PHASE 2
ELECTIVES
CATALOG

2020 - 2021

UNIVERSITY OF ILLINOIS COLLEGE OF MEDICINE AT PEORIA
NOTE:

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While some academic programs described herein are designed for the purpose of qualifying students for registration, certification, or licensure in a profession, successful completion of any such program in no way assures registration, certification or licensure by an agency not the University of Illinois.
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INTRODUCTION
Requirements

Transition to Clerkships

Transition to Clerkship is a mandatory course that will occur April 6-17, 2020. This course is designed to prepare you to successfully navigate through your clinical experiences in Phase 2. This course will include clinical immersion, case studies, simulation activities, procedure workshops, and panel discussions.

The goals and objectives for Transition to Clerkships are as follows:

- Discuss the policies and procedures that impact the learning environment in the clinical settings.
- Discuss the key principles of learner assessment and evaluation in clinical settings.
- Demonstrate and develop the technical skills to perform the common procedures required for graduation.
- Demonstrate clinical skills required for each clerkship.
- Discuss the professionalism attributes and professional identify formation during the clerkships.
- Complete the credentialing and compliance requirements required to participate in clinical rotations at the respective hospitals.
- Demonstrate understanding of the electronic documentation requirements to meet regulations and professional expectations.

Clerkships

The Phase 2 clerkship rotations will start on Monday, April 27, 2020 and take place primarily at OSF St. Francis Medical Center. Psychiatry and Family Medicine are housed at Unity Point Health – Methodist. Various other locations also serve as clinical sites. The curriculum requirement for the third year is that students satisfactorily complete 48 weeks of Phase 2 courses including:

- Family Medicine – 6 weeks
- Internal Medicine – 8 weeks
- Neurology – 4 weeks
- Obstetrics/Gynecology – 6 weeks
- Pediatrics – 6 weeks
- Psychiatry – 6 weeks
- Surgery – 8 weeks

Most clerkships are similar in structure. Students will be assigned patients to examine and to present to the faculty and attending physicians. Students work closely with residents and attendings in day-to-day patient management. Lectures and conferences occur in each clerkship. Night call will vary among disciplines. In some clerkships outpatient experiences will be a sizable component of the program; in others, inpatient experiences will predominate.

Electives

Throughout the Phase 2 and Phase 3 portions of medical school a total of 20 weeks of electives are required. Though the vast majority of these will occur within Phase 3, your schedule should allow for at least four weeks of electives during Phase 2.

Clinical Connections and Competencies (C3)

Clinical Connections and Competencies (C3) is a longitudinal course that occurs throughout Phase 2. There will specifically be four or five days scheduled throughout the year.

There are two main components of Clinical Connections and Competencies (C3):

- Procedural Skills
  - Skills will be taught and assessed for mastery.
  - These skills will later be tested on the Graduation Competency Exam.

- Didactic Sessions
  - These sessions will require pre-work: reading and short written responses.
  - Didactic sessions are meant to provide an opportunity for reflection on skills and challenges that face modern physicians.
Phase 2 Plan

To align the M3 and M4 years, there are two separate 2-week periods on your schedule that don’t have anything scheduled (48 weeks of rotations):

- **Fall Break**: Monday, October 12, 2020 – Friday, October 23, 2020
  - For this 2 week period we encourage taking much needed time off, but you can also schedule a 2-week elective then.

- **Winter Break**: Monday December 21, 2020 – Friday, January 1, 2021
  - No courses/electives are allowed to be scheduled during this time.

Schedule Changes

Once Phase 2 and 3 schedules have been finalized and released to the students by the registrar, students from other schools will be permitted to schedule electives here. Those students will not be "bumped" later on to accommodate changes from UICOM-P students.

It is possible that students may have schedule changes in Phase 2. Follow the simple process outlined below for schedule changes:

1. Contact your academic advisor to discuss the reason for a schedule change.
   a. Do not contact the Department Coordinators or faculty on your own to make schedule changes.
2. This will then go to the Site Registrar for review and potential schedule changes.

Only one schedule change will be allowed for "career exploration." It is required that schedule changes be done four weeks in advance, except under extenuating circumstances (which must be brought to your advisor). When requesting a schedule change inside of the four week limit, students must seek permission from their advisor.
# Phase 2 & 3 Calendar

**University of Illinois College of Medicine Peoria**

**M3 Clerkship (Phase 2) Calendar**

Phase 2 & 3 require a total of 82 weeks of instruction be completed, which includes all required courses.

**Phase 2 required courses: Clerkships & weeks:**
- Surg (8), Medicine (8), Ob/Gyn (6), Psych (6), Peds (6), Family Med (6), Neurology (4), Electives (4) = 48 total wks.

## Dates by Week

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* *Recommended break time; courses available if interested.*

**Winter Break**
- Full time in fall is 12 weeks.

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* *No courses available; may do a research elective (applied to Spring registration) or take the time off.*

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*FALL BREAK*
- 10/12/20-10/16/20
- 10/19/20-10/23/20

**WINTER BREAK**
- 12/21/20-12/25/20
- 12/28/20-01/01/21
The following departments have designated the personnel indicated to authorize schedule change requests for their area:

**Clinical Simulation**
Annie Wheatley – 308-9527 - Ann.M.Wheatley@jumpsimulation.org

**Emergency Medicine**
Christie Perry – SFNB Rm 2620 – 655-6998 – cperry09@uic.edu

**Family & Community Medicine**
Jodi Frasure – DFCM Suite B – 672-4593 – jfrasure@uic.edu

**HSE (Advanced Anatomy, Dermatology, Pathology, etc.)**
Jennifer Zapf – Rm B232– 671-8482 – kzapf@uic.edu

**Internal Medicine**
Jackie Lewis – SFNB 5683 - 624-5006 – jmlewis5@uic.edu (M4)
Jenny Doerr – SFNB Rm 5683 – 655-7733 – jdoerr@uic.edu (M3)

**Medicine/Pediatrics**
Jo Zuk – SFNB Rm 5607 – 655-4940 – streetb1@uic.edu
TBD – SFNB Rm 5607 – 655-3863

**Neurology**
Lee Ann Kriegshauser – SFNB 4645 – 655-7744 – leean6@uic.edu
Charlotte Bess – SFNB 4645 - 655-7779 - cobess@uic.edu

**Neurosurgery**
Lee Ann Kriegshauser – SFNB 4645 – 655-7744 – leean6@uic.edu
Charlotte Bess – SFNB 4645 - 655-7779 - cobess@uic.edu

**Obstetrics/Gynecology**
Lauren Keeton – SFNB 2644 - 624-5592 – keeton2@uic.edu

**Pediatrics**
April Day – SFNB Rm 5651 – 655-7999 – aaday1@uic.edu (M4)
Brandon Beekman – G16, Allied Bldg. - 655-2587 – bbeekman@uic.edu (M3)

**Psychiatry**
Maureen Wolfe – UPH/Methodist – Rm W716 – 671-8395 – maureenw@uic.edu

**Radiology**
Deanna Silotto – SFNB Rm 4695 – 655-3230 – dsilotto@uic.edu

**Rehab Medicine**
Tammy Livingston – Academic Affairs – 671-8412 – tlliving@uic.edu

**Surgery**
Kathy Slater – SFNB Rm 2675 – 655-2383 – kslater@uic.edu (M4)
Lorraine Deluhery – SFNB Rm 2686 – 655-6940 – lorraine@uic.edu (M3)
Individually and Research Elective Approval Form
(for individualized electives and research done outside of electives available in the UICOMP catalog)

- Student will complete Section 1 of this form.
- Student will submit this form, **along with a course description** to the Course Director (the preceptor that has agreed to work with the student on the individualized elective is considered the course director).
- The Course Director will sign Section 2 of this form.
- Student will submit this form and course description to the appropriate department Coordinator to obtain the department Chair/Head signature in Section 3 of this form.
- Student will return this form along with the course description to the Registrar. The Registrar will complete Section 4.
- This form should be completed at least 30 days prior to the start of the elective/research.

**Section 1**

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<td>Sponsoring Department:</td>
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<td>Dates of Elective/Research (from/to):</td>
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**Section 2** (signature below indicates approval)

| Printed Name of Course Director: |
| Signature of Course Director: |

**Section 3** (signature below indicates approval)

| Printed Name of Department Chair/Head: |
| Signature of Department Chair/Head: |

**Section 4** (signature below indicates approval)

| Printed Name of Associate Dean for Academic Affairs: | Jessica Hanks, M.D. |
| Signature of Associate Dean for Academic Affairs: |
Department of Emergency Medicine
This is a non-clinical elective in clinical simulation. The Jump Trading Simulation and Education Center provides an outstanding opportunity for students interested in academic careers to participate in the use of simulation technology to improve patient safety, quality, and to reduce healthcare costs.

The use of simulation technology is steadily progressing within the medical school curriculum and is globally recognized as a major advance in medical education. Simulation has proven to be a valuable and well-accepted tool for improving patient outcomes through intensive training. Jump uses the full spectrum of simulation technologies, from computer simulations and task trainers to complex high-fidelity, whole body simulators.

Simulation provides a forum for the establishment of a high performance standard in technical and professional skills. It permits optimization of teaching and learning by matching learning environments to learner needs and it ensures a uniform learning experience that is not dependent on the serendipity of “good cases.”

10-15 hours will be spent in direct contact with simulation, obtaining mastery of key skills useful in the internship year. Students will engage in task training, standardized patient, and high fidelity simulation in the following topic areas; Emergency vascular access, Basic and Advanced Airway techniques, Informed consent, Resuscitation, and Trauma care.

There are three “Tracks” offered which the student must declare before beginning the rotation, and 10-15 hours will be spent in one of the following pursuits:

1. **Educational Track**: The student will participate in the use of simulation in the pursuit of learning objectives. There are three domains of educational practice, cognitive, psychomotor, and affective. Jump will often combine procedural skills with communication and team skills during its training sessions to access those three domains for the learner. Students in this track will create a simulation scenario (a two page description with learning objectives and measures) which address two of the three domains, targeting medical students as potential learners.

2. **Research Track**: The student will participate in an ongoing quality assurance program designed to evaluate the efficacy of a simulation-based intervention. Jump maintains a portfolio of ongoing quality assurance programs, all of which are tied to key quality and safety goals within the clinical space. Students in this track will produce a two page write up of their findings.

3. **Innovation Track**: The student will participate in the creation of synthetic tissue analogs for a diagnostic or procedural training device. Jump is continuously producing prototypes for training devices using 3-D printing and CAD modeling techniques. Jump maintains a staff with several Bio-Medical Engineers who will facilitate this work. Students in this track will produce or refine a prototype training device.

**OBJECTIVES**

Upon completion of this elective, the student will be able to:

1. Describe the process of mastery training for procedural competency.
2. Demonstrate the ability to integrate quality and safety goals into clinical education.
3. Demonstrate competency in the listed procedural and clinical skills.
4. Contribute meaningfully to education, research, or innovation in clinical simulation.
INTRODUCTION TO EMERGENCY MEDICINE
(ELEC 352)

COURSE DIRECTOR
Victor Chan, D.O.

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<th>Coordinator</th>
<th>Prerequisites</th>
<th>Location</th>
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<tr>
<td>SFMC</td>
<td>Christie Perry</td>
<td>Completion of Phase 1</td>
<td>SFMC, ED</td>
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<tr>
<td></td>
<td>309-655-6998</td>
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<tr>
<td></td>
<td><a href="mailto:cperry09@uic.edu">cperry09@uic.edu</a></td>
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<th>Duration in Weeks</th>
<th>Hour/Week</th>
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<td>Optional</td>
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<td>4 UICOMP Students</td>
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NARRATIVE DESCRIPTION

The main goal of this course is to develop the skills of the M3/M4 student in the diagnosis and management of an undifferentiated patient in an emergency department setting. This course will allow the student to experience and appreciate the unique environment of the ED in the context of providing care, disposition of patients, and the multiple challenges that face patients trying to access care. Students will staff directly with senior emergency medicine residents to help sharpen their history and physical exam skills as well as develop assessment and plan for workup of various patients.

OBJECTIVES

Upon completion of this elective, the student will be able to:
1. Formulate a differential diagnosis for various complaints from emergency department patients.
2. Discuss the approach and management of common medical emergencies.
3. Improve skills at performing various procedures including: IV insertion, EKG, foley insertion, NG/OG insertion, splinting, wound evaluation and preparation.
4. Demonstrate effective communication skills with patients, their families, and ED physicians and nurses.
5. Demonstrate a fund of knowledge level commensurate with M3/M4 level.

METHOD OF EVALUATION

The faculty will base their evaluation on:
1. Final exam (approximately 30% of grade).
2. Direct observation of clinical skills by faculty and senior residents (approximately 70% of grade).
3. Participation in weekly conference is mandatory.
4. Procedure log demonstrating procedures observed and performed by student.
5. Students will be given feedback and evaluation at end of each clinical shift.

REQUIRED READING

Reading assigned during elective

NOTE: CONTACT FOR ELECTIVE ASSIGNMENT
Department of Family & Community Medicine
NARRATIVE DESCRIPTION

The Rural Student Physician Program (RSPP) is an alternate track to the traditional block education for the M3 year. This Longitudinal Integrated Clerkship allows for 28 weeks of integrated learning in a rural Illinois community. Before or following this experience is 20 weeks made up of 5 block rotations. This elective is integrated into the learning during the rural phase.

The goal is to have each student work to improve the health of a subpopulation of their assigned community. This process includes an initial study module, partnering with local stakeholders, and then together developing or joining a project aimed to impact the health of the subpopulation. The project concludes with an oral presentation to RSPP faculty and students, an article, and a poster preparation. Students are given 2 weeks of M3 elective credit after successful completion of this scholarly project.

OBJECTIVES

1. Describe and discuss priority health issues with various stakeholders in the rural community—health department, medical office, hospital, others.
2. Review key elements of Community Health Assessment, Community Oriented Primary Care, and Healthy People 2020.
3. Compare health disparity issues for your county with data for Illinois, the nation, and global (when available).
4. In conjunction with a community stakeholder, design and/or join a project to improve one priority health issue of a subpopulation. This could include one or more: public education activities, a health fair, quality improvement, or public health initiative.
5. Consider elements of human research and ethical research through the presentation from IRB, faculty and through completion of CITI training. Differentiate when to utilize the IRB.
6. Distinguish how and when to involve statistical or research consultants in a project.
7. Measure the project activities or project impact in a qualitative or quantitative manner.
8. Report about the project through an article, oral presentation, and poster session

METHOD OF EVALUATION

1. Evaluation from the student’s Community Stakeholder Partner. (25%)
2. Oral Presentation Evaluations by RSPP Faculty. (25%)
3. Final Paper and Poster Evaluations by RSPP Director or Assistant. (25%)
4. Timely completion of all Module assignments. (25%)

REQUIRED READING
Online articles found in module assignments.
Department of Health Sciences Education
ANATOMICAL & CLINICAL PATHOLOGY
(ELEC 645)

Course Director
Lori Racsa, M.D.

Address
221 N. E. Glen Oak
309-672-4918

Coordinator
Jennifer Zapf
309-671-8482
jkzapf@uic.edu

Prerequisites
None

Location
UPH – Methodist - Lab

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Not in Optimizer.

NARRATIVE DESCRIPTION

The student will participate in the daily work of surgical pathology and cytopathology in the laboratory in a pathologist assistant-preceptor role. This course will also give the student an introduction to Clinical Pathology and will cover areas of the clinical laboratory including hematology, blood bank, microbiology and chemistry.

OBJECTIVES

Upon completion of this elective, the student will be able to:
1. Describe the pathologist's role in the clinical laboratory.
2. Describe the basic methodology of the most commonly performed laboratory tests.
3. Explain the work flow in the clinical laboratory.
4. Order appropriate laboratory tests or blood components in a given clinical situation.
5. Describe the process by which a pathologist approaches the problem of tissue and cytologic diagnosis.
6. Identify the salient features of gross pathology as the surgical pathologist sees them.
7. Observe and describe the technical processing of tissues and cytologic samples.
8. Describe some of the common pathologic specimens seen in surgical pathology.
9. Differentiate between benign and malignant tissues and cells by listing identified criteria.
10. Recognize the indications for and uses of frozen sections in surgical pathology.
11. Research a pathology topic and make a presentation.

METHOD OF EVALUATION

The faculty will base their evaluation on:
1. Individual discussions with the student.
2. Observation and daily contact with the student.
4. Presentation at the conclusion of the elective.

REQUIRED READING

None at this time.
COMMUNITY HEALTH (ELEC 423.1)  

**Address**  
UICOMP  
Dept. of HSE & Pathology  
1 Illini Dr.  
Peoria, IL 61605

**Coordinator**  
Jennifer Zapf  
309-671-8482  
jkzapf@uic.edu

**Prerequisites**  
Completed Phase 1

**Location**  
Central Illinois FRIENDS

**Dates Available**  
Blocks 2b, 3a, 4b, 5a  
7b, 8a, 11a, 11b  
Upon Approval

**Dates Not Available**  
Blocks 1a, 2a, 3b, 4a, 5b, 7a, 8b, 10b, 12a

**Duration in Weeks**  
2

**Hours/Week**  
32 hours/week

**Lectures/Seminars**  
With prior notice

**Lab**  
no

**Outpatient**  
Yes

**Inpatient**  
No

**House Staff**  
No

**Night Call**  
No

**Weekends**  
Varies

**No. of Students**  
2 students

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**NARRATIVE DESCRIPTION**

This elective is designed to develop the skills of the M3 and M4 student in the management of an undifferentiated patient in the community health setting. It will provide a basic knowledge of common experience and allow them to appreciate the unique environment of the community healthcare team providing care, disposition of patients and the multiple challenges that face patients trying to access care.

Central Illinois FRIENDS is a 501(c)(3) organization located in Peoria on the campus of Unity Point Health. They offer community support for individuals living with HIV as well as transportation, rent, utilities, and emergency services. They provide free and confidential HIV and STI screenings, plus education and referral services. They participate in Get Yourself Tested Day at the local Peoria high schools by partnering with multiple community organizations to bring HIV and STI education and screening to area high school students.

Each student will be required to prepare a windshield survey based on one neighborhood of the population served by the organization. This will be a 2-3 page document to be turned in at the completion of the elective.

**OBJECTIVES**

At the end of this rotation, the student will be able to:
1. Analyze your role in the community setting.
2. Interact in a professional manner with an interdisciplinary team of community healthcare workers.
3. Deliver evidence based education and quality care to the client population.
4. Identify how the social determinants of health affect the population of clients served by this organization.
5. Detect how medical physicians can become advocates for patients meeting the challenges identified by the social determinants of health.

**METHOD OF EVALUATION**

1. Individual discussions with the student.
   a. Two 1:1 discussions with members of the organization during Elective
   b. One discussion with Ms. O’Bryant immediately prior to Elective (orientation)
   c. One discussion with Ms. O’Bryant at conclusion of Elective
2. Formative feedback of clinical and interviewing skills by site clinician or educator.
3. Activity/procedure log demonstrating procedures observed and performed by student in addition to community activities that the student participated in.
4. Conduct and briefly summarize 3 patient encounters/interviews.
5. Windshield survey form completed.
6. Narrative reflection (1000 words max)
7. Standard Clinical Evaluation Form to be completed by the course director.

**REQUIRED READING**

Reading assigned prior to or during elective:
- A Framework for Educating Health Professionals to Address the Social Determinants of Health: Chapter 2
- Windshield Survey document (resource to be provided)
- Tri-County Community Health Needs Assessment (CHNA) Community Health Improvement Plan 2016-2019
- Online phlebotomy module
- Other articles and training modules assigned depending on location of Elective
COMMUNITY HEALTH  
(ELEC 423.2)  

Course Director  
Ms. Angela O’Bryant & Dr. Meenakshy Aiyer

Address  
UICOMP  
Dept. of HSE & Pathology  
1 Illini Dr.  
Peoria, IL 61605

Coordinator  
Jennifer Zapf  
309-671-8482  
jkzapf@uic.edu

Prerequisites  
Completed Phase 1

Location  
Faith Community Nurses of OSF

Dates Available  
Blocks 2b, 3a, 4b, 5a  
7b, 8a, 11a, 11b  
Upon Approval

Dates Not Available  
Blocks 1a-2a, 3b, 4a, 5b-7a,  
8b-10b, 12a-b  
Winter Break

Duration in Weeks  
2

Hours/Week  
32 hours/week

Lectures/Seminars  
With prior notice

Lab  
no

Outpatient  
Yes

Inpatient  
No

House Staff  
No

Night Call  
No

Weekends  
Varies

No. of Students  
2 students

Not in Optimizer

NARRATIVE DESCRIPTION

This elective is designed to develop the skills of the M3 and M4 student in the management of an undifferentiated patient in the community health setting. It will provide a basic knowledge of common experience and allow them to appreciate the unique environment of the community healthcare team providing care, disposition of patients and the multiple challenges that face patients trying to access care.

Faith Community Nurses of OSF offers Peoria residents the opportunity to interact with healthcare professionals outside of their home or the clinic/hospital setting. Through outreach with the Care-A-Van, patients can get valuable health screenings, nutrition and exercise counseling, help with establishing a primary care physician and insurance assistance. Faith Community Nurses also see patients at the Peoria Riverplex and OSF Senior World. They work with many schools in the area to provide school physicals and offer other services such as weight loss clinics, cardiac rehab and medical exercise programs.

Each student will be required to prepare a windshield survey based on one neighborhood of the population served by the organization. This will be a 2-3 page document to be turned in at the completion of the elective.

OBJECTIVES

At the end of this rotation, the student will be able to:
1. Analyze your role in the community setting.
2. Interact in a professional manner with an interdisciplinary team of community healthcare workers.
3. Deliver evidence based education and quality care to the client population.
4. Identify how the social determinants of health affect the population of clients served by this organization.
5. Detect how medical physicians can become advocates for patients meeting the challenges identified by the social determinants of health.

METHOD OF EVALUATION

1. Individual discussions with the student.
   a. Two 1:1 discussions with members of the organization during Elective
   b. One discussion with Ms. O’Bryant immediately prior to Elective (orientation)
   c. One discussion with Ms. O’Bryant at conclusion of Elective
2. Formative feedback of clinical and interviewing skills by site clinician or educator.
3. Activity/procedure log demonstrating procedures observed and performed by student in addition to community activities that the student participated in.
4. Conduct and briefly summarize 3 patient encounters/interviews.
5. Windshield survey form completed.
6. Narrative reflection (1000 words max)
7. Standard Clinical Evaluation Form to be completed by the course director.

REQUIRED READING

Reading assigned prior to or during elective:
- A Framework for Educating Health Professionals to Address the Social Determinants of Health: Chapter 2
- Windshield Survey document (resource to be provided)
- Tri-County Community Health Needs Assessment (CHNA) Community Health Improvement Plan 2016-2019
- Online phlebotomy module
- Other articles and training modules assigned depending on location of Elective
DERMATOLOGY
(ELEC 602)

Address
1 Illini Dr.
Peoria, IL 61605

Coordinator
Jennifer Zapf
(309) 671-8482
jkzapf@uiuc.edu

Prerequisites
None

Location
TBD by course director

Date Available
All except as noted.

Dates Not Available
Blocks 8b, 9
Winter Break

Duration in Weeks
2

Hours/Week
20-30 hours/week

Lectures/Seminars
2 per week

Lab
Yes: Dermatopathology

Outpatient
Yes

Inpatient
Varies

House Staff
No

Night Call
No

Weekends
No

No. of Students
1 student

NARRATIVE DESCRIPTION

This dermatology elective is designed to provide a basic knowledge of the common skin lesions seen in practice. Students will learn how to perform a thorough skin examination, identify physical exam findings that determine improvement or deterioration in a dermatosis and wound healing. They will also gain knowledge in the approach to and management of common dermatologic conditions seen in ambulatory settings. They will also recognize and learn the skills need to counsel and instruct patients and their families on the cause, management and prevention of the common skin conditions.

The students will be expected to complete the American Academy of Dermatology (AAD) online core curriculum. This is a comprehensive resource composed of 26 modules covering a broad range of dermatologic disease with additional features. Each module and its brief exam component would take approximately one hour to complete. These modules also include videos of various procedures including biopsy techniques, pathology form completion etc.

The students will spend time with faculty dermatologists in private practice in Peoria and/or Galesburg, Bloomington locations in addition to the Family Practice Dermatology Clinic in Peoria, as arranged for each rotation. Depending upon interest, opportunities will also be available for the students to work with faculty dermatopathologists and discuss clinical pathologic correlations on skin biopsies.

OBJECTIVES

At the end of this rotation, the student will be able to:
1. Perform a thorough skin examination (including hair, nails, and mucous membranes)
2. Describe the skin lesions using precise dermatologic language
3. Formulate a differential diagnosis based on the morphology of the skin lesions
4. Recognize and diagnose life threatening dermatosis and identify the available therapeutic options for these life threatening dermatosis
5. Discuss the indications and contraindicates to perform the various biopsy techniques

METHOD OF EVALUATION

M3 or M4 standardized evaluation form completed by attending faculty based on the participation in clinic and completion of the AAD online core curriculum.

REQUIRED READING

AAD Core Curriculum: www.aad.org/education/medical-student-core-curriculum

Recommended readings:
- Fitzpatricks Color Atlas and Synopsis of Clinical Dermatology
- DermAtlas by John Hopkin
- DermPath Tutor: University of Iowa
- Skin Disease Diagnosis and Treatment, Thomas Habif
Students will follow Board certified Forensic Pathologists through a very busy consultant private practice serving Illinois Coroners in central Illinois in Bloomington and Peoria autopsy facilities. The student will review the investigation circumstances of the death; participate in pre-autopsy interactions with police, coroner, deputy coroners, and assist in performing the autopsies in individuals who suffer sudden unexpected death, most commonly of traumatic nature, involving natural, accidental, and suicidal means. The student will view but not assist in homicidal autopsies. The student will choose one of their autopsies to prepare a final report discussing the forensic aspects of the investigation, autopsy, ancillary studies, and determining the cause and manner of death. The paper may be submitted as a case report to a forensic pathology or sciences journal and will be appropriately referenced and researched.

**OBJECTIVES**

Upon completion of this elective, the student will be able to:

1. Understand how Cause and manner of Death is determined medically and be able to perform this task after completion of the rotation on their own patients who die naturally.
2. Understand the pathophysiology of the death of the individual under investigation and postmortem examination.
3. Understand the morbid anatomy of the deceased and the pathologic alterations seen at autopsy and learn to apply those principals of anatomy to their own future patients.
4. Understand the basic injuries seen in motor vehicle incidents, suicide, drug intoxication, gunshot wounds, medical mishaps, and asphyxia deaths.
5. Appropriately, verbally communicate their understanding of the anatomic and pathologic features seen on and within the deceased utilizing the terms of pathology and clinical medicine previously learned.
6. Interact in a professional manner with other physicians, coroners, deputy coroners, police, autopsy assistants, and office support staff within the coroner offices.
7. Understand that the physician, even in primary care, must learn to interact with the coroner and forensic pathologist when a death occurs, whether they are the attending physician or the deceased or not.

**METHOD OF EVALUATION**

The faculty will base their evaluation on:

1. The student will continually be evaluated by the forensic pathologists so that they meet the above objectives.
2. The student will prepare a case report from the first two weeks of their rotation and the case report will be suitable for publication, as described above. Successful completion and credit for the rotation depends on completion of the written report.
3. The standard medical school clinical evaluation form will be completed by the course director.

**REQUIRED READING:**

Selected Topics as assigned related to the relevant daily casework from MedScape Forensic Pathology Section at https://emedicine.medscape.com/pathology#forenssic
QUALITY AND SAFETY (ELEC 436)  

Course Directors  
Mary Stapel, MD  
Jonathan Gehlbach, MD  

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<th>Coordinator</th>
<th>Prerequisites</th>
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| UICOMP  
1 Illini Dr.  
Peoria, IL 61605 | Jennifer Zapf  
309-671-8482  
jkzapf@uic.edu | Completion of IHI Open School QI and PS modules | OSF Healthcare or UnityPoint Health |

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NARRATIVE DESCRIPTION

Health care systems is one of the five themes that is embedded longitudinally throughout the Illinois College of Medicine Curriculum. The primary goal of this elective is to provide applied learning opportunities for the content of quality improvement and patient safety in healthcare settings. During this 4 week elective, students will work with various members of quality and safety teams of local healthcare systems. They will participate in several activities which can include:

- Serving as a member of a quality improvement project team (roles can include data gathering and management, planning meetings, analysis of data, interviews and education of stakeholders).
- Observing leadership level meetings related to quality and safety reporting and strategic planning.
- Participating in a peer review meeting or an RCA of a critical event.
- Participating in either Lean or Six Sigma approaches to healthcare improvement when logistically possible
- Participate in dedicated case-based discussions with a director or facilitator about quality and safety topics.
  - Overview of why QI is important and how to do QI
  - Patient Safety: addressing adverse events and event reporting
  - Systems of care approaches to QI and Safety
  - Debriefing and self-directed learning topic

OBJECTIVES

At the end of this rotation, the student will be able to:

1. Describe how promoting quality improvement and patient safety may achieve better patient outcomes.
2. Describe how promoting a culture of safety and learning systems can achieve safety
3. Participate in developing and measuring an improvement plan around a selected quality indicator
4. Participate in applying different evidence-based quality improvement methodologies to adapt to different quality opportunities.
5. Describe Just Culture and participate in system activities which address safety reporting such as peer reviews and RCAs.

METHOD OF EVALUATION

M4 standardized evaluation form completed by attending faculty based in meetings and projects.
Reflective paper – standardized prompts will be provided to the students to serve as template for reflection.

REQUIRED READING

Completion or review (if already completed) of IHI Open School Curricula.
Department of Internal Medicine
M3 CARDIOVASCULAR DISEASES
(ELEC 353)

Course Director
Sudhir Mungee, M.D.

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<tr>
<td>OSF Healthcare Cardiovascular Institute 5405 N Knoxville 309-691-4410</td>
<td>Jenny Doerr <a href="mailto:jjdoerr@uic.edu">jjdoerr@uic.edu</a></td>
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NARRATIVE DESCRIPTION

The student will spend two weeks with an assigned attending and/or fellow. Dr. Mungee is the coordinator of this course. This subspecialty elective is inpatient based. The students will assist the preceptors in the evaluation of the cardiology consults in the hospital, and participate on the cardiology teaching service. The students will assist in performing a physical exam and formulate a treatment plan based on the patient's history, physical, and psychosocial issues. The students will be able to identify the indications for cardiac catheterizations, stress testing, and echocardiograms in the evaluation of cardiac diseases and have an opportunity to observe cardiac catheterizations, stress testing, and echocardiograms with their preceptors.

OBJECTIVES

Upon completion of this elective, the student will be able to:
1. Perform an appropriate history and physical exam in a patient presenting with chest pain, shortness of breath and to establish a differential diagnosis and severity with a specific emphasis on the cardiac exam
2. Define indications for and interpret the significance of the results of diagnostic tests such as electrocardiogram, echocardiogram, and stress testing.
3. Describe the signs, symptoms, causes and management of congestive heart failure
4. Describe and define signs and symptoms associated with ischemic cardiac pain, generate a differential diagnosis recognizing specific history and physical exam findings that suggest ischemic chest pain from non-ischemic chest pain.
5. Communicate the diagnosis, treatment plan, and prognosis of the disease to patients and their families, and when appropriate, identify and educate patients about cardiovascular risk factors for disease relative to their age and gender.
6. Students should see patients (as assigned by the preceptor) and present them in an organized format to the preceptor
7. Students should formulate an assessment and plan for the patients they see
8. Students will attend cardiology teaching conferences at St. Francis Medical Center
9. Students will conduct themselves in a professional manner and maintain good working relationships with patients, families, team members and health care professionals

METHOD OF EVALUATION

The faculty will base their evaluation on:
1. Daily rounds and student presentations.
2. Standard Clinical Evaluation Form
NARRATIVE DESCRIPTION

This rotation, based in the Medical Intensive Care Unit, is designed to provide students with experience with a critically ill population. As a member of the critical care team, the student will participate in the formulation of comprehensive management plans based on an organ system approach. Collaborative practice is emphasized with frequent input from nursing, respiratory therapy and nutritional support services. Teaching will be coordinated through faculty intensivists and pulmonologists and include unit rounds, small group lectures and “hands on” sessions involving new technologies.

OBJECTIVES

Upon completion of this elective, the student will be able to:
1. Utilize the organ system approach with the critically ill patient.
2. Demonstrate understanding of proper utilization of intravascular devices
3. Display understanding of methods and importance of hemodynamic monitoring
4. Begin to understand the principles and methods of mechanical ventilation
5. Recognize varied techniques for nutritional support
6. Display an understanding of initial evaluation and ongoing care of common IM critical illnesses (e.g. septic, distributive, hypovolemic, cardiogenic shock; encephalopathy; Acute Kidney Injury and Failure; Acute Liver Failure)

METHOD OF EVALUATION

The faculty will base their evaluation on:
1. Interactive rounds with assigned residents and attending staff.
2. Standard Clinical Evaluation Form
NARRATIVE DESCRIPTION

The student will spend two weeks with the assigned preceptor. Dr Balouch is the coordinator of this course. This subspecialty elective is both inpatient and outpatient based. The students will assist the preceptors in evaluation of the gastroenterology patient consults in the hospital, and may also spend time in the outpatient office seeing patients and learning about the management and diagnosis of common outpatient GI problems. The students will assist in performing a physical exam and formulate a treatment plan based on the patient's history, physical, and psychosocial issues. In addition, the students will also observe and assist their preceptors in the performance of common GI procedures such as colonoscopy, sigmoidoscopy, and EGD. During the course of the rotation, the students are expected to identify the common indications and contraindications to these commonly performed procedures.

OBJECTIVES

Upon completion of this elective, the student will be able to:
1. Obtain, document and present an appropriate medical history that differentiates among the various causes of gastrointestinal bleeding including gastritis, varices, colon cancer and diverticulosis etc.
2. Perform an appropriate physical exam to establish the diagnosis and severity of a patient presenting with abdominal pain.
3. Define and describe the indications for sigmoidoscopy, barium enema, and colonoscopy, including the identification of individuals at risk for colon cancer.
4. Describe key illness present in the outpatient GI clinic such as irritable bowel syndrome, inflammatory bowel disease, and peptic ulcer disease
5. Identify patients at high risk of developing hepatitis infection and determine when to initiate medical therapy for patients with chronic hepatitis.

METHOD OF EVALUATION

The faculty will base their evaluation on:
1. Students will be given feedback by the inpatient attending based upon the performance of the above tasks.
2. A composite evaluation of the faculty will be prepared by the course director and using the Standard Clinical Evaluation Evaluation Form.
NARRATIVE DESCRIPTION

The student will spend two weeks with Dr Lindahl. The student will make inpatient rounds with the geriatrics team Monday through Friday and attend team based learning sessions with the house staff and other learners (e.g. – APN students). One half day session may be available for nursing home rounds. One half day each week will be in attendance at an outpatient geriatric consult clinic to include family discussions and interdisciplinary approach to management of the geriatric patient. The student will be expected to attend M3 lectures and Department of Medicine conferences (e.g. – morning report and noon conference).

OBJECTIVES

Upon completion of this elective, the student will be able to:
1. Take a history from a geriatric patient with special emphasis on physical and mental functioning
2. Perform a mental status exam to evaluate confusion and/or memory loss in an elderly patient
3. Identify patients at high risk for falling
4. Discuss the appropriate evaluation for persons presenting with a probable dementia
5. Describe key illness in the elderly like incontinence, osteoporous, introgensis, urinary tract infection, depression, acute abdomen and thyroid disease, focusing on their often atypical presentation
6. Demonstrate respect to the older patients and make efforts to preserve their dignity
7. Discuss roles of multidisciplinary team members in the care of older patients
8. Demonstrate self-awareness of personal attitudes toward aging and death
9. Demonstrate knowledge of psychosocial issues facing older patients (elder abuse and neglect, home safety, community resources, alternative living situations).

METHOD OF EVALUATION

The faculty will base their evaluation on:
1. The student skills will be assessed primarily by the attending physician based on the performance of the above tasks.
NARRATIVE DESCRIPTION

The student will evaluate and assist in the management and treatment of patients with hematologic or oncologic diseases. The student will spend time both in the office setting and in the hospital so as to achieve a balanced view of the care of the oncology patient, likely 1 week in each location. Exposure will be provided in the interpretation of bone marrow aspirations and biopsies. Approaches to the care of the terminally ill patient and the chronically ill patient in pain will also be stressed.

OBJECTIVES

Upon completion of this elective, the student will be able to:

1. Identify the approach to the diagnosis and treatment of hematologic and oncologic diseases.
2. Recognize the concepts of correct approaches to the care of the terminally and chronically ill patient.

METHOD OF EVALUATION

The faculty will base their evaluation on:

1. Student’s level of competence will be ascertained by daily contact with the attending physician and during ward rounds, lectures, and conferences.
NARRATIVE DESCRIPTION

The student will spend two weeks with an assigned preceptor. Dr Lin is the coordinator of this course. This subspecialty elective is largely inpatient based, but will also have an outpatient component. The students will assist the preceptors in evaluation of the Infectious Disease consults in the hospital and also spend time in the outpatient office (both ID clinics and HIV clinics) observing preceptors and participating in patient care. The students will assist in performing a physical exam and formulating a treatment plan based on the patient’s history, physical, and psychosocial issues. During their experience at the HIV clinic, the students should be able to identify community resources available for the care of AIDS patients. The students need to be sensitive to the bioethical and social issues concerning patient confidentiality of HIV infection and maintain a non-judgmental attitude.

LEARNING GOALS and OBJECTIVES

Upon completion of this elective, the student will be able to:

1. Obtain, document and present an appropriate history and physical examination that differentiates the etiology in a patient presenting with fever.
2. Describe and discuss the clinical approach to the diagnosis and management of skin and soft tissue infection.
3. Identify the common clinical manifestations of infective endocarditis
4. Identify and describe the appropriate antibiotics in the management of various infections (infective endocarditis, meningitis and pneumonia)
5. Describe signs and symptoms of HIV-related opportunistic infections and HIV-related malignancies
6. Develop a treatment plan for patients with HIV infections including antiviral therapy, prophylactic therapy against opportunistic infections.

METHOD OF EVALUATION

The faculty will base their evaluation on:

1. Daily contact with the infectious disease attending physician during rounds, lectures, and conferences.
NARRATIVE DESCRIPTION

The student will spend two weeks with an assigned preceptor. Dr Horinek is the coordinator of this course. The student will round with the nephrologist on the consult service at SFMC. This subspecialty elective is inpatient based, with potential for outpatient upon discussion with the preceptor. The students will assist the preceptors in rounding on established nephrology patients, as well as assisting in the evaluation of the nephrology consults in the hospital. The students will also participate in dialysis rounds and nephrology didactics as they are offered.

OBJECTIVES

Upon completion of this elective, the student will be able to:
1. Obtain, document and present an appropriate history and physical examination that differentiates the etiology in a patient presenting with acute renal failure.
2. Describe and discuss the clinical approach to the diagnosis and management of acute kidney injury and chronic kidney disease
3. Identify the common clinical manifestations of uremia
4. Identify and describe the appropriate medical management of patients with ESRD on dialysis
5. Develop a diagnostic approach and treatment plan for patients with proteinuria
6. Develop a diagnostic approach and treatment plan for patients with hematuria

METHOD OF EVALUATION

The faculty will base their evaluation on:
1. Qualitative evaluation by the attending nephrologist during and after the rotation.
## M3 OUTPATIENT - SAINT FRANCIS MEDICAL CENTER and VARIOUS OTHER LOCATIONS (ELEC 324)

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<th>Coordinator</th>
<th>Prerequisites</th>
<th>Locations</th>
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<tr>
<td>Department of Medicine 530 NE Glen Oak Avenue Peoria Illinois -61637</td>
<td>Jenny Doerr <a href="mailto:jdoerr@uic.edu">jdoerr@uic.edu</a></td>
<td>None</td>
<td>Please See Attached</td>
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<th>Dates Not Available</th>
<th>Duration in Weeks:</th>
<th>Hours/Week</th>
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</thead>
<tbody>
<tr>
<td>Blocks 3b – 12b, except Winter Break</td>
<td>Blocks 1a-3a Winter Break</td>
<td>2</td>
<td>30-40 hours per week</td>
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<tr>
<th>Lectures/Seminars</th>
<th>Lab</th>
<th>Outpatient</th>
<th>Inpatient</th>
</tr>
</thead>
<tbody>
<tr>
<td>See attached</td>
<td>May involve outpatient lab observation experience as directed by the preceptor</td>
<td>All</td>
<td>No</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>House Staff</th>
<th>Night Call</th>
<th>Weekends</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
<td>0-1 weekend day depending on the needs of the preceptor</td>
<td>1</td>
</tr>
</tbody>
</table>

**Not in Optimizer**

## NARRATIVE DESCRIPTION

Welcome to the outpatient practice of medicine! Not long ago, it was routine to admit patients with new onset diabetes or hypertension, abdominal pain, change in bowel habits or many other common medical problems. Today, many such patients are evaluated, referred for testing and treated without ever seeing a hospital bed. Physicians in practice have easily adjusted to this change. But, our educational system for medical students is lagging behind. While much can be learned from sick, complicated hospitalized patients, students on an inpatient rotation never see many day to day common medical problems. During the Medicine Outpatient Experience, as a student, you will have a chance to evaluate varied common medical problems. You will also get multiple opportunities to see how complex medical problems interact with each other and how they are managed comprehensively in an outpatient setting. This will complement and build your skills needed on the inpatient rotation as well as help you build skills for future use necessary to work in an outpatient practice.

### OBJECTIVES:

Upon completion of this elective, the student will be able to:

1. Practice patient-centered care, and demonstrate understanding of the value of comprehensive care
2. Develop the skills necessary to obtain pertinent information from all parts of history and refine interview and communication skills
3. Develop the clinical reasoning skills and therapeutic strategies in the management of common ambulatory illnesses
4. Present a case in an organized, clear and time efficient manner in keeping with the time constraints of an ambulatory office
5. If applicable, discuss the procedure, indications, contraindications and complications of the common ambulatory procedures
6. Develop and refine knowledge of the common outpatient medical problems such as hypertension, diabetes Mellitus, joint pain, cough and cancer screening
7. Recognize importance of health maintenance, immunization, healthy lifestyle, healthy eating, smoking cessation and preventive care in patients and help provide counseling to patients on these issues
8. Participate in care of patients at various sites or offsite where care is provided by the sponsoring office
9. Collaborate effectively with members of health care team, staff, nurses and other health care professionals

### METHOD OF EVALUATION:

The faculty will complete an evaluation form on each student who rotates through them. Preceptor will base their evaluation on:

1. Review of histories and physical examinations done by the student.
2. Daily contact with preceptor and making an organized presentation for the patients seen.
3. Based on demonstrated medical knowledge and ability to build a differential diagnoses.
4. Based on student's ability to approach a particular problem.
5. Based on students understanding of basic medical concepts and ability to apply that on the patient population encountered.
6. Based on students communication skills with patients and staff and timely completion of given tasks.
7. Student's professional interaction with patient, their families, nurses and other staff members.
8. Using standard Clinical Evaluation Form which will be sent to the preceptor electronically through e-value.
## Mock Schedule Week 1 and Week 2 Illustrated

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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<tbody>
<tr>
<td></td>
<td>Continuity clinic with community preceptor</td>
<td>Continuity clinic with community preceptor</td>
<td>Continuity clinic with community preceptor</td>
<td>Continuity clinic with community preceptor</td>
<td>Continuity clinic with community preceptor</td>
<td>Weekend off</td>
<td>Weekend Off</td>
</tr>
<tr>
<td></td>
<td>Morning report Lecture with Dr Luetkemeyer at OSF North Building</td>
<td>Continuity clinic with community preceptor</td>
<td>Continuity clinic with community preceptor</td>
<td>Continuity clinic with community preceptor</td>
<td>Continuity clinic with community preceptor</td>
<td>Weekend Off</td>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continuity clinic at Heartland preceptor or SOAR resident</td>
<td>Continuity clinic at Heartland preceptor or SOAR resident</td>
<td>Continuity clinic at Heartland or OSF CARE-A-VAN</td>
<td>Continuity clinic at Heartland or Psychiatry didactic/clinic</td>
<td>Continuity clinic or Procedure Clinic or weekly article Presentation</td>
<td>Weekend off</td>
<td>Weekend Off</td>
</tr>
<tr>
<td></td>
<td>Morning report Lecture with Dr Luetkemeyer at OSF North Building</td>
<td>Continuity clinic at Heartland preceptor or SOAR resident or Didactics or epic inbox management</td>
<td>Continuity clinic at Heartland preceptor or geriatrics clinic</td>
<td>Continuity clinic at Heartland preceptor or SOAR resident or didactics</td>
<td>Continuity clinic at Heartland preceptor or SOAR resident or Didactics</td>
<td>Weekend Off</td>
<td>Weekend Off</td>
</tr>
</tbody>
</table>

### Outpatient Rotation

- All Clinic Assignments with no housing are scheduled for Monday Mornings (exceptions noted) and full day shifts Tuesday – Friday. For most clinic assignments, be prepared to drive daily!

- Your attendance at every Monday afternoon lecture is mandatory while you are on Outpatient Rotation, regardless of Clinic Assignment.
M3 PULMONARY CONSULT SERVICE –
SAINT FRANCIS MEDICAL CENTER / UNITY POINT-METHODIST
(ELEC 360)

<table>
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<th>Address</th>
<th>Coordinator</th>
<th>Prerequisites</th>
<th>Location</th>
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<tbody>
<tr>
<td>530 NE Glen Oak</td>
<td>Jenny Doerr</td>
<td>None</td>
<td>SFMC</td>
</tr>
<tr>
<td>Peoria, IL 61603</td>
<td><a href="mailto:jjdoerr@uic.edu">jjdoerr@uic.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>309-655-7257</td>
<td></td>
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<table>
<thead>
<tr>
<th>Course Directors:</th>
</tr>
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<tbody>
<tr>
<td>OSF</td>
</tr>
<tr>
<td>Deepak Taneja, MD</td>
</tr>
<tr>
<td>UNITY POINT-METHODIST</td>
</tr>
<tr>
<td>Kishore Karamchandani, MD</td>
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<th>Duration in Weeks</th>
<th>Hours/Week</th>
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<tbody>
<tr>
<td>All except Winter Break</td>
<td>Winter Break</td>
<td>2</td>
<td>40</td>
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<th>Inpatient</th>
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<th>Weekends</th>
<th>No. of Students</th>
</tr>
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<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>1</td>
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</table>

NARRATIVE DESCRIPTION

The student will work closely with the pulmonary medicine attending and, when available, the resident on the pulmonary service. The student will take an active role in the consultation, evaluation and management of inpatients with a wide variety of pulmonary diseases. The student will obtain proficiency in a pulmonary history and physical examination and be able to formulate a diagnostic and therapeutic plan. Ventilator management and care of intensive care unit patients will be stressed. Basic pulmonary physiology, arterial blood gas analysis, respiratory therapy modalities and pulmonary function testing will be taught.

OBJECTIVES

Upon completion of this elective, the student will be able to:
1. Obtain a pulmonary disease history and perform a pulmonary evaluation.
2. Recognize pulmonary physiology and arterial blood gas analysis.
3. Identify the various modalities of respiratory therapy.

METHOD OF EVALUATION

The faculty will base their evaluation on:
1. Contact with the pulmonary physician, APN and resident on the consult service.
SURVEY OF MEDICAL INFORMATICS  
(ELEC 156)

<table>
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<tr>
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<th>Coordinators</th>
<th>Prerequisites</th>
<th>Course Directors</th>
<th>Location</th>
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<tr>
<td>UICOM</td>
<td>Jenny Doerr</td>
<td>Passing of Step One exam</td>
<td>Emily Johnson, MLIS</td>
<td>Peoria, IL</td>
</tr>
<tr>
<td>One Illini Drive</td>
<td>Jackie Lewis</td>
<td>&amp; completion of one Phase 2 clinical clerkship</td>
<td>Carmen Howard, MSLS</td>
<td></td>
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<tr>
<td>Peoria, IL</td>
<td></td>
<td></td>
<td>Deborah Lauseng, AMLS</td>
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<th>Hours/Week</th>
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<td>Blocks 7b – 8a</td>
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<th>Inpatient</th>
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<th>Night Call</th>
<th>Weekends</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td></td>
<td>3 per 2-week session</td>
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NARRATIVE DESCRIPTION

Medical informatics is an interdisciplinary field that deals with resources, devices, and formalized methods for optimizing the storage, retrieval, and management of biomedical information. This course surveys information resources and management tools using a variety of instructional methods including online lectures/seminars, readings, and assessments. Assessment mechanisms include quizzes, short essays, hands-on exercises, and reflective writing. Assignments are designed to build informatics skills and for students to reflect and synthesize the impact informatics will have on their future career. This course is an asynchronous online course best suited to self-directed learners. The goal is to prepare the student for success in residency and practice by providing a foundation in medical informatics.

OBJECTIVES

Upon completion of this elective, the student will be able to:

1. Define Medical Informatics and explain its component competencies as they relate to various roles in the practice of medicine, including clinical care, research, and lifelong learning.
2. Retrieve, appraise, and apply medical information for clinical decision-making and patient education using a variety of decision support tools and other information resources.
3. Discuss the impact of the electronic health record, government systems/resources, and “big data” on patient care, biomedical research, and practice management.
4. Define health literacy concepts and utilize them in patient education and communication.
5. Develop a personal information management plan that demonstrates basic knowledge of information technologies, tools, and resources.

METHOD OF EVALUATION

The faculty will base their evaluation on:

1. Class participation.
2. Course quizzes, short essays, hands-on exercises, and reflective writing
3. Timely completion of the elective

REQUIRED READING

Readings are available on the Blackboard course site
Department of Obstetrics & Gynecology
GYNECOLOGIC ONCOLOGY  
(ELEC 638)

<table>
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<th>Address</th>
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<th>Prerequisites</th>
<th>Location</th>
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<tbody>
<tr>
<td>SFMC</td>
<td>Lauren Keeton</td>
<td>Completion of Phase 2 OB/Gyn Clerkship</td>
<td>SFMC Occasionally MMCI</td>
</tr>
<tr>
<td>Occasionally MMCI</td>
<td>309-624-5592</td>
<td><a href="mailto:Keeton2@uic.edu">Keeton2@uic.edu</a></td>
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<td>Yes</td>
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<tbody>
<tr>
<td>Ob/Gyn</td>
<td>No</td>
<td>Yes</td>
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Not in Optimizer.

NARRATVE DESCRIPTION

The student will be exposed to both the outpatient and inpatient management of the patient with dysplastic and malignant gynecological disorders. The student will work directly with a sub specialist in gynecologic oncology. The medical student will become an integral part of the team performing in a role as a sub-intern.

OBJECTIVES

Upon completion of this elective, the student will be able to:
1. Obtain a comprehensive history and physical from the gynecologic oncology patient.
2. Discuss the differential diagnosis of premalignant and malignant disorders of women.
3. Describe the appropriate use of diagnostic testing in the evaluation of the gynecologic oncology patient.
4. Describe the pre-operative and post-operative management of patients undergoing gynecologic procedures for premalignant and malignant conditions.
5. Discuss the different modalities of therapy available for the treatment of gynecological malignancies including surgery, radiation and/or chemotherapy.
6. Observe surgeries performed by the gynecologic oncology attendings.
7. Attend the outpatient office of gynecologic oncology attendings.

EXPECTATIONS OF THE STUDENT

The student is expected to:
1. Perform all of the assigned duties.
2. Attend Grand Rounds on Thursday mornings.
3. See all of the assigned patients on a daily basis and write comprehensive SOAP notes.
4. Have all pertinent information about the assigned patients readily available.
5. Actively participate in the management of the patient.
6. Perform literature reviews as requested for presentations.
7. Coordinate the total care of the gynecologic oncology patient.

EDUCATIONAL OPPORTUNITIES

1. Morning Report – The residents meet daily from 0645 to 0715 hours. They discuss various topics in obstetrics and gynecology. This conference is required for the medical student.
2. Daily Patient Rounds – The student is required to attend and participate in daily patient rounds. The time of patient rounds is variable. This will be under the direction of the resident.
3. Grand Rounds – The student is required to attend the weekly Grand Rounds. This conference will be held every Thursday (except July and August) at 0800 hours.
4. Resident and Student Lectures – There are opportunities for formal didactics during the rotation.

REQUIRED READING

As assigned by the resident and/or attending physician.

Reference Text: Clinical Gynecologic Oncology, Disaia.
STUDENT EVALUATION

The grade assigned to the student will be a compilation of input from faculty and residents. Direct observation will be required. The components will include:

1. Communication with patients.
2. Sensitivity to the needs of the gynecologic oncology patient.
3. Wilingness to ask for help.
4. Motivation and interest in the subspecialty.
5. Ability to obtain an Ob/Gyn history and perform an Ob/Gyn physical examination.
7. Demonstration of knowledge base in gynecology and oncology.
8. Independence in patient management decisions.

A final grade will be issued to the Academic Affairs office on a Standard Clinical Form of the University of Illinois College of Medicine at Peoria.
MATERNAL-FETAL MEDICINE  
(ELEC 637)  

<table>
<thead>
<tr>
<th>Address</th>
<th>Coordinator</th>
<th>Prerequisites</th>
<th>Location</th>
</tr>
</thead>
</table>
| 530 N.E. Glen Oak | Lauren Keeton  
309-624-5592  
Keeton2@uic.edu | Completion of Phase 2 OB/Gyn Clerkship | SFMC |

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<th>Duration in Weeks</th>
<th>Hours/Week</th>
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| Selected months  
(subject to prior approval of faculty) | Winter Break  
Blocks 9-10 | 2 | 50 |

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<td>Yes</td>
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<th>Night Call</th>
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<tbody>
<tr>
<td>Ob/Gyn</td>
<td>Optional</td>
<td>If desired</td>
<td>1</td>
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Not in Optimizer.

NARRATIVE DESCRIPTION

The student will work directly with obstetric residents and three subspecialists in Maternal-Fetal Medicine. Learning opportunities will come from a busy, high-risk obstetric service that includes over 300 maternal transports per year from outlying hospitals, a high-risk obstetric clinic, formal teaching sessions two times per week, weekly perinatology conference, daily rounds with faculty, and an active fetal ultrasonography service. The student will be responsible for initial work-up, daily patient rounds, and assistance with delivery of pregnant patients with a wide range of medical and obstetrical complications.

OBJECTIVES

Upon completion of this elective, the student will be able to:
1. Describe obstetric risk factors, medical problems of the high-risk mother and fetus, and appropriate clinical management.
2. Describe appropriate use of the following technologies in the management of the high-risk pregnancy: electronic fetal monitoring, ultrasound, and non-invasive fetal evaluation.

METHOD OF EVALUATION

The faculty will base their evaluation on:
1. Input from faculty and residents working with student. Written evaluation discussed with student.

REQUIRED READINGS

As assigned.  

---
Department of Pediatrics
NARRATIVE DESCRIPTION

Child Abuse Pediatricians are specialists trained in the evaluation of cases of suspected child abuse and neglect, as well as education of others in the field. The increase in literature surrounding child abuse and neglect has increased dramatically, with journals devoted specifically to the topic. Despite this increased knowledge surrounding child abuse and neglect, the education of medical students and physicians regarding the topic is limited. In order for physicians to be able to provide quality evaluation services without access to academic centers where most child abuse pediatricians practice, education for physicians is crucial. The first place to begin the education for physicians is at the medical student level. This elective will provide an overview of child maltreatment including physical abuse, sexual abuse and neglect for the medical student.

OBJECTIVES

At the end of this rotation, the student will be able to:
1. Student will recognize common presentations of child physical abuse and neglect.
2. Student will understand they are required to report suspected abuse and the mechanism for doing so.
4. Discuss how child maltreatment and adverse child experiences affect long-term health outcomes.

METHOD OF EVALUATION

M4 standardized evaluation form completed by attending faculty based on the participation in clinic, (and/or other methods of eval)

REQUIRED READING

Suggested Reading list with multiple articles related to child maltreatment will be provided electronically at the start of the rotation.
Welcome to Well Baby. This is your opportunity to become proficient in the examination of the newborn and management of the common questions and problems that come up in clinical practice.

At the end of this rotation, the student will be familiar with these goals and objectives:

**GOAL 1: Physical Exam**
Understand how to perform newborn exam.

**GOAL 2: Transition**
Understand the importance of the transition period and the red flags for significant illness

**GOAL 3: Preventive medicine**
Understand the rational for routine prophylaxis in the neonate.

**GOAL 4: Blood Group Incompatibility and Jaundice**
Understand the differential diagnosis for jaundice and the relative risks of kernicterus.

**GOAL 5: Maternal VDRL/RPR**
Understand the evaluation and treatment for infants of VDRL/RPR positive mothers.

**GOAL 6: Maternal HSV**
Understand the management of infants at risk for neonatal HSV.

**GOAL 7: Maternal HIV**
Understand the necessary precautions, evaluation, and follow up required for infants born to HIV positive mothers.

**GOAL 8: Varicella**
Understand the relative risks and management of neonates exposed to varicella

**GOAL 9: Social Risk Factors**
Understand red flags in the social history and their implications.

**GOAL 10: Hypoglycemia**
Understand rationale for screening and management of hypoglycemic newborns.

**GOAL 11: Screening HCT**
Understand normal parameters for newborn Hct and CBC.

**GOAL 12: Nutrition**
Understand how to manage breast and bottle feeding in the newborn.

**GOAL 13: Voiding and Stooling**
Understand normal time parameters for first void and stool and the medical implications when these parameters are exceeded.

**GOAL 14: Newborn Screening**
Understand the rationale for performing newborn screens.

**GOAL 15: Circumcisions**
Understand the risks, indications, and contraindication for circumcision.

**GOAL 16: Discharge Planning**
Understand criteria for early discharge and provide appropriate follow up.

**GOAL 17: Common Conditions and Symptoms of the Newborn**
Understand the importance and approach to the evaluation of infants who become symptomatic after the transition period or any other potential issue of parental importance.

**GOAL 18: Identification of "At Risk" Infants**

**GOAL 19: Knowledge of Prenatal Labs/Tests**

**The Bottom Line**
Know the normal ranges of vital signs, stooling / voiding
Perform a complete, careful physical examination, differentiate "sick" from "well"
Know the common rashes, birthmarks, reflexes

**METHOD OF EVALUATION**
M4 standardized evaluation through MedHubE Value, completed by attending based on the participation in Newborn Nursery morning rounds and daily activity. M4 students will also complete an evaluation for the attending and the rotation.
**PEDIATRIC HEMATOLOGY**  
(ELEC 651.1)

<table>
<thead>
<tr>
<th><strong>Address</strong></th>
<th><strong>Coordinator</strong></th>
<th><strong>Prerequisites</strong></th>
<th><strong>Location</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bleeding &amp; Clotting Disorders Institute (BCDI) 9128 N. Lindberg Dr. Peoria, IL 61615 309-692-5337</td>
<td>April Day 309-655-7999 <a href="mailto:aaday1@uic.edu">aaday1@uic.edu</a></td>
<td>None</td>
<td>Clinic: BCDI and regional outreach clinics Inpatient: SFMC, CHOI</td>
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<table>
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<th><strong>Dates Not Available</strong></th>
<th><strong>Duration in Weeks</strong></th>
<th><strong>Hours/Week</strong></th>
</tr>
</thead>
<tbody>
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<th><strong>Outpatient</strong></th>
<th><strong>Inpatient</strong></th>
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<td>Yes</td>
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<tr>
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<th><strong>Night Call</strong></th>
<th><strong>Weekends</strong></th>
<th><strong>No. of Students</strong></th>
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<tbody>
<tr>
<td>Varies</td>
<td>Yes</td>
<td>Yes</td>
<td>1</td>
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</table>

**NARRATIVE DESCRIPTION**

During this rotation, the student will have the opportunity to follow patients in both the inpatient and outpatient setting, while under the supervision of a Pediatric Hematologist/Oncologist. The student will become acquainted with the fundamentals of pediatric hematology, with an emphasis on developing a working knowledge of hemostatic and thrombotic diseases. The student will attend weekly conference/meetings, including Pediatric Grand Rounds and outpatient BCDI clinical meetings. Orientation to BCDI will take place on the first weekday of the rotation. The student will participate in outpatient clinics at BCDI and/or regional outreach clinics. Additionally, students are encouraged to further study a hematologic topic of their interest, and a brief oral presentation on this topic is requested at the completion of the rotation.

**OBJECTIVES**

1. To acquaint the senior medical student with the fundamentals of hemostasis, thrombosis, and classical hematology.
2. To acquaint the senior medical student with common and uncommon congenital hemostatic and thrombotic diseases of children/young adults.
3. To acquaint the senior medical student with common and uncommon acquired hemostatic and thrombotic and other nonmalignant diseases of children/young adults.
4. To acquaint the senior medical student with the hematologic manifestations of systemic disease states.
5. To acquaint the senior medical student with therapeutic interventions for thrombotic diseases and coagulation defects.
6. To augment the student’s ability to assimilate history, physical exam findings, and laboratory analysis in the evaluation of hemostatic, thrombotic, and nonmalignant disorders.
7. To enhance the student’s critical thinking of commonly ordered laboratory testing (such as CBC, coagulation profiles) and specific hemostatic and thrombotic testing.
8. To enhance the student’s ability to develop a management plan for pediatric patients with chronic or acute hematologic and thrombotic disorders.
9. To introduce the senior medical student to clinical research.
10. To understand the working of providing integrated care though a hemophilia treatment center.

**METHOD OF EVALUATION**

Assessment will be made by Drs. Tarantino, Roberts, and/or Jesudas during clinics, interactions, performance and didactic sessions. The standard M-4 Clinical Evaluation form will be completed.

**REQUIRED READING**

Selected readings from various medical journals to be provided by the Course Director.
**Please note that the inpatient and outpatient rotations are separate unless specifically requested.**

NARRATIVE DESCRIPTION

Under the supervision of the Pediatric Hematologists/Oncologists, the rotating student will receive an intensive exposure to the principles and practice of clinical hematology and oncology. Students participating in the outpatient rotation will participate in the general Pediatric Hematology and Oncology Clinics, seeing new patients and selected returning patients, and will follow these patients through their diagnosis and/or treatment. The student also will participate in the Hemoglobinopathy Clinic. Students rotating on the inpatient unit will participate in the evaluation and management of inpatients referred for diagnosis and/or treatment of hematologic and oncologic problems. Students are welcome to develop a research project during the rotation under the supervision of the hematology-oncology staff.

OBJECTIVES

Patient Care
The goals of this rotation are to provide the student with skills that enable him/her to:
1. Manage patients with common hematologic and oncologic problems.
2. Identify when subspecialty assistance for these problems is appropriate.
3. Function as a member of the multi-disciplinary team to optimize patient care.
4. Evaluate and support a patient with a malignancy in all phases of their disease.

Medical Knowledge
The goals of this rotation are to expose the student to a wide variety of hematologic and oncologic diseases through patient contact, case discussions, lectures, and self-directed study.

Practice-Based Learning
The goals of this rotation are to allow the student to
1. Be exposed to a wide variety of hematologic and oncologic diseases through patient contact, case discussions, lectures, and self-directed individual readings.
2. Conduct literature searches and be encouraged to write articles on appropriate patient cases or medical topics.

Interpersonal and Communication Skills
The rotating student will be trained in
1. Collaborating with members of the multi-disciplinary team while caring for children with chronic blood disorders or malignant conditions.
2. Guiding primary care physicians.
3. Consulting physicians and health care professionals as needed
4. Maintain comprehensive, timely and legible records.

Professionalism
Includes
1. Completion of appointed patient care duties.
2. Complete and timely documentation in the medical records.
3. Demonstration of compassion and respect for both team members and patients.
4. Respect patient privacy and autonomy.
5. Demonstrate accountability to both patients and team members.
6. Demonstrate sensitivity to diverse cultural backgrounds.
Systems-Based Practice
While providing care for children with hematologic and oncologic disorders, residents are expected to:

1. Work effectively in both/either the inpatient (CHOI) and outpatient (St. Jude Midwest Affiliate Clinic) settings, depending on the assigned rotation.
2. Coordinate patient care between the two settings by interaction with specialty attendings and the inpatient resident team.
3. Advocate for quality patient care
4. Incorporate consideration of cost awareness and risk-benefit analysis while caring for this specialized patient population.
5. Work with the interdisciplinary team to ensure and enhance patient safety.
6. Participate in identifying system errors and developing solutions for these errors.

METHOD OF EVALUATION

The faculty will base their evaluation on:
1. Clinical skills.
2. Analysis of clinical data.

Students are required to perform histories and physicals on their patients. Each patient should be thoroughly presented to the attending physician and an accurate, comprehensive daily note should be written on each patient.

REQUIRED READING:

Students will be directed to suitable text books and papers to read during their rotation. During the outpatient rotation, and as requested during the inpatient rotation, the rotation coordinator can load reading materials onto each student’s USB. Please also refer to the curriculum for helpful pearls and protocols to guide students through the rotation.
Department of Physical & Rehabilitation Medicine
REHABILITATION MEDICINE
(ELEC 658)

Course Director
Lisa Snyder, M.D.

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<th>Location</th>
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<td>Tammy Livingston</td>
<td>Completion of Phase 1</td>
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<tr>
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<td>309-671-8412</td>
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<tr>
<td></td>
<td><a href="mailto:tlliving@uic.edu">tlliving@uic.edu</a></td>
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*NARRATIVE DESCRIPTION*

Designed to provide the student with the necessary clinical facilities, patient exposure and professional supervision, to learn the basic principles of evaluation and treatment of physical disabilities and pain management. Clinical experience includes the various neuromuscular disabilities such as stroke, spinal cord injuries, demyelinating diseases, brain injury, muscular dystrophies, etc., various arthritides, amputations, automotive and industrial injuries, cerebral palsy, developmental disorders, etc., in adults as well as pediatric and geriatric patients. Emphasis will be given to the comprehensive multisystem approach to the medical management of severe disabilities, to the use of the rehabilitation team in programming physical, psychological, social and vocational therapeutic objectives, and to learn the basic principles of prescribing physical agents, prostheses, orthoses and assistive devices.

**OBJECTIVES**

Upon completion of this elective, the student will be able to:

1. Describe the methods and skills used in the total evaluation of physical disabilities and pain management.
2. Identify the principles of prescribing physical modalities and other rehabilitation procedures in the total management of neuromuscular disabilities.
3. Participate with other allied rehabilitation professionals in the team management of rehabilitation patients.

**METHOD OF EVALUATION**

The faculty will base their evaluation on:

1. Daily meetings with the attending faculty member, in which the student's knowledge and skills in the clinical work-up, diagnosis and treatment planning can be assessed.
2. Completion of Standard Clinical Evaluation Form by preceptor with input from faculty.
Department of Radiology
INTRODUCTION TO RADIATION ONCOLOGY  
(ELEC 825)

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<tr>
<td>Dept. of Radiology UICOMP</td>
<td>Deanna Silotto 309-655-3230 <a href="mailto:dsilotto@uic.edu">dsilotto@uic.edu</a></td>
<td>Completion of six months of Phase 2 and Surgery Clerkship</td>
<td>Rad. Oncology OSF SFMC</td>
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**NARRATIVE DESCRIPTION**

The course provides a broad-based introduction to oncology. The student will see in-patients at Saint Francis Medical Center and review characteristic tumor gross and microscopic pathology specimens and radiographic case studies. Students will also see outpatient oncology patients in the Radiation Oncology Department at Saint Francis. The elective can be tailored to the student's interests and career plans.

The student will also attend a series of tumor boards. The student's grade will be based on the student's grasp of the fundamentals of staging of cancer, the appropriate diagnostic work-up for each given tumor site, and appreciate that multi-modality management that should occur in modern cancer therapy.

Specific sessions will have required attendance:

1. Tumor Board Conferences as assigned.
2. Physics and Treatment Planning work sessions.
4. Radiation treatment delivery sessions.

**OBJECTIVES**  
Upon completion of this elective, the student will be able to:

1. Understand the clinical behavior of common cancers.
2. Describe the multi-modality management of cancer by disease site including initial cancer evaluation and ultimate treatment based on the results of staging.
3. Distinguish the fields of surgical, medical, and radiation oncology and their role in common malignancies.

**METHOD OF EVALUATION**  
The faculty will base their evaluation on:

1. Interaction in the clinical settings between the clinicians and the student.
2. Attendance at tumor boards.
3. Completion of Standard Clinical Evaluation Form by preceptor and discussion with student, if warranted.
4. Have an appreciation for cancer control methods.

**REQUIRED READING**

Readings will be tailored to individual student interests and career plans.
# Medical Imaging (ELEC 361)

| **Address** | Dept. of Radiology UICOMP |
| **Coordinator** | Deanna Silotto  
309-655-3230  
dsilotto@uic.edu |
| **Prerequisites** | Completion of Phase 1 |
| **Location** | OSF SFMC  
UICOMP |
| **Dates Available** | Blocks 3a – 7b, 9b – 12b |
| **Dates Not Available** | Blocks 1a-2b, 8a-9a  
Fall Break  
Winter Break |
| **Duration in Weeks** | 2 |
| **Hours/Week** | 40 |
| **Lectures/Seminars** | Yes |
| **Lab** | No |
| **Outpatient** | Yes |
| **Inpatient** | Yes |
| **House Staff** | Yes  
(Residents and Fellows) |
| **Night Call** | No |
| **Weekends** | No |
| **No. of Students** | 1-5 |

**NARRATIVE DESCRIPTION**

This is a two week M3 elective in basic medical imaging. Students will study and review images with residents, fellows, and attendings. Attendance at radiology resident meetings will be mandatory. This elective will require a five to ten minute case presentation on Monday of the second week.

**OBJECTIVES**

At the end of this rotation, the student will be able to:
1. Perform basic reading of chest and abdomen films.
2. Describe the appropriate use of diagnostic radiological examinations and their applications in medicine.
3. Discuss the field of medical imaging and the types of evidence that radiologists use in formulating diagnoses.

**METHOD OF EVALUATION**

The faculty will base their evaluation on:
1. Completion of a 5-10 minute case presentation on Monday of the second week of the elective.
2. Attendance at meetings.
Department of Surgery
OPHTHALMOLOGY  
(ELEC 639.1)  
Course Director  
William I. Bond, M.D.

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<th>Address</th>
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| 6800 N. Knoxville, Peoria 725 S. 14th St., Pekin 309-692-2020 | Kathy Slater  
309-655-2383  
kjslater@uic.edu | Completion of Phase 1  
| OSF  
Pekin Hospital |

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Winter Break | 2-4               | 35          |

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*Students planning to take the four-week elective course must take this over four consecutive weeks. Exceptions to the consecutive limitation may be made on an individual basis.

NARRATIVE DESCRIPTION

The course will acquaint the student with the clinical practice of ophthalmology. The experience will center around outpatient private office care of patients and will include exposure to ocular surgery. The course is designed to prepare the student to diagnose common ocular disorders and recognize ocular manifestations of systemic disease. Emphasis will be placed on the differentiation of those conditions appropriately handled by the non-ophthalmologist from those requiring specialty care. The management of common eye disorders will be stressed. The course provides an opportunity to improve the skills of physical diagnosis of the visual system.

OBJECTIVES

Upon completion of this elective, the student will be able to:
1. Describe indicators of when to refer patients to an ophthalmologist.
2. Perform an orderly eye examination, including proper use of the ophthalmoscope.
3. Examine a patient with red eye and initiate management when appropriate.
4. Evaluate pupillary abnormalities.
5. Evaluate visual field abnormalities.
6. Detect and describe disorders of ocular motility and describe prevention and treatment of amblyopia.
7. Recognize the major types of glaucoma and describe their clinical presentation and treatment.
8. Write an accurate and thorough medical record in regards to ocular disease.
9. Demonstrate a professional and systematic approach in working with a patient with an ocular injury.

METHOD OF EVALUATION

The faculty will base their evaluation on:
1. Completeness, accuracy, and general quality of oral presentation and written documentation of history and physical and work-ups. Appraisal of oral presentations at conferences.
2. Technical skill.
3. Observation and assessment of interactions with professionals and patients.
4. Standard Clinical Evaluation Form will be reviewed with the student by the preceptor.

REQUIRED READING

Reading assignments will be made during the elective.

NOTE: CONTACT FOR ELECTIVE ASSIGNMENT

UICOM-P, Department of Surgery:  Kathy Slater (309) 655-2383.
The course will acquaint the student with the clinical practice of ophthalmology. The experience will center on outpatient private office care of patients and will include ocular surgery. The course is designed to prepare the student to diagnose common ocular disorders and recognize ocular manifestations of systemic disease. Emphasis will be placed on the differentiation of those conditions appropriately handled by the non-ophthalmologist from those patients requiring specialty care. The management of common eye disorders will be stressed. The course provides an opportunity to improve the skills of physical diagnosis of the visual system.

OBJECTIVES

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1. Describe indicators of when to refer patients to an ophthalmologist.
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5. Evaluate visual field abnormalities.
6. Detect and describe disorders of ocular motility and describe prevention and treatment of amblyopia.
7. Recognize the major types of glaucoma and describe their clinical presentation and treatment.
8. Demonstrate a professional and systematic approach in working with a patient with an ocular injury.

METHOD OF EVALUATION

The faculty will base their evaluation on:
1. Completeness, accuracy, and general quality of oral presentation and written documentation of history and physical and work-ups. Appraisal of oral presentations.
2. Technical skill.
3. Observation and assessment of interactions with professionals and patients.
4. Standard Clinical Evaluation Form may be reviewed with the student by the preceptor

REQUIRED READING

Reading assignments will be made during the elective.

NOTE: CONTACT FOR ELECTIVE ASSIGNMENT

UICOM-P, Department of Surgery: Kathy Slater (309) 655-2383.
NARRATIVE DESCRIPTION

Each student will be assigned to a service for a four-week period on a rotation basis during which time the student will develop knowledge and treatment skills of specific orthopedic medical conditions and problems. He/she will be responsible for assigned workup on the preceptor’s service, especially with regard to the presenting orthopedic condition. The student may assist in taking emergency call, not more than every third night, to insure adequate experience with trauma problems. Under faculty supervision, the student will perform procedures such as wound closure, reductions, cast application, etc. depending upon his/her level of competence. The student may also observe/assist in rehabilitation efforts at Great Plains Sports Medicine Rehabilitation Center and assist in rounds. At least four to six hours per day will be spent with the clinical preceptor. The content of the 4-week rotation is based on student preference and availability. Options are: Dr. Rashid (hand surgery) Monday through Wednesday, Dr. Below (sports orthopedics) Wednesday through Friday and Dr. Ramirez (shoulders, elbows, sports medicine) Wednesday through Friday.

OBJECTIVES

Upon completion of this elective, the student will be able to:
1. Describe indications for referral to an orthopedic service.
2. Understand pertinent anatomy of the musculoskeletal system.
3. Understand basic orthopedic terminology.
4. Demonstrate ability to perform standard orthopedic physical examination skills.
5. Learn orthopedic management of common musculoskeletal problems.
6. Demonstrate ability to assess common orthopedic problems radiographically.
7. Present orthopedic patients in a precise, cogent fashion.
9. Identify the basic principles of trauma management.
10. Under faculty or resident supervision, perform the following basic orthopedic procedures: wound closure, reductions, application of splints, casts, braces and appliances.

METHOD OF EVALUATION

The faculty will base their evaluation on:
1. Verbal interchange between student and preceptor.
2. Quality of history and physical examination and technical skills observed by the faculty while on the Orthopedic Service.
3. Appraisal of oral presentations.
4. Observation of interrelations with professionals and patients.
5. Final evaluation will be a discussion with student and completion of Standard Clinical Evaluation Form by preceptor(s).

REQUIRED READING

Reading assignments will be made during the elective and will be tailored to the students’ and preceptors’ interests. One informal clinical presentation is recommended.

NOTE: CONTACT FOR ELECTIVE ASSIGNMENT

UICOM-P, Department of Surgery: Kathy Slater (309) 655-2383.
NARRATIVE DESCRIPTION

Student responsibilities will include evaluation and management of patients in the office two days per week, participation in surgical procedures, and evening and weekend trauma cases occasionally.

The student will gain knowledge in treating acute and chronic hand and upper extremity problems, facial trauma, and reconstructive procedures of the head and neck, trunk, and extremities. The student will also participate in selected cosmetic surgery cases.

OBJECTIVES

Upon completion of this elective, the student will be able to:

1. Describe and discuss the concept of Functional Restoration.
2. Explain principles of assessment and management of plastic surgical problems.
3. Verbalize selection criteria for plastic surgery patients and treatment options.

METHOD OF EVALUATION

The faculty will base their evaluation on:

1. Fund of factual knowledge.
3. Ability to follow inpatients with an organized approach to inpatient care.
4. Ability to diagnose conditions seen in the office setting.

REQUIRED READINGS

Plastic Surgery by Grabb and Smith, (provided).

NOTE: CONTACT FOR ELECTIVE ASSIGNMENT

UICOM-P, Department of Surgery: Kathy Slater (309) 655-2383.
UROLOGY
(ELEC 683.1)

Course Director
Thomas Rashid, M.D.

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<td>OSF Medical Group – Urology Illinois Medical Center 1001 Main St., Ste. 400 Peoria IL 61606 309-208-6027</td>
<td>Kathy Slater 309-655-2383 <a href="mailto:kjslater@uic.edu">kjslater@uic.edu</a></td>
<td>Completion of Phase 1</td>
<td>Office, SFMC</td>
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<td>2-4 (4 weeks must be consecutive)</td>
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NARRATIVE DESCRIPTION

The course will acquaint the student with the practice of urology, including a significant amount of nephrology and general medicine. Basic surgery skills, as well as operative techniques, will be included. Outpatient office exposure will be an integral portion of the program. The experience will also include useful techniques in an outpatient surgery center. The course will prepare the student for primary care practice or as a prelude to the surgical subspecialties. If the student has a strong interest in surgery, additional instruction in basic surgery skills will be offered.

OBJECTIVES

Upon completion of this elective, the student will be able to:
1. Obtain a urological history and perform a urological physical examination.
2. Develop basic skills of seeing patients at the urological center.
3. Develop basic skills required for pre-operative and post-operative assessment.
4. Acquire technical expertise and develop technical skills at the surgery center.
5. Perform simple and difficult catheterizations.
6. Evaluate urological consultations.

METHOD OF EVALUATION

The faculty will base their evaluation on:
1. Ongoing observance of the student.
2. Completion of Standard Clinical Evaluation Form by preceptor and discussion with student.

REQUIRED READING

Reading assignments will be made during the elective.

NOTE: CONTACT FOR ELECTIVE ASSIGNMENT

UICOM-P, Department of Surgery: Kathy Slater (309) 655-2383.
**Course Director**
J. Banno, M.D.

**Address**
Midwest Urological Group
7309 N. Knoxville
Peoria, IL 61614
309-683-0680

**Coordinator**
Kathy Slater
309-655-2383
kjslater@uic.edu

**Prerequisites**
Completion of Phase 1 UnityPoint Orientation

**Location**
UPH

**Dates Available**
All year except as noted.

**Dates Not Available**
Blocks 1-3a
Winter Break

**Duration in Weeks**
2-4
(4 weeks must be consecutive)

**Hours/Week**
Per availability

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Not in Optimizer.

*Students planning to take the four-week elective course must take this over four consecutive weeks.*

**NARRATIVE DESCRIPTION**

This course is available to any student wishing to learn more about urology. Although a small sub-specialty, the field of urology includes the treatment of many conditions seen in clinical practice. Included in this field is the treatment of urinary tract infection. This course will include both medical and surgical treatment of urologic problems. The student will work closely with the attending urologists and their patients that are treated at the Methodist Medical Center. Teaching will be individualized on a patient-by-patient basis. While working with the urologist, the student will gain some hands-on experience with the anatomy, pathophysiology, treatment and prognosis of these illnesses.

**OBJECTIVES**
Upon completion of this elective, the student will be able to:

1. Recognize the anatomy and pathophysiology of the urinary tract and how it relates to urologic illnesses.
2. Administer general urologic examinations and identify special diagnostic techniques, including uroradiology, cistourethrogram, and urodynamic evaluations.
3. Describe neuromuscular dysfunction of the lower urinary tract and evaluate and manage urinary incontinence.
4. Recognize physiology of erection and pathophysiology of impotence.
5. Identify the pathophysiology and treatment of urolithiasis.
6. Develop manual skills and dexterity in basic urologic manipulations such as urethral catheterization and prostatic massage.

**METHOD OF EVALUATION**
The faculty will base their evaluation on:

1. Informal discussions with student by attending urologist.
2. Completion of Standard Clinical Evaluation Form by attending urologist.

**REQUIRED READING**

Reading assignments will be made during the elective.

**NOTE: CONTACT FOR ELECTIVE ASSIGNMENT**

UICOM-P, Department of Surgery: Kathy Slater (309) 655-2383.