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

Rotating off-cycle or off-block is not permitted. You must rotate according to the periods (blocks) 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.
# 2018-19 Visiting Students Clinical Calendar

<table>
<thead>
<tr>
<th>Period</th>
<th>4-Week Rotation</th>
<th>Holiday/Break</th>
<th>Begins</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>05/14/18 – 06/10/18</td>
<td>Memorial Day</td>
<td>05/27/18 @ 11pm</td>
<td>05/29/18 @ 5am</td>
</tr>
<tr>
<td>2</td>
<td>06/11/18 – 07/08/18</td>
<td>Independence Day</td>
<td>07/03/18 @ 11pm</td>
<td>07/05/18 @ 5am</td>
</tr>
<tr>
<td>3</td>
<td>07/09/18 – 08/05/18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>08/06/18 – 09/02/18</td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td>09/03/18 – 09/30/18</td>
<td>Labor Day</td>
<td>09/02/18 @ 11pm</td>
<td>09/04/18 @ 5am</td>
</tr>
<tr>
<td>6</td>
<td>10/01/18 – 10/28/18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/29/18 – 11/25/18</td>
<td>Thanksgiving</td>
<td>11/21/18 @ 5pm</td>
<td>11/26/18 @ 5am</td>
</tr>
<tr>
<td>8</td>
<td>11/26/18 – 12/23/18</td>
<td>Winter Break</td>
<td>12/23/18 @ 11pm</td>
<td>01/07/19 @ 5am</td>
</tr>
<tr>
<td>9</td>
<td>01/07/19 – 02/03/19</td>
<td>MLK, Jr. Day</td>
<td>01/20/19 @ 11pm</td>
<td>01/22/19 @ 5am</td>
</tr>
<tr>
<td>10</td>
<td>02/04/19 – 03/03/19</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11</td>
<td>03/04/19 – 03/31/19</td>
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</tr>
<tr>
<td>12</td>
<td>04/01/19 – 04/28/19</td>
<td></td>
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</tr>
</tbody>
</table>

## Important Scheduling Notes:

- Weekends that occur during a clerkship will be scheduled by the department.
- Some clerkships have overnight call/shifting.
- The official Medical School holidays/breaks listed above reflect the minimum time you may be absent.
- Visiting students, especially those on subinternships, must discuss any time off with the attending staff.
- Because of the increased level of patient care responsibilities on subinternship experiences, a visiting student's responsibilities may take precedence over holiday time.
- On MLK, Jr. Day, the University and the Health Center will host programs throughout the day; visiting 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.
### Course Information for

**ANESTH-001ADVP.U: Anesthesia: E:Anesthesiology, Advanced**

- **Required/Elective**: CLIN
- **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
- **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%
- **Inpatient Clinical Care (%)**: 50%
- **Emergency Department Clinical Care (%)**: 0%
- **Service Learning (%)**: 0%
- **Conferences/Lectures/Seminars (%)**: 15%
- **Simulation (%)**: 5%
- **Basic Science Research (%)**: 0%
- **Clinical Research (%)**: 0%
- **Independent Study (%)**: 10%
- **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 is an advanced course in Anesthesiology aimed at students who have previously completed an Anesthesiology rotation. Students will receive exposure to all areas of Anesthesiology, but special interests in any specialty area can be catered to by arrangement.

#### Methods to be used in student evaluation include

- Clinical assessment form
- Assessment of write-ups/notes
- Written/oral exams

#### Medical Student Competencies - Patient Care

- 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
| Medical Knowledge | 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 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-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 interprofessional 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 |

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Course Information for

ANESTH-001PEDI.U: Anesthesia: E:Anesthesiology, Pediatric

Required/Elective CLIN

Instructor(s) Dr. Rebecca Hong & other faculty at Mott Hospital

Course Contact Dr. Brian Woodcock; 1H247 University Hospital; 936-4277

Site Coordinator Vu Willey: 1H247 University Hospital; 232-6128

Average Number of Patients Seen Each Week 15

On-Call Responsibility No call or once during the rotation

Where to Report First Day of Clerkship 4-011 Mott Children's Hospital; 8:00 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%

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: 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 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 and 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 arterial and CVP lines, regional techniques, fiberoptic intubation, 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&M meetings. The student has an opportunity to give a detailed presentation of a major case or case of interest.

Methods to be used in student evaluation include Clinical assessment form
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 teams. Perform comprehensive medical and diagnostic skills considered essential for patient care.

Apply established and emerging principles 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.

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.

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.

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.

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.

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.

Apply creative/critical thinking to develop new information and solutions. Apply problem assessment and problem solving skills.
Course Information for

ANESTH-001PRXO.U: Anesthesia: E:Anesthesiology, Pain Managed

Required/Elective CLIN
Instructor(s) Dr. Amanda Schack
Course Contact Dr. Brian Woodcock; 1H247 University Hospital; 936-4277
Site Coordinator Vu Willey: 1H247 University Hospital; 232-6128
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%
- Inpatient Clinical Care (%) 30%
- Emergency Department Clinical Care (%) 0%
- Service Learning (%) 0%
- Conferences/Lectures/Seminars (%) 10%
- Simulation (%) 0%
- Basic Science Research (%) 0%
- Clinical Research (%) 0%
- Independent Study (%) 20%
- Other (%) 0%

Activities:

- Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week 4
- 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.

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.
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 psychosocial and culturally sensitive skills to work on interprofessional 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.

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Course Information for
ANESTH-005CLNI.U: Anesthesia: E:Anesthesiology, Clinical

Required/Elective: CLIN

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

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%
- Inpatient Clinical Care (%): 50%
- Emergency Department Clinical Care (%): 0%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 20%
- Simulation (%): 0%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 10%
- 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.

Methods to be used in student evaluation include: Clinical assessment form, Assessment of write-ups/notes, Written/oral exams

Medical Student Competencies: Develop and carry out management plans in collaboration with patients,
<table>
<thead>
<tr>
<th>Patient Care</th>
<th>families, and healthcare team, Perform comprehensive medical and diagnostic skills considered essential for patient care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Student Competencies-Medical Knowledge</td>
<td>Demonstrate knowledge and application of the sciences essential for the practice of medicine</td>
</tr>
<tr>
<td>Medical Student Competencies-Communication</td>
<td>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</td>
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<tr>
<td>Medical Student Competencies-Professionalism</td>
<td>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</td>
</tr>
<tr>
<td>Medical Student Competencies-Leadership, Teamwork, &amp; Interprofessionalism</td>
<td>Demonstrate psychosocial and culturally sensitive skills to work on interprofessional teams</td>
</tr>
<tr>
<td>Medical Student Competencies-Systems-Based Practice</td>
<td>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</td>
</tr>
<tr>
<td>Medical Student Competencies-Practice Based Learning &amp; Improvement</td>
<td>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</td>
</tr>
<tr>
<td>Medical Student Competencies-Critical Thinking &amp; Discovery</td>
<td>Apply creative/critical thinking to develop new information and solutions, Apply problem assessment and problem solving skills</td>
</tr>
</tbody>
</table>
Course Information for

DERM- 1CLNO.X: Dermatology: Dermatology

Required/Elective: CLIN

Course Contact: Thy Thy Do, M.D.; 1910 Taubman Health Center; 936-4192

Site Coordinator: Jackie Giletto; 936-4192

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%

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
Course Information for

**EMERGMED- 1WLDR.U: Emergency Medicine: Wilderness Medicine**

<table>
<thead>
<tr>
<th>Required/Elective</th>
<th>ELEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor(s)</td>
<td>Nate Brouwer, MD, <a href="mailto:nbrouwer@med.umich.edu">nbrouwer@med.umich.edu</a> and senior EM House Officers</td>
</tr>
<tr>
<td>Course Contact</td>
<td>Nate Brouwer, MD; <a href="mailto:nbrouwer@med.umich.edu">nbrouwer@med.umich.edu</a></td>
</tr>
<tr>
<td>Site Coordinator</td>
<td>Kailey Bartrum; <a href="mailto:bartrumk@med.umich.edu">bartrumk@med.umich.edu</a>; 734-763-1271</td>
</tr>
<tr>
<td>Average Number of Patients Seen Each Week</td>
<td>N/A</td>
</tr>
<tr>
<td>On-Call Responsibility</td>
<td>No call, but there are eight days spent in the Upper Peninsula as well as other overnight camping trips, and Caving which are required.</td>
</tr>
<tr>
<td>Where to Report First Day of Clerkship</td>
<td>B1-380 Taubman Center, University of Michigan. Make sure to check email from Kailey Bartrum for orientation information.</td>
</tr>
<tr>
<td>Time Distribution: Outpatient Clinical Care (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Inpatient Clinical Care (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Emergency Department Clinical Care (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Service Learning (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Conferences/Lectures/Seminars (%)</td>
<td>50%</td>
</tr>
<tr>
<td>Time Distribution: Simulation (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Basic Science Research (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Clinical Research (%)</td>
<td>20%</td>
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<tr>
<td>Time Distribution: Independent Study (%)</td>
<td>10%</td>
</tr>
<tr>
<td>Time Distribution: Other (%)</td>
<td>20%</td>
</tr>
<tr>
<td>Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week</td>
<td>20</td>
</tr>
<tr>
<td>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</td>
<td>40</td>
</tr>
</tbody>
</table>

**Course Description**

The Wilderness Medicine elective at U of M is offered during period 5. Approximately 37 hours of lectures are given by UMHS faculty and residents to the senior medical students. The majority of lecturers will be from the Department of Emergency Medicine but many guest lecturers from other departments within UMHS as well as from other institutions will be featured. Reading assignments are from Auerbach's text Wilderness Medicine (5th edition), which are available online through MD Consult. Students are
encouraged to use Field Guide to Wilderness Medicine to augment other readings, and as a field handbook. The course will include small group discussions of wilderness scenarios, formal lectures of specific topics and principles in Wilderness Medicine, and hands-on instruction in the field regarding pre-hospital patient care, evacuation, and survival. The course will include a multi-day camping field practicum in Northern Michigan that will involve simulated patient assessment, treatment, evacuation, and field skills. Students must participate in the regional MedWars competition (if MedWars is offered during the time of the elective) and Caving trip. An evidenced-based case presentation is required at the end of the rotation. There is an overnight camping trip as part of the practical portion of the final exam, as well as a final multiple question examination covering the reading material and lectures which are also a required part of the rotation. Students must be able to participate in multiple unique learning modalities, which include out of classroom experiences requiring a basic level of physical fitness. Specific trip and gear planning recommendations will be included as part of initial orientation.

THIS ELECTIVE HAS TIERED GRADING AND IS NOT SATISFACTORY/FAIL.

**Course Description 2**

Due to the travel, lodging, some food allowance and other supplies needed to provide an experience in the austere environment, there is an additional tuition for the course. This tuition is not to exceed $750.00.

**Methods to be used in student evaluation include**

- Participation in conferences
- Final paper or project
- Written/oral exams
- Attendance at specified events

**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**

Understand and apply knowledge of biomedical and socio-behavioral sciences, clinical medicine, and the social determinants of health and disease, Demonstrate knowledge and application of the sciences essential for the practice of medicine

**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

**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
Course Information for

**EMERGMED-2ECCI.U: Emergency Medicine: EM Critical Care Elec**

**Required/Elective**  
CLIN

**Instructor(s)**  
Michael Cole, MD

**Site Coordinator**  
Kailey Bartrum, bartrumk@med.umich.edu; 734-763-1271

**Average Number of Patients Seen Each Week**  
15

**On-Call Responsibility**  
None; All clinical duties are fulfilled through 10 separate 12-hour shifts divided approximately 25% overnight and 75% day shifts

**Where to Report First Day of Clerkship**  
Taubman Center B1-380 at 10:30am.

**Time Distribution: Outpatient Clinical Care (%)**  
0%

**Time Distribution: Inpatient Clinical Care (%)**  
0%

**Time Distribution: Emergency Department Clinical Care (%)**  
85%

**Time Distribution: Service Learning (%)**  
0%

**Time Distribution: Conferences/Lectures/Seminars (%)**  
10%

**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

**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**  
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. In our new Emergency Critical Care Center (EC3), critical care trained faculty care for some of the sickest patients in the hospital and share their expertise and this incredible clinical experience with our terrific medical students.

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:
• 1.5 central lines per student
• 5 arterial lines per student
• 0.7 intubations per student
• 0.5 lumbar punctures per student
• 2 bedside echo/FAST/RUSH ultrasound exams per student

In addition, students receive a dedicated lecture series and a unique, customized clinical simulation experience both from award winning faculty. These experiences have garnered praise from every cohort of students that has passed through the rotation thus far as being important experiences for their professional development and future entrustment.

Overall, the EC3 elective gives students the opportunity to care for the sickest patients, allows them to take deep dives into their critical illnesses and offers an autonomy rarely experienced during medical school.

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, 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, 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
### Course Information for

**EMERGMED-005MEDO.U: Emergency Medicine: Emergency Medicine - University of Michigan**

<table>
<thead>
<tr>
<th>Required/Elective</th>
<th>EMED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Contact</strong></td>
<td>Joe House, MD; B1380 Taubman Center, Box 5305</td>
</tr>
<tr>
<td><strong>Site Coordinator</strong></td>
<td>Kailey Bartrum; <a href="mailto:bartrumk@med.umich.edu">bartrumk@med.umich.edu</a>, 734-763-1271</td>
</tr>
<tr>
<td><strong>Average Number of Patients Seen Each Week</strong></td>
<td>25-35</td>
</tr>
<tr>
<td><strong>On-Call Responsibility</strong></td>
<td>None. Shift work, which includes mandatory days, afternoons, evenings, nights and weekends.</td>
</tr>
<tr>
<td><strong>Where to Report First Day of Clerkship</strong></td>
<td>B1380 Taubman Center, University of Michigan 8:00 AM First Day of Clerkship (Make sure to check email for location, date, and time.)</td>
</tr>
</tbody>
</table>

| 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% |
| 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. |
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.

Methods to be used in student evaluation include:

- Clinical assessment form
- Participation in conferences
- 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
- 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
- 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
Course Information for

FAMMED-703FAMI.U: Family Medicine: E:Family Medicine

Required/Elective SUBI

Course Contact Kent J. Sheets, PhD; M7300 Medical Science I/SPC 5625; 998-7138

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%

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.

Methods to be used in student evaluation include

Clinical assessment form, Assessment of write-ups/notes

Medical Student Competencies-

Gather, organize, interpret patient information about patients and their
Patient Care

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
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

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
# Course Information for

**INTMED- 1GI-P.U: Internal Medicine: Gastroenterology**

<table>
<thead>
<tr>
<th>Required/Elective</th>
<th>CLIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor(s)</td>
<td>G.I. Faculty</td>
</tr>
<tr>
<td>Course Contact</td>
<td>G.I. Faculty</td>
</tr>
<tr>
<td>On-Call Responsibility</td>
<td>None</td>
</tr>
<tr>
<td>Where to Report First Day of Clerkship</td>
<td>Page GI Consult Fellow on Call (listed on call website) at 8 am on first day.</td>
</tr>
<tr>
<td>Time Distribution: Outpatient Clinical Care (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Inpatient Clinical Care (%)</td>
<td>100%</td>
</tr>
<tr>
<td>Time Distribution: Emergency Department Clinical Care (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Service Learning (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Conferences/Lectures/Seminars (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Simulation (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Basic Science Research (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Clinical Research (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Independent Study (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Other (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Course Description</td>
<td>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.</td>
</tr>
<tr>
<td>Methods to be used in student evaluation include</td>
<td>Clinical assessment form, Assessment of write-ups/notes</td>
</tr>
<tr>
<td>Medical Student Competencies- Patient Care</td>
<td>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</td>
</tr>
<tr>
<td>Medical Student Competencies- Communication</td>
<td>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</td>
</tr>
<tr>
<td>Medical Student Competencies- Professionalism</td>
<td>Demonstrate responsibility and accountability to patients, society, and the profession, Demonstrate compassion, integrity, respect, sensitivity, and responsiveness to diverse populations</td>
</tr>
<tr>
<td>Medical Student Competencies- Leadership, Teamwork, &amp; Interprofessionalism</td>
<td>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</td>
</tr>
<tr>
<td>Medical Student Competencies- Self-directed Learning, Reflective Practice, Guided Self-Assessment</td>
<td>Engage in self-directed learning, reflective practice, guided self-assessment,</td>
</tr>
</tbody>
</table>
Practice Based Learning & Improvement

and demonstrate receptivity to feedback, Locate, critically appraise, apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes.
Course Information for

INTMED- 1NEPP.U: Internal Medicine: Nephrology

Required/Elective: CLIN

Instructor(s): Nephrology Faculty

Course Contact: Dr. Panduranga S. Rao, spandu@umich.edu 615-3994

Site Coordinator: Respective Supervising faculty

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%
- Inpatient Clinical Care (%): 45%
- Emergency Department Clinical Care (%): 0%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 5%
- Simulation (%): 5%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 0%
- Other (%): 0%

Activities:
- Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week: 2
- 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. Inpatient 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.
Course Information for

INTMED-001E&MO.U: Internal Medicine: E:Med., Endocrinology

<table>
<thead>
<tr>
<th>Required/Elective</th>
<th>CLIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor(s)</td>
<td>Dr. Liselle Douyon and Endocrinology &amp; Metabolism Faculty</td>
</tr>
<tr>
<td>Course Contact</td>
<td>Dr. Liselle Douyon; Domino Farms (Lobby C, Suite 1300) 24 Frank Lloyd Wright Drive; 647-5400</td>
</tr>
<tr>
<td>Site Coordinator</td>
<td>Ms. Sonja Hughbanks, slbanks @umich.edu; ext 75400</td>
</tr>
<tr>
<td>Average Number of Patients Seen Each Week</td>
<td>varies</td>
</tr>
<tr>
<td>On-Call Responsibility</td>
<td>None</td>
</tr>
<tr>
<td>Where to Report First Day of Clerkship</td>
<td>Contact Dr. Liselle Douyon/Ms Sonja Hughbanks at 647-5400 or email (slbanks @umich.edu) in advance for info.</td>
</tr>
</tbody>
</table>

| 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% |
| 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. A C-Tools website has been developed to complement the clinical experience.

Methods to be used in student evaluation include

Clinical assessment form, Participation in conferences, Assessment of write-ups/notes
Course Information for

INTMED-001HEMI.U: Internal Medicine: Medicine, Hematology

Required/Elective CLIN
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

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%
- Inpatient Clinical Care (%) 0%
- Emergency Department Clinical Care (%) 0%
- Service Learning (%) 0%
- Conferences/Lectures/Seminars (%) 0%
- Simulation (%) 0%
- Basic Science Research (%) 0%
- Clinical Research (%) 0%
- Independent Study (%) 0%
- 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.
Course Information for

INTMED-002ALLO.U: Internal Medicine: Allergy Immunology

Required/Elective
CLIN

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

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%

- Inpatient Clinical Care (%)
  0%

- Emergency Department Clinical Care (%)
  0%

- Service Learning (%)
  0%

- Conferences/Lectures/Seminars (%)
  0%

- Simulation (%)
  0%

- Basic Science Research (%)
  0%

- Clinical Research (%)
  0%

- Independent Study (%)
  0%

- Other (%)
  0%

Activities:

- Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week
  2

- 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.

Methods to be used in student evaluation include:

- Clinical assessment form
- Assessment of write-ups/notes
Course Information for

INTMED-002ARTO.U: Internal Medicine: E:Medicine, Arthritis

Required/Elective: CLIN

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

Average Number of Patients Seen Each Week: 5 (individual) 20 (as group)

On-Call Responsibility: None

Where to Report First Day of Clerkship: email Julie Welch (jcwelch@med.umich.edu) 1 week before rotation starts.

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%

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.

Methods to be used in student evaluation include: Clinical assessment form, 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

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

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
# Course Information for

**INTMED-004ID-I.U: Internal Medicine: E:Medicine, Infectious Disease**

<table>
<thead>
<tr>
<th>Required/Elective</th>
<th>CLIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor(s)</td>
<td>Drs. Kauffman, Engleberg, Markovitz, Kazanjian, Bradley, Chenoweth, Cinti, Gandhi, Gregg, Kaul, Kaye, Lauring, Malani, Micelli, Mills, Patel, Petty, Rao, Riddell, Shuman, Washer, Woods</td>
</tr>
<tr>
<td>Course Contact</td>
<td>Dr. Cary Engleberg; UH South; 936-5205</td>
</tr>
<tr>
<td>Average Number of Patients Seen Each Week</td>
<td>42863</td>
</tr>
<tr>
<td>On-Call Responsibility</td>
<td>None</td>
</tr>
<tr>
<td>Where to Report First Day of Clerkship</td>
<td>Call 936-5205 1 week prior to start date. You will report on the first day to F4132, UH South.</td>
</tr>
<tr>
<td>Time Distribution: Outpatient Clinical Care (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Inpatient Clinical Care (%)</td>
<td>90%</td>
</tr>
<tr>
<td>Time Distribution: Emergency Department Clinical Care (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Service Learning (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Conferences/Lectures/Seminars (%)</td>
<td>10%</td>
</tr>
<tr>
<td>Time Distribution: Simulation (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Basic Science Research (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Clinical Research (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Independent Study (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Other (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week</td>
<td>25</td>
</tr>
<tr>
<td>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</td>
<td>40</td>
</tr>
</tbody>
</table>

**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.

Methods to be used in student evaluation include Clinical assessment form, Assessment of write-ups/notes.
# Course Information for

**INTMED-010PULI.U: Internal Medicine: Pulmonary Consults**

<table>
<thead>
<tr>
<th>Required/Elective</th>
<th>CLIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor(s)</td>
<td>Pulmonary Faculty</td>
</tr>
<tr>
<td>Course Contact</td>
<td>Dr. Cyril Grum, 936-1221</td>
</tr>
<tr>
<td>Site Coordinator</td>
<td>Dr. Cyril Grum, <a href="mailto:grum@umich.edu">grum@umich.edu</a></td>
</tr>
<tr>
<td>On-Call Responsibility</td>
<td>No Call</td>
</tr>
<tr>
<td>Where to Report First Day of Clerkship</td>
<td>3916 Taubman Health Center; 8:00 a.m.</td>
</tr>
</tbody>
</table>

### Time Distribution:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outpatient Clinical Care (%)</td>
<td>5%</td>
</tr>
<tr>
<td>Inpatient Clinical Care (%)</td>
<td>85%</td>
</tr>
<tr>
<td>Emergency Department Clinical Care (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Service Learning (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Conferences/Lectures/Seminars (%)</td>
<td>10%</td>
</tr>
<tr>
<td>Simulation (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Basic Science Research (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Clinical Research (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Independent Study (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Other (%)</td>
<td>0%</td>
</tr>
</tbody>
</table>

### 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.

### 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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Course Information for

**NEUROL-001ARRI.U: Neurology: E:Neurology, Special**

<table>
<thead>
<tr>
<th>Required/Elective</th>
<th>CLIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor(s)</td>
<td>Staff (attending and residents on Neurology Consultation Service)</td>
</tr>
<tr>
<td>Course Contact</td>
<td>Dr. Douglas Gelb; 1914-N Taubman Health Center, SPC 5316; 734-936-4549</td>
</tr>
<tr>
<td>Site Coordinator</td>
<td>Sheryll Marshall; 1914 Taubman Health Center, SPC 5316; 734-936-4549</td>
</tr>
<tr>
<td>Average Number of Patients Seen Each Week</td>
<td>5</td>
</tr>
<tr>
<td>On-Call Responsibility</td>
<td>None</td>
</tr>
<tr>
<td>Where to Report First Day of Clerkship</td>
<td>Meet in the Department of Neurology's DeJong Library, Room 1912 Taubman Center, promptly at 8:00 AM.</td>
</tr>
</tbody>
</table>

| Time Distribution: Outpatient Clinical Care (%) | 30% |
| 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% |
| 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.

**Course 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.
Course Information for

NEUSURG-701NRSI.U: Neurosurgery: Neurosurgery Sub I

Required/Elective: SUBI
Instructor(s): Neurosurgery faculty
Course Contact: Dr. Jason Heth; 3552 Taubman Health Center; 936-5017
Site Coordinator: Nikki Nilsson
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%
- Inpatient Clinical Care (%): 60%
- Emergency Department Clinical Care (%): 10%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 10%
- Simulation (%): 0%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 0%
- Other (%): 0%

Activities:
- Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week: 3
- 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:
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.
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.

2. Requirements:
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. However, there will also be M3s on call, and that is allowable since the M3 students will go home around 10-11pm on their call nights. Please page the on-call Neurosurgery resident at 5pm on your chosen call night. A call schedule will be included in your orientation packet.
B. Each student will be expected to turn in a total of 4 full H&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&Ps must be submitted to Ms. Connie McGovern (Dept Clerkship Coordinator, TC 3552, 6-5017) by the Monday following the end of the rotation in order to receive credit.
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.
D. Each student will be responsible for a 10 minute presentation regarding an 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.
E. Pagers (if visiting from another institution) and all evaluation forms must be turned to Ms. Connie McGovern (Dept Clerkship Coordinator, TC 3552, 6-5017) by the Monday following the end of the rotation. Failure to do so may result in delayed release of your grade.

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.

4. Conferences:
Students are encouraged to attend all Neurosurgical teaching conferences during their rotation. These include the following:
A. Wednesday Neurovascular Working Conference
7-8am in the IR Neuro Reading Room (Rm # B1D332)
B. Thursday Resident Teaching Conference
CPC (Clinico-pathological Correlation)
D&B (Morbidity and Mortality)
C. Friday Neuro-Oncology Working Conference
7-9 am in Neurosurgery Conference Room, Taubman Suite 3552

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.
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 (936-5017) or any of the other neurosurgical staff.

7. Medical students interested in Neurosurgery as a possible career are encouraged to make an appointment with Dr. Heth to discuss their career options. You will be assigned a mentor within the department. We want very much to assist you with your career plans.

8. Please return your pager and rotation evaluation forms to Connie McGovern (Dept Clerkship Coordinator, 6-5017) on the last day of your rotation. 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. The UM pager and all evaluations must be turned in at the end of the rotation.

Neurosurgery Dept. Med. Student Coordinator: Connie McGovern (734/936-5017)
Medical Student Clerkship Director: Jason Heth, MD (734/936-5017, pager #14298)

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.
- Develop and carry out management plans in collaboration with patients, families, and healthcare team.

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.

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.

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.

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.

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.
Course Information for

OBSTGYN-001ENDO.U: Obstetrics and Gynecology: E:Ob/Gyn, Endocrinology

Required/Elective: CLIN
Instructor(s): Erica Mahany, MD
Course Contact: Erica Mahany, MD; L4000 Women's; 936-7401
Site Coordinator: Rachel Sprovtsoff, L3601 Women's, 615-6995
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; 7:00 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. Mahany.

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%
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.
<table>
<thead>
<tr>
<th>Medical Student Competencies</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Patient Care</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Medical Knowledge</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Leadership, Teamwork, &amp; Interprofessionalism</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Systems-Based Practice</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Practice Based Learning &amp; Improvement</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Critical Thinking &amp; Discovery</strong></td>
<td>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</td>
</tr>
</tbody>
</table>
Course Information for

OBSTGYN-701ONCI.U: Obstetrics and Gynecology: Oncology Sub I

Required/Elective SUBI
Instructor(s) R. Kevin Reynolds, M.D.
Course Contact R. Kevin Reynolds, M.D., L4608 UH South, Box 0276, 615-3773
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%
- Inpatient Clinical Care (%) 40%
- Emergency Department Clinical Care (%) 0%
- Service Learning (%) 0%
- Conferences/Lectures/Seminars (%) 5%
- Simulation (%) 0%
- Basic Science Research (%) 0%
- Clinical Research (%) 0%
- Independent Study (%) 0%
- 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.
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods to be used in student evaluation include</td>
<td>Clinical assessment form, Participation in conferences</td>
</tr>
<tr>
<td>Medical Student Competencies-Medical Knowledge</td>
<td>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</td>
</tr>
<tr>
<td>Medical Student Competencies-Communication</td>
<td>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</td>
</tr>
<tr>
<td>Medical Student Competencies-Professionalism</td>
<td>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</td>
</tr>
<tr>
<td>Medical Student Competencies-Leadership, Teamwork, &amp; Interprofessionalism</td>
<td>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</td>
</tr>
<tr>
<td>Medical Student Competencies-Systems-Based Practice</td>
<td>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</td>
</tr>
<tr>
<td>Medical Student Competencies-Practice Based Learning &amp; Improvement</td>
<td>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</td>
</tr>
<tr>
<td>Medical Student Competencies-Critical Thinking &amp; Discovery</td>
<td>Apply problem assessment and problem solving skills</td>
</tr>
</tbody>
</table>
Course Information for

OBSTGYN-702MFMI.U: Obstetrics and Gynecology: Maternal Fetal Sub I

Required/Elective: SUBI

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 L3601 Women's Hospital, 615-6995

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%

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.

Methods to be used in student evaluation include

Clinical assessment form, 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. 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.

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 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.

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### Course Information for

**OPHTH-001CLNO.U: Ophthalmology: E:Ophthalmology, Clinical**

<table>
<thead>
<tr>
<th>Required/Elective</th>
<th>CLIN</th>
</tr>
</thead>
</table>
| Instructor(s)              | Dr. Ariane Kaplan  
Clerkship Director  
ardianek@med.umich.edu |
| Course Contact             | Lauren Prisk 734-763-4088  
gagneau@med.umich.edu  
Alt: Kathy Whitney 734-764-5208  
kwhitney@umich.edu |
| Site Coordinator           | Lauren Prisk 734-763-4088  
gagneau@med.umich.edu |
| Average Number of Patients Seen Each Week | up to 50 |
| On-Call Responsibility     | This is offered to students for their educational benefit, but not required. |
| 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% |
| 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 | 45 |
| Course Description | Students selecting this elective comprise two groups. Those seriously interested in pursuing a career in Ophthalmology should plan to take the rotation in periods 12-3 (April-July 2018). The focus of rotations during those periods is to expose students to aspects of Ophthalmology that are most useful for exploring a career in the field. 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 |
Students may request time within two subspecialty clinics at KEC (including OR observation), and the VA Hospital (U of M students only). Students will learn to take an ophthalmic history, basic ophthalmic terminology, and examination techniques. A typical day begins at 7:00am with student-directed lectures/case reviews with ophthalmology faculty, and clinics generally run until 5:00-5:30pm. Students may also attend resident lectures between 5:30 and 7:30pm several nights per week. Students in periods 12-3 are required to prepare a final presentation on an approved topic to Dr. Kaplan and other students at the end of the rotation. Students will also study and present 1 or 2 cases during the rotation and complete the "Eyes Have It" modules. VSAS students pursuing a career in Ophthalmology are encouraged to apply for an elective in July, August, or September.

Students who are interested in learning more about Ophthalmology, but are NOT interested in pursuing the field as a career, are welcome to take the rotation during periods 4-10 (August 2018-February 2019). The primary goal of the non-career-oriented rotation is for the student to gain recognition of common eye conditions with an emphasis on differentiating which conditions can be treated by a primary care physician, and which should be referred for evaluation by an ophthalmologist. 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 (including OR observation), and the VA Hospital (U of M students only). Observational experience in the operating room is an opportunity provided to gain familiarity with common ophthalmic surgical procedures. A typical day begins at 7:00am with a lecture and clinics generally run until 5:00-5:30pm. For students enrolled in periods 4-10, the end-of-rotation presentation is optional, but required if the student intends to pursue an honors grade. Students are required to present 1 or 2 cases during the rotation and complete the "Eyes Have It" modules.

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 Knowledge**
Apply established and emerging principals in diagnostic and therapeutic decision making, clinical problem solving and other aspects of evidence-based health care.

**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.

**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.

**Leadership, Teamwork, & Interprofessionalism**
Demonstrate psychosocial and culturally sensitive skills to work on interprofessional teams.

**Systems-Based Practice**
Demonstrate the ability to recognize the basic organization of healthcare systems, including the various relationships between patients, providers, and institutions.

**Practice Based Learning & Improvement**
Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback.

**Critical Thinking & Discovery**
Apply problem assessment and problem solving skills.
Course Information for

ORTHSURG-701ORTI.U: Orthopaedic Surgery: Orthopaedic Subinternship

Required/Elective: SUBI
Instructor(s): orthopaedic faculty
Course Contact: Clifford L. Craig, M.D. 2918 E Taubman Center, 734-615-3599
Site Coordinator: Clifford L. Craig, MD

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%
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...
Methods to be used in student evaluation include Clinical assessment form, Participation in conferences, Attendance at specified events.

**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,
- 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.
Course Information for

OTO-701OTOP.U: Otorhinolaryngology: Head/Neck Surgery

Required/Elective: SUBI

Course Contact: Jeffrey S. Moyer, MD, FACS

Site Coordinator: Roberta Wilcox

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, Roberta Wilcox, 1 week prior to your rotation with a schedule and instructions. Questions and/or concerns should be directed to robewilc@med.umich.edu or 734-936-8001.

Time Distribution:

- Outpatient Clinical Care (%): 20%
- Inpatient Clinical Care (%): 60%
- Emergency Department Clinical Care (%): 0%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 10%
- Simulation (%): 0%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 10%
- Other (%): 0%

Course Description:
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 to the individual needs of the student.

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.

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 interprofessional teams

**Medical Student Competencies - Practice Based Learning & Improvement**
Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback
Course Information for

PATH-001CLNL.U: Pathology: E:Pathology, General

Required/Elective: CLIN

Instructor(s): Kristine Konopka, M.D. and Department of Pathology Faculty

Course Contact: Desire' Baessler, Pathology Education Office: M4232 Med Sci I, 1301 Catherine; dbaessle@umich.edu

Site Coordinator: Desire' Baessler, Pathology Education Office: M4232 Med Sci I, 1301 Catherine; dbaessle@umich.edu

On-Call Responsibility: No Call

Where to Report First Day of Clerkship: 9:00 a.m. in M5240E Med Sci I, 1301 Catherine; contact Desire' Baessler for more information at dbaessle@umich.edu.

Time Distribution:
- Outpatient Clinical Care (%): 45%
- Inpatient Clinical Care (%): 45%
- Emergency Department Clinical Care (%): 0%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 10%
- Simulation (%): 0%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 0%
- 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 (e.g. genitourinary, gynecologic, head and neck, general pathology services), transfusion medicine, hematopathology, dermatopathology, informatics, molecular pathology, cytopathology, and clinical chemistry.
**Course Information for**

**PATH-001GENL.U: Pathology: E: Sub-Specialty**

<table>
<thead>
<tr>
<th>Required/Elective</th>
<th>CLIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor(s)</td>
<td>Kristine Konopka, M.D. and Department of Pathology Faculty</td>
</tr>
<tr>
<td>Course Contact</td>
<td>Desire Baessler, Pathology Education Office: M4232 Med Sci I, 1301 Catherine; <a href="mailto:dbaessle@umich.edu">dbaessle@umich.edu</a></td>
</tr>
<tr>
<td>Site Coordinator</td>
<td>Desire Baessler, Pathology Education Office: M4232 Med Sci I, 1301 Catherine; <a href="mailto:dbaessle@umich.edu">dbaessle@umich.edu</a></td>
</tr>
<tr>
<td>Average Number of Patients Seen Each Week</td>
<td>Varies depending on sub-specialty area</td>
</tr>
<tr>
<td>On-Call Responsibility</td>
<td>No Call</td>
</tr>
<tr>
<td>Where to Report First Day of Clerkship</td>
<td>9:00 a.m. in M5240E Med Sci I, 1301 Catherine; contact Desire Baessler for more information at <a href="mailto:dbaessle@umich.edu">dbaessle@umich.edu</a>.</td>
</tr>
<tr>
<td>Time Distribution: Outpatient Clinical Care (%)</td>
<td>45%</td>
</tr>
<tr>
<td>Time Distribution: Inpatient Clinical Care (%)</td>
<td>45%</td>
</tr>
<tr>
<td>Time Distribution: Emergency Department Clinical Care (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Service Learning (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Conferences/Lectures/Seminars (%)</td>
<td>10%</td>
</tr>
<tr>
<td>Time Distribution: Simulation (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Basic Science Research (%)</td>
<td>0%</td>
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<tr>
<td>Time Distribution: Clinical Research (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Independent Study (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Other (%)</td>
<td>0%</td>
</tr>
<tr>
<td>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</td>
<td>40</td>
</tr>
</tbody>
</table>

**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 selected subspecialty pathology interest in either Dermatopathology or Neuropathology (student must specify). 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.
Course Information for

**PEDIAT- 1IMHO.U: Pediatrics: Immuno-Hematology**

<table>
<thead>
<tr>
<th>Required/Elective</th>
<th>CLIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor(s)</td>
<td>Immuno-Hematology Comprehensive Program Faculty</td>
</tr>
<tr>
<td>Course Contact</td>
<td>Kelly Walkovich, MD</td>
</tr>
<tr>
<td>Site Coordinator</td>
<td>Kelly Walkovich, MD</td>
</tr>
<tr>
<td>Average Number of Patients Seen Each Week</td>
<td>30</td>
</tr>
<tr>
<td>On-Call Responsibility</td>
<td>No Call</td>
</tr>
<tr>
<td>Where to Report First Day of Clerkship</td>
<td>Ped Heme/Onc Office, Med Professional Bldg 4th Floor - 9:00 AM.</td>
</tr>
<tr>
<td>Time Distribution: Outpatient Clinical Care (%)</td>
<td>60%</td>
</tr>
<tr>
<td>Time Distribution: Inpatient Clinical Care (%)</td>
<td>20%</td>
</tr>
<tr>
<td>Time Distribution: Emergency Department Clinical Care (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Service Learning (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Conferences/Lectures/Seminars (%)</td>
<td>10%</td>
</tr>
<tr>
<td>Time Distribution: Simulation (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Basic Science Research (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Clinical Research (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Independent Study (%)</td>
<td>10%</td>
</tr>
<tr>
<td>Time Distribution: Other (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week</td>
<td>4</td>
</tr>
<tr>
<td>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</td>
<td>40</td>
</tr>
<tr>
<td>Course Description</td>
<td>Additionally, students will be expected to participate in a project of their choosing (e.g. presentation, case report, abstract, etc). All visiting students need to have time off approved prior to the acceptance into the rotation.</td>
</tr>
<tr>
<td>Medical Student Competencies- Patient Care</td>
<td>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...</td>
</tr>
<tr>
<td>Methods to be used in student evaluation include</td>
<td>Participation in conferences, Final paper or project, Attendance at specified events</td>
</tr>
</tbody>
</table>
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

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

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
Course Information for

PEDIAT- 2ENDO.U: Pediatrics: Peds Endocrinology

<table>
<thead>
<tr>
<th>Required/Elective</th>
<th>CLIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor(s)</td>
<td>Pediatric Endocrine Faculty</td>
</tr>
<tr>
<td>Course Contact</td>
<td>David Olson <a href="mailto:dpolson@med.umich.edu">dpolson@med.umich.edu</a></td>
</tr>
<tr>
<td>Average Number of Patients Seen Each Week</td>
<td>varies</td>
</tr>
<tr>
<td>On-Call Responsibility</td>
<td>No Call</td>
</tr>
<tr>
<td>Where to Report First Day of Clerkship</td>
<td>Medical Sub specialty Clinics Mott 8th floor Endocrine Team Room</td>
</tr>
</tbody>
</table>

**Time Distribution:**

- **Outpatient Clinical Care (%):** 80%
- **Inpatient Clinical Care (%):** 15%
- **Emergency Department Clinical Care (%):** 0%
- **Service Learning (%):** 0%
- **Conferences/Lectures/Seminars (%):** 5%
- **Simulation (%):** 0%
- **Basic Science Research (%):** 0%
- **Clinical Research (%):** 0%
- **Independent Study (%):** 0%
- **Other (%):** 0%

**Course Description:**

We see a wide variety of endocrine conditions and we hope that this rotation will provide you with the tools to recognize and initiate the evaluation of suspected endocrine disorders. We have a large team of nurses, dietitians and social workers that support the care of our patients and all have extensive knowledge of various aspects of endocrine and diabetes care. All our faculty, fellows, nurses and staff will welcome you to our team. You will get the most out of this experience by adopting an all-inclusive approach to the elective. Although we are unable to schedule new patients specifically to be seen by a student, we invite you to take the lead on meeting previous scheduled new patients and learn by observing members of our team as they progress through the assessment of our patients. In some cases this approach might represent a rare opportunity to become familiar with complex endocrine disorders, so why miss it? The rotation is flexible enough to allow you to explore specific areas of interest or take a broader, all-encompassing view of outpatient pediatric endocrinology. You will learn the nuts and bolts of diabetes management by attending the diabetes classes and participating in the management of diabetes patients in clinic. In addition, you will see a wide range of endocrine conditions including growth disorders, thyroid abnormalities, metabolic disturbances and pubertal disorders, just to name a few.

All visiting students need to have time off approved prior to the acceptance into the rotation.

**Methods to be used in student:** Clinical assessment form, Participation in conferences, Assessment of write-
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, 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, 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
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
Course Information for

PEDIAT- 2HEMO.U: Pediatrics: Peds Hematology/Oncology

Required/Elective
CLIN

Instructor(s)
Pediatric Hematology/Oncology Faculty

Course Contact
Rama Jasty, M.D.; rjasty@med.umich.edu

Site Coordinator
Rama Jasty, M.D.

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 (%)
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%

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
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.

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.

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. 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 in the developing child (e.g. WBC, differential count, hemoglobin, hematocrit, MCV, etc.)

3. Interpersonal and Communication Skills
* Provide effective patient education including reassurance for a condition(s) common to hematology/oncology.
* 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.

4. Psychosocial/Ethical Issues
* Demonstrate awareness of the unique problems involved in care of patients with cancer, and serve as an advocate for these patients
* Listen carefully to concerns of families and provide appropriate information and support

All visiting students need to have time off approved prior to the acceptance into the rotation.

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, 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, & Interprofessionalism
Demonstrate psychosocial and culturally sensitive skills to work on interprofessional 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 creative/critical thinking to develop new information and solutions, Apply problem assessment and problem solving skills
# Course Information for

**PEDIAT-001CARI.U: Pediatrics: E:Pediatrics, Cardiology**

<table>
<thead>
<tr>
<th>Required/Elective</th>
<th>CLIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor(s)</td>
<td>Pediatric Cardiology Faculty</td>
</tr>
<tr>
<td>Course Contact</td>
<td>Sonal Owens, M.D, Associate Professor, 734-615-2369</td>
</tr>
<tr>
<td>Site Coordinator</td>
<td>Sonal Owens, M.D.</td>
</tr>
<tr>
<td>Average Number of Patients Seen Each Week</td>
<td>Approximately 30-50 per student per week</td>
</tr>
<tr>
<td>On-Call Responsibility</td>
<td>No Call</td>
</tr>
<tr>
<td>Where to Report First Day of Clerkship</td>
<td>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.</td>
</tr>
</tbody>
</table>

| 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% |
| 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

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.
Outcome Based Learning Objectives:

1. Describe the characteristics of an innocent/benign murmur and contrast them with the characteristics of a pathologic murmur
2. Distinguish an innocent murmur from a pathologic murmur on physical examination
3. Distinguish a systolic murmur from a diastolic murmur
4. Contrast a normal ECG with an abnormal ECG
5. Identify the signs and symptoms of congestive heart failure in an infant

All visiting students need to have time off approved prior to the acceptance into the rotation.

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, 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
- 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
Course Information for
PEDIAT-001DEVO.U: Pediatrics: Pediatrics, Developmental

Required/Elective: CLIN
Instructor(s): Prachi Shah, M.D., Julie Lumeng, M.D., Barbara Feit, M.D. Jenny Radesky, M.D.;
Course Contact: Prachi Shah, M.D.; prachis@umich.edu
Site Coordinator: Prachi Shah, MD
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%
- Inpatient Clinical Care (%): 0%
- Emergency Department Clinical Care (%): 0%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 5%
- Simulation (%): 0%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 25%
- 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 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.

Outcome Based Learning Objectives Include:
(1) To know and be able to recognize during a behavioral consultation signs and symptoms of autistic spectrum disorder.
(2) To know and understand how to practically apply practice guidelines for ADHD evaluation and treatment.
(3) To be able to use a developmental screening tool to screen development and identify developmental delay.

(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.

(5) To understand how to deliver the news of the diagnosis of a developmental/behavioral disorder.

All visiting students need to have time off approved prior to the acceptance into the rotation.
Course Information for

**PEDIAT-001GI-P.U: Pediatrics: E:Pediatrics, Gastroenterology**

**Required/Elective**

CLIN

**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**

Ms. Jessica Osinski

**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%
- Inpatient Clinical Care (%): 5%
- Emergency Department Clinical Care (%): 0%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 5%
- Simulation (%): 0%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 0%
- Other (%): 0%

**Activities:**

- Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week: 2
- 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**

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 conferences, pathology.
conference twice a month, pediatric inflammatory bowel disease quality improvement/population management meetings, and radiology conference once a month.

OBJECTIVES:
1) Identify normal growth patterns and understand how to interpret deviation from the curve
2) Understand how to estimate calorie and protein requirements in children of various ages.
3) Know the differential diagnosis of chronic diarrhea; understand when it is appropriate to perform further evaluation.
4) Describe the differential diagnosis of acute and chronic abdominal pain and know when to pursue further evaluation.
5) In constipated children, understand when it is appropriate to evaluate for underlying disease.

All visiting students need to have time off approved prior to the acceptance into the rotation.

Methods to be used in student evaluation include

Clinical assessment form, Participation in conferences, Assessment of write-ups/notes

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 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 - 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
# Course Information for

**PEDIAT-001HUML.U: Pediatrics: E:Pediatrics, Medical Genetics**

<table>
<thead>
<tr>
<th>Required/Elective</th>
<th>CLIN</th>
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</thead>
<tbody>
<tr>
<td>Instructor(s)</td>
<td>Pediatric Genetics Faculty</td>
</tr>
<tr>
<td>Course Contact</td>
<td>Dr. Shane C. Quinonez MD; <a href="mailto:squinon@med.umich.edu">squinon@med.umich.edu</a>; 734-615-1203</td>
</tr>
<tr>
<td>Site Coordinator</td>
<td>Rachel Fisher</td>
</tr>
<tr>
<td>Average Number of Patients Seen Each Week</td>
<td>10</td>
</tr>
<tr>
<td>On-Call Responsibility</td>
<td>No call</td>
</tr>
<tr>
<td>Where to Report First Day of Clerkship</td>
<td>D5240 Medical Professional Building (MPB), 9:00 a.m.</td>
</tr>
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**Time Distribution:**

<table>
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<tbody>
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<td>Inpatient Clinical Care (%)</td>
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<tr>
<td>Emergency Department Clinical Care (%)</td>
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</tr>
<tr>
<td>Service Learning (%)</td>
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</tr>
<tr>
<td>Conferences/Lectures/Seminars (%)</td>
<td>10%</td>
</tr>
<tr>
<td>Simulation (%)</td>
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<tr>
<td>Basic Science Research (%)</td>
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<tr>
<td>Clinical Research (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Independent Study (%)</td>
<td>15%</td>
</tr>
<tr>
<td>Other (%)</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Activities:**

- Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week: 4
- 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**

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.

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.

All visiting students need to have time off approved prior to the acceptance into the rotation.
Course Information for

PEDIAT-001NEPI.U: Pediatrics: E:Pediatrics, Nephrology

Required/Elective: CLIN
Instructor(s): Pediatric Nephrology Faculty
Course Contact: Dr. Rebecca Lombel-Fahim
Site Coordinator: Casy Strachan
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%
- Inpatient Clinical Care (%): 50%
- Emergency Department Clinical Care (%): 0%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 5%
- Simulation (%): 0%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 0%
- Other (%): 0%

Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week: 3 hours
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 hours

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 have the opportunity to do 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.

At the end of the rotation, the student is expected to present a short (10-15 minute) oral report.
minute) presentation at a Friday Pediatric Nephrology Division Conference. Typically, this is a review of a clinical/basic science paper or review of a general nephrology topic that relates to a patient/problem that the student saw during the elective.

Learning Objectives:

Inpatient:
1.) The student should become familiar with the acute indications for dialysis.
2.) The student should become familiar with the differential diagnosis and evaluation for acute kidney injury.
3.) The student will learn about the role of nephrology consulting service in the intensive care units and on the general care floors.

Outpatient:
1.) The student will be expected to know how to measure a blood pressure and know the difference between normal and abnormal blood pressure values in children.
2.) The student should become familiar with the differential diagnosis and evaluation of hypertension in the pediatric population.
3.) The student will become familiar with the initial evaluation for hematuria and proteinuria.

All visiting students need to have time off approved prior to the acceptance into the rotation.

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 - 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.

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
### Course Information for

**PEDIAT-001NEUP.U: Pediatrics: E:Pediatrics, Neurology**

<table>
<thead>
<tr>
<th>Required/Elective</th>
<th>CLIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor(s)</td>
<td>Pediatric Neurology Faculty</td>
</tr>
<tr>
<td>Course Contact</td>
<td>Renee Shellhaas; 12th floor Mott Hospital; 1540 E. Hospital Dr, Ann Arbor, MI, 48109-4729; 936-4179</td>
</tr>
<tr>
<td>Average Number of Patients Seen Each Week</td>
<td>20</td>
</tr>
<tr>
<td>On-Call Responsibility</td>
<td>None.</td>
</tr>
<tr>
<td>Where to Report First Day of Clerkship</td>
<td>Contact Dr. Shellhaas (<a href="mailto:shellhaa@umich.edu">shellhaa@umich.edu</a>) one week prior to the start of the elective, to arrange meeting place and time.</td>
</tr>
<tr>
<td>Time Distribution: Outpatient Clinical Care (%)</td>
<td>80%</td>
</tr>
<tr>
<td>Time Distribution: Inpatient Clinical Care (%)</td>
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<td>Time Distribution: Emergency Department Clinical Care (%)</td>
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</tr>
<tr>
<td>Time Distribution: Service Learning (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Conferences/Lectures/Seminars (%)</td>
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<tr>
<td>Time Distribution: Simulation (%)</td>
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<tr>
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<td>Time Distribution: Clinical Research (%)</td>
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<tr>
<td>Time Distribution: Independent Study (%)</td>
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<tr>
<td>Time Distribution: Other (%)</td>
<td>0%</td>
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<tr>
<td>Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week</td>
<td>40</td>
</tr>
<tr>
<td>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</td>
<td>40</td>
</tr>
</tbody>
</table>

**Course Description**

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 & 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.
Goals & Objectives for the M4 Elective in Pediatric Neurology

During this elective, the student is expected to:

1) Become proficient in taking an appropriate history for children with neurologic disorders, such as seizures and suspected seizures, headache, developmental delay, tics, brain tumors, and neuromuscular diseases.

2) Improve their skills in neurological examinations for infants and children.

3) Enhance their depth and breadth of knowledge related to pediatric neurology, as demonstrated by formulation of assessments and plans for patients seen in clinic.

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.

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.

All visiting students need to have time off approved prior to the acceptance into the rotation.

Methods to be used in student evaluation include

Clinical assessment form, Participation in conferences, Assessment of write-ups/notes, Attendance at specified events
Course Information for

PEDIAT-001PULO.U: Pediatrics: E:Pediatrics, Pulmonary

Required/Elective: CLIN

Instructor(s): Pediatric Pulmonary Attendings

Course Contact: On Call Pediatric Pulmonologists and fellows

Site Coordinator: Cheryl Evans

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%
- Inpatient Clinical Care (%): 35%
- Emergency Department Clinical Care (%): 0%
- Service Learning (%): 10%
- Conferences/Lectures/Seminars (%): 10%
- Simulation (%): 0%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 10%
- Other (%): 0%

Activities:
- Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week: 10
- 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.
Course Information for


Required/Elective: CLIN
Instructor(s): Pediatric Infectious Diseases Faculty and Fellows
Course Contact: Michael E. Watson, M.D., Ph.D., MSRB I Room 7510C, 1150 W. Medical Center Drive, 48109, SPC 5684, 734-647-7864

Average Number of Patients Seen Each Week: 10-15 new inpatient consults plus follow-up patients; 20-25 outpatient visits in clinics each week
On-Call Responsibility: None
Where to Report First Day of Clerkship: Medical Professional Bldg (MPB) Room D5101; 7:45 am.

Time Distribution:
- Outpatient Clinical Care (%): 20%
- Inpatient Clinical Care (%): 50%
- Emergency Department Clinical Care (%): 0%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 10%
- Simulation (%): 0%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 20%
- Other (%): 0%

Course Description:

A. OBJECTIVES
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:
1. Demonstrate acquisition of information and experience necessary to diagnosis and manage pediatric patients with a wide variety of acute and chronic infectious diseases including disorders of host defenses.
2. Develop an understanding of the principles of disease control, prevention of nosocomial infections, and immunization programs.
3. Demonstrate the ability to utilize the literature and understand the application of clinical research with respect to the care of infectious disease patients.
4. Demonstrate knowledge of the functions and appropriate utilization of diagnostic microbiology, immunology, virology, mycology, and parasitology laboratories.
5. Demonstrate acquisition of appropriate teaching skills that can be used in the area of pediatric infectious diseases.

B. CURRICULAR OVERVIEW
Clinical Training To adequately complete the clinical component of this rotation, residents and students will devote the month "on-service" caring for inpatients on the Pediatric Infectious Diseases Service and inpatients seen on the Pediatric Infectious Diseases Consultation Service. In addition, they will spend one to two half-day per week seeing patients in the Pediatric Infectious Diseases Outpatient Clinic.
1. Inpatient experiences: Each Pediatric Infectious Diseases students spends...
one month on the Inpatient Pediatric Infectious Diseases Service and 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 with the Consulting Pediatric Service Teams one to three hours either in the morning or the afternoon depending on the day of the week, the individual attending and the volume of the service. Participation is expected in the Microbiology Laboratory where interesting laboratory results and laboratory-based questions are discussed with laboratory personnel and the clinical team from Internal Medicine Infectious Diseases; Micro Lab rounds are currently Tuesday mornings at 9:30 am and Friday mornings from 10:00 am.

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.

3. Diagnostic Laboratory: Training in the methods used in the Microbiology Diagnostic Laboratory, the Immunology Laboratory, the Parasitology Laboratory, and the Virology Laboratory occurs in the teaching sessions in the Microbiology Laboratory Tuesday at 9:30 am and Friday at 10:00 am.

4. Conferences: Residents and students on the Pediatric Infectious Diseases service regularly attend the following conferences:
   a. Pediatric Grand Rounds - weekly
   b. Morning Reports - three times weekly (optional)
   c. Infectious Diseases Grand Rounds in conjunction with Internal Medicine Infectious Diseases - weekly
   d. Pediatric Infectious Diseases Clinical Conference - weekly

5. 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 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. 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.

C. PATIENT POPULATIONS
Available for training experiences in the Pediatric Infectious Diseases at Mott Children’s Hospital and Holden Neonatal Unit
1. Primary immunodeficiency diseases.
2. Prematurely born and low birthweight babies.
3. HIV infected infants, children, and adolescents.
4. Patients immunosuppressed secondary to chemotherapy, malignancy, and transplantation (bone marrow, liver, heart, lung).
6. Cystic fibrosis patients, foreign-born patients, malnourished patients, children living in poverty, children lacking medical care secondary to cultural or religious beliefs.
7. Otherwise, well children with fever of unknown origin, immunization preventable diseases, rash illnesses, tropical diseases, and routine pediatric infections.

D. COMPETENCIES
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:
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:
   a. Communicate effectively and demonstrate caring and respectful behaviors
when interacting with patients and their families.
b. Gather essential and accurate information about their patients.
c. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up to date scientific evidence, and clinical judgement.
d. Develop and carry out patient management plans.
e. Counsel and educate patients and their families.
f. Use information technology to support patient care decisions and patient education.
g. Provide health care services aimed at preventing health problems or maintaining health.

Educational Goals
To give an overview of academic pediatric infectious diseases at a major pediatric referral hospital and medical center.

All visiting students need to have time off approved prior to the acceptance into the rotation.

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
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

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

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

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

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

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

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
Course Information for
PEDIAT-201ARTO.U: Pediatrics: Pediatric, Rheumatology

Required/Elective: CLIN

Instructor(s): Dustin Fleck, MD; Hilary Haftel, MD, MHPE; Smriti Mohan, MD; Meredith Riebschleger, MD, MS

Course Contact: Hilary Haftel, MD, MHPE, MPB 2nd floor (Medical Professional Building)

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. Haftel (hils@med.umich.edu) during 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%
- Inpatient Clinical Care (%): 0%
- Emergency Department Clinical Care (%): 0%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 10%
- Simulation (%): 0%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 20%
- Other (%): 0%

Activities:
- Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week: 5
- 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: 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 5 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 & 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).

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).

All visiting students need to have time off approved prior to the acceptance into the rotation.
### Course Information for

**PMR-002CLNI.U: Physical Medicine & Rehab: E:Physical Medicine, Clinical**

<table>
<thead>
<tr>
<th>Required/Elective</th>
<th>CLIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor(s)</td>
<td>PM&amp;R Faculty</td>
</tr>
<tr>
<td>Course Contact</td>
<td>Sandra Hearn, MD, The Burlington Office Center; 325 E. Eisenhower, Ann Arbor, 48108</td>
</tr>
<tr>
<td>Site Coordinator</td>
<td>Tammie Wiley-Rice (734) 647-2852</td>
</tr>
<tr>
<td>Average Number of Patients Seen Each Week</td>
<td>15</td>
</tr>
<tr>
<td>On-Call Responsibility</td>
<td>None</td>
</tr>
</tbody>
</table>

**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% |
| 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**

This rotation is ideal for any student pursuing a career in Physical Medicine & Rehabilitation (PM&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.

**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

**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, 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, 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

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### Course Information for

**PSYCHIAT- 1CONI.U: Psychiatry: Consultation/Liaison**

<table>
<thead>
<tr>
<th>Required/Elective</th>
<th>CLIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor(s)</td>
<td>Amy Rosinski, MD; Lisa Seyfried, MD; Charles Surber MD</td>
</tr>
<tr>
<td>Course Contact</td>
<td>Amy Rosinski, MD</td>
</tr>
<tr>
<td>Site Coordinator</td>
<td>Sara Adkins</td>
</tr>
<tr>
<td>Average Number of Patients Seen Each Week</td>
<td>10-20 between new and follow-up cases</td>
</tr>
<tr>
<td>On-Call Responsibility</td>
<td>No Call</td>
</tr>
<tr>
<td>Where to Report First Day of Clerkship</td>
<td>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</td>
</tr>
</tbody>
</table>

| 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% |
| 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.

**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**

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 diagnosis and
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

**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
Course Information for

PSYCHIAT- 1GENI.U: Psychiatry: Inpatient Psychiatry

Required/Elective: CLIN

Instructor(s): Michael Jibson, M.D., Ph.D.

Average Number of Patients Seen Each Week: 3-4

On-Call Responsibility: None

Where to Report First Day of Clerkship: Resident work room on 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%
- Inpatient Clinical Care (%): 100%
- Emergency Department Clinical Care (%): 0%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 0%
- Simulation (%): 0%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 0%
- 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 elective consists of active involvement on an inpatient psychiatry unit as a functioning member of the treatment team. Students will conduct initial and follow-up evaluations of psychiatric inpatients, lead treatment team discussions of diagnosis and treatment, and serve as the primary therapist (under attending and house officer supervision) of 2-3 patients at a time. 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.
### Course Information for

**PSYCHIAT- 2PCLI.U: Psychiatry: Pediatric Consultation-Liaison Psychiatry**

<table>
<thead>
<tr>
<th>Required/Elective</th>
<th>CLIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor(s)</td>
<td>Nasuh Malas MD, MPH (734-764-7397)</td>
</tr>
<tr>
<td>Course Contact</td>
<td>Nasuh Malas MD, MPH (734-764-7397)</td>
</tr>
<tr>
<td>Site Coordinator</td>
<td>Patti Trapp (734-763-5444)</td>
</tr>
<tr>
<td>Average Number of Patients Seen Each Week</td>
<td>Students will primarily manage the care of 2-3 patients and not exceed 5 patients at any one time</td>
</tr>
<tr>
<td>On-Call Responsibility</td>
<td>None</td>
</tr>
<tr>
<td>Where to Report First Day of Clerkship</td>
<td>Please report to Dr. Malas's office at 8:30 am on the first day of the rotation. Page the Child Psychiatry Fellow at pager 31045 or Dr. Malas at pager 19545 if there are any questions or you need directions.</td>
</tr>
</tbody>
</table>

| Time Distribution: Outpatient Clinical Care (%) | 0% |
| Time Distribution: Inpatient Clinical Care (%) | 75% |
| Time Distribution: Emergency Department Clinical Care (%) | 0% |
| Time Distribution: Service Learning (%) | 10% |
| 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 (%) | 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 | 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 Pediatric Consultation-Liaison Psychiatry Rotation at the C.S. Mott Children's Hospital of the University of Michigan has been designed to provide the senior medical student with a comprehensive clinical and academic experience at the interface of pediatric medicine and child and adolescent psychiatry.

This four-week rotation will focus primarily on the psychiatric consultation-liaison service at the C.S. Mott Children's Hospital. This service provides inpatient consultation to a wide variety of general and specialty pediatric services within the larger pediatric hospital. The medical student will see
patients with the consult faculty member and child psychiatry fellow and present them to one of a team of child psychiatrists who work in this setting. The medical student will also be responsible to write notes on the patients they are following as well as engage in other clinical activities including brief psychotherapeutic interventions, attendance at care coordination meetings and providing psycho education. Over the course of the rotation, the medical student will gain increased autonomy, such that by the end of the rotation they should be functioning at the level of an early psychiatry intern. In addition to this primary focus, medical students will also participate in clinical and educational activities specific to consultation psychiatry and have the opportunity to engage in unique educational opportunities in pediatrics, if so interested. Lastly, the student will be expected to develop either a small quality improvement project or brief review of the literature during their rotation with regular weekly supervision with Dr. Malas on Friday afternoons for guidance and support.

We hope this broad exposure will provide a strong foundation in Pediatric Consultation- Liaison Psychiatry, and enrich the student's overall training in pursuit of a future career in Psychiatry, or Pediatric Medicine.

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-

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

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

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

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

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

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

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
Course Information for

PSYCHIAT-001DEVI.U: Psychiatry: Child/Adolescent Psych

Required/Elective: CLIN

Course Contact: Bernard Biermann, M.D., Ph.D.

Average Number of Patients Seen Each Week: 4-5

On-Call Responsibility: None

Where to Report First Day of Clerkship:
- Inpatient portion: Contact administrative assistant at 734-763-5444 four weeks prior to elective. Child Inpatient Unit, Mott Hospital 8E. Please arrive at 7:45 AM on the first day.
- Outpatient portion: Contact administrative assistant at Rachel Upjohn Building at 734-764-0234 for outpatient care four weeks prior to elective.

Time Distribution:
- Outpatient Clinical Care (%): 5%
- Inpatient Clinical Care (%): 85%
- Emergency Department Clinical Care (%): 0%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 10%
- Simulation (%): 0%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 0%
- Other (%): 0%

Course Description:
Students will be involved in admissions to the Child and Adolescent Inpatient Psychiatry Service, attending to patient care, management and treatment planning. Students will participate in the multidisciplinary team responsible for diagnosing and treating children and adolescents with a variety of psychiatric disorders, as well as co-morbid medical diagnoses. Students will participate in admission interviews involving patients and families and participate in daily rounding. Students may also have some exposure to the child and adolescent consultation service, looking at psychiatric/psychological issues of children with illness working with children and their families and with the pediatric teams. By individual arrangement this rotation can provide the opportunity for doing supervised outpatient evaluations. Elective should be considered by students thinking of pediatrics and family practice as well as psychiatry.

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.

Medical Student Competencies - Understand and apply knowledge of biomedical and socio-behavioral...
Medical Knowledge 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, 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, 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

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
Course Information for

PSYCHIAT-001EMRO.U: Psychiatry: E:Psychiatry, Emergency

Required/Elective: CLIN

Instructor(s): Victor Hong, MD, vhong@med.umich.edu, 734-615-1441

Course Contact: Victor Hong, MD vhong@med.umich.edu

Site Coordinator: Kathy Tuttle, 615-1441

Average Number of Patients Seen Each Week: 15 - 20

On-Call Responsibility: Every 7 days (optional)

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%

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.

Methods to be used in student evaluation include: Assessment of write-ups/notes
<table>
<thead>
<tr>
<th>Medical Student Competencies</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Knowledge</td>
<td>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.</td>
</tr>
<tr>
<td>Communication</td>
<td>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.</td>
</tr>
<tr>
<td>Professionalism</td>
<td>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.</td>
</tr>
<tr>
<td>Leadership, Teamwork, &amp; Interprofessionalism</td>
<td>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.</td>
</tr>
<tr>
<td>Practice Based Learning &amp; Improvement</td>
<td>Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback.</td>
</tr>
</tbody>
</table>
Course Information for

**PSYCHIAT-001GERP.X: Psychiatry: E:Psychiatry, Geriatrics**

**Required/Elective:** CLIN

**Course Contact**
Nicole Hodder  
Att: Dr. Heba Gad  
4250 Plymouth Road  
Ann Arbor, MI 48109  
Phone: (734) 615-8666

**Average Number of Patients Seen Each Week:** 30

**On-Call Responsibility:** None

**Where to Report First Day of Clerkship**
Contact Dr. Heba Gad, (734) 615-8666, hebag@med.umich.edu, four weeks prior to rotation to set up meeting time.

**Time Distribution:**
- **Outpatient Clinical Care (%):** 50%
- **Inpatient Clinical Care (%):** 10%
- **Emergency Department Clinical Care (%):** 0%
- **Service Learning (%):** 0%
- **Conferences/Lectures/Seminars (%):** 10%
- **Simulation (%):** 0%
- **Basic Science Research (%):** 0%
- **Clinical Research (%):** 0%
- **Independent Study (%):** 10%
- **Other (%):** 20%

**Activities:**
- Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week: 4
- 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 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 neuropsychometric testing sessions.

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 will round out the experience. Clinical opportunities can be tailored to the individual student’s interests, including palliative care, ECT and more.

By the conclusion of the elective in Geriatric Psychiatry, the fourth year medical student will:
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.
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.
3) Perform bedside cognitive and neurologic screening.
4) Propose treatment options (pharmacologic, non-pharmacologic and somatic ECT) for an older adult suffering from depression.
5) Maintain a high index of suspicion that acute changes in cognition, attention and behavior in the elderly may have an underlying reversible cause.
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.
7) Develop an initial management plan, including both non-pharmacologic and pharmacologic treatments, for the agitated elderly patient with delirium.
8) Demonstrate awareness of key concepts related to aging that impact the physician’s relationship with the older patient, including:
a) resilience with aging, and how adaptation to change is correlated with successful aging.
b) cohort effects related to the events/values/experiences of the time period during which the older patient matured.
c) co-morbidity with aging, and how multiple medical co-morbidities impact the evaluation of the older patient.

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-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

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
Course Information for

PSYCHIAT-001SUBO.U: Psychiatry: Addiction Trmt Svcs

Required/Elective: CLIN
Course Contact: Dr. Ed Jouney
Average Number of Patients Seen Each Week: 4-6
On-Call Responsibility: None
Where to Report First Day of Clerkship: University of Michigan Addiction Treatment Services. Please contact Dr. Ed Jouney by e-mailing ejourney@med.umich.edu or by paging 14535 four weeks prior to start of elective.

Time Distribution:
- Outpatient Clinical Care (%): 75%
- Inpatient Clinical Care (%): 0%
- Emergency Department Clinical Care (%): 0%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 25%
- Simulation (%): 0%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 0%
- Other (%): 0%

Course Description: Learn the essentials of identification, assessment, and treatment of patients with substance-related disorders. Emphasis on screening and brief intervention techniques. Learn principles of detoxification for alcohol, opioids, and cocaine; interpretation of drug testing results; proper prescribing practices for patients with substance use disorders. Students follow patients and accompany the attending during psychiatric evaluations of patients with substance use disorders.
Course Information for

RADIOL- 1INVP.U: Radiology: Interventional Radiology

Required/Elective: CLIN

Instructor(s): Dr. Kyle Cooper

Course Contact: Dr. Leslie Quint

Site Coordinator: Kim Desbrough, 734-615-9016 or Email: desbroug@med.umich.edu

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%
- Inpatient Clinical Care (%): 25%
- Emergency Department Clinical Care (%): 10%
- Service Learning (%): 5%
- Conferences/Lectures/Seminars (%): 10%
- Simulation (%): 5%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 5%
- Other (%): 0%

Activities:
- Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week: 15
- 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: 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.

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.

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.

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 &
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,
Contribute to the creation, dissemination, application, and translation of
health care knowledge or practice, Apply problem assessment and problem
solving skills
# Course Information for

**RADIOL-001ABDP.U: Radiology: E:Radiology, Abdominal**

<table>
<thead>
<tr>
<th>Required/Elective</th>
<th>CLIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor(s)</td>
<td>Dr. Ashish Wasnik and Dr. Mishal Mendiratta-Lala</td>
</tr>
<tr>
<td>Course Contact</td>
<td>Dr. Leslie Quint</td>
</tr>
<tr>
<td>Site Coordinator</td>
<td>Kim Desbrough, (734) 615-9016 or <a href="mailto:desbroug@med.umich.edu">desbroug@med.umich.edu</a></td>
</tr>
<tr>
<td>Average Number of Patients Seen Each Week</td>
<td>-</td>
</tr>
<tr>
<td>On-Call Responsibility</td>
<td>No Call</td>
</tr>
<tr>
<td>Where to Report First Day of Clerkship</td>
<td>Radiology Library, BI D411 University Hospital at 8:30 AM, report for orientation.</td>
</tr>
</tbody>
</table>

### Time Distribution:

- **Outpatient Clinical Care (%)**: 30%
- **Inpatient Clinical Care (%)**: 25%
- **Emergency Department Clinical Care (%)**: 15%
- **Service Learning (%)**: 5%
- **Conferences/Lectures/Seminars (%)**: 15%
- **Simulation (%)**: 0%
- **Basic Science Research (%)**: 0%
- **Clinical Research (%)**: 5%
- **Independent Study (%)**: 5%
- **Other (%)**: 0%

### Activities:

- **Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds)**: 5
- **Overall number of elective hours per week (Note: M4 electives should carry approximately 40 hours of work per week)**: 35

### Course Description

The student will be exposed to different imaging modalities (conventional radiographs, gastrointestinal and genitourinary radiology and computed tomography, MRI, 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.

1. Learn the use of various imaging methods in diagnosis of abdominal
2. Understand the anatomical basis of radiological imaging findings.

3. Learn physical aspects of generation of radiological images.

4. Rotation consists of ONE (1) week in GI/GU fluoroscopy, ONE (1) weeks in CT, ONE (1) week in MR/cross-sectional interventional, and ONE (1) week ultrasound.

7:30am lecture sessions may be scheduled and required.

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 - Professionalism
Participate as an important part of the healthcare team and share responsibility for patient care

Medical Student Competencies - Systems-Based Practice
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.
Course Information for

**RADIOL-001BONP.U: Radiology: E:Radiology, Bone**

Required/Elective: CLIN

Instructor(s): Dr. Qian Dong

Course Contact: Dr. Leslie Quint

Site Coordinator: Kim Desbrough Email: desbroug@med.umich.edu or (734) 615-9016

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%

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.

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
## Course Information for

**RADIOL-001CLNP.U: Radiology: General Radiology**

<table>
<thead>
<tr>
<th>Required/Elective</th>
<th>CLIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor(s)</td>
<td>Dr. Leslie Quint, Clerkship Director</td>
</tr>
<tr>
<td>Course Contact</td>
<td>Dr. Leslie Quint</td>
</tr>
<tr>
<td>Site Coordinator</td>
<td>Kim Desbrough, (734) 615-9016 or Email: <a href="mailto:desbroug@med.umich.edu">desbroug@med.umich.edu</a></td>
</tr>
<tr>
<td>Average Number of Patients Seen Each Week</td>
<td>-</td>
</tr>
<tr>
<td>On-Call Responsibility</td>
<td>None</td>
</tr>
<tr>
<td>Where to Report First Day of Clerkship</td>
<td>Radiology Library, Bl D411 University Hospital at 8:30 AM, report for orientation.</td>
</tr>
<tr>
<td>Time Distribution: Outpatient Clinical Care (%)</td>
<td>35%</td>
</tr>
<tr>
<td>Time Distribution: Inpatient Clinical Care (%)</td>
<td>20%</td>
</tr>
<tr>
<td>Time Distribution: Emergency Department Clinical Care (%)</td>
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</tr>
<tr>
<td>Time Distribution: Service Learning (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Time Distribution: Conferences/Lectures/Seminars (%)</td>
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<td>Time Distribution: Simulation (%)</td>
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<tr>
<td>Time Distribution: Basic Science Research (%)</td>
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</tr>
<tr>
<td>Time Distribution: Other (%)</td>
<td>0%</td>
</tr>
<tr>
<td>Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week</td>
<td>10</td>
</tr>
<tr>
<td>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</td>
<td>40</td>
</tr>
</tbody>
</table>

### Course Description

This is a structured elective emphasizing the use of diagnostic imaging in patient management. Daily student seminars emphasize pathophysiology and differential diagnosis and stress problem solving to determine the appropriate work-up of common clinical entities. Observation of common radiologic procedures is included. Students are usually able to select their weekly rotation, and spend one week in each of four different areas of the radiology department. Evaluation includes a ten (10) minute oral presentation in PowerPoint format and evaluations of performance on each weekly clinical rotation.

**If enrollment is 5 students or less student conferences/seminars may not be scheduled**
This "survey course" elective is especially popular with students seeking a
general radiology experience to determine if radiology might be a suitable
career choice or to gain some radiology experience which will prove useful
during and after a clinical residency.

The General Radiology elective is appropriate early in M4 year to explore a
possible interest in Radiology or at any time in M4 to obtain an overview of
Radiology.
HOWEVER, it is not recommended for the M4 who already plans to match in
Radiology and would be requesting a letter of recommendation from
Radiology faculty.
A more thorough and meaningful letter can be obtained following a month
long Radiology subspecialty or Radiology research elective.

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<td>Medical Knowledge</td>
<td>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</td>
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<td>Communication</td>
<td>Communicate effectively with colleagues, other health professionals and health-related agencies, including the transitions of care</td>
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<tr>
<td>Professionalism</td>
<td>Demonstrate responsibility and accountability to patients, society, and the profession</td>
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<tr>
<td>Practice Based Learning &amp; Improvement</td>
<td>Engage in self-directed learning, reflective practice, guided self-assessment, and demonstrate receptivity to feedback, Demonstrate the ability to utilize current and emerging technology</td>
</tr>
<tr>
<td>Critical Thinking &amp; Discovery</td>
<td>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</td>
</tr>
</tbody>
</table>
Course Information for

RADIOL-001NEUP.U: Radiology: Neuroradiology

Required/Elective: CLIN

Instructor(s): Dr. Gaurang Shah

Course Contact: Dr. Leslie Quint

Site Coordinator: Kim Desbrough Email: desbroug@med.umich.edu or (734) 615-9016

Average Number of Patients Seen Each Week: -

On-Call Responsibility: No Call

Where to Report First Day of Clerkship: Radiology Library, BL 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%

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.

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 - 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.

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.

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**Course Information for**

**RADIOL-001NUCP.U: Radiology: E:Medicine, Nuclear Medicine**

<table>
<thead>
<tr>
<th>Required/Elective</th>
<th>CLIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor(s)</td>
<td>Dr. Anca Avram</td>
</tr>
<tr>
<td>Course Contact</td>
<td>Dr. Leslie Quint</td>
</tr>
<tr>
<td>Site Coordinator</td>
<td>Kim Desbrough (734-615-9016) or Email: <a href="mailto:desbroug@med.umich.edu">desbroug@med.umich.edu</a></td>
</tr>
<tr>
<td>Average Number of Patients Seen Each Week</td>
<td>-</td>
</tr>
<tr>
<td>On-Call Responsibility</td>
<td>No Call</td>
</tr>
<tr>
<td>Where to Report First Day of Clerkship</td>
<td>Radiology Library, B1 D411 University Hospital at 8:30 AM, report for orientation.</td>
</tr>
<tr>
<td>Time Distribution: Outpatient Clinical Care (%)</td>
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<tr>
<td>Time Distribution: Inpatient Clinical Care (%)</td>
<td>20%</td>
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<tr>
<td>Time Distribution: Emergency Department Clinical Care (%)</td>
<td>10%</td>
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<td>Time Distribution: Service Learning (%)</td>
<td>10%</td>
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<tr>
<td>Time Distribution: Conferences/Lectures/Seminars (%)</td>
<td>10%</td>
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<tr>
<td>Time Distribution: Simulation (%)</td>
<td>0%</td>
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<td>Time Distribution: Basic Science Research (%)</td>
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<td>Time Distribution: Clinical Research (%)</td>
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<td>Time Distribution: Independent Study (%)</td>
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<td>Time Distribution: Other (%)</td>
<td>0%</td>
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<tr>
<td>Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week</td>
<td>5</td>
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<tr>
<td>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</td>
<td>40</td>
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**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**

**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 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

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Course Information for

RADIOL-001PEDP.U: Radiology: E:Radiology, Pediatric

Required/Elective: CLIN
Instructor(s): Dr. Maria Ladino-Torres
Course Contact: Dr. Leslie Quint
Site Coordinator: Kim Desbrough (734) 615-9016 or Email desbroug@med.umich.edu

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%
- Inpatient Clinical Care (%): 35%
- Emergency Department Clinical Care (%): 10%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 10%
- Simulation (%): 0%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 5%
- Other (%): 0%

Activities:
- Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week: 5
- 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.

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 - 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 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
Course Information for

RADIOL-001THSP.U: Radiology: E:Radiology, Thoracic

Required/Elective
CLIN

Instructor(s)
Dr. Prachi Agarwal

Course Contact
Dr. Leslie Quint

Site Coordinator
Kim Desbrough (734) 615-9016 or Email: desbroug@med.umich.edu

Average Number of Patients Seen Each Week
-

On-Call Responsibility
No Call

Where to Report First Day of Clerkship
Radiology Library, Bl D411 University Hospital at 8:30 AM, report for orientation.

Time Distribution:

- Outpatient Clinical Care (%)
35%

- Inpatient Clinical Care (%)
30%

- Emergency Department Clinical Care (%)
5%

- Service Learning (%)
0%

- Conferences/Lectures/Seminars (%)
10%

- Simulation (%)
0%

- Basic Science Research (%)
0%

- Clinical Research (%)
5%

- Independent Study (%)
5%

- Other (%)
10%

Time Distribution:

Preparing Case Presentation

Activities: Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week

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

Course Description
This rotation will concentrate on interpretation of chest radiography, and will include CT of the thorax. Directed reading will be required. The student will attend interdepartmental conferences. Appropriate utilization of imaging examinations will be stressed. At the end of your rotation you can choose to do one of the following:

1. One case in a powerpoint format that will be presented and a copy also submitted to Kimberly for filing.
2. One case submitted to Society of Thoracic Radiology (thoracicrad.org) as
case of the month by the end of rotation. This can be a thoracic or a cardiac case. Such cases when accepted qualify as a peer reviewed publication in web format. If interested in this option, please contact Dr Agarwal or Dr Quint in the first week of posting. You will also be required to present it at the end of the rotation. Here is a link for such examples.
http://thoracicrad.org/?portfolio=case-of-the-month

3. One case submitted as Case of the day feature of Department of Radiology (UM). These cases are sent out on a daily basis by email to all UM radiology faculty and trainees and can be prepared with the help of Radiology residents and fellows. You will also be required to present it at the end of the rotation.

7:30am lecture sessions may be scheduled and required.
Goals and objectives of the rotation will be in correlation with the curriculum as defined by the Society of Thoracic Radiology.

These can be found at:
Course Information for

RADONCO-001ONCO.U: Radiation Oncology: E:Radiation Therapy, Oncology

Required/Elective: CLIN
Instructor(s): Michelle Kim, MD
Course Contact: Michaela Saputo, 734 647- 4754
Site Coordinator: Michaela Saputo

Average Number of Patients Seen Each Week: 15
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%
- Inpatient Clinical Care (%): 5%
- Emergency Department Clinical Care (%): 0%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 10%
- Simulation (%): 5%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 10%
- 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 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.

Methods to be used in student evaluation: Clinical assessment form, Participation in conferences, Final paper or
evaluation include: project, Assessment of write-ups/notes, 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. 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 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.
Course Information for

SURGERY- 1CONI.U: Surgery: Peds Cardiac Surgery

Required/Elective: CLIN

Instructor(s): Drs. Bove, Ohye, Romano, Si, and Sassalos

Course Contact: Dr. Jennifer Romano; MD. Mott Children's Hospital 11-733; jhirsch@med.umich.edu; 936.4978

Site Coordinator: Dr. Jennifer Romano; MD. Mott Children's Hospital 11-733; jhirsch@med.umich.edu; 936.4978

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(jhirsch@umich.edu) day before to confirm location and time.

Time Distribution:
- Outpatient Clinical Care (%): 0%
- Inpatient Clinical Care (%): 95%
- Emergency Department Clinical Care (%): 0%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 5%
- Simulation (%): 0%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 0%
- Other (%): 0%

Activities:
- Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week: 3
- 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
Methods to be used in student evaluation include
Clinical assessment form, Attendance at specified events

**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
Course Information for

SURGERY- 2CRDP.U: Surgery: Adult Cardiac Surg

Required/Elective | CLIN
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
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%
- Inpatient Clinical Care (%) | 50%
- Emergency Department Clinical Care (%) | 10%
- Service Learning (%) | 0%
- Conferences/Lectures/Seminars (%) | 10%
- Simulation (%) | 5%
- Basic Science Research (%) | 0%
- Clinical Research (%) | 0%
- Independent Study (%) | 10%
- Other (%) | 0%

Activities:

- Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week | 3
- 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

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.

Learning Objectives
Description of Experience (please include 3-5 Outcome based Learning Objectives):
1. Understand the preoperative work up of adult cardiac and thoracic surgery patients
2. Gain exposure to operative cardiac surgery, including cardiopulmonary bypass, coronary disease, valvular disease, and heart failure.
3. Understand post-operative pathways for cardiac and thoracic surgery care
4. Gain exposure to operative thoracic surgery, including minimally invasive and open approaches.
Course Information for

SURGERY- 2CTHP.V: Surgery: Cardiac/Thoracic

Required/Elective: CLIN

Instructor(s): Drs. Jonathan Haft; Rishindra Reddy; Richard Prager

Course Contact: Dr. Jonathan Haft; 5158 CVC; haft@med.umich.edu; 734-936-7671

Site Coordinator: Dawn Shuffin, Administrative Assistant; 514 CVC; dshuffli@med.umich.edu; 734-647-2894

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: VA 5th Floor SICU TIME: 6am

Time Distribution:
- Outpatient Clinical Care (%): 15%
- Inpatient Clinical Care (%): 50%
- Emergency Department Clinical Care (%): 10%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 10%
- Simulation (%): 5%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 10%
- 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: 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.

Learning Objectives:
1. Understand the preoperative work up of adult cardiac and thoracic surgery patients
2. Gain exposure to operative cardiac surgery, including cardiopulmonary bypass, coronary disease, valvular disease, and heart failure.
3. Understand post-operative pathways for cardiac and thoracic surgery care
4. Gain exposure to operative thoracic surgery, including minimally invasive and open approaches.
Course Information for

SURGERY-701GI-I.U: Surgery: GI Surgery

Required/Elective: SUBI
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
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%
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: Sub-internship students will be responsible for evaluating elective and urgent admissions on a rotating schedule that corresponds to that of the house officers. Students will be active participants on the service with supervised primary responsibility for inpatient clinical care, evaluation of patients in an outpatient setting, and participation in the operating room, all of which 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.

KEY WORDS: hepatopancreatobiliary surgery, pancreas, liver, biliary, gastrointestinal surgery, gastrointestinal disease, laparoscopy, minimally invasive surgery
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, 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, 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

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Course Information for

SURGERY-701GSEI.U: Surgery: Surgery, SGB

Required/Elective
SUBI

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

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%

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.
Course Information for

SURGERY-701ONCI.U: Surgery: Colorectal Surgery

Required/Elective: SUBI

Instructor(s): Drs Byrn, Hardiman, Hendren, Maguire, Regenbogen

Course Contact: Scott Regenbogen
sregenbo@med.umich.edu
734-647-9710

Where to Report First Day of Clerkship: Contact SGM chief resident

Time Distribution:
- Outpatient Clinical Care (%): 20%
- Inpatient Clinical Care (%): 75%
- Emergency Department Clinical Care (%): 0%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 5%
- Simulation (%): 0%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 0%
- Other (%): 0%

Course Description: Perioperative care of patients undergoing complex colon and rectal surgery. Management and surgical decision making in colon and rectal cancer. Management and surgical decision making in inflammatory bowel disease.

Methods to be used in student evaluation include: Clinical assessment form, Assessment of write-ups/notes.
Course Information for

SURGERY-701PEDI.U: Surgery: E:Surgery, Pediatric

Required/Elective

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

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%
- Inpatient Clinical Care (%): 50%
- Emergency Department Clinical Care (%): 0%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 25%
- Simulation (%): 0%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 0%
- 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.
Course Information for

SURGERY-701PLSI.U: Surgery: E:Surgery, Plastic

Required/Elective: SUBI
Instructor(s): Dr. Kozlow
Course Contact: Dr. Jeffrey Kozlow; 2130 Taubman Center; 936-5895
Average Number of Patients Seen Each Week: 75
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%
- Inpatient Clinical Care (%): 60%
- Emergency Department Clinical Care (%): 5%
- Service Learning (%): 5%
- Conferences/Lectures/Seminars (%): 5%
- Simulation (%): 0%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 0%
- 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: 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.

Methods to be used in student evaluation include

Clinical assessment form

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, 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

Medical Student Competencies - Critical Thinking & Discovery

Apply creative/critical thinking to develop new information and solutions, Apply problem assessment and problem solving skills
Course Information for

SURGERY-701THRI.U: Surgery: Thoracic Sub I

Required/Elective  SUBI
Instructor(s)  Andrew Chang, Jules Lin, Mark Orringer, Rishi Reddy, Bill Lynch, Phil Carrott, Kiran Lagisetty
Course Contact  Jules Lin, M.D.
Site Coordinator  Angela Cloutier
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%
- Inpatient Clinical Care (%)  70%
- Emergency Department Clinical Care (%)  0%
- Service Learning (%)  0%
- Conferences/Lectures/Seminars (%)  5%
- Simulation (%)  0%
- Basic Science Research (%)  0%
- Clinical Research (%)  0%
- Independent Study (%)  0%
- Other (%)  0%

Activities:
- Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week  3
- 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 be exposed to the breadth of patients with general thoracic surgical diseases including, pulmonary and esophageal tumors, 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, thorascoscopic and robotic approaches to thoracic surgery, and endoscopic esophageal and airway interventions stents, dilatation, and laser therapy. They will be
expected to participate in the operating rooms, the inpatient care unit, and the clinic and 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.
Course Information for

SURGERY-701TSPI.U: Surgery: Surgery, Transplant

Required/Elective SUBI

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

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%

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 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.
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.
Course Information for

SURGERY-701VASI.U: Surgery: Vascular Surgery

Required/Elective: SUBI

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

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%
- Inpatient Clinical Care (%): 65%
- Emergency Department Clinical Care (%): 10%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 5%
- Simulation (%): 0%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 0%
- 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: 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 inpatient 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.
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.

**Methods to be used in student evaluation include**
- Clinical assessment form
- 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. 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 principles 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.

**Medical Student Competencies - Critical Thinking & Discovery**
Apply creative/critical thinking to develop new information and solutions.
Course Information for

SURGERY-801TRAI.U: Surgery: E:Surgery, Trauma

Required/Elective: SICU

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

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%
- Inpatient Clinical Care (%): 60%
- Emergency Department Clinical Care (%): 0%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 20%
- Simulation (%): 0%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 20%
- Other (%): 0%

Course Description:
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.

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.

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.
Course Information for

UROLOGY-703URSP.U: Urology: E:Surgery, Urological

Required/Elective SUBI
Instructor(s) Urology Faculty
Course Contact Dr. Anne Pelletier-Cameron, 3875 Taubman Health Center
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: Erica Breen, 734-936-5801 ericalbr@med.umich.edu

Time Distribution:
- Outpatient Clinical Care (%): 20%
- Inpatient Clinical Care (%): 70%
- Emergency Department Clinical Care (%): 0%
- Service Learning (%): 0%
- Conferences/Lectures/Seminars (%): 10%
- Simulation (%): 0%
- Basic Science Research (%): 0%
- Clinical Research (%): 0%
- Independent Study (%): 0%
- Other (%): 0%

Activities:
- Expected hours per week in formal educational sessions (sum of lectures, conferences, teaching rounds) - Maximum 40 hours per week: 3
- 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.