

Course: Ambulatory Urology

Course Number: URO 2101

Selective assigned by OME/registrar

Department:	Urology
Faculty Coordinator:	Gary Lemack, MD
Asst. Fac. Coordinators:	NA
Hospital:	CUH, Parkland, ASC, OSC, CMC
Periods Offered:	ALL
Length:	4 weeks
Max # of Students:	2
First Day Contact:	Tisha Franklin
First Contact Time:	8:00 am
First Day Location:	JA5.114
Prerequisites:	COURSE DIRECTOR APPROVAL

I. Course Description

A Selective is a course that will be taken at the end of the Clerkship Phase or during the Post-Clerkship Phase of the curriculum. It will take the place of the currently required "Sub I's" and "Critical Care Blocks". The Selectives should be rigorous and will be graded Honors/ /Pass/Fail. The course description should reflect that rigor and include an overview of content, environment, student responsibilities, and expectations.

Students will be integral members of a team participating in the comprehensive subspecialty care of Urologic Surgery patients. Patient care will be provided for patients suffering from genitourinary disorders. Specifically, care will be administered to patients with infections, stone disease, cancer (kidney, ureter, bladder), congenital abnormalities, urinary incontinence, pelvic organ prolapse, and male urethral reconstruction. In addition, they will participate in procedures by observing and assisting in clinic-based procedures and operating room procedures.

Selective expectations include:

- The student is required to provide patient care at the level of an intern under the direct supervision of attending faculty members or clinical fellows.*
- The student will assess patients, develop and implement patient care plans. They will be specifically graded on their ability to manage patients.*
- The student will assist with and/or perform procedures as appropriate.*
- Attendance at divisional and departmental meetings, and or patient care conferences will be required as appropriate.*

- *The student is required to demonstrate critical thinking and medical knowledge via a formal assessment method which may include an oral “Grand Rounds type “presentation, exam, dissemination of critically reviewed literature, or equivalent product.*

II. Goals and Objectives

Goals	Objectives	Assessment methods (examples)
Patient Care: <i>Assessment and Management</i>	<p>Students are expected to:</p> <ol style="list-style-type: none"> 1. Gather essential and accurate information about their patients. Examples: History (including record review), physical examination and results of pertinent tests for patients with urologic complaints and diseases as listed above. 2. Make informed recommendations about diagnostic and therapeutic interventions based upon patient information and preference, up-to-date scientific evidence, and clinical judgment. Examples: Patients with complaints of urinary incontinence, erectile dysfunction, blood in the urine, urinary tract infection. 3. Counsel and educate patients and their families. Example: Risk of tobacco and bladder cancer, risks of obesity and urinary incontinence, altering diet and other behavioral modifications to improve lower urinary 	<ul style="list-style-type: none"> • <i>Quality of Medical Records entries</i> • <i>Skills evaluation from direct observation.</i>

	<p>tract symptoms, discussion of PSA in the context of prostate cancer assessment.</p> <p>4. Provide healthcare services aimed at preventing health problems or maintaining health. Example: Smoking cessation, etc</p> <p>5. Work with health care professionals, including those from other disciplines, to provide patient focused care, develop and carry out patient management plans. Example: Participation in comprehensive cancer care by coordinating radiation oncology, hematology oncology, and surgical services for the comprehensive care of the patient suffering from neoplastic diseases of the genitourinary system.</p> <p>6. Use information technology to support patient care decisions and patient education. Example: Provide patients with information pamphlets and information for overactive bladder, behavioral strategies to reduce risk of urological malignancies, UTI's.</p>	
<p>Medical knowledge: <i>Students must demonstrate knowledge about established biomedical and clinical</i></p>	<p>Students are expected to:</p> <p>1. Demonstrate an analytical approach to clinical solutions.</p>	<ul style="list-style-type: none"> • <i>Observations of faculty, fellows, staff, and residents.</i>

<p><i>sciences and the application of this knowledge on patient care.</i></p>	<p>Example: Recognize the differential diagnosis of hematuria, perform adequate history, physical examination (including digital rectal examination), appropriately diagnose and treat the condition.</p> <p>2. Know and apply basic and clinically appropriate sciences that are appropriate to their discipline. Example: Knowing the differential diagnosis of, and risk factors for, renal masses, know treatment of ureteral and renal stones, causes and treatments for erectile dysfunction</p>	
<p>Interpersonal and communication skills: <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> <ol style="list-style-type: none"> 1. Use effective listening skills and provide information using effective nonverbal, explanatory, questioning and writing skills. Example: Educate patients with regard to the risk factors contributing to the development of urological malignancies, urinary incontinence, etc. 2. Work effectively with others as a member of the health care team. 	<ul style="list-style-type: none"> • <i>Observations of faculty and staff</i>
<p>Practice Based learning and Improvement: <i>Students will demonstrate the ability to assimilate scientific evidence and improve patient care practices.</i></p>	<p>Students are expected to:</p> <ol style="list-style-type: none"> 1. Locate and assimilate evidence from scientific studies related to their patient's health problem. Example: Randomized controlled trials of therapy for treatment of various tumors of the kidney, 	<ul style="list-style-type: none"> • <i>20 minute grand rounds presentation</i> • <i>Critical review of a relevant articles</i>

	<p>ureter, bladder and prostate.</p> <p>2. Use information technology to manage information, access online medical information, and support their own education. Example: Use clinical data repository to provide summary of patient's previous liver tests, thyroid function tests, and radiographic tests for follow up of patients that have been treated for urological diseases.</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>Students are expected to:</p> <ol style="list-style-type: none"> 1. Demonstrate respect, compassion, and integrity, a responsiveness to the needs of patients that supersedes self-interest. 2. Accountability to patients and the profession, and a commitment to excellence and ongoing professional development. Example: Willingness to seek additional patients for evaluation. 3. Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care and confidentiality of patient information. 4. Demonstrate sensitivity and responsiveness to patient's culture, age, gender and disabilities. 	<p><i>Observations of faculty, fellows, staff, and residents</i></p>

Systems based practice: 1. <i>Know how urology fits into the larger system of health care.</i> 2. <i>Work with the team and patients to optimize use of system resources</i>	Students are expected to: The student will learn how urology fits into the larger system of health care.	<i>Observations of faculty, fellows, staff, and residents</i>
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III. Methods of Instruction:

- A. Didactic – twice monthly comprehensive lectures at Core Conference on urologic-related diseases, monthly journal club, monthly morbidity and mortality conference, weekly pre-operative conference, weekly grand rounds conference Wednesday 6:45am.
- B. Clinical – Teaching/supervision for the rotation will be from the department faculty and residents. The student will be assigned to one week at CUH for O.R. rotation, one week at the Parkland clinic and O.R., one week at CMC clinic and O.R., and one week at Aston clinic.

IV. Overview of student responsibilities

- Be on time for each shift. Evaluate patients, present to faculty, re-evaluate patients, follow up on all diagnostic studies and interventions, and manage care until discharged (under supervision of faculty).
- Notify faculty immediately if any current patient or patient being managed becomes unstable in any manner.
- Attend all appropriate conferences and didactic lectures.
- Give an oral presentation regarding an interesting topic in urology at the end of the rotation.

IV. Method of evaluation of students and requirements:

- Observation of daily rounds
- Reports from residents working with the student
- Personal observation during one-to-one discussions in conferences each week
- 20 minute presentation at grand rounds by student
- Honors/ Pass/Fail grade.