PEORIA CAMPUS ELECTIVES CATALOG
for
PHASE 2
ACADEMIC YEAR 2023-2024
**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
Philosophy

The goal of Phase 2 of the curriculum is to introduce students to clinical medicine and allow them to experience a broad range of experience to help them explore career interests and gain a well rounded understanding of clinical medicine. The primary goal is for students to become comfortable and confident participating in the care of patients in a clinical setting. As students go through their clerkships they will have the chance to sharpen their clinical skills and gain experience that will be beneficial to them in residency and throughout their career. Completing the seven core clerkships allows students the opportunity to gain experience working with varied patient populations, in varied care environments across multiple specialties. And while students will not experience every medical specialty on clerkships, the hope is that in experiencing this broad range of specialties, students will be able to identify the aspects of medicine that are most appealing to them and that they would like to further pursue in Phase 3, as well as in residency.

Requirements

Transition to Clerkships

Transition to Clerkships is a mandatory course that will occur for two weeks preceding the start of clerkships. 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 identity 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 take place primarily at OSF St. Francis Medical Center and Unity Point Health. 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 and weekend call will vary among disciplines. In some clerkships outpatient experiences will be a sizable component of the program; in others, inpatient experiences will predominate.

Clerkship may vary due to patient volumes, and this can result in students having differing experiences on a clerkship. Each student’s schedule and clerkship experience will not be identical.
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 allows for at least four weeks of electives during Phase 2.

Clinical Intersections

Clinical Intersections is a longitudinal course that occurs throughout Phase 2. There will specifically be five days scheduled throughout the year.

There are two main components of Clinical Intersections:

- Procedural Skills
  - Skills will be taught and assessed for mastery.

- Didactic and Small Group 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: October 9, 2023 – October 21, 2023
For this 2-week period we encourage taking much needed time off, but you can also schedule a 2-week elective then.

Winter Break: December 18, 2023 – January 1, 2024
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. 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 two weeks in advance, except under extenuating circumstances (which must be brought to your advisor). When requesting a schedule change inside of the two week limit, students must seek permission from their advisor.
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<td>Summer 4/24/23 to 8/6/2023 Must have minimum 6 weeks instruction to qualify for financial aid.</td>
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# DEPARTMENT OF CANCER, BIOLOGY, & PHARMACOLOGY

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<thead>
<tr>
<th>Chair or Dept. Head:</th>
<th>Coordinator:</th>
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</table>
| Marcelo Bento Soares, Ph.D. | Christina Constantinidou  
cconstan@uic.edu |

*(for schedule change authorization)*
ONLINE
Compassion, Resilience, and Emotional Awareness Training for Healthcare Professionals – CREATE
Non-Clinical Elective
(ELEC 517)

<table>
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<tr>
<th>Course Director</th>
<th>Coordinator</th>
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<tbody>
<tr>
<td>Marcelo Bento Soares, Ph.D.</td>
<td>Christina Constantinidou</td>
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<tr>
<td><a href="mailto:cconstan@uic.edu">cconstan@uic.edu</a></td>
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<tr>
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<tr>
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<td>All other blocks, Winter Break</td>
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<th>Duration in Weeks</th>
<th>Hours Per Week</th>
<th>Lectures/Seminars</th>
<th>Lab</th>
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<th>Outpatient</th>
<th>Inpatient</th>
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<td>2 weeks</td>
<td>40</td>
<td>Didactic lectures, reflective writing, group exercises, meditation</td>
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<tbody>
<tr>
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<td>Yes</td>
<td>Yes</td>
<td>Satisfactory/Unsatisfactory</td>
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<tr>
<th>Number of Students</th>
<th>Minimum 8</th>
<th>Maximum 30</th>
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**Narrative Description**

This course will enable development of skills that promote emotional awareness, attention stabilization and clarity, meta-awareness, self-compassion, and compassion towards others. It will foster feelings of endearment and empathetic concern toward a wider circle of people, beyond our inner circle of friends and loved ones. Deepening our experience of common humanity and the realization that others (our patients) are “just like me” enables the arousal of feelings of warm-heartedness, such that upon attending to someone’s vulnerability, empathetic concern, and engaged compassion will naturally arise, i.e, the aspiration to bring about some level of comfort and a growing sense of urgency to act in whatever way possible to promote some healing. Altogether, the concepts and practices learned in the course will foster resilience, emotional balance, and compassion towards self and others. Last but not least, the course also includes a robust curriculum on Diversity, Equity, Inclusion and Belonging, as a foundation to deepen impartiality and thereby expand our circle of concern.

The course format will include didactic sessions, reflective writing exercises, guided meditation practices, small group and whole class discussions, and development of emotional episode timelines that might enable a reappraisal of current stressors in medical school and challenges with inter-personal relationships. This learning experience will enable relating to unavoidable adversities that may arise in the future with greater discernment, emotional intelligence, and self-compassion. Such reflections may lead to a shift in view that may enable a different experience to arise, less impulsive and reactive, kinder and more discerning.

The course will be offered virtually, via Zoom, to enable participation by students from all campuses. There will be Zoom sessions and daily homework assignments every day, which will include research articles, videos, guided meditation practices and interviews.

**Objectives**

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

1. Relate to adversities with greater emotional awareness and kindness to self and others.
2. Relate to patients with empathetic concern and compassion, not with empathetic distress or indifference.
3. Become more aware of implicit biases and their impact on our behavior and emotional experiences.
4. Respond to challenging situations with greater discernment and kindness, rather than reacting impulsively and harshly.
5. Recognizing that well-being and compassion are skills that can be developed with training, and acquiring the tools – and resolving – to do so.
6. Develop feelings of warm-heartedness towards an ever-widening circle of people.
7. Become a compassionate friend to self and others.
**Method of Evaluation**
The Satisfactory/Unsatisfactory system will be utilized.

Students will be expected to maintain a record of their daily practice (meditation or reflective writing), and they will be provided with a rubric to be utilized for systematic assessment of the quality of each practice. In addition, evaluation will be based on class participation and on students’ presentation of their assigned research papers.

Evaluations will be based on (a) attendance, (b) active participation in the zoom session class discussions, (c) presentations of assigned research articles and/or videos, and (d) a final written essay, which will provide an opportunity for reflection and demonstration of a comprehensive understanding of the concepts introduced in the course.

**Required Reading**
Reading materials will be provided during the course for discussions in class. No reading prior to attending the course is required.
# DEPARTMENT OF DERMATOLOGY

<table>
<thead>
<tr>
<th>Chair or Dept. Head:</th>
<th>Coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Joshua Kentosh, D.O.</td>
<td>Debby Tucker</td>
</tr>
<tr>
<td></td>
<td>309-680-8641</td>
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<tr>
<td></td>
<td><a href="mailto:dtucker3@uic.edu">dtucker3@uic.edu</a></td>
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(for schedule change authorization)
**Dermatology**  
Clinical Elective  
(ELEC 602)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Coordinator</th>
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<tbody>
<tr>
<td><strong>Joshua Kentosh, D.O.</strong></td>
<td><strong>Debby Tucker</strong></td>
</tr>
<tr>
<td>814-397-9302</td>
<td>309-680-8641</td>
</tr>
<tr>
<td><a href="mailto:jkentosh@uic.edu">jkentosh@uic.edu</a></td>
<td><a href="mailto:dtucker3@uic.edu">dtucker3@uic.edu</a></td>
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**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**

**Recommended readings:**
- Fitzpatrick's Color Atlas and Synopsis of Clinical Dermatology
- DermAtlas by John Hopkins
- DermPath Tutor: University of Iowa
- Skin Disease Diagnosis and Treatment, Thomas Habif
# DEPARTMENT OF EMERGENCY MEDICINE

<table>
<thead>
<tr>
<th>Chair or Dept. Head:</th>
<th>Coordinator: (for schedule change authorization)</th>
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<tbody>
<tr>
<td>Marc Squillante, DO</td>
<td>Christie Perry</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:cperry09@uic.edu">cperry09@uic.edu</a></td>
</tr>
<tr>
<td></td>
<td>Janet Kupferschmid</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:kupster2@uic.edu">kupster2@uic.edu</a></td>
</tr>
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I

Conclusion to Emergency Medicine
Clinical Elective
(ELEC 352)

Course Director  Lee Raube, DO
Coordinator     Janet Kupferschmid
                kupster2@uic.edu
                309-624-3070

Location  OSF Saint Francis
Prerequisites Completion of Phase 1

Dates Available All year except as noted
Dates Unavailable Blocks 3 & 4, 8, Fall Break, Winter Break

Duration in Weeks 4 weeks
Hours Per Week 40

Lectures/Seminars 5 hours weekly

Lab
Outpatient
Inpatient
Occasional during conference
Yes – 100%

No

House Staff Yes
Night Call
Weekends
Optional

Yes

Number of Students 4 – 3 M4s and 1 M3

Optimizer
Visiting Students
Grading Nomenclature
Yes
No
H/HP/P/F

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 emergency department 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
At the end of this course, 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 emergency department physicians and nurses.
5. Demonstrate a fund of knowledge level commensurate with a 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 the end of each clinical shift.

Required Reading
Reading assigned during elective

Note: Contact for elective assignment is UICOMP, Department of Emergency Medicine, Christie Perry, 309-655-6998
# DEPARTMENT OF
# HEALTH SCIENCES EDUCATION & PATHOLOGY

| Chair or Dept. Head: | Coordinator:  
|----------------------|---------------------|
| Meenakshy Aiyer, M.D. | Debby Tucker  
|                      | [dtucker3@uic.edu](mailto:dtucker3@uic.edu)  
|                      | 309-680-8641 |
Anatomical & Clinical Pathology
Non-Clinical Elective
(ELEC 645)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Lori Rasca, D.O.</th>
<th>Coordinator</th>
<th>Debby Tucker</th>
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<tbody>
<tr>
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<td>Duration in Weeks</td>
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**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**
At the end of this course, 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
Clinical Elective
(ELEC 423.1)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Coordinator</th>
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<tbody>
<tr>
<td>Ms. Angela O'Bryant &amp; Dr. Mary Stapel</td>
<td>Debby Tucker</td>
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<tr>
<td></td>
<td>309-680-8641</td>
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<td><a href="mailto:dtucker3@uic.edu">dtucker3@uic.edu</a></td>
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<thead>
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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 course, 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**

The faculty will evaluate the student on:

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 and participation in community activities.
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
- Online phlebotomy module (if review needed)
- Other articles and training modules assigned depending on location of Elective
Community Health
Clinical Elective
(ELEC 423.2)

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<th>Coordinator</th>
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<tr>
<td>Ms. Angela O'Bryant &amp; Dr. Mary Stapel</td>
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<td>309-680-8641</td>
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<table>
<thead>
<tr>
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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.

Faith Community Nurses of OSF offers members of the Peoria community 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. The Faith Community Nurses team also work with JOLT Foundation to provide harm reduction services, street medicine, and comprehensive medical screenings and care to Peoria’s most vulnerable.

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 course, 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 and participation in community activities.
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
- Other articles and training modules assigned depending on location of Elective
Forensic Pathology
Non-Clinical Elective
(ELEC 835)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>J. Scott Denton, M.D.</th>
<th>Coordinator</th>
<th>Debby Tucker</th>
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<tbody>
<tr>
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<td>309-680-8641</td>
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<td><a href="mailto:dtucker3@uic.edu">dtucker3@uic.edu</a></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>McLean Co Coroner’s Officer (104 W Front St., Bloomington, IL), Peoria Co. Coroner’s Office (506 E Seneca Pl., Peoria, IL)</th>
</tr>
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<tbody>
<tr>
<td>Optimizer Visiting Students Grading Nomenclature</td>
<td>Yes No Satisfactory/Unsatisfactory</td>
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</table>

**Narrative Description**

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. Describe 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. Discuss the pathophysiology of the death of the individual under investigation and postmortem examination.
3. Describe 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. Describe 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 of 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 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#forensic
This elective is designed to develop the skills of the M3 and M4 student in the management of a person with intellectual, developmental, or physical disability in the community health setting. It will provide a basic knowledge of common experiences 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.

**Objectives**

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

1. Appraise personal comfort level and preparation to approach a patient with disability pre- and post-clerkship.
2. Explain possible influences of disability on patient health and clinical encounters.
3. Describe barriers to effective health care for individuals living with a disability.
4. Apply a systematic and sensitive approach to medically examining patients with a disability.
5. Discuss the meaning and manifestations of ableism in and beyond the health care context.
6. Identify the ways in which ableism contributes to health and health care disparities.
7. Describe solutions through which medical communities can address ableist norms and practices.
8. Demonstrate physical assessment skills proficiency on people living with disabilities and complex medical problems.

**Method of Evaluation**

1. Individual discussions with the student.
   a. One discussion with Ms. O’Bryant immediately prior to Elective (orientation)
   b. Business, funding, and services – with EPIC Chief Operating Officer
   c. Discussions with people who utilize the services – both facilities
   d. One discussion with Ms. O’Bryant at conclusion of Elective (debrief)
2. Implicit Bias Personal Survey on the Concept and Personhood of Disability pre- and post-clerkship.
3. History & Physical Assessment on one patient
4. Choose one intellectual, developmental, or physical disability of your choice and write a 2-3 page paper on a topic selected from the choices provided
5. Narrative reflection (approximately 1000 words)
6. Formative feedback of clinical and interviewing skills by site clinician or educator.
7. Standard Clinical Evaluation Form to be completed by the course director.

**Guidelines for Paper**
- Choose one intellectual, developmental, or physical disability of your choice and write a 2-3 page paper on one of the following topics (student’s choice):
  - Illinois healthcare policy related to people living with the disability
  - Funding of resources related to people living with the disability
  - Limitations of available programs related to the disability
  - How the needs will change over the lifespan for a person living with the disability, (include educational, psychological, healthcare, caregiver needs, etc.)
  - Race and disability
  - Gender identity and disability
  - Wellness exams for people living with the disability
  - Other (to be approved by Course Director)
- The academic paper should be 2-3 pages in length not counting the title page and reference page.
- Please utilize APA format.
- A minimum of two references should be utilized to help the student achieve a better understanding of the chosen topic. At least one reference should be a scholarly article. Other references can be from websites, Illinois legislation, or professional organizations. (Examples include the National Alliance on Mental Illness or the National Black Disabilities Coalition.)

**Required Reading**
- Reading assigned prior to or during elective available from the Health Sciences Library in Peoria:
    - Required reading - Clinical Pearls 1-26
- Other articles and training modules assigned as needed and as available to enhance the student’s ability to meet the learning objectives.
- Additional resources can be found at the Stanford University Office of Accessible Education where they provide a comprehensive list of National Disability Organizations and Resources - [https://oae.stanford.edu/students/advocacy-community/national-disability-organizations-and-resources](https://oae.stanford.edu/students/advocacy-community/national-disability-organizations-and-resources)
Pharmacology Basic Science – ONLINE
Non-Clinical Elective
(ELEC 508)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Dr. Monzurul Roni</th>
<th>Coordinator</th>
<th>Debby Tucker</th>
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</thead>
<tbody>
<tr>
<td>Location</td>
<td>ONLINE</td>
<td>Prerequisites</td>
<td>Completion of Phase 1</td>
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<tr>
<td>Dates Available</td>
<td>Blocks 9, 10, 11</td>
<td>Dates Unavailable</td>
<td>All other dates, Winter Break</td>
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<tr>
<td>Duration in Weeks</td>
<td>4</td>
<td>Hours Per Week</td>
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<td>Lectures/Seminars</td>
<td>1-2 per week</td>
<td>Lab</td>
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<td>Outpatient</td>
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<tr>
<td>Number of Students</td>
<td>Minimum 3</td>
<td>Optimizer</td>
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<td></td>
<td>Maximum 10</td>
<td>Visiting Students</td>
<td>No</td>
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<td>Grading Nomenclature</td>
<td>Satisfactory/Unsatisfactory</td>
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Narrative Description
This online elective is designed to reinforce the fundamental principles of pharmacology in M3 and M4 years. It will allow the students to integrate the scientific basis of pharmacotherapy with clinical experiences. Along with the core concepts of pharmacology, selected chemotherapeutic agents including antibacterial, antivirals, and antifungals will be covered in depth. Each student is required to actively participate in small group discussions during synchronous online sessions. In addition, students are expected to complete asynchronous online learning modules, required reading, and practice pharmacology questions in USMLE format. Each student will be required to submit a written assignment every week and a presentation at the end of the elective.

Objectives
At the end of this elective, the student will be able to:
1. Explain the rationale for use of drugs based on pharmacokinetic and pharmacodynamic principles.
2. Describe mechanism of action of major antimicrobials and mechanisms of antibacterial resistance.
3. Compare the therapeutic uses of major classes of antimicrobial agents.
4. Explain the advantages and disadvantages of combination antimicrobial therapy.
5. Calculate antimicrobial dosing based on drug levels and pharmacokinetic parameters.
6. Predict adverse effects, drug interactions, and contraindications of drugs.
7. Apply fundamental principles of pharmacology in the design of rational therapeutic regimens for patients.
8. Improve communication and presentation skills.

Method of Evaluation
Faculty will base their evaluation on:
1. Weekly written assignments
2. Weekly quizzes
3. Presentation (Max 20 slides)
4. Participation in small group activities

Required Reading
Quality and Safety
Non-Clinical Elective
(ELEC 436)

| Course Director          | Mary Stapel, M.D. Jonathan Gehlbach, M.D. | Coordinator    | Debby Tucker
|--------------------------|------------------------------------------|----------------|-------------------
| Location                 | OSF Healthcare or Unity Point Health     | Prerequisites  | Completion of IHI Open School QI & PS Modules |
| Dates Available          | All except as noted                     | Dates Unavailable | Winter Break     |
| Duration in Weeks        | 4                                        | Hours Per Week | 40               |
| Lectures/Seminars        | Yes                                      | Lab Outpatient | No               |
|                          |                                           | Inpatient      | No               |
| House Staff              | No                                       | Night Call     | No               |
|                          |                                           | Weekends       | No               |
| Number of Students       | 1                                        | Optimizer      | Yes              |
|                          |                                           | Visiting Students | No             |
|                          |                                           | Grading Nomenclature | Satisfactory/Unsatisfactory |

**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 Root Cause Analysis (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 that address safety reporting such as peer reviews and RCAs.

**Method of Evaluation**

Faculty will base their evaluation on:

1. M4 standardized evaluation form completed by attending faculty based in meetings and projects.
2. 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

<table>
<thead>
<tr>
<th>Chair or Dept. Head:</th>
<th>Coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teresa Lynch, M.D.</td>
<td>Jodi Frasure</td>
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<td>309-655-7733</td>
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<td><a href="mailto:jfrasure@uic.edu">jfrasure@uic.edu</a></td>
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</tbody>
</table>
NARRATIVE DESCRIPTION
The student will spend two weeks with an assigned attending and/or fellow. Dr. Mungee is the director 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
At the end of this course, 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 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 OSF Saint 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.

REQUIRED READING – None
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
At the end of this course, 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.

Required Reading - None
Narrative Description
The student will spend two weeks with the assigned preceptor. Dr. Balouch is the director 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
At the end of this course, 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 Form.

Required Reading - None
M3 Geriatrics
Clinical Elective
(ELEC 356)

Course Director  Larry Lindahl, M.D.  Coordinator  Jodi Frasure
Location  OSF SFMC  Prerequisites  Completion of Phase 2 IM Clerkship
Dates Available  All except where noted  Dates Unavailable  Blocks 7 and 8a, Winter Break
Duration in Weeks  2  Hours Per Week  30-40
Lectures/Seminars  Yes  Lab Outpatient Inpatient
House Staff  Yes  Night Call Weekends
Number of Students  1  Optimizer Visiting Students
Grading Nomenclature  Yes Satisfactory/Unsatisfactory

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
At the end of this course, 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, osteoporosis, introgenesis, 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.
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.

Required Reading - None
**Course Director**

Dr. Elsa Vazquez-Melendez, Gina Pribaz, MDA,MA

**Coordinator**

Jodi Frasure
309-655-7733
jfrasure@uic.edu

**Location**

ONLINE

**Prerequisites**

Passing of Step One exam & completion of 1 clinical clerkship

**Dates Available**

All except as noted

**Dates Unavailable**

Blocks 1, 2, 3b, Winter Break, & 12b

**Duration in Weeks**

2

**Hours Per Week**

20-30

**Lectures/Seminars**

Yes

**Lab**

Outpatient

Inpatient

**House Staff**

No

**Night Call**

Weekends

No

No

**Number of Students**

Minimum 3

Maximum 12

**Optimizer**

Visiting Students

Grading Nomenclature

Yes

No

Satisfactory/Unsatisfactory

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**Narrative Description**

This elective focuses on the application of creative arts and humanities disciplines to discourse about human health and wellbeing. These “health humanities” may take many forms, from the history of medicine to medical ethics, from literature and creative writing to music, film, and the visual arts. A portion of the instruction will be dedicated to analysis and discussion of the COVID-19 pandemic through a health humanities lens. The student will survey these forms with the course director and identify a form in which to realize a personal creative project. Current and potential future academic research in health humanities will be discussed as well.

**Objectives**

Upon successful completion of this course, students will be able to:

1. Describe the benefits and tenets of health humanities from various perspectives and applications.
2. Analyze and appraise different modalities of health humanities including writing, music, film, and the visual arts.
3. Create an artistic or analytic project in response to a healthcare challenge students identify.

**Method of Evaluation**

M3 standardized evaluation form completed by attending faculty

**Required Course Materials**


Verghese A. “The Importance of Being.” Health Affairs 35, no.10 (2016):1924-1927. Available at: http://content.healthaffairs.org/content/35/10/1924

Additional Resources (Optional)


M3 Hematology and Oncology
Clinical Elective
(ELEC 357)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Michael H Veeder, M.D.</th>
<th>Coordinator</th>
<th>Jodi Frasure</th>
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<table>
<thead>
<tr>
<th>Location</th>
<th>OSF SFMC and Illinois Cancer Care (8940 N Wood Sage Rd., Peoria)</th>
<th>Prerequisites</th>
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<th>Duration in Weeks</th>
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<tr>
<td>Hours Per Week</td>
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<tr>
<td>Night Call Weekends</td>
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<tbody>
<tr>
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<tr>
<td>Grading Nomenclature</td>
<td>No Satisfactory/Unsatisfactory</td>
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</table>

**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**
At the end of this course, 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.

**Required Reading - None**
M3 Infectious Diseases
Clinical Elective
(ELEC 358)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Rone Lin, M.D.</th>
<th>Coordinator</th>
<th>Jodi Frasure</th>
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<td><a href="mailto:jfrasure@uic.edu">jfrasure@uic.edu</a></td>
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<tr>
<td>Location</td>
<td>OSF SFMC</td>
<td>Prerequisites</td>
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<td>Dates Available</td>
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<td>Winter Break</td>
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<tr>
<td>Duration in Weeks</td>
<td>2</td>
<td>Hours Per Week</td>
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<td>Lab</td>
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<td>House Staff</td>
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<td>Night Call</td>
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<td>Weekends</td>
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<td>Number of Students</td>
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<td>Optimizer</td>
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<td>Grading Nomenclature</td>
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**Narrative Description**
The student will spend two weeks with an assigned preceptor. Dr. Lin is the director 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.

**Objectives**
At the end of this course, 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 the 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.

**Required Reading - None**
**Narrative Description**

The student will spend two weeks with an assigned preceptor. Dr. Horinek is the director 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**

At the end of this course, 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.

**Required Reading - None**
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<th>Course Director</th>
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<tr>
<td>OSF SFMC</td>
<td>Jodi Frasure</td>
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<tr>
<td>Deepak Taneja, M.D.</td>
<td>309-655-7733</td>
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<tr>
<td>Unity Point Health-Methodist</td>
<td><a href="mailto:jfrasure@uic.edu">jfrasure@uic.edu</a></td>
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<tr>
<td>Kishore Karamchandani, M.D.</td>
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<tr>
<td>Location</td>
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<td>None</td>
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<td>Dates Available</td>
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<tr>
<td>Duration in Weeks</td>
<td>Hours Per Week</td>
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<tr>
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</tr>
<tr>
<td>Yes</td>
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</tr>
<tr>
<td>House Staff</td>
<td>Night Call</td>
</tr>
<tr>
<td>Yes</td>
<td>Weekends</td>
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<tr>
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<tr>
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<td>Optimizer</td>
</tr>
<tr>
<td>1</td>
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<td>Satisfactory/Unsatisfactory</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**

At the end of this course, 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.

**Required Reading - None**
# DEPARTMENT OF NEUROLOGY

<table>
<thead>
<tr>
<th>Chair or Dept. Head:</th>
<th>Coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jorge C Kattah, M.D.</td>
<td>Sondra Fox</td>
</tr>
<tr>
<td></td>
<td>309-655-7779</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:sphidden@uic.edu">sphidden@uic.edu</a></td>
</tr>
</tbody>
</table>
Sleep Disorders
Clinical Elective
(ELEC 930)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Bradley Gleason M.D.</th>
<th>Coordinator</th>
<th>Sondra Fox</th>
</tr>
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<tbody>
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<td>309-655-7779</td>
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<td><a href="mailto:sphidden@uic.edu">sphidden@uic.edu</a></td>
</tr>
<tr>
<td>Location</td>
<td>OSF Sleep Center at 5405 N Knoxville Ave., Peoria</td>
<td>Prerequisites</td>
<td>Pre-approval from course director</td>
</tr>
<tr>
<td>Dates Available</td>
<td>All except Winter Break</td>
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<td></td>
<td></td>
<td>Inpatient</td>
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<td>Night Call Weekends</td>
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<td>2 wk- Satisfactory/Unsatisfactory</td>
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<td>4 wk- H/HP/P/F</td>
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</table>

*Student will spend 1 night in sleep lab observing sleep studies, with time off the following day(s)
**On a rare occasion, a student will have the opportunity to perform a sleep consultation on an inpatient

Narrative Description
This elective is designed for all students. The elective is designed to introduce the student to the field of sleep disorders and allow her/him to understand the basic clinical aspects as well as the impact upon the patient and society in general of the patient with known or suspected sleep disorders. The student will both observe and participate in activities encountered within the evaluation and management of patients with complaints of sleep disorders, which may include, but are not limited to the following: sleep apnea, insomnia, nonrestorative sleep, excessive daytime sleepiness, unusual movement or behaviors during sleep, sleep-related seizures and disorders of the sleep/wake schedule.

Annually, OSF Sleep Peoria conducts over 4,000 sleep studies and over 8,000 office visits. OSF Saint Francis Medical Center is the major teaching affiliate of this site. The student will attend teaching conferences and other educational exercises along with members of the house staff.

Objectives
Upon completion of this elective, the student will be able to:
1. Recognize sleep disorders in children and adults.
2. Perform clinical evaluations (history and physical) and determine differential diagnosis on patients with sleep complaints.
3. Determine diagnostic evaluation for patients with sleep disorders. Interpret basic features of sleep studies and apply interpretations to clinical cases.
4. Discuss the effect known or suspected sleep disorders can have upon the patient, her/his family/friends and society as a whole.

Method of Evaluation
The faculty will base their evaluation on:
1. Conferences between the Course Director and the student to guide student in meeting objectives.
2. Evaluation of performance on discussion of case presentations.
3. Completion of Standard Clinical Evaluation Form by preceptor and discussion with student, if warranted.

Required Reading:
**Vestibular Neurology**  
Clinical Elective  
(ELEC 240)

| Course Director | Jorge C. Kattah, M.D. | Coordinator | Sondra Fox  
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<td>Location</td>
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<td>Completion of Phase 2 Psychiatry Clerkship</td>
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<tr>
<td>Dates Available</td>
<td>Based on availability, by request only</td>
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<td>Fall Break, Winter Break</td>
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<td>Duration in Weeks</td>
<td>2 weeks, 4 weeks with Dept approval</td>
<td>Hours Per Week</td>
<td>40</td>
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</table>
| Lectures/Seminars | Friday Noon Conferences | Lab Outpatient Inpatient | Give 10 min Presentation  
|                  |                       | Night Call Weekends | Yes  
|                  |                       |                       | Only if Preceptor is on service  
|                  |                       | Optimizer Visiting Students Grading Nomenclature | No  
|                  |                       |                       | Yes  
|                  |                       |                       | 2 wk- Satisfactory/Unsatisfactory  
|                  |                       |                       | 4 wk- H/HP/P/F  
|                  |                       |                       | ** Only 1 absent day allowed for 2-week elective. Days off will need to be approved prior to the start of the rotation** |

**Narrative Description**
This course introduces students to neuro-ophthalmology. Students will observe patients with staff physicians, and gain exposure to Humphrey and Goldmann visual fields, optical coherence tomography, fundus photography, and the neuro-ophthalmologic exam.

**Objectives**
At the end of this course, the student will be able to:
1. Describe common neuro-ophthalmologic conditions, including the pathophysiology, epidemiology and treatment.
2. Perform the neuro-ophthalmologic exam, including visual acuity, colors, fields, and extraocular movements.
3. Perform fundoscopy, and describe fundus findings of the optic disc, macula, and peripheral retina.

**Method of Evaluation**
The faculty will base their evaluation on:
1. Student participation in clinic and lectures.
2. Student technique in performing the neuro-ophthalmologic examination.
3. Student presentation of assigned topic.

**Required Reading**
2010 American Academy of Neurology Continuum: Neuro-ophthalmology. - will be provided to student on first day of rotation

Please bring your ophthalmoscope
# DEPARTMENT OF NEUROSURGERY

<table>
<thead>
<tr>
<th>Chair or Dept. Head:</th>
<th>Coordinator:</th>
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<tbody>
<tr>
<td>Andrew Tsung, M.D.</td>
<td>Sondra Fox</td>
</tr>
<tr>
<td></td>
<td>309-655-7779</td>
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<td></td>
<td><a href="mailto:sphidden@uic.edu">sphidden@uic.edu</a></td>
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</table>

(for schedule change authorization)
### Neurological Surgery
Clinical Elective  
(ELEC 694)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Coordinator</th>
<th>Location</th>
<th>Prerequisites</th>
<th>Dates Available</th>
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<th>Duration in Weeks</th>
<th>Hours Per Week</th>
<th>Lectures/Seminars</th>
<th>Lab</th>
<th>Outpatient</th>
<th>Inpatient</th>
<th>House Staff</th>
<th>Night Call</th>
<th>Weekends</th>
<th>Optimizer</th>
<th>Visiting Students</th>
<th>Grading Nomenclature</th>
<th>Number of Students</th>
<th>Visiting Students</th>
<th>Grading Nomenclature</th>
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<tbody>
<tr>
<td>Andres Maldonado, M.D.</td>
<td>Sondra Fox</td>
<td>SFMC</td>
<td>None</td>
<td>All dates except Winter</td>
<td>Break</td>
<td>2-4</td>
<td>40</td>
<td>Discussion</td>
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<td>Yes</td>
<td>Night Float 2-3x/month</td>
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<td>Yes</td>
<td>2 wk- Satisfactory/Unsatisfactory</td>
<td>4 wk- H/HP/P/F</td>
<td>6</td>
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</table>

#### Narrative Description

The student will be directly involved with the initial evaluation and subsequent treatment of neurosurgical patients. Emphasis will be placed on neurological evaluation and the subsequent laboratory and radiographic investigation. The student will be either an observer or assistant in the operating room and will participate in the emergency care of neurosurgical patients. The neurosurgery clerk will be expected to scrub on only a very limited number of cases but will be encouraged to see the pathology on the microscope on a number of cases.

#### Objectives

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

1. Be competent in doing a careful neurological-neurosurgical history and physical examination, an anatomical and pathological analysis, and a proposed investigation.
2. Understand the pathophysiology, evaluation, and management of patients with intracranial and spinal trauma.
3. Identify the common benign and malignant brain tumors in adults and children and have a basic knowledge of the treatment modalities available.
4. Be able to specifically identify and diagnose the common cervical and lumbar radicular syndromes and outline a diagnostic therapeutic approach in cervical and lumbar radiculopathy.
5. Identify, diagnose, and outline the management of the common entrapment syndromes, i.e., carpal tunnel syndrome and neuropathy.
6. Recognize subarachnoid hemorrhage, outline the diagnostic steps in a subarachnoid hemorrhage and discuss in basic terms the management of intracranial aneurysms and anomalies.
7. Examine, diagnose, and outline the treatment of the common ischemic and hemorrhage brain syndromes and discuss their management.
8. Become knowledgeable concerning requirements for the intraoperative management of spinal and cranial disease in terms of the basic operative experiences.
9. Become familiar with the common English language sources available for investigation of a problem, i.e., the “Journal of Neurosurgery” and “Neurosurgery.”

#### Method of Evaluation

The faculty will base their evaluation on:

1. Written weekly workups with care outlines and/or a 10-15 minute PowerPoint presentation at one of the morning conferences will represent 25% of the grade.
2. Performance on daily work rounds with the attendings and residents will represent approximately 50% of the grade.
3. A Shelf test is given at the end of the 4-week rotation. The scope of the test includes the material presented in the first- and second-year clinical neuroscience course and will represent 25% of the final grade.

#### Required Reading

*Handbook of Neurosurgery, Mark St. Greenburh (most current edition)*
**DEPARTMENT OF OBSTETRICS & GYNECOLOGY**

<table>
<thead>
<tr>
<th>Chair or Dept. Head:</th>
<th>Coordinator:</th>
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</thead>
<tbody>
<tr>
<td>Stephen Thompson, M.D.</td>
<td>John Milus</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:milus@uic.edu">milus@uic.edu</a></td>
</tr>
<tr>
<td></td>
<td>309-624-5592</td>
</tr>
</tbody>
</table>

(for schedule change authorization)
Gynecologic Oncology
Clinical Elective
(ELEC 638)

Course Director: Daniel Chan, M.D.
Coordinator: John Milus
milus@uic.edu
309-624-5592

Location: OSF SFMC, occasionally UPH Methodist
Prerequisites: Completion of OB/Gyn Clerkship w/ approval of elective director

Dates Available: Subject to prior approval of faculty
DatesUnavailable: Winter Break

Duration in Weeks: 2 or 4
Hours Per Week: 54

Lectures/Seminars: Available
Lab
Outpatient
Inpatient
No
Yes
No
Yes

House Staff: OB/Gyn
Night Call
Weekends
No
Yes

Number of Students: 1
Optimizer
Visiting Students
Grading Nomenclature
No
Yes
2 wk- Satisfactory/Unsatisfactory
4 wk- H/HP/P/F

Narrative 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.
**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. Willingness 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.

**Required Reading**

As assigned by the resident and/or attending physician.

Reference Text: *Clinical Gynecologic Oncology*, Disaia.
Maternal-Fetal Medicine  
Clinical Elective  
(ELEC 637)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Yolanda Renfroe, M.D.</th>
<th>Coordinator</th>
<th>John Milus</th>
<th><a href="mailto:milus@uic.edu">milus@uic.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>OSF SFMC</td>
<td>Prerequisites</td>
<td>Completion of OB/Gyn Clerkship w/ approval of elective director</td>
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<td>Dates Available</td>
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<td>Dates Unavailable</td>
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<td>Satisfactory/Unsatisfactory</td>
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</table>

**Narrative Description**
The student will work directly with obstetric residents and two 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**
# DEPARTMENT OF PEDIATRICS

<table>
<thead>
<tr>
<th>Chair or Dept. Head:</th>
<th>Coordinator:</th>
</tr>
</thead>
</table>
| Manu R. Sood, M.D.   | M3s - Brandon Beekman bbeekman@uic.edu  
M4s – Jeana McLoughlin jmclough@uic.edu |
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. Recognize common presentations of child physical abuse and neglect.
2. 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 evaluation.

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.

Objectives
At the end of this course, the student will be familiar with these goals and objectives:
1. Physical Exam – understand how to perform newborn exam
2. Transition – understand the importance of the transition period and the red flags for significant illness
3. Preventive Medicine - understand the rationale for routine prophylaxis in the neonate
4. Blood Group Incompatibility and Jaundice - understand the differential diagnosis for jaundice and the relative risks of kernicterus
5. Maternal VDRL/RPR – understand the evaluation and treatment for infants of VDRL/RPR positive mothers
6. Maternal HSV – understand the management of infants at risk for neonatal HSV
7. Maternal HIV – understand the necessary precautions, evaluation, and follow up required for infants born to HIV positive mothers
8. Varicella – understand the relative risks and management of neonates exposed to varicella
9. Social Risk Factors – understand red flags in the social history and their implications
10. Hypoglycemia – understand rationale for screening and management of hypoglycemic newborns
11. Screening HCT – understand normal parameters for newborn HCT and CBC
12. Nutrition – understand how to manage breast and bottle feeding in the newborn
13. Voiding and Stooling - understand normal time parameters for first void and stool and the medical implications when these parameters are exceeded
14. Newborn Screening – understand the rationale for performing newborn screens
15. Circumcisions – understand the risks, indications, and contraindications for circumcision
16. Discharge Planning - understand criteria for early discharge and provide appropriate follow-up
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
18. Identification of “at risk” infants
19. Knowledge of prenatal labs/tests

In summation:
- 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 MedHub E*Value, completed by attending based on the participation in Newborn Nursery morning rounds and daily activity. Students will also complete an evaluation for the attending and the rotation.

Required Reading- None
Pediatric Hematology
Clinical Elective
(ELEC 651.1)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Michael Tarantino, M.D.</th>
<th>Coordinator</th>
<th>Brandon Beekman</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>309-655-2587</td>
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<td></td>
<td><a href="mailto:bbeekman@uic.edu">bbeekman@uic.edu</a></td>
</tr>
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<table>
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<th>Location</th>
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<th>Winter Break</th>
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<td>Outpatient</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Inpatient</td>
<td>Yes</td>
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| House Staff         | Varies                                 | Night Call        | Yes          |
|---------------------|----------------------------------------|Weekends           | Yes          |

| Number of Students  | 1                                      | Optimizer         | Yes          |
|---------------------|----------------------------------------|Satisfactory/Unsatisfactory |
|                     |                                        |                    | 2wk –Satisfactory/Unsatisfactory |
|                     |                                        |                    | 4wk – H/HP/PF |

<table>
<thead>
<tr>
<th>Visiting Students</th>
<th>Yes</th>
<th>Grading Nomenclature</th>
<th>Yes</th>
</tr>
</thead>
</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
At the end of this course, the student will be able:
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 work of providing integrated care though a hemophilia treatment center.

Method of Evaluation
Assessment will be made by Drs. Tarantino and/or Roberts during clinics, interactions, performance, and didactic sessions. The standard M4 Clinical Evaluation Form will be completed.

Required Reading
Selected readings from various medical journals to be provided by the Course Director.
Pediatric Hematology/Oncology
Clinical Elective
(ELEC 651.2)

Course Director: **Jaime Libes, M.D.**
Coordinator: **Brandon Beekman**
Email: bbeekman@uic.edu

**Location**: OSF SFMC (call Becky Holthe- 309-624-0917)

**Prerequisites**: Completion of Phase 2 Pediatrics Clerkship

**Dates Available**: All year except Winter Break

**Dates Unavailable**: Winter Break

**Duration in Weeks**: 2-4

**Hours Per Week**: 25-30

**Lectures/Seminars**: Yes, Tumor Boards

**Lab**: No

**Outpatient**: Yes

**Inpatient**: Yes (in separate rotation)

**House Staff**: Yes – inpatient, Sometimes- outpatient

**Night Call**: No

**Weekends**: No/Optional

**Number of Students**: 1

**Optimizer**: Yes

**Visiting Students**: Yes

**Grading Nomenclature**: 2wk – Satisfactory/Unsatisfactory

4wk – H/HP/PF

**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**
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, students 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 textbooks 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

<table>
<thead>
<tr>
<th>Chair or Dept. Head:</th>
<th>Coordinator:</th>
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<tbody>
<tr>
<td>Savitha Reddy, M.D.</td>
<td>Amanda Franklin</td>
</tr>
<tr>
<td></td>
<td>309-671-8412</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:aerwin@uic.edu">aerwin@uic.edu</a></td>
</tr>
</tbody>
</table>

(for schedule change authorization)
Rehabilitation Medicine
Clinical Elective
(ELEC 658)

Course Director  Savitha Reddy, M.D.  Coordinator  Amanda Franklin
309-671-8412
aerwin@uic.edu

Prerequisites  Completion of Phase 1

Dates Available  Year round except as noted  Dates Unavailable  Blocks 8b & 9a, Winter Break

Duration in Weeks  2  Hours Per Week  40

Lectures/Seminars  No  Lab  E.M.G. Lab
Outpatient  Yes  Inpatient  Yes

House Staff  No  Night Call  No
Weekends  No  No

Number of Students  1  Optimizer  Yes
Visiting Students  Yes  Satisfactory/Unsatisfactory
Grading Nomenclature

*OSF HealthCare- Illinois Neurological Institute (INI) – 200 E Pennsylvania Ave., Peoria, IL 61603
*OSF HealthCare Center for Health-Pekin – 3422A Court Street, Pekin, IL 61554
*OSF Healthcare Transitional Care Hospital – 500 W. Romeo B Garrett Ave., Peoria, IL 61605

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
At the end of this course, 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 meeting 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.

Required Reading - None
# DEPARTMENT OF RADIOLOGY

<table>
<thead>
<tr>
<th>Chair or Dept. Head:</th>
<th>Coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kevin Fahey, M.D.</td>
<td>Deanna Silotto</td>
</tr>
<tr>
<td>Interim Chairman</td>
<td><a href="mailto:dsilotto@uic.edu">dsilotto@uic.edu</a></td>
</tr>
</tbody>
</table>
# Introductions to Radiation Oncology

**Clinical Elective**  
*(ELEC 825)*

| Course Director | James L. McGee, M.D. | Coordinator | Deanna Silotto  
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<tr>
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<tbody>
<tr>
<td><strong>Location</strong></td>
<td>OSF SFMC, Cancer Centers Peoria &amp; Pekin</td>
<td><strong>Prerequisites</strong></td>
<td>Completion of 6 months of Phase 2 &amp; Surgery Clerkship</td>
</tr>
<tr>
<td><strong>Dates Available</strong></td>
<td>Blocks 1-6, 9b-12</td>
<td><strong>Dates Unavailable</strong></td>
<td>Blocks 7a-9a, Fall Break and Winter Break</td>
</tr>
</tbody>
</table>
| **Duration in Weeks** | 2-4 | **Hours Per Week** | 8:00-6:00 M  
|                  |           |             | 8:00-5:00 Tu-W  
|                  |           |             | 7:00-5:00 Th-Fri |
| **Lectures/Seminars** | Tumor Boards | **Lab** | No |
|                  |             | **Outpatient** | Yes |
|                  |             | **Inpatient** | Yes |
| **House Staff** | No | **Night Call** | No |
|                  |             | **Weekends** | No |
| **Number of Students** | 1 | **Optimizer** | Yes |
|                  |             | **Visiting Students** | No |
|                  |             | **Grading Nomenclature** | 2 wk – Satisfactory/Unsatisfactory  
|                  |             |             | 4 wk – H/HP/P/F |

## Narrative Description

This course provides a broad-based introduction to oncology. The student will see in-patients at OSF 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 OSF Saint Francis. The elective van be tailored to the student’s interests and career plans.

The student will also attend a series of tumor boards. The student’s grad 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

At the end of this course, 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 and treatment guidelines (NCCN).

## Required Reading

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

| Course Director | Kevin Fahey, M.D. | Coordinator | Deanna Silotto
dsilotto@uic.edu |
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<tbody>
<tr>
<td>Location</td>
<td>SFMC Dept. of Radiology, Physicians Office Bldg #305</td>
<td>Prerequisites</td>
<td>Completion of Phase 1</td>
</tr>
<tr>
<td>Dates Available</td>
<td>Blocks 3a-7b, 9b-12b</td>
<td>Dates Unavailable</td>
<td>Blocks 1a-2b, 8a-9a, Fall Break, Winter Break</td>
</tr>
<tr>
<td>Duration in Weeks</td>
<td>2</td>
<td>Hours Per Week</td>
<td>40</td>
</tr>
<tr>
<td>Lectures/Seminars</td>
<td>Yes</td>
<td>Lab</td>
<td>No</td>
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<tr>
<td></td>
<td></td>
<td>Outpatient</td>
<td>Yes</td>
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<tr>
<td></td>
<td></td>
<td>Inpatient</td>
<td>Yes</td>
</tr>
<tr>
<td>House Staff</td>
<td>Yes (Residents &amp; Fellows)</td>
<td>Night Call</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekends</td>
<td>No</td>
</tr>
<tr>
<td>Number of Students</td>
<td>5</td>
<td>Optimizer</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visiting Students</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grading Nomenclature</td>
<td>2 wk – Satisfactory/Unsatisfactory</td>
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</table>

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 5-10 minute case presentation on Friday of the last week.

Objectives
At the end of this course, 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 Friday of the last week of the elective.
2. Attendance at meetings.

Required Reading – None
# DEPARTMENT OF SURGERY

| Chair or Dept. Head: | Coordinator:  
|---------------------|------------------|
| Richard C. Anderson, M.D., FACS | Jennifer Young  
|                     | 309-655-2383  
|                     | jakyoung@uic.edu |
GI Surgery
Clinical Elective
(ELEC 946)

Course Director: TBA
Coordinator: Jennifer Young
            309-655-2383
            jakyoung@uic.edu

Location: OSF SFMC
Prerequisites: Completion of Phase 2 IM, Peds & Surgery Clerkships;

Dates Available: All year except Winter Break
Dates Unavailable: Winter Break

Duration in Weeks: 2-4
Hours Per Week: Approximately 40

Lectures/Seminars: Yes
Lab Outpatient Inpatient: No

House Staff: When available
Night Call Weekends: Yes (Variable)

Number of Students: 1
Optimizer Visiting Students Grading Nomenclature:
Yes
Yes
2wk- Satisfactory/Unsatisfactory
4wk- H/HP/P/F

Narrative Description
This course is available to students with a particular interest in surgery. The emphasis will be the GI anatomy, physiology, pathology and surgery. The student will have an opportunity to improve skills in the diagnosis and treatment of GI disease. The student will participate in the surgical procedures and take an active part in the preoperative and postoperative management of patients.

Objectives
Upon completion of this elective the student will be able to:
1. Refine and increase medical and surgical diagnosis and treatment skills.
2. Demonstrate competency in preoperative, intraoperative and postoperative management of GI surgical patients.
3. Present a GI topic approved by the preceptor.
4. Perform duties as instructed by the attending in charge.

Method Of Evaluation
The faculty will base their evaluation on:
1. Ongoing observation of student to determine skill level of performing various procedures and management of GI patients.
2. Discussion with student by course director.
3. Completion of Standard Clinical Evaluation Form by course director.

Required Reading
Preceptor will provide pertinent reading references at the start of this course.
Hand and Plastic Surgery
Clinical Elective
(ELEC 525)

| Course Director | Tyler Evans, MD | UICOMP Dept. Coordinator | Jennifer Young
| Location | Springfield Clinic Peoria 1001 N. Main St. Suite 300 Peoria, IL 61606 | Prerequisites | Completion of Phase 1 and Phase 2 Surgery Clerkship
| Dates Available | All year except Winter Break | Dates Unavailable | Winter break
| Duration in Weeks | 2 or 4 consecutive | Hours Per Week | 40
| Lectures/Seminars | Student may attend pre-existing surgery lectures offered by department at this time. | Lab | NO
| | | Outpatient | Yes
| | | Inpatient | Yes
| House Staff | Occasionally | Night Call Weekends | Optional
| | | | Optional
| Number of Students | 2 | | |
| | | | |
| Optimizer | Visiting Students | Grading Nomenclature | Yes
| | | | No
| | | 2wk- Satisfactory/Unsatisfactory | 4wk- H/HP/P/F

**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**
At the end of this course, 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 Reading**
Plastic Surgery by Grabb and Smith, (provided).

**Schedule:**
Monday clinic 8-5
Tuesday OR variable
Wednesday clinic 8-5, occasional afternoon OR
Thursday OR 8-5
Friday OR 8-5

Note: Contact For Elective Assignment: UICOM-P, Department of Surgery: Jennifer Young (309) 655-2383
Ophthalmology
Clinical Elective
(ELEC 639.1)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>William I Bond, M.D.</th>
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<tbody>
<tr>
<td>Coordinator</td>
<td>Jennifer Young</td>
</tr>
<tr>
<td></td>
<td>309-655-2383</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:jakyoung@uic.edu">jakyoung@uic.edu</a></td>
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<thead>
<tr>
<th>Location</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>OSF at 6800 N Knoxville, Peoria &amp; UPH Pekin 725 2 14th St., Pekin</td>
<td>Completion of Phase 1</td>
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<table>
<thead>
<tr>
<th>Dates Available</th>
<th>Dates Unavailable</th>
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<tbody>
<tr>
<td>All year except as noted</td>
<td>Block 7b and Winter Break</td>
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<table>
<thead>
<tr>
<th>Duration in Weeks</th>
<th>Hours Per Week</th>
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<tr>
<td>2-4</td>
<td>35</td>
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<th>Lab</th>
<th>Outpatient</th>
<th>Inpatient</th>
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<tr>
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<td>No</td>
<td>Yes</td>
<td>Yes</td>
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<thead>
<tr>
<th>House Staff</th>
<th>Night Call</th>
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<td>No</td>
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<tr>
<th>Number of Students</th>
<th>Optimizer</th>
<th>Visiting Students</th>
<th>Grading Nomenclature</th>
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<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>No</td>
<td>2wk- Satisfactory/Unsatisfactory 4wk- H/HP/P/F</td>
</tr>
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</table>

**Students planning to take the 4-week elective course must take this over 4 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: Jennifer Young (309) 655-2383.
Ophthalmology
Clinical Elective
(ELEC 639.2)

Course Director
Evan C. Pike, M.D.
Evan Lagouros, M.D.

Coordinator
Jennifer Young
309-655-2383
jakyoung@uic.edu

Location
Illinois Eye Center – 8921
N Wood Sage Road, Peoria

Prerequisites
Completion of Phase 1

Dates Available
All year except as noted

Dates Unavailable
Blocks 1-2 and Winter Break

Duration in Weeks
2 or 4

Hours Per Week
40

Lectures/Seminars
Occasionally

Lab
Outpatient
Yes

Inpatient
Few

House Staff
No

Night Call
Weekends
No

No

Visiting Students
No

Optimizer
Grading Nomenclature
Yes

2wk- Satisfactory/Unsatisfactory

4wk- H/HP/P/F

**Students planning to take the 4-week elective course must take this over 4 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 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. 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: Jennifer Young (309) 655-2383.
Orthopedic Surgery - SFMC- M3 Elective
Clinical Elective
(ELEC 642.2)

Course Director
Steven K Below, M.D.
Robert Kinzinger, M.D.
Miguel Ramirez, M.D.
MaryElizabeth Rashid, M.D.

Coordinator
Jennifer Young
309-655-2383
jakyoung@uic.edu

Location
SFMC/ UPH – 303 N William Kumpf Blvd, Peoria

Prerequisites
Completion of Phase 1 and Phase 2 Surgery Clerkship

Dates Available
All year except Winter Break

Dates Unavailable
Winter Break

Duration in Weeks
2 or 4

Hours Per Week
40

Lectures/Seminars
Lab
Outpatient
Inpatient
No
Yes
Yes

House Staff
Night Call
Weekends
No
No

Number of Students
1

Optimize
Visiting Students
Grading Nomenclature
Yes
No
2wk- Satisfactory/Unsatisfactory
4wk- H/HP/P/F

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 depending upon his/her level of competence. The student may also observe and assist rehabilitation efforts at Great Plains Sports Medicine in rounds. Options are: Dr. Rashid (hand surgery) Mondays, Dr. Below (sports orthopedics) Wednesdays through Fridays, 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.

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: Jennifer Young (309) 655-2383.
Otolaryngology
Clinical Elective
(ELEC 643.3)

Course Director  Guy J. Petruzzelli, M.D., Ph.D., FACS, FSSO
Coordinator  Jennifer Young
              309-655-2383
              jakyoung@uic.edu

Location  SFMC
Prerequisites  Completion of Phase 2 General Surgery Clerkship

Dates Available  All year except as noted
DatesUnavailable  Blocks 1-2, Winter Break

Duration in Weeks  2-4
Hours Per Week  40

Lectures/Seminars  No
Lab
Outpatient
Inpatient
No
Yes
Minimal

House Staff  No
Night Call
Weekends
Optional
Optional

Optimizer

Number of Students  1
Visiting Students
Grading Nomenclature
Yes
No
2wk- Satisfactory/Unsatisfactory
4wk- H/HP/P/F

** Students planning to take the 4-week elective course must take this over 4 consecutive weeks.**

Narrative Description
The course is designed to introduce the student to the field of otolaryngology and allow him/her to understand the basic clinical and pathologic conditions treated by this specialty. It will be conducted under the supervision of attending otolaryngologists in the office, hospital, and operating rooms of Saint Francis, Methodist and Proctor Hospitals.

Objectives
At the end of this course, the student will be able to:
1. Develop a detailed understanding of the surgical anatomy of the head neck and how that anatomy can be investigated by standard physical examination, office endoscopy, and cross-sectional imaging.
2. Understand the basic principles of a complete head neck examination including the fundamentals of audiology.
3. Develop a differential diagnosis and algorithm for the investigation and treatment of common adult and pediatric Otolaryngology conditions including hearing loss, nasal obstruction, chronic otitis media, adenotonsillar hypertrophy neck mass, epistaxis, voice change, nodular thyroid disease, maxilla-facial or neck trauma, and swallowing disorders and recognize indication for referral to otolaryngology.
4. Recognize how complex congenital disorders affect normal pediatric development of hearing and speech acquisition.
5. Review the basic principles of cancer staging and cancer prevention as they relate to malignant tumors of the sinuses, nose, oral cavity, pharynx, and larynx, and describe the need for rehabilitation following laryngeal surgery.
6. Preview this field in order to make career decisions.

Method of Evaluation
The faculty will base their evaluation on:
1. Discussion between student and preceptor will be conducted to guide student in meeting objectives.
2. A continuous assessment of student’s performance will be conducted by preceptor
3. Discussion with student at the completion of the rotation and final overall evaluation will be conducted with completion of a Standard Clinical Evaluation Form by preceptor.

Required Reading
2. *Essential Otolaryngology;* KJ Lee

Note: Contact For Elective Assignment:  UICOM-P, Department of Surgery: Jennifer Young (309) 655-2383.
### Course Schedule

**Week 1 (or Student A)**

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td><strong>Morning</strong></td>
<td>Operating Room Milestone- Dr. Gootee</td>
<td>Outpatient Clinic Center for Health All staff</td>
<td>Operating Room Milestone-Dr. Zaboli</td>
<td>Operating Room Gerlach- Dr. Petruzzelli</td>
<td>8:00-9:00 AM Head &amp; Neck Tumor Board</td>
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<td>Operating Room Gerlach- Dr. Petruzzelli</td>
<td>Operating Room Milestone- Dr. Kennedy</td>
</tr>
<tr>
<td><strong>Afternoon</strong></td>
<td>Operating Room Milestone- Dr. Gootee</td>
<td>Outpatient Clinic Center for Health All staff</td>
<td>Operating Room Milestone-Dr. Zaboli</td>
<td>Operating Room Gerlach- Dr. Petruzzelli</td>
<td>Operating Room Milestone- Dr. Kennedy</td>
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Pediatric & Congenital Heart Surgery
Clinical Elective
(ELEC 522)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Mark D. Plunkett, M.D.</th>
<th>Coordinator</th>
<th>Rebecca Todd, APN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Jennifer Young</td>
<td>309-655-2383</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:jakyoung@uic.edu">jakyoung@uic.edu</a></td>
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<table>
<thead>
<tr>
<th>Location</th>
<th>SFMC</th>
<th>Prerequisites</th>
<th>Completion of Surgery and Pediatrics Clerkships</th>
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<table>
<thead>
<tr>
<th>Dates Available</th>
<th>All year except as noted</th>
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<tr>
<td>Dates Unavailable</td>
<td>Winter Break</td>
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<table>
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<tr>
<th>Duration in Weeks</th>
<th>2-4</th>
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<tr>
<td>Hours Per Week</td>
<td>40-60</td>
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<tbody>
<tr>
<td>Lab</td>
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</tr>
<tr>
<td>Outpatient</td>
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<tr>
<td>Inpatient</td>
<td>Yes</td>
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<table>
<thead>
<tr>
<th>House Staff</th>
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<tr>
<td>Night Call</td>
<td>No</td>
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<tr>
<td>Weekends</td>
<td>AM Rounds</td>
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<table>
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<tr>
<td>Optimizer</td>
<td>Yes</td>
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<tr>
<td>Visiting Students</td>
<td>Yes</td>
</tr>
<tr>
<td>Grading Nomenclature</td>
<td>2 wk- Satisfactory/Unsatisfactory</td>
</tr>
<tr>
<td></td>
<td>4 wk - H/HP/P/F</td>
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</table>

**Narrative Description**
This course will introduce the embryology, anatomy, and pathophysiology of congenital heart disease and the strategies and techniques of surgical treatment. The patients will range from newborn neonates and infants to older children and young adults with congenital heart defects. The student will participate in multidisciplinary AM and PM rounds in the PICU, attend weekly conferences, and participate actively in the operating room scrubbing on surgical cases. Didactic teaching sessions will augment the teaching on rounds and in the operating room. Preoperative evaluation and postoperative intensive care management will be part of the clinical experience. Outpatients (pre and postoperative) will be seen in the weekly clinics including the fetal clinic for the mothers/parents with a prenatal diagnosis of congenital heart disease. Time will be allotted for reading and independent study. Reading materials and educational videos will be supplied.

**Supporting Faculty:** Harma K Turbendant, MD

**Objectives**
At the end of this course, the student will have and/or be able to:
1. Knowledge of normal cardiovascular anatomy and physiology
2. Understand the abnormal anatomy and pathophysiology of congenital heart defects
3. Understand the medical and surgical management of congenital heart defects
4. Understand the diagnosis and management of complex PICU postoperative problems
5. Improved clinical judgement and evaluation of clinical studies
6. Improved understanding of cardiovascular medications and their use
7. Improved technical/surgical skills and operating room techniques
8. Improved history taking and physical exam as related to congenital heart disease

**Method of Evaluation**
A written evaluation of the student’s performance and met objectives on the rotation will be submitted by the course director at the completion of the rotation.

**Required Reading**
Reading materials, textbooks and references provided by the course director.
Plastic Surgery  
Clinical Elective  
(ELEC 656.1)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Eric Elwood, M.D.</th>
<th>Coordinator</th>
<th>Jennifer Young</th>
<th>309-655-2383</th>
<th><a href="mailto:jakyoung@uic.edu">jakyoung@uic.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Proctor Professional Building 5401 N Knoxville Av, Ste 412 Peoria</td>
<td>Prerequisites</td>
<td>Completion of Phase 1, Phase 2 Surgery Clerkship, and UnityPoint Orientation</td>
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<td>Dates Available</td>
<td>All year except Winter Break</td>
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<td>Winter Break</td>
<td></td>
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<tr>
<td>Duration in Weeks</td>
<td>2 or 4 consecutive</td>
<td>Hours Per Week</td>
<td>40 (as needed)</td>
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<tr>
<td>Lectures/Seminars</td>
<td>No</td>
<td>Lab Outpatient Inpatient</td>
<td>Yes No</td>
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<tr>
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<td>Occasionally</td>
<td>Night Call Weekends</td>
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<td>1</td>
<td>Optimizer Visiting Students Grading Nomenclature</td>
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<td>2wk- Satisfactory/Unsatisfactory 4wk- H/HP/P/F</td>
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</table>

** Students planning to take the 4-week elective must take this over 4 consecutive weeks**

**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: Jennifer Young (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: Jennifer Young (309) 655-2383.
**Students planning to take the 4-week elective must take this over 4 consecutive weeks**

**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: Jennifer Young (309) 655-2383.
## Urology Clinical Elective (ELEC 683.2)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>J. Banno, M.D.</th>
<th>Coordinator</th>
<th>Jennifer Young</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>UPH – Midwest Urological 7309 N Knoxville, Peoria</td>
<td>Prerequisites</td>
<td>Completion of Phase 1 and UnityPoint Orientation</td>
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<tr>
<td>Dates Available</td>
<td>All year except as noted</td>
<td>Dates Unavailable</td>
<td>Blocks 1-3a &amp; Winter Break</td>
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<tr>
<td>Duration in Weeks</td>
<td>2-4</td>
<td>Hours Per Week</td>
<td>Per Availability</td>
</tr>
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<td>Lectures/Seminars</td>
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<td>Lab</td>
<td>Yes</td>
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<tr>
<td></td>
<td></td>
<td>Outpatient</td>
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<td></td>
<td></td>
<td>Inpatient</td>
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</tr>
<tr>
<td>House Staff</td>
<td>No</td>
<td>Night Call</td>
<td>No</td>
</tr>
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<td></td>
<td></td>
<td>Weekends</td>
<td>No</td>
</tr>
<tr>
<td>Number of Students</td>
<td>1</td>
<td>Optimizer</td>
<td>Yes</td>
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<tr>
<td></td>
<td></td>
<td>Visiting Students</td>
<td>No</td>
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<td></td>
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<td>Grading Nomenclature</td>
<td>2wk- Satisfactory/Unsatisfactory 4wk- H/HP/P/F</td>
</tr>
</tbody>
</table>

**Students planning to take the 4-week elective must take this over 4 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, cystourethrogram, 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: Jennifer Young (309) 655-2383.