

Course: Internal Medicine Specialty Elective Course Number MED 2108

Department: Internal Medicine

Faculty Coordinator: Reeni Abraham, MD

Assistant Faculty Coordinators: Stephanie Brinker, MD

Administrator: Sarah Collins

Hospital: (Location of rotation) Parkland Health and Hospital System (PMH)

Periods Offered: 1-12

Length: 4 weeks

Max # of Students: 10

First Day Contact: Dr. Abraham will e-mail rotation assignments and first-day information the week prior to the start of the rotation to students enrolled in the course

First Contact Time: Dr. Abraham will e-mail rotation assignments and first-day information the Friday prior to the start of the rotation to students enrolled in the course

First Day Location: Dr. Abraham will e-mail rotation assignments and first-day information the week prior to the start of the rotation to students enrolled in the course

Prerequisites: Passing grade in 3<sup>rd</sup> year Internal Medicine Clerkship.

**Course Description:**

Students will spend one month rotating an inpatient internal medicine sub-specialty service. Students will receive a preference survey from Dr. Abraham prior to start of the rotation. Current offerings include (subject to change):

Bone Marrow Transplant  
Cardiology Consults  
CHF Inpatient Service  
GI Consults  
ID Consults  
Liver Consults  
Renal Transplant Consults  
Transplant ID Consults  
Cardiology  
Dermatology Consults  
Endocrinology / Diabetes Consults

General Internal Medicine Consults  
GI Consults  
Hematology Consults  
ID Consults  
Liver Consults  
Pulmonary Consults  
Renal Consults  
Rheumatology  
Cardiology Consults  
GI Consults

## 2100 Clerkship Elective Template

Goals ( <i>examples-edit as needed</i> )	Objectives ( <i>describe activities that will support how goals are to be achieved</i> )	Assessment methods ( <i>examples-explain how student will be evaluated</i> )
<p>Patient Care: <i>Assessment and Management</i></p> <ol style="list-style-type: none"> <li><i>Students will demonstrate the knowledge, attitudes and skills necessary to perform appropriately focused and accurate histories and physical assessments and document the findings accurately in the health record.</i></li> <li><i>Students will assist in development of evaluation and treatment plans, and take responsibility for implementation.</i></li> <li><i>Students will develop procedural skills related to xxx</i></li> </ol>	<p>Students are expected to:</p> <ol style="list-style-type: none"> <li>1.) Interview the patients and obtain the vital information for patient care. Example: History, physical examination, and relevant lab data when evaluating a patient for chest pain</li> <li>2.) Interpret the data and discuss the plan with the patient and family. Example: Discuss with the patient about the possibility of CAD and risk stratification.</li> <li>3.) Promote general health maintenance and disease prevention. Example: Check the lipids in a patient with chest pain and recommend preventative measures such as smoking cessation, weight loss, etc.</li> <li>4.) Consult with specialty services to coordinate care or when on a specialty service help to provide this consultation</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Quality of Medical Records entries</i></li> <li>• <i>Skills evaluation from direct observation.</i></li> </ul>
<p>Medical knowledge:</p> <ol style="list-style-type: none"> <li><i>The Student will be able to explain ...</i></li> <li><i>The student will know how to assess and manage common complaints in...</i></li> <li><i>The student will know the pathophysiology of ...</i></li> </ol>	<p>Students are expected to:</p> <ol style="list-style-type: none"> <li>1.) Provide the differential diagnosis of a chief complaint and provide a treatment plan to investigate the causes. Example: Discuss the causes of shortness of</li> </ol>	<ul style="list-style-type: none"> <li>• <i>10 minute oral presentation</i></li> <li>• <i>Appropriate exam/quiz</i></li> </ul>

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	<p>breath and plan a strategy for work-up.</p> <p>2.) Apply the current clinical knowledge to arrive at a unifying diagnosis with the team and treat the patient. Example: Obtain a CXR on the patient with dyspnea to diagnose pneumonia and treat with antibiotics.</p>	
<p>Interpersonal and communication skills:</p> <p><i>The students will effectively exchange information with patients, families, consultants and the team, including nurses, faculty, residents and ancillary staff.</i></p>	<p>Students are expected to:</p> <p>1.) Communicate with the patient to explain the diagnosis and treatment plan. Example: Explain the cause of abdominal pain and the planned work-up.</p> <p>2.) Discuss with the housestaff and attending the plan and history/physical. Example: Present the history and physical to the team post-call and daily rounds.</p> <p>3.) Work with ancillary staff to provide care. Example: Communicate with nurses any changes in the plan.</p>	<ul style="list-style-type: none"> <li>• <i>Observations of faculty and staff</i></li> </ul>
<p>Practice Based learning and Improvement:</p> <p><i>Students will demonstrate the ability to assimilate scientific evidence and improve patient care practices.</i></p>	<p>1.) Perform a literature search to evaluate outcomes of treatment for the patient's illness. Example: Do a literature search to evaluate the treatment of TB in HIV patients.</p>	<ul style="list-style-type: none"> <li>• <i>10 minute oral presentation</i></li> <li>• <i>Critical review of a relevant article</i></li> </ul>

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	<p>2.) Follow the patient's daily labs (if needed) and treat any deficiencies. Example: Monitor the liver function tests on TB therapy and stop therapy if elevated</p>	
<p>Professionalism: <i>Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population</i></p>	<p>1.) Adhere to the principles of informed consent and patient confidentiality. Example: Discuss the patient's care only with the patient and members of the team. 2.) Respect the patient's cultural background in taking care of them. Example: Patient who is a Jehovah's Witness refusing blood transfusions. 3.) Behave in a professional manner with the other members of the team. Example: Act as the intern on the team in taking care of the patient, taking responsibility and ownership for the patient.</p>	<p><i>Observations of faculty and staff</i></p>
<p>Systems based practice:</p> <ol style="list-style-type: none"> <li>1. <i>Know how .... fits into the larger system of health care.</i></li> <li>2. <i>Work with the team and patients to optimize use of system resources</i></li> </ol>		<p><i>Observations of faculty and staff</i> <i>Reflection essay</i> <i>Group discussion</i></p>

### III. Methods of Instruction:

## **2100 Clerkship Elective Template**

Didactic: Schedule of didactics/formal teaching varies according to site and rotation and the schedule will be distributed via e-mail. Students are free to go to all Internal Medicine conferences that are not listed as “housestaff only” on the schedule.

Clinical: Clinical teaching occurs on a daily basis. The exact nature of this will vary from site to site. >80% of time will be spent in clinical settings during this rotation.

IV. Overview of student responsibilities

IV. Method of evaluation of students and requirements: Evaluation based on assessment methods listed above, grade is Pass/Fail