-615-2369
Site Coordinator	Sonal Owens, M.D.
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	Approximately 30-50 per student per week
On-Call Responsibility	No Call
Where to Report First Day of Clerkship	Contact Dr. Sonal Owens by email at <a href="mailto:sthakkar@med.umich.edu">sthakkar@med.umich.edu</a> the week prior to the start of the elective to arrange the date and time for an orientation.
Time Distribution: Outpatient Clinical Care (%)	80%
Time Distribution: Inpatient Clinical Care (%)	0%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	15%
Time Distribution: Simulation (%)	0%



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<b>PEDIAT-8200 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	5%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	9
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	<p>The M4 will see patients in outpatient pediatric cardiology clinic at least 5 half-days per week evaluating children with cardiovascular disease. He/she will attend pediatric arrhythmia clinic and pediatric prevention clinic at least twice during the month. He/she may participate in the consultation service of inpatients, but this is not a requirement. The M4 will see/evaluate preoperative/pre-catheterization patients. He/she will observe cardiac catheterizations, electrophysiology cases, echocardiograms, cardiac MRI, and pediatric cardiac surgeries. He/she will attend all divisional conferences and Pediatric Grand Rounds.</p> <p>Outcome Based Learning Objectives:</p> <ol style="list-style-type: none"> <li>1.Describe the characteristics of an innocent/benign murmur and contrast them with the characteristics of a pathologic murmur</li> <li>2.Distinguish an innocent murmur from a pathologic murmur on physical examination</li> <li>3.Distinguish a systolic murmur from a diastolic murmur</li> <li>4.Contrast a normal ECG with an abnormal ECG</li> <li>5.Identify the signs and symptoms of congestive heart failure in an infant</li> </ol>
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Develop and carry out management plans in collaboration with patients, families, and healthcare team
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care

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<b>PEDIAT-8200 continued. . .</b>	
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team
Medical Student Competencies- Practice Based Learning & Improvement	Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001CARI.U
Learning Objectives	<p>Independently collect both focused and comprehensive, developmentally appropriate patient histories and physical examinations.</p> <p>Synthesize information to formulate a differential diagnosis and suggest appropriate diagnostic tests for the chief complaint.</p> <p>Develop and implement a prioritized management plan with the health care team and describe a rationale for the clinical plan.</p> <p>Demonstrate interpersonal and written communication skills that result in effective information exchange and collaboration with patients, their families, and all members of the health care team.</p>

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<b>Pediatrics: PEDIAT-8201 - Developmental</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48673
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Prachi Shah, M.D., Julie Lumeng, M.D., Barbara Felt, M.D. Jenny Radesky, M.D.; Megan Pesch, M.D.
Course Contact	Prachi Shah, M.D.; prachis@umich.edu
Site Coordinator	Prachi Shah, MD
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	15-20
On-Call Responsibility	No call
Where to Report First Day of Clerkship	Student will receive an email with the schedule from Dr. Prachi Shah (prachis@umich.edu) about 1 week prior to the start of the clerkship; this schedule will show where to report on the first day. Usually 8 am.
Time Distribution: Outpatient Clinical Care (%)	70%
Time Distribution: Inpatient Clinical Care (%)	0%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	5%
Time Distribution: Simulation (%)	0%

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<b>PEDIAT-8201 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	25%
Time Distribution: Other (%)	0%
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	<p>This elective will offer the student exposure to common developmental and behavioral problems of children, including school function problems (learning disabilities, ADHD, oppositional behavior), developmental disabilities, autism, enuresis, encopresis, and others. The student will learn the standard of care in diagnosis and treatment of developmental and behavioral disorders. Students will gain a better understanding of the role of the community and schools in supporting child development. Students will learn how a developmental and behavioral focus can be incorporated into the delivery of primary care pediatrics.</p> <p>Outcome Based Learning Objectives Include:</p> <ol style="list-style-type: none"> <li>(1) To know and be able to recognize during a behavioral consultation signs and symptoms of autistic spectrum disorder.</li> <li>(2) To know and understand how to practically apply practice guidelines for ADHD evaluation and treatment.</li> <li>(3) To be able to use a developmental screening tool to screen development and identify developmental delay.</li> <li>(4) To be able to explain the special education system in the community to a patient's family and the family's rights within that system.</li> <li>(5) To understand how to deliver the news of the diagnosis of a developmental/behavioral disorder.</li> </ol> <p>All visiting students need to have time off approved prior to the acceptance into the rotation.</p>
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Human development/life cycle

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<b>PEDIAT-8201 continued. . .</b>	
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001DEVO.U
Learning Objectives	<p>Independently collect both focused and comprehensive, developmentally appropriate patient histories and physical examinations.</p> <p>Synthesize information to formulate a differential diagnosis and suggest appropriate diagnostic tests for the chief complaint.</p> <p>Develop and implement a prioritized management plan with the health care team and describe a rationale for the clinical plan.</p> <p>Demonstrate interpersonal and written communication skills that result in effective information exchange and collaboration with patients, their families, and all members of the health care team.</p>

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<b>Pediatrics: PEDIAT-8202 - Gastroenterology</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48674
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Dr. Neef, Dr. Lopez, Dr. Dickinson, Dr. Adler, Dr. Dipaola, Dr. Mar, Dr. Lee, Dr. Bilhartz, Dr. Steien, Dr. Zacur, Dr. Singer
Course Contact	Dr. Haley Neef; D5200 Medical Professional Bldg, Box 0718; 763-9650
Site Coordinator	Jessica Osinski
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	20
On-Call Responsibility	No call
Where to Report First Day of Clerkship	Pediatric GI Office, D5200 Medical Professional Bldg.; 8:30 a.m.
Time Distribution: Outpatient Clinical Care (%)	90%
Time Distribution: Inpatient Clinical Care (%)	5%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	5%
Time Distribution: Simulation (%)	0%

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<b>PEDIAT-8202 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	2
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	48
Course Description	<p>This is primarily an outpatient elective. The main complaints seen are common General Pediatric problems such as failure-to-thrive, chronic diarrhea, abdominal pain, gastroesophageal reflux, and constipation. The student will also learn pathophysiology and management of common gastrointestinal illnesses such as inflammatory bowel disease, celiac disease, and chronic liver disease. There will also be the opportunity to attend the multidisciplinary clinics in the division: Children's Intestinal Rehabilitation Clinic and Pediatric Liver Transplant clinic. The student is also encouraged to view procedures, particularly on patients they have seen in clinic. Conferences include weekly divisional teaching(fellow) conferences, pathology conference twice a month, and radiology conference once a month.</p> <p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1)Identify normal growth patterns and understand how to interpret deviation from the curve</li> <li>2)Understand how to estimate calorie and protein requirements in children of various ages.</li> <li>3)Know the differential diagnosis of chronic diarrhea; understand when it is appropriate to perform further evaluation.</li> <li>4)Describe the differential diagnosis of acute and chronic abdominal pain and know when to pursue further evaluation.</li> <li>5)In constipated children, understand when it is appropriate to evaluate for underlying disease</li> </ol>

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<b>PEDIAT-8202 continued. . .</b>	
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, Population-based medicine
Methods to be used in student evaluation include	Clinical assessment form, Participation in conferences
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team
Medical Student Competencies- Medical Knowledge	Apply established and emerging principals in diagnostic and therapeutic decision making, clinical problem solving and other aspects of evidence-based health care, Demonstrate knowledge and application of the sciences essential for the practice of medicine
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics
Medical Student Competencies- Professionalism	Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology, Demonstrate how data illustrating current performance at the individual, team, and



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<b>PEDIAT-8202 continued. . .</b>	
Medical Student Competencies- Practice Based Learning & Improvement cont.	systems levels is used to achieve the highest quality of care
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Contribute to the creation, dissemination, application, and translation of health care knowledge or practice, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001GI-P.U
Learning Objectives	<p>Independently collect both focused and comprehensive, developmentally appropriate patient histories and physical examinations.</p> <p>Synthesize information to formulate a differential diagnosis and suggest appropriate diagnostic tests for the chief complaint.</p> <p>Develop and implement a prioritized management plan with the health care team and describe a rationale for the clinical plan.</p> <p>Demonstrate interpersonal and written communication skills that result in effective information exchange and collaboration with patients, their families, and all members of the health care team.</p>

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<b>Pediatrics: PEDIAT-8203 - Medical Genetics</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	720
Keywords:	
Course Objectives:	
MPathways Course ID	48675
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Pediatric Genetics Faculty
Course Contact	Dr. Shane C. Quinonez MD; squinon@med.umich.edu; 734-615-1203
Site Coordinator	Jill Cahill
Permission to Enroll	Yes
Permission Contact Information	Dr. Shane C. Quinonez MD; squinon@med.umich.edu; 734-615-1203
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	10
On-Call Responsibility	No call
Where to Report First Day of Clerkship	D5240 Medical Professional Building (MPB), 9:00 a.m.
Time Distribution: Outpatient Clinical Care (%)	50%
Time Distribution: Inpatient Clinical Care (%)	20%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%

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<b>PEDIAT-8203 continued. . .</b>	
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	15%
Time Distribution: Other (%)	5%
Time Distribution: Other Explanation	Laboratory tours
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	4
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	<p>Our goal is to provide an intensive experience in medical genetics with an emphasis selected by the student. Clinical activities can include evaluation of patients with chromosomal, syndromal, or metabolic disease. Laboratory activities will include metabolic screening, and an introduction to clinical molecular genetic laboratory testing.</p> <p>Objectives include 1) Understand the role of the pediatrician in preventing, counseling, and screening individuals at risk for genetic disorders; 2) Obtain and correctly interpret a pedigree; 3) Develop a diagnostic plan for the evaluation of a child with developmental delay and/or mental retardation; 4) Become familiar with and use genetic databases (i.e., Online Mendelian Inheritance of Man, and Genetests); 5) Recognize and interpret major and minor physical dysmorphisms; 6) Become familiar with basic principles of inpatient and outpatient management for patients with known inborn errors of metabolism.</p>
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your	Communication skills, Cultural competence, Developmental disabilities

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<b>PEDIAT-8203 continued. . .</b>	
Methods to be used in student evaluation include	Clinical assessment form, Participation in conferences, Assessment of write-ups/notes, Attendance at specified events
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Medical Knowledge	Demonstrate knowledge and application of the sciences essential for the practice of medicine
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology, Demonstrate how data illustrating current performance at the individual, team, and

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<b>PEDIAT-8203 continued. . .</b>	
Medical Student Competencies- Practice Based Learning & Improvement cont.	systems levels is used to achieve the highest quality of care
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Contribute to the creation, dissemination, application, and translation of health care knowledge or practice, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001HUML.U
Learning Objectives	<p>Independently collect both focused and comprehensive, developmentally appropriate patient histories and physical examinations.</p> <p>Synthesize information to formulate a differential diagnosis and suggest appropriate diagnostic tests for the chief complaint.</p> <p>Develop and implement a prioritized management plan with the health care team and describe a rationale for the clinical plan.</p> <p>Demonstrate interpersonal and written communication skills that result in effective information exchange and collaboration with patients, their families, and all members of the health care team.</p>

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<b>Pediatrics: PEDIAT-8204 - Nephrology</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48676
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Pediatric Nephrology Faculty
Course Contact	Dr. Rebecca Lombel-Fahim
Site Coordinator	Casey Strachan
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	20
On-Call Responsibility	No call
Where to Report First Day of Clerkship	C.S. Mott, Room 12-250D Time: 8:00 a.m.
Time Distribution: Outpatient Clinical Care (%)	45%
Time Distribution: Inpatient Clinical Care (%)	50%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	5%
Time Distribution: Simulation (%)	0%

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<b>PEDIAT-8204 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	3
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	This is an inpatient and outpatient experience in Pediatric Nephrology. The mix of time (inpatient vs outpatient) can be adjusted to meet the student's needs/interests. During this rotation, the student will gain exposure to general nephrology, dialysis, renal transplantation, hypertension and critical care nephrology. On the inpatient service, students will be expected to primarily follow 1-2 patients and will see new inpatient consults. On the outpatient service, students will observe attendings/fellows as well as see patients on their own and present to the attending. In the outpatient setting, students will learn about common referral diagnoses (elevated blood pressure, hypertension, proteinuria, hematuria, abnormal ultrasound findings) as well as be exposed to other disease processes (glomerulonephritis, urologic conditions).
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	None
Methods to be used in student evaluation include	Clinical assessment form, Participation in conferences
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care

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<b>PEDIAT-8204 continued. . .</b>	
Medical Student Competencies- Patient Care cont.	and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Medical Knowledge	Understand and apply knowledge of biomedical and socio-behavioral sciences, clinical medicine, and the social determinants of health and disease, Apply established and emerging principals in diagnostic and therapeutic decision making, clinical problem solving and other aspects of evidence-based health care, Demonstrate knowledge and application of the sciences essential for the practice of medicine
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology, Demonstrate how data illustrating current performance at the individual, team, and systems levels is used to achieve the highest quality of care



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<b>PEDIAT-8204 continued. . .</b>	
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Contribute to the creation, dissemination, application, and translation of health care knowledge or practice, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001NEPI.U
Learning Objectives	<p>Inpatient:</p> <ol style="list-style-type: none"> <li>1.)The student will be able to state the acute indications for dialysis.</li> <li>2.)The student will be able to formulate the differential diagnosis and evaluation for acute kidney injury.</li> <li>3.)The student will be able to describe the role of nephrology consulting service in the intensive care units and on the general care floors.</li> </ol> <p>Outpatient:</p> <ol style="list-style-type: none"> <li>1.)The student will be able to measure blood pressure by manual auscultation.</li> <li>2.) The student will recognize the difference between normal and abnormal blood pressure values in children.</li> <li>3.) The student will be able to formulate the differential diagnosis and evaluation of hypertension in the pediatric population.</li> <li>4.) The student will be able to formulate the differential diagnosis of microscopic hematuria in the pediatric population.</li> </ol>

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<b>Pediatrics: PEDIAT-8205 - Neurology</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	720
Keywords:	
Course Objectives:	
MPathways Course ID	48677
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Pediatric Neurology Faculty
Course Contact	Rachel Gottlieb-Smith (smithgot@med.umich.edu); 12th floor Mott Hospital; 1540 E. Hospital Dr, Ann Arbor, MI, 48109-4729; 936-4179
Permission to Enroll	Yes
Permission Contact Information	Rachel Gottlieb-Smith smithgot@med.umich.edu
Permission Instructions	Any student considering this elective must contact Dr. Rachel Gottlieb-Smith before signing up for a specific block.
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	20
On-Call Responsibility	None.
Where to Report First Day of Clerkship	Contact Dr. Rachel Gottlieb-Smith (smithgot@med.umich.edu) one week prior to the start of the elective, to arrange meeting place and time.
Time Distribution: Outpatient Clinical Care (%)	80%
Time Distribution: Inpatient Clinical Care (%)	10%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars	10%

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<b>PEDIAT-8205 continued. . .</b>	
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	40
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	<p>This rotation is outpatient-based. The student will be placed in a number of different general and sub-specialized pediatric neurology clinics (e.g. autism, headache, movement disorders, neuromuscular, neuro-oncology, NICU follow-up, and complex epilepsy). Occasionally, students will have an opportunity to round with the inpatient pediatric neurology consult team. Students also participate in the division's regularly scheduled conferences (including case review conference, neuroradiology, journal club, neonatal neurology, and morbidity &amp; mortality), as well as attending adult neurology grand rounds. Each student will choose a topic in pediatric neurology and prepare a 10-15 minute presentation to give to the faculty in the 3rd or 4th week of the rotation.</p> <p>NOTE: This course is offered in 4 week or 2 week options, however priority will be given to students requesting 4 weeks. The 4 week course allows for much more autonomy.</p> <p>All visiting students need to have time off approved prior to the acceptance into the rotation.</p>
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, Human development/life cycle, Palliative care, Prevention/health maintenance

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<b>PEDIAT-8205 continued. . .</b>	
Methods to be used in student evaluation include	Clinical assessment form, Participation in conferences, Assessment of write-ups/notes, Attendance at specified events
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001NEUP.U
Learning Objectives	During this elective, the student is expected to: 1) Demonstrate the ability to take appropriate history for children with neurologic disorders, such as seizures and suspected seizures, headache, developmental delay, tics, brain tumors, and neuromuscular diseases. 2) Demonstrate competence in performing a neurological examination of infants and children. 3) Given a pediatric patient with one of the common neurologic presenting problems of seizures or suspected seizures, other

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<b>PEDIAT-8205 continued. . .</b>	
Learning Objectives cont.	abnormal movements, headache, or developmental delay, the student should be able to generate a working differential diagnostic list, outline the appropriate steps to confirm or eliminate the various possibilities, and be familiar with management options. 4) Demonstrate professional communication skills, through oral presentations of patients' histories and examinations, written summaries of clinic visits, and a formal presentation on a pediatric neurology topic of the student's choice.

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<b>Pediatrics: PEDIAT-8206 - Pulmonary</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48678
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Pediatric Pulmonary Attendings
Course Contact	On Call Pediatric Pulmonologists and fellows
Site Coordinator	Cheryl Evans
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	100
On-Call Responsibility	No call
Where to Report First Day of Clerkship	Thomas Saba's office; L2221 Women's; 8:00 a.m.
Time Distribution: Outpatient Clinical Care (%)	35%
Time Distribution: Inpatient Clinical Care (%)	35%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	10%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%

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<b>PEDIAT-8206 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	10%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	10
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	The student will have the opportunity to see children with respiratory system diseases (e.g., asthma, cystic fibrosis, chronic lung disease of prematurity, chronic respiratory failure, chronic cough and wheeze) and observe diagnostic and therapeutic approaches. There is particular emphasis on establishing a partnership between physicians and families. All visiting students need to have time off approved prior to the acceptance into the rotation.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, Community health, Prevention/health maintenance, Rehabilitation/care of the disabled
Methods to be used in student evaluation include	Clinical assessment form, Participation in conferences, Assessment of write-ups/notes
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care

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<b>PEDIAT-8206 continued. . .</b>	
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology, Demonstrate how data illustrating current performance at the individual, team, and systems levels is used to achieve the highest quality of care
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Contribute to the creation, dissemination, application, and translation of health care knowledge or practice, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001PULO.U
Learning Objectives	Independently collect both focused and comprehensive,



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<b>PEDIAT-8206 continued. . .</b>	
Learning Objectives cont.	<p>developmentally appropriate patient histories and physical examinations.</p> <p>Synthesize information to formulate a differential diagnosis and suggest appropriate diagnostic tests for the chief complaint.</p> <p>Develop and implement a prioritized management plan with the health care team and describe a rationale for the clinical plan.</p> <p>Demonstrate interpersonal and written communication skills that result in effective information exchange and collaboration with patients, their families, and all members of the health care team.</p>

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<b>Pediatrics: PEDIAT-8207 - Infectious Disease</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48679
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Branch Information	Elective - This course should be considered a general M4 elective because it does not meet the above descriptions and Intended Learning Outcomes to be categorized in a Branch.
Instructor(s)	Pediatric Infectious Diseases Faculty
Course Contact	Michael E. Watson, M.D., Ph.D. Clinical Assistant Professor of Pediatrics
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	10 -12 new plus follow-up patients, mix of inpatient and outpatient
On-Call Responsibility	None
Where to Report First Day of Clerkship	Monday mornings - Peds ID Clinic begins at 8:00 am in Mott Hospital Clinic Tower, 6th floor, Pod#3. Students should attend Peds Morning Conference and report to clinic when conference ends around 8:45 am.
Time Distribution: Outpatient Clinical Care (%)	20%
Time Distribution: Inpatient Clinical Care (%)	50%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%

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<b>PEDIAT-8207 continued. . .</b>	
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	20%
Time Distribution: Other (%)	0%
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	About 40 hours of work per week
Course Description	<p><b>CURRICULAR OVERVIEW</b></p> <p>Clinical Training - To adequately complete the clinical component of this rotation, residents and students will devote the month "on-service" caring for inpatients seen on the Pediatric Infectious Diseases Consultation Service. In addition, they will spend two half-day sessions per week seeing patients in the Pediatric Infectious Diseases Outpatient Clinic.</p> <p>1. Inpatient experiences: Each Pediatric Infectious Diseases student spends one month on the Pediatric Infectious Diseases Consulting Service at Mott Children's Hospital, during which time they are supervised by the fellow and the faculty member responsible for the Inpatient Clinical Services. The Infectious Disease team (students, residents, fellows, and faculty) round typically for two to four hours daily in the morning and/or the afternoon depending on the day of the week, the individual attending, and the volume of the service.</p> <p>2. Outpatient experiences: Residents and students on the Pediatric Infectious Diseases Rotation are expected to assume an important responsibility for care of patients seen in the Outpatient Department in evaluating the patient's presenting problem, in outlining a management plan, and in follow-up.</p> <p>4. Conferences: Residents and students on the Pediatric Infectious Diseases service regularly attend the following conferences:</p> <ol style="list-style-type: none"> <li>Pediatric Grand Rounds - weekly</li> <li>Morning Reports - three times weekly (optional)</li> <li>Infectious Diseases Grand Rounds in conjunction with Internal Medicine Infectious Diseases - weekly</li> <li>Pediatric Infectious Diseases Clinical Conference - weekly</li> </ol>
Coure Description 2	<p>Independent Learning - Residents and students on the Pediatric Infectious Diseases service supplement formal learning experiences with independent learning that will foster life-long learning. In this regard, they have access to the Infectious Diseases Library which includes textbooks related to pediatric and adult infectious diseases, immunology, and general pediatrics and is housed in the Infectious Diseases Fellows Room, accessible 24-hours a day, in the Pediatric Infectious Diseases Office Suite. This library also includes issues</p>

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<b>PEDIAT-8207 continued. . .</b>	
<p>Coure Description 2 cont.</p>	<p>over the past ten years of the Journal of Infectious Diseases, Clinical Infectious Diseases, Infection and Immunity, and the Pediatric Infectious Diseases Journal. In addition, they have access to the Taubman Medical Library at the University of Michigan that serves as the main library resource for the University of Michigan Medical Center and is available on site and on line to our trainees. Trainees receive instruction on the use of computerized literature searches from the Infectious Diseases faculty and through workshops conducted by the Taubman Medical Library.</p> <p>In addition, the Division has developed computer-based problem solving exercises in pediatric infectious diseases clinical problems. The teaching objectives of this curriculum are met through the participation of Pediatric Infectious Diseases students in preparing and delivering a short presentation (10 min, powerpoint format) at the Pediatric Infectious Diseases Clinical Conference near the end of their rotation month on an interesting topic or clinical question they encountered during their month on the Peds ID service.</p> <p><b>PATIENT POPULATIONS</b>            Available for training experiences in the Pediatric Infectious Diseases at Mott Children's Hospital and Neonatal Unit</p> <ol style="list-style-type: none"> <li>1. Primary immunodeficiency diseases.</li> <li>2. Prematurely born and low birthweight babies.</li> <li>3. HIV infected infants, children, and adolescents.</li> <li>4. Patients immunosuppressed secondary to chemotherapy, malignancy, and transplantation (bone marrow, liver, heart, lung).</li> <li>5. Surgical patients: a. Orthopedics b. Neurosurgery c. General Pediatric Surgery d. Plastic Surgery e. Urology f. Ophthalmology g. Cardiovascular Surgery</li> <li>6. Cystic fibrosis patients, foreign-born patients, malnourished patients, children living in poverty, children lacking medical care secondary to cultural or religious beliefs.</li> <li>7. Otherwise, well children with fever of unknown origin, immunization preventable diseases, rash illnesses, tropical diseases, and routine pediatric infections.</li> </ol> <p><b>COMPETENCIES</b>            During the course of the curriculum described above, the Pediatric Infectious Diseases residents and students will be provided opportunities to learn and will be evaluated on the following general competencies-</p> <ol style="list-style-type: none"> <li>1. Patient care: Pediatric Infectious Diseases students/residents will be guided in providing patient care that is compassionate, appropriate, and effective for the treatment of infectious diseases problems and the promotion of health. They will be expected to:               <ol style="list-style-type: none"> <li>a. Communicate effectively and demonstrate caring and respectful behaviors when interacting with patients and their families.</li> <li>b. Gather essential and accurate information about their patients.</li> <li>c. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up to date scientific evidence, and clinical judgement.</li> <li>d. Develop and carry out patient management plans.</li> <li>e. Counsel and educate patients and their families.</li> <li>f. Use information technology to support patient care decisions and patient education.</li> <li>g. Provide health care services aimed at preventing health problems or maintaining health.</li> </ol> </li> </ol> <p><b>Educational Goals</b>            To give an overview of academic pediatric infectious diseases at a</p>

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<b>PEDIAT-8207 continued. . .</b>	
Coure Description 2 cont. cont.	major pediatric referral hospital and medical center.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Global health issues, Patient safety, Research methods
Methods to be used in student evaluation include	Clinical assessment form, Participation in conferences, Final paper or project, Assessment of write-ups/notes, Attendance at specified events
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Use clinical reasoning, formulate appropriate differential diagnoses, make informed, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Medical Knowledge	Apply established and emerging principals in diagnostic and therapeutic decision making, clinical problem solving and other aspects of evidence-based health care, Demonstrate knowledge and application of the sciences essential for the practice of medicine
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care

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<b>PEDIAT-8207 continued. . .</b>	
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology, Demonstrate how data illustrating current performance at the individual, team, and systems levels is used to achieve the highest quality of care
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Contribute to the creation, dissemination, application, and translation of health care knowledge or practice, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	002ID-I.U
Learning Objectives	<p>The Pediatric Infectious Diseases Rotation at the University of Michigan Medical Center is designed to insure that upon completion of the rotation, the trainees will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to efficiently obtain thorough, accurate, and appropriate medical data necessary to diagnose and manage pediatric patients with a wide variety of acute and chronic infectious diseases, including disorders of host immunologic defenses.</li> <li>2. Describe principles of disease control, prevention of nosocomial infections, and population immunization programs.</li> <li>3. Demonstrate the ability to utilize the literature and understand the application of clinical research with respect to the care of Pediatric Infectious Diseases patients.</li> <li>4. Describe how medical providers may benefit through consultation with Pediatric Infectious Disease Specialists, staff members from the Clinical Microbiology Lab, the Infection Prevention Team, and Antimicrobial Stewardship Services.</li> <li>5. Demonstrate acquisition of appropriate teaching skills relevant to Medical Education and the field of Pediatric Infectious Diseases.</li> </ol>

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<b>Pediatrics: PEDIAT-8210 - Immuno-Hematology</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48682
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Branch Information	Patients and Populations
Instructor(s)	Immuno-Hematology Comprehensive Program Faculty
Course Contact	Kelly Walkovich, MD
Site Coordinator	Kelly Walkovich, MD
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	30
On-Call Responsibility	No Call
Where to Report First Day of Clerkship	Ped Heme/Onc Office, Med Professional Bldg 4th Floor - 9:00 AM.
Time Distribution: Outpatient Clinical Care (%)	60%
Time Distribution: Inpatient Clinical Care (%)	20%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%

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<b>PEDIAT-8210 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	10%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	4
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	Additionally, students will be expected to participate in a project of their choosing (e.g. presentation, case report, abstract, etc). Students will also have an opportunity to participate in the inpatient Pediatric Hematology Consults.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills
Methods to be used in student evaluation include	Clinical assessment form, Participation in conferences, Final paper or project, Assessment of write-ups/notes, Attendance at specified events
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team
Medical Student Competencies- Medical Knowledge	Apply established and emerging principals in diagnostic and therapeutic decision making, clinical problem solving and other aspects of evidence-based health care, Demonstrate knowledge and application of the sciences essential for the practice of medicine



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<b>PEDIAT-8210 continued. . .</b>	
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics
Medical Student Competencies- Professionalism	Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology, Demonstrate how data illustrating current performance at the individual, team, and systems levels is used to achieve the highest quality of care
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Contribute to the creation, dissemination, application, and translation of health care knowledge or practice, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	1IMHO.U
Learning Objectives	Independently collect both focused and comprehensive, developmentally appropriate patient histories and physical examinations.  Synthesize information to formulate a differential diagnosis and suggest appropriate diagnostic tests for the chief complaint.  Develop and implement a prioritized management plan with the health care team and describe a rationale for the clinical plan.  Demonstrate interpersonal and written communication skills that result in effective information exchange and collaboration with

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<b>PEDIAT-8210 continued. . .</b>	
Learning Objectives cont.	patients, their families, and all members of the health care team.

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<b>Pediatrics: PEDIAT-8212 - Rheumatology</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48684
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Dustin Fleck, MD; Smriti Mohan, MD; Meredith Riebschleger, MD, MS, Jessica Turnier, MD
Course Contact	Dr. Dustin Fleck dfleck@med.umich.edu 2nd floor (Medical Professional Building)
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	30 (4-6 patients seen during each of a total of 5-7 clinics per week)
On-Call Responsibility	None
Where to Report First Day of Clerkship	Email Dr. Fleck dfleck@med.umich.edu the week prior to the beginning of your rotation. You will also be contacted by our Division Administrator, Sonja Mines, via email as she creates the first draft of the clinic schedule for the month.
Time Distribution: Outpatient Clinical Care (%)	70%
Time Distribution: Inpatient Clinical Care (%)	0%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%

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<b>PEDIAT-8212 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	20%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	5
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	35
Course Description	<p>Students will function as house officers, evaluating patients with musculoskeletal complaints and suspected inflammatory/autoimmune diseases in the Pediatric Rheumatology Clinic. Students will work one-on-one with each of 4 different attendings, obtaining exposure to many different teaching and management styles. Students will become proficient in the pediatric musculoskeletal examination, a skill critical for individuals going into Pediatrics, Orthopedic Surgery, and Physical Medicine &amp; Rehabilitation. They will gain skills related to the evaluation of patients seen in the Pediatric Rheumatology Clinic, particularly focusing on the effective use of laboratory tests and imaging. Students will also acquire knowledge about the diagnosis and initial outpatient management of common rheumatologic disorders, such as juvenile idiopathic arthritis, systemic lupus erythematosus, juvenile dermatomyositis, systemic vasculitides, and other connective tissue diseases. If possible, students will have the opportunity to perform arthrocentesis and intraarticular injection of steroids (most likely into the knee).</p> <p>In addition to 5-7 half-day clinic sessions per week, students will have 1 half-day per week to attend the Pediatric Rheumatology Division meeting, which includes both administrative and educational topics. The remaining 2-4 half-days per week are used as reading time. Students are released from clinical responsibilities to attend the General Pediatrics Residency program educational conferences (8:00-9:00 AM, 12:00-1:00 PM each weekday).</p>

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<b>PEDIAT-8212 continued. . .</b>	
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, Cultural competence, Pain management, Rehabilitation/care of the disabled
Methods to be used in student evaluation include	Clinical assessment form, Participation in conferences, Assessment of write-ups/notes
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions

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<b>PEDIAT-8212 continued. . .</b>	
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology, Demonstrate how data illustrating current performance at the individual, team, and systems levels is used to achieve the highest quality of care
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Contribute to the creation, dissemination, application, and translation of health care knowledge or practice, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	201ARTO.U
Learning Objectives	<p>Independently collect both focused and comprehensive, developmentally appropriate patient histories and physical examinations.</p> <p>Synthesize information to formulate a differential diagnosis and suggest appropriate diagnostic tests for the chief complaint.</p> <p>Develop and implement a prioritized management plan with the health care team and describe a rationale for the clinical plan.</p> <p>Demonstrate interpersonal and written communication skills that result in effective information exchange and collaboration with patients, their families, and all members of the health care team.</p>

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<b>Pediatrics: PEDIAT-8214 - Hematology/Oncology</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48686
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Pediatric Hematology/Oncology Faculty
Course Contact	Rama Jasty, M.D.; <a href="mailto:rjasty@med.umich.edu">rjasty@med.umich.edu</a>
Site Coordinator	Rama Jasty, M.D.
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	20
On-Call Responsibility	No call
Where to Report First Day of Clerkship	7th floor Mott, Peds Heme/Onc clinic Time: 8:30 am
Time Distribution: Outpatient Clinical Care (%)	60%
Time Distribution: Inpatient Clinical Care (%)	20%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%

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<b>PEDIAT-8214 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	10%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	10
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	<p>Peds Hematology/Oncology: During the PHO elective, students will have the opportunity to participate in the care of children with cancer and hematologic problems. The elective offers intensive outpatient PHO experience and allows the students to recognize the common presenting symptoms of various pediatric hematology and oncology new diagnoses. The students will have an opportunity to learn the common side effects related to pediatric cancer therapy, various supportive care managements including management of infections, cytopenias, pain. This elective offers the students a chance to experience the psychosocial aspects of chronic illness. Students will also be involved in the care of various chronic hematologic conditions such as sickle cell disease and hemophilia etc. Students will also get competence in the review of blood and bone marrow morphology by reviewing the peripheral blood and bone marrow smears.</p> <p>1.Patient care: Students will increase their knowledge base and will develop competence in evaluating, diagnosing and managing common Pediatric heme-onc health issues including evaluation of common conditions such as anemia, sickle cell disease, new child cancer diagnosis, immunodeficiencies.</p> <p>2.Medical Knowledge: Students will learn about common blood disorders and cancers in pediatric patients and side effects of common chemotherapeutic agents. Students will participate in the conferences where they get a chance to observe the presentations of complex pediatric heme/onc patients and management issues.</p> <p>Special focus; Division specific competency:            Normal vs. Abnormal Hematologic Parameters. Understand how to determine the difference between normal and pathologic states related to the hematologic and lymphatic systems as reflected in the CBC, blood smear and bone marrow.            * Interpret CBC findings consistent with abnormalities in RBC, WBC and PLT lineages            * Identify the changes that occur over time in the hematologic indices</p>



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<b>PEDIAT-8214 continued. . .</b>	
Course Description cont.	<p>in the developing child (e.g. WBC, differential count, hemoglobin, hematocrit, MCV, etc.)</p> <p>3. Interpersonal and Communication Skills</p> <ul style="list-style-type: none"> <li>* Provide effective patient education including reassurance for a condition(s) common to hematology/oncology.</li> <li>* Communicate effectively with primary care and other physicians, other health professionals, and health related agencies to create and sustain information exchange and team work for patient care.</li> </ul> <p>4. Psychosocial/Ethical Issues</p> <ul style="list-style-type: none"> <li>* Demonstrate awareness of the unique problems involved in care of patients with cancer, and serve as an advocate for these patients</li> <li>* Listen carefully to concerns of families and provide appropriate information and support</li> </ul>
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Clinical research, Cultural competence, End-of-life care, Medical socioeconomics, Pain management, Palliative care
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Medical Knowledge	Understand and apply knowledge of biomedical and socio-behavioral sciences, clinical medicine, and the social determinants of health and disease, Apply established and emerging principals in diagnostic and therapeutic decision making, clinical problem solving and other aspects of evidence-based health care, Demonstrate knowledge and application of the sciences essential for the practice of medicine
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, &	Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams

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<b>PEDIAT-8214 continued. . .</b>	
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	2HEMO.U
Learning Objectives	<p>Independently collect both focused and comprehensive, developmentally appropriate patient histories and physical examinations.</p> <p>Synthesize information to formulate a differential diagnosis and suggest appropriate diagnostic tests for the chief complaint.</p> <p>Develop and implement a prioritized management plan with the health care team and describe a rationale for the clinical plan.</p> <p>Demonstrate interpersonal and written communication skills that result in effective information exchange and collaboration with patients, their families, and all members of the health care team.</p>

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<b>Physical Medicine &amp; Rehab: PMR-8200 - Clinical</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48651
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	PM&R Faculty
Course Contact	Mahmood Gharib, MD, The Burlington Office Center; 325 E. Eisenhower, Ann Arbor, 48108
Site Coordinator	Tammie Wiley-Rice (734) 647-2852
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	15
On-Call Responsibility	None
Where to Report First Day of Clerkship	You will receive an email 2 weeks prior to the start of your rotation with information regarding where to report. Should you not receive this email one week prior to your start date, please email Tammie Wiley-Rice @ twileyr@med.umich.edu
Time Distribution: Outpatient Clinical Care (%)	40%
Time Distribution: Inpatient Clinical Care (%)	40%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	20%

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<b>PMR-8200 continued. . .</b>	
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Course Description	<p>This rotation is ideal for any student pursuing a career in Physical Medicine &amp; Rehabilitation (PM&amp;R). It is also practical for students who are interested in Orthopedics, Neurology, Neurosurgery and Vascular Surgery who would like to gain insight on rehabilitation that a typical patient may require following treatment in these specialties. This rotation is highly recommended for visiting medical students.</p> <p>Lectures/ Conferences            *Tues.7:30 am Resident Lecture            Wed. 7 :15 am EMG Lecture            8:00 am Neuromuscular Conference            *Thur.8:00 am Grand Rounds            9:00 - 11:00 am Resident Lectures</p>
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, Rehabilitation/care of the disabled
Methods to be used in student evaluation include	Clinical assessment form, Written/oral exams
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Medical Knowledge	Apply established and emerging principals in diagnostic and therapeutic decision making, clinical problem solving and other aspects of evidence-based health care
Medical Student Competencies-	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds,

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<b>PMR-8200 continued. . .</b>	
Medical Student Competencies- Communication cont.	Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes
Medical Student Competencies- Critical Thinking & Discovery	Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	002CLNI.U

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<b>Psychiatry: PSYCHIAT-8201 - Emergency</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48636
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Victor Hong, MD, vhong@med.umich.edu, 734-615-1441
Course Contact	Victor Hong, MD vhong@med.umich.edu
Site Coordinator	Tracy Tamer, 615-1441
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	15 - 20
Where to Report First Day of Clerkship	Contact Dr. Hong 4 weeks prior to start of elective. Psychiatry Emergency Services (PES), B1B205 UMH; 8:00 a.m.
Time Distribution: Outpatient Clinical Care (%)	0%
Time Distribution: Inpatient Clinical Care (%)	0%
Time Distribution: Emergency Department Clinical Care (%)	95%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	5%
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%

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<b>PSYCHIAT-8201 continued. . .</b>	
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	1
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	39
Course Description	In the Psychiatric Emergency Services(PES)we see a wide variety of psychiatric presentations in patients of all ages. In a one-month long experience the student can see a variety of psychiatric and psychosocial problems that they will encounter in practice no matter what field they choose. This elective is specifically designed for students interested in psychiatry, emergency medicine, or any primary care specialty. Students will have the opportunity to work closely with psychiatry attendings and other PES clinical staff in direct patient care.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, Domestic violence/abuse, Patient safety
Medical Student Competencies-Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies-Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate

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<b>PSYCHIAT-8201 continued. . .</b>	
Medical Student Competencies- Professionalism cont.	awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams
Medical Student Competencies- Practice Based Learning & Improvement	Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001EMRO.U



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<b>Psychiatry: PSYCHIAT-8203 - Geriatrics</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48638
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Course Contact	Teresa Vogel Att: Dr. Heba Gad 4250 Plymouth Road Ann Arbor, MI 48109 Phone: 734-232-0280
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	30
On-Call Responsibility	None
Where to Report First Day of Clerkship	Contact Dr. Heba Gad, 734-232-0280, hebag@med.umich.edu, four weeks prior to rotation to set up meeting time.
Time Distribution: Outpatient Clinical Care (%)	50%
Time Distribution: Inpatient Clinical Care (%)	10%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%

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<b>PSYCHIAT-8203 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	10%
Time Distribution: Other (%)	20%
Time Distribution: Other Explanation	Community resources, longterm care, including dementia unit
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	4
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	36
Course Description	<p>This elective can be tailored to the individual interests of each participating medical student and would be an especially valuable experience for those planning to pursue neurology, internal medicine, family medicine as well as psychiatry. A variety of settings allow clinical opportunities for participation in the evaluation and treatment of older patients with dementia and mental illness, to prepare future physicians to meet the need of the rising percentage of elderly in the population. Medical students will learn advanced skills in the assessment of geriatric psychiatry patients in both inpatient and outpatient settings as members of an interdisciplinary treatment team. Diagnoses focus on the 3 D's of geriatric psychiatry- Dementia, Depression, and Delirium. Advanced strategies in bedside neurocognitive testing will be presented. Learners will develop familiarity with geriatric community resources and family interventions. Interested students may sit in on neuro-psychometric testing sessions.</p> <p>Sites include the University Hospital for inpatient and ECT, the East Ann Arbor Geriatrics Center for outpatient, and the VA for consultation/liaison and outpatient services. Participation at a nursing home, and a dementia care assisted living unit at Chelsea Retirement Community and Brecon Village will round out the experience. Clinical opportunities can be tailored to the individual student's interests, including palliative care, ECT and more.</p> <p>By the conclusion of the elective in Geriatric Psychiatry, the fourth year medical student will:</p> <ol style="list-style-type: none"> <li>1) Perform an interview adapted to communicate effectively with older adults, compensating for changing sensory perception such as hearing, visual and cognitive deficits and taking into account cultural factors and language barriers.</li> </ol>

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<b>PSYCHIAT-8203 continued. . .</b>	
Course Description cont.	<p>2) List the components of a comprehensive approach to assessment of cognitive impairment, which includes a thorough history, physical exam, mental status exam and appropriate laboratory, imaging, psychometric and other medical testing.</p> <p>3) Perform bedside cognitive and neurologic screening.</p> <p>4) Propose treatment options (pharmacologic, non-pharmacologic and somatic ECT) for an older adult suffering from depression.</p> <p>5) Maintain a high index of suspicion that acute changes in cognition, attention and behavior in the elderly may have an underlying reversible cause.</p> <p>6) Formulate the clinical assessment and differential diagnosis of an elderly patient with delirium and make initial recommendations for further evaluation including appropriate laboratory, imaging, psychometric and other medical testing.</p> <p>7) Develop an initial management plan, including both non-pharmacologic and pharmacologic treatments, for the agitated elderly patient with delirium.</p> <p>8) Demonstrate awareness of key concepts related to aging that impact the physician's relationship with the older patient, including:</p> <p>a) resilience with aging, and how adaptation to change is correlated with successful aging.</p> <p>b) cohort effects related to the events/values/experiences of the time period during which the older patient matured.</p> <p>c) co-morbidity with aging, and how multiple medical co-morbidities impact the evaluation of the older patient.</p>
Methods to be used in student evaluation include	Clinical assessment form, Assessment of write-ups/notes
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Use clinical reasoning, formulate appropriate differential diagnoses, make informed, decision about diagnostic and therapeutic interventions based on patient information and, preferences, data from the history, physical, laboratory findings, imaging, other diagnostic tests,, and current scientific evidence, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Medical Knowledge	Understand and apply knowledge of biomedical and socio-behavioral sciences, clinical medicine, and the social determinants of health and disease, Apply established and emerging principals in diagnostic and therapeutic decision making, clinical problem solving and other aspects of evidence-based health care, Demonstrate knowledge and application of the sciences essential for the practice of medicine
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death,

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<b>PSYCHIAT-8203 continued. . .</b>	
Medical Student Competencies- Communication cont.	end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology, Demonstrate how data illustrating current performance at the individual, team, and systems levels is used to achieve the highest quality of care
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Contribute to the creation, dissemination, application, and translation of health care knowledge or practice, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001GERP.X

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<b>Psychiatry: PSYCHIAT-8205 - Consultation/Liaison</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48640
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Branch Information	Patients and Populations, Systems Based and Hospital Based
Instructor(s)	Amy Rosinski, MD; Lisa Seyfried, MD; Chris Martin MD.
Course Contact	Amy Rosinski, MD
Site Coordinator	Sara Adkins
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	10-20 between new cases and follow-up cases.
On-Call Responsibility	No Call
Where to Report First Day of Clerkship	9D, University Hospital Unit 9D, Office 9822 at 8:00 AM. E-mail Dr. Rosinski prior to the start of the rotation for more details, and for some orientation documents.
Time Distribution: Outpatient Clinical Care (%)	0%
Time Distribution: Inpatient Clinical Care (%)	90%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%

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<b>PSYCHIAT-8205 continued. . .</b>	
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Time Distribution: Other Explanation	Students generally go to department grand rounds on Wednesdays, as well as the core lecture series that the PGY2 residents attend on Tuesdays from 10:30 to 2:15.
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	4
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	45
Course Description	Students on the psychiatry consultation liaison elective function in a sub-internship type role, taking primary ownership of a subset of patients on the consult service, still under the supervision of a psychiatry resident and psychiatry attending.
Course Description 2	Students will be encouraged to do the majority of patient interviewing, obtain collateral information when necessary, present the patient to the resident and attending physicians, formulate a differential and treatment plan, and do write-ups on new and follow-up cases. Review of the literature is encouraged, and use of evidence based medicine to guide treatment options is emphasized.
Course Description 3	Students may also have the opportunity to round with other multidisciplinary members of the consult-liaison psychiatry team, including psychologist, nurses, and social workers.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your	Addiction, Communication skills, Geriatrics, Health disparities, Mental Health, Rehabilitation/care of the disabled

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<b>PSYCHIAT-8205 continued. . .</b>	
Methods to be used in student evaluation include	Clinical assessment form, Assessment of write-ups/notes
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Use clinical reasoning, formulate appropriate differential diagnoses, make informed, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Medical Knowledge	Understand and apply knowledge of biomedical and socio-behavioral sciences, clinical medicine, and the social determinants of health and disease, Apply established and emerging principals in diagnostic and therapeutic decision making, clinical problem solving and other aspects of evidence-based health care
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning &	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate,

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<b>PSYCHIAT-8205 continued. . .</b>	
Medical Student Competencies- Practice Based Learning & Improvement cont.	critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	1CONI.U
Learning Objectives	<p>1) Demonstrate the ability to efficiently obtain thorough, accurate and appropriate medical data from your patient, based on history, physical exam, and chart review.</p> <p>2) Demonstrate interpersonal and communication skills that result in effective information exchange between patients of all ages and their families.</p> <p>3) Demonstrate the ability to diagnose delirium using evidence based tools, formulate a differential diagnosis for etiologies of delirium, and design a comprehensive treatment plan (with emphasis on non-pharmacologic treatment principles).</p>



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<b>Psychiatry: PSYCHIAT-8206 - Inpatient</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48641
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Michael Jibson, M.D., Ph.D.
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	5
On-Call Responsibility	None
Where to Report First Day of Clerkship	Resident work room on UH 9D at 8 am on first day of rotation. Four weeks prior to beginning of elective, students must contact Dr. Michael Jibson at mdjibson@med.umich.edu or (734) 764-6875.
Time Distribution: Outpatient Clinical Care (%)	0%
Time Distribution: Inpatient Clinical Care (%)	100%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	0%
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%

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<b>PSYCHIAT-8206 continued. . .</b>	
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	3
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	<p>The elective consists of active involvement on an adult inpatient psychiatry unit as a functioning member of the treatment team. Clinical activities will be similar to those of a house officer on the service. The experience is designed primarily for students interested in psychiatry or students who wish to see severe or complicated manifestations of psychopathology. Students will:</p> <ul style="list-style-type: none"> <li>•Serve as the primary clinician (under attending and house officer supervision) of 2-3 patients at a time;</li> <li>•Conduct initial and follow-up evaluations of patients admitted to the inpatient unit;</li> <li>•Lead daily treatment team discussions of diagnosis and treatment of assigned patients;</li> <li>•Communicate with family and outpatient providers;</li> <li>•Write initial H&amp;P and daily progress notes on assigned patients;</li> <li>•Enter orders on assigned patients.</li> </ul>
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, Interprofessional Experience, Mental Health, Patient safety
Methods to be used in student evaluation include	Clinical assessment form, Assessment of write-ups/notes
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Use clinical reasoning, formulate appropriate differential diagnoses, make informed, decision about diagnostic and therapeutic interventions based on patient

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<b>PSYCHIAT-8206 continued. . .</b>	
Medical Student Competencies- Patient Care cont.	information and, preferences, data from the history, physical, laboratory findings, imaging, other diagnostic tests,, and current scientific evidence, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Medical Knowledge	Understand and apply knowledge of biomedical and socio-behavioral sciences, clinical medicine, and the social determinants of health and disease, Apply established and emerging principals in diagnostic and therapeutic decision making, clinical problem solving and other aspects of evidence-based health care, Demonstrate knowledge and application of the sciences essential for the practice of medicine
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology, Demonstrate how data illustrating current performance at the individual, team, and

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<b>PSYCHIAT-8206 continued. . .</b>	
Medical Student Competencies- Practice Based Learning & Improvement cont.	systems levels is used to achieve the highest quality of care
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	1GENI.U
Learning Objectives	<p>Demonstrate the ability to establish rapport and a therapeutic relationship with a psychiatric inpatient.</p> <p>Demonstrate the ability to conduct initial and follow-up interviews with psychiatric inpatients.</p> <p>Demonstrate the ability to conduct a psychiatric mental status examination, suicide risk assessment, and bedside cognitive assessment.</p> <p>Demonstrated the ability to synthesize history, mental status exam, and other pertinent information into a psychiatric formulation and differential diagnosis.</p> <p>Propose an appropriate treatment plan for a psychiatric inpatient, including medical and psychosocial treatments.</p> <p>Compose clear, accurate, concise, and pertinent admission and progress notes.</p> <p>Demonstrate appropriate communication skills with patients, families, peers, and interprofessional team members.</p> <p>Demonstrate the ability and initiative to conduct literature searches to effectively answer clinical questions.</p>

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<b>Radiology: RADIOL-8200 - Abdominal</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48773
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Dr. Ashish Wasnik and Dr. Kimberly Shampain
Course Contact	Dr. Leslie Quint
Site Coordinator	Kim Desbrough, (734) 615-9016 or desbroug@med.umich.edu
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	-
On-Call Responsibility	No Call
Where to Report First Day of Clerkship	Radiology Library, BI D411 University Hospital at 8:30 AM, report for orientation.
Time Distribution: Outpatient Clinical Care (%)	30%
Time Distribution: Inpatient Clinical Care (%)	20%
Time Distribution: Emergency Department Clinical Care (%)	20%
Time Distribution: Service Learning (%)	5%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%

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<b>RADIOL-8200 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	5%
Time Distribution: Independent Study (%)	10%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	5
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	35
Course Description	<p>The student will be exposed to different imaging modalities (conventional radiographs, gastrointestinal and genitourinary radiology and computed tomography, ultrasound and body intervention) used in the diagnosis of abdominal disorders. The proper use of each imaging modality in the diagnosis of abdominal diseases will be covered. The student will be required to prepare four cases to be retained in the departmental teaching file, which discuss the radiologic findings and appropriate workup of the conditions demonstrated on the films; case reports will be prepared on a provided digital (PowerPoint) template and presented to the course instructor and other medical students.</p> <ol style="list-style-type: none"> <li>1. Learn the use of various imaging methods in diagnosis of abdominal disorders.</li> <li>2. Understand the anatomical basis of radiological imaging findings.</li> </ol>
Coure Description 2	<ol style="list-style-type: none"> <li>3. Learn physical aspects of generation of radiological images.</li> <li>4. Rotation consists of ONE (1) week in GI/GU fluoroscopy, ONE (1) weeks in CT, ONE (1) week in CT/cross-sectional interventional, and ONE (1) week ultrasound.</li> </ol> <p>7:30am lecture sessions may be scheduled and required.</p>
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, Community health, Patient safety

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<b>RADIOL-8200 continued. . .</b>	
Methods to be used in student evaluation include	Clinical assessment form, Participation in conferences, Final paper or project, Attendance at specified events
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Communication	Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Demonstrate the ability to utilize current and emerging technology
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001ABDP.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Radiology: RADIOL-8201 - Bone</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48774
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Dr. Qian Dong
Course Contact	Dr. Leslie Quint
Site Coordinator	Kim Desbrough (734) 615-9016 or <a href="mailto:desbroug@med.umich.edu">desbroug@med.umich.edu</a>
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	-
On-Call Responsibility	No Call
Where to Report First Day of Clerkship	Radiology Library, BI D411 University Hospital at 8:30 AM, report for orientation.
Time Distribution: Outpatient Clinical Care (%)	30%
Time Distribution: Inpatient Clinical Care (%)	20%
Time Distribution: Emergency Department Clinical Care (%)	20%
Time Distribution: Service Learning (%)	5%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%



# University of Michigan Medical School - Course Catalog - 2019-2020

<b>RADIOL-8201 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	5%
Time Distribution: Independent Study (%)	10%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	5
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	35
Course Description	Clinical experience in musculoskeletal radiology including plain films, arthrography, MRI, CT and ultrasound. Students are expected to keep a record of interesting cases, which will be submitted to the instructors at the end of the rotation. 7:30am lecture sessions may be scheduled and required.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	None
Medical Student Competencies- Medical Knowledge	Demonstrate knowledge and application of the sciences essential for the practice of medicine
Medical Student Competencies- Communication	Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001BONP.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Radiology: RADIOL-8204 - Neuroradiology</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48602
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Dr. Gaurang Shah
Course Contact	Dr. Leslie Quint
Site Coordinator	Kim Desbrough (734) 615-9016 or desbroug@med.umich.edu
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	-
On-Call Responsibility	No Call
Where to Report First Day of Clerkship	Radiology Library, BI D411 University Hospital at 8:30 AM, report for orientation.
Time Distribution: Outpatient Clinical Care (%)	30%
Time Distribution: Inpatient Clinical Care (%)	20%
Time Distribution: Emergency Department Clinical Care (%)	20%
Time Distribution: Service Learning (%)	5%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>RADIOL-8204 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	5%
Time Distribution: Independent Study (%)	10%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	5
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	Observation of the daily activities in the Division of Neuroradiology, including CT and MR interpretation, cerebral angiography, myelography, biopsy and drainage procedures. An oral presentation is required at the end of the rotation. 7:30am lecture sessions may be scheduled and required.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, Community health, Medical economics, Medical licensure/regulation, Patient safety, Research methods, Telemedicine
Methods to be used in student evaluation include	Clinical assessment form, Participation in conferences, Final paper or project, Attendance at specified events
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>RADIOL-8204 continued. . .</b>	
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions
Medical Student Competencies- Practice Based Learning & Improvement	Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Demonstrate the ability to utilize current and emerging technology
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Contribute to the creation, dissemination, application, and translation of health care knowledge or practice, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001NEUP.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Radiology: RADIOL-8205 - Nuclear Medicine</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48777
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Dr. Anca Avram
Course Contact	Dr. Leslie Quint
Site Coordinator	Kim Desbrough (734) 615-9016 or desbroug@med.umich.edu
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	-
On-Call Responsibility	No Call
Where to Report First Day of Clerkship	Radiology Library, B1 D411 University Hospital at 8:30 AM, report for orientation.
Time Distribution: Outpatient Clinical Care (%)	50%
Time Distribution: Inpatient Clinical Care (%)	20%
Time Distribution: Emergency Department Clinical Care (%)	10%
Time Distribution: Service Learning (%)	10%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%

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<b>RADIOL-8205 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	5
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	The student will learn 1) the scope of the practice of Nuclear Medicine, diagnostic and therapeutic; 2) the general principles of the medical application of radiopharmaceuticals: physics, instrumentation, image production and radiobiology; 3) the clinical uses of quantitative studies and visual images including planar scintigraphy, single photon emission tomography and positron emission tomography (PET) for diagnosis; and 4) the prescription of radiopharmaceutical therapy. 7:30am lecture sessions may be scheduled and required.
Medical Student Competencies- Communication	Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care
Medical Student Competencies- Practice Based Learning & Improvement	Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Demonstrate the ability to utilize current and emerging technology
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001NUCP.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Radiology: RADIOL-8206 - Pediatric</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48778
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Dr. Maria Ladino-Torres
Course Contact	Dr. Leslie Quint
Site Coordinator	Kim Desbrough (734) 615-9016 or desbroug@med.umich.edu
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	-
On-Call Responsibility	No Call
Where to Report First Day of Clerkship	Radiology Library, BI D411 University Hospital at 8:30 AM, report for orientation.
Time Distribution: Outpatient Clinical Care (%)	40%
Time Distribution: Inpatient Clinical Care (%)	35%
Time Distribution: Emergency Department Clinical Care (%)	10%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>RADIOL-8206 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	5%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	5
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	35
Course Description	The 4-week elective in Pediatric Radiology gives the student an opportunity to participate in various aspects of diagnostic imaging in children; reviewing all different imaging modalities including plain radiographs, fluoroscopy, ultrasound, CT and MR. Teaching occurs daily in a one-on-one or small group setting with residents and faculty. Daily Radiology case conferences and several ongoing clinical-radiological conferences occur during the rotation. Much of the teaching occurs at the monitor while studies are being reviewed. Students also accompany residents and faculty during fluoroscopy studies. Indications for examinations, what various examinations entail, and interpretive skills are stressed during this elective which also affords the student a broad overview of several imaging methods. It has been very popular with students considering a residency in Pediatrics. A PowerPoint presentation is required in addition to participation in the daily activities of the section. 7:30am lecture sessions may be scheduled and required.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, Health care quality improvement, Patient safety
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Develop and carry out management plans in collaboration with patients, families, and



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<b>RADIOL-8206 continued. . .</b>	
Medical Student Competencies- Patient Care cont.	healthcare team
Medical Student Competencies- Communication	Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001PEDP.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Radiology: RADIOL-8207 - Thoracic</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48779
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Dr. Elizabeth Lee
Course Contact	Dr. Leslie Quint
Site Coordinator	Kim Desbrough (734) 615-9016 or desbroug@med.umich.edu
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	-
On-Call Responsibility	No Call
Where to Report First Day of Clerkship	Radiology Library, BI D411 University Hospital at 8:30 AM, report for orientation.
Time Distribution: Outpatient Clinical Care (%)	35%
Time Distribution: Inpatient Clinical Care (%)	30%
Time Distribution: Emergency Department Clinical Care (%)	5%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%

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<b>RADIOL-8207 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	5%
Time Distribution: Independent Study (%)	5%
Time Distribution: Other (%)	10%
Time Distribution: Other Explanation	Preparing Case Presentation
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	5
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	35
Course Description	<p>This rotation will concentrate on interpretation of chest radiography and CT; learners will also have the opportunity to rotate on cardiothoracic MR and thoracic procedures. Attendance of multidisciplinary and radiology conference is strongly recommended. Daily online learning material and weekly quiz completion is required. At the end of the rotation a case presentation to a faculty member and other students on the rotation using PowerPoint is required highlighting three to four cases with learning points. A copy is also submitted to Kimberly for filing.</p> <p>Students with an interest in radiology or desire to publish a case can submit to one of various societal case collection such as the Society of Thoracic Radiology (thoracicrad.org). Such cases when accepted qualify as a peer reviewed publication in web format. If interested in this option, please contact Dr. Lee or Dr. Quint in the first week of the rotation.</p> <p>Goals and objectives of the rotation will be in correlation with the curriculum as defined by the Alliance of medical Student Educators in Radiology (AMSER). These can be found at: <a href="https://aur.org/Secondary-Alliances.aspx?id=141">https://aur.org/Secondary-Alliances.aspx?id=141</a></p>
Coure Description 2	<ol style="list-style-type: none"> <li>1.To understand normal chest radiographic and CT anatomy.</li> <li>2.Recognize patterns of lobar collapse on chest radiographs.</li> <li>3.Learn the appearance of common lung and vascular pathologies on radiographs and CT.</li> </ol>

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<b>RADIOL-8207 continued. . .</b>	
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Patient safety, Prevention/health maintenance
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Communication	Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology, Demonstrate how data illustrating current performance at the individual, team, and systems levels is used to achieve the highest quality of care

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<b>RADIOL-8207 continued. . .</b>	
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Contribute to the creation, dissemination, application, and translation of health care knowledge or practice, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001THSP.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Radiology: RADIOL-8209 - Interventional Radiology</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48781
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Dr. Michael Cline
Course Contact	Dr. Leslie Quint
Site Coordinator	Kim Desbrough (734) 615-9016 or desbroug@med.umich.edu
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	20
On-Call Responsibility	N/A
Where to Report First Day of Clerkship	Radiology Library, B1D411 University Hospital at 8:30 AM, report for orientation.
Time Distribution: Outpatient Clinical Care (%)	40%
Time Distribution: Inpatient Clinical Care (%)	25%
Time Distribution: Emergency Department Clinical Care (%)	10%
Time Distribution: Service Learning (%)	5%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	5%

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<b>RADIOL-8209 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	5%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	15
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	55
Course Description	<p>The objective of the course (M4 VIR rotation) is to provide medical students with an introductory experience in the performance of vascular and interventional procedures integrated with the clinical management of patients. The rotation is to be supplemented by lectures on the indications, contraindications, techniques, clinical outcomes and complications of various vascular diagnostic, vascular interventional and nonvascular interventional procedures. Medical students will be exposed to the full breadth of interventional radiologic procedures in a very diverse and unique practice including peripheral vascular and aortic interventions, interventional oncologic interventions, lymphangiography and thoracic duct embolization, venous access, enteral access, pulmonary vascular interventions, biliary and genitourinary interventions, TIPS, BRTO, venous recanalization, pediatric interventions, and vascular malformations among much more.</p> <p>The medical students daily rotation begins at 6:00 AM and usually ends at approximately 5:00 PM each day. The students are expected to participate in the evaluation and consultation of patients referred for interventional procedures in addition to participating in the procedure and following the patients post procedure course. The student shall acquire early interventional skills including the use of needles, guide wires, and catheters, and vascular access techniques using ultrasound guidance, the basic interventional skills, and venous access procedures.</p> <p>The medical students are expected to attend the twice a week vascular/interventional follow-up conference in addition to participation in daily morning rounds and prior day case discussion. Additional 7:30 am lecture sessions may be scheduled and required. At the end of the rotation, the student will be required to give a 20-30 minute powerpoint presentation on an interesting case they participated in during the course of the rotation.</p>

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<b>RADIOL-8209 continued. . .</b>	
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, End-of-life care, Medical economics, Pain management, Palliative care, Patient safety
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Medical Knowledge	Apply established and emerging principals in diagnostic and therapeutic decision making, clinical problem solving and other aspects of evidence-based health care
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning &	Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide



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<b>RADIOL-8209 continued. . .</b>	
Medical Student Competencies- Practice Based Learning & Improvement cont.	decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology, Demonstrate how data illustrating current performance at the individual, team, and systems levels is used to achieve the highest quality of care
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Contribute to the creation, dissemination, application, and translation of health care knowledge or practice, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	1INVP.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Radiation Oncology: RADONCO-8200 - Radiation Oncology</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48653
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Michelle Kim, MD
Course Contact	Michaela Saputo, 734 647- 4754
Site Coordinator	Michaela Saputo
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	10
On-Call Responsibility	None
Where to Report First Day of Clerkship	Floor B2, Room C430, University Hospital, 7:30 a.m., Report to Chief Residents.
Time Distribution: Outpatient Clinical Care (%)	70%
Time Distribution: Inpatient Clinical Care (%)	5%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	5%

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<b>RADONCO-8200 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	10%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	2
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	Students will participate in all aspects of a busy radiation oncology clinical practice. Physical diagnosis opportunities are outstanding as the department consults on over 1500 new oncology cases annually. Multidisciplinary care of the cancer patient is stressed through participation in comprehensive clinics such as the Breast Care Center, Multidisciplinary Urology Clinic, Multidisciplinary Sarcoma Clinic and patient management conferences on lymphoma, thoracic, ENT, GYN, GI, neurological and pediatric malignancies. Radiographic and pathologic correlations are stressed.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, End-of-life care, Palliative care
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies-	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds,

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<b>RADONCO-8200 continued. . .</b>	
Medical Student Competencies- Communication cont.	Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology, Demonstrate how data illustrating current performance at the individual, team, and systems levels is used to achieve the highest quality of care
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Contribute to the creation, dissemination, application, and translation of health care knowledge or practice, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	001ONCO.U

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<b>Surgery: SURGERY-8200 - Pediatric Cardiac</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48728
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Branch Information	Diagnostics and Therapeutics, Patients and Populations, Procedures Based Care, Elective - This course should be considered a general M4 elective because it does not meet the above descriptions and Intended Learning Outcomes to be categorized in a Branch.
Instructor(s)	Drs. Bove, Ohye, Romano, Si, and Sassalos
Course Contact	Dr. Jennifer Romano; MD. Mott Children's Hospital 11-733; <a href="mailto:jhirsch@med.umich.edu">jhirsch@med.umich.edu</a> ; 936.4978
Site Coordinator	Dr. Jennifer Romano; MD. Mott Children's Hospital 11-733; <a href="mailto:jhirsch@med.umich.edu">jhirsch@med.umich.edu</a> ; 936.4978
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	10
On-Call Responsibility	2 nights until 11 pm
Where to Report First Day of Clerkship	Please email Dr. Romano( <a href="mailto:jhirsch@umich.edu">jhirsch@umich.edu</a> ) day before to confirm location and time.
Time Distribution: Outpatient Clinical Care (%)	0%
Time Distribution: Inpatient Clinical Care (%)	95%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%

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<b>SURGERY-8200 continued. . .</b>	
Time Distribution: Conferences/Lectures/Seminars (%)	5%
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	3
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	This rotation is designed to provide the student with a comprehensive overview of congenital heart disease and the interaction of Pediatric Cardiology and Pediatric Cardiac Surgery. The student will experience the diagnostic modalities (cath, echo, MRI) and evaluation of children with congenital heart disease. A portion of the rotation will entail time on the Pediatric Cardiac Surgery service, observing and learning about the operative corrections of these lesions. Another aspect of the rotation will be time spent in the Pediatric ICU, assisting in the post-op care of these patients and learning about their unique physiology. The rotation is flexible to allow concentration in any of these areas depending on the students interests. Student performance is based on participation and preparation for surgical cases.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	None

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<b>SURGERY-8200 continued. . .</b>	
Methods to be used in student evaluation include	Other (please specify in course description)
Medical Student Competencies- Medical Knowledge	Apply established and emerging principals in diagnostic and therapeutic decision making, clinical problem solving and other aspects of evidence-based health care
Medical Student Competencies- Communication	Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams
Medical Student Competencies- Practice Based Learning & Improvement	Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback
Medical Student Competencies- Critical Thinking & Discovery	Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	1CONI.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Surgery: SURGERY-8202 - Adult Cardiac</b>	
Required/Elective	CLIN
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48730
Subl Maize/Blue Designation	None
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Drs. Francis Pagani; Rishindra Reddy; Richard Prager and other faculty
Course Contact	Dr. Francis Pagani; 5161 CVC; fpagani@med.umich.edu; 734-647-2894
Site Coordinator	Dawn Shufflin; Administrative Assistant; dshuffli@med.umich.edu; 5144 CVC; 647-2894
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	10
On-Call Responsibility	No official call, students may elect to stay late or participate in emergency cases as they arise
Where to Report First Day of Clerkship	5144 Cardiac Surgery Offices 7:30 AM
Time Distribution: Outpatient Clinical Care (%)	15%
Time Distribution: Inpatient Clinical Care (%)	50%
Time Distribution: Emergency Department Clinical Care (%)	10%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%



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<b>SURGERY-8202 continued. . .</b>	
Time Distribution: Simulation (%)	5%
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	10%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	3
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	80
Course Description	<p>Explore the gamut of Adult Cardiac and Adult Thoracic Surgery and expand understanding of patient selection, operative procedures and care and longterm follow up. Students will be exposed to the operative treatment of acquired cardiovascular diseases in the adult population. Procedures students will encounter include valvular heart surgery, coronary artery bypass grafting procedures, surgery of the aorta, and lung surgery. Students will participate in outpatient, ICU, and non-ICU patient care with emphasis on preoperative evaluation of the cardiac and thoracic surgical patient. Students will also have exposure to the Surgical ICU and may participate with our multi-disciplinary team in the care of the critically-ill patient. Students will be required to attend a number of didactic lectures during the course of their rotation.</p> <p>Learning Objectives Description of Experience (please include 3-5 Outcome based Learning Objectives):</p> <ol style="list-style-type: none"> <li>1. Understand the preoperative work up of adult cardiac and thoracic surgery patients</li> <li>2. Gain exposure to operative cardiac surgery, including cardiopulmonary bypass, coronary disease, valvular disease, and heart failure.</li> <li>3. Understand post-operative pathways for cardiac and thoracic surgery care</li> <li>4. Gain exposure to operative thoracic surgery, including minimally invasive and open approaches.</li> </ol>

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<b>SURGERY-8202 continued. . .</b>	
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	2CRDP.U

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<b>Surgery: SURGERY-8600 - Gastrointestinal Subl</b>	
Required/Elective	SUBI
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48734
Subl Maize/Blue Designation	Maize
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Drs. Cho, Knol, Mulholland, and Nathan
Course Contact	Dr. Hari Nathan, MD, PhD; drnathan@umich.edu
Site Coordinator	Karla Robinson; zinn@med.umich.edu; 2110 TC; 734-615-2851
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	OPEN
On-Call Responsibility	Per staff - Not more often than every 3 days
Where to Report First Day of Clerkship	Contact the SGW Chief resident the day before by page for location to report on the first day of rotation.
Time Distribution: Outpatient Clinical Care (%)	15%
Time Distribution: Inpatient Clinical Care (%)	70%
Time Distribution: Emergency Department Clinical Care (%)	5%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%

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<b>SURGERY-8600 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	5
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	60
Course Description	<p>Sub-internship students will be active participants on the service with supervised responsibility for inpatient clinical care, evaluation of patients in an outpatient setting, and participation in the operating room. Students will be responsible for evaluating elective and urgent admissions on a rotating schedule that corresponds to that of the house officers. All of these experiences will be used in assessments. Didactic teaching by faculty occurs on a regularly scheduled basis, including on rounds, in the operating room, and in small group conferences.</p> <p>KEY WORDS: hepatopancreatobiliary surgery, pancreas, liver, biliary, gastrointestinal surgery, surgical oncology, gastrointestinal disease, laparoscopy, minimally invasive surgery</p>
Medical Student Competencies- Patient Care	<p>Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care</p>
Medical Student Competencies- Communication	<p>Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to</p>

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<b>SURGERY-8600 continued. . .</b>	
Medical Student Competencies- Communication cont.	effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology, Demonstrate how data illustrating current performance at the individual, team, and systems levels is used to achieve the highest quality of care
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	701GI-I.U

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<b>Surgery: SURGERY-8601 - MIS and General Subl</b>	
Required/Elective	SUBI
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48735
Subl Maize/Blue Designation	Maize
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Drs. Gauger, Miller, Cohen, Hughes, Burney, Finks, Varban, Dimick, Telem, Endocrine Surgery Fellow
Course Contact	Dr. David Hughes; davhughe@umich.edu; 2920 TC; 734-936-0231
Site Coordinator	Karla Robinson; zinn@med.umich.edu; 2110 TC; 734-615-2851
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	25
On-Call Responsibility	Every 3-4 days
Where to Report First Day of Clerkship	Please page the chief resident on call for Surgery General Blue (SGB).
Time Distribution: Outpatient Clinical Care (%)	25%
Time Distribution: Inpatient Clinical Care (%)	75%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	0%
Time Distribution: Simulation (%)	0%

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<b>SURGERY-8601 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	5
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	Sub-internship in General Surgery with a focus on the practice of endocrine surgery, and minimally invasive and bariatric surgery. Approximately 50% of the cases are endocrine and the other 50% of the cases are minimally invasive bariatric and general surgery cases. Endocrine surgery includes diseases of the parathyroid, thyroid, adrenal, pancreas, neuroendocrine tumors, and management of familial endocrine disorders. Fourth-year students are expected to assume more responsibility than third year students and, when reasonable, function with enhanced responsibility at a sub-intern level. Duties include attending all SGB service and General Surgery conferences, seeing patients in the outpatient clinics (Taubman Center, Cancer Center, and Domino's Farms). The sub-interns main responsibility is the pre- and post-operative care of the surgery patient. This mirrors the general surgery intern's duties. The M4 will participate in OR cases at a higher level than during the M3 clerkship.
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	701GSEI.U

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<b>Surgery: SURGERY-8602 - Colorectal Subinternship</b>	
Required/Elective	SUBI
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48736
Subl Maize/Blue Designation	Maize
Rule of 4 Exemption	Exempt from Rule of 4 (no more than four experiences from one department will satisfy requirements for graduation)
Grading Basis Code	GRD
Instructor(s)	Byrn, Hardiman, Hendren, Kwakye, Maguire, Regenbogen
Course Contact	Scott Regenbogen sregenbo@med.umich.edu 734-647-9710
Permission to Enroll	No
Available to Visiting Students	Yes
Where to Report First Day of Clerkship	Contact SGM chief resident
Time Distribution: Outpatient Clinical Care (%)	20%
Time Distribution: Inpatient Clinical Care (%)	75%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	5%
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%



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<b>SURGERY-8602 continued. . .</b>	
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Course Description	<p>Perioperative care of patients undergoing complex colon and rectal surgery</p> <p>Management and surgical decision making in colon and rectal cancer</p> <p>Management and surgical decision making in inflammatory bowel disease</p>
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Pain management
Methods to be used in student evaluation include	Clinical assessment form
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback

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<b>SURGERY-8602 continued. . .</b>	
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	701ONCI.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Surgery: SURGERY-8603 - Pediatric Subinternship</b>	
Required/Elective	SUBI
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48737
Subl Maize/Blue Designation	Maize
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Drs. Ehrlich, Kunisaki, Arnold, Coran, Polley, Hirschl, Teitelbaum, Geiger, Bruch, Jarboe, Arnold, and Mychaliska
Course Contact	Dr. Theodore Polley; 4-972 Mott; tpolley@med.umich.edu; 734-764-6482
Site Coordinator	Cheryl Peterson, 4-972 Mott; chrissp@med.umich.edu; 734-764-6482
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	OPEN
On-Call Responsibility	None
Where to Report First Day of Clerkship	4th Floor Mott Pediatric Surgery; 8:00 a.m. Contact Dr. Theodore Polley 2 weeks before the rotation begins.
Time Distribution: Outpatient Clinical Care (%)	25%
Time Distribution: Inpatient Clinical Care (%)	50%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	25%
Time Distribution: Simulation (%)	0%

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<b>SURGERY-8603 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	10
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	60
Course Description	Students will function like house officers on the pediatric surgical service, and carry a beeper. They will be an integral part of the service and will be responsible for writing orders, emergency resuscitation, placement of intravascular catheters and other tubes, and other management carried out by surgical H.O. I's and II's. Emphasis will be placed on the care of patients in the Pediatric Intensive Care Unit and Neonatal Intensive Care Unit. Students will assist with operations and actively participate in the outpatient clinic.
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	701PEDI.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Surgery: SURGERY-8604 - Plastic Surgery Subl</b>	
Required/Elective	SUBI
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48738
Subl Maize/Blue Designation	Blue
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Dr. Kozlow
Course Contact	Dr. Jeffrey Kozlow; 2130 Taubman Center; 936-5895
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	50
On-Call Responsibility	Every seven days
Where to Report First Day of Clerkship	2130 Taubman Center; 7:00 a.m.
Time Distribution: Outpatient Clinical Care (%)	25%
Time Distribution: Inpatient Clinical Care (%)	60%
Time Distribution: Emergency Department Clinical Care (%)	5%
Time Distribution: Service Learning (%)	5%
Time Distribution: Conferences/Lectures/Seminars (%)	5%
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%

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<b>SURGERY-8604 continued. . .</b>	
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	3
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	60
Course Description	<p>Sub-internship in plastic surgery. Course designed for those considering career in plastic surgery and for students seeking to refine their surgical skills. Emphasis on active participation in surgical procedures and patient care. Learning objectives include management of acute and chronic wounds; options for reconstruction of congenital and acquired soft tissue defects; basic operative techniques (e.g. suturing); evaluation and management of unique problems. sub-interns will join two of our four primary teams (Adult RED, Adult BLUE, Adult SILVER, HAND, or Pediatric/Craniofacial GOLD) at the University hospital spending two weeks per team. We have found that this schedule has allowed for visiting students to have enough time on a given service to optimize the educational experience and exposure to our faculty/residents while also allowing visiting students to see more than one facet of our program. Sub-interns will spend an average of 3-4 days per week in the operating room and 1-2 days per week in clinic. This balance allows for some continuity of care along with direct interaction with faculty. Sub-interns will participate in all educational conferences throughout the week. Additional sub-intern only teaching sessions and/or occasional breakfasts also occur. No formal presentations are required; however, many sub-interns will take the opportunity to present at our monthly journal club. Call is taken over the four week period including one Friday/Sunday (until 6PM) weekend call and one Saturday weekend call. Sub-interns do not take call during the week due to our night float resident system.</p>
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your	None

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<b>SURGERY-8604 continued. . .</b>	
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology, Demonstrate how data illustrating current performance at the individual, team, and systems levels is used to achieve the highest quality of care
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	701PLSI.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Surgery: SURGERY-8605 - Thoracic Subinternship</b>	
Required/Elective	SUBI
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48739
Subl Maize/Blue Designation	Maize
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Andrew Chang, Jules Lin, Mark Orringer, Rishi Reddy, Bill Lynch, Phil Carrott, and Kiran Lagisetty
Course Contact	Jules Lin, M.D.
Site Coordinator	Angela Cloutier
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	8
On-Call Responsibility	occurs every 3 days (Home Call)
Where to Report First Day of Clerkship	7:00 am, Jules Lin, MD, 2120 TC (Thoracic Surgery Offices)
Time Distribution: Outpatient Clinical Care (%)	25%
Time Distribution: Inpatient Clinical Care (%)	70%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	5%
Time Distribution: Simulation (%)	0%



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<b>SURGERY-8605 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	3
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	60
Course Description	<p>Students will be exposed to the breadth of patients with general thoracic surgical diseases including, pulmonary and esophageal cancers, chest wall tumors, benign esophageal disease, pulmonary insufficiency, and abnormalities of the airway. They will be involved with the diagnosis and management of these problems. They will participate in the operations used to treat these conditions: esophageal and pulmonary resections, anti-reflux surgery, esophagomyotomy, lung volume reduction surgery for emphysema, lung transplantation, chest wall resection and reconstruction, thoracoscopic and robotic approaches to thoracic surgery, and endoscopic esophageal and airway interventions including stents, dilatation, and laser therapy. They will be expected to participate in the operating rooms, the inpatient care unit, and the clinic and will acquire a variety of surgical skills including but not limited to skin suturing, insertion of chest tubes, surgical knot-tying, and assisting at endoscopies. As subinterns, students will have the opportunity to see consults and staff patients with attendings as well as being first call for their patients for several days during the rotation. Students will be expected to make one 15-20 minute presentation to the faculty and staff on a thoracic surgery topic which will be determined in collaboration with one of the faculty mentors.</p>
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, Health care quality improvement

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<b>SURGERY-8605 continued. . .</b>	
Methods to be used in student evaluation include	Clinical assessment form, Participation in conferences
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and carry out management plans in collaboration with patients, families, and healthcare team
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Contribute to the creation, dissemination, application, and translation of health care knowledge or practice, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	701THRI.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Surgery: SURGERY-8606 - Transplant Subinternship</b>	
Required/Elective	SUBI
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48740
Subl Maize/Blue Designation	Maize
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Drs. Woodside, Punch, Magee, Sung, Welling, Sonnenday, Englesbe
Course Contact	Dr. Christopher Sonnenday; 2926 TC; csonnen@med.umich.edu; 734-936-5816
Site Coordinator	Crystal Kirklin, administrative assistant; 2926 TC; cberj@med.umich.edu; 734-936-5816
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	100
On-Call Responsibility	Every 4 days
Where to Report First Day of Clerkship	show up at SICU (5D Main Hospital) at 6:00 a.m. for rounds. Contact Dr. Sonnenday and STX fellow ideally the day prior to beginning the rotation
Time Distribution: Outpatient Clinical Care (%)	15%
Time Distribution: Inpatient Clinical Care (%)	70%
Time Distribution: Emergency Department Clinical Care (%)	5%
Time Distribution: Service Learning (%)	5%
Time Distribution: Conferences/Lectures/Seminars (%)	5%

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<b>SURGERY-8606 continued. . .</b>	
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	2
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	60
Course Description	<p>Students will have the opportunity to experience all aspects of transplantation practice. This includes evaluation of potential liver, kidney and pancreas transplant recipients; understanding of pathophysiology of end-stage organ failure; participation in all aspects of donor and recipient operative transplant surgery; active involvement in post transplant surgical care, including management of immunosuppression and its complications; long term post transplant outpatient care; understanding of immunosuppressive therapies, complications, side effects, and associated infections and neoplastic morbidity.</p> <p>In addition, the student will participate in the continuum of care for other surgical patients cared for on the transplant surgery service, including patients with hepatobiliary disease and malignancy, portal hypertension, transplant patients with general surgery problems, and patients in need of dialysis access.</p>
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	701TSPI.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Surgery: SURGERY-8607 - Vascular Subinternship</b>	
Required/Elective	SUBI
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48741
Subl Maize/Blue Designation	Maize
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Drs. Wakefield, Henke, Eliason, Corriere, Gallagher, Coleman, Osborne, Vemuri and Obi
Course Contact	Contact Dr. Coleman if you're interested in the rotation
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	20-40
On-Call Responsibility	Per staff Some weekend rounding and option for overnight call
Where to Report First Day of Clerkship	Contact the senior vascular surgery resident/fellow on call to report for duty. May also contact Duwana Villemure for additional information of the rotation.
Time Distribution: Outpatient Clinical Care (%)	20%
Time Distribution: Inpatient Clinical Care (%)	65%
Time Distribution: Emergency Department Clinical Care (%)	10%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	5%
Time Distribution: Simulation (%)	0%

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<b>SURGERY-8607 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	4
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	60
Course Description	<p>This clerkship is designed to provide subinternship experience and a concentrated exposure to vascular surgery and medicine for senior medical students. Students share primary responsibility for all aspects of patient management and participate in both major and minor surgical procedures. The student will assist in the operating room, see new consults and be exposed to a wide variety of vascular surgical patients in our clinic. While on the in patient ward the 4th year students will participate in patient management and assist in all aspects of direct patient care. Should the student wish, they can also be called in after-hours for emergent surgical cases during the rotation. It is encouraged that students present one case at 'clinical case conference' over the course of the month.</p> <p>This is an excellent experience for students who plan a career in surgery and this exposure can lead to additional academic experiences long-term with the faculty.</p>
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Health care quality improvement
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering, Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making to promote health, Develop and

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<b>SURGERY-8607 continued. . .</b>	
Medical Student Competencies- Patient Care cont.	carry out management plans in collaboration with patients, families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds, Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care, Maintain complete, timely and accurate medical record to contribute to effective patient care, Demonstrate sensitivity, honesty, and compassion in difficult conversations including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics, Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage interpersonal conflict
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations, Demonstrate awareness of the patient vulnerability and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships, Navigate ethical dilemmas in medical care, including conflict of interest and competing priorities, in ways that maintain the primacy of patient interests, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to manage one's own and others' roles to coordinate care by engaging the team, Demonstrate psychosocial and culturally sensitive skills to work on inter-professional teams, Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Critically evaluates self and peers and provide constructive feedback, Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes, Demonstrate the ability to utilize current and emerging technology, Demonstrate how data illustrating current performance at the individual, team, and systems levels is used to achieve the highest quality of care
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.

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<b>SURGERY-8607 continued. . .</b>	
Previous Catalog Number	701VASI.U



# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Surgery: SURGERY-8703 - Trauma Subl/ICU</b>	
Required/Elective	SICU
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48744
Subl Maize/Blue Designation	Maize
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Drs. Cherry-Bukowiec, Hemmila, Hsu, Machado, Napolitano, Park, Raghavendran, Wang, and Alam
Course Contact	Dr. David Machado-Aranda; IC421 UH; dmachad@med.umich.edu; 734-936-9690
Site Coordinator	Karla Robinson; zinn@med.umich.edu; 2110 TC; 734-615-2851
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	10-30 Inpatient
On-Call Responsibility	Night Float System based on Intern Schedule and Duty hour restrictions
Where to Report First Day of Clerkship	University Hospital, Floor I; Trauma Burn Center; 6:00 a.m.
Time Distribution: Outpatient Clinical Care (%)	0%
Time Distribution: Inpatient Clinical Care (%)	60%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	20%

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<b>SURGERY-8703 continued. . .</b>	
Time Distribution: Simulation (%)	0%
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	20%
Time Distribution: Other (%)	0%
Course Description	<p>Scheduled lectures and rounds should be attended. If you have schedule conflicts, prior notice of absence must be provided. If you are ill, you must contact ACS offices at 936-2661 or page the ACS SA-2 Chief resident to make them aware.</p> <p>Each M4 student will be responsible for presenting a single comprehensive lecture/review of a trauma, emergency general surgery or critical care topic using PowerPoint during the four week rotation. The topic will be chosen by the student, with assistance from the course coordinator. This lecture will take place in the SICU or ACS conference room on the last Thursday or Friday of the rotation between 11:30-1:00pm. Please note that the final grading of the rotation will also take into account the quality and effort put in the oral presentation.</p> <p>This is an in-house ICU call service that manages critically ill patients with acute care surgery problems including trauma, burn, emergency and elective general surgery patients. During the course students will spend the majority of their time learning about and caring for critically ill surgery patients in the Trauma/Burn ICU. They will become an integrated and valued member of the Acute Care Surgery team where they will be exposed to a collaborative, multi-disciplinary approach to patient care with extensive interaction among the Emergency Department, ICU, OR, rehabilitation medicine, physical therapy, occupational therapy, discharge planning services, pharmacy, nutritional services, social services, and other subspecialty medical and surgical services. This rotation is ideal for students who wish to learn more about surgical illness and injury, how to function as an intern, how to manage critically ill surgical patients and surgical emergencies, and how to interact collegially and effectively on a fast-paced service with limitless educational opportunities.</p>
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	801TRAI.U

# University of Michigan Medical School - Course Catalog - 2019-2020

<b>Urology: UROLOGY-8600 - Subinternship</b>	
Required/Elective	SUBI
Prerequisites:	
Restriction days:	30
Keywords:	
Course Objectives:	
MPathways Course ID	48622
Subl Maize/Blue Designation	Blue
Rule of 4 Exemption	No
Grading Basis Code	GRD
Instructor(s)	Urology Faculty
Course Contact	Dr. Anne Pelletier-Cameron, 3875 Taubman Health Center
Site Coordinator	Leslie Simmons lasim@med.umich.edu
Permission to Enroll	No
Available to Visiting Students	Yes
Average Number of Patients Seen Each Week	25
On-Call Responsibility	None
Where to Report First Day of Clerkship	Urology Conference Room # 3643 @ 8:30 a.m. Clerkship Coordinator: Leslie Simmons, 734-615-3038 lasim@med.umich.edu
Time Distribution: Outpatient Clinical Care (%)	20%
Time Distribution: Inpatient Clinical Care (%)	70%
Time Distribution: Emergency Department Clinical Care (%)	0%
Time Distribution: Service Learning (%)	0%
Time Distribution: Conferences/Lectures/Seminars (%)	10%
Time Distribution: Simulation (%)	0%

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<b>UROLOGY-8600 continued. . .</b>	
Time Distribution: Basic Science Research (%)	0%
Time Distribution: Clinical Research (%)	0%
Time Distribution: Independent Study (%)	0%
Time Distribution: Other (%)	0%
Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week	3
Activities: Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week) - Maximum 80 hours per week	40
Course Description	The object of the urology course is to expose the student to a broad spectrum of urologic problems. The basic pathophysiology of urologic disease is stressed. The student may choose between four adult urology services and the pediatric urology service. Conferences with the staff and teaching rounds are integrated into the program. Fourth year students applying to a urology residency program or with a strong interest in urology will be required to write a paper or give a presentation at Grand Rounds. Prospective topics suitable for presentation can be discussed with any of the urology faculty.
LCME Topics: Please review the topics below, and check the corresponding checkbox for any and all topics you cover in this M4 course. Coverage is indicated if it appears in your course objectives or as a significant topic covered during your course.	Communication skills, Health policy
Methods to be used in student evaluation include	Clinical assessment form, Participation in conferences
Medical Student Competencies- Patient Care	Gather, organize, interpret patient information about patients and their conditions through history taking, physical examination, and other methods of information gathering
Medical Student Competencies- Medical Knowledge	Demonstrate knowledge and application of the sciences essential for the practice of medicine

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<b>UROLOGY-8600 continued. . .</b>	
Medical Student Competencies- Communication	Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds
Medical Student Competencies- Professionalism	Demonstrate responsibility and accountability to patients, society, and the profession, Participate as an important part of the healthcare team and share responsibility for patient care
Medical Student Competencies- Leadership, Teamwork, & Interprofessionalism	Demonstrate the ability to build, lead, manage, and work in productive teams
Medical Student Competencies- Systems-Based Practice	Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions, Work effectively in various health care delivery settings and systems
Medical Student Competencies- Practice Based Learning & Improvement	Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes
Medical Student Competencies- Critical Thinking & Discovery	Apply creative/critical thinking to develop new information and solutions, Contribute to the creation, dissemination, application, and translation of health care knowledge or practice, Apply problem assessment and problem solving skills
I have reviewed all of the above and the start dates and enrollment limits from Course Set-up for this course.	Yes, approved.
Previous Catalog Number	703URSP.U