

2100 Clerkship Elective Template

Course: Special Topics in Internal Medicine Course Number MED 2199

Department: Internal Medicine

Faculty Coordinator: Reeni Abraham, MD

Hospitals: Parkland Hospital, Clements University Hospital, Dallas VA Hospital

Periods Offered: 4-8

Length: 4 weeks (2 weeks clinical, 2 weeks independent study/scholarly project)

Max # of students: 8 per period (all must be approved by faculty coordinator as detailed below).

First Day Contact: Reeni Abraham, MD and Sarah Collins (Education Assistant)

First Day Time: Varies by site of specialty rotation. Details will be sent by email by Friday prior to start of rotation.

First Day Place: Varies by site of specialty rotation. Details will be sent by email by Friday prior to start of rotation.

Prerequisites: Successful completion of third year Internal Medicine Rotation
Faculty coordinator approval

PLEASE NOTE: This course is not open to visiting students and only available to students needing flexibility for Residency interviews travel. Registration for MED 2199 is **not** available through open enrollment. Each student must be approved by the faculty coordinator by email. Students interested in this course should email their request to IM.Clerkship@UTSouthwestern.edu. Prior to approval, students will be required to explain the rationale for need for asynchronous learning and whether they will be completing a scholarly project or online cases (details below). Students may register for only one "Special Topics" in one department (Internal Medicine, Pediatrics, Surgery or Family Medicine) during their 4th year.

I. Course Description:

MED 2199 is a course designed to provide students with an experience in an internal medicine specialty with 2 weeks of protected time to either complete an independent clinically-oriented scholarly project (e.g. a case report) or series of online case simulations in internal medicine, with the advance approval of the course director. The unique hybrid nature of clinical and independent scholarly requirements is designed to either:

1. Promote an opportunity for students to create educational content for junior learners / colleagues.
2. Or provide protected time for in-depth self-study of selected topics in Internal Medicine

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through the completion of a series of nationally vetted, peer-reviewed online case simulations (SIMPLE, www.med-u.com) (Student Cost=\$75).

3. Or provide protected time for students to submit a case report (or other manuscript) with appropriate faculty mentorship.

4. And, in all cases, to provide students with an asynchronous learning environment to promote schedule flexibility to support interviewing for residency.

Successful completion of the course requires two elements:

1. Completion of 2 consecutive weeks of a rotation with an Internal Medicine sub-specialty inpatient service (final assignment made by clerkship director based on student preferences matched to available space). Possible rotations include the following (but are subject to change):

- PHHS Cardiology Consults
- PHHS Endocrine Consults
- PHHS GI
- PHHS Liver Consults
- PHHS Hematology Consults
- PHHS Heme-Onc Inpatient Service
- PHHS Infectious Disease Consults
- PHHS Renal Consults
- PHHS General Internal Medicine Consults
- CUH Cardiology CHF Inpatient Service
- CUH Cardiology Consults
- CUH GI Consults
- CUH Infectious Disease Consults
- CUH Renal Consults
- VA Cardiology Consults
- VA Gastroenterology Consults
- VA Heme-Onc Consults/Clinic
- VA Infectious Disease Consults
- VA Renal Consults

2. Completion of an independent scholarly project or self-study. This must be completed by the time agreed upon with the clerkship director and will in no cases be later than the end of spring break of the 4th year. Examples of approved scholarly efforts might include (but are not restricted to):

a. Preparation of and submission of a manuscript (of which the student is the first author). Students will be responsible for finding a faculty mentor for the manuscript prior to approval.

b. Completion of all 36 internal medicine virtual patient simulation cases on med-u.org (http://www.med-u.org/virtual_patient_cases/simple). There will be a cost of \$75 for access to these cases. All answers to the cases are logged and will be

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verified by Dr. Reeni Abraham to document completion. All cases must be completed by the end of spring break of the 4th year.

- c. Preparation of clinical educational content to contribute to medical student education in a format that must be approved by the course director. The quantity of work must reflect 2 weeks of work.

Examples of previously approved products include:

1. Educational videos as can be found on [videos.undergroundmed.net](https://www.videos.undergroundmed.net).
2. Brief topic summaries to contribute to the creation of an Internal Medicine clerkship Evernote library for use by future students.
3. Other proposed products will be considered after individual review by the course director.

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">1. <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>2. <i>Students will assist in development of evaluation and treatment plans, and take responsibility for implementation.</i>3. <i>Students will develop procedural skills related to xxx</i>	<p>Students are expected to: Gather essential and accurate information about their patients. These include a thorough history and physical exam and results of pertinent laboratory and radiologic tests for both patients with known chronic illnesses and those referred for new subspecialty evaluations.</p> <p>Make informed recommendations about diagnostic and therapeutic interventions based on patient information.</p> <p>Provide health care services aimed at preventing health problems or maintaining health, and discuss the importance of maintaining follow-up for patients with chronic illnesses.</p>	<ul style="list-style-type: none">• <i>Quality of Medical Records entries</i>• <i>Skills evaluation from direct observation.</i>

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	Work with health care professionals, including those from other disciplines (including social work and nutrition), to provide patient-focused care, and develop and carry out management plans.	
<p>Medical knowledge:</p> <ol style="list-style-type: none"> 1. <i>The Student will be able to explain ...</i> 2. <i>The student will know how to assess and manage common complaints in...</i> 3. <i>The student will know the pathophysiology of ...</i> 	<p>Students are expected to:</p> <p>Know and apply the basic and clinically supportive sciences that are appropriate to the case of the adult patient with chronic illnesses.</p>	<ul style="list-style-type: none"> • <i>10 minute oral presentation</i> • <i>Appropriate exam/quiz</i>
<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>Use effective listening skills and elicit and provide information using effective nonverbal, explanatory, questioning, and writing skills. These include taking complete history from a patient and writing a careful evaluation in the chart.</p> <p>Work effectively with others as a member of a health care team.</p>	<ul style="list-style-type: none"> • <i>Observations of faculty and staff</i>
<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>Students are expected to:</p> <p>Locate and assimilate evidence from scientific studies related to their patients' health problems, including literature searches.</p> <p>Use information technology to manage information, access on-line medical information; and support their own education.</p>	<ul style="list-style-type: none"> • <i>10 minute oral presentation</i> • <i>Critical review of a relevant article</i>

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<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>Students are expected to: Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and their families; accountability to patients and their families and the profession; and a commitment to excellence and on-going professional development.</p> <p>Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, and confidentiality of patient information.</p> <p>Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities.</p>	<p><i>Observations of faculty and staff</i></p>
<p>Systems based practice: 1. <i>Know how fits into the larger system of health care.</i> 2. <i>Work with the team and patients to optimize use of system resources</i></p>		<p><i>Observations of faculty and staff</i> <i>Reflection essay</i> <i>Group discussion</i></p>

III. Methods of Instruction:

Didactic: Students electing to complete a manuscript must self-identify a faculty mentor who is willing to provide appropriate mentorship and co-authorship. Students electing to create an educational product will receive direct mentorship from the course director (including a series of directed readings on adult learning theories) and must have their idea approved in advance of course registration.

Clinical: Students are referred to the individual clinic descriptions for details related to their elected clinics.

IV. Overview of student responsibilities

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