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University of Illinois College of Medicine at Urbana-Champaign Clinical Clerkships

Academic Year 2011–2012 Clerkship Calendar

Examinations and Other Important Dates

College of Medicine students who are completing their M-4 year should have an understanding of how their degree is awarded and the documents they will need after they graduate. Your degree is awarded by the University of Illinois at Chicago. The University only awards degrees on certain dates, for example:

<table>
<thead>
<tr>
<th>Degree Conferment</th>
<th>Conferment Date</th>
<th>To be considered and eligible for graduation, you must be scheduled for all clinical requirements, have passed USMLE Step 2 CK and Step 2 CS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you will be a summer semester graduate and only have remaining clinical requirements which will be completed before July 1, and your residency program requires a letter of verification, the Office of Student Affairs will write a letter, including the College of Medicine seal, stating that you have completed graduation requirements but due to the University’s calendar your degree will not be conferred until the end of the summer semester.

Students may participate in the early May COM-UC Convocation (Hooding Ceremony and Physician’s Oath) if they completed all requirements for the M.D. degree by either the Commencement or the extension date above, or are judged to be so close to completing the requirements that they will be eligible to begin an accredited residency program on the first of July following the May Commencement. **Passing scores for USMLE Step 2 CK and CS MUST BE IN THE STUDENT AFFAIRS OFFICE** before Convocation in order to participate. It is recommended that students take USMLE Step 2 CS no later than January 25 and USMLE Step 2 CK by March 15 of their senior year.

Schedule of Clerkship Dates and Rotations: Academic Year 2011–2012

On the next page is the schedule of clerkship rotations for the 2011-2012 academic year. Notice that the year contains six clerkship rotation blocks of eight weeks each, for a total of 48 weeks. There is a two week winter break and another two weeks between the end of rotation six and the beginning of rotation one for the next year. The eight week blocks work perfectly for the four core clerkships of eight weeks each – psychiatry, obstetrics/gynecology, surgery, and pediatrics. Each block is also subdivided into two four-week blocks (A and B) to accommodate the twelve week long internal medicine I rotation and the four week rotations, family medicine and internal medicine II.

USMLE Examinations, Steps 1 and 2

These are set by student application to the NBME. Application materials are to be downloaded from the Web.

Medicine and Society

Since the academic year 2008-2009, the Medicine and Society course has been distributed over the M-3 and M-4 years. Sessions in the clerkship will convene during six and one-half days
throughout the M-3 year, and for two consecutive weeks during the month of February in the M-4 year.

**ERAS DATES**

- In the past the first day students could submit their ERAS application was Sept 1, but beginning with the class of 2013 the first day will be Sept 15.
- In the past the MSPE (Medical Student Performance Evaluation or the Dean’s Letter) has been released on November 1. Beginning with the class of 2013, the MSPE release date will be October 1.
- The deadline to submit your rank order list is the fourth Wednesday in February.
- Match Day is the third Thursday in March.

**CONVOCATION**

The tentative date for the COM-UC Convocation in 2012 is May 7, 2012. The tentative date for the Awards Ceremony is May 6, 2012. Dates for 2013 will be similar.

**RESIDENCY START DATES**

The official start date for residencies is July 1 but most programs have mandatory orientation of several days or up to two weeks prior to this date.
<table>
<thead>
<tr>
<th>Rotation 1A begins</th>
<th>6/27/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rotation 1A ends</td>
<td>7/22/11</td>
</tr>
<tr>
<td>Rotation 1B begins</td>
<td>7/25/11</td>
</tr>
<tr>
<td>Rotation 1B ends</td>
<td>8/19/11</td>
</tr>
<tr>
<td>Rotation 2A begins</td>
<td>8/22/11</td>
</tr>
<tr>
<td>Rotation 2A ends</td>
<td>9/16/11</td>
</tr>
<tr>
<td>Rotation 2B begins</td>
<td>9/19/11</td>
</tr>
<tr>
<td>Rotation 2B ends</td>
<td>10/14/11</td>
</tr>
<tr>
<td>Rotation 3A begins</td>
<td>10/17/11</td>
</tr>
<tr>
<td>Rotation 3A ends</td>
<td>11/11/11</td>
</tr>
<tr>
<td>Rotation 3B begins</td>
<td>11/14/11</td>
</tr>
<tr>
<td>Rotation 3B ends</td>
<td>12/9/11</td>
</tr>
<tr>
<td>Subject Exam Make-up Date</td>
<td>12/16/11</td>
</tr>
<tr>
<td>Winter Break Begins</td>
<td>12/10/11</td>
</tr>
<tr>
<td>Winter Break Ends</td>
<td>1/2/12</td>
</tr>
<tr>
<td>Rotation 4A begins</td>
<td>1/3/12</td>
</tr>
<tr>
<td>Rotation 4A ends</td>
<td>1/27/12</td>
</tr>
<tr>
<td>Rotation 4B begins</td>
<td>1/30/12</td>
</tr>
<tr>
<td>Rotation 4B ends</td>
<td>2/24/12</td>
</tr>
<tr>
<td>Rotation 5A begins</td>
<td>2/27/12</td>
</tr>
<tr>
<td>Rotation 5A ends</td>
<td>3/23/12</td>
</tr>
<tr>
<td>Rotation 5B begins</td>
<td>3/26/12</td>
</tr>
<tr>
<td>COM Research Day</td>
<td>4/19/12</td>
</tr>
<tr>
<td>Rotation 5B ends</td>
<td>4/20/12</td>
</tr>
<tr>
<td>Rotation 6A begins</td>
<td>4/23/12</td>
</tr>
<tr>
<td>Rotation 6A ends</td>
<td>5/18/12</td>
</tr>
<tr>
<td>Rotation 6B begins</td>
<td>5/21/12</td>
</tr>
<tr>
<td>Rotation 6B ends</td>
<td>6/15/12</td>
</tr>
<tr>
<td>Subject Exam Make-up Date</td>
<td>6/22/12</td>
</tr>
</tbody>
</table>
Introduction to the Clinical Curriculum

General Information

The clinical phase (M-3 and M-4 years) of the University of Illinois, College of Medicine at Urbana-Champaign (UICOM-UC) curriculum provides advanced full-time clinical activities for students who have satisfactorily completed all M-2 year requirements. The clinical phase is the final preparation for graduate training programs in which the newly graduated physician will have increased responsibility for patient care. In earlier phases of the curriculum, the student has learned medical knowledge in the basic sciences and has been introduced to clinical medicine. In the clinical phase, the student is assigned and selects clerkships for the practice of these clinical skills in a variety of clinical fields and health care settings.

Graduation Competencies

PATIENT CARE

The competent graduate must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. He/she will be required to construct appropriate management strategies (diagnostic and therapeutic) for patients with common health care problems that may be emergent, acute or chronic, across the spectrum of disciplines, while considering costs for the patient and others. The graduate must be able to combine knowledge of basic biomedical, clinical, and cognate sciences to accomplish the above.

The competent graduate must be able to:

1.1 Obtain a full appropriate medical history;
1.2 Perform a skillful physical examination;
1.3 Formulate a differential diagnosis and problem list;
1.4 Perform competently all medical and invasive procedures required for graduation;
1.5 Perform, order and interpret diagnostic investigations that result in accurate diagnosis and treatment;
1.6 Utilize data to reason and solve problems;
1.7 Develop management plans;
1.8 Consider cultural and socioeconomic factors in management options;
1.9 Form an effective therapeutic relationship;
1.10 Recognize life threatening health problems and institute appropriate initial therapy;
1.11 Construct a therapeutic plan for relieving pain, ameliorating suffering and directed toward specific resolution of health problems;
1.12 Counsel and educate patients and their families;
1.13 Apply the principles of epidemiology and evidence-based medicine.

MEDICAL KNOWLEDGE

The faculty of the University of Illinois College of Medicine believes that any statement of graduation competencies must include mastery of the necessary body of knowledge within the basic, clinical, and cognate sciences to manage patients’ health. Moreover, graduates must demonstrate the skills that will enable them to utilize the concepts and knowledge that will be discovered throughout the years following medical school.

The competent graduate must have a thorough understanding of the:

2.1 Scientific principles of basic and clinical sciences that will enable him/her to competently practice evidence-based medicine;
2.2 Determinants of poor health, disease-based risk factors, factors for disease
prevention and healthy lifestyles (principles of preventive medicine);
2.3 Principles of health education;
2.4 Principles of epidemiology and population-based medicine;
2.5 Principles, risks, and possible benefits of complementary and alternative medicine;
2.6 Concepts, principles, and application of evidence-based medicine;
2.7 Investigatory and analytical thinking approach to clinical situations to be able to translate new and emerging concepts to improve patient care;
2.8 Psychological, social, economic, and cultural factors pertaining to health;
2.9 Legal and ethical concepts relating to health care.

PRACTICE-BASED LEARNING AND IMPROVEMENT

The competent graduate must be able to study, reflect, and evaluate patient care practices, appraise and assimilate scientific evidence, and understand their learning needs. He/she must be committed to lifelong learning.

The competent graduate:

Sets clear learning goals, pursues them, and continuously integrates knowledge gained and applies it to improve medical care;

3.2 Assesses his/her strengths and weakness in order to improve performance and identify effective ways to address limitations and enhance expertise;
3.3 Accesses information effectively, efficiently, critically appraises the information and relates it to their patients' health problems;
3.4 Admits his/her limits of knowledge, knows what to do when those limits are reached, can deal with uncertainty, and respects the opinions of others;
3.5 Recognizes the need to learn is continuous;

INTERPERSONAL AND COMMUNICATION SKILLS

The competent graduate provides compassionate, effective, culturally sensitive patient care while respecting patient autonomy.

The competent graduate:

4.1 Listens attentively and effectively;
4.2 Communicates clearly with colleagues and consultants;
4.3 Communicates clearly with patients, and patients' families;
4.4 Manages difficult patients and/or difficult relationships such as angry or manipulative patients;
4.5 Works effectively with other members of interdisciplinary health care teams, including translators.

PROFESSIONALISM

The competent graduate approaches medicine with integrity and respect for human dignity. They must demonstrate awareness of and commitment to the principles and responsibilities of medical professionalism.

The competent graduate:

5.1 Is aware of the unique doctor/patient relationship;
5.2 Knows and admits to his/her limits of knowledge;
5.3 Recognizes the need to learn is continuous;
5.4 Balances personal and professional commitments to ensure that the patient's
medical needs are always addressed;
5.5 Recognizes and avoids conflicts of interest in financial and organizational arrangements for the practice of medicine;
5.6 Demonstrates integrity;
5.7 Demonstrates respect for human dignity;
5.8 Recognizes key ethical dilemmas and applies ethical principles;
5.9 Demonstrates a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, and informed consent;
5.10 Demonstrates a commitment to excellence and on-going professional development.

**SYSTEM-BASED PRACTICE**

The competent graduate demonstrates an awareness of and responsiveness to the larger context and systems of health care.

**The competent graduate:**

6.1 Understands the principles of health care delivery and can describe the organization, strengths and limits of various models of health care delivery systems;
6.2 Defines health in terms of the community in which the patient lives (population-based medicine);
6.3 Describes how to appropriately utilize and integrate the services of multidisciplinary health providers;
6.4 Practices cost-effective health care that does not compromise quality;
6.5 Evaluates and integrates hospital and community resources well; minimizes overuse of health care resources;
6.6 Works collaboratively with other health professionals to optimize the quality of care rendered, reduce medical error and increase patient safety.
Clinical Curriculum and Graduation Requirements

To be eligible for graduation, a student must complete a minimum of 80 instructional weeks: 52 weeks from Part A, 8 weeks from Part B, and 20 weeks from Part C. Included in the 80 instructional weeks is a required minimum of 60 weeks of clinical clerkship experiences. (Parts A and B)

**Required Core Clerkships (Part A - Total of 52 Weeks)**

1. Sixteen weeks of Internal Medicine. The Internal Medicine I core clerkship consists of 12 weeks. The initial six weeks will be at either Provena/Covenant Medical Center or Carle Foundation Hospital, followed by four weeks on the wards at the VA Illiana Medical Center, followed by two weeks with an outpatient preceptor. The Medicine I core clerkship covers all aspects of general internal medicine. Students will be assigned to a teaching service and given maximal responsibility for patient care consistent with their level of development and under the supervision of faculty.

   The Internal Medicine II Core Clerkship (M4RE612) (four weeks) is designed for 4th year students to expand their experience and knowledge of internal medicine. Tracks for this experience are offered at Carle Foundation Hospital, Provena/Covenant Medical Center, and the VA Illiana Medical Center in Danville, and include various options including a sub-internship, subspecialty experiences, palliative care, and neurology.

2. Eight weeks of Pediatrics. Eight weeks will be taken in Urbana-Champaign and includes both inpatient and outpatient experience.

3. Eight weeks of Psychiatry. Four weeks rotations at two of the three sites at Provena/Covenant Medical Center, Carle Pavilion, and Department of Veterans Affairs Medical Center.

4. Eight weeks of Obstetrics/Gynecology. Students will be placed with different preceptors for Block A and Block B. Travel will likely be involved for 4 weeks. Sites include: Carle Clinic in Urbana, Christie Clinic in Champaign, and physicians’ offices in Danville and Bloomington.

5. Eight weeks of Surgery. Students will be assigned to eight weeks at either Carle Foundation Hospital, Provena/Covenant Medical Center; some students will be assigned four weeks at either Carle Foundation Hospital or Provena/Covenant Medical Center and four weeks at the Department of Veterans Affairs Medical Center.


**Other Clerkship Requirements (Part B - Total of Eight Weeks Required)**

1. Four weeks of surgical subspecialties. (Orthopedics, Neurosurgery, Otolaryngology, Colon/Rectal Surgery, Anesthesiology, Ophthalmology, Urology, Plastic Surgery, Emergency Medicine, etc.). Choice is made with approval of Department Head.

2. Four weeks of elective clerkships.

**Other Instructional Weeks Requirement—(Part C - Total of 20 Weeks Required)**

1. Four weeks—Medicine and Society Course. The Medicine and Society course is distributed over the M-3 and M-4 years. Sessions in the clerkship will convene during six and one-half days throughout the M-3 years, with the additional 2 consecutive weeks during the month of February in the M-4 year.
2. Other weeks—whatever amount needed to total 16 weeks for Part C of requirements. These weeks may be additional clerkships (recommended), formal course work, research, or other arranged and approved activity. MSP students may petition the Associate Dean for Student Affairs for up to 16 weeks of COM instructional credit for their graduate work. Contact the SA/MSP Office for details and approvals.

**HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT**

All students must comply with HIPAA patient confidentiality training as requested by the University of Illinois and affiliated hospitals.

**CARDIOPULMONARY RESUSCITATION REQUIREMENT**

Successful completion of a basic course in Cardiopulmonary Resuscitation (completed during the M-2 year) is required for graduation. In addition, all students who are scheduled to participate in COM-UC core or elective clerkships must provide to the Office of Student Affairs proof of current CPR certification. If their certification has expired or will expire prior to COM graduation, students must complete a certification or recertification course. Further, it is recommended that all COM-UC students who have completed the M-2 year and are not participating in clerkships maintain active CPR certification. Certification is usually for two years. STUDENTS WILL BE REMOVED FROM ALL CLINICAL ACTIVITY SHOULD THEIR CPR CERTIFICATE EXPIRE UNTIL THEY PRESENT THE RECERTIFIED CARD TO STUDENT AFFAIRS.

**ADDITIONAL REQUIREMENTS FOR GRADUATION**

Successful passage of USMLE: Step 1 and Step 2 (both the Clinical Knowledge and Clinical Skills Components) examinations. Please note, students must have passing scores for both Step 2 examinations on file in order to march at Convocation.

**COM GRADUATION REQUIREMENTS FOR MEDICAL SCHOLARS PROGRAM FELLOWS:**

1. Specific to the COM-UC graduation week’s requirement, MSP Fellows will be treated in a manner analogous to other non-MSP students, i.e., 80 weeks minimum required.
2. Medical Scholars Program Fellows will not be granted up to 16 weeks of COM-UC elective instructional credit towards graduation for their Ph.D. course work completed prior to entering the Medical Scholars Program.
3. However, MSP Fellows may request for up to 16 weeks of COM-UC elective credit for full-time research activities they have carried out after having matriculated into medical school. If MSP Fellows are interested in attempting to obtain elective instructional weeks credit in the medical school for their research work, they must submit a written proposal approved by appropriate clinical department heads and to the Associate Dean for Student Affairs to receive credit.

**PROGRESS TOWARD MEETING GRADUATION REQUIREMENTS**

If at any time students have questions about progress toward meeting UICOM-UC graduation requirements, they should contact the SA/MSP Office to request a review of their academic record. Students are encouraged to do this at the beginning of their senior year. Senior student records are “audited” during late summer of the senior year. Students are then advised as to their status and requirements yet unmet.
Clerkship Scheduling, Grading, and Evaluation

**CORE CLERKSHIP SCHEDULING**

The overall clerkship schedule is established within the requisites defined by the clinical departments. Clerkship scheduling is guided by the educational policies established by the faculty of UICOM-UC, the number of slots available per rotation in each department, and the individual student's educational plan. In general, students should complete the required core clerkships of Medicine I (12 weeks), Obstetrics and Gynecology, Pediatrics, Psychiatry, Surgery, (8 weeks) and Family Medicine (4 weeks) during the M-3 year. The remaining Medicine II core clerkship (4 weeks) is usually scheduled during the M-4 year. For junior students, the SA/MSP office provides schedules late in the M-2 academic year. **The assignment to a particular teaching site is made by the Departments.** Senior students are provided priority clerkship scheduling status before the junior student clerkship scheduling.

Students, with input from their Clinical Faculty Advisor, should identify which clerkships they would like to take in the M-3 year and those they would like to take during the M-4 year. In general, students are able to complete clerkships within the year they desire, but not necessarily during the rotation they would prefer. Therefore, it is very important that individual students plan their two years carefully to be certain they will complete graduation requirements on time, gain their desired elective clerkship experience, have time for residency interviews, and are adequately prepared to take the Step 2 examinations.

In general, students must fulfill the core clerkships on-campus. However, under special circumstances, involved students may be permitted to take one eight-week core clerkship away from COM-UC. Students must submit a written petition and get approval from their advisor, the Office of Student Affairs, and **MOST IMPORTANTLY**, the head of the department before the start of the Clerkship.

**COMPREHENSIVE CLERKSHIP PLANNING FOR TWO YEARS**

As students begin planning for the last two years of medical school, they should become familiar with the curricular requirements and how the timing of important events during the senior year should impact planning. Curriculum planning should be comprehensive for the two clinical years and not limited to only one year at a time. **Important events that students should consider while planning are USMLE Step 2 clinical skills and Step 2 clinical knowledge, residency interviews (generally late November through January), and the Medicine and Society Course in February of M-4. Use of unscheduled time is ideal for residency interviews and careful scheduling of elective time is important.**

**STARTING A CLERKSHIP IN BLOCK B OF A ROTATION**

All eight-week core clerkships start in the A block of each rotation. In general, a student may not start an eight-week core clerkship in Block B of a rotation. For Internal Medicine I (12 weeks) and II (4 weeks), for many electives, and Family Medicine (4 weeks), it is possible to start in block B. It is important to check the clerkship description in the manual and with the SA/MSP office to make sure the dates selected are available.

**SURGICAL SUBSPECIALTY REQUIRED ELECTIVE**

Students are encouraged to take this required four-week elective clerkship in the Urbana-Champaign area. Examples of approved surgical subspecialty electives are listed in the Clinical Phase Curriculum and Graduation Requirements. Students need to seek the permission of the Surgery department head for participation in an off-site clerkship to meet the requirement.

**ADDING OR DROPPING A CLERKSHIP**

Students who have scheduled either a core or elective clerkship are not allowed to drop it
without appropriate approvals from the clerkship/department head involved, their Clinical Faculty Advisor, and the Office of Student Affairs. In order to be considered, completed and approved written requests to add or drop a scheduled clerkship must be submitted to SA/MSP 30 days prior to the starting date of the clerkship. This is not to be done retroactively. A copy of the Request to Add or Drop Clerkship Form can be found on the M-3/M-4 web page at: http://www.med.illinois.edu/students/m34/pdf/Clerkship%20Add-Drop%20Form.pdf as well as on the next page of this document.

A student who has not completed the appropriate paper work and obtained the required approvals for a clerkship will not be allowed to add or drop the clerkship. Without the required approved paperwork completed before the start of the clerkship, a student will not be covered by the University of Illinois Risk Management Insurance nor will clerkship credit be given.

**ON-SITE OR OFF-SITE ELECTIVE CLERKSHIPS**

Students may take elective clerkships at other accredited medical schools or affiliates. Special arrangements must be made well in advance of the start of the proposed off-site clerkship with written approval from the Clinical Faculty Advisor, the appropriate COM-UC Clinical Department Head, and the Office of Student Affairs. This includes all research electives or special topic clerkships. The following criteria must be met for approval of any elective or special topics:

1. The Clinical Faculty Advisor, the appropriate COM-UC Clinical Department Head, and the Office of Student Affairs must approve the clerkship. (See the Request to Add or Drop a Clerkship form online at http://www.med.illinois.edu/students/m34/pdf/Clerkship%20Add-Drop%20Form.pdf)

2. Only those students in good academic standing will be permitted to take off-campus elective clerkships. Requests from students with deficiencies will not be approved. An exception is made if the INC grade is the result of a student’s need to retake a Subject examination.

3. Off-campus electives must be an officially recognized clerkship of an accredited institution or an approved “Special Topics” experience. The instructors must hold faculty appointments in the institution.

Students should work with the Office of Student Affairs to complete the paperwork necessary to schedule an off-campus elective. Most medical schools have their catalogs on the Web. It is the student’s responsibility to complete the arrangements for off-campus electives and provide the Office of Student Affairs with the information related to the off-campus clerkship. For the purpose of malpractice insurance, requisite paperwork must be in place in the Office of Student Affairs before leaving campus. Without the required approved paperwork completed before the start of the clerkship, a student will not be covered by the University of Illinois Risk Management Insurance nor will clerkship credit be given. The evaluation and grading of a student’s performance in an off-campus elective is the responsibility of the faculty supervisor at the off-campus institution. The Office of Student Affairs will send to the faculty supervisor a UICOM-UC Official Faculty Evaluation Form of Student Clerkship Performance on Clinical Electives. No credit for the experience can be given until the completed faculty evaluation grade form is returned.
REQUEST TO ADD/DROP/SWITCH CLERKSHIP SCHEDULE

Student Name: ______________________________________ Date: ___________________

ADDED CLERKSHIP:

Clerkship Director: _____________________________________________  (signature*)  (date)

Title of Clerkship: _____________________________________________ Course# _______________
Rotation/Block #: ______ Dates: __________ to _____________ # of Weeks ___________
COM-UC Clerkship or _____ Off-Campus Clerkship _____ Location of clerkship _____________

(Note: If you are requesting a clerkship at another institution, a description of the elective must be provided)

DROPPED CLERKSHIP:

Clerkship Director: _____________________________________________  (signature*)  (date)

Title of Clerkship: _____________________________________________ Course# _______________
Rotation/Block #: ______ Dates: __________ to _____________ # of Weeks ___________
_____ COM-UC Clerkship or _____ Off-Campus Clerkship

My reason for this request is:
____________________________________________________________________________

_________________________________________ Approve __ Disapprove __
Clinical Faculty Advisor*

_________________________________________ Approve __ Disapprove __
Department Head

*The Student must obtain the signature of the clerkship director(s) before submitting the request to the Office of Student Affairs, 125 Medical Sciences Building, 506 South Mathews Avenue, Urbana, IL 61801. If the request is for an elective, the appropriate COM-UC department head approval is also needed. A separate form is to be submitted for each request for clerkship or request for a change in the clerkship schedule. The completed form is to be submitted for consideration at least 30 days in advance.

_____ Approve
_____ Disapprove ________________________ Date ____________________
Office of Student Affairs

For SA/MSP Office Use Only:

☐ DB _________________________ ☐ ORACLE _________________________
☐ TABLE _____________________ ☐ BANNER _________________________
**SCHEDULING OFF-SITE ELECTIVE CLERKSHIPS**

Many schools now use the Visiting Student Application Service (VSAS). VSAS is an AAMC application designed to make it easier for medical students to apply for senior electives at other U.S. medical schools. You can find information on VSAS at: [http://services.aamc.org/20/vsas/](http://services.aamc.org/20/vsas/)

Students who schedule and are approved to participate in an elective clerkship to fulfill programmatic requirements of UICOM-UC are covered by the University Risk Management Insurance Program. Students should be aware there are some off-campus institutions which may assess a fee charge for participation in their electives. Students should be sure they understand the fee policy of the off-campus institution when arranging for an elective clerkship.

In the application for off-site clerkships, students are usually required by the away institution to demonstrate completion of certain vaccinations/immunizations. These may be in addition to those required by our institution. Students will need to obtain vaccination/immunization certification from the McKinley Health Service. Students may be required to demonstrate proof of CPR certification and some schools require mask tests, criminal background checks and drug tests.

The required Health Service Fee paid each term covers most outpatient care situations while students are on the Urbana-Champaign campus. In general, the student health fee provides services only available at the McKinley Health Center and Counseling Center. The Health Center fee does not cover ambulatory care situations, which a student might seek, while off campus or at other institutions. For health care not provided at UIUC, students are also required to pay a fee each term for the University of Illinois Student Sickness and Accident Hospital Insurance Plan unless they can document they are covered by an equivalent plan. The insurance plan (brochure available at www.si.uiuc.edu) provides coverage to meet the major expenses associated with a hospital (inpatient) confinement and some limited outpatient coverage. Students are encouraged to carefully read the insurance plan brochure for specific definitions of coverage before they leave for an off-site clerkship.

**CLERKSHIP GRADING**

There are five possible grades for clerkships – outstanding, advanced, proficient, incomplete, and unsatisfactory. For the core clerkships this grade is determined in part by your clinical grade and in part by your grade on the subject exam. The passing score for the subject exams varies therefore the exam score points vary from core clerkship to core clerkship. The clinical grade points are the same from clerkship to clerkship. The grading matrix below is an example of how this can work.

<table>
<thead>
<tr>
<th>Exam Score Points</th>
<th>Clinical Grade Points</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 61 = 0</td>
<td>Unsatisfactory = 0</td>
<td>0 – 6 = U</td>
</tr>
<tr>
<td>62 – 68 = 2</td>
<td>Incomplete (temp)</td>
<td></td>
</tr>
<tr>
<td>69 – 73 = 3</td>
<td>Proficient = 6</td>
<td>8 – 10 = PR</td>
</tr>
<tr>
<td>74 – 81 = 4</td>
<td>Advanced = 8</td>
<td>11 – 13 = ADV</td>
</tr>
<tr>
<td>82 and above = 6</td>
<td>Outstanding = 10</td>
<td>14 – 16 = O</td>
</tr>
</tbody>
</table>

The form used for the clinical evaluation is on the next two pages.
### OFFICIAL FACULTY EVALUATION FORM OF STUDENT CLERKSHIP PERFORMANCE ON CLINICAL ELECTIVES

<table>
<thead>
<tr>
<th>Student</th>
<th>Clerkship Director</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Clerkship Name &amp; Number</th>
<th>Clerkship Dates</th>
<th>Today’s Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Location of clerkship/elective:

**Grade the student on each of the listed dimensions using the scale outlined below.**

**O = Outstanding** – Student performs at a level observed in only the most outstanding students over the years. Students who receive this designation will be recognized as those whose absolute performance is consistently outstanding and who are active, self-directed learners.

**ADV = Advanced** – This designation is reserved for students who are especially proficient but not consistently outstanding in knowledge, skill, and performance.

**PR = Proficient** – Performance may be outstanding at times and is, in general, within the range expected for medical students who are progressing satisfactorily. These students function and learn effectively in a variety of settings and meet all clerkship requirements.

**INC = Incomplete** – Student has not completed all required clerkship activities due to illness, leave of absence, etc. If this grade is assigned, the faculty will describe the activities which remain to be completed.

**U = Unsatisfactory** – This grade is reserved for those individuals who have not met all departmental requirements for successful completion of the clerkship and further are judged to be beyond remediation. This grade is most likely to be assigned to a student who has completed one or more remediation attempts unsuccessfully but might also be assigned if clerkship faculty are convinced further efforts to complete the clerkship are not in the best interest of the student or the public.

<table>
<thead>
<tr>
<th>EVALUATION DIMENSIONS</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASIC KNOWLEDGE OF – pathophysiology, basic mechanisms, and clinical medicine in this discipline</td>
<td></td>
</tr>
<tr>
<td>APPROPRIATE USE OF ACADEMIC AND CLINICAL LITERATURE – independent reading and learning</td>
<td></td>
</tr>
<tr>
<td>ABILITY TO PRESENT AND DISCUSS CASES – clear, succinct, and well organized</td>
<td></td>
</tr>
<tr>
<td>CLINICAL SKILLS – ability to arrive at a reasoned problem list and differential diagnosis, to formulate a treatment plan, and to follow patient’s progress</td>
<td></td>
</tr>
<tr>
<td>INITIATIVE – PERSEVERANCE – willingness to work hard, to learn, to accept responsibility, and to participate actively</td>
<td></td>
</tr>
<tr>
<td>HISTORY AND PHYSICAL EXAMINATION SKILLS – cogent and complete history, appropriately thorough and complete physical examination using proper technique and skill</td>
<td></td>
</tr>
<tr>
<td>DEPENDABILITY – PUNCTUALITY – RELIABILITY</td>
<td></td>
</tr>
<tr>
<td>PROFESSIONAL RELATIONSHIPS – attitude toward and respect for peers, physicians, other health team members, patients, and family</td>
<td></td>
</tr>
<tr>
<td>CLERKSHIP EXAMINATION (oral and/or written if applicable)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OVERALL FINAL GRADE (Please Circle One)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
</tr>
<tr>
<td>Incomplete</td>
</tr>
</tbody>
</table>
Please comment on the overall performance of the student to be included into the MSPE (a.k.a. Dean’s Letter).

General Comments On Student Performance:

Weaknesses – Recommended Areas To Improve:

I have read this report.

__________________________  __________________________________
Signature – Student    Signature – Faculty

Print Student Name    Print Faculty Name

Final Grade forms are to be returned to:

Julie Wyant
University of Illinois College of Medicine at Urbana-Champaign
125 Medical Sciences Building
506 South Mathews
Urbana, Illinois  61801

Phone: 217.333.8146
FAX: 217.333.2640
**MID-CLERKSHIP EVALUATION AND REVIEW OF STUDENT PERFORMANCE**

Each student participating in a clerkship lasting four weeks or more shall have a mid-clerkship evaluation. The clerkship director will be responsible for conducting an oral or written evaluation of student progress at the midpoint of the clerkship with recommendations for improvement. If you do not get one—request one.

**STUDENT EVALUATION OF THE CLERKSHIP EXPERIENCE**

As the physicians are expected to grade and evaluate the students in clerkships, so also are the students expected to evaluate the clinical experience and the attendings who participate in their instruction. Departmental student evaluation of clerkship forms will be distributed and collected by the respective departments from each student participating in COM-UC clinical clerkships. These evaluations are reviewed after the students’ grade has been determined.

**COMPLAINT OR GRIEVANCE OF A GRADE AWARDED IN A COURSE OR CLERKSHIP**

Any student that has a complaint or request for a change of grade in a clerkship is directed to see the specific UICOM-UC policy statement and procedures contained on the student affairs website.

**Clerkship Policies and Procedures**

**CORE CLERKSHIP ORIENTATION AND CURRICULUM**

During the first day of each core clerkship, an orientation to the clerkship will be provided by the department and a core clerkship curriculum handbook will be given to each student. The handbook will include statements of faculty expectations of skills and knowledge to be mastered, reading assignments, and a description of how students will be graded and evaluated. At the conclusion of each clerkship, evaluation forms will be completed by the attendings and the clerkship director. These forms will be sent to the SA/MSP Office for inclusion in the student’s academic file.

**CLINICAL ACTIVITIES: SARTORIAL AND PERSONAL APPEARANCE**

It is expected that when students participate in any clinical activities that put them in contact with patients or physicians at the teaching hospitals or in physicians’ offices that their sartorial and personal appearance are appropriate for the occasion. The word appropriate when it comes to dress and appearance is, of course, difficult to define. However, students are reminded that they are in a professional school and for the most part they will interact with private patients in private hospitals. A student should not confuse current fashion with what might be acceptable and expected dress and appearance by the professional community. Therefore, on the first day of each clinical activity that they are involved in, they should consult with the physician in charge to ascertain what is expected vis-à-vis dress and appearance.

**SCHEDULING TO RETAKE A CORE CLERKSHIP NBME SUBJECT EXAMINATION**

Students may not prepare for and retake a failed NBME Subject exam while participating in another core clerkship. If the student's core clerkship schedule does not allow for a retake during one of the regularly scheduled test dates at the end of A & B rotations, the students must sit for the exam on specially established re-take dates (one week after the end of rotations 3B and 6B).

**USMLE STEP 2 EXAMINATION**

Both parts of the USMLE Step 2 examination must be taken and passed for graduation. There
are six major subject areas: Medicine, Surgery, Obstetrics/Gynecology, Pediatrics, Psychiatry, and Preventive Medicine/Public Health. The purpose of the Step 2 is to determine if the student possesses the medical knowledge and understanding of clinical science considered essential for provision of patient care, including emphasis on health promotion and disease prevention. Student scores achieved on the core clerkship Subject examinations should provide a good indication as to the potential Step 2 performance. At a minimum, the examination cannot be taken until all core clerkships are taken (excluding Medicine II). Please review promotion policies for more details and if an MSP student, note the exception to the core clerkship rule.

**MSP Student Attempts at USMLE Step 2**

Traditional students who matriculated since 2000 are required to complete the first two years of medical school, including passing Step 1, within 4 years of their matriculation (5 years for those students who decompressed). MSP students are exempt from this policy because of the nature of the combined curricula. Students (including MSPs) who matriculated prior to 2000 receive at most three attempts at USMLE Step 1. In order to hold MSP students accountable for reasonable progress through the curriculum, the prior policy of a maximum of three attempts to pass USMLE Step 1, three attempts at USMLE Step 2 CK, and three attempts at USMLE Step 2 CS will apply to MSP students regardless of date of matriculation effective May 1, 2011.

**Vacation and Holidays**

Students on clerkships do not routinely receive time off from clerkship responsibilities for State-University-Federal holidays except for the defined vacation period in December and the time between the end of Rotation #6 and the start of Rotation #1. Students do not receive time off for the University Spring Break week. Decisions on holidays or vacation time given to students during clerkships are at the discretion of the CLERKSHIP DIRECTOR or DEPARTMENT HEAD. Students are encouraged not to schedule clerkships during the time they expect to be interviewing (generally late November through January) as they cannot assume time off from clerkships will be approved.

**Policy on Excused Absences from Clerkships**

If a student finds they are unable to attend clerkship activities due to illness or personal circumstances, the appropriate clerkship personnel should be informed by the student immediately. Clinical students assigned to a clerkship may not ordinarily receive an excused absence by the clerkship director except as provided by University regulations. If a student fails to attend scheduled clerkship activities without an excused absence, they may receive the grade of Incomplete for the clerkship. One exception to this policy relates to those students who will attend and give a presentation at a professional meeting. In such instances, the student must request an excused absence at least four weeks prior to the scheduled absence and will make arrangements at that time to make up any deficiencies that the absence might cause. Obtaining excused absences from core and/or elective clerkships to schedule residency interviews may prove to be a problem. Therefore, students are encouraged to schedule their vacation time during the months of potential heavy interviewing time (late November through January).

**Free Time Plans and Graduation**

The student should involve their Clinical Faculty Advisor in planning for free time, particularly if medical activities are contemplated. All students are urged to graduate formally with their class in May. Students with plans for early or delayed graduation must petition for permission, three months in advance of the expected date, the Student Progress and Promotions Committee via the SA/MSP Office (this decision will then be forwarded to the College Committee on Student Promotions). Each student will be cleared for graduation by the Student Progress and Promotions Committee based upon satisfactory completion of all academic graduation
requirements, satisfactory completion of Steps 1 and both parts of Step 2 of the USMLE, and personal and professional requirements consistent with UICOM-UC policies.

LEAVES OF ABSENCE

Leaves of absence, for up to one year, are available to students for personal, medical, research/educational reasons, and reconsideration of career choice.

POLICY ON ASSISTANTSHIPS HELD CONCURRENTLY WITH CLERKSHIPS

In general, it is not possible to carry out the activities of a teaching or research assistantship and the activities of a clinical clerkship at the same time. Core clerkships and most electives are considered full-time activities. Therefore, it is required that students clear the conflicting duties with both the clerkships director and the TA/RA sponsor at least eight weeks prior to the start of the overlap. Students should understand the clinical faculty members are under no obligation to approve the TA/RA duties. Students should become fully informed of the didactic study requirements and of the time and effort that the clerkships usually require. They should be aware that failure to fulfill the requirements may result in a grade of Incomplete and be cause to repeat part or all of the clerkship.

EARNING A SALARY WHILE IN CLERKSHIPS

Students earning academic credit cannot simultaneously be paid a salary for their clerkship work (this does not apply to students in the COM-UC program with teaching or research assistantships). Anything other than a standard teaching or research assistantship will require approval of the Office of Student Affairs.

STUDENT PARTICIPATION IN NON-UICOM-UC CLINICAL ACTIVITY

Students may gain employment or volunteer in a clinic such as public health. However, students are not covered by University Risk Management Insurance for these activities. Before students participate in any extracurricular clinically related activity, they should inquire and make sure they are covered by malpractice insurance by the employing agency. In addition, students may not receive academic credit for such an activity.

RIGHT OF CONSCIENCE

All students are expected to participate fully in clerkships to acquire the requisite knowledge and experiences of the discipline. If some students have a moral or ethical objection to some subjects taught in a clerkship, they may be excused from actual active participation by law, but are not excused from acquiring the knowledge in these areas through substitute experiences prescribed by the department. Students may not refuse to work with faculty who participate in activities they find objectionable.

Students who seek substitute clerkship experiences according to the Right of Conscience Act must inform the clerkship director, in writing, four weeks prior to the clerkship so scheduling may be completed in a timely fashion.

EXTENSION OF STUDENT HEALTH INSURANCE COVERAGE FOR SENIOR STUDENTS

Student Health Insurance coverage for graduating seniors ends in mid-May. If a student wishes to extend their health insurance coverage from early June to late August, it is possible to do so after April 15 of the senior year at the Benefits Center, 506 South Wright Street, Room 177 Henry Administration Building, Urbana. More information is available at www.si.uiuc.edu. STRONG CONSIDERATION SHOULD BE GIVEN FOR PARTICIPATION IN THIS EXTENDED HEALTH INSURANCE COVERAGE BEFORE THE RESIDENCY PROGRAM BEGINS.
Another option would be to purchase a short-term policy with a private insurance company.

**STUDENT ADDRESSES AND TELEPHONE NUMBERS**

It is extremely important that the SA/MSP Office have a current accurate address (both regular and e-mail) and telephone number of clinical students. Unlike during the M-1 and M-2 years, some important communication with clinical students will be accomplished using the U.S. mail or e-mail in addition to the CHUB mailbox. Therefore, please keep the SA/MSP Office informed of any change of address or telephone number; even if the change is temporary. Clinical students, however, should also check their CHUB mailbox at least once each week. E-mail must be checked daily. Please delete e-mails that you no longer need. E-mails will bounce if you are over your quota.

**ALPHA OMEGA ALPHA-NATIONAL MEDICAL HONORARY SOCIETY, GOLD HUMANISM MEDICINE HONOR SOCIETY (GHHS), AND GRADUATION WITH HONORS**

See specific information and criteria on the M-3 and M-4 website. Regarding candidacy to AOA, students are selected twice; after the M-2 year based on M-1 and M-2 performance and Step 1 score, and in late August of the senior year (core clerkship performance included and accounts for approximately 50% of the points awarded). Senior student selections for AOA and GHHS are made in late August; therefore, to maximize their candidacy students should complete all core clerkships by late August. Graduation with Honors selection is made in the early spring of the senior year.

**Residency Information**

**NATIONAL RESIDENCY MATCH PROGRAM (NRMP) AND RESIDENCY INTERVIEWING**

More detailed information on the residency matching process will be given to students in the M-3 year. Students are also encouraged to explore the information on the Electronic Residency Application Service (ERAS) on the Association of American Medical Colleges (AAMC) website.

It is extremely important that when students develop their academic plans and clerkship schedule for the senior year, they remember residency program interviews will typically occur during the months of mid-late November, December, and January. The number of interviews needed depends mostly on the competitiveness of the specialty selected and location of the residency programs. It is strongly advised that senior students should not attempt to schedule any core clerkships during the period of time they might be interviewing for a residency program. It must be appreciated that even though a student’s need to participate in residency interviews is important for their potential future career, it is also important to recognize that clerkship directors view participation in clerkship activities as equally important. Clerkship directors expect full participation in any clerkship that has been scheduled and may not view positively a student’s desire to seek an excused absence from clerkship participation.

**RESIDENCY SELECTION**

After graduation, the next three to five years will be spent in a residency program. To help a student plan for residency/specialty selection and to understand the National Residency Matching Program (NRMP), the Office of Student Affairs will provide orientation programs during the spring of the M-3 year.

Generally, Residency Selection Committees judge students in six areas:

- **USMLE scores** – As a general rule, the more competitive programs (by discipline and/or location) may want to review both the Step 1 and Step 2 scores. If in doubt, contact a few programs and ask.
• Clerkship performance – especially performance in chosen specialty area
• The Medical Student Performance Evaluation (MSPE)
• Letters of reference from faculty (most should come from faculty in discipline selected)
• Research experience for competitive residency programs
• The residency program interview (probably most important)

The first two of the above are usually referred to by these committees as the “hard data.” It should be obvious the better a student’s performance in clerkships and USMLE examinations, the better a student will look to the residency program. Many competitive specialty areas require a target score on the Step 1 and/or Step 2 to view a candidate acceptable to invite for an interview. Some specialty disciplines or specific residency programs may “expect” the Step 2 examination be taken prior to November. To clarify the expectation students are encouraged to contact the specific specialty societies and/or specific residency programs. Students should also contact senior students who have completed the interview process.

During the summer the MSPE will be composed by the Office of Student Affairs. The student will have an opportunity to review the MSPE before it is final. Most programs also require at least three (more commonly four are sent) letters of recommendation and support. Students must find the faculty to agree to write these supporting letters. Students have the faculty send their recommendation letters directly to the Office of Student Affairs for storage. The best time to obtain faculty letters of recommendation is immediately after the student has completed a clerkship. Time tends to dull one’s memory.

The interview constitutes a very important component of the process. Residency interviews are an extremely time-consuming and expensive annual endeavor for both students and residency faculty. The interview is an important information gathering time for the student; not only from the faculty, but also from the residents in training in that program, as well as from the students on clerkships there. Program directors will contact you by e-mail or phone to invite you to interview. It is extremely important that you make sure your e-mail in-box is not over your quota. You do not want to miss out on an interview because your e-mail bounces and the directors can’t reach you.

In mid-March, the matching lists are distributed on-line to Student Affairs offices in the schools and to program directors. The Office of Student Affairs assists any unmatched students in finding a suitable program, i.e., the “telephone match.”

Clinical Faculty Advisor Selection and Duties:

A. **Goals.** The medical school is concerned with the entire experience of its students, including their academic, professional, and personal experience. The clinical faculty advising process at UICOM-UC attempts to demonstrate this concern in a number of ways. The Clinical Faculty Advisor should provide a liaison between the student and the local medical community and make important contributions in the shaping of the student as a practitioner and providing consultation regarding curriculum choices and residency/specialty selection.

B. **Selection of Advisors.** Several advisors are available to students in UICOM-UC. The Clinical Faculty Advisor is generally a clinical faculty member. This advisor oversees the student’s program from the M-2 through the M-4 years of medical education and, for those students in the Medical Scholars Program (MSP), continues to be involved through the awarding of both degrees. A second advisor from the graduate or professional unit of the Urbana-Champaign campus will also be assigned to Medical Scholars shortly after their acceptance into the program. Medical Scholars may then seek out individual faculty members appropriate to their dissertation research and writing.
The Clinical Faculty Advisor is assigned by the Office of Student Affairs to each student in September of the student’s second year in medical school. To the extent possible, students are matched with a Clinical Faculty Advisor in the field of the student’s clinical interest. The matching process strives for mutual compatibility. If this changes over time, either the student or the advisor may request a change of assignment.

C. Responsibilities of the Advisor

The Clinical Faculty Advisor’s responsibilities are to:

1. Meet with each of your advisees at least once a semester to discuss their progress.
2. Ask students about career plans – advise them accordingly.
3. Share with students how the informal systems work within the healthcare setting.
4. Serve as a role model. Share your expertise and experiences.
5. Help students sort out their priorities and values.
6. Invite students to shadow you.
7. Put students in contact with colleagues at other institutions.
8. Encourage students to write up interesting cases, seek research opportunities, etc.
9. Advise students through the Match process.
10. Offer to edit advisee’s CVs, personal statements, and ERAS applications.
11. Write letters of recommendation for residency as requested.
12. Officially approve certain components of the student’s M-2 and M-4 clerkships schedule. This may include making recommendations about elective clerkships.
13. Refer students to the Office of Student Affairs for answers to questions you do not know the answer.
14. Serve as a liaison between the student and the College in scenarios that a faculty advocate is needed.
15. Hood Advisees at the White Coat Ceremony.
16. Attend the Awards Ceremony.

The graduate and professional programs participating in the Medical Scholars Program (MSP) generally have established advising procedures for the Medical Scholars. The MSP provides for an academic advising committee which includes a representative of UICOM-UC. The Clinical Faculty Advisor should be a member of this committee.

D. Responsibilities (certification, evaluation, etc.). Responsibility for certification (that which can affect the progress towards the degree) rests ultimately with UICOM--UC and with the policies of the College of Medicine (and for Medical Scholars with the appropriate units on the Urbana-Champaign campus). The UICOM-UC Student Progress and Promotions Committee has authority for monitoring student promotion and progress at UICOM-UC and for making initial promotional and graduation recommendations to the UICOM-UC Executive Committee and the College of Medicine Committee for Student Promotions. Responsibility for overseeing the general outline for student clerkship experiences and their actual program sequences rests with the Clinical Faculty Advisors and the Office of Student Affairs. The Office of Student Affairs and Medical Scholars Program have primary responsibility for gathering and making available information on clerkships and electives, and in monitoring the academic process of each student. **It is the student's responsibility to meet regularly with his/her advisor.**
Clinical Locations, People, Resources

**LOCATIONS**

<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocate BroMenn Medical Center</td>
<td>Virginia at Franklin, Normal</td>
<td>309-268-3588</td>
</tr>
<tr>
<td>Carle Champaign on Curtis</td>
<td>1701 W. Curtis Road, Champaign</td>
<td>365-6200</td>
</tr>
<tr>
<td>Carle Champaign on Kirby</td>
<td>1813 W. Kirby Avenue, Champaign</td>
<td>383-3480</td>
</tr>
<tr>
<td>Carle Urbana (Main Campus)</td>
<td>602 W. University Avenue, Urbana</td>
<td>383-3311</td>
</tr>
<tr>
<td>Carle Urbana on Windsor</td>
<td>1818 E. Windsor Road, Urbana</td>
<td>255-9646</td>
</tr>
<tr>
<td>Christie Clinic (Main Campus)</td>
<td>101 W. University Avenue</td>
<td></td>
</tr>
<tr>
<td>Christie Clinic Champaign on Windsor</td>
<td>1801 Windsor Road, Champaign</td>
<td>366-8000</td>
</tr>
<tr>
<td>Carle Forum</td>
<td>611 W. Park Street, Urbana</td>
<td></td>
</tr>
<tr>
<td>Illiana Health Care Center</td>
<td>1900 E. Main Street, Danville</td>
<td>554-3000</td>
</tr>
<tr>
<td>Department of Veterans Affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illini Union</td>
<td>1401 W. Green St. Urbana</td>
<td>333-4636</td>
</tr>
<tr>
<td>Medical Science Building</td>
<td>506 S. Mathews, Urbana</td>
<td>333-0050</td>
</tr>
<tr>
<td>Turner Services Building</td>
<td>610 East John, Champaign</td>
<td></td>
</tr>
<tr>
<td>Women’s Resources Center</td>
<td>703 S. Wright St., 2nd Floor Champaign</td>
<td>333-3137</td>
</tr>
</tbody>
</table>

**DEPARTMENT OF FAMILY MEDICINE**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christine Henrichs, M.D.</td>
<td>Department Head</td>
<td><a href="mailto:christine.henrichs@carle.com">christine.henrichs@carle.com</a></td>
<td>Carle in Mahomet</td>
<td>383-4662</td>
</tr>
<tr>
<td>Bharat Gopal, M.D.</td>
<td>Director Family Medicine Residency Program</td>
<td><a href="mailto:bharat.gopal@carle.com">bharat.gopal@carle.com</a></td>
<td>Carle Urbana (Main Campus)</td>
<td>383-4846</td>
</tr>
<tr>
<td>Phillip Barnell, M.D.</td>
<td>Clerkship Coordinator</td>
<td><a href="mailto:pbarnell@illinois.edu">pbarnell@illinois.edu</a></td>
<td>Carle Forum</td>
<td>383-4662</td>
</tr>
<tr>
<td>Jackie McCoy</td>
<td></td>
<td><a href="mailto:jrmccoy@illinois.edu">jrmccoy@illinois.edu</a></td>
<td>Carle Forum</td>
<td>383-4662</td>
</tr>
</tbody>
</table>

**DEPARTMENT OF INTERNAL MEDICINE**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janet Jokela, M.D., MPH</td>
<td>Department Head and Director</td>
<td><a href="mailto:jokela@illinois.edu">jokela@illinois.edu</a></td>
<td>Carle Forum</td>
<td>383-3211</td>
</tr>
<tr>
<td>Kirsten Lawhead</td>
<td>Clerkship Director</td>
<td><a href="mailto:klawhead@illinois.edu">klawhead@illinois.edu</a></td>
<td>Carle Forum</td>
<td>383-3211</td>
</tr>
<tr>
<td>Lori Osterbur</td>
<td></td>
<td><a href="mailto:hosterbu@illinois.edu">hosterbu@illinois.edu</a></td>
<td>Provena Medical Group</td>
<td>337-2373</td>
</tr>
<tr>
<td>Kathleen Collins, M.D.</td>
<td>Clerkship Director</td>
<td><a href="mailto:kcollins@christieclinic.com">kcollins@christieclinic.com</a></td>
<td>Provena Medical Group</td>
<td>337-2373</td>
</tr>
<tr>
<td>Jean Holley, M.D.</td>
<td></td>
<td><a href="mailto:jean.holley@carle.com">jean.holley@carle.com</a></td>
<td>Carle Forum</td>
<td>383-3211</td>
</tr>
<tr>
<td>Anu Mani, M.D.</td>
<td></td>
<td><a href="mailto:anu.mani@va.gov">anu.mani@va.gov</a></td>
<td>Illiana Health Care Center</td>
<td>554-4511</td>
</tr>
<tr>
<td>Monique Phagan</td>
<td></td>
<td><a href="mailto:monique.phagan@va.gov">monique.phagan@va.gov</a></td>
<td>Illiana Health Care Center</td>
<td>554-3660</td>
</tr>
</tbody>
</table>
DEPARTMENT OF OBSTETRICS AND GYNECOLOGY
Ralph Kehl, M.D.
ralph.kehl@carle.com
Department Head
Carle Urbana (Main Campus) 383-4930

Debbie Deedrich
deedrich@illinois.edu
Provena Medical Group 244-0598

DEPARTMENT OF PEDIATRICS
Charles Morton, M.D.
charles.morton@carle.com
Department Head
Carle Champaign on Curtis 383-5016

Rachel Helton
rachel.helton@carle.com
Clerkship Director
Carle Urbana on Windsor 383-5887

Kirsten Lawhead
klawhead@illinois.edu
Carle Forum 383-3211

DEPARTMENT OF PSYCHIATRY
Gerald Welch, M.D.
gerald.welch@carle.com
Department Head
Carle on Mattis 383-4615

Linda Stone
mlim3@illinois.edu
Carle Forum 383-4615

Nitin P. Bhosale, M.D.
nitin.bhosale@carle.com
Carle Urbana (Main Campus) 383-3442

Charles K. Hawley JD, M.D.
charles.hawley@carle.com
Carle Champaign on Kirby 383-1850

Timothy G. Roberts, M.D.
timothy.roberts@carle.com
Carle Champaign on Kirby 383-1850

Feiteng Su, M.D., PhD
feiteng.su@provena.org
Provena Medical Group 337-2130

James Whisenand, MD
James.Whisenand@carle.com
Carle Champaign on Kirby 383-1850

DEPARTMENT OF SURGERY
Uretz Oliphant, M.D.
uretz.oliphant@carle.com
Department Head
Carle Urbana (Main Campus) 383-3579

Sampath Kulasekhar, M.D.
sampath.kulasekhar@va.gov
Illiana Health Care Center
Site Coordinator

Douglas Jones, M.D.
Site Coordinator,
Provena Medical Group 366-6001

Carla Vandivier
cvand@illinois.edu
Carle Forum 383-3579

Diane Corsaro
dcorsaro@illinois.edu
Coordinator Instructional Development
Carle Forum 383-4610
| **STUDENT AFFAIRS/MEDICAL SCHOLARS PROGRAM** | | |
| --- | --- | |
| James W. Hall, Ed.D. | jmhall@illinois.edu | 125 Medical Sciences Bldg. | 333-8146 |
| Nora Few, Ph.D. | njfew@illinois.edu | 125 Medical Sciences Bldg. | 333 8146 |
| James Slauch, Ph.D. | slauch@illinois.edu | 125 Medical Sciences Bldg. | 333 8146 |
| Jennifer Crum | jlcrum@illinois.edu | 125 Medical Sciences Bldg. | 244-7800 |
| Julie Wyant | wyant@illinois.edu | 125 Medical Sciences Bldg. | 333-4876 |
| Barbara Haegele | bhaegele@illinois.edu | 125 Medical Sciences Bldg. | 333-4578 |
| Angie Bingaman | abingama@illinois.edu | 125 Medical Sciences Bldg. | 333-5472 |
| Susan Kies, Ed.D. | kies@illinois.edu | 255 Medical Sciences Bldg. | 333-5222 |
| Mary Mortland | mmortlan@illinois.edu | 379 Medical Sciences Bldg. | 244-2398 |
| Gayle Nelsen | gln@illinois.edu | 279B Medical Sciences Bldg. | 333-3461 |
| E. Ted Robb | edmundr@illinois.edu | 279A Medical Sciences Bldg. | 333-0837 |
| Canien Williams, J.D. | wllmsplt@illinois.edu | 253 Medical Sciences Bldg. | 333-4945 |
| Melinda Elam | myelam@illinois.edu | 253 Medical Sciences Bldg. | 244-7808 |
COMPUTER SERVICES
Tod Jebe
tjebe@illinois.edu
Assistant Dean and Director of Instruction and Information Technology
Michael Hallihan
hallihan@illinois.edu
Network Support Specialist

Todd Patrick
tpat@illinois.edu
Coordinator of Application Development

Becki Wright
becki@illinois.edu
Coordinator of Application Development

REGIONAL DEAN’S OFFICE
Uretz Oliphant, M.D.
uretz.oliphant@carle.com
Dean

Deborah McCall
demccall@illinois.edu
190 Medical Sciences Bldg. 265-6420

Rita Knight
rlknight@illinois.edu
190 Medical Sciences Bldg. 333-5473

FISCAL AFFAIRS AND ADMINISTRATION
James A. Cagle
jcagle@illinois.edu
190 Medical Sciences Bldg. 244-6881
Director of Business and Financial Affairs

Richard J. Schimmel, Ed.D.
rjs@illinois.edu
190 Medical Sciences Bldg. 333-5463

Dedra Williams, Ed.D.
dwillms1@illinois.edu
190 Medical Sciences Bldg. 333-5473
Associate Dean for Fiscal Affairs and Administration Graduate and Continuing Education

OFFICE OF THE DEAN OF STUDENTS
Ruth McCauley
rmccaule@illinois.edu
Turner Student Services Building 333 0050
Associate Dean of Students
Specializes in Women’s Issues

COMMUNITY RESOURCES
Patricia Morey
pmorey@illinois.edu
Women’s Resources Center 333-3137
Assistant Dean of Students
Coordinator of Sexual Assault Programs

AIDS National Hotline
Available 24 Hours a day 1-800-232-4636

C.A.M.P.U.S. Campus Automobile/Motorist Protection Service Program 244 HELP
Crisis Line 359-4141
Counseling Center Turner Student Services Building 333-3704
Counseling Center McKinley Health Center 333-8360
<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Dean</td>
<td>Available 24 hours a day 333-0050</td>
</tr>
<tr>
<td>NITE RIDES</td>
<td>A free nighttime rape prevention campus ride program 333 3184</td>
</tr>
<tr>
<td>Police</td>
<td>911</td>
</tr>
<tr>
<td>Rape Crisis Service</td>
<td>Available 24 Hours a Day 355-5203</td>
</tr>
<tr>
<td>Prairie Center for Substance Abuse</td>
<td>356-7576</td>
</tr>
<tr>
<td>Student Legal Services</td>
<td>Illini Union 333-9053</td>
</tr>
<tr>
<td>Tenant Union</td>
<td>Illini Union 333-0112</td>
</tr>
<tr>
<td>Women’s Place</td>
<td>384 4390</td>
</tr>
</tbody>
</table>
### NARRATIVE DESCRIPTION

This is a four week required core clerkship in family medicine. The students will see and treat patients under the supervision of a family physician in both the in and out-patient settings, gaining knowledge and experience in meeting the primary care needs of patients of all ages.

### OBJECTIVES

It is the goal of our clerkship to produce students who:

1) Are clinically excellent.
2) Continue their personal growth to physicianhood by meeting the COM competencies.
3) Meet and exceed expected parameters of national standards in family medicine.
4) Prepare students for required NBME exam.
5) Foster interest in family medicine.
6) Provide an experience that meets college-wide standards.

### PURPOSE

The Family Medicine clerkship is a required primary care ambulatory rotation. The clerkship teaches the knowledge, attitudes, and skills necessary to provide continuing, comprehensive, and preventive care to individuals and families who represent a broad spectrum of ages and cultures in the outpatient setting.

### COMPETENCIES

**During the four-week clerkship, students will increase their ability to:**

1) **Basic and Clinical Science Knowledge Base** – The core topics which the student should become familiar with include:

   - Arthritis - podcast
   - Asthma/COPD - podcast
   - Back Pain - clerkship lecture
2) **Communications/Biopsychosocial** – The student will record their patient encounters in written form, with review by their preceptor. Oral presentations of the patient encounters will also be given and evaluated by preceptors.

3) **Ethical Reasoning and Judgement** – The student is to demonstrate advocacy for their patients, respect patient rights and privacy, and help empower patients in decision making as they confront ethical dilemmas in clinical care.

4) **Lifelong Learning** – The student is to demonstrate and continue to refine their skills in knowledge acquisition in the clinical setting on a case by case basis, with review and feedback from their preceptor.

5) **Data Gathering/Problem Definition** – The student is to demonstrate the ability to gather appropriate data, both from the patient as well as from other medical sources.

6) **Management and Clinical Decision Making** – The student is to continue to develop the ability to generate appropriate treatment plans, and discuss the correct course for continuing patient evaluation.

7) **Health Maintenance/Disease Prevention** – The student will continue to develop their data base in appropriate health screening examinations and testing. They will also demonstrate their skills in patient discussions of the risks and benefits encountered.

8) **Social and Community Context of Health Care** – The student will learn and discuss the impact of the family and community on common primary care problems and be able to discuss an integrated approach to the clinical issues.

9) **Professional Behavior (Personal, Family, and Community)** – The student is expected to demonstrate professionalism in all aspects of the clerkship – from attire to punctuality, from sensitivity to privacy – all issues are to be handled in a respectful and professional manner.

**INSTRUCTIONAL FEATURES**

Each student will be assigned a committed, enthusiastic faculty preceptor who provides the
student a safe platform for individual patient encounters in a clinical practice setting. The preceptor will observe and provide feedback for all facets of the encounter (history, physical, treatment and documentation). Students will participate in a Casting Workshop designed to enhance particular skills, as well as participate in a series of clinical presentations/lectures on various subjects including hyperlipidemia, hypertension, diabetes mellitus, congestive heart failure, women's health issues, and behavioral medicine.

**ASSESSMENT**

1. Mid clerkship evaluation form will be completed on each student, giving them a chance to address areas of learning where improvement is needed.
2. Patient encounter logs are kept by each student. The required numbers in each area of patient encounters must be met in order to achieve a passing grade.
3. Students clinical performance is evaluated by faculty using the clerkship evaluation form. A proficient clinical grade must be obtained.
4) Students must pass a national clerkship exam in family medicine.
Required Medicine I Core

CLER 655: Medicine I

| Clerkship Directors | Jean Holley, M.D. – Carle - (217) 383-3605
|                     | Kathleen Collins, M.D. – (217) 337-2373
|                     | Anu Mani, M.D. – Veterans Affairs Illiana Health Care (217) 554-3660 |
| Reporting Time      | 8:00 a.m. – Carle Forum, 611 West. Park Street, Urbana, IL 61801
|                     | 7:00 a.m. (7:30 a.m. – first day of orientation) – Provena/Covenant Medical Office Building I, 1405 West Park Street, Suite 207, Urbana, IL 61801
|                     | 7:45 a.m. – Veterans Affairs Illiana Health Care Center, Danville Site |
|                     | Carle Clinic, 602 West University Ave., Urbana, IL 61801
|                     | Provena/Covenant Medical Center, 1400 West Park Street, Urbana, IL 61801
|                     | Department of Veterans Affairs Illiana Health Care System, 1900 East Main Street, Danville, IL 61832 |
| Length of Clerkship | Dates Year round
|                     | Prerequisites None
| Methods of Evaluation | NBME Medicine Subject Examination and faculty and resident evaluations
| Students Per Rotation | Maximum of four at Carle, maximum of four at Provena/Covenant
| Night Call Required  | Yes
| Weekends Required    | Yes
| Supervision          | Student will be supervised by a medical resident and attending staff |

NARRATIVE DESCRIPTION

The student will learn to provide care for patients with problems falling into the domain of internal medicine. He/she will join a team of students, residents, and attending internists.

The junior student will work up patients during a 12-week rotation. The first 6 weeks will be spent at Carle Foundation Hospital or Provena/Covenant Medical Center, and the next 4 weeks will be spent at the Veterans Affairs Illiana Health Care Center in Danville, IL. The remaining 2 weeks assigned to a practicing internist in the outpatient setting. Patient work-ups will include performing a complete history and physical, developing a problem list, a differential diagnosis, and a management plan for that patient. At Carle, the student will not have the opportunity to write orders but at the VA and on occasion at Provena/Covenant, the student will write all orders on cases assigned to him/her, and these orders will be countersigned by a resident or by the attending physician. The student will also perform or observe all procedures performed on their patient. The student will be expected to read comprehensively in the literature and major textbooks of medicine about the cases assigned to him/her. The student will maintain a log of his/her learning activities on the forms provided at the beginning of the rotation, including a record of the diagnoses of their cases and of procedures performed. There will be a comprehensive final examination prepared by the NBME.

The student will substantially increase his/her cognitive knowledge in the field of adult medicine, further acquire technical skills required to diagnose and treat patients with medical problems, and learn how to participate in a traditional house-staff role.

OVERALL GOAL
To provide experience in the total management of inpatient and ambulatory Internal Medicine patients.

**OBJECTIVES**

**Patient Care** - Students will be able to perform a patient’s medical history in a logical, chronologically organized and thorough manner that covers all essential aspects of the patient’s history. Students will demonstrate ability to develop a differential diagnosis for the patient’s presenting complaint and other pertinent medical problems as they relate to the patient’s problem list formed from the student’s history and physical exam of the patient. Students will be able to develop a patient management plan using concise progress notes, results of diagnostic tests and procedures, and information from the history and physical exam.

**Medical Knowledge** - Students will develop the understanding of general internal medicine by applying pathophysiology, epidemiology, and clinical manifestation of his/her patients. Students will be able to present a patient’s case in a logical concise manner with an appropriate amount of detail. Students will be able to obtain, interpret, and analyze critical information including lab results, EKG and chest x-rays.

**Practice-Based Learning & Improvement** - Students will be able to demonstrate a proficiency in the access of current medical literature via online and library resources and demonstrate independent learning. Students will independently seek out learning resources to further his/her medical knowledge.

**Interpersonal and Communication Skills** - Students will be able to communicate effectively and efficiently with patients, families, and others on the health care team. Students will demonstrate an ability to educate patients regarding their health problems. Ethical dilemmas and any conflict of interest will be identified and discussed in a timely and honest manner.

**Professionalism** - Students will demonstrate a high level of professionalism by treating patients, families, and health care providers with respect and dignity while acting with honesty and integrity. Students will demonstrate professionalism by their commitment to caring for patients regardless of race, socioeconomic status, sexual orientation, age, religion, culture or disability. The student will show respect for patients and their families and relay information to families and the health care team in an honest fashion.

**Systems-Based Practice** - Students will have the ability to work effectively with a variety of health care professionals to provide competent and quality care to patients. Students will learn and understand the varied roles of the health care team as they apply to patient care.

**TEACHING METHODS**

The student will be assigned to a ward team consisting of an attending physician, a senior resident and an intern. The student will be an integral part of the general medicine team. The student will participate in initial assessment of the patient, give an accurate presentation of the patient to resident and attendings and be expected to follow the patient’s progress during the admission.

The student will be expected to be on call as assigned. The student is expected to be knowledgeable of his/her patients’ medical history and laboratory data. In addition, the student is expected to research his/her patient’s medical condition to further his/her knowledge base.
EVALUATION SYSTEM

The final Medicine I core clerkship clinical grade is determined by the clerkship site directors by consensus. Evaluations are collected and reviewed in detail, including evaluations from the clerkship site directors, supervising inpatient attendings and residents, teaching attendings, and ambulatory block faculty. Improvement over the duration of the clerkship is expected and taken into account.

In addition, all required patient write-ups, other assignments, and the Medicine I Core Clerkship Patient Problems and Required Procedures checklist will be submitted by the designated due dates or the student will not be eligible for the clinical grade of Outstanding.

The final clerkship grade is calculated using a formula decided upon by the College Committee on Instruction and Appraisal of the University of Illinois, College of Medicine, which takes into account the clinical grade and the NBME exam score.

For example, in order to achieve a final clerkship grade of Outstanding, students must score at least the national mean on the NBME exam, which currently is 74.
**Required Medicine II Core**
https://www.med.illinois.edu/depts_programs/sciences/clinical/internal_med/clerkships/medicineII.php

**CLER M4RE612:** Medicine II

**Clerkship Director:** Janet A. Jokela, MD, MPH
Carle Forum and Provena/Covenant Medical Center
(217) 383-3211, (217) 337-2373
jokela@illinois.edu

**NARRATIVE DESCRIPTION**

Medicine II is a 4-week long core clerkship that may be taken in either the third or fourth year of medical school. This clerkship gives students the opportunity to expand their exposure to various areas of internal medicine and solidify their internal medicine skills. Students who are considering a career in internal medicine, or those who anticipate doing an internal medicine prelim year before starting residency (i.e., in radiology, dermatology, or neurology) are urged to choose to do the fourth year subinternship as their Medicine II experience. The Medicine II core clerkship requires, at minimum, satisfactory completion of the Medicine I core clerkship, and consists of the following tracks:

**Clinical Medicine Track.** 0-2-4 weeks of general medicine inpatient service at the Danville VA Hospital.
http://www.med.illinois.edu/depts_programs/sciences/clinical/internal_med/clerkships/genmedtrackVA.php

**Geriatric and Palliative Care Track.** 0-2 weeks of geriatric and palliative care service at the Danville VA Hospital, in which students become familiar with a variety of end-of-life care issues, the therapeutic use of opiates, geriatric assessment, the physiology of aging, and clinical geriatric care.
https://www-s.med.uiuc.edu/depts_programs/sciences/clinical/internal_med/clerkships/geripallatVA.php

**Adult Neurology Track.** 0-2-4 weeks of neurology clinic and in-patient neurology consults, in which students will be exposed to and become familiar with various neurologic disorders and neurologic manifestations of systemic disease.
http://www.med.illinois.edu/depts_programs/sciences/clinical/internal_med/clerkships/geripallatVA.php

**Subspecialty Track.** 0-2-4 weeks of subspecialty experience in cardiology, pulmonary, or gastroenterology offered at multiple sites. For two weeks at a time, students will be given responsibility for the care of a limited number of subspecialty patients and work closely with a supervising attending subspecialist.
http://www.med.illinois.edu/depts_programs/sciences/clinical/internal_med/clerkships/subspecialty.php

**Clinical Medicine Sub-Internship Track. (Available only for M4 students).** 0-4 weeks of general medicine inpatient service at the Danville VA Hospital or with the hospitalist team at Carle Foundation Hospital, in which students will be given major responsibility for a limited number of general medical patients under the direct supervision of a resident and faculty attending. The number of patients will be limited so as to allow the student to assume the total care responsibilities. Students who are considering Internal Medicine as a career path and students who plan to complete an Internal Medicine preliminary year during their internship are urged to choose this track for their Medicine II experience. For details of the VA track:
http://www.med.illinois.edu/depts_programs/sciences/clinical/internal_med/clerkships/genmedsubintern.php

For details of the Carle Foundation Hospitalist track
http://www.med.illinois.edu/depts_programs/sciences/clinical/internal_med/clerkships/hospitalisttrack.php
ICU Sub-Internship Track.  *(Available only for M4 students who have completed the surgical clerkship).*  0-4 weeks of experience in the Carle Foundation Hospital ICU, in which students will be given significant responsibility under the direct supervision of a senior resident and ICU attending staff.  

http://www.med.illinois.edu/depts_programs/sciences/clinical/internal_med/clerkships/ICUsubintern.php

Students may choose between these tracks provided they have satisfactorily completed the Medicine I Core Clerkship *(and M4 students only may choose the subinternship track, and only M4 students who have completed the surgical clerkship may choose the ICU track).*  Please do not contact the attendings directly regarding your choices: contact the Medicine II Clerkship Coordinator Kirsten Lawhead at klawhead@illinois.edu or 383-3211 at least one month prior to the beginning of the rotation regarding your choice of tracks.  Options are available subject to faculty availability—for those tracks where student participation is limited, assignments will be made on a first-come, first-serve basis.
### Required Obstetrics/Gynecology Core

**CLER 651: Obstetrics/Gynecology Clerkship**

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Ralph Kehl, M.D., FACOG – (217) 383 4930</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerkship Coordinator</td>
<td>Debbie Deedrich. – (217) 244-0598, <a href="mailto:deedrich@illinois.edu">deedrich@illinois.edu</a></td>
</tr>
</tbody>
</table>
| Reporting time | 8:00 a.m  
Carle Clinic, OB/GYN Department, 4th floor  
for Orientation – first Monday |
| Sites | Provena Medical Office Building – Administration, Classrooms  
1405 West Park Street, Suite 207 Urbana, IL 61801,  
Carle Clinic, 602 West University Ave., Urbana, IL 61801  
Provena United Samaritans Medical Center – Danville  
800 North Logan, Danville, IL 61832  
OSF St. Joseph Medical Center, 2200 East Washington Street,  
Bloomington, IL 61701 |
| Length of Clerkship | Eight weeks |
| Dates | Year round in sequence with UICOM UC clerkship dates |
| Prerequisites | None |
| Methods of Evaluation | National Board Subject Exam scores; Performance evaluations |
| Students Per Rotation | Minimum 3, Maximum 5 |
| Night Call Required | Yes |
| Weekend required | Yes |

### NARRATIVE DESCRIPTION

The OB/GYN clerkship is eight weeks in length, divided into two four-week blocks. A didactic/problem based lecture series is provided to examine specific women's health issues. While under the supervision of faculty preceptors, students will gain experience caring for a variety of Obstetric and Gynecological patients. Night call is mandatory, but flexible, roughly every fourth night and alternative weekends.

### OVERALL GOALS

The overall goal of the Third Year Clerkship in Obstetrics and Gynecology is for students to acquire and apply the basic information and master the basic skills needed by all physicians who provide care for women, including the specific psychomotor and interpersonal skills necessary for the clinical examination of women. Further, students will become familiar with the general field of obstetrics and gynecology. They will be exposed to a variety of patients with obstetric and gynecological problems, including normal and high-risk pregnancies, infertility, gynecological endocrine abnormalities, infections, neoplastic problems, and contraception.

### OBJECTIVES

At the successful completion of the clerkship, students will be able to:

1. acquire and record a thorough history pertaining to Obstetrical/Gynecological conditions.  
2. perform specialized physical examination procedures common to the discipline (pelvic, breasts, and abdomen) under required supervision.  
3. plan a rationale for further problem solving and diagnostic tests to develop an appropriate management plan.  
4. interpret diagnostic test results.  
5. organize data clearly; present a concise case presentation.  
6. explain the role of nutrition and preventive medicine in the field of Obstetrics and Gynecology.  
7. advise female patients and their families on recommended strategies regarding
psychosocial and sexual problems.
8. differentiate normal and abnormal pregnancy and labor conditions.
9. describe different methods of delivery with the indications and contraindications of each.
10. outline management plans for gynecologic pathologies.

BIBLIOGRAPHY

Required reading:


Required assignments:

6 formally written H&P’s
Procedure and case logs
2 OSCE’s
uWISE quizzes
3 days with alternate providers
The pediatric clerkship is designed to emphasize those areas of medicine unique to childhood and adolescence through a combination of experiences in the outpatient clinic, nursery, and hospital. Such issues as growth and development, social maturation, behavioral disorders, infectious disease, immunizations, nutrition, and accident prevention will be emphasized. The student will have the opportunity to observe and participate in on-going well and sick child care in the outpatient setting and will work-up and follow patients hospitalized for evaluation and treatment. Student will also participate in various subspecialty evaluations (developmental, pulmonary, neurology, gastroenterology) in the clinic setting, and will observe newborn care in the nursery. Practical experience will be supplemented by a series of conferences, mentoring, and lectures.

**OBJECTIVES**

1. To understand the usual patterns of growth and development in infancy, childhood, and adolescence, and to know how to evaluate them.
2. To recognize the nutritional needs of infants, children, and adolescents.
3. To become familiar with methods of anticipatory guidance and health education in preschool years.
4. To recognize the health concerns of the school-aged child, including attention deficit and learning disorders.
5. To understand the physical and developmental changes of adolescence and some of the more common adolescent health problems—drugs, alcohol, sexually transmitted infections, and pregnancy.
6. To recognize the common illnesses of childhood and to know the appropriate treatment for such illness.
7. To develop an awareness of the functions of ancillary services and community programs providing services to children.
8. To understand the child as a developing individual within the family, social, and economic environment.

**EVALUATION/SUPERVISION**

The evaluation is done by the pediatric faculty with whom the student is working. It includes the student’s ability to perform in the clinical setting, the student’s ability to familiarize himself with the material, the student’s professional interactions with the attending, associate staff, patients, and their families, and the quality of any special reports the student is assigned to prepare.
GRADUATION COMPETENCIES

1. **Patient Care**
   a. Perform a thorough history and a comprehensive physical exam on a minimum of eight hospitalized pediatric patients.
   b. Develop a differential diagnosis for each of the work-ups of hospitalized patients.
   c. Develop a proposed diagnostic plan for each of these work-ups.
   d. Utilize data from history, exam and diagnostic studies to formulate a treatment plan for each patient.
   e. Demonstrate an awareness of developmental, cultural, social, and economic factors in the management of each case.
   f. Educate families regarding diagnosis and treatment.

2. **Medical Knowledge**
   a. Demonstrate ability to pass the pediatric subject exam.
   b. Demonstrate ability to discuss case histories knowledgeably.
   c. Demonstrate ability to discuss issues relevant to case management, including cultural and socioeconomic factors.

3. **Practice Basic Learning**
   a. Demonstrate ability to obtain pertinent information from current literature relating to specific cases.
   b. Show interest and enthusiasm for learning.

4. **Interpersonal and Communication Skills**
   a. Demonstrate ability to present precise case summaries that include all the pertinent information.
   b. Interact appropriately with health care professionals at all levels.
   c. Involve family, as appropriate, in patient education.
   d. Be prompt, attentive and well prepared.

5. **Professionalism**
   a. Demonstrate integrity
   b. Demonstrate respect for others
   c. Respect opinions of others
   d. Maintain confidentiality
   e. Conducts self in a professional manner

6. **Systems Based Practice**
   a. Appropriately utilize services of various health care providers within a system
   b. Evaluate community resources
## Required Psychiatry Core Clerkship

**CLER 652: Psychiatry**

<table>
<thead>
<tr>
<th>Clerkship Director:</th>
<th>Gerald Welch, MD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sites</strong></td>
<td></td>
</tr>
<tr>
<td>Carle Main Campus</td>
<td></td>
</tr>
<tr>
<td>602 W. University Avenue</td>
<td></td>
</tr>
<tr>
<td>Urbana, IL  61801</td>
<td></td>
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<tr>
<td>Carle Champaign on Kirby</td>
<td></td>
</tr>
<tr>
<td>1813 W. Kirby Avenue</td>
<td></td>
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<tr>
<td>Champaign, IL  61821</td>
<td></td>
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<tr>
<td>The Pavilion</td>
<td></td>
</tr>
<tr>
<td>809 West Church Street, Champaign, IL  61820</td>
<td></td>
</tr>
<tr>
<td>Provena-Covenant Medical Center</td>
<td></td>
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<tr>
<td>1400 West Park Street</td>
<td></td>
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<tr>
<td>Urbana, IL  61801</td>
<td></td>
</tr>
<tr>
<td>Veterans Affairs, Illiana Health Care Center</td>
<td></td>
</tr>
<tr>
<td>1900 East Main Street</td>
<td></td>
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<tr>
<td>Danville IL  61832</td>
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</tr>
<tr>
<td><strong>Length of Clerkship</strong></td>
<td>Eight-week rotation, in two blocks, each a different experience</td>
</tr>
<tr>
<td><strong>Dates</strong></td>
<td>Year round</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Methods of Evaluation</strong></td>
<td>Evaluation by preceptors and clerkship director, and NBME Subject Examination</td>
</tr>
<tr>
<td><strong>Students Per Rotation</strong></td>
<td>Between four to six students each rotation</td>
</tr>
<tr>
<td><strong>Night Call Required</strong></td>
<td>Specific to each site, may require nights and weekends</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td></td>
</tr>
</tbody>
</table>

## NARRATIVE DESCRIPTION

Students will work directly with practicing psychiatrists, caring for adult and children. Responsibilities include evaluation of newly admitted inpatients and consultation for medical and surgical inpatients. Students may also spend time in outpatient adult and/or psychiatry. Students are able to assume responsibility for direct, supervised care of inpatients and consults, and work within the framework of a health care team.

## DIDACTIC MATERIALS

Students are allowed access to the psychiatry Blackboard website, which includes handouts, rating scales, and articles on psychiatric disorders and issues. The clerkship supplies the required books, including the most recent publications of First Aid for the Psychiatry Clerkship; Case Files: Psychiatry (Toy and Klamen); The Psychiatric Interview (Carlat); and First Aid for the USMLE Step 2 CS. Other recommended study books are discussed during the clerkship, and may change over time.

## CHOICE OF TRAINING SITES

Students will receive an email about 4 weeks prior to the clerkship requesting information about preferences. The Clerkship Director will use these preferences, while blinded to names, to make the best match to experiences. Students must spend one month on adult inpatient psychiatry.

## OBJECTIVES

Fundamental to mastery of psychiatric work is the development of an effective interview technique that is the major source of clinical information in the discipline. The student should demonstrate:
I. CLINICAL INTERVIEWING: DATA GATHERING SKILLS

A student should be able to conduct a basic psychiatric interview using:
1. An open-ended approach.
2. A style that facilitates the patient providing information.
3. Specific questions of information to cover all content areas relevant to making a DSM diagnosis.
4. Silence or facilitating comments as appropriate.
5. Confrontation and other techniques which may facilitate the gathering of information.

A student should be able to:
1. Identify verbal and non-verbal presentation of information.
2. Organize interview data.
3. Gather data from all relevant sources (e.g., patient interview, patient observation, family members, medical records, and other therapists).

II. INTERACTIONS WITH PATIENTS

Students are expected to
1. Demonstrate a capacity for empathy.
2. Establish rapport with a wide variety of patients.
3. Listen carefully, and
4. Communicate clearly.

III. MENTAL STATUS EVALUATION

Students are expected to
1. Conduct a comprehensive and accurate mental status examination.
2. Present the findings orally and in writing without references to any written material.

IV. PRESENTATION OF CLINICAL MATERIAL

Students are expected to
1. Write complete and accurate psychiatric evaluation/admission notes, using electronic medical records, where appropriate.
2. Write succinct progress notes with all key information, and
3. Present organized case summaries orally.

V. DIAGNOSTIC AND CONCEPTUAL SKILLS

A student is expected to
1. Identify major problem areas, including primary and co-morbid conditions.
2. Identify predisposing, precipitating and maintaining factors.
3. Identify biological, psychological, family, and sociocultural influences on symptoms and their contribution to the etiology, pathogenesis, epidemiology and treatment of the presenting illness(es).
4. Identify relevant past history.
5. Identify general medical or substance related contributors to the presenting illness.
6. Evaluate the emergency aspects of the problem.
7. Formulate the accurate and comprehensive differential diagnosis using the current diagnostic and statistical manual.
8. Formulate a beginning treatment plan considering somatic and psychosocial interventions.
9. Identify deviations from normal development.

VI. RESPONSIBILITY AND PROFESSIONALISM

Students are expected to
1. Be punctual and available.
2. Reliably complete tasks and assignments.
3. Ask for help when needed.
4. Terminate and transfer cases appropriately.
5. A student’s appearance, demeanor, behavior and relationship with staff should be consistent with their role.

VII. EDUCATIONAL INITIATIVE

Students are expected to
1. Ask questions.
2. Do relevant reading.
3. Volunteer for presentations.
4. Actively seek clinical experiences.

VIII. FEEDBACK

Students are expected to
1. Actively seek feedback from supervisors.
2. Be receptive to suggestions and change behavior in response to suggestions from supervisors, staff, and patients.

IX. MANAGEMENT SKILLS

Students should be able to
1. Demonstrate basic skills to promote a therapeutic relationship.
2. Assess violence risk towards self and others.
3. Utilize psychotropic medication with knowledge of its mechanism of action, indications, contraindications, adverse effects, monitoring requirements and drug interactions.
4. Demonstrate a working knowledge of the functioning of a psychiatric healthcare delivery system.
5. A student should be able to make referrals to appropriate community agencies, clinics and private psychiatrists.
6. Communicate (in verbal and written form) psychiatric findings to other medical and agency professionals.
7. Work within a team framework.

X. KNOWLEDGE

1. Students should have a basic knowledge of the normal developmental stages of childhood, adolescence, and adulthood. The student should be able to identify, describe, and discuss the major pathological syndromes and developmental deviations associated with these developmental stages.
2. Students should be able to identify and describe the major psychiatric disorders described in the current Diagnostic and Statistical Manual.
3. Students should be able to achieve a minimum score of 60 for the end of clerkship examination. The student will be required to pass both the non-cognitive (clinical rotation) and cognitive (exam) portions of the clerkship to pass the clerkship.
4. Students should acquire an elementary understanding of various theoretical models for conceptualizing mental illness and its treatment.
5. Students should be familiar with modalities of psychiatric treatment including commonly used approaches in biopsychosocial areas. They should have a basic knowledge of different types of treatment (e.g., cognitive therapy, 12-step, behavior therapies, psychodynamic therapies, pharmacotherapy, etc.); formats of treatment (individual, family, marital, group); and phases of treatment (acute, maintenance, rehabilitation).
6. Students should understand indications for various levels of care, e.g., prevention, inpatient, partial hospitalization, intensive outpatient, residential, outpatient.
7. Students should be familiar with medico-legal concepts relevant to psychiatric practice, e.g., HIPAA rules, confidentiality, reporting duties, involuntary hospitalization, etc.
8. Students should be familiar with commonly used evaluation tools, e.g., imaging studies, psychometric scales, psychological and neuropsychological testing instruments, etc.
9. Students should be able to demonstrate evidence-based medicine skills in psychiatric practice.
COMPETENCIES

1. Perform and articulate a comprehensive mental status examination, including psychiatric and neuropsychiatric elements.
2. Conduct psychiatric interviews with a wide variety of patients, demonstrating the ability to establish rapport and obtain information pertinent to diagnosis.
3. Identify and collect other clinical data needed to diagnose behavioral disturbances, including relevant laboratory studies and psychological testing.
5. Use a biopsychosocial framework to describe biological, intrapsychic, familial, cultural, and social influences on patient’s presenting complaints.
6. Understand the implications for, and basic principles of, commonly used psychiatric treatments, including psychodynamic psychotherapy, cognitive psychotherapy, behavior therapy, family therapy, group therapy, pharmacotherapy, and electroconvulsive therapy.
7. Recognize psychiatric emergencies and perform basic emergency intervention.
8. Function as a member of the health care team in a professional and ethical manner.

ACTIVITIES TO FACILITATE ACHIEVEMENT OF COMPETENCIES

1. Students should spend the majority of clerkship time in clinical activities related to care of patients and/or their families whether in an inpatient or outpatient setting. Opportunities will be provided to work with patients manifesting a broad range of psychopathology.
2. Students will be given responsibility for clinical management of patients within the limits of the student’s ability and the requirements of the institution.
3. Clinical work will be closely supervised and directly observed.
4. Psychiatric evaluations and progress notes will be written according to the format used in the clinical setting and reviewed by the preceptor.
5. Students will spend one half-day each week in didactic instruction.
6. The Clerkship Director will work with students on their clinical skills and any areas that are problematic.

ASSESSMENT AND EVALUATION

1. Students should receive regular feedback from their preceptors in their supervisory sessions. Please let the clerkship director know, as soon as possible, if there is a problem with your preceptor.
2. Students receive feedback informally on a daily basis in this rotation, and should feel free to ask for feedback at any time. However, a formal feedback session should occur at the mid point of each block of the rotation. Purple feedback cards, listing the categories of feedback, will be given out during orientation. Students should give the feedback card to their preceptor during the second week of the Block. The preceptor and student will discuss strengths as well as areas for improvement. After the preceptor signs the card, the student should return it to the psychiatry secretary. The student should recognize that feedback is different from evaluation (grading). Feedback is for the purpose of learning; while a grade assesses learning and performance.
3. The preceptorship will complete a written evaluation assessing each student. The evaluation includes assessment of achievement of the previously described objectives and is based on direct observation of the student’s work in the clinical setting; the student’s participation in supervisory sessions; written psychiatric Evaluation’s and progress notes; and the professionalism and ethical standards of the student.
4. The National Board of Medical Examiners Subject Examination will be used to formally assess the student’s knowledge. The examination will be taken on the last Wednesday of the rotation.
5. The student’s final grade will be determined according to the approved formula with approximately two-thirds derived from clinical performance and one-third from the NBME Subject Examination. The Clerkship Director will utilize all data to determine the final grade.
6. In order to pass the clerkship, the student must pass the NBME Subject Examination and do satisfactory clinical work.
Required Surgery Core

CLER 654: Surgery

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Uretz J. Oliphant, M.D. – (217) 383-3579</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Coordinator</td>
<td>VAIHCS, Sampath Kulasekhar, M.D.</td>
</tr>
<tr>
<td></td>
<td>PCMC: Douglas Jones, M.D.</td>
</tr>
<tr>
<td>Reporting Time</td>
<td>8:00 a.m. – The Forum at Carle, BCR Conference Room</td>
</tr>
<tr>
<td>Sites</td>
<td>Carle Foundation Hospital, 611 West Park Street, Urbana, IL 61801</td>
</tr>
<tr>
<td></td>
<td>Department of Veterans Affairs Illiana Healthcare System, 1900 East Main Street, Danville, IL 61832</td>
</tr>
<tr>
<td></td>
<td>Provena/Covenant Medical Center, 1400 West Park Street, Urbana, IL 61801</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Eight weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round</td>
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<td>Prerequisites</td>
<td>None</td>
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<tr>
<td>Methods of Evaluation</td>
<td>National Boards Subject Examination; observation of clinical skills, oral examination</td>
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<tr>
<td>Students Per Rotation</td>
<td>Three to six</td>
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<tr>
<td>Night Call Required</td>
<td>Yes, Carle</td>
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</table>

NARRATIVE DESCRIPTION

The General Surgery core clerkship in Champaign-Urbana is eight weeks. Carle Foundation Hospital and Provena/Covenant Medical Center in Urbana and the Department of Veterans Affairs Illiana Healthcare System are the participating institutions in this clerkship. **Student assignments may vary, but at least one student per rotation will be assigned to the VAIHCS.** Each student will be required to work up patients. They will be involved in each patient’s preoperative, intraoperative, and postoperative care. There will be mandatory weekly didactic sessions. At the end of the rotation, in addition to the subject examination, there is an oral examination which must be passed to pass the course.

OVERALL GOALS

To provide relevant experiences for the student in the care of patients with acute and elective surgical problems.

OBJECTIVES

1. Initial history and physical examination of the surgical patient.
5. Familiarity with the function of the O.R. and the surgeon’s role.
7. Techniques of follow-up and long-term postoperative care.
8. Familiarity with assigned literature on surgical diseases.
9. Acquisition of a basic core of surgical knowledge, especially its capabilities and limitations.
10. An ability to present, orally, a discussion of surgical problems with which they have dealt.
Family Medicine Electives

**ELEC 815: ADDICTION MEDICINE**

<table>
<thead>
<tr>
<th>Clerkship Director:</th>
<th>TBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Participants:</td>
<td>John Hill, M.D., Department of Internal Medicine</td>
</tr>
<tr>
<td></td>
<td>Anne Robin, M.D., Department of Family Medicine</td>
</tr>
<tr>
<td></td>
<td>Mehtab Mizan, M.D., Department of Internal Medicine</td>
</tr>
<tr>
<td>Reporting Time:</td>
<td>8:00 a.m.</td>
</tr>
<tr>
<td>Site:</td>
<td>The Pavilion, 809 West Church Street, Champaign, IL 61820</td>
</tr>
<tr>
<td>Length of Clerkship:</td>
<td>Two to Four weeks</td>
</tr>
<tr>
<td>Dates:</td>
<td>Twelve times a year</td>
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<tr>
<td>Prerequisites:</td>
<td>Third year Medicine clerkship</td>
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<tr>
<td>Students Per Rotation:</td>
<td>1-2</td>
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<tr>
<td>Night Call Required:</td>
<td>No</td>
</tr>
<tr>
<td>Weekends Required:</td>
<td>No</td>
</tr>
</tbody>
</table>

**OVERALL GOALS**

On satisfactory completion of this clerkship, the student will understand the role of the addictionist as a provider of detoxification and rehabilitation services for addicts. Students will also understand the role of the addictionist as a consultant to primary care and other physicians. The student will see the value of the team approach to treating the disease of addiction by interacting with multiple health care providers such as nurse practitioners, case managers, counselors, nurses, and mental health technicians. The student will appreciate the importance of a holistic approach to the disease of addiction, which includes addressing the physical, mental, social, and spiritual aspects. The learner will understand the interface between the treatment center and community services such as twelve-step programs in the maintenance of sobriety. The student will demonstrate increasing competency in the medical interview, physical examination, management planning, and inpatient care coordination with other health care providers with a focus on the disease of addiction.

**OBJECTIVES**

1. **Basic and Clinical Science Knowledge Base** – Describe the knowledge and skill required for the practice of addiction medicine.
   
a. Detoxification  
b. Alcohol  
c. Depressants  
d. Stimulants  
e. Opioids  
f. Hallucinogens  
g. Rehabilitation  
h. Non-pharmacologic interventions such as group therapy, individual therapy, family therapy, and twelve-step involvement.  
i. Pharmacologic therapies  
j. Special situations  
k. The pregnant addict  
l. The adolescent addict  
m. Patients with dual diagnosis  
n. Personal development  
o. Time management  
p. Continuing education  
q. Practice management  
r. Describe health resources at the clinical site including resource limitations.  
s. Discuss personal advantages and disadvantages of addiction medicine practice.
2. **Communications/Biopsychosocial** – The student records an appropriately comprehensive written assessment of patients assigned. The student presents an appropriately focused and succinct oral presentation of patients to the attending physician and/or nurse practitioner.

3. **Ethical Reasoning and Judgment** – The student demonstrates advocacy for the welfare of patients above self. The student demonstrates a sensitivity to and respect for differences among people, and demonstrates decision making that is based on a non-judgmental approach to each individual. The student regularly seeks the consent and participation of patients in their care, demonstrating effective enabling or empowering techniques for patients.

4. **Lifelong Learning** – The student seeks and considers an attempt to respond to feedback provided by those with whom he/she works.

5. **Data Gathering/Problem Definition** – The student demonstrates the ability to gather a comprehensive patient database, using all relevant resources. The student demonstrates patient centered empathetic interviewing techniques. The student then consistently demonstrates the ability to separate normal from abnormal states, and develops a list of patient problems for further management.

6. **Management and Clinical Decision Making** – The student is able to assess their independent database. The student is able to identify the relationship between medical problems and to relate them to the disease of addiction.

7. **Health Maintenance/Disease Prevention** – The student assesses and counsels patients about healthy lifestyles that promote wellness, especially in the context of their disease of addiction. The student advocates abstinence from addictive chemicals in their interaction with the patient. The student is actively involved in the development and implementation of the treatment plan. The student is also involved in the development of the relapse prevention plan.

8. **Social and Community Context of Healthcare** – The student becomes aware of community resources available for the addict and the families of addicts.

9. **Professional Behavior (Personal, Family, and Community)** – The student is honest and readily indicates when he/she does not know an answer. The student accepts feedback without defensiveness, and acts on that feedback. The student is punctual and attends regularly. The student follows local customs for professional attire. The student assures that responsibilities are completed each session. The student always demonstrates sensitivity and respect for all members of the healthcare team, patients, and their families. The student avoids unproductive adversarial interactions with others.

10. **TEACHING METHODS**
    The student is assigned to work at the New Choice alcohol and drug rehabilitation facility located at The Pavilion. The student participates in all phases of the clinician’s work, including the inpatient detoxification unit and the partial hospital rehabilitation unit. The student is also expected to attend a local Alcoholics Anonymous meeting during the clerkship. The student is required to follow multiple patients during their four-week rotation and to be involved with these patients in all phases of their treatment program.

    The student will work with the physicians and the nurse practitioner who provide addiction services at The Pavilion. They will also interact closely with the other team members involved in the provision of services to addicts at New Choice.
11. **EVALUATION/SUPERVISION**

The student is evaluated by the site coordinator, using input from all physicians, the nurse practitioner, and other professional staff with whom the student has interacted. The evaluation is forwarded to the clerkship coordinator.
A four- to eight-week clerkship/rotation in clinical occupational and preventive medicine is available at SafeWorks Illinois “Return to Work Center,” which is a comprehensive occupational health and industrial rehabilitation program that serves employers throughout Central Illinois. The elective is available to fourth-year medical students.

The clerkship includes hands-on clinical work, as well as didactic instruction. A mini-project on a pertinent topic area must be completed by the end of the clerkship. There is field work: site visits to various industries such as foundries and manufacturing facilities to familiarize students with the health effects of work environments.

OVERALL GOALS

On satisfactory completion of the clerkship, the student will: (1) Gain a basic understanding of occupational health, including the fundamentals of the occupational health history; the concept of medical surveillance and biological monitoring for workplace exposures, workplace hazard control programs; the workers’ compensation system; work-site health promotion, and OSHA history and regulatory function. (2) Be able to apply epidemiological and public health principles in a clinical setting that includes primary, secondary, and tertiary prevention services.

GRADUATION COMPETENCIES

1. Basic and Clinical Science Knowledge Base

   a. Understand the impact of the workplace on the health of the worker: Students will continuously obtain a comprehensive work history and basic understanding of the job demands/stressors of the patient.

   b. Describe how the care of an injured worker differs from a patient with a similar injury that is not work-related: Treating work injuries offers unique challenges. Often, there is delayed recovery, including symptom magnification. Students will understand how issues such as secondary gain sometimes affect treatment of an injury.

   c. Be familiar with the workers’ compensation (WC) system and the role of OSHA.
Students will understand the mechanics of the workers' compensation system as a no-fault insurance system to protect the income of injured workers and the provision of medical benefits. Students will become aware of the role of OSHA (Occupational Safety and Health Administration) in protecting the nation’s workplaces.

d. Familiarize oneself with workplace drug and alcohol programs and how physicians play a role in these programs. Students will obtain an understanding how occupational health physician functions as a medical Review Officer (MRO) in interpreting drug testing results. This will require the student to have some knowledge about controlled substances and laboratory procedures to be able to distinguish authorized legitimate drug use from unauthorized or illegitimate use.

2. Communications/Biopsychosocial. Students will become familiar with the requirements of the occupational health physician’s unique role to communicate and interact—orally and in writing—to multiple parties: patients, employers, attorneys, insurance companies, unions, etc. The student will become familiar with the confidentiality guidelines/issues dealing with a work-related injury and a fitness-for-duty assessment. Students will interact with not only patients but employers, governmental officials, attorneys, and other treating physicians and therapists.

3. Ethical Reasoning and Judgment. Students will become familiar with the ethical aspects/dilemmas of an occupational health physician, who has a mutual goal to protect and promote the health of the patient-employee, as well as the goal to help the employer control costs and increase worker productivity in a population medicine based-approach. Students will learn to accord the highest priority to the health and safety of individuals in workplace.

4. Lifelong Learning. The student will become familiar with medical library and electronic resources to educate himself or herself about issues related to the workplace. Even though most students will not exclusively go on to practice occupational medicine, the objective is for students to recognize that all physicians, no matter their specialty, will take care of patients that work and have potential for work-related issues that affect their health. Therefore, the objective is for the student to be able to learn throughout their careers where to access information or locate resources to help regarding work-related issues for their patients.

5. Data Gathering/Problem Definition. Students will learn how to assess the nature and extent of injuries and illnesses and provide recommendations regarding treatment, the ability to work, and the percentage of impairment/disability. The student will also learn how to assess the risk of various workplace hazards and to assess how these health hazards affect worker health.

6. Management and Clinical Decision Making. The student will be able to make decisions regarding appropriate treatment plans, return-to-work issues, the need for rehabilitation, substance abuse intervention, and medical surveillance concerning workplace hazards.

7. Health Maintenance/Disease Prevention. The student will learn to regularly counsel workers about health promotion/disease prevention and understand the principles of a population-medicine approach to individual workers to help develop healthier companies.

8. Social and Community Context of Healthcare. The student will be familiar with the unique ethical roles and context of an occupational health physician who takes care of work-related injuries and has to protect the public safety e.g., evaluate fitness for medical certification of commercial motor vehicle drivers). The student will understand that the occupational health physician plays many different roles: treating physician,
sometimes just an examining physician, and sometimes in both roles. These various roles sometimes result in an adversarial relationship with the patient, which must be approached with sensitivity.

9. Professional Behavior (Personal, Family, and Community). Students will have to understand the major impact their clinical decisions play upon the patient regarding workers’ compensation benefits and/or employment opportunities. Students will have to be particularly sensitive regarding the boundaries of confidentiality, especially regarding substance abuse issues. Students will keep confidential all individual medical information, releasing such information only when required by law or overriding public health considerations, or to others at the request of the patient.

TEACHING METHODS

Clinical Work – immediate and ongoing care of work injuries; physical exams

Work-site Visits – tours of various work-sites to gain further understanding of the work environment

Rehabilitation – attend multi-disciplinary rehabilitation staffings, view functional capacity work evaluations

Medical-Legal Process – attend deposition, WC arbitrations

Medical Record Review – review medical records and other pertinent documents to make determination of fitness for duty, work-relatedness of condition, and appropriate medical treatment

EVALUATION SYSTEM

Evaluation will be accomplished by an end-of-clerkship written evaluation by the preceptor that includes oral presentations, written patient care records, and a mini-project pertinent to PM and OM. A mid-rotation feedback session will be held, as well.

SUPERVISION

The clerkship is under the supervision of David J. Fletcher, M.D., M.P.H., F.A.C.O.E.M., medical director of SafeWorks, IL. Dr. Fletcher is board-certified in both occupational and preventive medicine.

Dr. Fletcher is recognized as one of the leading experts in the State of Illinois on the management and treatment of work related injuries. Dr. Fletcher has been a featured speaker at the Illinois Industrial Commission training for arbitrators.

He is the former preventive medicine residency training director at Madigan Army Medical Center, Tacoma, WA. Dr. Fletcher is a Clinical Assistant Professor. Since 1988, he has served as Director, Section of Occupational and Preventive Medicine in Family Medicine for the University of Illinois, College of Medicine, Urbana-Champaign, IL.

REFERENCES

American College of Occupational and Environmental Medicine:  http://www.acoem.org/
American Board of Preventive Medicine:  http://www.abprevmed.org/
Aerospace Medical Association:  http://www.asma.org/
Occupational Safety and Health Association:  http://www.osha.gov/
American College of Preventive Medicine:  http://www.acpm.org/
American Public Health Association:  http://www.apha.org/
Association of Teachers of Preventive Medicine:  http://www.atpm.org/
ELEC 163: FAMILY MEDICINE - SCHOLARLY ACTIVITY ELECTIVE

**Clerkship Coordinator**  
Ronald W. Brewer, Ph.D., rbrewer@illinois.edu

**Reporting Time**  
Schedule orientation meeting with Dr. Brewer prior to start of clerkship

**Sites**  
Affiliated Clinical Institutions

**Length of Clerkship**  
2-8 weeks  
In 2-week blocks

**Dates**  
Year around

**Prerequisites**  
Satisfactory completion of M2 year

**Methods of Evaluation**

| Night call Required | None required |
| Weekends Required  | None required |
| Supervision        | Faculty       |

**NARRATIVE DESCRIPTION:**

The student will be introduced to basic principles of clinical (patient-based) research.

**OBJECTIVES**

1. **Medical Knowledge.** Upon completion of this clerkship, the student will describe a variety of evidence-based tools for clinical scholarship. The steps in developing a research project will include the following:

   2. 
      a. Discuss current clinical research priorities in medical discipline of interest and the appropriate focus for a medical student defined scholarly activity.
      b. Discuss theories and principles of clinical research methodologies and the applicability of specific designs to the research question of interest.
      c. Describe the importance of ethics in clinical research and importance of maintaining patient confidentiality, confidence and trust.
      d. Outline a clinical research question followed by a clear hypothesis and timetable for data collection as appropriate.
      e. Complete the necessary Institutional Review Board application(s) and informed consent documents.
      f. Demonstrate the ability to perform a comprehensive literature review to support the significance of the clinical research question.
      g. Demonstrate the ability to select a research design, collect data, analyze data and synthesize data into a scholarly presentation.
      h. Demonstrate constructive response to input from peers, supervisors, colleagues and granting agencies on completed work.
      i. Demonstrate ability to use evidenced-based medicine and case studies to assist in effective evidence-based patient care drawing on scholarly activity experiences.

3. **Communication Skills**

   a. On completion of this clerkship, the student will present clinical scholarship to mentors and colleagues through a variety of media which may include clinical vignette, poster, or written manuscripts.
   b. Describe the relevance of scholarly work to the clinical sciences

4. **Professionalism**

   a. Demonstrate punctuality, reliability, completion of research timetable, mature interpersonal skills and the willingness to seek help as needed in completion of a
TEACHING METHODS

The student will schedule an initial meeting with the clerkship coordinator, Dr. Ron Brewer for initial orientation. Orientation will include review of learning materials about quantitative and qualitative research methods, evidence-based literature review, and clinical scholarly activities. Student will receive instruction in oral and written presentation skills, ethics of human subject research utilization and the steps in applying to Institutional Review Boards. The student will be introduced to medical research activities that will require them to prepare a project in writing that utilizes human subjects (vignette poster, case presentations, case data for group of patients).

The student will be assigned both a PhD educator and a clinical mentor for a project. Student will work with close mentorship in the completion of the project.

The student will then be required to present a proposal of their project to the clerkship director and clinical faculty. When applicable, the student will complete documents for Institutional Review Board review within the institution in which the student is working, and if applicable will submit the final project for presentation to a vignette competition, a College of Medicine Research Day or conference or journal of the student’s choosing. There will be no requirements for the project to be accepted for publication.

EVALUATION/SUPERVISION

Student will receive on-going mentorship through completion of the project by the assigned faculty.

REFERENCES

The following textbook is required:
Morgan G., Gliner, J., and Harmon, R. "Understanding Evaluating Research in Applied and Clinical Settings."
ELEC 847: RELATIONAL MEDICINE

| Clerkship Director: | Michael A. Campion, Ph.D., L.P., C.P.Q. – (217) 356-9922 |
| Reporting Time: | By arrangement with Clerkship Director |
| Site: | Campion, Barrow, and Associates |
| 2110 Clearlake Boulevard, Suite 202, Champaign, IL 61822 |
| Length of Clerkship: | Four weeks |
| Dates: | By arrangement |
| Prerequisites: | Satisfactory completion of required Family Medicine preceptorship and Psychiatry |
| Methods of Evaluation: | Paper on community mental health issue relating to community medicine. Two videotapes of patient interaction. |
| Students Per Rotation: | Two |
| Night Call Required: | No |
| Weekends Required: | No |
| Supervision: | Staff |

NARRATIVE DESCRIPTION

Upon satisfactory completion of the clerkship, the student will be able to understand counter transference issues and how it impacts medical care. The student will be familiar with prevalent childhood learning disabilities such as Attention Deficit Disorder. The student will be exposed to various community programs such as community health clinics, shelter homes for battered women, and independent residential facilities for the chronically mentally handicapped individuals in order to better understand community resources. The student will also participate in individual, group, and play therapy in order to better understand how those methods are used to treat the whole person. The student will focus on use of the doctor as a therapeutic and diagnostic agent. The student will learn the proper advocacy role of the primary care physician as he/she interfaces with social, political, and economical organizations within the community for the benefit of his or her patient.

GRADUATION COMPETENCIES

1. Basic and Clinical Science Knowledge Base
   a. Individual therapy
   b. Group therapy
   c. Play therapy
   d. Counter transference and its effect on patient care
   e. Take psychological assessment for confidential feedback on the student’s particular relational skills and areas of growth.

2. Communications/Biopsychosocial. To develop skills in communicating effectively with patients by understanding counter transference issues.

3. Ethical Reasoning and Judgment. Demonstrate advocacy for individuals who require community services such as sheltered homes for battered women, residential treatment facilities, and public school programs.

4. Lifelong Learning. To understand the importance of one’s personality and counter transference issues with regards to the doctor-patient relationship. An individual’s personality and interaction style evolves with time and experience; it must be monitored and personally challenged in order to deter bad habits as one’s professional career continues.

5. Data Gathering/Problem Definition. The student will be able to input appropriate data for
6. Management and Clinical Decision Making. The student needs to appropriately utilize and integrate the services of multidisciplinary health service providers.

7. Health Maintenance/Disease Prevention. The student must have knowledge of available community resources to effectively treat their patients. The student needs to develop skills in communicating effectively with the various community agencies.

8. Professional Behavior (Personal, Family, and Community). The student must be open and honest with their patients and community resources. It is important that they guard against defensiveness and learn to respect the various healthcare providers and programs within the community.

TEACHING METHODS

The student will interact on a one-to-one basis with Dr. Campion to review and discuss various interactions with patients and community resources. The student will complete two videotapes on patient interaction, which will be discussed with the staff. The student will spend several days on site with the school psychologist to better understand and prevent childhood learning disabilities. The student will be exposed to on-site visits at various community programs. The student will also have an opportunity to take part in individual, group, and play therapy with a wide range of patients. Eagan’s book, *The Skilled Helper*, will be read to help the student better understand the dynamics of the interpersonal relationship that is part of the doctor-patient treatment process.

EVALUATION/SUPERVISION

Dr. Campion and his staff will evaluate the student with regards to achieving their goals. The evaluation will be ongoing through feedback with regards to community agency involvement, patient interaction, and personal insight with regards to counter transference issues that could affect doctor-patient relationships. The student will also evaluate their success with regards to meeting personal goals to improve their doctor-patient and community communication skills.

REFERENCES

*The Skilled Helper*, by Eagan
**Internal Medicine Electives**

**ELEC 962: AFRICAN MEDICINE – UNIVERSITY OF MOI, KENYA**

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>David J. Fletcher, M.D., M.P.H. – (217) 356–6150</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Office); (217) 356-7167, (217) 864-3264</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:dfletcher@safeworksillinois.com">dfletcher@safeworksillinois.com</a></td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.safeworksillinois.com">www.safeworksillinois.com</a></td>
</tr>
<tr>
<td>Reporting Time</td>
<td>8:00 a.m.</td>
</tr>
<tr>
<td>Site</td>
<td>1806 North Market Street, Champaign, IL 61820</td>
</tr>
<tr>
<td></td>
<td>(Behind Barnes and Noble at the mall)</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Four to eight weeks</td>
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<tr>
<td>Night Call Required</td>
<td>No</td>
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</tbody>
</table>

**OBJECTIVES**

1. Explain clinical presentation and management of common diseases in Kenya.
2. Demonstrate proficiency in history and physical examination skills.
3. Discuss the structure of medical care delivery and education in Kenya.
4. Relate Kenyan culture to health.
5. Reflect on differences and similarities in the American and Kenyan systems of health care delivery and education.
6. Demonstrate effective cross-cultural communication skills, knowledge, and attitudes.
7. Model collegial relationships and personal friendships with Kenyan health care professionals and students.
8. Support Kenyan counterparts.

**TEACHING METHODS**

Students will evaluate and manage patients admitted to medicine, pediatrics, or obstetrical services at the Eldoret Teaching and Referral Hospital, University of Moi, as assigned by supervising clinical faculty.

1. Participate in daily work rounds Monday through Friday mornings.
2. Participate in teaching rounds Monday, Wednesday, Friday.
3. Participate in weekly journal club.
4. Perform daily history and physical on at least one new patient admitted to the medicine and pediatric obstetric services on the Eldoret Teaching and Referral Hospital.
5. Participate in weekly x-ray conference.
6. Participate in ward activities from 2 to 5 p.m. Monday through Friday except when involved in clinical outreach programs or research.
7. Evaluate and manage patients presenting to the ambulatory care clinics referring to the Eldoret Moi Teaching and Referral Hospital. The amount of time in the ambulatory clinics will be at the discretion of the faculty team leader.

8. Maintain a daily journal.

9. Develop, execute, and record a research project (optional).

10. Submit a written report related to the objectives above.

11. Participate in community outreach programs in conjunction with the community based experiences in services program at Moi University Faculty for the Health Sciences. Observe at one group tutorial at Moi University for the Health Sciences.

GUIDELINES FOR STUDENTS

1. Students will engage in self-directed learning.

2. Visit the academic campus of Moi University.

3. Read a booklet of reprints and articles about health care, a history of Kenya, and contemporary news articles on Kenya.

4. Students must dress in a manner that reflects an understanding and respect of the local culture, and develop a rudimentary ability to speak Kiswahili.

5. All students must participate in required orientation seminars prior to committing to the Kenya elective.

6. It is expected that vacation time taken during the Kenya elective is minimized.

7. Students will discuss with a faculty preceptor in Eldoret the relationships of social, political, and economic forces in health care in Kenya and the United States. The student will meet at least weekly with the team leader to review and discuss progress, perspectives, and insights.

EVALUATION/SUPERVISION

Students are evaluated by both U.S. faculty and Moi University faculty under the overall supervision of the onsite team leader, a senior faculty person. Students’ written papers at the end of rotation will be reviewed by the faculty. Student performance is evaluated as proficient, advanced or outstanding. Students will be evaluated continuously by local and U.S. faculty.
### ELEC 783: ALLERGY

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>John Zech, M.D. – (217) 383 3450</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>By arrangement</td>
</tr>
<tr>
<td>Site</td>
<td>Carle Clinic, 602 West University Ave., Urbana, IL  61801</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Two or Four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Anytime by arrangement</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Medicine I core clerkship</td>
</tr>
<tr>
<td><strong>Methods of Evaluation</strong></td>
<td>Students are evaluated on a continuing basis during the clerkship. Evaluation criteria includes the ability to take allergy history, evaluate physical, lab, and allergy test findings, outline treatment of patients seen, and knowledge of conditions seen during allergy clerkship. All evaluations will be oral.</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No</td>
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</table>

**NARRATIVE DESCRIPTION**

Students will see patients with the allergist in the office and hospital. Student will take an allergy history, do appropriate physical, select and interpret appropriate tests, and choose treatment methods. Instructional conferences on topics relevant to the practice of allergy will be held and supplemented by the use of instructional tapes and slides.

**OBJECTIVES**

1. **Patient Care.** Students will obtain a focused history and perform a skillful physical examination of the patient presenting with allergy problems.

2. **Medical Knowledge.** Students will gain a better understanding of the pathophysiology, diagnostics and treatment modalities for common allergy related disorders, including: rhinitis (allergic and non-allergic), bronchial asthma (allergic and non-allergic), urticaria and angioedema, anaphylaxis, hymenoptera allergy, drug allergy, suspected food allergy, atopic dermatitis. Students will have a deeper understanding of immunological regulation and correlate abnormalities to clinical disorders.

3. **Practice-Based Learning & Improvement.** Students will become familiar with common pharmacological interventions used in the field: theophylline, immunomodulators, corticosteroids, etc.

4. **Interpersonal and Communication Skills.** Students will learn effective communication skills with the patient presenting with allergic disorders, his/her family, and all members of the health care team.

5. **Professionalism.** Students will have the ability to evaluate the patient as a whole and understand the importance of discussing risk-taking behaviors, stress prevention, prophylaxis, and screening.

6. **Systems-Based Practice.** Students will understand the role of immunologic disease as a primary specialty and as an integral component of the medical team in complex medical problems. Students will also learn to evaluate and integrate community resources into the health maintenance of individual patients and their families.

**TEACHING METHODS**

Students may spend the entire period in adult allergy or split time with pediatric allergists, as arranged.
**ELEC 695: AMBULATORY MEDICINE**

<table>
<thead>
<tr>
<th>Clerkship Directors</th>
<th>TBA</th>
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<tr>
<td>Reporting Time</td>
<td>8:30 a.m.</td>
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<tr>
<td>Site</td>
<td>Carle Clinic</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Two to four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round – as arranged with site director(s)</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Completion of at least 12 weeks of Internal Medicine and approval of Clerkship Director and Faculty Advisor</td>
</tr>
<tr>
<td>Supervision</td>
<td>One-on-one supervision by a faculty member</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>Observation; review of oral presentation of cases; review of written history and physical examination assessments; multiple choice exam covering topics in ambulatory care (optional at site)</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No</td>
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</table>

**NARRATIVE DESCRIPTION**

The purpose of this clerkship is to give the student an opportunity to examine, diagnose, and treat adult internal medicine patients in the ambulatory setting. The student will work daily with the supervising faculty member and function as the health care professional of first contact. He/she will also be responsible for following ambulatory patients evaluated by the student who are admitted to the hospital.

This clerkship is intended to be an adjunct to the traditional internal medicine hospital-based rotation. It is also intended for those students who are interested in pursuing a career in internal medicine.

**OBJECTIVES**

1. **Patient Care.** Students will be able to describe the process and timeliness of clinical decision making in an ambulatory setting. This includes different disease problems encountered in an office setting rather than the acute hospital admission.

2. **Medical Knowledge.** Students will demonstrate a heightened ability to obtain and record a patient’s history in a logical, chronologically organized and thorough manner.

3. **Practice-Based Learning & Improvement** - Students will be able to describe the aspects of working in an office setting. These include: working closely with healthcare staff, scheduling, billing, and cost containment in the use of laboratory testing and medications.

4. **Interpersonal and Communication Skills** - Students will develop the appropriate interpersonal skills for patient centered care including patient communication, attitude, compassion and respect.

**Professionalism**

**TEACHING METHODS**
A case-oriented learning approach will be utilized, including directed reading and oral presentation of cases.
### ELEC 804: CANCER MANAGEMENT

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>James Egner, M.D. – (217) 383 3010</th>
</tr>
</thead>
</table>
| **Other Participants** | David Graham, M.D.  
Patricia A. Johnson, M.D.  
Ronnie Luyun, M.D.  
Kendrith M. Rowland, M.D.  
Ronald Sapiente, M.D.  
Kalika Sarma, M.D.  
Vamsi Vasireddy, D.O. |
| **Reporting Time** | By arrangement |
| **Site** | Carle Clinic, 602 West University Ave., Urbana, IL  61801 |
| **Length of Clerkship** | Four to eight weeks |
| **Dates** | Year round |
| **Prerequisites** | Satisfactory completion of M3 year |
| **Students Per Rotation** | 1 |
| **Night Call Required** | No |

### NARRATIVE DESCRIPTION

The student will care for inpatients and participate in work rounds on the oncology ward, as well as perform admission evaluations. An introduction to radiation therapy will be provided by the Radiation Therapy Department. Outpatient chemotherapy experience is available. Use of cancer treatment protocols for patient clinical trials will be stressed.

### OBJECTIVES

1. **Patient Care.** Students will identify common types of cancers such as: Breast cancer, colon and rectal cancer, prostate cancer, lung cancer, and leukemia.

2. **Medical Knowledge.** Students will gain knowledge of the modern concepts of cancer management and the methodologies of modern cancer therapy. Students will be able to describe the basic concepts of how chemotherapy and radiation treatments work.

### PRACTICE-BASED LEARNING & IMPROVEMENT

**Interpersonal and Communication Skills.** Students will be able to communicate effectively with cancer patients and their families regarding a cancer diagnosis and demonstrate sensitivity to the human impact of cancer on a patient and his/her family unit.

### TEACHING METHODS

Research opportunities are available. Directed reading and attendance at Tumor Board are required. Evaluation of the student is by chart audit, oral presentations of cases and directed readings, and observation of procedures performed.
**ELEC 608: CARDIOLOGY**

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Christopher K. Bodine – 383-5165</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Participants</td>
<td>Andrea Brasch, M.D.</td>
</tr>
<tr>
<td>Reporting Time</td>
<td>Please call the week before clerkship begins to ascertain time and place of meeting for first day of clerkship</td>
</tr>
<tr>
<td>Site</td>
<td>Carle Heart Center, Carle Clinic, 602 West University Ave., Urbana, IL 61801</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of M 3 year</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>No</td>
</tr>
<tr>
<td>Supervision</td>
<td>Direct—eight hours per day</td>
</tr>
<tr>
<td>Clerkship Director</td>
<td>Christopher K. Bodine – 383-5165</td>
</tr>
<tr>
<td>Other Participants</td>
<td>Andrea Brasch, M.D.</td>
</tr>
<tr>
<td>Reporting Time</td>
<td>Please call the week before clerkship begins to ascertain time and place of meeting for first day of clerkship</td>
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</table>

**NARRATIVE DESCRIPTION**

The students participate in daily rounds and CV topic discussion; ECG reading echocardiography interpretation (three to five days per week); weekly CV conference; weekly internal medicine conference; patient work-ups; and, stress lab (three to five days per week). ICU and Catheterization lab experience as well as angioplasty.

**OBJECTIVES**

1. **Patient Care.** Students will be able to obtain a medical history and perform a skillful physical examination of the cardiac patient (with a focus on auscultation ability). Students will be able to identify cardiac risk-factors and be able to educate the patient on disease prevention and healthy lifestyles. Understand the indications of surgery in patients with cardiac diseases. Understand the indications for surgery and other interventions in patients with cardiac diseases.

2. **Medical Knowledge.** Students will gain knowledge in the interpretation of ECG and in cardiac arrhythmia diagnosis. Students will observe and understand noninvasive and invasive cardiac diagnostic procedures including stress testing, echocardiography, and cardiac catheterization. Students will learn the pharmacologic and clinical use of digoxin, beta blockers, ACE inhibitors, calcium channel blockers, antiarrhythmic drugs and antihypertensive drugs.

3. **Practice-Based Learning & Improvement.** Students will acquire skills in the medical management of common cardiac conditions such as congestive heart failure, angina, arrhythmias, valvular heart disease, and myocardial infarctions.

4. **Interpersonal and Communication Skills.** Students will be able to communicate effectively with the cardiac patient, his/her family, and all members of the health care team.

5. **Professionalism.** Students will have a greater understanding of the role of cardiology as a primary specialty and as a member of the medical team in complex medical problems.
ELEC 608: CARDIOLOGY

| Clerkship Director | B. Lakshmi, MD – (217) 337-3738, blakshminarayan@hotmail.com  
Provena/Covenant Medical Center, 1400 West Park Street, Urbana, IL 61801 |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Reporting Time</td>
<td>To be arranged prior to clerkship</td>
</tr>
<tr>
<td>Site</td>
<td>Provena/Covenant Medical Center, 1400 West Park Street, Urbana, IL 61801</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Two to four weeks</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Medicine core clerkship</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>Evaluation will be on daily observations.  There will be no written examinations.</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Supervision</td>
<td>Attending Physician</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION

Students are expected to reproduce physical findings at the bedside. Supervision in the noninvasive studies of echocardiography and treadmill stress testing is offered by Dr. Lakshmi, as well as appropriate technicians in the hospital.

Students are expected to evaluate all patients seen in consultation with or admitted by Dr. Lakshmi. Complete evaluation of the patient with particular attention paid to the cardiovascular system is undertaken and reviewed by the Directors. Assistance in performing noninvasive studies such as treadmill stress testing and echocardiography will be undertaken. Daily interpretation of electrocardiograms is required. In addition, emergency call for the Coronary Care Unit will be expected and will be closely supervised by the cardiologist.

OBJECTIVES

1. **Patient Care**. Students will be able to obtain a medical history and perform a skillful physical examination of the cardiac patient (with a focus on auscultation ability). Students will be able to identify cardiac risk-factors and be able to educate the patient on disease prevention and healthy lifestyles. Understand the indications of surgery in patients with cardiac diseases. Students will have the ability to interpret the indications of surgery in patients with cardiac diseases.

2. **Medical Knowledge**. Students will gain knowledge in the interpretation of ECG and in cardiac arrhythmia diagnosis. Students will observe and understand noninvasive and invasive cardiac diagnostic procedures including stress testing, echocardiography, and cardiac catheterization. Students will learn the pharmacologic and clinical use of digoxin, beta blockers, ACE inhibitors, calcium channel blockers, antiarrhythmic drugs and antihypertensive drugs.

3. **Practice-Based Learning & Improvement**. Students will acquire skills in the medical management of common cardiac conditions such as congestive heart failure, angina, arrhythmias, valvular heart disease, and myocardial infarctions.

4. **Interpersonal and Communication Skills**. Students will be able to communicate effectively with the cardiac patient, his/her family, and all members of the health care team.
5. **Professionalism.** Students will have a greater understanding the role of cardiology as a primary specialty and as a member of the medical team in complex medical problems.

**TEACHING METHODS**

Students will outline a diagnostic and/or therapeutic approach to the patient’s problem and help administer that plan.
ELEC 788: CARDIOVASCULAR PATHOPHYSIOLOGY

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>TBA</th>
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</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>8:00 a.m.</td>
</tr>
<tr>
<td>Site</td>
<td>Department of Veterans Affairs, Illiana Healthcare System, 1900 East Main Street, Danville, IL 61832</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Two to four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year around</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Medicine I core clerkship</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>Attendance, history and physical, attention, and continuous supervision</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>No</td>
</tr>
<tr>
<td>Supervision</td>
<td>Direct daily supervision by Clerkship Director in Clinic and non-invasive cardiac laboratory</td>
</tr>
<tr>
<td>Clerkship Director</td>
<td>TBA</td>
</tr>
<tr>
<td>Reporting Time</td>
<td>8:00 a.m.</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION

The course consists of bedside teaching, with the student accompanying the program director on consultations and clinic rounds. Physical findings illustrating the nature of cardiovascular pathology are central to this clerkship. The student assists in performing cardiovascular stress tests and will learn how to elicit abnormal physical findings.

OBJECTIVES

1. **Patient Care.** Students will be able to obtain an appropriate medical history and perform a targeted physical examination in the ambulatory setting.

2. **Medical Knowledge.** Students will recognize normal and abnormal cardiophysiology symptoms and signs. Develop a plan for therapeutic measures to treat these symptoms, and apply evidence based knowledge to the therapeutic plan.

3. **Practice-Based Learning & Improvement.** Students will be able to develop management plans considering cultural and socioeconomic factors affecting patient compliance and satisfaction within the time constraints of the outpatient setting. Students will have the ability to assess his/her strengths and weaknesses in the outpatient treatment of cardiac disease and develop study plans to improve this knowledge.

4. **Interpersonal and Communication Skills.** Students will acquire a patient-centered humanistic attitude, improving their ability to listen to patients concerns and gather pertinent information.

5. **Professionalism.** Students will demonstrate respect for the dignity of the patient, appropriate patient confidentiality, and respond effectively to a patient’s questions and concerns.
TEACHING METHODS

Students will be able to identify the aspects of office management such as scheduling, billing, cost containment, efficient use of the laboratory and appropriate prescribing practices.
ELEC 613: CLINICAL-ENDOCRINOLOGY-METABOLISM-NUTRITION

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Kingsley Onyemere, M.D., (217) 383-3490, <a href="mailto:konyem@illinois.edu">konyem@illinois.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Participants</td>
<td>William Marshall, M.D.</td>
</tr>
<tr>
<td>Reporting Time</td>
<td>8:00 a.m. at Carle Clinic; 9:00 a.m. at VA</td>
</tr>
</tbody>
</table>
| Sites                    | Carle Clinic, Department of Endocrinology, 602 West University Ave., Urbana, IL 61801  
Department of Veterans Affairs, Illiana Healthcare System, 1900 East Main Street, Danville, IL 61832 |
| Length of Clerkship      | Four weeks                                                   |
| Dates                    | Year round                                                   |
| Prerequisites            | Satisfactory completion of Medicine I core clerkship         |
| Students Per rotation    | 1                                                            |
| Night call/weekends      | None                                                         |
| Supervision              | Endocrinology faculty                                        |

NARRATIVE DESCRIPTION

Students will gain experience in the management of ambulatory and hospital patients with endocrine disorders. Diabetes mellitus and problems of general endocrinology such as thyroid disease, dyslipidemias, metabolic bone disease, adrenal dysfunction, and hypothalamic-pituitary disorders will be emphasized. Key concepts of endocrine pathophysiology, epidemiology, diagnosis, and treatment will be taught in the context of patient encounters and conferences.

OBJECTIVES

1. **Patient Care.** Students will have the ability to obtain a medical history and perform a skillful physical examination of a patient presenting with endocrinological problems. Students will understand when endocrinology consultation is appropriate for patients with apparently isolated metabolic disorders or multiple organ-system pathology.

2. **Medical Knowledge.** Students will increase their knowledge of the pathophysiology and treatment of diabetes mellitus and disorders of the pituitary-hypothalamic, thyroid, parathyroid, adrenal, bone and reproductive systems. Students will learn about key endocrine clinical trials and understand their implications for patient care. Students will gain familiarity with therapeutic diets for obesity and other nutrition related chronic diseases (such as hypertension, hypercholesterolemia, diabetes, etc).

3. **Practice-Based Learning & Improvement.** Students will the ability to identify metabolic risk-factors and be able to educate the patient on disease prevention and healthy lifestyles.

4. **Interpersonal and Communication Skills.** Students will be able to communicate effectively with the endocrinological patient, his/her family, and all members of the health care team.

TEACHING METHODS

1. Students will evaluate and present patients referred for consultation in the Carle Clinic and DVAIHCC endocrine clinics and the Carle Foundation and Danville VAIHCS hospitals.

2. Students will participate in the following conferences:
   a. Endocrine subspecialty rounds (Carle Clinic/Hospital)  
   b. Gland Rounds” (Endocrine Grand Rounds, Carle Clinic/Hospital)

3. Students will observe thyroid fine needle aspirations and participate in the execution of
“dynamic” endocrine testing such as Cosyntropin stimulation tests, water deprivation tests, and diagnostic fasts.

**EVALUATION/SUPERVISION**

The clerkship director will assign a grade based on the individual evaluations of all faculty members who have supervised the student during the rotation.
**ELEC 602: DERMATOLOGY**

<table>
<thead>
<tr>
<th><strong>Clerkship Director</strong></th>
<th>Ellen Jacobsen, M.D. – (217) 367-7546 (M, W, Th only)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other Participants</strong></td>
<td>Lester Fahrner, M.D. – (217) 366-5012 (Fridays only), Christie Clinic — Contact Jamie Kirchhoff Harikrishna Patel, M.D. – (217) 352-0055, 2143 South Neil Street, Champaign, IL 61820 (Tuesday and Thursdays, only) Elizabeth A. Small, M.D. <a href="mailto:esmall@illinois.edu">esmall@illinois.edu</a> Carle Clinic on Philo &amp; Windsor (Tue &amp; Wed afternoons only) (Tuesday and Wednesday afternoons only)</td>
</tr>
<tr>
<td><strong>Reporting Time</strong></td>
<td>8:30 a.m.</td>
</tr>
<tr>
<td><strong>Site</strong></td>
<td>Jacobsen Dermatology Center, 407 West Springfield Ave., Urbana, IL 61801 or other office as scheduled</td>
</tr>
<tr>
<td><strong>Length of Clerkship</strong></td>
<td>Two weeks (in some instances four weeks may be approved)</td>
</tr>
</tbody>
</table>

**Narrative Description**

The student is exposed to the private and clinical practice of general dermatology and is instructed in diagnosis and treatment. Emphasis is placed on the care of the patient and the student is expected to function as a member of the office team. The student, with the help of the medical school office, will arrange a weekly schedule that includes several of the doctors listed above as mentors to provide the broadest experience possible.

**Objectives**

1. **Patient Care.** Students will be able to obtain a focused dermatology history and perform a skillful physical examination of the dermatological patient. Learn to perform minor dermatological procedures such as skin biopsies and fungal scrapings. Gain an appreciation for evaluating the patient as a whole and understand the importance of discussing risk-taking behaviors, with a focus on skin and sun safety.

2. **Medical Knowledge.** Students will understand the pathophysiology, diagnostics and treatment modalities for common dermatoses, such as benign and malignant skin tumors, viral/fungal/bacterial skin infections, acne, psoriasis, collagen vascular diseases, disorders of pigmentation, etc. Students will be able to accurately describe dermatological clinical orphologies. Students will gain familiarity with laboratory diagnostics commonly used to assess dermatological conditions (Wood’s lamp, KOH, Tzank smears) and have the ability to interpret the results of dermatopathology reports.

3. **Interpersonal and Communication Skills.** Students will expand his/her basic clinical knowledge and ability to communicate, discuss cases and interact with staff and patients in an intelligent and thoughtful way, and responds to clinical questions appropriately as knowledge of the field increases. Communicate effectively with the dermatology patient, his/her family, and all members of the health care team.

4. **Professionalism.** Students will understand the role of dermatology as a specialty and its role in diagnosing and caring for patients with systematic disease.
ELEC 614: GASTROENTEROLOGY

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Claudia E. Nugent, M.D. – (217) 366-6162</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>By arrangement</td>
</tr>
<tr>
<td>Sites:</td>
<td>Christie Clinic, 101 West University Ave., Champaign, IL 61820</td>
</tr>
<tr>
<td></td>
<td>Provena/Covenant Medical Center, 1400 West Park Street, Urbana, IL 61801</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Two to four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round – as arranged with and approved by Clerkship Director</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>Grading based on attendance, attention, and application</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>Negotiable</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>Optional</td>
</tr>
</tbody>
</table>

Narrative Description

Students will attend procedures, perform consults, and review same with attending Gastroenterologists. Students will be given library assignments on patient cases seen in the office and hospital.

Students will also be active in clinic seeing patients under direct physician supervision. Cases will be discussed accordingly.

Objectives

1. Patient Care. Students will be able to obtain a focused history and perform a skillful physical examination of the patient presenting with gastroenterological complaints or disorders.

2. Medical Knowledge. Students will gain an understanding of the pathophysiology, diagnostics and treatment modalities for common gastroenterological diseases, such as peptic ulcer disease, hepatitis, cirrhosis, pancreatitis, inflammatory bowel disease, and GI malignancies. Students will be trained in the indications for and potential complications of common procedures performed in gastroenterology (ERCP, colonoscopy, polypectomy, endoscopy, liver biopsy, etc).

3. Practice-Based Learning & Improvement. Students will gain familiarity with histopathologic and radiologic interpretations of GI disease. Students will acquire the importance of evaluating the patient as a whole and understand the importance of discussing risk-taking behaviors, stress prevention, prophylaxis, and screening.

4. Interpersonal and Communication Skills. Students will learn how to communicate effectively with the gastroenterology patient, his/her family, and all members of the health care team.

5. Professionalism. Students will learn to evaluate and integrate community resources into the health maintenance of individual patients and their families. Students will understand the role of gastroenterology as a primary specialty and as a member of the medical team in complex medical problems.
ELEC 735: GERIATRICS AND PALLIATIVE CARE

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Craig Elliott, M.D. – (217) 554-4511</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Participants</td>
<td>Usha Paruchuri, M.D. – (217) 554-4511</td>
</tr>
<tr>
<td>Reporting Time</td>
<td>9:00 a.m.</td>
</tr>
<tr>
<td>Site</td>
<td>Geriatric and Extended Care Center</td>
</tr>
<tr>
<td></td>
<td>Department of Veterans Affairs, Illiana Healthcare System, 1900 East Main Street, Danville, IL 61832</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Satisfactory completion of Medicine I Core Clerkship. Satisfactory completion of M-3 year</td>
</tr>
<tr>
<td>Supervision</td>
<td>Supervision is by the Geriatrics and Extended Care Department staff and by a senior medical resident when on service.</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>2</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION

The student gains experience in the extended care and outpatient management of geriatric patients including geriatric assessment in the outpatient clinic and evaluation and management of common geriatric syndromes. In addition, the student gains experience in evaluating the patient as a whole by participating with a multi-disciplinary care team. Pathophysiology and problem solving are emphasized.

The student makes rounds with the attending and also participates in team conferences, as well as team rounds. Readings are assigned and the students participate in informal discussions with the attending physicians. There may be informal quizzes. Time is allowed to observe and interact with other team members. The student attends team conferences. These team members include physicians, physical occupational and recreational therapists, dietician, social worker and psychologist.

OBJECTIVES

1. **Patient Care.** Students will become familiar with the aging process, its impact of functional status, management of disease, and physiologic vs. pathological changes of aging, social, financial, and ethical issues of aging population.

2. **Medical Knowledge.** Students will learn the basics of pain management in palliative care and have a better understanding of the care needs of long-term patients in relationship to the care giver role and burden. Students will learn to interpret common diagnostic and evaluative tests used in geriatrics; i.e., understand normal values for elderly and physiologic changes that occur with aging.

3. **Practice-Based Learning & Improvement.** Students will learn to diagnose and treat common geriatric syndromes – dementia, depression, incontinence, delirium, osteoporosis and fall.

4. **Interpersonal and Communication Skills.** Students will learn to communicate effectively with the geriatric patient, his/her family, and all members of the health care team.

5. **Professionalism.** Students will learn the major social, ethical and medico-legal issues that may be involved in end-of-life care, including caregiver burdens, living wills, refusal of treatment, competency, capacity, etc.
6. **Systems-Based Practice.** Students will become familiar with hospice and palliative care. They will be introduced to nursing home care, LTAC/skill nursing, Medicare/Medicaid, NH rules and regulations, OBRA regulations and coding.

**METHODS OF ACHIEVING GOALS**

The geriatric rotation is a four-week experience provided by faculty members certified or eligible by the American Board of Internal medicine in both geriatrics and internal medicine. In addition, the expertise of other faculty members is used in multi-disciplinary approaches to geriatric patients. The clerkship is based at the Department of Veterans Affairs, Illiana Healthcare System, Danville, Illinois.

1. Student will assist the resident and attending in the care of extended care and palliative care patients. The student will perform history, physical examination, and outline treatment plans and problem lists for each case assigned and place his/her entry in the hospital chart within 24 hours. Students are expected to be present for autopsy examinations of any patients they have followed. Students will write orders under supervision of the resident/attending physician.

2. Daily work rounds. The student will follow service patients. While teaching is incorporated in these conferences, these are the basic patient-management rounds held daily.

3. Teaching rounds occur on a regular basis. These rounds are organized around interesting patients in the hospital or in the ambulatory setting during the week. Pathophysiology, diagnosis and therapy, basic science and new advances in medicine are discussed at these teaching rounds.

4. Outpatient geriatrics consultation (ambulatory experience). The student will assist evaluating new patients and follow patients in the clinic setting.

5. Geriatric conferences. The students are expected to attend the Geriatric Core Conference Series. This conference series emphasizes pathophysiology, diagnosis and treatment, and incorporates basic science and recent advances in geriatric medicine. The student may be asked to present one conference during this rotation.

6. Core Conference Series. The student will be available at 1:00 p.m. to attend the other core conference series in medicine.

**METHODS OF EVALUATION**

Students are evaluated on an ongoing basis by all attending staff the student has interacted with during the course of the clerkship. Constructive criticism is given in areas of weakness and students are given assistance in improving skills. Evaluation documentation is provided by chart audit mid-rotation reports and end of rotation forms which are shared with each student personally. There will be no formal test. The case based learning program will allow self-evaluation.
### Medical humanities and Social Sciences

#### ELEC 112: GLOBAL AND COMMUNITY HEALTH CARE ELECTIVE

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Robert, Woodward, M.D., <a href="mailto:rwoodwa@illinois.edu">rwoodwa@illinois.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Director</td>
<td>Claudia Nugent, M.D., <a href="mailto:cnugent@christieclinic.com">cnugent@christieclinic.com</a></td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>2-weeks or more</td>
</tr>
<tr>
<td>Dates</td>
<td>Flexible, to coordinate with their clinical electives abroad or public health care facilities</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Open to fourth-year students who have completed at least 3 core clerkships, and who are participating in clerkships abroad or in public health clinics</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>Students will complete a series of on-line informational and reflective semi-structured assignments, which will culminate in a portfolio of their experience. A formal presentation, for the other medical students is also required at the end of the academic year. Both will be assessed by a faculty advisor with cross-cultural experience, using the Global Health and Community Elective evaluation form.</td>
</tr>
<tr>
<td>Students Per rotation</td>
<td>Maximum 6</td>
</tr>
<tr>
<td>Supervision</td>
<td>Arranged by student and/or advisor.</td>
</tr>
<tr>
<td>Travel logistics</td>
<td>Travel Approval Packet to be completed by student(s) going abroad and sent to UIUC Student International Academic Affairs Office for approval</td>
</tr>
</tbody>
</table>

#### NARRATIVE DESCRIPTION

This elective clinical clerkship called Global and Community Health with a minimum duration of two weeks, is open to third or fourth-year medical students who have completed at least three of their core clerkships and who are participating in international clerkships or local placements involving a multicultural population within a public or free health care facility. Clinically experienced students may ask for special consideration to participate prior to the completion of 3 core clerkships. Most learning content and assignments may be delivered over the web (or CDROM) to facilitate global access and participating. When enrollments permit, all participating students will then meet for a post-seminar, when they will participate in facilitated reflective discussion and describe their experience and new insights into health care.

#### OBJECTIVES

Students will be able to:

1. Describe local health data (of countries and communities in which students will be serving.
2. Identify community beliefs and health practices that affect health care delivery and outcomes
3. Identify physician biases that affect clinical care
4. Describe community partnering strategies to deliver health care outside of formal clinics
5. Discuss medical ethics across cultures
6. Describe delivering health care with scant resources.

#### LEARNING ACTIVITIES

**Internet Assignments.** Internet assignments will be designed to assist the student in meeting and documenting the stated learning objectives. These assignments will be posted on an internet forum to facilitate peer-to-peer learning about global health issues. Assignments will
require approximately 20 hours to complete, be balanced between informational and reflective activities, and can become part of the student portfolios. Each student will be assigned to an advisor who has international experience. These advisors will comment on and evaluate their portfolio assignments.

**Post-Practicum.** Students will meet (either face-to-face or on-line) towards the end of the academic year to jointly reflect on their learning, comparing and contrasting individual experiences. They will also create a presentation about their experiences. The clerkship co-directors will serve as faculty advisors to plan and implement the presentation.

**EVALUATION/SUPERVISION**

**Two evaluation forms will be completed:**

1. The assigned clerkship advisor will evaluate the student’s learning using the AAMC’s cultural competencies learning objects as evidence by the reflective assignments and discussions.
2. The student will also be evaluated with the formal elective evaluation provided by Student Affairs. A copy of this evaluation is included in this manual.

The clerkship advisor can also be the student’s regular advisor if qualified to evaluate cultural competencies.
## ELEC 804: HEMATOLOGY/ONCOLOGY

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>S. Wahba, M.D. – (217) 337-2808</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>To be arranged</td>
</tr>
<tr>
<td>Sites</td>
<td>Provena/ Covenant Medical Center, 1400 West Park Street, Urbana, IL 61801</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Four to eight weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Medicine I core clerkship</td>
</tr>
<tr>
<td>Supervision</td>
<td>The student is always accompanied by the hematologist-oncologist throughout the rotation.</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No</td>
</tr>
</tbody>
</table>

## NARRATIVE DESCRIPTION

This clerkship provides an introduction to clinical diagnosis of anemias and leukemias. This includes performance and examination of peripheral blood smear and bone marrow aspirations when needed. Interpretation of laboratory data and correlation with clinical aspects of the disease is emphasized.

Exposure to the diagnosis of different types of cancer, staging, and appropriate therapy for each stage as it applies in a clinical setting is provided. Emphasis is on the understanding of principles of chemotherapy and dose modifications due to cytopenias or other organ dysfunctions.

## OBJECTIVES

1. **Patient Care.** Students will be able to obtain a focused history and perform a skillful physical examination of the hematological or oncological patient.

2. **Medical Knowledge.** Students will gain an understanding of the pathophysiology, diagnostics and treatment modalities for common hematological or oncological disorders, including anemias, leukemias, thrombocytopenias, myeloproliferative disorders, breast cancer, lung cancer and colon cancer.

3. **Practice-Based Learning & Improvement.** Students will learn to interpret common diagnostic and evaluative tests used in hematology/oncology, including peripheral blood smears, bone marrows, blood counts, differential cell counts, coagulation tests. Students will gain familiarity with histopathologic and radiologic interpretations of hemato-oncological disease. And in addition, gain knowledge of the pharmacology and clinical use of, and complications of chemotherapeutic agents, narcotics, transfusions, Fe, folate, B12.

4. **Interpersonal and Communication Skills.** Students will learn how to communicate effectively with the hemato-oncological patient, his/her family, and all members of the health care team.

5. **Professionalism.** Students will show respect for patients and their families and relay information to families and health care team in an honest fashion and following protocol for confidentiality.

6. **Systems-Based Practice.** Students will gain an appreciation for evaluating the patient as a whole and understand the importance of discussing risk-taking behaviors, stress prevention, prophylaxis, and screening.
Scholar Activity Elective

ELEC 162: INTERNAL MEDICINE

<table>
<thead>
<tr>
<th>Clerkship Coordinator</th>
<th>Ronald W. Brewer, Ph.D., <a href="mailto:rbrewer@illinois.edu">rbrewer@illinois.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>Schedule orientation meeting with Dr. Brewer prior to start of clerkship</td>
</tr>
<tr>
<td>Sites</td>
<td>Affiliated Clinical Institutions</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>2-8 weeks</td>
</tr>
<tr>
<td></td>
<td>In 2-week blocks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year around</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Satisfactory completion of M-2 year</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td></td>
</tr>
<tr>
<td>Night call Required</td>
<td>None required</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>None required</td>
</tr>
<tr>
<td>Supervision</td>
<td>Faculty</td>
</tr>
<tr>
<td>Students per rotation</td>
<td>No limit</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION:

The student will be introduced to basic principles of clinical (patient-based) research.

OBJECTIVES

Medical Knowledge.

Upon completion of this clerkship, the student will describe a variety of evidence-based tools for clinical scholarship. The steps in developing a research project will include the following:

- a. Discuss current clinical research priorities in medical discipline of interest and the appropriate focus for a medical student defined scholarly activity.
- b. Discuss theories and principles of clinical research methodologies and the applicability of specific designs to the research question of interest.
- c. Describe the importance of ethics in clinical research and importance of maintaining patient confidentiality, confidence and trust.
- d. Outline a clinical research question followed by a clear hypothesis and timetable for data collection as appropriate.
- e. Complete the necessary Institutional Review Board application(s) and informed consent documents.
- f. Demonstrate the ability to perform a comprehensive literature review to support the significance of the clinical research question.
- g. Demonstrate the ability to select a research design, collect data, analyze data and synthesize data into a scholarly presentation.
- h. Demonstrate constructive response to input from peers, supervisors, colleagues and granting agencies on completed work.
- i. Demonstrate ability to use evidenced-based medicine and case studies to assist in effective evidence-based patient care drawing on scholarly activity experiences.

Communication Skills
a. On completion of this clerkship, the student will present clinical scholarship to mentors and colleagues through a variety of media which may include clinical vignette, poster, or written manuscripts.

b. Describe the relevance of scholarly work to the clinical sciences.

**Professionalism**

Demonstrate punctuality, reliability, completion of research timetable, mature interpersonal skills and the willingness to seek help as needed in completion of a project.

**TEACHING METHODS**

The student will schedule an initial meeting with the clerkship coordinator, Dr. Ron Brewer for initial orientation. Orientation will include review of learning materials about quantitative and qualitative research methods, evidence-based literature review, and clinical scholarly activities. Student will receive instruction in oral and written presentation skills, ethics of human subject research utilization and the steps in applying to Institutional Review Boards. The student will be introduced to medical research activities that will require them to prepare a project in writing that utilizes human subjects (vignette poster, case presentations, case data for group of patients.

The student will be assigned both a PhD educator and a clinical mentor for a project. Student will work with close mentorship in the completion of the project. The student will then be required to present a proposal of their project to the clerkship director and clinical faculty. When applicable, the student will complete documents for Institutional Review Board review within the institution in which the student is working, and if applicable will submit the final project for presentation to a vignette competition, a College of Medicine Research Day or conference or journal of the student’s choosing. There will be no requirements for the project to be accepted for publication.

**EVALUATION/SUPERVISION**

Student will receive on-going mentorship through completion of the project by the assigned faculty.

**REFERENCES**

The following textbook is required:

**ELEC 922: INTRODUCTION TO HOSPITAL MEDICINE**

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Anu Mani, M.D. – (217) 554 3660</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>By arrangement</td>
</tr>
<tr>
<td>Site</td>
<td>Department of Veterans Affairs, Illiana Healthcare System, 1900 East Main Street, Danville, IL 61832</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Two to four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>Grading based on attendance, attention, and application</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>2</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**NARRATIVE DESCRIPTION**

The clerkship will occur on the general medicine service at the Illiana Veterans Affairs Hospital. The rotation will be two to four weeks in duration. The student will be assigned call. The student will be part of the ward team and general guidelines of the Medicine I Clerkship will apply, however the student will be immersed into ward duties and rounds at a pace that is consistent with the needs of the student. The ward physician and the clerkship director will assess the speed of progression of the student.

**OVERALL GOALS**

To introduce the student to in-patient general medicine in a manner that is educationally sound and focused on the student’s specific needs and level.

**OBJECTIVES OF PROGRAM**

1. **Patient Care.** Students will obtain an accurate medical history as well as perform a physical exam, and with the information gathered, identify a problem list and a diagnosis. The history and physical, problem list and treatment plan are expected to improve during the duration of the rotation. Students will develop the ability to take the clinical information gathered together with the pathophysiologic knowledge of disease process and formulate a diagnostic and therapeutic plan. It is expected that the level of diagnosis and therapeutic plan will become more detailed and complete as rotation progresses.

2. **Medical Knowledge.** Students will develop the understanding of general internal medicine by applying pathophysiology, epidemiology, and clinical manifestation of his/her patients. Students will apply and improve their knowledge of the broad spectrum of medical diseases. During the rotation it is expected that understanding of pathophysiology and clinical manifestation become more sophisticated. Students will develop the ability to take the clinical information gathered together with the pathophysiologic knowledge of disease process and formulate a diagnostic and therapeutic plan. It is expected that the level of diagnosis and therapeutic plan will become more detailed and complete as rotation progresses.

3. **Practice-Based Learning & Improvement.** Students are expected to independently seek out learning resources to further his/her medical knowledge. Students will understand his/her level of knowledge and seek to improve any weaknesses in order to improve performance. Students will also seek out information on new technologies and stay abreast of current practices. Students will have a greater understanding of the risk factors for disease processes and identify factors that lead to a healthier lifestyle.
4. Interpersonal and Communication Skills. Students will refine his/her ability to obtain an accurate history and physical and relay that to a comprehensive written document. They will also refine their ability to present the history and physical clearly to the attending physician. They will be able to communicate effectively and compassionately with their patients and patient families.

5. Professionalism. Students will always exhibit sound ethical behavior. They will show respect for patients and their families and relay information to families and health care team in an honest fashion. Ethical dilemmas and any conflict of interest will be identified and discussed in a timely and forthright manner. Students will be prompt, honest, respect patients, ensure patient confidentiality and function as part of a health care team.

6. Systems-Based Practice. Students will be aware of community factors and hospital services in relation to the patient’s medical and social problems. In addition, they will become aware of influence of culture on patient health and will be nonjudgmental in regards to care of the patient.

TEACHING METHODS

Students will be assigned to a ward team consisting of an attending physician, a senior resident, and an intern. They will be an integral part of the general medicine team. They will participate in initial assessment of the patient, give an accurate presentation of patient to resident and attendings, and be expected to follow the patient's progress during the admission. Students are expected to be knowledgeable of his/her patient's medical history, physical exam, and laboratory data. In addition, students are expected to research his/her patient’s medical condition to further his/her knowledge base.

EVALUATION/SUPERVISION

Students will be evaluated by the site coordinator with input from all physicians and other professional staff with whom the student has interacted. The clerkship is pass/fail.
Scholar Activity Elective

ELEC 164: MEDICAL HUMANITIES AND SOCIAL SCIENCES

<table>
<thead>
<tr>
<th>Clerkship Coordinator</th>
<th>Ronald W. Brewer, Ph.D., <a href="mailto:rbrewer@illinois.edu">rbrewer@illinois.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>Schedule orientation meeting with Dr. Brewer prior to start of clerkship</td>
</tr>
<tr>
<td>Sites</td>
<td>Affiliated Clinical Institutions</td>
</tr>
</tbody>
</table>
| Length of Clerkship   | 2-8 weeks  
                           In 2-week blocks |
| Dates                 | Year around |
| Prerequisites         | Satisfactory completion of M-2 year |
| Methods of Evaluation |                                            |
| Night call Required   | None required |
| Weekends Required     | None required |
| Supervision           | Faculty |
| Students per Rotation | No Limit |

NARRATIVE DESCRIPTION:

The student will be introduced to basic principles of clinical (patient-based) research.

OBJECTIVES

1. **Medical Knowledge.** Upon completion of this clerkship, the student will describe a variety of evidence-based tools for clinical scholarship. The steps in developing a research project will include the following:

   a. Discuss current clinical research priorities in medical discipline of interest and the appropriate focus for a medical student defined scholarly activity.
   b. Discuss theories and principles of clinical research methodologies and the applicability of specific designs to the research question of interest.
   c. Describe the importance of ethics in clinical research and importance of maintaining patient confidentiality, confidence and trust.
   d. Outline a clinical research question followed by a clear hypothesis and timetable for data collection as appropriate.
   e. Complete the necessary Institutional Review Board application(s) and informed consent documents.
   f. Demonstrate the ability to perform a comprehensive literature review to support the significance of the clinical research question.
   g. Demonstrate the ability to select a research design, collect data, analyze data and synthesize data into a scholarly presentation.
   h. Demonstrate constructive response to input from peers, supervisors, colleagues and granting agencies on completed work.
   i. Demonstrate ability to use evidenced-based medicine and case studies to assist in effective evidence-based patient care drawing on scholarly activity experiences.

2. **Communication Skills**

   a. On completion of this clerkship, the student will present clinical scholarship to mentors and colleagues through a variety of media which may include clinical vignette, poster, or written manuscripts.
   b. Describe the relevance of scholarly work to the clinical sciences
3. **Professionalism**
   a. Demonstrate punctuality, reliability, completion of research timetable, mature interpersonal skills and the willingness to seek help as needed in completion of a project.

**TEACHING METHODS**

The student will schedule an initial meeting with the clerkship coordinator, Dr. Ron Brewer for initial orientation. Orientation will include review of learning materials about quantitative and qualitative research methods, evidence-based literature review, and clinical scholarly activities. Student will receive instruction in oral and written presentation skills, ethics of human subject research utilization and the steps in applying to Institutional Review Boards. The student will be introduced to medical research activities that will require them to prepare a project in writing that utilizes human subjects (vignette poster, case presentations, case data for group of patients.

The student will be assigned both a PhD educator and a clinical mentor for a project. Student will work with close mentorship in the completion of the project.

The student will then be required to present a proposal of their project to the clerkship director and clinical faculty. When applicable, the student will complete documents for Institutional Review Board review within the institution in which the student is working, and if applicable will submit the final project for presentation to a vignette competition, a College of Medicine Research Day or conference or journal of the student’s choosing. There will be no requirements for the project to be accepted for publication.

**EVALUATION/SUPERVISION**

Student will receive on-going mentorship through completion of the project by the assigned faculty.

**REFERENCES**

The following textbook is required:

ELEC 621: NEPHROLOGY

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Jean L. Holley, MD—Carle Clinic and Hospital, Urbana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Participants</td>
<td>Abdel-Monheim Attia, MD</td>
</tr>
<tr>
<td></td>
<td>Erlandas Uloza, MD</td>
</tr>
<tr>
<td>Reporting Time</td>
<td>8:00 AM page nephrologist on hospital service</td>
</tr>
<tr>
<td>Sites</td>
<td>Carle Clinic, 602 West University Ave., Urbana, IL 61801</td>
</tr>
<tr>
<td></td>
<td>Carle Foundation Hospital, 611 West Park Street,</td>
</tr>
<tr>
<td></td>
<td>Urbana, IL 61801</td>
</tr>
<tr>
<td>Duration of Clerkship</td>
<td>2 weeks or 4 weeks</td>
</tr>
<tr>
<td>Dates Available</td>
<td>Year round</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Satisfactory completion of Medicine 1-Core clerkship</td>
</tr>
<tr>
<td>Supervision</td>
<td>Nephrology faculty</td>
</tr>
<tr>
<td>Students per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION

The student will be introduced to common nephrologic problems such as acute renal failure, chronic kidney disease, nephrotic syndrome, microscopic hematuria, nephrolithiasis, fluid and electrolyte disorders (e.g., hyponatremia and hyperkalemia), complicated hypertension, and acid-base disturbances.

By the end of the elective the student will:

Be able to obtain a focused history and perform a skillful physical exam of the nephrology patient.

1. Understand the pathophysiology, diagnostic and therapeutic interventions for common nephrology disorders, including hypertension, glomerular diseases, acute renal failure, chronic kidney disease, nephritic syndrome, nephrolithiasis, hyponatremia, hyperkalemia, and acid-base disorders.

2. Learn to interpret common tests including urinalysis, estimations of glomerular filtration rate, blood gas measurements, electrolyte measurements, kidney ultrasounds. They should learn the indications for performing a native kidney biopsy and have an understanding of the information provided by kidney biopsy.

3. Understand the indications and contraindications for peritoneal and hemodialysis and kidney transplantation.

4. Gain familiarity with common pharmacological agents used in nephrology, including diuretics and antihypertensives and recognize the importance of adjusting medication doses for kidney function.

5. Communicate effectively as a consultant with referring physicians and other health care providers, patients, families, and all members of the health care team.

6. Gain an appreciation for evaluating the patient as a whole and understand the importance of discussing and counseling about the effects of risk-taking behaviors, prophylaxis, and screening.

7. Learn to evaluate and integrate community resources into the health maintenance of individual patients and their families, especially as related to education and chronic kidney disease options for renal replacement therapy.
8. Understand the role of nephrology as a primary specialty and as an integral component of the medical team in complex medical problems.

OBJECTIVES

1. Patient care. The student will demonstrate an appropriately focused medical interview and physical examination on patients presenting for nephrology consultation in clinic or in the hospital. The student will develop an appropriate differential diagnosis and problem list. The student will use clinical data to develop diagnostic and therapeutic plans. The student will show an ability to educate patients and families and establish effective doctor-patient relationships.

2. Medical Knowledge. The student will demonstrate a basic understanding of common nephrology disorders (see #2 under goals above) as well as the appropriate diagnostic tests (#3 under goals) for these disorders.

3. Practice-Based Learning and Improvement. The student will develop a program of self-guided learning based on case exposure. The student will explain the team approach to chronic kidney disease and end-stage renal disease including the roles of the providers working in dialysis units and chronic kidney disease clinics.

4. Interpersonal and Communication Skills. The student will present concise, well-organized case presentations to faculty after completing an initial consultation. The student will demonstrate appropriate skills in consultative letters to referring physicians. The student will describe chronic kidney disease to patients and their families.

5. Professionalism. The student will demonstrate respect for the opinions of others including nurses, dietitians, medical technicians, social workers, and referring physicians. The student will dress appropriately according to the setting, be punctual in completing assigned duties (including medical records), and show unconditional positive regard for patients and families.

6. Systems-Based Practice. The student will demonstrate appropriate interaction with all members of the health care team, including the dialysis team, vascular access teams (surgery and interventional radiology, and transplant teams. The student will recommend appropriate consultation, show appreciation of basic ethical and legal principles as they apply to patient care. The student will be able to delineate community-based resources to assist in patient management.

TEACHING METHODS

Experiential (in-patient and clinic evaluations) and didactic sessions on specific issues in nephrology will form the basis of the teaching methods. Students will complete initial consult evaluations in both the ambulatory and inpatient settings. The student will then present to the attending and with the attending, develop a diagnostic and therapeutic plan.

Self-learning will continue throughout the elective, using the Primer on Kidney Disease as a basic textbook. Students will be asked to report on specific learning topics to the faculty. Many of these topics will arise from the clinical cases to which the student is exposed.

Students will attend all scheduled conferences in the Department of Medicine during the elective. These include Grand Rounds, Clinical Pathological Correlation Conference, and the Infectious Disease Conference if appropriate.
EVALUATION

Of the student. Students will be provided feedback at the end of the rotation in regard to the core competencies and in an ongoing way throughout the rotation. A standard survey provided by the Department of Internal Medicine will be used for the written evaluation. Formative mid-cycle evaluation will also be provided by the faculty attending.

Of the Attending and Clerkship. The student will evaluate the clerkship and the attending with whom he or she worked using standard survey instruments provided by the Department of Internal Medicine.

SUPERVISION

The student will be continuously supervised by on site faculty in the Nephrology Division. Students may also work with and be supervised by residents in internal medicine or family practice who are rotating on the nephrology elective.

REFERENCES

Greenburg AG, Cheung A, et al. Primer on Kidney Diseases, 4th edition will be available to the student in the Nephrology Division.

The student will also be asked to read the nephrology section of a standard internal medicine textbook, e.g., Harrison’s Textbook of Internal Medicine or Cecil’s Textbook of Internal Medicine as a reference throughout the rotation. Additional references are available through the Library of the Health Sciences, Carle Foundation Hospital library, and on-line through the Library of the Health Sciences.
# ELEC 635: NEUROLOGY (ADULT)

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Mingtao Wang, M.D. – (217) 403 1840</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>Contact Dr. Wang two weeks before rotation begins to arrange time</td>
</tr>
<tr>
<td>Site</td>
<td>University Neurology Associates, 407 East University Ave., Champaign, IL 61820</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Two to four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of medicine core clerkship</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>Clerkship Director evaluates student at end of the elective</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No</td>
</tr>
</tbody>
</table>

## NARRATIVE DESCRIPTION

The rotation emphasizes the basics in neurology. The student will become familiar with the neurological examination. The student will see and actively participate with neurology consults and office patients. Over the 2-4 week rotation, the student is exposed to a great deal of clinical neurology. The student is allowed to join the internal medicine team at Provena if there are no neurology cases to discuss. Daily attendance is required. Attendance at noon conferences is required.

## OBJECTIVES

**By the end of this elective the student will be able to:**

1. Obtain a focused history and perform a skillful physical examination of the neurology patient.
2. Identify the basics of neurology and discuss specific neurology topics.
3. Demonstrate the aspects of a neurological examination.
4. Describe aspects of special procedures such as: lumbar puncture, EEG, EMG, and Carotid Duplex Ultrasound.
5. Communicate effectively with patients to elicit information during office visits and neurology consults.
**ELEC 635: NEUROLOGY**

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Thomas Laurence, M.D. – (217) 554-4275</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>By arrangement</td>
</tr>
<tr>
<td>Site</td>
<td>Department of Veterans Affairs, Illiana Healthcare System, 1900 East Main Street, Danville, IL 61832</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Four to eight weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Medicine I core clerkship. Prior arrangement by calling Rheta Bowen (217) 554-5283</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>Attending evaluates student at end of clerkship and final evaluation is by the Chief of Medicine</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>Yes, but only when student is on call.</td>
</tr>
</tbody>
</table>

**NARRATIVE DESCRIPTION**

Students are assigned to the neurology inpatient service. Students are to make selected consultations under supervision. Students attend the outpatient clinic two afternoons a week and neurology patient rounds in IMS once weekly. Students observe all brain and CAT scans and other neurological investigations. Didactic presentation and journal club participation as scheduled.

**OBJECTIVES**

1. **Patient Care.** Students will be able to obtain a focused history and perform a skillful physical examination of the neurology patient.

2. **Medical Knowledge.** Students will be able to describe aspects of special procedures such as: lumbar puncture, EEG, EMG and Carotid Duplex Ultrasound.

3. **Practiced-Based Learning & Improvements.** Students will be able to identify the basics of neurology and discuss specific neurology topics and demonstrate the aspects of a neurological examination.

4. **Interpersonal and Communication Skills.** Students will enhance their communication skills with patients in order to elicit information during office visits and neurology consults.

5. **Systems-Based Practice.** Students will learn to evaluate and integrate community resources into the health maintenance of individual patients and their families.
ELEC 635: NEUROLOGY (ADULT)

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Kenneth Aronson, M.D. – (217) 383 3440</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>Contact Dr. Aronson several days before rotation begins</td>
</tr>
<tr>
<td>Site</td>
<td>Carle Clinic, 602 West University Ave., Urbana, IL 61801</td>
</tr>
<tr>
<td></td>
<td>Carle Foundation Hospital, 611 West Park Street, Urbana, IL 61801</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Fourth-year medical students only</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>Each attending grades the student. The final grade is a composite grade</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION

The student spends time seeing (and subsequently discussing) patients with each of the attendings in the office. Time is spent discussing specific neurology topics as time permits. Observation of special procedures may include lumbar punctures, EEG’s, EMG’s, and possibly neurosurgery or radiologic procedures. Should there be a resident (IM or Family Medicine) on the neurology service, the student will also work with them. Attendance at noon medical conferences is required.

OBJECTIVES

This rotation emphasizes the basics in neurology. The student will become familiar with the neurologic examination. The student will see and actively participate with neurology consults and office patients. Daily attendance is required. Over the four-week rotation, the student is exposed to a great deal of clinical neurology and works with all attendings of the adult neurology department.

1. Patient Care. Students will be able to obtain a focused history and perform a skillful physical examination of the neurology patient.

2. Medical Knowledge. Students will learn the pathophysiology, diagnostics and treatment modalities for common neurological disorders, including headaches, seizure disorders, TIA’s/strokes, neurodegenerative disorders (Alzheimer’s, Parkinson’s, etc.), demyelinating disorders, movement disorders, encephalopathies, infections and neoplasms of the nervous system, sleep disorders, etc.

3. Interpersonal and Communication Skills. Students will learn the importance of communicating effectively with the neurological patient, his/her family, and all members of the health care team.

4. Systems-Based Practice. Students will learn to evaluate and integrate community resources into the health maintenance and individual patients and their families.
**ELEC 865: NUTRITION (CLINICAL)**

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Mark David, R.Ph., M.S.– (217) 383-4935</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Participants</td>
<td>John Hill, M.D.</td>
</tr>
<tr>
<td>Reporting Time</td>
<td>9:00 a.m.</td>
</tr>
<tr>
<td>Sit</td>
<td>Carle Foundation Hospital, 611 West Park Street, Urbana, IL 61801</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Two weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>Topic presentation in clinical nutrition including case study, nutrition assessments, development of parenteral and enteral plans, formal evaluation by faculty</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>No</td>
</tr>
</tbody>
</table>

**NARRATIVE DESCRIPTION**

During the course of this rotation, the student will learn the following:

1. **Nutritional Assessment – Caloric**
   a. Determination of energy/protein needs
   b. Impact of medical condition on nutritional goal
   c. Impact of medications on nutritional goal
   d. Impact of dialysis and ventilation on nutritional goal

2. **Development of Parenteral and Enteral Nutrition Plans**
   a. Carbohydrate and hyperglycemic control
   b. Lipids and limitations
   c. Protein requirements by disease states
   d. Fluid volume
   e. Micronutrients

3. **Relative Merits/Complications**
   a. Enteral feeding
   b. Parenteral feeding
   c. Total calories vs. non-protein calories controversy

4. **Become Facile at Ordering Nutrition Support**

5. **Monitoring of Nutrition Support**

6. **Optimizing Nutrition Support**
   a. Permissive underfeeding
   b. Prevention of refeeding syndrome
   c. Prevention of overfeeding syndrome

7. **Be Exposed to New Horizons in Nutrition Support Therapy**
ELEC 746: PHYSICAL MEDICINE AND REHABILITATION

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Sanjiv Jain, MD (217) 383-5182, <a href="mailto:Sanjiv.Jain@Carle.com">Sanjiv.Jain@Carle.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>By arrangement</td>
</tr>
<tr>
<td>Site</td>
<td>Carle Clinic North (West 3), 602 West University Ave., Urbana, IL  61801</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>By arrangement with clerkship director</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Some prior knowledge/experience in physical examination, history taking, neurology, medicine core.</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>History and physical examinations, participation in the department, discussions of reading assignments</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>No</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION

Students see consultations in the hospital for possible admission to the rehabilitation unit. Students admit the rehabilitation candidate and perform a history and physical. They discuss pertinent rehabilitation issues with the admitting/attending physician. The student makes rounds with the attending and also participates in team conferences. Readings are assigned and the students participate in informal discussions with the attending physicians. Time is allowed to observe and interact with other rehabilitation team members including physical and occupational therapists, speech-language pathologists, rehabilitation social work, case management, nutrition, and psychology. Outpatients are seen for musculoskeletal problems.

Exposure to Inpatient Rehabilitation, electrodiagnosis, general outpatient and musculoskeletal rehabilitation, and non-healing wound care.

OBJECTIVES

1. **Patient Care.** Students will be able to obtain a focused history and perform a skillful physical examination of the patient with rehabilitation problems and musculoskeletal complaints.

2. **Medical Knowledge.** Students will learn to interpret common diagnostic and evaluative tests used in physical medicine. Students will have a better understanding of the pathophysiology, diagnostic and treatment modalities for common physical medicine problems, including musculoskeletal pain, physical disabilities, amputation, stroke, head injury, debility and various neurological impairments.

3. **Practice-Based Learning & Improvements.** Students will improve their ability to perform full rehabilitation assessment, including cognitive and emotional assessment, as well as evaluation of physical state. They will understand the role of physical medicine as a primary specialty and as an integral component of the rehabilitation team in rehabilitation problems.

4. **Interpersonal and Communication Skills.** Students will learn to communicate effectively with the rehabilitation patient, his/her family, and all members of the health care team.

5. **Systems-Based Practice.** Students will understand and appropriately order treatment interventions such as injections, physical modalities, physical, occupational and speech therapy and learn to evaluate and integrate community resources into the health maintenance and psychological support of individual patients and their families.
Students will gain an appreciation of the cost-effectiveness of rehabilitation.
ELEC 625: PULMONARY DISEASE

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Donald A. Greeley, M.D. – (217) 383-3190</th>
</tr>
</thead>
</table>
| Other Participant        | David Main, M.D.  
                          | Sujay Bangarulingam, M.D.               |
| Reporting Time           | By arrangement                           |
| Site                     | Carle Clinic, 602 West University Ave., Urbana, IL 61801 |
| Length of Clerkship      | Four to eight weeks                      |
| Dates                    | Year round                               |
| Prerequisites            | Satisfactory completion of M 3 year      |
| Methods of Evaluation    | Informal daily interaction with faculty  |
| Students Per Rotation    | 1                                        |
| Night Call Required      | No                                       |
| Weekends Required        | Saturday a.m. rounds are expected if the student is in town. |
| Supervision              | Direct supervision by Clerkship Director and other participants in the outpatient office. The student sees hospital consultations independently and then discusses them with participants. |

NARRATIVE DESCRIPTION

Students work with the pulmonary internists in rotation, in conjunction with an internal medicine resident. Time is spent seeing outpatients (30–40% of total time), seeing hospital consultations and presenting cases to the pulmonary internists (30-40%), and making inpatient pulmonary rounds. Students research the literature on various pulmonary problems. Students observe bronchoscopies. A weekly chest medical-surgical conference emphasizes clinical decision process and x-ray interpretation. Considerable time is also devoted to outpatient evaluation of sleep disorders. The eight-week rotation offers more opportunity to deal with such areas as difficult diagnosis and decision making in pulmonary medicine. Program emphases are tailored to the student’s individual needs and career objectives.

OBJECTIVES

1. **Patient Care.** Students will learn to interpret common diagnostic and evaluative tests used in pulmonary medicine, including arterial blood gasses, V/Q scans, pulmonary function tests, chest x-rays, CT scans.

2. **Medical Knowledge.** Students will become more aware of the pathophysiology, diagnostics and treatment modalities for common pulmonary disorders, including COPD, pneumonia, pulmonary embolism, dyspnea, lung cancer, interstitial lung disease, and sleep disorders.

3. **Practice-Based Learning & Improvement.** Students will become familiar with ICU pulmonary medicine, with a focus on the use of mechanical ventilators and oxygen supplementation. Students will have the opportunity to observe common pulmonary procedures, including bronchoscopy, and thoracentesis.

4. **Systems-Based Practice.** Students will understand the role of pulmonary disease as a primary specialty and as a member of the medical team in complex medical problems. Students will learn to evaluate and integrate community resources into the health maintenance of individual patients and their families.
**ELEC 625: PULMONARY MEDICINE**

| Clerkship Director | Maury K. Topolosky, M.D. – (217) 366-1212  
|                    | Christie Clinic Pulmonary/Critical Care Department Head |
| Reporting Time     | 7:30 a.m. – place to be determined prior to rotation.  
|                    | Call Clerkship Director |
| Site               | Provena/Covenant Medical Center Ambulatory Care  
|                    | 1400 West Park Street, Urbana, IL  61801 |
| Length of Clerkship| Four weeks |
| Dates              | Year round, except June and July |
| Prerequisites      | Successful completion of M 3 year |
| Students Per Rotation | 1 |
| Night Call Required | Yes |
| Weekends Required  | No |
| Supervision        | Direct supervision with the Clerkship Director |

**NARRATIVE DESCRIPTION**

Rotation will include hospital and outpatient aspects of pulmonary medicine. Student’s assists the program director with obligations of pulmonary medicine at Provena/Covenant Medical Center and Christie Clinic. They are assigned consultations, preparing and presenting cases for appropriate discussion. She/he assists in the interpretation of pulmonary function studies and arterial blood gases, pulmonary exercise stress test, and is expected to obtain further understanding in the pathophysiology of most forms of pulmonary disease, for instance, chronic obstructive pulmonary disease, asthma, interstitial pulmonary diseases, primary pulmonary neoplasm, acute respiratory distress syndrome, and infectious processes of the lung. Students also assist the program director with fiber optic bronchoscopy, chest tube insertion, central line insertion, pulmonary rehabilitation and, interpretation of chest x-rays. There is considerable ICU exposure.

**OBJECTIVES**

1. **Patient Care.** Students will learn to interpret common diagnostic and evaluative tests used in pulmonary medicine, including arterial blood gasses, V/Q scans, pulmonary function tests, chest x-rays, CT scans.

2. **Medical Knowledge.** Students will become more aware of the pathophysiology, diagnostics and treatment modalities for common pulmonary disorders, including COPD, pneumonia, pulmonary embolism, dyspnea, lung cancer, interstitial lung disease, and sleep disorders.

3. **Practice-Based Learning & Improvement.** Students will become familiar with ICU pulmonary medicine, with a focus on the use of mechanical ventilators and oxygen supplementation. Students will have the opportunity to observe and possibly perform common pulmonary procedures, including bronchoscopy, thoracentesis, and endotracheal intubation.

4. **Systems-Based Practice.** Students will understand the role of pulmonary disease as a primary specialty and as a member of the medical team in complex medical problems. Students will learn to evaluate and integrate community resources into the health maintenance of individual patients and their families.
ELEC 626: RHEUMATOLOGY

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Anastacia Maldonado, MD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>Student should contact our office the Friday prior to the start of their rotation – (217) 383-3800,</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:anastacia.maldonado@carle.com">anastacia.maldonado@carle.com</a></td>
</tr>
<tr>
<td>Site</td>
<td>Carle Clinic North (West 3), 602 West University Ave., Urbana, IL  61801</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Optional, usually varies from two to four weeks. Mornings only for clinical, early afternoons for hospital consults.</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round. Prior approval of rotation dates required.</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Completion of at least 12 weeks of Internal Medicine and approval of Clerkship Director and Faculty Advisor</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>Possibly</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION

The student will participate in the outpatient and inpatient management of patients. These include: office consultations and follow-up appointments for patients with a variety of musculoskeletal and autoimmune processes. The student will actively examine patients in the office and discuss patient treatment plans.

OVERALL GOALS

To introduce students to a good musculoskeletal examination and to introduce them to a variety of problems seen in a rheumatology practice.

OBJECTIVES

1. **Patient Care.** Students will be able to obtain a focused history and perform a skillful physical examination of the rheumatology patient.
2. **Medical Knowledge.** Students will understand the pathophysiology, diagnostics and treatment modalities for common rheumatic disorders, including rheumatoid arthritis, osteoarthritis, gout, systemic lupus erythematosus, and collagen vascular diseases.
3. **Practice-Based Learning & Improvement.** Students will understand the role of rheumatology as a primary specialty and as an integral component of the medical team in complex medical problems.
4. **Interpersonal and Communication Skills.** Students will be able to communicate effectively with the rheumatology patient, his/her family, and all members of the health care team.
**ELEC 850: RURAL HEALTH**

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Narain Mandhan, M.D. – (217) 762-6241</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>9:00 a.m.</td>
</tr>
<tr>
<td>Reporting Site</td>
<td>John and Mary Kirby Hospital, 1109A North State Street, Monticello, IL 61856</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Two to four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>To be arranged</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Completion of 12-week Internal Medicine core clerkship</td>
</tr>
<tr>
<td>Supervision</td>
<td>Faculty preceptor</td>
</tr>
<tr>
<td>Methods of Evaluation:</td>
<td>Oral case presentation, written patient care records, presentation to hospital medical staff</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**NARRATIVE DESCRIPTION**

On satisfactory completion of this clerkship, the student will understand the role of the rural generalist physician as a primary care provider and consultant in the ambulatory, hospital and extended care settings, and his/her relationship to practitioners of other disciplines. The student will appreciate the difference between urban and rural practice setting in regards to specialty roles, differences in case mix, professional support, and financing. The student will appreciate how limitations of resources may modify the delivery of patient care. The learner will be better able to choose a personal career pathway. The student will demonstrate increasing competency in the medical interview, physical examination, management planning, and inpatient care coordination with other health providers.

**OBJECTIVES**

1. **Patient Care.** Students will have the ability to gather a comprehensive patient database, using all relevant resources. The student demonstrates patient-centered empathetic interviewing techniques. The student then consistently demonstrates the ability to separate normal from abnormal states, and develops a list of patient problems for further medical management.

2. **Medical Knowledge.** Students will be able to describe the knowledge and skills required for the rural practice of medicine and how these differ from urban practices.
   
a. Emergency/trauma – farm safety
b. Critical care
c. Geriatrics
d. General surgical skills
e. Orthopedic and sports medicine
f. Pediatrics
g. Obstetrics
h. Ambulatory skills
i. Psychiatry/chemical dependency
j. Personal development
k. Time management
l. Informatics
m. Continuing education
n. Practice management
o. Describe community health resources at the clinical site, including resource limitations.
p. Discuss personal advantages and disadvantages of rural practices and how the assigned rural practice might change to attract and retain a generalist physician.
3. **Practice-Based Learning and Improvement**. Students will be able to make decisions about further investigation or medical therapies based on the database for the most common ambulatory presentations.

4. **Interpersonal and Communication Skills**. Students will record an appropriately comprehensive written assessment of patients assigned and present an appropriately focused and succinct oral presentation of patients to the attending physician.

5. **Professionalism**. Students will be able to demonstrate advocacy for the welfare of patients above self. Students will demonstrate a sensitivity to and respect for differences among people, and demonstrates decision making that is based on a non-judgmental approach to each individual. Students will regularly seek the consent and participation of patients in their care, demonstrating effective enabling or empowering techniques for patients. The student considers an attempt to respond to feedback provided by those with whom he/she works. Students regularly identify learning resources and demonstrates facility in accessing information electronically through electronic search of the medical literature.

6. **Systems-Based Practice**. Student will be able to discuss community resources available for promoting the welfare of patients. The student is a team player and regularly considers other health providers in the care of patients. The student is sensitive to social and community differences in standards of care and expectations of the health care community and works with these. Students are able to assess and counsel patients about healthy lifestyles that promote wellness. The student regularly reviews accepted interventions for health maintenance and disease prevention, such as appropriate age-based cancer screening, cardiovascular risk, diabetes screening, and immunization, for example.

**TEACHING METHODS**

Students are assigned in a preceptorial relationship to a rural site participating in the curriculum with a faculty member. The student participates in all phases of the clinician’s work, including hospital, ambulatory-based, extended care responsibilities, and responsibilities as a community leader. The student is expected to assess presenting patients in all settings and discuss these assessments with a faculty preceptor. In most cases, the student practices in several rural sites to see the diversity of care in the rural community.

In order to maximize learning potential, the student rotates on call with the preceptor no more often than every fourth night. Students are encouraged to reside in the assigned community during the clerkship. In most situations, lodging is provided by the community.

Students are expected to research, organize, and develop an educational topic for presentation at a local hospital, medical staff, or other relevant hospital medical group as a required component of the clerkship experience.

**EVALUATION/SUPERVISION**

Evaluations are completed by the site coordinator using input from all physicians and other professional staff with whom the student has interacted. The evaluation is forwarded to the clerkship coordinator, who meets with the student on the final day of the rotation to review the evaluation with the student and to review the student’s evaluation of the clerkship experience. A mid-cycle (2-week) feedback session with the preceptor is required.
**ELEC 930: SLEEP MEDICINE**

<table>
<thead>
<tr>
<th>Clerkship Directors</th>
<th>Salman Sheikh, MD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>8:45 a.m.</td>
</tr>
<tr>
<td>Sites</td>
<td>Carle Clinic Sleep Laboratory</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year around</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Medicine I Core Clerkship</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>The Clerkship Director will assign a grade based on the individual evaluation of all faculty members who have supervised the student during the rotation. A multiple choice question quiz will be given at the end of the rotation on which the student must score at least 60% to pass the clerkship.</td>
</tr>
<tr>
<td>Night call Required</td>
<td>None required</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>None required</td>
</tr>
<tr>
<td>Supervision</td>
<td>Sleep Medicine Faculty</td>
</tr>
<tr>
<td>Students per rotation</td>
<td>1</td>
</tr>
</tbody>
</table>

**NARRATIVE DESCRIPTION:**

To teach students the importance of educating patients about good sleep hygiene and how to maintain and read sleep logs. They will understand the various tests that are performed in the laboratory and why they are ordered. The basic etiology of hypersomnia (increased sleepiness), insomnia, parasomnia (abnormal behaviors in sleep), circadian sleep disorders (jet lag, delayed sleep phase syndrome) and restless legs syndrome will be discussed. Polysomnograms will be viewed on a daily basis and recognition of the various sleep stages and their importance in sleep medicine will also be reviewed. Additional focus will be given to the diagnosis and management of the patient with insomnia.

**OBJECTIVES**

1. **Patient Care**: Students will be able to obtain a focused history and perform a skillful physical examination of the patient presenting with sleep disorders. In addition the student will have incorporated the skill of history taking in any patient with regards to their sleep habits and problems.

2. **Medical Knowledge**: Students will understand the pathophysiology, diagnostics and treatment modalities for common sleep disorders, including sleep disordered breathing, restless leg syndrome (periodic limb movements in sleep), narcolepsy (and other hypersomnias), insomnia, jet lag (and other circadian rhythm sleep disorders), night terrors, sleep walking and other, parasomnias. Students will learn the different stages of sleep and how these are affected by different disorders, and that a certain sleep stage brings about the presentation of a particular problem. Students will gain familiarity with common pharmacological agents used in sleep medicine including stimulants and light therapy.

3. **Practice-Based Learning & Improvement**: Understand the importance of good sleep hygiene and how to effectively transmit this information to the patients. Also learn how to gather information regarding sleep routines to shed light on a particular disorder. Become familiar with the variety of tests that are performed in the sleep laboratory. By the end of the rotation, a student will have a good understanding of why certain tests are indicated to facilitate better use of scarce resources such as a sleep laboratory.

4. **Interpersonal and Communication Skills**: Students will learn to communicate effectively with the patient presenting with a sleep disorder, his/her family, and all members of the health care team.
5. **Systems-Based Practice**: By the end of the rotation, a student will have a good understanding of why certain tests are indicated to facilitate better use of scarce resources such as a sleep laboratory. to seek help as needed in completion of a project.

**TEACHING METHODS**

1. **Patient Care**: Initially the student will shadow the attending physician in clinic, learning the basics of history taking.

2. **Conferences**: Students will participate in the following conferences: monthly, last Friday of the month.

3. **Procedures**: Observe set up of one Sleep Study during the two weeks within the first three days of the rotation. Observe one to two polysomnograms each day with the attending.

4. **Required Reading**: Normal Sleep; Sleep in Aging, Teen Sleep; Obstructive Sleep Apnea; Restless Legs Syndrome; Narcolepsy
UICOM-UC STUDENTS GOING TO NUS

ELEC 853: STUDENT EXCHANGE PROGRAM WITH THE NATIONAL UNIVERSITY OF SINGAPORE

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Contact UICOM-UC Student Affairs Office</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Julie Wyant, <a href="mailto:wyant@illinois.edu">wyant@illinois.edu</a></td>
</tr>
<tr>
<td>Reporting Time</td>
<td>To be arranged</td>
</tr>
<tr>
<td>Site</td>
<td>To be arranged</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Two to twelve weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>To be arranged</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Satisfactory completion of core clerkships</td>
</tr>
<tr>
<td>Method of Evaluation</td>
<td>Performance evaluation by NUS faculty of medicine</td>
</tr>
<tr>
<td>Students per Rotation</td>
<td>See NUS elective postings on web</td>
</tr>
<tr>
<td>Supervision</td>
<td>On-site NUS faculty of medicine</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION

Specific information regarding the National University of Singapore’s application process and elective opportunities may be found at, http://medicine.nus.edu.sg/corporate/

On the left side of the page, click on ‘postings.’ From that point you can find all the specialty postings available in either Word Format or Adobe. The applications need to be initiated 3 months in advance. This is from their web site:

ELIGIBILITY

All special clinical students will be registered under the Faculty of Medicine at the National University of Singapore. Applicants must be bona fide students of a medical school, and already in their clinical years. Applicants should apply at least 3 months in advance, otherwise the application will not be considered. At the earliest, applications will be processed 12 months before the start of the proposed elective. All student applications will be considered and evaluated by a special NUS Student Selection Committee.

Contact UICOM-UC Student Affairs Office. The student must initiate the process and pay for the application, which is about $40 US. When you know the dates you wish to take an elective at NUS, contact the Julie Wyant, wyant@illinois.edu, 217.333.4876 in the Office of Student Affairs and the Medical Scholars Program. She will put you in touch with Debbie McCall to handle the financial end with the UIUC Chancellor's Office. Julie will handle the paperwork to satisfy the NUS Student Affairs Office requirements.

OBJECTIVES (per UICOM Graduation Competencies)

1. **Patient Care.** The competent graduate must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. He/she will be required to construct appropriate management strategies (diagnostic and therapeutic) for patients with common health care problems that may be emergent, acute or chronic, across the spectrum of disciplines, while considering costs for the patient and others. The graduate must be able to combine knowledge of basic biomedical, clinical, and cognate sciences to accomplish the above. The competent graduate must be able to:

   a. Obtain a medical history appropriate to the patient's medical concerns;
   b. Perform a skillful physical examination;
   c. Formulate a differential diagnosis and problem list;
d. Perform, order and interpret diagnostic investigations that result in accurate diagnosis and treatment;
e. Utilize data to reason and solve problems;
f. Develop management plans;
g. Consider cultural and socioeconomic factors in management options;
h. Form an effective therapeutic relationship;
i. Recognize life threatening health problems and institute appropriate initial therapy;
j. Construct a therapeutic plan for relieving pain, ameliorating suffering, and aim specifically towards resolution of health problems;
k. Counsel and educate patients and their families;
l. Apply the principles of epidemiology and evidence-based medicine.

2. Medical Knowledge. The faculty of the University of Illinois College of Medicine believes that any statement of graduation competencies must include mastery of the necessary body of knowledge within the basic, clinical, and cognate sciences to manage patients’ health. Moreover, graduates must demonstrate the skills that will enable them to utilize the concepts and knowledge that will be discovered throughout the years following medical school. The competent graduate must have a thorough understanding of the:

   a. Scientific principles of basic and clinical sciences that will enable him/her to competently practice evidence-based medicine;
   b. Determinants of poor health, disease-based risk factors, factors for disease prevention and healthy lifestyles (principles of preventive medicine);
   c. Elements of health education;
   d. Principles of epidemiology and population-based medicine;
   e. Principles, risks, and possible benefits of complementary and alternative medicine;
   f. Concepts, principles, and application of evidence-based medicine;
   g. Cultural factors important to health care;
   h. Relevant legal and ethical concepts.

3. Practice-Based Learning and Improvement. The competent graduate must be able to study, reflect, and evaluate patient care practices, appraise and assimilate scientific evidence, and understand their learning needs. The competent graduate:

   a. Sets clear learning goals, pursues them, and continuously integrates knowledge gained and applies it to improve medical care;
   b. Assesses his/her strengths and weaknesses in order to improve performance and identify effective ways to address limitations and enhance expertise;
   c. Accesses information effectively, efficiently, critically appraises the information and relates it to their patients' health problems;
   d. Admits his/her limits of knowledge, knows what to do when those limits are reached, can deal with uncertainty, and respects the opinions of others;
   e. Recognizes the need to learn is continuous.

4. Interpersonal and Communication Skills. The competent graduate provides compassionate, effective, culturally sensitive patient care. The competent graduate:

   a. Listens attentively;
   b. Communicates clearly with colleagues, consultants, patients, and patients' families both orally and in writing.

5. Professionalism. The competent graduate approaches medicine with integrity and respect for human dignity. They must demonstrate awareness of and commitment to the principles and responsibilities of medical professionalism. The competent graduate:
a. Provides leadership in patient care, while respecting the views and interests of all members of the health care team, the patient and patient's family;
b. Maintains and respects patient confidentiality, and is aware of the unique doctor/patient relationship;
c. Knows and admits to his/her limits of knowledge;
d. Can deal with uncertainty;
e. Respects the opinions of others;
f. Recognizes the need to learn is continuous;
g. Balances personal and professional commitments to ensure that the patient's medical needs are always addressed;
h. Recognizes and avoids conflicts of interest in financial and organizational arrangements for the practice of medicine;
i. Demonstrates integrity;
j. Demonstrates respect for human dignity;
k. Deals honestly with others;
l. Recognizes key ethical dilemmas and applies ethical principles.

6. **Systems-Based Practice.** The competent graduate demonstrates an awareness of and responsiveness to the larger context and systems of health care. The competent graduate:

   a. Understands the principles of health care delivery and can describe the organization, strengths and limits of various models of health care delivery systems;
b. Knows how to partner with health care managers and other health care providers to assess, coordinate, and improve health care and knows how their activities can affect system performance;
c. Describes how to appropriately utilize and integrate the services of multidisciplinary health providers
d. Defines health in terms of the community in which the patient lives (population-based medicine);
e. Evaluates and integrates community resources into the health maintenance of individual patients and their families;
f. Assesses the effect of the physical environment on community health;
g. Understands key legal concepts and is aware of professional requirements governing medical practice.

**TEACHING METHODS**

Teaching methods will be consistent with the teaching methods of the faculty of medicine at the National University of Singapore. Typically, students will:

1. Participate in daily work rounds, teaching rounds, and educational conferences
2. Evaluate patients in the inpatient and/or outpatient setting
3. Present patients to faculty explaining the management of common diseases
4. Obtain a medical history and perform a physical exam on at least one new patient per week
5. Engage in self-directed learning (identify learning resources, consistently reads current literature)
6. Maintain a daily journal as directed by the Clerkship Director
7. Submit a written report near the end of the elective that relates to the objectives above as directed by the Clerkship Director
8. Reflect on differences and similarities in the American and Singapore systems of health care delivery and education
9. Demonstrate effective cross-cultural communication skills, knowledge, and attitudes
GUIDELINES FOR STUDENTS

1. Students must participate in required orientation seminar(s).
2. Students must dress in a manner that reflects an understanding and respect of the local culture and develop satisfactory communication skills.
3. It is expected that vacation time taken during the elective is minimized.
4. Students will discuss with a faculty preceptor the relationships of social, political, and economic forces in health care in Singapore and the United States. The student will meet at least weekly with the clerkship director to review and discuss progress, perspectives, and insights.

SCHEDULE OF ROTATION

The student will contact the UICOM-UC Student Affairs Office at least three months prior to the beginning of the clerkship.

EVALUATION/SUPERVISION

Students are evaluated by participating faculty of medicine at NUS. All evaluation reports from NUS will be sent directly to the UICOM-UC Student Affairs Office. Student grade will follow the norm grade scale provided to NUS that is used by the UICOM-UC.
Obstetrics and Gynecology Electives

**ELEC 792: ADVANCED OB/GYN**

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Ralph Kehl, M.D. – (217) 383 4930</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator</td>
<td>Debbie Deedrich, <a href="mailto:deedrich@illinois.edu">deedrich@illinois.edu</a>,(217) 244-0598</td>
</tr>
<tr>
<td>Reporting time</td>
<td>By arrangement</td>
</tr>
<tr>
<td>Sites</td>
<td>Carle Clinic, 602 West University Ave., Urbana, IL 61801</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>By arrangement</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Successful completion of OB/GYN Clerkship; prior approval</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>Student Performance Evaluation form</td>
</tr>
<tr>
<td>Students Per rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night call required</td>
<td>Yes, to be arranged</td>
</tr>
<tr>
<td>Weekends required</td>
<td>Desirable</td>
</tr>
</tbody>
</table>

**NARRATIVE DESCRIPTION**

To provide students with further experience in women's health through participation in clinical practice, community-based health care, and independent study of a critical women's health issue.

**OBJECTIVES**

This elective is similar to an independent study, in which student and preceptor will develop specific learning objectives according to the student's particular interests within the fields of Obstetrics and Gynecology. General learning objectives might include:

1. To improve skills in performing physical exams on women.
2. To improve surgical skills related to Obstetrics and Gynecology.
3. To facilitate collaboration among health disciplines in providing care to women.
4. To enhance skills in communicating with women about health issues and problems, discussing of sensitive topics, and assisting women in decision-making on therapeutic options. This could include intercultural issues.
5. To further develop skills in counseling women on health risks and wellness activities relevant to each life cycle phase.
6. To improve understanding of obstetrical complications and interventions.
Obstetrics and Gynecology Electives

**ELEC : REPRODUCTIVE ENDOCRINOLOGY AND INFERTILITY (REI)**

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>John Jarrett, MD – (317) 814-4110</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator</td>
<td>Debbie Deedrich, <a href="mailto:deedrich@illinois.edu">deedrich@illinois.edu</a>, (217) 244-0598</td>
</tr>
<tr>
<td>Reporting time</td>
<td>By arrangement</td>
</tr>
<tr>
<td>Sites</td>
<td>Jarrett Fertility Group</td>
</tr>
<tr>
<td></td>
<td>11725 Illinois Street, Suite 515</td>
</tr>
<tr>
<td></td>
<td>Carmel, IN 46032</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>By arrangement</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Successful completion of OB/GYN Clerkship; prior approval</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>Student Performance Evaluation form</td>
</tr>
<tr>
<td>Students Per rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night call required</td>
<td>Yes, to be arranged</td>
</tr>
<tr>
<td>Weekends required</td>
<td>Desirable</td>
</tr>
</tbody>
</table>

**NARRATIVE DESCRIPTION**

This elective is for students interested in the field of Obstetrics and Gynecology who seek deeper knowledge and responsibility in the field of REI. The experience will provide the student with a very complete exposure to the clinical practice of reproductive endocrinology and infertility.

**TEACHING METHODS**

The student will be working with Dr. John Jarrett in his private practice in Indiana 3 days a week and at Carle Clinic on Windsor in Urbana the other 2 days per week.

During the elective the student will:

- See patients in a private clinic setting with Dr. Jarrett. The student will be allowed to interview all willing new patients prior to them seeing Dr. Jarrett.
- Attend all surgical procedures (laparoscopies) performed by Dr. Jarrett as an observer. This numbers approximately 10 per week.
- Attend all IVF retrievals and transfers
- Spend one to two days a week in the IVF lab observing and becoming familiar with all IVF lab procedures
- Prepare and present a literature review and discussion of a topic chosen by the student and Dr. Jarrett

**OBJECTIVES**

- Review normal physiology of reproduction;
- Understand abnormalities of the hypothalamo pituitary gonadal axis;
- Assist in the standard work up of the infertile couple;
- Understand the indications for assisted reproductive technology procedures in infertility;
- Observe assisted reproductive technology procedures; and
- Assist in operative endoscopic procedures for patients with anatomical reproductive disorders.
- Learn both infertility related and early obstetrical ultrasound
Scholar Activity Elective

ELEC 158: OBSTETRICS AND GYNECOLOGY

<table>
<thead>
<tr>
<th>Clerkship Coordinator</th>
<th>Ronald W. Brewer, Ph.D., <a href="mailto:rbrewer@illinois.edu">rbrewer@illinois.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>Schedule orientation meeting with Dr. Brewer prior to start of clerkship</td>
</tr>
<tr>
<td>Sites</td>
<td>Affiliated Clinical Institutions</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>2-8 weeks In 2-week blocks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year around</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of M-2 year</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td></td>
</tr>
<tr>
<td>Night call Required</td>
<td>None required</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>None required</td>
</tr>
<tr>
<td>Supervision</td>
<td>Faculty</td>
</tr>
<tr>
<td>Students per rotation</td>
<td>No limit</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION:

The student will be introduced to basic principles of clinical (patient-based) research.

OBJECTIVES

1. **Medical Knowledge.** Upon completion of this clerkship, the student will describe a variety of evidence-based tools for clinical scholarship. The steps in developing a research project will include the following:

   a. Discuss current clinical research priorities in medical discipline of interest and the appropriate focus for a medical student defined scholarly activity.
   b. Discuss theories and principles of clinical research methodologies and the applicability of specific designs to the research question of interest.
   c. Describe the importance of ethics in clinical research and importance of maintaining patient confidentiality, confidence and trust.
   d. Outline a clinical research question followed by a clear hypothesis and timetable for data collection as appropriate.
   e. Complete the necessary Institutional Review Board application(s) and informed consent documents.
   f. Demonstrate the ability to perform a comprehensive literature review to support the significance of the clinical research question.
   g. Demonstrate the ability to select a research design, collect data, analyze data and synthesize data into a scholarly presentation.
   h. Demonstrate constructive response to input from peers, supervisors, colleagues and granting agencies on completed work.
   i. Demonstrate ability to use evidenced-based medicine and case studies to assist in effective evidence-based patient care drawing on scholarly activity experiences.

2. **Communication Skills**

   a. On completion of this clerkship, the student will present clinical scholarship to mentors and colleagues through a variety of media which may include clinical vignette, poster, or written manuscripts.
   b. Describe the relevance of scholarly work to the clinical sciences.
3. **Professionalism**

   a. Demonstrate punctuality, reliability, completion of research timetable, mature interpersonal skills and the willingness to seek help as needed in completion of a project.

**TEACHING METHODS**

The student will schedule an initial meeting with the clerkship coordinator, Dr. Ron Brewer for initial orientation. Orientation will include review of learning materials about quantitative and qualitative research methods, evidence-based literature review, and clinical scholarly activities. Student will receive instruction in oral and written presentation skills, ethics of human subject research utilization and the steps in applying to Institutional Review Boards. The student will be introduced to medical research activities that will require them to prepare a project in writing that utilizes human subjects (vignette poster, case presentations, case data for group of patients.

The student will be assigned both a PhD educator and a clinical mentor for a project. Student will work with close mentorship in the completion of the project.

The student will then be required to present a proposal of their project to the clerkship director and clinical faculty. When applicable, the student will complete documents for Institutional Review Board review within the institution in which the student is working, and if applicable will submit the final project for presentation to a vignette competition, a College of Medicine Research Day or conference or journal of the student’s choosing. There will be no requirements for the project to be accepted for publication.

**EVALUATION/SUPERVISION**

Student will receive on-going mentorship through completion of the project by the assigned faculty.

**REFERENCES**

The following textbook is required:

### Pathology Electives

**ELEC 644: ANATOMIC PATHOLOGY**

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Frank Bellafiore, M.D. – (217) 383 3342</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>8:30 a.m. – 1st day</td>
</tr>
<tr>
<td></td>
<td>7:30–8:30 a.m. – Other days variable</td>
</tr>
<tr>
<td>Site</td>
<td>Carle Foundation Hospital, 611 West Park Street, Urbana, IL</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Approval of Director needed.</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Basic science pathology</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>Observation of student, and final glass slide open book exam</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No but can follow Pathologist on call if interested</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>No</td>
</tr>
<tr>
<td>Supervision</td>
<td>Pathologists will supervise anatomic pathology teaching.</td>
</tr>
</tbody>
</table>

### NARRATIVE DESCRIPTION

1. Sign out daily surgical pathology specimens with Dr. Bellafiore.
2. Observe frozen sections, fine needle aspirates, histochemical techniques.
3. Attend tumor board conference weekly.

### OBJECTIVES

1. Review basic anatomic pathology, with emphasis on surgical pathology.
2. Become familiar with the principles, methods, and limitations predominantly of diagnostic surgical pathology.
3. Become familiar with pathology as a career.
**ELEC 810: ANATOMIC AND CLINICAL PATHOLOGY**

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Krishnarao Tangella, M.D. – (217) 337-2174</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Participants</td>
<td>Members of the Department of Pathology, Christie Clinic</td>
</tr>
<tr>
<td>Reporting Time</td>
<td>8:30 a.m. on first day; after that as agreed by rotation plan</td>
</tr>
<tr>
<td>Site</td>
<td>Provena/Covenant Medical Center, 1400 West Park Street, Urbana, IL 61801</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Two (2) weeks; maximum eight (8) weeks; all year long</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Basic Science pathology</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>2</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>No, but can be offered if student is interested.</td>
</tr>
<tr>
<td>Supervision</td>
<td>Personal – by pathologists of Department of Pathology, Provena/Covenant Medical Center and Christie Clinic</td>
</tr>
</tbody>
</table>

**NARRATIVE DESCRIPTION**

This program will be tailored to each student accepted. The specific area of study will be determined at the personal interview with Krishnarao Tangella, M.D. The student will be required to solve current problems and perform specific procedures in the department under physician supervision in the area of concentration the student chooses. Activities will include assistance during autopsies, surgical sign outs, and grossing in the surgical specimens. The student will be integrated into the work, conference, and educational activities of the department. The formal evaluation will be based on an assessment of the student’s work by the pathologist mentor.

**OBJECTIVES**

To give intensive exposure to a single, well-defined, predetermined area of anatomic pathology or clinical pathology of mutual interest to the student. The student will be expected to familiarize with appropriate skills in the area of study.
Pediatrics Electives

AVAILABILITY IS VERY LIMITED
AVAILABILITY IS LIMITED TO UICOM STUDENTS

ELEC 178: IN-PATIENT PEDIATRICS

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>M. Nadeem Ahmed, MD, MPH, PhD, FAAP, (217) 383-5897</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>By arrangement</td>
</tr>
<tr>
<td>Site</td>
<td>Carle Foundation Hospital, North Tower 8</td>
</tr>
<tr>
<td></td>
<td>611 West Park Street, Urbana, IL 61801</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Two to four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round subject to approval of Clerkship Director</td>
</tr>
<tr>
<td></td>
<td>and Department Head.</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Pediatric core clerkship</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>All elective clerkship needs to be approved by the Clerkship Director and be coordinated through the Department Head to avoid scheduling conflict</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION:

The inpatient pediatric clerkship rotation is designed to develop competency in caring for infants, children, and adolescents who require hospital care. The program is focused particularly for students who would like to pursue their career in pediatrics. The clerkship will provide more hands-on experience in diagnosing and managing acute and chronic medical illnesses unique to the pediatric population in hospital setting. Students will work closely with the Pediatric Hospitalist staff, a group of pediatrician specialized in acute and intermediate care management throughout the rotation. The student will participate actively in developing plans of care and follow-up of patients from the beginning of admission through discharge. The program requires students to participate in daily rounds, patient-care discussions, seminars, and teaching activities as directed by the staff. The student will be asked to present formally an interesting education clinical case in which she/he is personally involved with the care during the rotation.

OBJECTIVES:

1. Understand the continuum of care for children with acute illness/injury, from initial presentation (office, clinic, Emergency Department), through acute hospital care (including transfer into and out of PICU), to discharge planning, home health services, and office follow-up care.
2. Understand how to assess and manage common signs and symptoms associated with acute illness during hospitalization.
3. Understand how to assess and manage common childhood conditions cared for in the inpatient setting.
4. Understand the indications, limitations, and interpretation of common laboratory tests and imaging studies utilized in inpatient care.
5. Understand the application of physiologic monitoring and special technology and treatment in the general inpatient setting.
6. Develop a logical and appropriate clinical approach to the care of hospitalized children, applying principles of decision-making and problem solving.
7. Understand how to function as part of an interdisciplinary team on a general pediatric ward.
8. Understand how to provide sensitive support acutely to patients and families of children with acute illness, and arrange for on-going support and/or preventive services at discharge.
9. Understand key aspects of cost control in the hospital inpatient setting.
10. Understand how to maintain accurate, timely, and legally appropriate medical records in the hospital inpatient setting.

**CURRICULUM CONTENT:**

1. Participate in the pediatric care across the full continuum of services, including
   a. presentation of acute illness at emergency department.
   b. decision to admit to the hospital.
   c. inpatient acute care.
   d. decision to transfer to the intensive care unit.
   e. discharge planning to facilitate transition to home care.
   f. post-hospital care coordination of home health services, ensuring office/clinic follow-up care).

2. Discuss for a given family and child the impact of each phase of care on final health care outcome, psychosocial impact of illness on the child and family, and financial burden to the family and health care system.

3. For each case
   a. perform a directed history and physical examination.
   b. format a differential diagnosis with age-appropriate considerations.
   c. discuss indications for hospitalization
   d. formulate a plan for inpatient diagnosis and management
   e. describe criteria for admission to inpatient service and/or transfer to PICU
   f. describe criteria for discharge and principles of discharge planning

4. Participate in the daily care of “technology dependent” children and those who require parenteral hyperalimentation and enteral tube feedings; describe key issues for ongoing management both in the hospital and at home.

5. Demonstrate the skills for assessing and managing pain.

6. Demonstrate awareness of the unique problems involved in the care of children with multiple problems or chronic illness, and serve effectively as an advocate and case manager for such patients.

7. Identify and attend to issues such as growth and nutrition, developmental stimulation and schooling during extended hospitalizations.

8. Identify problems and risk factors in the child and the family, even outside the scope of this admission (e.g., immunizations, social risks, developmental delay) to appropriately intervene or refer.

9. Facilitate the transition to home care by appropriate discharge planning and parent/child education.
SKILLS ACQUISITION:

1. Apply principles of decision-making and problem solving in the care of hospitalized children.
2. Recognize the limits of one’s own knowledge, skills, and tolerance for stress; ask for help as needed.
3. Consistently act responsibly and adhere to professional standards for ethical and legal behavior.
4. Seek information needed for patient care decisions and apply this knowledge appropriately.
5. Develop and maintain comprehensive problem list with accurate prioritization.
6. Communicate well and work effectively with rotating residents, attendings, consultants, nurses, ancillary staff, and referring physicians.
7. Demonstrate skills as a team participant.
8. Demonstrate sensitivity and skills in dealing with death and dying in the hospital setting.
9. Consistently listen carefully to the concerns of patients and families, and provide appropriate information and support.
10. Demonstrate sensitivity to family, cultural, ethnic, and community issues when assessing patient and making health care plans.
11. Prepare appropriate discharge summaries and off-service notes, including adequate follow-up with primary care provider.

EVALUATION/SUPERVISION:

The evaluation is usually done by the Pediatric Hospitalist Staff and/or Course Director with whom the student is working. It includes the student's ability to perform in the clinical setting, the student's ability to familiarize herself/himself with the materials, the student's professional interactions with the attending, associate staff, patients, and their families. At the end of the clerkship, the student will be asked to submit or present formally an interesting educational clinical case which she/he is personally involved with the care during the rotation. The quality of the presentation and/or report material will be a part of the evaluation.
ELEC 654: NEONATOLOGY

| Clerkship Directors | Kim Gelke, M.D. – (217) 383-5032  
|                     | William Stratton, M.D.  
|                     | Nasiruddin Mansury, M.D.  |
| Reporting Time      | By arrangement  |
| Site                | Carle Foundation Hospital Neonatal Intensive Care Nursery  
|                     | 611 West Park Street, Urbana, IL 61801 – (217) 383-3266  |
| Length of Clerkship | Two to four weeks  |
| Dates               | Year round  |
| Prerequisites       | Satisfactory completion of Pediatrics core clerkship  |
| Students Per Rotation | 1  |
| Night Call Required | No  |
| Supervisions        | The student will be under the direct supervision of the neonatologist and associated staff.  |

NARRATIVE DESCRIPTION

The clerkship will include evaluation and care of sick neonates, including attendance with the neonatologist at high-risk deliveries.

The student will participate in daily rounds and follow infants under guidance of the neonatologist.

At the conclusion of the clerkship, the student will be expected to make a 30-minute presentation on an appropriate topic.

OBJECTIVES

1. To increase the student's experience with neonatal procedures.
2. To enable the student to become familiar with neonatal pathophysiology.

EVALUATION/SUPERVISION

The evaluation is done by the subspecialist with whom the student is working. It includes the student's ability to perform in the clinical setting, the student's ability to familiarize himself with the material, the student's professional interactions with the attending, associate staff, patients, and their families, and the quality of any special report the student is assigned to prepare.

GRADUATION COMPETENCIES:

1. Patient Care
   a. Perform a thorough history and a comprehensive physical examination on a minimum of eight hospitalized patients.
   b. Develop a differential diagnosis for each of the clinical cases of hospitalized patients.
   c. Develop a proposed diagnostic plan for each of the cases.
   d. Utilize data from history, examination, and diagnostic studies to formulate a treatment plan for each patient.
   e. Demonstrate an awareness of developmental, cultural, social, and economic factors in the management of each case.
   f. Educate families regarding diagnosis, treatment, and prevention.
2. **Medical Knowledge**
   a. Demonstrate ability to pass the pediatric core clerkship.
   b. Demonstrate ability to discuss case histories knowledgeably.
   c. Demonstrate ability to discuss issues relevant to case management, including cultural, social, and economic factors in the management of each case.

3. **Practice Based Learning**
   a. Demonstrate ability to obtain pertinent information from current literature relating to specific cases.
   b. Shows interest and enthusiasm for learning.

4. **Interpersonal and Communication Skills**
   a. Demonstrate ability to present precise case summaries that include all the pertinent information.
   b. Interact appropriately with all the health care professionals.
   c. Involve family, as appropriate, in-patient education.
   d. Be prompt, attentive, and well prepared.

5. **Professionalism**
   a. Demonstrate integrity.
   b. Demonstrate respect for others.
   c. Respect opinions for others.
   d. Maintain confidentiality.
   e. Conduct in a professional manner.

6. **System Based Practice**
   a. Appropriately utilize services for all health care providers.
   b. Able to interact with referring physician promptly and in a timely fashion.
   c. Assuring appropriate patient follow-up care.
**ELEC 636: NEUROLOGY (CHILD)**

<table>
<thead>
<tr>
<th>Clerkship Directors</th>
<th>Gail L. Kennedy, M.D. – (217) 383-3100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>By arrangement</td>
</tr>
<tr>
<td>Site</td>
<td>Carle Clinic, 602 West University Ave., Urbana, IL 61801</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Two to four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>September through May, by arrangement—students must receive written permission from Dr. Kennedy to ascertain that the time scheduled is appropriate.</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Pediatrics core clerkship</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>Subjective</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Supervision</td>
<td>Direct one-on-one supervision by a Clerkship Director</td>
</tr>
</tbody>
</table>

**NARRATIVE DESCRIPTION**

Students will observe outpatient evaluations and do their own inpatient history, physical examination, and write-ups. Orders will be written under direct supervision. Student will learn to handle telephone inquiries regarding pediatric neurological problems. There will be specific reading assignments and appropriate examinations on the assigned material.

**OBJECTIVES**

1. To expose the student to inpatient and outpatient pediatric neurology.
2. To develop skills for neurologic and developmental examination of children.
3. To familiarize student with common pediatric neurologic disorders.

**EVALUATION/SUPERVISION**

The evaluation is done by the subspecialist with whom the student is working. It includes the student’s ability to perform in the clinical setting, the student’s ability to familiarize himself with the material, the student’s professional interactions with the attending, associate staff, patients, and their families, and the quality of any special report the student is assigned to prepare.

**GRADUATION COMPETENCIES**

1. **Patient Care**
   a. The student can obtain and record a relevant, age-appropriate, and complete history, and also give a succinct oral presentation of the case.
   b. The student is able to perceive the unique needs of the patient/family.
   c. The student demonstrates sensitivity to and a respect for differences among people.

2. **Medical Knowledge**
   a. The graduate will possess a thorough understanding of the scientific principles of basic and clinical sciences that will enable him/her to competently practice evidence-based medicine.
3. **Life-Long Learning**
   a. The student regularly uses appropriate data sources to enhance his/her knowledge, including seminars, conferences, textbooks, journals, and Internet resources.
   b. The student demonstrates an understanding of the concept of evidence-based medicine and a critical evaluation of the literature.

4. **Communication**
   a. The student demonstrates ability to gather a comprehensive patient database, using relevant resources (chart, old records, health department data, prior lab and x-ray studies, etc.).
   b. The student can competently perform a comprehensive physical exam and with this information, develop a list of patient problems and recognize which problem needs consideration in light of current concerns.

5. **Professionalism**
   a. The student is prompt, prepared, and accurate in detail.
   b. The student interacts appropriately with all members of the health care team.
   c. The student accepts and responds appropriately to reasonable criticism.
   d. The student is aware of the needs of fellow students and treats everyone with kindness and respect.
   e. The student is aware of his/her limitations and does not exceed or avoid appropriate duties and responsibilities.
   f. The student appreciates the confidential nature of medical information and the unique doctor-patient relationship.

6. **Systems Based Learning**
   a. The student can evaluate the patient database he/she has compiled to lead a working diagnosis or to recommend further investigation or therapy, depending upon the nature of the problem.
   b. The student recognizes and counsels regarding healthy lifestyles to promote wellness.
   c. The student knows age-appropriate immunization levels and age-recommended screening tests.
Scholar Activity Elective

ELEC 159: PEDIATRICS

<table>
<thead>
<tr>
<th>Clerkship Coordinator</th>
<th>Ronald W. Brewer, Ph.D., <a href="mailto:rbrewer@illinois.edu">rbrewer@illinois.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>Schedule orientation meeting with Dr. Brewer prior to start of clerkship</td>
</tr>
<tr>
<td>Sites</td>
<td>Affiliated Clinical Institutions</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>2-8 weeks</td>
</tr>
<tr>
<td></td>
<td>In 2-week blocks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year around</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of M2 year</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td></td>
</tr>
<tr>
<td>Night call Required</td>
<td>None required</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>None required</td>
</tr>
<tr>
<td>Supervision</td>
<td>Faculty</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION:

The student will be introduced to basic principles of clinical (patient-based) research.

OBJECTIVES

1. **Medical Knowledge.** Upon completion of this clerkship, the student will describe a variety of evidence-based tools for clinical scholarship. The steps in developing a research project will include one or more of the following:
   
   a. Discuss current clinical research priorities in medical discipline of interest and the appropriate focus for a medical student defined scholarly activity.
   b. Discuss theories and principles of clinical research methodologies and the applicability of specific designs to the research question of interest.
   c. Describe the importance of ethics in clinical research and importance of maintaining patient confidentiality, confidence and trust.
   d. Outline a clinical research question followed by a clear hypothesis and timetable for data collection as appropriate.
   e. Complete the necessary Institutional Review Board application(s) and informed consent documents.
   f. Demonstrate the ability to perform a comprehensive literature review to support the significance of the clinical research question.
   g. Demonstrate the ability to select a research design, collect data, analyze data and synthesize data into a scholarly presentation.
   h. Demonstrate constructive response to input from peers, supervisors, colleagues and granting agencies on completed work.
   i. Demonstrate ability to use evidenced-based medicine and case studies to assist in effective evidence-based patient care drawing on scholarly activity experiences.

2. **Communication Skills**
   
   a. On completion of this clerkship, the student will present clinical scholarship to mentors and colleagues through a variety of media which may include clinical vignette, poster, or written manuscripts.
   b. Describe the relevance of scholarly work to the clinical sciences.
3. **Professionalism**

   a. Demonstrate punctuality, reliability, completion of research timetable, mature interpersonal skills and the willingness to seek help as needed in completion of a project.

**TEACHING METHODS**

The student will schedule an initial meeting with the clerkship coordinator, Dr. Ron Brewer for initial orientation. Orientation will include review of learning materials about quantitative and qualitative research methods, evidence-based literature review, and clinical scholarly activities. Student will receive instruction in oral and written presentation skills, ethics of human subject research utilization and the steps in applying to Institutional Review Boards. The student will be introduced to medical research activities that will require them to prepare a project in writing that utilizes human subjects (vignette poster, case presentations, case data for group of patients.

The student will be assigned both a PhD educator and a clinical mentor for a project. Student will work with close mentorship in the completion of the project.

The student will then be required to present a proposal of their project to the clerkship director and clinical faculty. When applicable, the student will complete documents for Institutional Review Board review within the institution in which the student is working, and if applicable will submit the final project for presentation to a vignette competition, a College of Medicine Research Day or conference or journal of the student's choosing. There will be no requirements for the project to be accepted for publication.

**EVALUATION/SUPERVISION**

Student will receive on-going mentorship through completion of the project by the assigned faculty.

**REFERENCES**

The following textbook is required: Morgan G., Gliner, J., and Harmon, R. “Understanding Evaluating Research in Applied and Clinical Settings.”
ELEC 647: PEDIATRICS (ADVANCED CLINICAL)

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Rachel Helton, MD 217 383-5887</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>By arrangement</td>
</tr>
<tr>
<td>Site</td>
<td></td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Two to four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Pediatric core clerkship</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>Yes</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION

Experience in ambulatory pediatric care in both acute and chronic illnesses, including developing plans for on-going care. Participation in patient-care discussions and seminars, and departmental meetings of educational nature would be required. Students will be asked to outline specific objectives and the program will be tailored to meet their needs. Opportunity for clinical research could be included. Students will be expected to present a 30-minute review or case discussion. Students may elect to spend a portion of this clerkship in neonatal intensive care, or in evening or weekend sick-care clinics.

OBJECTIVES

This clerkship is meant to supplement the basic pediatric clerkship, with increased experience and responsibility in ambulatory pediatrics and neonatal care.

EVALUATION/SUPERVISION

The evaluation is done by the subspecialist with whom the student is working. It includes the student’s ability to perform in the clinical setting, the student’s ability to familiarize himself with the material, the student’s professional interactions with the attending, associate staff, patients, and their families, and the quality of any special report the student is assigned to prepare.
NARRATIVE DESCRIPTION

Student will participate in inpatient and outpatient activities, seeing and presenting elected new and return patients. The course will include case presentations and discussions, textbook assignments and discussions, procedures demonstrations, reviews of studies, and review of biopsy material.

OBJECTIVES

1. To review the development and maturation of gastrointestinal and pancreatic function—emphasis on small intestinal mucosal function.
2. To learn to evaluate and approach common pediatric gastrointestinal problems, both those seen in the outpatient setting and those requiring hospitalization.
3. To become familiar with nutritional assessment of the infant, child, and adolescent.
4. To know nutritional requirements for sound growth and to become aware of the routine pediatric food stuffs and beikost.
5. To observe common endoscopic and biopsy procedures used with children and to review the specific histologic preparations and enzyme measurements.

EVALUATION/SUPERVISION

The evaluation is done by the subspecialist with whom the student is working. It includes the student’s ability to perform in the clinical setting, the student’s ability to familiarize himself with the material, the student’s professional interactions with the attending, associate staff, patients, and their families, and the quality of any special report the student is assigned to prepare.
Psychiatry Electives

ELEC 961: EVIDENCE-BASED PSYCHIATRIC/PSYCHOLOGICAL ASSESSMENT AND PSYCHOTHERAPY

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Howard Berenbaum, Ph.D.</th>
</tr>
</thead>
</table>
| Reporting Time               | Arrange with Drs. Berenbaum and the Head of the Department of Psychiatry
Please contact Dr. Berenbaum in advance of starting the elective. |
| Sites                        | University of Illinois Department of Psychology
Provena/Covenant Hospital
Other sites as assigned |
| Length of Clerkship          | Two to four weeks |
| Dates                        | No summer semesters; other times as prearranged |
| Prerequisites                | Completion of Psychiatry Core Clerkship |
| Supervision                  | Drs. Howard Berenbaum, Gregory Miller, and S.G. Aronson |
| Methods of Evaluation        | Observation, oral and written reports, presentations, and |
| Students Per Rotation        | 1 |
| Night Call Required          | No |
| Other                        | Dr. Berenbaum and the Head of the Department of Psychiatry must be contacted at least 16 weeks in advance of the elective |

NARRATIVE DESCRIPTION

OVERALL GOALS:

On satisfactory completion of this clerkship, the student will have an improved understanding of evidence-based psychological/psychiatric assessment, and psychotherapies. The learner will be better able to assess and develop treatment plans for patients with psychiatric disorders; appreciate the interaction of psychopathology with medical and psychiatric disease-related behaviors, disease outcome, and health care costs; and develop a more sophisticated understanding about the role of clinical psychologists in delivery of health care. The student will develop a Portfolio containing research and clinical articles, analysis of these articles or a short paper on a specific topic as assigned, notation of presentations, and a log of didactic and clinical activities the student has participated in or successfully completed.

OBJECTIVES

1. Basic and Clinical Science Knowledge Base
   a. Ability to describe a variety of evidence-based tools for evaluation of psychopathology.
   b. Understanding of the uses, limits, advantages, and disadvantages of these tools in research and clinical practice.
   c. Understanding the principles of various evidence-based psychotherapies.
   d. Increased understanding of the clinical uses of these psychotherapies.
   e. Increased knowledge about current pertinent research in clinical psychology.

2. Communication/Biopsychosocial
   a. Increased ability to identify and describe psychological and psychiatric disorders in patients with and without other problems.
   b. Improved understanding of the role of psychologists in clinical medicine.

3. Ethical Reasoning and Judgment
   a. Increased knowledge about informed consent in psychological and psychiatric research.
   b. Improved understanding about how psychopathology influences thoughts, feelings, and behavior.

4. Lifelong Learning
   a. Demonstration of educational initiative, identification of learning resources, and demonstration of the ability to seek relevant research in the psychological, psychiatric, and medical literature.
   b. Seeking feedback from supervisors regarding knowledge and skills.

5. Data Gathering/Problem Definition
a. Demonstration of the ability to identify and clarify clinical history with respect to diagnosis of psychopathology.
b. Increased ability to identify missing or unclear information that is critical to development of an accurate diagnosis.

6. **Management and Clinical Decision Making**
a. Improved ability to utilize evidence-based diagnosis in development of a treatment plan for a patient.
b. Increased knowledge about the selection of patients for psychotherapy.
c. Improved understanding about how to match patients who are capable of psychological work with the appropriate psychotherapy.

7. **Health Maintenance/Disease Prevention**
a. Increased understanding of how psychopathology may influence medical and psychiatric disease-related behaviors, such as compliance with treatment.
b. Increased appreciation for the interaction between psychopathology, disease outcome, and the cost of health care.

8. **Social and Community Context of Health Care**
a. Increased understanding of the role of social factors in the development, maintenance, and treatment of psychopathology.

9. **Professional Behavior**
a. Expectation of punctuality, reliability, completion of tasks, mature interpersonal behavior, and asking for help when needed.
b. Increased ability to work with clinical psychologists in the evaluation and treatment of patients.

**TEACHING METHODS**

1. The student will be supervised by Dr. Howard Berenbaum and may work with other faculty in the Department of Psychology at the University of Illinois. This elective offers the unique opportunity to interact with graduate students in clinical psychology and ample time for discussion of research and clinical practice.

2. The Department of Psychology utilizes one-on-one supervision, group supervision, and the use of one-way mirrors to facilitate observation of assessment and treatment of patients.

3. The student will meet with Dr. Aronson weekly for clinical correlation with the practice of medicine.

4. An individualized schedule will be developed for each student prior to the rotation.

5. During this elective, the student will:
   a. Participate in 1 or more weekly research and clinical seminars on psychological assessment and intervention.
   b. Observe psychological assessments and interventions.
   c. Participate in psychological assessments of hospitalized inpatients with case-by-case supervision from a senior clinical psychologist.
   d. Participate in psychological assessments of Axis I and II disorders as part of Dr. Berenbaum’s research.
   e. Read and discuss relevant literature concerning evidence-based assessment and psychotherapy with Dr. Berenbaum.
   f. Identify and discuss relevant research concerning psychopathology, medical and psychiatric disease-related behavior, and health care costs with Drs. Aronson and Berenbaum.
   g. The student will develop a Portfolio containing research and clinical articles, analysis of these articles or a short paper on a specific topic as assigned, notation of presentations, and a log of didactic and clinical activities the student has participated in or successfully completed.

**EVALUATION/SUPERVISION**

Drs. Berenbaum and Aronson will evaluate the student based on input from all faculty who have worked with the student, and the quality of the Portfolio developed by the student. Mid-cycle feedback sessions with Dr. Berenbaum and Dr. Aronson are required.
Scholar Activity Elective

**ELEC 160: PSYCHIATRY**

<table>
<thead>
<tr>
<th>Clerkship Coordinator</th>
<th>Ronald W. Brewer, Ph.D., <a href="mailto:rbrewer@illinois.edu">rbrewer@illinois.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>Schedule orientation meeting with Dr. Brewer prior to start of clerkship</td>
</tr>
<tr>
<td>Sites</td>
<td>Affiliated Clinical Institutions</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>2-8 weeks</td>
</tr>
<tr>
<td></td>
<td>In 2-week blocks</td>
</tr>
<tr>
<td></td>
<td>Available all year</td>
</tr>
<tr>
<td>Dates</td>
<td>Year around</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of M-2 year</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>Review of scholarly activity by Dr. Brewer and Faculty supervisor</td>
</tr>
<tr>
<td>Night call Required</td>
<td>None required</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>None required</td>
</tr>
<tr>
<td>Supervision</td>
<td>Faculty</td>
</tr>
<tr>
<td>Students per rotation</td>
<td>No limit</td>
</tr>
</tbody>
</table>

**NARRATIVE DESCRIPTION:**

The student will be introduced to basic principles of clinical (patient-based) research.

**OBJECTIVES**

1. **Medical Knowledge.** Upon completion of this clerkship, the student will describe a variety of evidence-based tools for clinical scholarship. The steps in developing a research project will include the following:
   a. Discuss current clinical research priorities in medical discipline of interest and the appropriate focus for a medical student defined scholarly activity.
   b. Discuss theories and principles of clinical research methodologies and the applicability of specific designs to the research question of interest.
   c. Describe the importance of ethics in clinical research and importance of maintaining patient confidentiality, confidence and trust.
   d. Outline a clinical research question followed by a clear hypothesis and timetable for data collection as appropriate.
   e. Complete the necessary Institutional Review Board application(s) and informed consent documents.
   f. Demonstrate the ability to perform a comprehensive literature review to support the significance of the clinical research question.
   g. Demonstrate the ability to select a research design, collect data, analyze data and synthesize data into a scholarly presentation.
   h. Demonstrate constructive response to input from peers, supervisors, colleagues and granting agencies on completed work.
   i. Demonstrate ability to use evidenced-based medicine and case studies to assist in effective evidence-based patient care drawing on scholarly activity experiences.

2. **Communication Skills**
   a. On completion of this clerkship, the student will present clinical scholarship to mentors and colleagues through a variety of media which may include clinical vignette, poster, or written manuscripts.
   b. Describe the relevance of scholarly work to the clinical sciences

3. **Professionalism**
   a. Demonstrate punctuality, reliability, completion of research timetable, mature interpersonal skills and the willingness to seek help as needed in completion of a project.

**TEACHING METHODS**

The student will schedule an initial meeting with the clerkship coordinator, Dr. Ron Brewer for initial orientation. Orientation will include review of learning materials about quantitative and qualitative research methods, evidence-based literature review, and clinical scholarly activities. Student will receive instruction in oral and written presentation skills, ethics of human subject research utilization and the steps in applying to Institutional Review Boards. The student will be introduced to medical research
activities that will require them to prepare a project in writing that utilizes human subjects (vignette poster, case presentations, case data for group of patients.

The student will be assigned both a PhD educator and a clinical mentor for a project. Student will work with close mentorship in the completion of the project.

The student will then be required to present a proposal of their project to the clerkship director and clinical faculty. When applicable, the student will complete documents for Institutional Review Board review within the institution in which the student is working, and if applicable will submit the final project for presentation to a vignette competition, a College of Medicine Research Day or conference or journal of the student’s choosing. There will be no requirements for the project to be accepted for publication.

EVALUATION/SUPERVISION

Student will receive on-going mentorship through completion of the project by the assigned faculty.

REFERENCES

The following textbook is required: Morgan G., Gliner, J., and Harmon, R. “Understanding Evaluating Research in Applied and Clinical Settings.”
### ELEC 844: PSYCHIATRY CLINICAL ELECTIVE

**Clerkship Director**  
Gerald Welch, MD, Head, Department of Psychiatry

<table>
<thead>
<tr>
<th>Sites</th>
<th></th>
</tr>
</thead>
</table>
| Carle Urbana Main Campus  
  602 W. University Avenue  
  Urbana, IL  61801 |  |
| Carle Champaign on Kirby  
  1813 W. Kirby Avenue  
  Champaign, IL  61821 |  |
| The Pavilion  
  809 West Church Street  
  Champaign, IL  61820 |  |
| Provena-Covenant Medical Center  
  1400 West Park Street,  
  Urbana, IL  61801 |  |
| Veterans Affairs, Illiana Health Care Center  
  1900 East Main Street  
  Danville IL  61832 |  |

**Length of Clerkship**  
Four weeks

**Dates**  
Year round

**Purpose**  
Additional experience in an area of interest to the student, including Adult Psychiatry, Child and Adolescent Psychiatry, and Consultation/Liaison Psychiatry

**Prerequisites**  
Successful completion of Psychiatry core clerkship. Permission for this clerkship must be obtained no less than 16 weeks prior than start of clerkship.

**Methods of Evaluation**  
Evaluation by preceptors and clerkship director, and NBME Subject Examination

**Student's Per Rotation**  
Between one to three students each rotation

**Night Call Required**  
Specific to each site, may require nights and weekends

**Evaluation**  
Evaluation by preceptors and clerkship director

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**NARRATIVE DESCRIPTION**

This elective clerkship is geared to the interests of the student. Programs will be arranged individually. The student must contact the Clerkship Director at least four months in advance of the desired starting date.
Radiology Electives

ELEC 671: DIAGNOSTIC RADIOLOGY AND NUCLEAR MEDICINE

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Juan Jimenez, M.D. Carle Clinic – Windsor Road, Urbana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Participants</td>
<td>Mukund Gai, M.D. – (217) 554 4242, Danville VA</td>
</tr>
<tr>
<td>Reporting Time</td>
<td>9:00 a.m.</td>
</tr>
<tr>
<td>Sites</td>
<td>Veterans Affairs Illiana Health Care System, 1900 East Main Street, Danville, IL 61832</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Two to four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>To be arranged</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of at least one core clerkship</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>Subjective</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No</td>
</tr>
<tr>
<td>Weekend Required</td>
<td>No</td>
</tr>
<tr>
<td>Supervision</td>
<td>Daily assignments to one of the radiologists</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION
Students will observe all diagnostic procedures and their interpretations. These will include, but are not limited to, plain film, fluoroscopy, angiographies (visceral and peripheral), computerized axial tomography and magnetic resonance imaging. In addition, the student will observe both ultrasonography and nuclear medicine procedures including ultrasound of thyroid and abdominal structures. Nuclear Medicine procedures will include bone scans, thyroid scans, indium scans, cardiac thallium and Cardiolite scans with GATED SPECT. Students will review films correlated to their clinical experiences, read assigned material dealing with basic diagnostic and fundamental radiology, and attend conferences related to the imaging service. Students will observe invasive diagnostic procedures occurring in the Imaging Department.

OBJECTIVES
1. **Patient Care.** Students will be able to elicit a focused history and perform a skillful physical examination of the radiology patient.

2. **Medical Knowledge.** Students will be able to recognize the risks, benefits and alternatives of different diagnostic and interventional radiology procedures. Students will gain familiarity with interpreting X-rays, ultrasounds, CTs, MRIs and angiography. In addition, students will be able to Correlate radiological findings to clinical evaluations.

3. **Practice-Based Learning & Improvement.** Students will be able to correlate radiological findings to clinical evaluations. Students will develop a greater understanding of vascular anatomy and pathophysiology.

4. **Interpersonal and Communication Skills.** Communicate effectively with the radiology patient, his/her family, and all members of the health care team.

5. **Systems-Based Practice.** Students will be able to describe the role of radiology as a primary specialty and as an integral component to the medical team in complex medical problems.

METHODS OF EVALUATION
The Clerkship Director will assign the final grade after consultation with participating radiologists.
**ELEC 692: RADIATION ONCOLOGY**

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Ronald Sapiente, M.D. – (217) 383-3847, <a href="mailto:Ron.Sapiente@carle.com">Ron.Sapiente@carle.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>8:00 a.m. daily, Monday Friday – (217) 383-3273</td>
</tr>
<tr>
<td>Site</td>
<td>Carle Clinic – South, Dept. of Radiation Oncology, 602 West University Ave., Urbana, IL  61801</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Two weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>To be arranged</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Medicine Core Clerkship</td>
</tr>
<tr>
<td>Supervision</td>
<td>Direct supervision by Clerkship Director</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1-2</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>No</td>
</tr>
</tbody>
</table>

**NARRATIVE DESCRIPTION**

Students will receive a brief introduction to the history of radiation therapy and its usage in treatment. They will be familiarized with the treatment machines and basic radiation biology and physics. They will observe all therapeutic procedures. Treatment planning will be discussed according to various procedures using external radiation and brachytherapy with the computer. Students will participate in radiation therapy conferences and tumor conferences, follow-up examinations, and progress examinations of cancer patients. Radiation therapy treatment in various states of cancers and related articles are reviewed. Students will research medical literature related to cases they observe.

**OBJECTIVES**

1. **Patient Care.** Students will learn how to take a history and perform a physical examination on cancer patients.

2. **Medical Knowledge.** Students will gain a deeper understanding of vascular anatomy and pathophysiology. Students will be able to correlate radiological findings to clinical evaluations. They will learn how to examine x-rays, isotope scans, CAT scans, etc. of patients being currently treated.

3. **Practice-Based Learning & Improvement.** Students will gain an understanding of the risks, benefits and alternatives of different diagnostic and interventional radiology procedures. Students will be exposed to different imagine modalities and learn to appreciate indications and contraindications for different diagnostic and interventional radiology techniques. Treatment planning will be discussed according to various procedures using external radiation and brachytherapy with the computer.

4. **Interpersonal and Communication Skills.** Students will learn to communicate effectively with the radiology patient, his/her family, and all members of the health care team.

5. **Systems-Based Practice.** Students will gain a better understanding of the role of radiology as a primary specialty and as an integral component to the medical team in complex medical problems.

**METHODS OF EVALUATION**

Students will be evaluated on a continuing basis through the clerkship. Evaluation criteria include: (1) the ability to write a history and perform a physical examination on cancer patients;
(2) the ability to examine x-rays, isotope, CAT and MRI scans of cancer patients; (3) participation in radiation therapy and Tumor Board conferences; and (4) student initiative in searching medical literature regarding cases assigned to them. All evaluations will be oral.
Surgery Electives

Offsite Electives: The following information needs to be presented to the Surgery Department Head before an offsite elective will be approved: description of rotation, list of the faculty involved, how student is graded including categories used for grading, and length of clerkship.

ELEC 601: ANESTHESIOLOGY

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Sadru Dharamsy, M.D. – (217) 326 0800 (Hospital), Pager: 800-223-3997</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Participants</td>
<td>Michael Carroll, M.D.</td>
</tr>
<tr>
<td>Reporting Time</td>
<td>7:00 a.m. – Carle Operating, Room, 2nd Floor</td>
</tr>
<tr>
<td>Site</td>
<td>Carle Foundation Hospital, 611 West Park Street Urbana, IL 61801</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Two to four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Medicine and Surgery clerkships</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>Recommended (if considering anesthesiology career)</td>
</tr>
<tr>
<td>Supervision</td>
<td>Anesthesiology and Nurse Anesthetist faculty</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION

The student will be introduced to various anesthesia techniques, including management of patient’s airway. The student will gain experience in administration of anesthetic drugs, management of critical life functions such as hemodynamics monitoring, blood and fluid therapy and acute pain management (both postoperatively and in Obstetrics). A pre-test will be given to assess student’s existing knowledge of anesthesia and other clinical material. This will help the student understand the scope of study during the rotation.

OBJECTIVES

1. **Patient Care.** The student will review patient’s preoperative medical risk factors, airway, labs, and work with a CRNA/MD to formulate a plan of anesthesia. The student will help set up the anesthesia work area, drugs, and equipment. Interaction with patient including allaying patient anxiety is most desirable.

   The student will also be involved in the actual administration of anesthesia and management of airway. After the case, follow-up of patient in the recovery room should also be undertaken. This will provide useful insight into Postoperative complications and management, as well as pain management.

2. **Medical Knowledge.** The student will demonstrate a basic understanding of the cardiovascular, pulmonary, renal and other significant pathophysiology as it applied to critical care management of patients. A functional knowledge of pharmacology of anesthesia drugs will be needed.

3. **Technical Skills.** The student will demonstrate to the Faculty competency in airway management, including ventilation with face mask, laryngeal airway mask, as well as endotracheal intubation.
4. **Professionalism.** The student will demonstrate a respect for the Opinions of others and respect for referring physicians. The student will be punctual in attending to assigned duties.

**TEACHING METHODS**

Students will ask for assignment of cases the day before surgery. Occasionally, these assignments are made on the morning of surgery. The student is encouraged to do a lot of reading before the case and be prepared to ask and answer issues pertaining to patient management. The Faculty will give informal lectures during the daytime.

The student is expected to be present in the operating room from 0700 to 1500. After that, the time should be spent in self-study. The faculty must approve any absence during the rotation.

**EVALUATION**

At the end of the rotation, a post-test is given and the results discussed with the student. Regular feedback is also given to the student about his/her performance. Students are urged to be very inquisitive about their cases. Informal Q and A sessions constitute a significant factor in student grading as it demonstrates clinical understanding. Final evaluation of the student performance is submitted by the Clerkship Director (or a designated Faculty member) to the College.

**REFERENCES**

A list of books and handouts will be made available to the students when they present to the operating room.
**ELEC 675: CARDIOVASCULAR AND THORACIC SURGERY**

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerkship Director</td>
<td>L.Scott Cook, M.D., Ph.D. – (217) 383-3810</td>
</tr>
<tr>
<td>Other Participants</td>
<td>Peter Rossi, M.D.</td>
</tr>
<tr>
<td>Reporting Time</td>
<td>Contact Dr. Cook prior to rotation</td>
</tr>
<tr>
<td>Site</td>
<td>Carle Clinic, 602 West University Ave., Urbana, IL 61801</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Four to eight weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of M-3 year</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>Oral examination</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>No</td>
</tr>
<tr>
<td>Supervision</td>
<td>Staff Physicians – L.Scott Cook, M.D., Ph.D.</td>
</tr>
</tbody>
</table>

**NARRATIVE DESCRIPTION**

The program is essentially a clinical clerkship. The student will work-up patients admitted for surgery, attend the operation, assist with operations, and see the patient in the hospital and office for follow-up. There will be exposure to critical care management of patients with cardiovascular disease, and intensive exposure to patients with peripheral vascular disease, coronary artery disease, and lung cancer.

**OBJECTIVES**

To familiarize the student with C.V.T. Surgery.
ELEC 698: COLON AND RECTAL SURGERY

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Lyn Tangen, M.D. – (217) 383-3080</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Participant</td>
<td>Paul Tender, M.D.</td>
</tr>
<tr>
<td>Reporting Time</td>
<td>By arrangement</td>
</tr>
<tr>
<td>Site</td>
<td>Carle Clinic, 602 West University Ave., Urbana, IL 61801</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Four to eight weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion or enrollment in Surgery core clerkship</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>No</td>
</tr>
<tr>
<td>Supervision</td>
<td>Student will accompany or be supervised by faculty or fellow</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION

Student will alternate daily between office, hospital, and operating room. Teaching rounds are conducted daily. Conferences covering literature and pathology are carried out weekly.

OBJECTIVES

Introduce student to diagnostic and surgical procedures in disease entities encountered in colon and rectal surgery. Student will have diagnostic work-ups and will assist in surgical procedures and in postsurgical follow-up. Application of basic sciences will be emphasized. An additional feature of the clerkship is nutritional assessment and management of parenteral and enteral alimentation and daily electrolyte requirements.

TEXTS

### ELEC 603: EMERGENCY MEDICINE

| Clerkship Directors | William Weir, M.D., Carle – william.weir@carle.com  
Howard Mell, M.D., Provena |
|---------------------|--------------------------------------------------|
| Other Participants  | Donald Bartlett, M.D., Carle  
Ben Davis, M.D., Carle  
Thomas Scaggs, M.D., Carle  
Bradley Peterson, M.D., Carle  
James Barkmeier, D.O., Carle  
Robert Kiskaddon, M.D., Carle  
Napoleon Knight, M.D., Carle  
John Reed, M.D., Provena/Covenant  
Gregory Smith, M.D., Carle  
Glen Swindle, M.D., Carle  
James Thomas, D.O., Carle  
Ben Welch, M.D., Carle  
Jens A. Yambert, M.D., Carle Department Head |
| Reporting Time      | By arrangement |
| Sites               | Carle Clinic, 602 West University Ave., Urbana, IL 61801 |
| Length of Clerkship | Four to eight weeks |
| Dates               | Variable; call for arrangements |
| Prerequisites       | Completion of at least the surgical clerkship with strong recommendation that the student will have completed all of the cores. |
| Methods of Evaluation | Observation |
| Students Per Rotation | Two per period at Carle |
| Night Call Required | Yes |
| Weekends Required   | Yes |
| Supervision         | One-to-one with attending physician |

**NARRATIVE DESCRIPTION**

This experience is broken into two primary areas: Acute Illnesses, not of life-threatening nature, and Emergency Medicine problems potentially of life-threatening nature. In the Acute Illness area, the student will rapidly assume primary management responsibilities for the patients. In the emergency situations, the student will begin in a primarily observational mode with gradual increase in responsibility. Instruction will include rapid history and physical evaluation and hands-on procedures such as suturing, I.V. lines, chest tubes, intubation, burn and wound care, casting, etc. This elective provides the unique experience for the student to do first evaluations of the patients, formulate differential diagnoses, estimate prevalence, reversibility, and severity of the illnesses. This elective provides evaluation and management experience with immediate feedback on the students’ clinical decision-making capabilities, in addition to technical expertise in procedures.

**OBJECTIVES**

1. The student will learn rapid assessment and treatment of medical/surgical emergencies and recognize where prompt intervention improves initial outcome or long-term rehabilitative potential.

2. The student will become proficient in assessment and management of minor trauma, minor acute illnesses, and office laboratory procedures.
3. The student will learn psycho/social considerations in emergency care, ranging from cost containment to multidisciplinary approaches to management of patient problems, and gain insight into how the student’s personal interaction with the patient affects the therapeutic outcome.

4. The student will also gain experience in special considerations of sports-medicine and workers compensation cases.
ELEC 673: GENERAL SURGERY - (ADVANCED)

<table>
<thead>
<tr>
<th>Clerkship Directors</th>
<th>Uretz J. Oliphant, M.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>By arrangement</td>
</tr>
<tr>
<td>Sites</td>
<td>Provena/Covenant Medical Center, 1400 West Park Street, Urbana, IL 61801 Carle Clinic, 602 West University Ave., Urbana, IL 61801</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Four to eight weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>All year with prior arrangement</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Surgery clerkship and recommended Internal Medicine clerkship</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>Oral examination/observation</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>Yes (at home)</td>
</tr>
<tr>
<td>Supervision</td>
<td>Direct daily supervision</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION

Student will gain experience by making daily rounds and charting; frequent, brief didactic presentations; assisting in minor and major surgery; outpatient surgical experience with the doctor in his office; have an opportunity to present cases and plan future care of surgical cases.

OBJECTIVES

An extension of the initial clerkship in General Surgery, this advanced rotation will allow the student more in-depth exposure and responsibility for the work-up and care of the General Surgery patient.
**ELEC 694: NEUROSURGERY**

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>William Olivero, M.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Participants</td>
<td>John Wang, M.D.</td>
</tr>
<tr>
<td>Site</td>
<td>Carle Clinic, 602 West University Ave., Urbana, IL 61801</td>
</tr>
<tr>
<td>Length of Clerkship:</td>
<td>Minimum two weeks; Maximum eight weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Throughout the year</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Knowledge of neuroanatomy, clinical neurology (desired but not sine qua non), approval of instructor, Surgery</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>Yes (only if and when instructor is required to attend)</td>
</tr>
<tr>
<td>Supervision</td>
<td>The student will be closely supervised by the instructor. Clinical responsibilities in neurosurgery will necessarily be limited to those specifically authorized by the instructor. The neurosurgical thought and planning process will be emphasized.</td>
</tr>
</tbody>
</table>

**NARRATIVE DESCRIPTION**

The student will accompany the instructor in all phases of professional activity, i.e., visiting patients in the wards, clinic visits, and during surgery. The student will review appropriate laboratory data, and will be assigned readings of selected topics. As the occasion and/or time permits, the student will be encouraged to participate in the preparation and writing of clinical research papers for publication.

**OBJECTIVES**

1. To demonstrate the full range of neurosurgical services that can be offered to the patient.
2. To eradicate misconceptions that neurosurgery equates with poor results.
3. To correlate clinical and surgical aspects of neurology.
ELEC 639: OPHTHALMOLOGY

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Douglas Bull, M.D. - (217) 383-3150</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Participant</td>
<td>Chris Schmidt, M.D.</td>
</tr>
<tr>
<td>Reporting Time</td>
<td>By arrangement. Please contact Valerie Creason, <a href="mailto:vcreason@christieclinic.com">vcreason@christieclinic.com</a></td>
</tr>
<tr>
<td>Site</td>
<td>Christie Clinic Eye Department, 101 West University Ave., Champaign, IL 61820</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Two weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round – Please contact Dr. Bull two to four weeks before start of clerkship</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Surgery Clerkship</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>Relationship with patients, discussion of topics, and oral quizzing</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>No</td>
</tr>
<tr>
<td>Supervision</td>
<td>One-on-one supervision by clerkship director or other participant</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION

Each two-week clerkship will consist of two weeks at Christie/Provena/Covenant. While at Christie, emphasis will be placed on examination of ophthalmology patients in an outpatient setting. Skills in diagnosis and ophthalmologic examination will be stressed. These include diabetic retinopathy, glaucoma, macular degeneration, and ocular infections/inflammation. Proper ophthalmologic examination techniques will be introduced. The student will gain experience serving in a consultant role to other physicians. The student will observe basic elements of referring physician communication and patient-physician communication. The student will also observe surgery and/or laser treatments. The student will gain experience in treating patients in a high-volume outpatient setting.

OVERALL GOALS

To give experience in all types of common ophthalmologic diseases and to provide an opportunity to develop the technical skills necessary for the accurate diagnosis of ophthalmologic problems.

OBJECTIVES

1. **Patient Care.** The student will demonstrate an appropriately focused medical interview and physical examination on patients presenting for ophthalmologic consultation. The student will outline a differential diagnosis and problem list. The student will use clinical data to develop a management plan. The student will demonstrate an effective doctor-patient relationship.

2. **Medical Knowledge.** The Student will demonstrate a basic understanding of the pathophysiology of common ophthalmic problems focusing on those that are most common; diabetes, glaucoma, macular degeneration, and ocular infections/inflammations.

3. **Practice-Based Learning and Improvement.** The student will develop a program of self-guided learning based on case exposure. The student will list appropriate resources for answering clinical questions. Appropriate foundational research/studies that are essential to evidence-based treatment will be discussed.

4. **Interpersonal and Communication Skills.** The student will present concise well-
organized case presentations to faculty after completing an initial consultation.

5. **Professionalism.** The student will demonstrate a respect for the opinions of others and respect for referring physicians. The student will dress appropriately to the setting, be punctual in attending to assigned duties, asked for experiences which provide learning opportunity, demonstrated unconditional positive regard to patients and staff.

6. **Systems-Based Practice.** The student will demonstrate appropriate interaction with all members of the healthcare team, recommended appropriate consultation; demonstrate appreciation of basic legal principles and ethical principles in patient care.

**TEACHING METHODS**

Students will be assigned in the ambulatory settings. Students will evaluate patients primarily in the office setting with the attending physician. The student and faculty member then will review the history with the patient, complete an appropriate physical examination, discuss assessment and plan for treatment and follow-up. Students with faculty will identify learning issues on which the student will report at a subsequent session with that faculty member.

Students are expected to be present between 8:00 a.m. and 5:00 p.m. unless particular exception is agreed in advance.

**EVALUATION**

1. **Evaluation of Student.** Students are provided feedback at the end of the rotation in an ongoing way. Students are evaluated on a standard survey provided by the Department of Surgery. This evaluation is reviewed with the student and feedback is given.

2. **Evaluation of Faculty and Evaluation of the Clerkship.** The student evaluates faculty with whom she/he has been assigned and the clerkship experience on standard survey instruments provided by the Department of Surgery.

3. **Supervision.** Student is supervised directly by the attending with whom the student is assigned.

**REFERENCES**

Clinical ophthalmologic texts are available at Christie Clinic Department of Ophthalmology. The student will be assigned reading materials appropriate to the cases observed in the outpatient setting. Reference materials are also available in site libraries, the Library of the Health Sciences and on-line through the Library of the Health Sciences.
**ELEC 803: OPHTHALMOLOGY (RETINAL SURGERY)**

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>George Panagakis, D.O. – (217) 383-3150</th>
</tr>
</thead>
</table>
| Other Participants | John Lowery, M.D.  
Michael Pokabla, D.O., M.S. |
| Reporting Time     | By arrangement                        |
| Site               | Carle Clinic, 602 West University Ave., Urbana, IL 61801 |
| Length of Clerkship| Two weeks                             |
| Dates              | To be arranged                        |
| Prerequisites      | Surgery Clerkship                     |
| Methods of Evaluation| No test                            |
| Students Per Rotation| 1                                   |
| Night Call Required| No                                    |
| Weekends Required  | No                                    |
| Supervision        | One-on-one supervision by clerkship director or other participant |

**NARRATIVE DESCRIPTION**

Student will spend two weeks in this program as part of an Ophthalmology elective at Carle. Nature of program will depend on cases referred. This will primarily be concentrated in the areas of general ophthalmology.

**OBJECTIVES**

To teach ocular and periocular examination skills (direct ophthalmoscopy, etc.) and diagnosis and treat common eye diseases.
**Clerkship Director**  
Jonathan Bailey, D.M.D., M.D., – (217) 383-3280

**Other Participants**  
Stephen Sabol, D.D.S.

**Reporting Time**  
8:00 a.m. first Monday of clerkship

**Site**  
Carle Clinic, Dept. of Oral and Maxillofacial Surgery, 602 West University Ave., Urbana, IL  61801

**Length of Clerkship**  
Four weeks

**Dates**  
Available all year except June, July, and August

**Prerequisites**  
Satisfactory completion of basic science requirements.  Completion of Medicine I and Surgery clerkships

**Methods of Evaluation**  
Oral examination; evaluation of oral presentation

**Students Per Rotation**  
One per period

**Night Call Required**  
Yes

**Weekends Required**  
Yes

**Supervision**  
Attending supervisor on all patients.  Resident supervisor for emergency cases

**NARRATIVE DESCRIPTION**

**Introduction to clinical Oral and Maxillofacial Surgery**

1) Observation of attending staff; 2) clinical examinations; 3) assist in surgery; 4) emergency room coverage; 5) introduction to radiographic interpretation; 6) lecture on oral pathology; 7) lectures on surgical anatomy of head and neck; and 8) review article for journal club.

**OBJECTIVES**

1. Increase database regarding oral and maxillofacial pathology.
2. Increase diagnostic skills for the patient with maxillofacial injuries.
3. Participate in journal club with residents and attending staff—present review of article.
4. Increase manual skills needed to assist in surgery.
### ELEC 834: ORAL AND MAXILLOFACIAL SURGERY II

<table>
<thead>
<tr>
<th>Clerkship Director:</th>
<th>Jonathan Bailey, D.M.D., M.D. – (217) 383 3280</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Participants:</td>
<td>Stephen Sabol, D.D.S.</td>
</tr>
<tr>
<td>Reporting Time:</td>
<td>8:00 a.m. first Monday of clerkship</td>
</tr>
<tr>
<td></td>
<td>Carle Clinic, Department of Oral and Maxillofacial Surgery</td>
</tr>
<tr>
<td>Site:</td>
<td>602 West University Avenue, Urbana, IL 61801</td>
</tr>
<tr>
<td>Length of Clerkship:</td>
<td>Four weeks</td>
</tr>
<tr>
<td>Dates:</td>
<td>Available all year except June, July, and August</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Satisfactory completion of basic science requirements. Completion of Medicine I and Surgery clerkships. Completion of OMFS I.</td>
</tr>
<tr>
<td>Methods of Evaluation:</td>
<td>Evaluation of oral presentation</td>
</tr>
<tr>
<td>Students Per Rotation:</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required:</td>
<td>Yes</td>
</tr>
<tr>
<td>Weekends Required:</td>
<td>Yes</td>
</tr>
<tr>
<td>Supervision:</td>
<td>Attending supervisor on all patients. Resident supervisor for emergency cases</td>
</tr>
</tbody>
</table>

### NARRATIVE DESCRIPTION

**Advanced principles in Oral and Maxillofacial Surgery**

1. Observation;
2. Clinical examinations;
3. Assist in surgery;
4. Emergency room coverage;
5. Perform selected procedures under supervision;
6. Lecture on oral pathology;
7. Lectures on surgical anatomy of head and neck;
8. Review article for journal club;

### OBJECTIVES

1. Increase database regarding oral and maxillofacial pathology.
2. Increase diagnostic skills for the patient with maxillofacial injuries.
3. Participate in journal club with residents and attending staff—present review of article.
4. Increase manual skills needed to assist in surgery.
ELEC 640: ORTHOPEDICS

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>James Sobeski, M.D. – (217) 383-4296</th>
</tr>
</thead>
</table>
| Other Participants | Robert Bane, M.D.  
Kenneth Dols, M.D.  
Sean Grambart, G.P.M.  
James Harms, M.D.  
Robert Hurford, M.D., Ph.D.  
Clifford Johnson, M.D. |
| Reporting Time     | 7:30 a.m. |
| Site               | Carle Clinic, Orthopedics, 1802 S. Mattis Ave, Champaign, IL 61821 |
| Length of Clerkship| Prefer three weeks minimum |
| Dates              | Year round. Dates subject to approval by Dr. Sobeski's secretary |
| Prerequisites      | Surgery Clerkship |
| Methods of Evaluation: | Standard evaluation form; demonstration of clinical orthopedics; examination of patient; no written examination. Must present a written review of a case in the x-ray file and contribute a case to the x-ray file. |
| Students Per Rotation | 1-2 |
| Night Call Required | Not required, but optional |
| Weekends Required  | Optional |
| Living Quarters    | No |

NARRATIVE DESCRIPTION

To provide an opportunity for students to recognize and treat common orthopedic problems. There will be an emphasis on adult reconstructive orthopedics. Sports Medicine clinic is not regularly included in the rotation unless there are no other students doing that elective. Exposure to the hand, spine, and podiatric clinics is mandatory. Two days per week are spent in surgery unless the student requests more clinic time. Drs. Dangles and Harms each spend two full days in the OR. Dr. Sobeski performs hand surgery at the SurgiCenter daily. Our desire is to allow each student to customize his/her rotation. We would like for them to do a week in the following areas (two weeks would also be allowable).

Schedules are coordinated by Jim Wallace.

1. Hand (Sobeski and Johnson)
2. Adult Reconstruction
3. Spine (Harms and Hurford)
4. Sports (Bane)
5. Podiatry (Grambart)
6. Trauma (Dols)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand Clinic</td>
<td>OR</td>
<td>Dr. Harms in Clinic</td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>Spine Clinic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spine Clinic</td>
<td></td>
<td>Hand Clinic</td>
<td>Podiatry Procedures in Office</td>
<td></td>
</tr>
</tbody>
</table>

Surgery Opportunities

- Hand Clinic at the SurgiCenter
- Dr. Harms in OR all day and SurgiCenter
- Hand Clinic at the SurgiCenter
OBJECTIVES

1. To become familiar with diseases and injuries of bones, muscles, tendons, joints, and their relationship to general disease processes.
2. To develop examination skills required to evaluate bone, joint, muscle, and tendon disease.
3. To become familiar with basic orthopedic terminology.
4. To become familiar with physiological variants of normal patterns.
5. To become familiar with basic casting techniques.
6. To become familiar with common orthopedic surgical operations.

BIBLIOGRAPHY

– *One Hundred Orthopaedic Conditions Every Doctor Should Understand*, Roy A. Meals.
– X-ray file available for student education.
– Reference books available in the Ortho Department and the Carle Library. In-Patient care in the hospital is limited.
**ELEC 643: OTOLARYNGOLOGY – FOURTH YEAR**

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Michael A. Novak, M.D. – (217) 383-3130</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Participant</td>
<td>John Brockenbrough, M.D.</td>
</tr>
<tr>
<td></td>
<td>Ken Weiss, M.D.</td>
</tr>
<tr>
<td>Reporting Time</td>
<td>By arrangement</td>
</tr>
<tr>
<td>Site</td>
<td>Carle Clinic, NCE 4, 602 West University Ave., Urbana, IL 61801</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Two to four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Approval of staff, completion of third year of medical school</td>
</tr>
<tr>
<td>Method of Evaluation</td>
<td>Subjectively</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1-2</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>No</td>
</tr>
<tr>
<td>Supervision</td>
<td>One-on-one</td>
</tr>
</tbody>
</table>

**NARRATIVE DESCRIPTION**

Designed as an elective for the student seriously considering a career in otolaryngology or seeking a deeper knowledge than that available in the third-year elective.

**OBJECTIVES**

Full examination of the head and neck, participation in inpatient care, assisting and participating in surgery. The student will function as an “intern” the third and fourth week.
## ELEC 643: OTOLARYNGOLOGY – FOURTH YEAR

| Clerkship Directors | Robert Kuramoto, M.D.  
|                     | Henry Lipps, D.O.  
|                     | Kirby Scott, D.O. |
| Reporting Time      | 8:00 a.m. – in the ENT office |
| Site                | Christie Clinic, 101 West University Ave., Champaign, IL  61820 |
| Length of Clerkship | Two weeks |
| Dates               | Year round |
| Prerequisites       | Fourth year students who have a particular interest in otolaryngology or primary care |
| Methods of Evaluation | Evaluation of the student is made by all Clerkship Directors. This is based on their technical skills, reading, ability to grasp the clinical concepts, organization of their diagnostic and therapeutic knowledge, and interactions with the patients |
| Students Per Rotation | 1 |
| Night Call Required | No |
| Weekends Required   | No |

### NARRATIVE DESCRIPTION

The rotation will cover general otolaryngology, audiology, allergy, and head/neck surgery. The primary emphasis will be the office practice, although surgeries and emergencies will be available for the students to participate in. We do not require any night or weekend calls, but they may be notified for interesting cases.

The textbooks we suggest are *Otolaryngology* by DeWeese and Saunders, *Otolaryngology* by Gerald M. English and *Essential Otolaryngology* by K. J. Lee. (The latter is on reserve in the PCMC library.)

We suggest that the students call us four weeks prior to their rotation date for any changes in scheduling. Unforeseeable changes in office schedule may require our changing the student’s schedule.
ELEC 795: PAIN MANAGEMENT

| Clerkship Directors         | Ramsin Benyamin, M.D. – (309) 662-4321, Bloomington  
|                           | Stuart King, M.D. – 366-5027, Christie Clinic       |
| Reporting Time             | 8:30 a.m.                                              |
| Sites                      | Millennium Pain Center, Neuroscience Foundation Building,  
|                           | 1015 South Mercer Ave., Bloomington, IL  61701     
|                           | Christie Clinic, 101 West University Ave., 3rd Floor,  
|                           | Champaign, IL  61820                                 |
| Length of Clerkship        | Two weeks (also four weeks with Dr. King)             |
| Dates                      | Available all year                                    |
| Prerequisites              | Medicine and Surgery clerkships                      |
| Methods of Evaluation      | General attendance, evaluation of student’s participation in patient evaluation and management |
| Students Per Rotation      | 1                                                     |
| Calls                      | No calls; no weekends                                |
| Supervision                | Always under the attendings supervision              |

NARRATIVE DESCRIPTION

Following initial orientation in the pain center and its facilities, the student will be introduced to the field of pain management by review of the most common pain problems and close observation of the pain patient’s evaluation and management. This will include first hand exposure to interventional pain management and procedures such as, but not limited to: cervical, thoracic, lumbar epidural, SI blocks, facet blocks, nerve root blocks, radiofrequency neurolysis, spinal cord stimulators, and infusion pumps, discography, percutaneous intra discal therapies (e.g., IDET, nucleoplasty), vertebroplasty.

OBJECTIVES

1. Introduction to basic principles of pain management.
2. Evaluation and diagnosis of common pain problems and their management in order to relieve pain and suffering and improve quality of life.
3. Review of anatomy as related to the different procedures performed.
4. Hands-on experience with interventional pain management.
5. Review of pain related pharmacology (analgesic and local anesthetic).
**ELEC 679: PLASTIC AND RECONSTRUCTIVE SURGERY**

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>James M. Kurley, M.D. – (217) 356-3850</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>To be arranged</td>
</tr>
<tr>
<td>Site</td>
<td>Advanced Aesthetics and Laser Center, 2111 West Park Court, Champaign, IL 61821</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Two to four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round. Please contact Dr. Kurley two to four weeks prior to start of clerkship</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Surgery clerkship</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>Relationship with patients, discussion of pertinent topics, and oral quizzing</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No – optional for interesting trauma cases</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>No</td>
</tr>
<tr>
<td>Supervision</td>
<td>Student will be supervised by Dr. Kurley.</td>
</tr>
</tbody>
</table>

**NARRATIVE DESCRIPTION**

Each four-week clerkship will consist of familiarization with general plastic and reconstructive surgery. Emphasis will depend upon the current office and surgical case load. The student will assist in all facets of the practice and have an opportunity to view a wide range of cosmetic plastic surgery.

**OBJECTIVES**

1. To familiarize the student with basic concepts of wound healing and burn care.
2. To acquaint the student with basic principles of surgical reconstruction of congenital, traumatic, and nontraumatic deformities.
3. To familiarize the student with elective cosmetic surgery.
ELEC 656: PLASTIC SURGERY

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Reed G. Panos, M.D., F.A.C.S. – (217) 326-2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Participants</td>
<td>Donna deCamara, M.D. Kahlil Andrews, M.D.</td>
</tr>
<tr>
<td>Reporting Time</td>
<td>*Contact Debby Voight, <a href="mailto:Debra.Voight@carle.com">Debra.Voight@carle.com</a></td>
</tr>
<tr>
<td>Site</td>
<td>Carle Clinic, Center for Cosmetic Surgery, 1702 South Mattis Ave., Champaign, IL 61821</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Two to four weeks, flexible</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Surgery clerkship or permission of Instructor</td>
</tr>
<tr>
<td>Supervision</td>
<td>Supervised by Dr. Panos or Dr. deCamara</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION

This rotation will introduce students to the basic principles and techniques of plastic surgery. The two to four-week rotation will include clinic and operating room experience with the two board certified plastic surgeons in the Division. The sites for the rotation include Carle Hospital, the Carle Center for Cosmetic Surgery, and the Carle Surgicenter. The supervising surgeons include Drs. Donna deCamara and Reed Panos.

OBJECTIVES

1. Basic Concepts

- Tissue handling techniques
- Wound repair – simple and complex
- Suturing techniques
- Wound care – debridement
- Management of open wounds – superficial and deep
- Closure of wounds – primary and secondary
- Flaps and skin grafts
- Wound healing principles
- Scars
- Normal wound healing – timing and process
- Abnormal healing – wound dehiscence
- Hypertrophic scarring
- Keloids
- Contracture
- Hyperpigmentation
- Diagnosis, treatment, prevention

2. Reconstructive Ladder

- Primary repair
- Secondary repair
- Skin grafts
- Split thickness grafts
- Full thickness grafts
- Flaps including skin, fascia, muscle, myocutaneous and free flaps
- Indications and characteristics of grafts and flaps
- Postoperative care results
3. **Tumors**
   - Benign skin lesions and tumors
   - Subcutaneous tumors
   - Skin cancer management – diagnosis, treatment, and prevention
   - Basal cell, squamous cell, and melanoma

4. **Burns**
   - Diagnosis and treatment of burns less than 15% TBSA
   - Initial evaluation, classification, and reconstruction
   - ABA criteria for transfer to a burn unit

5. **Breast Surgery**
   - Breast reconstruction after mastectomy – implants, expansion, flaps
   - Breast reduction surgery
   - Correction of breast asymmetry

6. **Nasal Surgery**
   - Fractures
   - Correction of deviated nasal septum
   - Nasal reconstruction following carcinoma or trauma

7. **Reconstructive Surgery**
   - Microvascular surgery
   - Free flap tissue transfers for reconstruction of major soft tissue and bone defects
   - Abdominal wall reconstruction
   - Repair following abdominal wall hernias or massive weight loss
   - Head and neck reconstruction
   - Extremity reconstruction
   - Chest reconstruction
   - Reconstruction of the sternum post open-heart surgery

8. **Cosmetic Surgery**
   - Rhytidectomy, Blepharoplasty, Breast Augmentation, Liposuction, Rhinoplasty, Abdominoplasty, collagen and Botox injections, Chemical skin peels, Arm and Thigh Lifts, Chin Implants.

**RESPONSIBILITIES**

The schedule will be issued on the first day of the rotation along with a basic plastic surgery textbook. The student is to be in the operating room and the clinic on time and prepared for cases. Anatomy and operative procedure are to be reviewed prior to surgery. Students are expected to follow all patients on the Plastic Surgery Service. These include patients in Carle Hospital and those in the Recovery Center. Notes should be written on a daily basis and rounds made with the physician. Notes will be reviewed by the physician and co-signed.

Students are also expected to assist in the pre and postoperative patient care and evaluation. This may include notes and orders, which will be cosigned by the responsible surgeon. All student activity on this service is to be under the direct supervision of the attending plastic surgeon. Patient privacy and confidentiality are to be respected at all times.
ELEC 723: RESEARCH IN SURGERY

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>John Aucar, M.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Participants</td>
<td>Per Arrangement</td>
</tr>
<tr>
<td>Reporting Time</td>
<td>To Be Arranged</td>
</tr>
<tr>
<td>Sites</td>
<td></td>
</tr>
<tr>
<td>Carle Foundation Hospital</td>
<td></td>
</tr>
<tr>
<td>Department of Veterans ...</td>
<td></td>
</tr>
<tr>
<td>Provena/Covenant Medical</td>
<td></td>
</tr>
<tr>
<td>Center, 1400 West Park ...</td>
<td></td>
</tr>
<tr>
<td>Urbana, IL 61801</td>
<td></td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>At least eight weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year round</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Internal Medicine and Sur ...</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>End of rotation oral or written presentation, weekly report to preceptor, review of data assessments, review of manuscript if applicable</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>Dependent on number of available preceptors</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>No</td>
</tr>
<tr>
<td>Supervision</td>
<td>By Preceptor; student to meet with Department Head every two weeks</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION

The main purpose of the elective is to teach the student the principles of clinical research using a specific project or study. The student will be taught how to set up a clinical research project, how to use and critique the literature and how to write a clinical research paper to be presented to a refereed journal.

GOALS

1. Specific educational objectives must be developed as related to the clinical aspect of the study. This should include pertinent pathophysiologic processes.
2. Student must attend all hospital conferences, daily rounds, and clinical evaluations pertinent to the study.
3. Student should be involved in surgical treatments, if applicable.
4. Project must be approved by department head.
5. Weekly progress report to preceptor. Biweekly report to Department Head.
6. At the end of the rotation, the student must present either an oral or written presentation of the data collected. This can be in the form of a manuscript to be published.
7. IRB approval will be obtained as needed.
**ELEC 859: SPORTS MEDICINE**

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Robert Gurtler, M.D. – (217) 383 3260</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Participants</td>
<td>Robert Bane, M.D.</td>
</tr>
<tr>
<td>Reporting Time</td>
<td>8:00 a.m. – Carle North Annex</td>
</tr>
<tr>
<td></td>
<td>810 West Anthony Drive, Urbana, IL 61801,</td>
</tr>
<tr>
<td>Sites</td>
<td>Carle Clinic, 602 West University Ave., Urbana, IL 61801</td>
</tr>
<tr>
<td></td>
<td>Orthopedic Clinic, Center for Athletic Injury Research, Mahomet, IL 61853</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Year round</td>
</tr>
<tr>
<td>Dates</td>
<td>Completion of M-3 year medical school, or special permission with previous experience in this field</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Oral questioning</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>No</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>No</td>
</tr>
<tr>
<td>Supervision</td>
<td>One-on-one</td>
</tr>
</tbody>
</table>

**NARRATIVE DESCRIPTION**

This elective is valuable for the primary care-oriented student involved in seeing grade school or high school athletes and for the student interested in general or sports orthopedics. Students will have one-on-one interaction with supervising faculty while gaining meaningful management experience in the diagnosis and treatment of sports injuries, surgery, and sports medicine problems. The experience will include time in a Sports Injury Evaluation Clinic, a Sports Medicine Center for evaluation and rehabilitation, medical coverage of athletic events, evaluation of athletes at local high schools and universities, modules, and Emergency Department.

Students will be able to tailor the educational experience to their individual educational goals while still providing a broad background in sports injury and sports medicine.

**OBJECTIVES**

The student will:

1. Learn the theory and practice of preseason sports screening examinations.
2. Develop awareness of rationale and techniques of surgical intervention in the care of sports injuries.
3. Learn principles of post-injury rehabilitation.
4. Develop awareness of the psychological aspects of care for the injured athlete.
5. Develop awareness of roles for the physician, physical therapist, and certified trainer in a model sports medicine center.
6. Learn taping techniques for the knee and ankle.
7. Develop awareness of the principles of injury prevention through protective equipment, proper training, and rule changes for sporting events.
**ELEC 676: SURGICAL CRITICAL CARE**

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>John Hill, M.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Participants</td>
<td>Michael Freeland, M.D.</td>
</tr>
<tr>
<td></td>
<td>Henry Moore, M.D.</td>
</tr>
<tr>
<td>Reporting Time</td>
<td>By arrangement</td>
</tr>
<tr>
<td>Site</td>
<td>Carle Foundation Hospital, 611 West Park Street, Urbana, IL 61801, (217) 383-3311</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>All year with prior arrangement</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Completion of Surgery core and Medicine core clerkship</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>Oral examination</td>
</tr>
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<td>Students Per Rotation</td>
<td>1</td>
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<tr>
<td>Night Call Required</td>
<td>No</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Supervision</td>
<td>Direct daily supervision by Dr. John Hill, Dr. Michael Freeland, and Dr. Uretz Oliphant.</td>
</tr>
</tbody>
</table>

**NARRATIVE DESCRIPTION**

Student will gain experience by making daily rounds and charting; frequent, brief didactic presentations; assisting or performing SICU procedures; daily presentation of cases and formulating plans for further care.

**OBJECTIVES**

An extension of the initial clerkship in General Surgery and Medicine, this advanced rotation will allow the student more in-depth exposure and responsibility for care of the critically ill surgical and medical patient. Student will become more familiar with treatment of sepsis, respiratory failure, hemodynamic monitoring, and the role of intensive care medicine.
Scholar Activity Elective

ELEC 161: SURGERY

<table>
<thead>
<tr>
<th>Clerkship Coordinator</th>
<th>Ronald W. Brewer, Ph.D., <a href="mailto:rbrewer@illinois.edu">rbrewer@illinois.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>Schedule orientation meeting with Dr. Brewer prior to start of clerkship</td>
</tr>
<tr>
<td>Sites</td>
<td>Affiliated Clinical Institutions</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>2-8 weeks In 2-week blocks</td>
</tr>
<tr>
<td>Dates</td>
<td>Year around</td>
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<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of M2 year</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td></td>
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<tr>
<td>Night call Required</td>
<td>None required</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>None required</td>
</tr>
<tr>
<td>Supervision</td>
<td>Faculty</td>
</tr>
<tr>
<td>Students per rotation</td>
<td>No limit</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION:

The student will be introduced to basic principles of clinical (patient-based) research.

OBJECTIVES

1. **Medical Knowledge.** Upon completion of this clerkship, the student will describe a variety of evidence-based tools for clinical scholarship. The steps in developing a research project will include the following:

   a. Discuss current clinical research priorities in medical discipline of interest and the appropriate focus for a medical student defined scholarly activity.
   b. Discuss theories and principles of clinical research methodologies and the applicability of specific designs to the research question of interest.
   c. Describe the importance of ethics in clinical research and importance of maintaining patient confidentiality, confidence and trust.
   d. Outline a clinical research question followed by a clear hypothesis and timetable for data collection as appropriate.
   e. Complete the necessary Institutional Review Board application(s) and informed consent documents.
   f. Demonstrate the ability to perform a comprehensive literature review to support the significance of the clinical research question.
   g. Demonstrate the ability to select a research design, collect data, analyze data and synthesize data into a scholarly presentation.
   h. Demonstrate constructive response to input from peers, supervisors, colleagues and granting agencies on completed work.
   i. Demonstrate ability to use evidenced-based medicine and case studies to assist in effective evidence-based patient care drawing on scholarly activity experiences.

2. **Communication Skills**

   a. On completion of this clerkship, the student will present clinical scholarship to mentors and colleagues through a variety of media which may include clinical vignette, poster, or written manuscripts.
   b. Describe the relevance of scholarly work to the clinical sciences
3. **Professionalism**  
a. Demonstrate punctuality, reliability, completion of research timetable, mature interpersonal skills and the willingness to seek help as needed in completion of a project.

**TEACHING METHODS**

The student will schedule an initial meeting with the clerkship coordinator, Dr. Ron Brewer for initial orientation. Orientation will include review of learning materials about quantitative and qualitative research methods, evidence-based literature review, and clinical scholarly activities. Student will receive instruction in oral and written presentation skills, ethics of human subject research utilization and the steps in applying to Institutional Review Boards. The student will be introduced to medical research activities that will require them to prepare a project in writing that utilizes human subjects (vignette poster, case presentations, case data for group of patients.

The student will be assigned both a PhD educator and a clinical mentor for a project. Student will work with close mentorship in the completion of the project.

The student will then be required to present a proposal of their project to the clerkship director and clinical faculty. When applicable, the student will complete documents for Institutional Review Board review within the institution in which the student is working, and if applicable will submit the final project for presentation to a vignette competition, a College of Medicine Research Day or conference or journal of the student’s choosing. There will be no requirements for the project to be accepted for publication.

**EVALUATION/SUPERVISION**

Student will receive on-going mentorship through completion of the project by the assigned faculty.

**REFERENCES**

The following textbook is required:  
ELEC 701: TRAUMA SURGERY

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Uretz Oliphant, M.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Time</td>
<td>By arrangement</td>
</tr>
<tr>
<td>Site</td>
<td>Carle Foundation Hospital, 611 West Park Street, Urbana, IL 61801, (217) 383-3204</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>All year with prior arrangement</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Surgery clerkship</td>
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<tr>
<td>Methods of Evaluation</td>
<td>Oral examination/observation</td>
</tr>
<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Weekends Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Supervision</td>
<td>Direct daily supervision by Dr. Oliphant.</td>
</tr>
</tbody>
</table>

NARRATIVE DESCRIPTION

The student will gain experience in the initial resuscitation, triage, operative care, and postoperative care of the trauma patient. He/she will participate in all aspects of this care including in-house trauma call during the course of the rotation, and active participation in trauma room resuscitation procedures, events, and the stabilization process of the trauma victim.

OBJECTIVES OF PROGRAM

This clerkship is designed as an extension of the initial clerkship in General Surgery. This advanced clerkship will allow the student interested in trauma care, exposure and responsibility for the work-up of these patients at the level of an advanced student. At the end of the rotation, the student should be familiar with ATLS guidelines for the resuscitation of trauma victims and the standard emergency procedures necessary to maintain life in the critically injured patient.
ELEC 683: UROLOGY

Clerkship Director
John Newman, M.D.

Other Participants
John Regan, M.D.
Joseph A. Zalar, Jr., M.D.

Reporting Time
Student should contact our office the Friday prior to the start of their rotation. Office: (217) 366 1240

Sites
Christie Clinic, 101 West University Ave., Champaign, IL 61820,
Provena/Covenant Medical Center, 1400 West Park Street,
Urbana, IL 61801

Length of Clerkship
Optional, usually varies from two to four weeks

Dates
Year round

Prerequisites
Surgery clerkship

Students Per Rotation
1

Night Call Required
No

Weekends Required
No

NARRATIVE DESCRIPTION

Participation in the outpatient and inpatient management of urological problems. These include urological neoplasms (prostate, bladder, renal, and testicular), urinary calculi, male infertility, and management of urinary incontinence. The student will actively examine patients in the office and assist with surgery. The rotation can be adjusted for a two- or four-week period.

GOALS

To develop a basic appreciation of the surgical and medical aspects of urology and to develop therapeutic skills in the hospital and office settings. Students should learn to interpret urologic x-rays, know the indications for urologic surgery, and appreciate the medical management of urologic problems.

OBJECTIVES

1. To become familiar with basic problems confronting the urologic surgeon.
2. To develop skills in the urologic examination and history acquisition.
3. To observe or assist at all surgical procedures performed while on the rotation.
4. To observe the private practice of urology in an active clinical setting.

BIBLIOGRAPHY

## ELEC 683: UROLOGY

<table>
<thead>
<tr>
<th>Clerkship Director</th>
<th>Richard Wolf, M.D. – (217) 383-3160</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Participants</td>
<td>Ronald Konchanin, M.D.</td>
</tr>
<tr>
<td></td>
<td>Gregory Maurer, M.D.</td>
</tr>
<tr>
<td>Reporting Time</td>
<td>To be arranged</td>
</tr>
<tr>
<td>Sites</td>
<td>Carle Clinic, 602 West University Ave., Urbana, IL 61801</td>
</tr>
<tr>
<td></td>
<td>Carle Foundation Hospital, 611 West Park Street, Urbana, IL 61801</td>
</tr>
<tr>
<td>Length of Clerkship</td>
<td>Minimum of two weeks; Maximum of four weeks</td>
</tr>
<tr>
<td>Dates</td>
<td>Anytime during the year subject to M.D. availability</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Surgery clerkship</td>
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<tr>
<td>Students Per Rotation</td>
<td>1</td>
</tr>
<tr>
<td>Night Call Required</td>
<td>Rare</td>
</tr>
<tr>
<td>Supervision</td>
<td>Direct by practicing urologists</td>
</tr>
</tbody>
</table>

### NARRATIVE DESCRIPTION

Exposure to the full spectrum of urology—urologic surgery, clinic, hospital, operating room. See and follow patients in the above settings under direct supervision of members of Carle Urology Division.

### OBJECTIVES

To introduce urology and develop interest in the specialty.