PEORIA CAMPUS ELECTIVES CATALOG for PHASE 3 ACADEMIC YEAR 2023-2024
Note:
Information contained herein is for informational purposes only and is subject to change without notice. Individual departments and units should be contacted for further information. Courses, faculty assignment, prerequisites, graduation or completion requirements, standards, tuition and fees, and programs may be changed from time to time. The University retains the exclusive right to judge academic proficiency and may decline to award any degree, certificate, or other evidence of successful completion of a program, curriculum, or course of instruction based thereupon.

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.
# TABLE OF CONTENTS

## INTRODUCTION

## CANCER BIOLOGY AND PHARMACOLOGY

- Compassion, Resilience, and Emotional Awareness Training (CREATE) Online (ELEC 517)
- Critical Thinking Using the Scientific Method (ELEC 849)

## Dermatology

- Dermatology (ELEC 602)

## EMERGENCY MEDICINE

- Advanced Emergency Medicine (ELEC 603)
- Clinical Simulation (ELEC 272)
- Introduction to Emergency Medicine (ELEC 352)

## FAMILY AND COMMUNITY MEDICINE

- Family Medicine—Maternal/Newborn (ELEC 194)
- Family Medicine—UICOMP/UPH (ELEC 814.2)
- Family Medicine—Sub-Internship (ELEC 873)
- International Family Medicine (ELEC 824.5)

## HEALTH SCIENCES EDUCATION AND PATHOLOGY

- Advanced Anatomy (ELEC 342)
- Anatomical & Clinical Pathology (ELEC 645)
- Applied Advanced Anatomy—3D Modeling (ELEC 518)
- Community Health—Central IL FRIENDS (ELEC 423.1)
- Community Health—Faith Community of Nurses OSF (ELEC 423.2)
- Forensic Pathology (ELEC 835)
- Functioning Disabilities Health in the Community (ELEC 520)
- Neuropathology (ELEC 767)
- Pharmacology Basic Science Online (ELEC 508)
- Quality and Safety (ELEC 436)

## INTERNAL MEDICINE

- Cardiovascular Diseases (ELEC 608.1)
- Clinical Microbiology (ELEC 425)
- Critical Care Medicine (MICU) (ELEC 611)
- Gastroenterology (ELEC 614)
- Geriatrics (ELEC 615)
- Health Humanities Online (ELEC 502)
- Hematology & Oncology (ELEC 804)
- Infectious Diseases (ELEC 817)
- Inpatient Hospice Home (ELEC 334)
- Medicine Sub-Internship (ELEC 899)
- Nephrology (ELEC 621)
- Palliative Medicine (ELEC 294)
- Pulmonary Medicine (ELEC 625)
- UICOMP Internal Medicine Consult Service (UCAPS) (ELEC 511)
- Transition to Residency (ELEC 258)

## MEDICINE—PEDIATRICS

- Summer Camp for Kids with Diabetes (ELEC 860)

## NEUROLOGY

- Vestibular Neurology (ELEC 240)
- Sleep Disorders (ELEC 930)
NEUROSURGERY
Neurological Surgery (ELEC 694)

OBSERVETRICS & GYNECOLOGY
Gynecologic Oncology (ELEC 638)
Gynecologic Oncology Sub-Internship (ELEC 519)
Maternal-Fetal Medicine (ELEC 637)
Minimally Invasive Gynecologic Surgery & Urogynecology (ELEC 435)
OB-GYN Sub-Internship (ELEC 509)

PEDIATRICS
Child Abuse Pediatrics (ELEC 427)
HKU Pediatric Weight Management (ELEC 351)
Neonatology (ELEC 654)
Newborn Nursery (ELEC 437)
Pediatric Cardiology (ELEC 739)
Pediatric Endocrinology (ELEC 516)
Pediatric Hematology (Tarantino) (ELEC 651.1)
Pediatric Hematology/Oncology (Libes) (ELEC 651.2)
Pediatric Intensive Care Unit (ELEC 689)
Pediatric Sub-Internship (ELEC 875)

PHYSICAL & REHABILITATION MEDICINE
Rehabilitation Medicine (ELEC 658)

PSYCHIATRY & BEHAVIORAL HEALTH
Special Studies in Psychiatry (ELEC 857)

RADIOLOGY
Advanced Radiology (ELEC 223)
Diagnostic Radiology (ELEC 672)
Introduction to Radiation Oncology (ELEC 825)
Vascular & Interventional Radiology (ELEC 785.2)

SURGERY
Advanced General Surgery (ELEC 673.1)
Advanced Thoracic Surgery (ELEC 932)
Anesthesia/Pain Management (ELEC 795)
Cardiac Surgery (ELEC 257)
Hand & Plastic Surgery (ELEC 525)
Non-Operative Orthopedics (ELEC 521)
Ophthalmology (Bond) (ELEC 639.1)
Ophthalmology (Pike/Lagouros) (ELEC 639.2)
Orthopedic Surgery (Akeson, Luetkemeyer) (ELEC 642.1)
Otolaryngology (Geraghty) (ELEC 643.2)
Otolaryngology (Petruzzelli) (ELEC 643.3)
Pediatric Surgery (ELEC 657)
Pediatric & Congenital Heart Surgery (ELEC 522)
Plastic Surgery (Elwood) (ELEC 656.1)
Plastic Surgery (Ramos) (ELEC 656.2)
Surgery Sub-Internship (ELEC 680)
Surgical Critical Care/Trauma (ELEC 682)
Surgical Research (ELEC 723)
Surgical Residency Preparedness Practicum (ELEC 157)
Urology (Al-Shraideh) (ELEC 683.1)
Urology (Banno) (ELEC 683.2)
Vascular & Endovascular Surgery (ELEC 702.1)
INTRODUCTION
INTRODUCTION

Philosophy

Phase 3 of the Illinois Medicine Curriculum is designed to serve several important purposes with which you should be familiar as you plan for key activities in your fourth year:

Foundational competencies: Experiences in Phase 3 ensure that all of our graduates possess the foundational skills and competencies that will be expected of you as a physician. In Phase 3, you will be given the challenge of applying evidence-based medicine in complex settings, the increased clinical responsibility of sub-internship, and the opportunity to prepare for your role of resident in the Transition to Residency course.

Focus on your career choice: Phase 3 is also the time for you to make strategic choices to focus on experiences that will create a competitive application to the residency programs that best fit your specific personal goals, and that will prepare you for the career you are choosing. It is important that when thinking about your M4 year that you consider what electives will provide you with a better understanding of the specialties that you will be working with on a regular basis as a resident and beyond. For instance, if you are interested in going into general surgery, it may be beneficial to take electives on anatomy, radiology, and anesthesia. Getting a well-rounded experience will better prepare you for residency.

Requirements

Below are details about required graduation elements in Phase 3:

Sub-internship – 4 weeks
Patient-facing Electives – 8 weeks (Must be taken in M4 year)
Acute Care (EM or ICU) – 4 weeks
Open electives – 20 weeks
(Note that electives you have taken in Phase 2 are included in this total.)
Transition to Residency (TTR) Course -- 2 weeks

Many of your Phase 3 requirements, with the exception of the Transition to Residency course, may be fulfilled at a University of Illinois College of Medicine site or as away rotations as long as they meet the College’s criteria and are approved by your curriculum dean. See below for campus specific restrictions on away rotations.
**Sub-Internship:**

All students are required to complete a 4 week sub-internship in order to graduate. Sub-Internships are offered in Family Medicine, Surgery, Pediatrics, OB/Gyn and Medicine. Peoria students will complete their Sub-Internship on the Peoria campus.

**Phase 3 Plan**

As you plan your year, keep these guidelines in mind:

- Phase 3 should be a well-thought-out and well-integrated educational experience.
- It should contain courses that provide appropriate preparation for the chosen specialty.
- At the same time, Phase 3 is not a postgraduate year and should not be spent exclusively in the area of specialty choice. This may be a final opportunity to elect a learning experience unrelated to your future specialty.

Please note that the exact sequence of your preferred electives/courses will most likely not match your preferences. We will be using the E*Value Optimizer scheduling system, which will produce the most equitable schedule. More information and details will be provided in an informational meeting.

In general, residency directors in the major clinical fields prefer that students spend two months of their senior year in that field. It is recommended that time be divided between advanced study in the basic discipline and relevant specialties. If you are undecided about residency, two months in one field and one or two in others might be a wise choice. Most residency directors agree that students need a well-balanced fourth year, not a mini-residency.

A well-planned program will include, besides advanced and relevant specialty electives, some experiences in unrelated fields chosen to meet an interest or fill a knowledge gap. You will want to include one or more electives in areas ancillary to clinical medicine such as pathology or anesthesia, and perhaps also in ambulatory care and/or basic or applied research.

Please note that there is no malpractice insurance coverage for students during Winter Break. Only research electives with no patient contact are allowed over Winter Break.

**USMLE STEP 2**

Plan to take two to four weeks to prepare for the USMLE Step 2 Clinical Knowledge Exam. Students are strongly advised to take Step 2 CK as soon as possible after the completion of the M3 year to help facilitate the ERAS application and interviews for residency. We strongly recommend taking Step 2 CK before November 1, 2022 which
would give you the opportunity to re-take the exam and get a score back before rank lists are due in the event that you fail your first attempt. Step 2 CK must be passed to graduate. Turnaround time for posting grades should make exam scores available about four weeks following the clinical knowledge exam. Documentation of a passing score on USMLE Step 2 Exams must be on file in the Office of Academic Affairs no later than April 30 in order for you to participate in the convocation ceremony.

**SCHEDULE CHANGES**

Once 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 UI COM students.

It is likely that students will have schedule changes throughout Phase 3. Once away rotations get approved, and interview season begins, it is not unusual to have numerous changes to your schedule. Follow the simple process outlined below for schedule changes:

- Email the appropriate course coordinator to request the change. The most up-to-date list of coordinators can be found here: [https://peoria.medicine.uic.edu/education/md-curriculum/phase3/](https://peoria.medicine.uic.edu/education/md-curriculum/phase3/).

- The course coordinator will respond to your request via email and copy the site registrar, who will then update your schedule accordingly. Students should double check to be sure the registrar has been cc’d on the email so that your schedule and registration will be accurate.

*NOTE: When doing a schedule change, the registrar will drop any course they may have in a slot where approval has been given for a different course. Schedule drops are handled the same as a schedule change.*

It is required that schedule changes be done two weeks in advance, except under extenuating circumstances, such as interview offers or away rotation approval. When requesting a schedule change inside of the two week limit, students must reach out to the registrar before requesting an elective under the two week limit, as approval is only given due to extenuating circumstances.

Failure to add an elective correctly will result in your receiving NO credit for that elective. Failure to drop an elective correctly could lead to registration issues. Please remember that many faculty members offering electives have busy clinical practices, which is why a two-week requirement for schedule changes has been implemented.
“AWAY” ELECTIVES

If you are approved for an elective outside of UICOM, please complete the appropriate form found on the registrar’s webpage here: https://peoria.medicine.uic.edu/education/md-student-services-and-support/registrar/

It is important that we be able to communicate with you while you are on an “away” elective. Please be sure we have a telephone or pager number to reach you.

The Association of American Medical Colleges (AAMC) has an electronic application system for away rotations. Over 318 schools are participating in Visiting Student Learning Opportunities (VLSO). You will be required to complete your application on line if you are applying to one of the VSLO schools (go to https://vslo.aamc.org/vslo).

ELECTIVES AT OTHER UICOM CAMPUSES

The process for enrolling in electives at other UICOM Campuses will be discussed during the Phase 3 Planning Night presentation. If you have questions about this registration process please reach out to either the registrar or Dean Wombacher.

INTERNATIONAL ELECTIVES

Those considering experiences in other countries should initiate discussion with the Office of Academic Affairs and the sponsoring department beginning about the middle of the M3 year. Four to eight weeks is the usual length of such experiences. See your doctor at least 4-6 weeks before your trip to allow time for any necessary immunizations to take effect. Always check for new requirements due to outbreaks. Two good sources of information are http://travel.state.gov/ and http://wwwnc.cdc.gov/travel/.

The International Elective Approval Form must be completed, signed, and sent to the registrar upon approval of an international elective. The form can be found online: https://peoria.medicine.uic.edu/education/md-curriculum/phase3/

Additionally, please visit the following link to begin your travel enrollment process at the UIC level: https://uic.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgramAngular&id=68828

RESIDENCY INTERVIEWS

Plan to schedule interviews during times when no courses are scheduled if at all possible. If you learn that you must go to an interview during the time a course is scheduled, you must ASK PERMISSION and make arrangements with the course
director PRIOR to the beginning of the course or as soon as you receive the invitation. It is not acceptable to simply not show up in order to go on an interview. You are to ask permission to be away from a course as necessary. As a fourth-year student, others will be counting on your participation as a member of the team providing care. In most cases you will be scheduled for activities, and course directors will have gone to considerable efforts to ensure a quality experience for you. It is not appropriate to simply tell the course director that you will be absent. The course director may or may not grant permission for you to be absent. You may (offer or be asked to) take extra call evenings or weekends in order to make up the time you will be away.

If you are absent for a significant amount of time from either a two-week or a four-week course, you may not receive a grade for the course, and it will not count toward the required weeks of instruction.

You may not take more than the required weeks of instruction. If you receive remuneration at any time, that work will not “count” toward required weeks of instruction, nor will you be covered by the University of Illinois Malpractice Insurance. Refer to policy on student stipends. If, after you have completed the required weeks of instruction, you decide to seek employment (e.g., paramedic, etc.), BE SURE THAT YOU ARE COVERED FOR MALPRACTICE INSURANCE BY YOUR EMPLOYER.

Free periods may be scheduled throughout the year, even though you are registered for the entire year. We urge you to leave some free time to interview at postgraduate programs. Most programs will invite you to interview before the end of January.

Any time you are away from the Peoria area for more than one week, an emergency contact number should be provided to the UICOM-P Offices of Student and Academic Affairs. You should make alternative/forwarding arrangements to ensure timely receipt of mail sent to your home address or placed in your student mailbox. It is expected that you will respond promptly to emails and phone calls within 72 hours unless in a remote area that is out of range.
<table>
<thead>
<tr>
<th>Dates by Week</th>
<th>Term Dates</th>
<th>Dates by Week</th>
<th>Term Dates</th>
<th>Student graduation requirements can be found in student individual Box schedules.</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/24/23-04/29/23</td>
<td>Block 1a Summer 4/24/23 to 6/6/2023</td>
<td>11/20/23-11/25/23</td>
<td>Block 8a Fall term con’t</td>
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<tr>
<td>05/01/23-05/06/23</td>
<td>Block 1b</td>
<td>11/27/23-12/02/23</td>
<td></td>
<td></td>
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<tr>
<td>05/08/23-05/13/23</td>
<td>Must have</td>
<td>12/04/23-12/09/23</td>
<td>Block 8b</td>
<td>Graduation requirements must be completed by 5/31/24 in order to be awarded a May 2024 diploma and participate in the 2024 Match.</td>
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<tr>
<td>05/15/23-05/20/23</td>
<td>Block 1b</td>
<td>12/11/23-12/16/23</td>
<td><strong>Winter Break</strong></td>
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<tr>
<td>05/22/23-05/27/23</td>
<td><strong>Winter Break</strong></td>
<td>12/18/23-12/23/23</td>
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</tr>
<tr>
<td>05/29/23-06/03/23</td>
<td>Block 1b</td>
<td>12/25/23-12/30/23</td>
<td><strong>Winter Break</strong></td>
<td>Convocation for the Class of 2024 is the first first Saturday in May of 2024.</td>
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<tr>
<td>06/05/23-06/10/23</td>
<td>Block 1b</td>
<td>01/02/24-01/06/24***</td>
<td>Block 9a Spring 1/1/24 to 1/1/24</td>
<td></td>
</tr>
<tr>
<td>06/12/23-06/17/23</td>
<td><strong>Winter Break</strong></td>
<td>01/08/24-01/13/24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06/20/23-06/24/23***</td>
<td>Block 3a</td>
<td><strong>Winter Break</strong></td>
<td></td>
<td>Schedule change requests must be made via email to the appropriate dept. coordinator, a minimum of 2 wks in advance. If approved, forward the approval email to the registrar at <a href="mailto:loniw@uic.edu">loniw@uic.edu</a>. You can find the most updated list of dept. coordinators here: <a href="https://peoria.medicine.uic.edu/education/md-curriculum/m4/int">https://peoria.medicine.uic.edu/education/md-curriculum/m4/int</a></td>
</tr>
<tr>
<td>06/26/23-07/01/23</td>
<td><strong>Winter Break</strong></td>
<td>01/22/24-01/27/24</td>
<td>Block 9b</td>
<td></td>
</tr>
<tr>
<td>07/03/23-07/08/23</td>
<td>Block 4a</td>
<td>02/05/24-02/10/24</td>
<td>4/20/24</td>
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<tr>
<td>07/10/23-07/15/23</td>
<td>Block 4a</td>
<td>02/05/24-02/10/24</td>
<td><strong>Winter Break</strong></td>
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<td>07/17/23-07/22/23</td>
<td><strong>Winter Break</strong></td>
<td>02/12/24-02/17/24</td>
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<td>07/24/23-07/29/23</td>
<td>Block 4a</td>
<td>02/19/24-02/24/24</td>
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<tr>
<td>07/31/23-08/05/23</td>
<td>Block 4a</td>
<td>02/26/24-03/02/24</td>
<td>Block 11a</td>
<td><strong>See the Holiday Calendar on the second sheet of this spreadsheet calendar.</strong></td>
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<tr>
<td>08/07/23-08/12/23</td>
<td>Full time in summer is 6 weeks.</td>
<td>02/26/24-03/02/24</td>
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<td>09/11/23-09/16/23</td>
<td>Block 6a</td>
<td>03/04/24-03/09/24</td>
<td>Block 11b</td>
<td>Full time in spring is 12 weeks.</td>
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<td>Block 6b</td>
<td>03/11/24-03/16/24</td>
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<td>09/25/23-09/30/23</td>
<td>Block 6b</td>
<td>03/28/24-03/33/24</td>
<td>Block 12a</td>
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<td>10/02/23-10/07/23</td>
<td>Block 6b</td>
<td>04/01/24-04/06/24</td>
<td>Block 12a</td>
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<td>10/09/23-10/14/23</td>
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<td>04/08/24-04/13/24</td>
<td>Block 12b</td>
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<tr>
<td>10/16/23-10/21/23</td>
<td>Block 6b</td>
<td>04/15/24-04/20/24</td>
<td>Block 12b</td>
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<tr>
<td>10/23/23-10/28/23</td>
<td>Block 6b</td>
<td>04/22/24-04/27/24</td>
<td>Block 1a AY 24-25</td>
<td>Summer term begins</td>
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<td>10/30/23-11/04/23</td>
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<td>04/29/24-05/04/24</td>
<td>Block 1a AY 24-25</td>
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<td>11/06/23-11/11/23</td>
<td>Block 6b</td>
<td>05/06/24-05/11/24</td>
<td>Block 1b AY 24-25</td>
<td>4/24/2024 for AY 24-25</td>
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<tr>
<td>11/20/23-11/25/23</td>
<td>Block 6b</td>
<td>05/20/24-05/25/24</td>
<td>Block 2a AY 24-25</td>
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<tr>
<td>11/27/23-12/02/23</td>
<td>Block 6b</td>
<td>05/27/24-06/01/24</td>
<td>Block 2a AY 24-25</td>
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</tr>
</tbody>
</table>

*Recommended break time for fall; courses available if interested.
**Winter break; no classes, only research electives allowed.

***Note this is a Tuesday start due to the designated holiday on Monday.
For rotations already in progress, students will report based on clinical needs. 

*For rotations already in progress, students will report based on clinical needs.*
DEPARTMENT OF CANCER, BIOLOGY, & PHARMACOLOGY

<table>
<thead>
<tr>
<th>Chair or Dept. Head:</th>
<th>Coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcelo Bento Soares, Ph.D.</td>
<td>Christina Constantinidou</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:cconstan@uic.edu">cconstan@uic.edu</a></td>
</tr>
</tbody>
</table>
# Compassion, Resilience, and Emotional Awareness Training for Healthcare Professionals – CREATE

**Non-Clinical Elective (ELEC 517)**

<table>
<thead>
<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>
</tr>
<tr>
<td><a href="mailto:cconstan@uic.edu">cconstan@uic.edu</a></td>
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<table>
<thead>
<tr>
<th>Location</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>Online</td>
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<table>
<thead>
<tr>
<th>Dates Available</th>
<th>Dates Unavailable</th>
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<tbody>
<tr>
<td>Blocks 1a, 2b, 5a, Fall Break, 12b</td>
<td>All other blocks, Winter Break</td>
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<table>
<thead>
<tr>
<th>Duration in Weeks</th>
<th>Hours Per Week</th>
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<tbody>
<tr>
<td>2 weeks</td>
<td>40</td>
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<tr>
<th>Lectures/Seminars</th>
<th>Lab Outpatient</th>
<th>Inpatient</th>
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<tbody>
<tr>
<td>Didactic lectures, reflective writing, group exercises, meditation</td>
<td>No</td>
<td>No</td>
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<table>
<thead>
<tr>
<th>House Staff</th>
<th>Night Call Weekends</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
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</table>

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Optimizer Visiting Students Grading Nomenclature</th>
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</thead>
<tbody>
<tr>
<td>Minimum 8 Maximum 30</td>
<td>Yes Satisfactory/Unsatisfactory</td>
</tr>
</tbody>
</table>

## 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, empathic 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’ participation in 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.
#### Critical Thinking Using the Scientific Method
**Non-clinical Elective**
*(ELEC 849)*

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Coordinator</th>
</tr>
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<tbody>
<tr>
<td>S. Asuthkar</td>
<td>Christina Constantinidou</td>
</tr>
<tr>
<td>K. Fukuchi</td>
<td><a href="mailto:econstan@uic.edu">econstan@uic.edu</a></td>
</tr>
<tr>
<td>K. Velpula</td>
<td></td>
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<tr>
<td>S. Malchenko</td>
<td></td>
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<tr>
<td>K. Veeravalli</td>
<td></td>
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<tr>
<td>E. Zakharian</td>
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**Narrative Description**
This course is intended to introduce the student to the critical thinking foundations of scientific research, including developing a research proposal, formulating testable hypotheses, collecting reliable and valid data, and preparing written reports of the experimental findings. Critical thinking is intended to cultivate problem-solving skills, nurture the spirit of inquiry, and encourage individualized learning. The elective is designed to encourage expansion of knowledge and self-directed learning, essential components of the scientific research method. Also emphasized are writing and presenting skills necessary for reporting results, important for interactions within the scientific community.

**Research Areas:**
- Alzheimer’s disease
- Alzheimer’s disease and brain metabolism
- Innate Immunity in Alzheimer’s Disease
- Alzheimer’s immunotherapy
- Brain tumor animal modeling
- Endogenous regulation of inflammatory pain; role of oxytocin on TRPV1
- Epigenetic aberrations including DNA methylation, histone modifications, chromatin remodeling & non-coding cancer
- Immuno-metabolic targeting in glioblastoma and medulloblastoma
- Introduction to basic and translation research methods in CNS tumors
- Neuroprotection & neurological recovery after gene therapy in ischemic stroke
- Metabolic targeting of glioblastoma
- Neuroprotection & neurological recovery after stem cell therapy in ischemic stroke
- Nervous system tumors; Neural stem cells (radial glia)
- Pain perception: nociceptors
- Pain-sensing TRP channels
- Pluripotent stem cells
- Role of immune checkpoints in tumor microenvironment & novel immunotherapy approaches to treat cancer
- Role of TRPM8 in prostate cancer
- Role of testosterone-receptor TRPM8 in sexual and social behaviors

**Objectives**
Upon completion of the Laboratory portion of this elective, the student will be able to:
1. Write a research proposal.
2. Conduct a research project.
3. Write a report of the research.
**Method of Evaluation**

The faculty will base their evaluation on:
1. Periodic conferences to assess progress and discuss problem areas.
2. Writing of research proposal.
3. Conducting the research project.
4. Written report of research project.
5. Professionalism.

**Required Reading**

N/A
# DEPARTMENT OF DERMATOLOGY

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

<table>
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<tr>
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<td>1</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:**

- Fitzpatricks 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:</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>
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### Advanced Emergency Medicine
Clinical Elective
(ELEC 603)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Matthew Fischer, MD</th>
<th>Coordinator</th>
<th>Christie Perry</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:cperry09@uic.edu">cperry09@uic.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>309-655-6998</td>
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<tr>
<th>Location</th>
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<th>H/HP/P/F</th>
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### Narrative Description
Students who rotate through the emergency department assume intern level responsibility for patient care. They perform the primary evaluation for non-critical patients and assist in the management of critical patients. They work all shifts and are expected to participate in weekly didactic conferences. Additionally, there are two 2-hour didactic teaching sessions specifically for medical students during the month.

### Objectives
Upon completion of this elective, the student will be able to:
1. Evaluate and initiate treatment for emergency department patients.
2. Demonstrate proficiency in selected emergency department procedures.
3. Describe an approach to, a differential diagnosis for, and a management plan for 11 common emergency department problems.
4. Demonstrate effective communication skills with patients and their families, nursing, and emergency department staff, physicians, and other hospital or EMS personnel.
5. Complete EPIC electronic medical record course, and document patient data.
6. Demonstrate a fund of knowledge level commensurate with M4 level.

### Method of Evaluation
The faculty will base their evaluation on:
1. Final exam testing knowledge of specific written learning objectives (approximately 1/3 of grade).
2. Direct observation of clinical skills by faculty and senior residents (approximately 1/3 of grade).
3. Participation in weekly conference is mandatory. Attendance is taken.
4. The student must complete a course evaluation.
5. A mid-point evaluation will be given for each student.
6. In addition to verbal feedback given throughout the rotation, the Standard Clinical Evaluation Form will be completed by the course director following the monthly Departmental Clinical Competence Committee, attended by all faculty in the emergency department.

### Contact for Elective Assignment
Note: Student must contact Christie Perry at 309-655-6998 at least 4-7 days before the start of the elective to receive assignment.
Clinical Simulation
Non-clinical Elective
(ELEC 272)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Coordinator</th>
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<tbody>
<tr>
<td>Gregory Podolej, MD</td>
<td>Janet Kupferschmid</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:kupster2@uic.edu">kupster2@uic.edu</a></td>
</tr>
<tr>
<td></td>
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Narrative Description
This is a non-clinical elective in clinical simulation. The Jump Trading Simulation and Education Center provides an outstanding opportunity for students interested in academic careers to participate in the use of simulation technology to improve patient safety, quality, and to reduce healthcare costs.

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

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

Ten to fifteen hours will be spent in direct contact with simulation, obtaining mastery of key skills useful in the internship year. Students will engage in task training, standardized patient, and high fidelity simulations in the following topic areas: emergency vascular access, basic and advanced airway techniques, informed consent, resuscitation, and trauma care.

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

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

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

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

Objectives
Upon completion of this elective, the student will be able to:
1. Describe the process of mastery training for procedural competency.
2. Demonstrate the ability to integrate quality and safety goals into clinical education.
3. Demonstrate competency in the listed procedural and clinical skills.
4. Contribute meaningfully to education, research, or innovation in clinical simulation.

Method of Evaluation
Completion of standard evaluation

Required Reading
No required reading.
Introduction to Emergency Medicine
Clinical Elective
(ELEC 352)

Course Director  Lee Raube, DO
Coordinator  Janet Kupferschmid

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<tr>
<th>Location</th>
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Narrative Description
The main goal of this course is to develop the skills of the M3/M4 student in the diagnosis and management of an undifferentiated patient in an emergency department setting. This course will allow the student to experience and appreciate the unique environment of the 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 FAMILY AND COMMUNITY MEDICINE

<table>
<thead>
<tr>
<th>Chair or Dept. Head:</th>
<th>Coordinator:</th>
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</thead>
<tbody>
<tr>
<td>Kelvin Wynn, M.D.</td>
<td>Hanna Drows</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:hdrows@uic.edu">hdrows@uic.edu</a></td>
</tr>
<tr>
<td></td>
<td>309-672-4593</td>
</tr>
</tbody>
</table>
Family Medicine - Maternal/Newborn
Clinical Elective
(ELEC 194)

Course Director  Elizabeth Gabel, M.D.  Coordinator  Hanna Drowns
309-672-4593
hdrowns@uic.edu

Location  UPH Methodist and UPH Family Health Center (815 Main St)
Prerequisites  Completion of Phase 2

Dates Available  only available per direct request  Dates Unavailable  Winter Break

Duration in Weeks  2 or 4  Hours Per Week  40-60

Lectures/Seminars  Yes  Lab  Yes
Outpatient  No
Inpatient  Yes

House Staff  Yes  Night Call  No
Weekends  No

Number of Students  1 (Maximum of 1 student per any Family Med elective per block)  Optimizer  No
Visiting Students  Yes
Grading Nomenclature  2 wk- Satisfactory/Unsatisfactory 4 wk- H/HP/P/F

Narrative Description
This 4-week Family Medicine elective will expose the student to the prenatal, intrapartum, postpartum, and first outpatient follow-up care. The focus of care will include the mother, fetus, and newborn. This inpatient experience will occur at UnityPoint Health Methodist through the Family Medicine Residency MNPS. The student will work with family physicians and residents delivering maternal-fetal-newborn care.

Objectives
At the end of this course, the student will be able to:
1. Diagnose pregnancy after evaluating history, physical exam, and laboratory data obtained from a female patient.
2. Identify and interpret the routine and specialized laboratory and imaging testing necessary to fully evaluate the pregnant patient throughout each stage of pregnancy.
3. Identify and apply appropriate management strategies to care for the pregnant patient.
4. Apply knowledge of pregnancy care to provide appropriate patient education to the pregnant patient.
5. Recognize the stages of labor.
6. Evaluate the patient in labor based on history, physical exam, and appropriate testing.
7. Describe obstetrical risk factors and recognize those factors in a pregnant patient.
8. Recognize the appropriate time to obtain consultation for the management of a high-risk pregnant patient.
9. Perform a normal vaginal delivery.
10. Assist in forceps, vacuum, and Caesarean deliveries.
11. Evaluate and assess the newborn immediately postpartum and in the nursery.
12. Communicate with and educate the parents about the care of their newborn.
13. Evaluate the postpartum patient at her first outpatient follow-up visit.
14. Evaluate the infant at his/her first outpatient follow-up visit.
15. Employ techniques to promote family bonding after delivery.
16. Educate patients and family to initiate and maintain breastfeeding (if that is the preferred feeding method for their newborn).

Method of Evaluation
The faculty will base their evaluation on:
1. The Standard Clinical Evaluation Form.
2. Daily Observation.

Required Reading

Implementation  Students will spend most of their elective on the MNPS service.

Phase 3 Elective Catalog - Academic Year 2023-24  14
Family Medicine - UICOMP/UPH
Clinical Elective
(ELEC 814.2)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Elizabeth Gabel, M.D.</th>
<th>Coordinator</th>
<th>Hanna Drowns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>UPH Methodist and UPH Family Health Center (815 Main St)</td>
<td>Prerequisites</td>
<td>Completion of Phase 2</td>
</tr>
<tr>
<td>Dates Available</td>
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<td>Dates Unavailable</td>
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<tr>
<td>Duration in Weeks</td>
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<td>Hours Per Week</td>
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<td>Lab</td>
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<td>Optimizer</td>
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<td>Yes</td>
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<td>H/HP/P/F</td>
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**Narrative Description**

This 4-week elective will provide outpatient experience at the University of Illinois College of Medicine at Peoria Residency in Family Medicine at the UnityPoint Clinic Family Medical Center. A focus on ambulatory OB is available at outside clinics.

Ambulatory Family Medicine may be performed in outpatient settings:
1. Family Medical Center, Peoria, Illinois - model ambulatory care center for the residency
2. Havana OB Clinic, Havana, Illinois
3. Heartland Health Services Sheridan Rd, Peoria, Illinois
4. Heartland Health Services East Bluff, Peoria, Illinois

**Objectives**

At the end of this course, the student will be able to:
1. Appropriately manage common problems seen in an ambulatory setting.
2. Recognize the diversity of patient care responsibilities in Family Medicine.
3. Understand the principles of family medicine and their application to clinical practice.
4. Perform a comprehensive, yet pertinent history and physical.
5. Develop a comprehensive assessment of the patient’s presenting problem.
6. Develop a “whole person” approach to patient care that focuses on the patient’s physical, emotional, psychological, and spiritual health.
7. Demonstrate good interpersonal skills.
8. Employ skills as a member of the health care team.
9. Describe the influences and importance of the family, community, occupation and psychological factors on patient care.

**Method of Evaluation**

The faculty will base their evaluation on:
1. The Standard Clinical Evaluation Form.
2. Daily observation.

**Required Reading - None**
Family Medicine – Sub-Internship
Clinical Experience
(ELEC 873)

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<td>Elizabeth Gabel, M.D.</td>
<td>Hanna Drowns</td>
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</tr>
<tr>
<td></td>
<td>309-672-4593</td>
<td></td>
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<tr>
<td></td>
<td><a href="mailto:hdrowns@uic.edu">hdrowns@uic.edu</a></td>
<td></td>
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<tr>
<td>UPH Methodist, Family Medical Center (815 Main St), select community sites are utilized in RSPP only</td>
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**Narrative Description**

The goal of this 4-week elective is to provide an educational experience where medical students will have direct responsibility for patient care under the supervision of the family medicine senior residents and attending physicians, including initial and follow-up assessments, diagnostic and therapeutic plans, patient education and disease prevention. Although there is a component of outpatient family medicine, this rotation prepares the student for patient-centered inpatient care. Based on their demonstrated knowledge, skills, and attitudes, students will act as “surrogate interns” with an advanced degree of independence and responsibility during the rotation in preparation for their intern year. This will help them broaden their knowledge, learn to accept responsibility, and improve their professional and interpersonal skills. Except for RSPP students, who will have the option of completing their sub—internship at the RSPP site, the sub-internship is only offered at the Family Medicine Residency.

**Objectives**

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

1. Actively take responsibility for assigned patients as “surrogate interns.”
2. Perform a comprehensive, yet pertinent history and physical.
4. Develop a plan for the patient’s care which includes admit orders.
5. Formulate an evidence-based, cost-efficient, and ethical management strategy.
6. Write, dictate, or electronically enter outpatient progress notes and admission history and physical documents.
7. Follow the patient in the office or hospital, write pertinent notes, update problem lists, and monitor lab, imaging and other diagnostic results.
8. Develop a “whole person” approach to patient care that focuses on the patient’s physical, emotional, psychological and spiritual health.
9. Demonstrate good interpersonal skills.
10. Employ skills as a member of the health care team.
11. Describe the common problems in Family Medicine and the various diagnostic and therapeutic interventions.
12. Describe the influences and importance of the family, community, occupation and psychological factors on patient care.
13. Identify appropriate times for specialty consultation and referral and arrange for that consultation.

**Method Of Evaluation:**

The preceptor will provide ongoing, constructive evaluation and feedback of the student’s competence in taking accurate histories, performing directed examinations, making assessments, forming and following appropriate plans, and building good relationships with the patients and their families.
The faculty will base their evaluation on:
1. Daily observation
2. The Standard Clinical Evaluation Form

**Special Interests in Family Medicine.** Please note that students with special interest within family medicine (women’s health, Obstetrics, etc) should contact Dr. Gabel or Hanna Drowns prior to start of rotation to discuss possible extra opportunities within the schedule.

**Recommended Educational Aides:**
Visual Dx [https://www.visualdx.com](https://www.visualdx.com)
Dyna Med [https://dynamed.com/home/about](https://dynamed.com/home/about)
International Family Medicine
Clinical Elective
(ELEC 824.5)

| Course Director | Elizabeth Gabel, M.D. | Coordinator | Hanna Drowsn
<table>
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<tr>
<td>Location</td>
<td>Varies- All in other countries</td>
<td>Prerequisites</td>
<td>International Elective Organization on Blackboard. Completion of Phase 2. Approval of site by Department Chair</td>
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<td></td>
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<td>Grading Nomenclature</td>
<td>H/HP/P/F</td>
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</tbody>
</table>

*The location of this elective should be pre-approved by the Department Chair prior to making any financial commitments. PLAN EARLY!

Narrative Description
The physician in international primary care settings is required to function frequently as clinician, teacher, environmentalist, and leader of the health care team. Resources are limited, environmental hazards many, and skilled personnel few. Furthermore, mortality and morbidity are often enormous, caused by diseases that are essentially controllable through public health and environmental measures.

Developing nations often lack physicians, and the supportive paramedical disciplines and social resources upon which physicians in the United States depend. Typically, American medical students discover similarities with non-urban U.S. medical practice, where many resources for patient care are not immediately accessible. The lack of services for the emotionally or mentally ill, the blind, the deaf, and other handicaps are problems that must be faced. The medical resourcefulness required to meet community needs and the appreciation of a health structure normally invisible to American physicians can develop in an international primary care preceptorship.

Clinical experiences will cover the spectrum of semitropical or tropical medical practice, in which acute illness and the care of children and women are dominant.

This is an elective and cannot be substituted for the required clerkship in family medicine

Objectives
At the end of this course, the student will be able to:
1. Have gained perspectives on allocating scarce medical resources and setting priorities.
2. Realize the value of preventative medicine and public health interventions in international health.
3. Develop skills appropriate for use in any small-town setting.
4. Recognize the importance of teamwork in health care delivery, particularly in international primary care health settings.
5. Experience the unique problems of tropical medicine and common health problems in a different culture.

Method of Evaluation
The faculty will base their evaluation on:
1. Verbal and written presentations of the student.
2. Technical procedures.
3. Case discussions.
4. Interactions between student and patients.

Required Reading - None
DEPARTMENT OF
HEALTH SCIENCES EDUCATION & PATHOLOGY

<table>
<thead>
<tr>
<th>Chair or Dept. Head:</th>
<th>Coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meenakshy Aiyer, M.D.</td>
<td>Debby Tucker</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:dtucker3@uic.edu">dtucker3@uic.edu</a></td>
</tr>
<tr>
<td></td>
<td>309-680-8641</td>
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(for schedule change authorization)
Advanced Anatomy
Non-Clinical Elective
(ELEC 342)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Tracy Soltesz, PhD</th>
<th>Coordinator</th>
<th>Debby Tucker</th>
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<td></td>
<td></td>
<td></td>
<td><a href="mailto:dtucker3@uic.edu">dtucker3@uic.edu</a></td>
</tr>
<tr>
<td>Location</td>
<td>UICOMP, Jump, OSF</td>
<td>Prerequisites</td>
<td>Completion of Phase 2</td>
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Narrative Description
This elective will incorporate cadaveric anatomic dissection, radiologic diagnostic interpretation and various educational modalities of anatomy technology. The learner will provide teaching assistance in the anatomy cadaver lab during the Phase 1 organ-based segment curriculum. The elective can pair the organ segment to the interest of the learner (i.e. – orthopedic surgery interest paired with MSK organ-based block). This will also provide a back to the basic science opportunity while advancing technical anatomical skills.

Objectives
At the end of this course, the student will be able to:
1. Identify, describe, and apply cadaveric anatomic structures and function.
2. Compare radiologic anatomy to cadaveric anatomic relationships to enhance understanding of disease processes.
3. Develop enhanced dissection skills.
4. Apply various technology applications to enhance anatomy understanding.

Method of Evaluation
M4 standardized evaluation form completed by attending faculty based on the participation in lab, and/or other methods of evaluation.

Required Reading
Relevant sections of Anatomy textbook for Phase 1

Schedule
We have designated the blocks of study to ensure students have access to cadaveric dissection, clinicians, and Phase 1 teaching opportunities.

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<thead>
<tr>
<th>Anatomical Area of Focus</th>
<th>Block Offered</th>
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<tbody>
<tr>
<td>Head / Neck / Neuro</td>
<td>Block 5</td>
</tr>
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<td>With approval. Anatomical region of study determined by resource availability.</td>
<td>Block 6 (with approval)</td>
</tr>
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<td>Block 7</td>
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<tr>
<td>Block 8</td>
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<tr>
<td>Extremities / Orthopedic Focus</td>
<td>Block 9</td>
</tr>
<tr>
<td>Cardio / Thoracic</td>
<td>Block 10</td>
</tr>
<tr>
<td>GI / Abdominal / Reproductive</td>
<td>Block 12</td>
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<tr>
<td>Course Director</td>
<td>Lori Rasca, D.O.</td>
</tr>
<tr>
<td>----------------------</td>
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<td>Location</td>
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</table>

**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 workflow 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.
3. Presentation at the conclusion of the elective.

**Required Reading**

None at this time.
Applied Advanced Anatomy – 3D Modeling
Non-Clinical Elective
(ELEC 518)

<table>
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<tr>
<th>Course Director</th>
<th>Matt Bramlet, M.D. Shannon Egli</th>
<th>Coordinator</th>
<th>Debby Tucker</th>
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**Narrative Description**
Recent UICOMP experimental success with 3D modeling for complex surgical planning forms the basis for this elective. Accurate 3D mental interpretation, identification, and diagnosis from 2D medical imaging of anatomical structures remains a leading cause in misdiagnosis and surgical error. This elective provides an opportunity for the student to gain hands-on experience developing anatomical location, identification, and dissection skills as well as demonstrating application of 2D anatomical imaging information to a 3D model.

Experienced surgeons who face complex surgical procedures champion the benefits of converting 3D DICOM datasets into 3D models for pre-surgical analysis. Surgeon’s who face a complex congenital heart surgery or complex surgical oncology case will acquire a 3D imaging dataset, then working with radiology, they will generate a 3D model of the case. Once the 3D model is created they will then interact with the 3D model (physical 3D print or VR digital 3D model) to generate an improved mental representation of the surgical case or even practice a simulated surgery procedure with the model prior to repair. The surgeons will then create an informational module for patient education or clinical vignette for medical education. This elective aims to mirror this real world work-flow to introduce these new standard of care concepts to the learner while providing a deeper understanding of the anatomy chosen by the learner.

This elective provides the learner with an opportunity to dive deep into specialty specific anatomy through cadaveric anatomic dissection, radiologic diagnostic interpretation, 3D model generation from 3D DICOM datasets, followed by a case presentation project.

Prior to the start of the elective (2 weeks, minimum), the learner is expected to communicate with the anatomy lab, the desired target anatomy so preparations can be made for the start of the elective. The elective is broken up into 3 broad phases. The first phase is hands on dissection coordinated within the anatomy lab. The second phase is a combination of both radiologic image review as well as 3D model generation. Working with radiology, the learner will shadow a radiology sub-specialist in the target specialty. This time will be utilized to gain a summary knowledge of imaging modalities useful to the specialty as well as identification of a sufficient 3D DICOM dataset by which to generate the 3D model. The learner will then transition to the process of creating the 3D model from the 3D DICOM dataset. This involves utilizing medical oriented CAD software, (for which training and support will be provided.) The third and final phase of the elective involves creating a peer educational project utilizing a 3D technology of the learner’s choosing.

Successful completion of the elective should result in:
1. Deeper knowledge of the targeted anatomy through dissection and radiological review.
2. Broad awareness and utility of imaging methods for targeted anatomy.
3. Exposure to the process of segmentation in the building of 3D models.
4. Awareness of the different types of 3D technology and how 3D modeling aids in the surgical planning of complex procedures.
5. Broad understanding of how 3D modeling fits into good instructional design.
Objectives
At the end of this course, the student will be able to:
1. Identify, describe, and apply cadaveric anatomic structures and function.
2. Develop enhanced dissection skills.
3. Compare radiologic anatomy to cadaveric anatomic relationships to enhance understanding of disease processes.
4. Describe decision making process for when 3D modeling should be considered for medical decision making.
5. Demonstrate basic 3D modeling creation skills with CAD software.
6. List various 3D technologies and benefits and limitations of each (as they relate to medical decision making).
7. Exhibit proper integration of 3D modeling into medical education format.

A DICOM File is an image saved in the Digital Imaging and Communications in Medicine (DICOM) format.

Method of Evaluation
Evaluation will be broken up into the 3 phases of the elective. Feedback of current performance will be provided at the end of each phase.

Required Reading
Relevant sections of Anatomy textbook for Phase 1
Book Chapter: 3D Modeling: The Next Imaging Modality; Dr. Bramlet 2021

Evaluation Matrix:

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<th>Planning and Preparation</th>
<th>Outstanding 5.0</th>
<th>Advanced 4.0</th>
<th>Proficient 3.0</th>
<th>Unsatisfactory 2.0</th>
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<th>Insufficient Information 0.0</th>
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<td>Topic and justification identify application beyond course</td>
<td>Topic and justification submitted on time</td>
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<tr>
<td>Create list of objectives</td>
<td>List of objectives demonstrate deeper research into topic</td>
<td>List of objectives parallel and complement UICOMP anatomy curriculum objectives</td>
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<tr>
<td>Create Outline for project</td>
<td>Outline includes subtopics to stimulate broader thought and application of content</td>
<td>Outline provides supportive, logical progression and no content errors</td>
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<tr>
<td>Anatomic Dissection and Gross Lab</td>
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<td>Advanced 4.0</td>
<td>Proficient 3.0</td>
<td>Unsatisfactory 2.0</td>
<td>Incomplete</td>
<td>Insufficient Information 0.0</td>
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</tr>
<tr>
<td>Structure identification list</td>
<td>List is thorough and complete including a justification for identification and written so the procedure is repeatable by future learners</td>
<td>List is given with logical order for dissection and identification</td>
<td>List is given on time and complete</td>
<td>No list created or the list is missing relevant structures.</td>
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</tr>
<tr>
<td>Dissection and identification</td>
<td>Student performed dissection with minimal extra damage to surrounding tissue, near surgical efficiency and accuracy, with 100% of structures listed without help. Captured all steps with photographs</td>
<td>Student completed dissection and identified 90% of listed structures. Also identified other visible structures while vocally describing their process during the procedure. Relevant photographs were taken</td>
<td>Student demonstrated basic dissection skills and identified 80% of listed structures without help</td>
<td>Student dissection skills need improvement. Student needed assistance throughout procedure to identify most structures. Many structures were carelessly damaged.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall performance</td>
<td>Student was completely engaged in the dissection. They followed the prepared plan, adaptable to facilitator directions, and followed ALL necessary safety and lab procedural protocols</td>
<td>The student was engaged most of the time during the dissection. They followed most directions and necessary procedures. ALL safety rules were followed for the most part as well.</td>
<td>The student was on time and demonstrated respect for the donor throughout the procedure. They identified most structures without help. They followed ALL procedures and lab safety rules.</td>
<td>The student was off task or disengaged for most of the dissection and/or did not follow directions, completed steps of the procedure out of order, and/or did not follow ALL lab safety rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radiology and Segmentation</td>
<td>Outstanding 5.0</td>
<td>Advanced 4.0</td>
<td>Proficient 3.0</td>
<td>Unsatisfactory 2.0</td>
<td>Incomplete</td>
<td>Insufficient Information 0.0</td>
</tr>
<tr>
<td>Engagement with Radiology</td>
<td>Taking initiative to seek out radiologist to work with and pre-reading</td>
<td>Pre-reading for shadow experience</td>
<td>On time and present for the shadow experience</td>
<td>Missing more shadow experience than being present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selection of DICOM dataset for complex 3D problem</td>
<td>DICOM shows target anatomy perfectly, or two DICOM datasets utilized to generate new model</td>
<td>DICOM demonstrates anatomy, but different modality would have been ideal</td>
<td>DICOM can generate some but not all anatomy</td>
<td>No DICOM selected or incomplete segments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>QA of 3D Digital Model</td>
<td>QA process complete on first and final review</td>
<td>QA process requires 1 pass</td>
<td>QA process requires 2 passes</td>
<td>QA not performed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of 3D digital model</td>
<td>Complex multi-segmented model of complex anatomy, or model derived from multiple images</td>
<td>Good model with multiple segments</td>
<td>Model consists of 1 or 2 “easy to segment” components i.e. bone and contrast</td>
<td>No model generated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------</td>
<td>----------------------------------------------------------------</td>
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<table>
<thead>
<tr>
<th><strong>Educational Project</strong></th>
<th>Outstanding 5.0</th>
<th>Advanced 4.0</th>
<th>Proficient 3.0</th>
<th>Unsatisfactory 2.0</th>
<th>Incomplete 1.0</th>
<th>Insufficient Information 0.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of 3D model's benefit in education and training</td>
<td>Utilizes 3D technology that conveys complexity of 3D model</td>
<td>Utilizes 2D technology that conveys complexity of 3D model through movement</td>
<td>Utilizes 2D technology that shows 3D model, but does not utilize movement</td>
<td>No Project or Project made now attempt to incorporate 3d model</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of content</td>
<td>High quality project that not only conveys key concepts to target learner, but also demonstrates advanced anatomy knowledge</td>
<td>High quality project that conveys key concepts to target learner</td>
<td>Average quality project that struggles to clearly educate the target learner</td>
<td>No Project / Poor Quality project</td>
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<td></td>
</tr>
<tr>
<td>Depth of content</td>
<td>Learner demonstrates excellent understanding of targeted anatomy by linking dissection, radiographs and 3D model within project details.</td>
<td>Learner demonstrates advanced understanding of targeted anatomy.</td>
<td>Learner demonstrates successful completion of their project objectives.</td>
<td>No project or project did not reflect or address objectives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Community Health
Clinical Elective
(ELEC 423.1)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Coordinator</th>
<th>Location</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Angela O'Bryant &amp;</td>
<td>Debby Tucker</td>
<td>Central Illinois</td>
<td>Completion of Phase 1</td>
</tr>
<tr>
<td>Dr. Mary Stapel</td>
<td></td>
<td>FRIENDS</td>
<td></td>
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<table>
<thead>
<tr>
<th>Dates Available</th>
<th>Dates Unavailable</th>
<th>Duration in Weeks</th>
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<tbody>
<tr>
<td>Upon Approval</td>
<td>Block 3b, 4a, 8,</td>
<td>2</td>
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<tr>
<td></td>
<td>Winter Break</td>
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<thead>
<tr>
<th>Lectures/Seminars</th>
<th>Lab</th>
<th>Hours Per Week</th>
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</thead>
<tbody>
<tr>
<td>with prior notice</td>
<td>Outpatient</td>
<td>32</td>
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<tr>
<td></td>
<td>Inpatient</td>
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<table>
<thead>
<tr>
<th>House Staff</th>
<th>Night Call</th>
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<tbody>
<tr>
<td>No</td>
<td>Weekends</td>
</tr>
<tr>
<td></td>
<td>No</td>
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<td>Varies</td>
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<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Optimizer</th>
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<tbody>
<tr>
<td>1</td>
<td>Yes</td>
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<tr>
<td></td>
<td>No</td>
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<tr>
<td></td>
<td>Satisfactory/Unsatisfactory</td>
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<table>
<thead>
<tr>
<th>Visiting Students</th>
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<table>
<thead>
<tr>
<th>Grading Nomenclature</th>
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<tr>
<td>Yes</td>
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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)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Ms. Angela O'Bryant &amp; Dr. Mary Stapel</th>
<th>Coordinator</th>
<th>Debby Tucker</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>309-680-8641</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:dtucker3@uic.edu">dtucker3@uic.edu</a></td>
</tr>
<tr>
<td>Location</td>
<td>Faith Community Nurses of OSF</td>
<td>Prerequisites</td>
<td>Completion of Phase 1</td>
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<tr>
<td>Dates Available</td>
<td>Upon Approval</td>
<td>Dates Unavailable</td>
<td>Block 8, Winter Break</td>
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<tr>
<td>Duration in Weeks</td>
<td>2</td>
<td>Hours Per Week</td>
<td>32</td>
</tr>
<tr>
<td>Lectures/Seminars</td>
<td>with prior notice</td>
<td>Lab</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outpatient</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inpatient</td>
<td>Yes</td>
</tr>
<tr>
<td>House Staff</td>
<td>No</td>
<td>Night Call</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekends</td>
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</tr>
<tr>
<td>Number of Students</td>
<td>1</td>
<td>Optimizer</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visiting</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students</td>
<td>Satisfactory/Unsatisfactory</td>
</tr>
</tbody>
</table>

**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
**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
Functioning Disabilities Health in the Community
Clinical Elective
(ELEC 520)

Course Director: Ms. Angela O’Bryant & Dr. Jessica Hanks
Coordinator: Debby Tucker
309-680-8641
dtucker3@uic.edu

Location: EPIC – Empowering People. Inspiring Capabilities. 1913 W. Townline Road Peoria, IL 61615 and Apostolic Christian Lifepoints – Timber Ridge 2125 Veterans Road, Morton, IL 61550
Prerequisites: Family Medicine or Internal Medicine Clerkship And Pediatrics Clerkship

Dates Available: Upon Approval
Dates Unavailable: 8a & Winter Break
Duration in Weeks: 2
Hours Per Week: 40

Lectures/Seminars: Per availability
Lab: No
Outpatient: Yes
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
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
# Neuropathology
Clinical Elective
(ELEC 767)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Sarah Bach, M.D.</th>
<th>Coordinator</th>
<th>Debby Tucker</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>309-680-8641</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:dtucker3@uic.edu">dtucker3@uic.edu</a></td>
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<table>
<thead>
<tr>
<th>Location</th>
<th>SFMC</th>
<th>Prerequisites</th>
<th>Completion of Phase 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates Available</td>
<td>Fall Break, Blocks 7a/b, 8a, 12b, 13a/b</td>
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<th>Duration in Weeks</th>
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<td>House Staff</td>
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<td></td>
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</tr>
<tr>
<td></td>
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<td>Night Call</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Weekends</td>
<td>No</td>
</tr>
</tbody>
</table>

| Number of Students | 1
| Required Reading- None |

*Additional Prerequisites:
- Student must be planning to pursue a residency in pathology, neurology, or neurosurgery
- Student must have the elective pre-approved by Dr. Bach at least 2 months in advance of start date

**Narrative Description**
This elective is specifically offered for those students who plan to pursue a residency in pathology, neurology, or neurosurgery. During this elective, the student will learn fundamentals of neuropathology. Reading material will be assigned for independent study and didactic sessions and/or discussions about each topic will follow. The student will review surgical as well as autopsy slides of interest and participate in frozen sections and brain autopsies. Participation in a monthly brain cutting conference will enable the student to improve basic neuroanatomy and appreciate clinical correlation. The student will be required to do a PowerPoint presentation on a neuropathology topic of his or her choosing at the end of the rotation. Weekly quizzes and a final exam will help the student gauge his or her progress.

**Objectives**
At the end of this course, the student will be able to:
1. Describe basic gross anatomy of the nervous system.
2. Distinguish the cellular details of the nervous system on light microscopy.
3. Describe pathological changes that affect the different cells of the nervous system in disease.
4. Describe the pathology of some common lesions of the nervous system, including tumors as well as non-neoplastic disease, e.g., neurodegenerative diseases, demyelinating diseases, infections of the CNS, cerebrovascular diseases, pediatric neuropathology, and diseases of skeletal muscle.
5. Identify the basic special stains, immunostains and molecular tests that are used to aid in neuropathologic diagnosis.

**Method of Evaluation**
The faculty will base their evaluation on:
1. Individual discussions with the student
2. Observation and daily contact with student
3. Quizzes, PowerPoint presentation, and final exam
4. Standard Clinical Evaluation Form

**Required Reading- None**
Pharmacology Basic Science – ONLINE
Non-Clinical Elective
(ELEC 508)

| Course Director          | Dr. Monzurul Roni          | Coordinator         | Debby Tucker
|--------------------------|---------------------------|---------------------|----------------
| Location                 | ONLINE                    | Prerequisites       | Completion of Phase 1
| Dates Available          | Blocks 9, 10, 11          | Dates Unavailable  | All other dates, Winter Break
| Duration in Weeks        | 4                         | Hours Per Week     | 20-30
| Lectures/Seminars       | 1-2 per week              | Lab                | No
|                          |                           | Outpatient         | No
|                          |                           | Inpatient          | No
| House Staff              | No                        | Night Call         | No
|                          |                           | Weekends           | No
| Number of Students       | Minimum 3                 | Optimizer          | Yes
|                          | Maximum 10                | Visiting Students  | No
|                          |                           | Grading Nomenclature| Satisfactory/Unsatisfactory

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  
|                           | 309-680-8641  
|                           | dtucker3@uic.edu  
| 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 Inpatient   | No  
| Night Call Weekends        | No  
| House Staff                | No  
| Number of Students         | 1  
| Optimizer Visiting Students| Yes  
| 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: (for schedule change authorization)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teresa Lynch, M.D.</td>
<td>Jodi Frasure</td>
</tr>
<tr>
<td></td>
<td>309-655-7733</td>
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<tr>
<td></td>
<td><a href="mailto:jfrasure@uic.edu">jfrasure@uic.edu</a></td>
</tr>
</tbody>
</table>
Cardiovascular Diseases
Clinical Elective
(ELEC 608.1)

Course Director  | Sudhir Mungee, M.D.  | Coordinator  | Jodi Frasure  
                 |                     |             | 309-655-7733  
                 |                     |             | jfrasure@uic.edu

| Location       | SFMC, OSF           | Prerequisites | Phase 2 Medicine Clerkship |
|               | Cardiovascular Institute (5405 N Knoxville) |             |                           |

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

| Duration in Weeks | 4 | Hours Per Week | Varies |

| Lectures/Seminars | Yes | Lab |
|                   |     | Outpatient |
|                   |     | Inpatient  |

| House Staff       | Yes | Night Call |
|                   |     | Weekends   |

| Night Call |
| Weekends   |

| Number of Students | 2  | Optimizer |
| Visiting Students |
| Grading Nomenclature |     | Yes |

H/HP/P/F

Narrative Description
Students will have the opportunity of participating in the evaluation of select adult patients with cardiovascular disease in the hospital setting. The student will work with a fellow, resident, and attending cardiologist in the initial evaluation, diagnostic work-up and follow-up of these patients. Techniques of physical examination, electrocardiographic monitoring and therapy will be emphasized. Special diagnostic techniques such as echocardiography and cardiac catheterization will be included.

Objectives
At the end of this course, the student will be able to:
1. Cultivate and refine accurate and detailed cardiovascular history and physical examination skills.
2. Develop a diagnostic impression and differential diagnosis based upon history and physical examination.
3. Recognize clinical therapeutics of basic cardiovascular drugs.
4. Formulate a diagnostic and treatment plan.
5. Correlate the results of specialized diagnostic tests with clinical problems.

Method of Evaluation
The faculty will base their evaluation on:
1. Daily rounds and student presentations.

Required Reading - None
**Clinical Microbiology**  
**Non-Clinical Elective**  
**(ELEC 425)**

<table>
<thead>
<tr>
<th>Course Director</th>
<th>John J. Farrell, M.D.</th>
<th>Coordinator</th>
<th>Jodi Frasure</th>
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<tbody>
<tr>
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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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<table>
<thead>
<tr>
<th>Location</th>
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<th>Prerequisites</th>
<th>Passing score on USMLE Step 1 Exam</th>
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<table>
<thead>
<tr>
<th>Dates Available</th>
<th>All, scheduling is by appointment only</th>
<th>Dates Unavailable</th>
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<table>
<thead>
<tr>
<th>Duration in Weeks</th>
<th>4</th>
<th>Hours Per Week</th>
<th>40</th>
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| Lectures/Seminars     | Yes                                   | Lab               | Yes           |
|                       |                                      | Outpatient        | No            |
|                       |                                      | Inpatient         | Yes           |

| House Staff           | Yes                                   | Night Call        | No            |
|                       |                                      | Weekends          | Optional      |

| Number of Students    | 2                                     | Optimizer         | No            |
|                       |                                       | Visiting Students | No            |
|                       |                                       | Grading Nomenclature | Satisfactory/Unsatisfactory |

**Objectives**

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

1. Describe the basic concepts of medical microbiology, e.g. taxonomy of human pathogens, modes of transmission, growth requirements, appearance on Gram stain, and important benchtop biochemical reactions, and learn clinical implications of clinical laboratory results.
2. Choose appropriate laboratory techniques to aid in the identification of a suspected pathogen.
3. Assist with processing of patient specimens.
4. Evaluate antibiotic resistance in microbial isolates by both phenotypic methods (e.g., modified carbapenem inhibition assay) and molecular methods (e.g., CARBA-R real time PCR).
5. Assign species identity to isolate based on 16S sequencing results.
6. Develop a whole genome sequence for a novel clinical isolate and upload the genome to the NIH NCBI database.

**Method of Evaluation**

M4 standardized evaluation form completed by attending faculty based on student’s lab performance and his/her translation of the lab findings to the clinic and the bedside.

**Required Reading**


**Optional**

Present an abstract at a national ID or microbiology conference (e.g., ID Week or Microbe)
**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 management of intravascular devises, hemodynamic monitoring, mechanical ventilation, techniques of nutritional support and evaluation of ongoing sepsis.

**Method of Evaluation**
The faculty will base their evaluation on:
1. Interactive rounds with assigned residents and attending staff.

**Required Reading - None**
Narrative Description
This is an inpatient with elective outpatient experience in clinical gastroenterology in a single specialty OSF practice staffed by seven full-time physicians with specialty interests in interventional endoscopy, hepatology, inflammatory bowel disease, and general gastroenterology. Both inpatient and outpatient services are supported by gastroenterology fellows, full-time nurse specialists (APN) and physician assistants (PA). The elective is a mix of inpatient and outpatient experience. Inpatient experience is with the GI attending physicians on weekly call rotation. Outpatient experience is at the GI Clinic for a week predominantly with Dr. Balouch and Dr. Dhillon. The inpatient senior fellow has weekday accountability for the clinical and educational activities. The practice operates on a patient-centered basis, focused on assuring patient autonomy, evidence-based medicine, strong communication among providers, patients, and families. Open access to Internet healthcare resources are used to provide patient education and foster the goals of high-quality care. The scope of the practice includes general gastroenterology with basic endoscopic procedures, hepatology, interventional endoscopy (ERCP & EUS) with special interest in inflammatory bowel disease, motility & chronic viral hepatitis.

Most mornings start with interactive didactic series paralleling the fellowship structure which students are encouraged to attend and participate. These include Case Conferences, M&M, Journal clubs and IBD focused case conferences, Gastrointestinal Cancer Conference (GICC) and GI pathology. Additionally, participation at the GI fellowship core curriculum and board review is encouraged as well. After the AM conferences the attending physicians are focused on diagnostic and therapeutic endoscopy procedures which students are welcome to observe. Clinical rounds are initiated by the inpatient care team at OSF-SFMC with staffing later in the day by the on-call attending. Afternoon office sessions involve consultations, continued care of established patients, analysis of clinical information, problem solving and discussion and are available for students on request. A collaborative effort is fostered to create a sense of pride in providing state of the art care in the most personal way. Student involvement is personalized to fit the student’s learning goals. The patients’ problems represent the broad spectrum of digestive disorders and complexity. The course director provides indirect supervision and teaching. The physician assigned to the inpatient service is the faculty member responsible for clinical supervision and clinical teaching. Supplemental teaching sessions are provided as time permits.

Objectives
At the end of this course, the student will be able to:
1. Relate the process of effective evidence-based diagnostics and clinical management for basic, common gastrointestinal disorders.
2. Demonstrate the ability to integrate internet healthcare information resources into patient care.
3. Integrate principles of communication and patient autonomy into patient care.
4. Recognize the supervisory role of the physician in effective patient care.
5. Demonstrate approaches to use the electronic medical record in an efficient way using the problem-oriented method and structured templates.
Method of Evaluation
The faculty will base their evaluation on:
1. Students will be given daily 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
Geriatrics
Clinical Elective
(ELEC 615)

Course Director  Larry Lindahl, M.D.  Coordinator  Jodi Frasure
309-655-7733  jfrasure@uic.edu

Location  SFMC  Prerequisites  Phase 2 Medicine Clerkship

Dates Available  All year, except as noted  Dates Unavailable  Block 7, 8b, Winter Break

Duration in Weeks  2 or 4  Hours Per Week  20-25

Lectures/Seminars  Yes, 5 per week  Lab  No
Outpatient  Yes
Inpatient

House Staff  Possible  Night Call  No
Weekends  No

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

Narrative Description
Students work one-to-one with the individual assigned geriatric attending and will participate in the evaluation and care of elderly patients in the hospital and ambulatory care setting. In the ambulatory setting the student will perform the appropriate history and physical examination including the mental status exam and identify key management strategies and the importance of an interdisciplinary approach to the care of the geriatric population. In the inpatient setting, the student will perform the appropriate history and physical examination and will formulate plans based on the history and physical examination. The student will also identify some of the key illnesses in the elderly, focusing on some of the atypical presentations of common diseases.

Objectives
At the end of this course, the student will be able to:
1. Describe the functional implications of aging organ systems.
2. Describe the key illnesses in the elderly, focusing on geriatric presentation of common disease processes like urinary tract infection, pneumonia, depression, myocardial infarction, thyroid dysfunction, and acute abdomen.
3. Describe common geriatric syndromes including falls, polypharmacy, pressure wounds, delirium, dementia, osteoporosis, and incontinence.
4. Demonstrate skills at performing an adequate history from a geriatric patient with special emphasis on physical and mental functioning.
5. Demonstrate skills at performing a mental status examination to evaluate memory loss or confusion in an elderly patient.
6. Practice interdisciplinary approach to management of elderly patients.
7. Demonstrate respect to older patients and make efforts to preserve their dignity.

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

Required Reading- None
Health Humanities – ONLINE
Non-Clinical Elective
(ELEC 502)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Elsa Vazquez-Melendez, Gina Pribaz, MDA,MA</td>
<td>Jodi Frasure 309-655-7733 <a href="mailto:jfrasure@uic.edu">jfrasure@uic.edu</a></td>
</tr>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ONLINE</td>
<td>Passing of Step One exam &amp; completion of 1 clinical clerkship</td>
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<th>Dates Available</th>
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<td>6a and 10a</td>
<td>All other dates and Winter Break</td>
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<table>
<thead>
<tr>
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<th>Night Call</th>
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<table>
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<tr>
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<th>Optimizer</th>
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<tr>
<td>Minimum 3</td>
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<td>Maximum 12</td>
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<tr>
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<th>Grading Nomenclature</th>
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<tbody>
<tr>
<td>No</td>
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<table>
<thead>
<tr>
<th>Narrative Description</th>
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<tbody>
<tr>
<td>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.</td>
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<thead>
<tr>
<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>Upon successful completion of this course, students will be able to:</td>
</tr>
<tr>
<td>1. Describe the benefits and tenets of health humanities from various perspectives and applications.</td>
</tr>
<tr>
<td>2. Analyze and appraise different modalities of health humanities including writing, music, film, and the visual arts.</td>
</tr>
<tr>
<td>3. Create an artistic or analytic project in response to a healthcare challenge students identify.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method of Evaluation</th>
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</thead>
<tbody>
<tr>
<td>Standardized evaluation form completed by attending faculty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Course Materials</th>
</tr>
</thead>
</table>


Vergheese 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)


# Hematology and Oncology
Clinical Elective  
(ELEC 804)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Michael H Veeder, M.D.</th>
<th>Coordinator</th>
<th>Jodi Frasure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>309-655-7733</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:jfrasure@uic.edu">jfrasure@uic.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>SFMC, MMCI (8940 N Wood Sage Rd, Peoria)</th>
<th>Prerequisites</th>
<th>Completion of Phase 2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dates Available</th>
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<th>Dates Unavailable</th>
<th>Winter Break</th>
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</table>

<table>
<thead>
<tr>
<th>Duration in Weeks</th>
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<th>Hours Per Week</th>
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<table>
<thead>
<tr>
<th>Lectures/Seminars</th>
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<th>Lab</th>
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</thead>
<tbody>
<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 (optional)</td>
</tr>
</tbody>
</table>

| House Staff               | Yes, 1 Resident                         | Night Call       | No           |
|---------------------------|-----------------------------------------|Weekends          |              |

| Number of Students        | 1                                        | Optimizer        | Yes          |
|---------------------------|-----------------------------------------|Visiting Students|              |
|                           |                                         |Grading Nomenclature| Yes         |
|                           |                                         |H/HP/P/F          |              |

## Narrative Description
The student will evaluate and assist in the management and treatment of patients admitted with hematologic or oncologic diseases. Only selected cases will be assigned to the medical student to assure there will be adequate time for reading and thoughtful evaluation. 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, but a significant amount of the student’s time will be spent in the office. 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 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
Infectious Diseases  
Clinical Elective  
(ELEC 617)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Rone Lin, M.D.</th>
<th>Coordinator</th>
<th>Jodi Frasure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>309-655-7733</td>
</tr>
<tr>
<td>Location</td>
<td>SFMC</td>
<td>Prerequisites</td>
<td>Phase 2 Medicine Clerkship</td>
</tr>
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<td>All year except Winter Break</td>
<td>Dates Unavailable</td>
<td>Winter Break</td>
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<tr>
<td>Duration in Weeks</td>
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<td></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>Visiting Students</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
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<td>Grading Nomenclature</td>
<td>2 wk- Satisfactory/Unsatisfactory</td>
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<td>4 wk- H/HP/P/F</td>
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**Narrative Description**

Students will work on a one-to-one basis with the infectious disease specialist assigned to teaching infectious disease consult service. They are expected to learn about the pathophysiology of infectious disease, differential diagnosis, and principles of antimicrobial therapy. They will gain knowledge of infectious disease problems by bedside teaching, lectures, and conferences. There will be an opportunity to see a broad spectrum of clinical problems including common community-acquired infections, AIDS, nosocomial infections, and infections related to immunosuppression, surgery (+/- pregnancy). This subspecialty elective is largely inpatient based but could also have an outpatient component upon request from individual student. Students will not be seeing any COVID-19 patients and will have minimal or no contact with them. They will be required to wear masks and other appropriate PPE’s during their encounter with non-COVID patients.

**Objectives (and Learning Goals)**

At the end of this course, the student will be able to:
1. Learn to evaluate patients presenting with a wide range of infectious problems. They will take a comprehensive history with emphasis on clinical presentation, epidemiologic risk factors for infectious diseases, and predisposing medical conditions.
2. Observe and perform physical examinations with particular attention paid to common physical findings associated with important infectious problems.
3. Generate a differential diagnosis with particular attention paid to the most probable and the most serious causes of a patient’s complaints.
4. Learn appropriate empiric antimicrobial regimens for a wide range of clinical situations, followed by selection of targeted therapy for de-escalation based on microbiology/culture data.
5. Understand the particular indications and complications of a wide range of antimicrobials.

**Student’s Expectations**

1. Present their findings, both written and oral, to the attending each day for review and feedback.
2. Round on each of their consults daily until discharge or signoff and write progress notes in the medical record.
3. Will be supervised by attending on their work on a daily basis and obtain daily feedback on student’s performance.
4. Attend weekly lectures and conference in accordance with Internal Medicine conferences for the Residents.
5. Give one brief presentation during the course of rotation about a patient or a problem that they encountered.

**Method of Evaluation**

The faculty will base their evaluation on:
1. Daily contact with the infectious disease attending physician during rounds, lectures, and conferences.
3. Presentation of review/journal article of their interest.

**Required Reading- None**
Inpatient Hospice Home
Clinical Elective
(ELEC 334)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Dr. Patricia Deters</th>
<th>Coordinator</th>
<th>Jodi Frasure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Owens Hospice Home</td>
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<tr>
<td></td>
<td>8630 IL-91, Peoria</td>
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<tr>
<td>Prerequisites</td>
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<td>Dates Available</td>
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<td>Winter Break</td>
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<td>Winter Break</td>
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<tr>
<td>Duration in Weeks</td>
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<tr>
<td>Night Call</td>
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<tr>
<td>Weekends</td>
<td>by Course Director</td>
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<tr>
<td>Number of Students</td>
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<tr>
<td>Optimizer</td>
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<tr>
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<td>Grading Nomenclature</td>
<td>2 wk- Satisfactory/</td>
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<td></td>
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<td>4 wk- H/HP/P/F</td>
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Narrative Description
Students have a brief encounter with the Owens Hospice Home during their M3 internal medical core clerkship. This elective is offered for students who are interested in a more in-depth experience with hospice care, particularly inpatient hospice care. The elective will occur at Owens Hospice Home under the guidance of the Medical Staff at Owens, and the student will assist in the care of patients transferred to the home for holistic, interdisciplinary, complex hospice care.

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

1. Patient Care
   - Demonstrate knowledge and a student level of proficiency in evaluation of patients at the end of life, and patients with specific symptom palliation needs
   - Perform a careful and complete history and physical, with emphasis on communication and active listening with the patient and/or his/her family about end-of-life issues such as advance directives and prognosis
   - Develop a treatment plan for patients with common symptoms associated with life-limiting illnesses
   - Demonstrate knowledge of hospice, including the interdisciplinary meeting, and knowledge in determining a patient's eligibility and appropriateness for hospital referral as well as carrying levels of hospice care, such as General Inpatient versus outpatient, etc.

2. Systems Based Practice
   - Identify the role of hospice in providing excellent care for seriously ill patients while ensuring both patient autonomy and good stewardship of health care resources
   - Gain proficiency in care planning for complex patients with multiple medical needs
   - Show awareness of the team approach to health care and identify the utility of each member of the team, particularly in the setting of advanced illness and at the end of life
   - Describe the indications, roles, timing, and evidence for both hospice and palliative care/medicine involvement
   - Understand the impact of good palliative care and hospice care on patient satisfaction, hospital mortality, hospital 30-day readmissions, and ED visits

3. Practice Based Learning
   - Utilize available resources to assist in making both timely and appropriate diagnostic management decisions
   - Discuss outcomes of patient management plans with the attending physician
   - Evaluate and target areas for self-improvement
   - Demonstrate awareness of medical literature and content relevant to the field of hospice care and palliative medicine
4. Professionalism
   • Explain why skilled communication, empathy, and excellent pain and symptom management are critically important to performing excellent holistic medical care
   • Identify the role of a physician as it pertains to advanced care planning and goals of care discussion with patients with advanced disease
   • Demonstrate respect and compassion for all patients, as well as other caregivers and hospice staff

5. Interpersonal Skills and Communication
   • Develop and utilize effective strategies to establish rapport, assess understanding and communicate an advanced care plan
   • Identify and respond appropriately to anger, fear, grief, and denial as well as other blocks to effective communication by addressing concerns on both the intellectual and emotional planes
   • Determine goals of care through in-depth discussion with patients and family members

6. Medical Knowledge
   • Apply basic medical concepts learning in the third and fourth year to complex medical scenarios
   • Identify common side effects and problems of a range of medications in elderly and end of life populations, particularly regarding benzodiazepines, opioids, and antipsychotics as well as various medications that may cause delirium
   • Identify critical areas of knowledge of hospice and palliative medicine as it will pertain to each field of practice, including pain and symptom management and communication skills

Method of Evaluation
The faculty will base their evaluation on direct observation.

Required Reading
To be assigned by course director
The goal of the Medicine Sub-internship is to provide an educational experience where medical students will have direct responsibility for patient care (evaluation/assessment/notes/orders/presentation/consults/hand-off) including patient education/prevention. This rotation will help fourth year medical students develop skills to practice and function at a level of Medicine Intern in an inpatient setting. It will also help the students critically utilize principles of evidence-based medicine in their daily management of patients.

During this rotation student will act as “surrogate interns.” This will help them to broaden their knowledge, learn to accept progressive responsibility and improve clinical reasoning and decision-making. This will also help them develop their professional and interpersonal skills. Student will also attend daily didactic lectures such as morning report, noon conferences and grand rounds per Internal Medicine residency schedule.

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

1. Dictate or type the history and physical examination (a minimum 3-4 new admissions per week).
2. Assess and design a basic medical management plan for the admitted patient.
3. Write admit orders after initial evaluation of the patient.
4. Follow assigned patients, write daily progress notes, update problem lists and follow up on labs, x-rays, and other diagnostic tests ordered (no more than 5 patients per day).
5. Discuss their clinical reasoning skills and therapeutic strategies.
7. Demonstrate understanding of their patients’ situations by discussing the various psychosocial, economic, religious and ethnic backgrounds of patients that underlie their belief and convictions. Engage in direct one-on-one relationships with patients that will enable them to deal with complex issues of individual patients.
8. Actively work with social services to coordinate discharge planning.
9. Demonstrate interpersonal skills and skills as a member of the health care team.
10. Describe the common problems in Internal Medicine and be able to understand the various diagnostic and therapeutic interventions.
11. Assess and formulate a plan for the following common clinical situations: hypertension, diabetes mellitus, congestive heart failure, chronic obstructive pulmonary disease, abdominal pain, chest pain, shortness of breath, cellulitis.

Daily Responsibilities
- The sub-I student should be able to carry 3-5 patients at a time by the end of their rotation.
• The sub-I student is responsible for generating a full H&P as well as a daily SOAP note on the patients they are following.
• The sub-I student is expected to arrive in the morning to receive check-in from night float on his/her patients, and to pre-round prior to morning attending rounds.
• The sub-I student is responsible for being present during check out to check out their patients to the cross covering resident team.
• The sub-I student is responsible for presentation of their patients at the bedside. They are expected to call consulting physicians to request a consult with the assistance of their senior resident.
• The sub-I student is expected to take late call with their team once per week. During their call day student is expected to admit patients with their assigned team and generate a full H&P and present to the attending on call.
• The sub-I student is responsible for discharging their patients in conjunction with the senior resident, including medication reconciliation and arrangements of follow-up.
• The sub-I student is responsible for communicating with their patients, patient’s families, nurses, ancillary staff, and other providers about the day to day needs and action plans of their patients.
• The sub-I student is responsible for beginning discharge planning from admission, speaking with the discharge planner and case management, and assisting in the process of obtaining the resources and referrals needed for a safe discharge.
• The sub-I student is responsible for contacting the PCP at discharge with the supervision of their senior resident to inform them of the follow-up plans.
• The sub-I student is expected to participate fully in family meetings, end of life and code discussions, and emergent bedside management of their patients when needed.
• The sub-I student will complete the Proficiency Checklist for the month with clinical skills observed or witnessed by the senior resident or the attending.

Days Off
• The student will receive a total of 3 days off over the first three weeks of the rotation, averaging one per week. The last week of the rotation is a 5 day week with the last weekend off for the student. The student is allowed one “extra” day for educational activities, taking boards, residency interviews, etc. This must be cleared and approved by the Sub-I director. Absence policy set by Medical School will be followed.

Didactics
• Sub-I student is expected to attend and participate in morning report daily, as well as noon conferences daily and grand rounds every Wednesday.
• The sub-I will have conference time about 4 hours per week for didactic sessions, including simulation, professor rounds, and small group discussion. This will take the sub-intern away from the wards for roughly 2-3 hours at a time on a given afternoon.

Method of Evaluation
Preceptors will provide ongoing, constructive evaluation and feedback of the student’s competence in taking accurate histories, performing directed examinations, making assessments, forming appropriate plans, and building good relationships with patients and their families. Student will also be evaluated on professionalism and good interpersonal skills. Preceptors who work with the assigned student will also fill out a standardized evaluation form and send it to the Sub-I director for review. This will eventually get released and sent to student for review. Faculty will base their evaluation on:
1. Daily observation of the student during rotation.
2. Feedback by the assigned resident(s) and attending physicians.

Required Reading - None
Nephrology
Clinical Elective
(ELEC 621)

Course Director  | **Anthony Horinek, M.D.**  
Coordinator      | **Jodi Frasure**  
                 | 309-655-7733  
                 | jfrasure@uic.edu

**Location**  | SFMC

**Prerequisites**  | Phase 2 Medicine Clerkship

**Dates Available**  | All year except as noted
**DatesUnavailable**  | Winter Break

**Duration in Weeks**  | 4 week minimum
**Hours Per Week**  | 40

**Lectures/Seminars**  | Yes
**Lab**  | No
**Outpatient**  | Optional
**Inpatient**  | Yes

**House Staff**  | Yes
**Night Call**  | No
**Weekends**  | No

**Number of Students**  | 1
**Optimizer**  | Yes
**Visiting Students**  | Yes
**Grading Nomenclature**  | H/HP/P/F

**Narrative Description**
Students will evaluate and assist with the management of all patients admitted to or seen in consultation by the Nephrology service. There will be opportunities for observation of hemodialysis and renal biopsy, clinical discussion of nephrological diseases. Students will attend renal and dialysis conferences. Opportunity to observe outpatient office practice is available (optional).

**Objectives**
At the end of this course, the student will be able to:
1. Describe the basic concepts of renal pathology, i.e., proliferative, membranous changes, interstitial abnormalities, etc., and relate them to clinical presentations.
2. Recognize the basis of the various renal diagnostic tests as well as their indications and complications.
3. Evaluate and properly manage a patient with acute and chronic renal failure.
4. Identify pathogenesis and treatment program for the complications of uremia.
5. Explain the principles and basic clinical concepts of peritoneal dialysis and hemodialysis.
6. Evaluate and manage a patient with nephrotic syndrome.
7. Diagnose and treat fluid and electrolyte and acid-base disorders.
8. Describe the principles of renal stone formation and develop a plan of evaluation and treatment of renal lithiasis.
9. Identify the use of commonly used drugs in patients with chronic renal disease.
10. Evaluate and treat hypertension.

**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**

**Note:**
Notification of interested students/residents for a rotation in Nephrology must be received at least one month in advance. In emergency situations, which I understand do occur, we will need at least two-week notice.

One-month rotations are the minimum. It is too difficult when a student breaks up their block into two segments of two weeks each.
# Palliative Medicine
Clinical Elective
(ELEC 294)

## Course Information

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Dr. James Adams</th>
<th>Coordinator</th>
<th>Jodi Frasure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>SFMC</td>
<td>Prerequisites</td>
<td>Completion of Phase 2 clerkships</td>
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<tr>
<td>Dates Available</td>
<td>All except noted</td>
<td>Dates Unavailable</td>
<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>Lectures/Seminars</td>
<td>Yes</td>
<td>Lab Outpatient Inpatient</td>
<td>Yes Yes Yes</td>
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<td>House Staff</td>
<td>Yes</td>
<td>Night Call Weekends</td>
<td>No Not currently</td>
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<tr>
<td>Number of Students</td>
<td>1</td>
<td>Optimizer Visiting Students Grading Nomenclature</td>
<td>Yes No Satisfactory/Unsatisfactory</td>
</tr>
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</table>

## Narrative Description
Students have a brief encounter with hospice during their Internal Medicine Core Clerkship in the 3rd year but receive no structured exposure or experience to palliative medicine during their medical school career. The Palliative Medicine Rotation focuses on training communication skills and pain & symptom management skills, which are essential for every physician who provides direct patient care. The tenets of palliative medicine as a specialty extend to every physician, and physicians in all fields of practice benefit from understanding of palliative medicine principles. The goal of this M4 elective is to provide exposure to inpatient palliative medicine, basic training in key communication and pain/symptom management skills, as well as approaches to decision-making and caring for the patient (and family) suffering with potentially life-threatening or life-limiting illness. A student on this rotation will gain a more thorough understanding of the tenets of palliative medicine through hands on instruction and active participation in a busy inpatient palliative medicine service, as well as 2 days of experience in the outpatient clinic and telemedicine.

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

1. **Patient Care**
   - a. Assess patient and families’ understanding of their situation, diagnoses, and prognosis, and utilize effective strategies to communicate these
   - b. Determine and describe appropriate goal-based options available to various seriously ill patients and assist families in coming to a decision
   - c. Assess decision making capacity, and roles of HCPDOA agents and proxies in medical decision making
   - d. Perform a multidimensional evaluation of various pain syndromes and propose reasonable and appropriate multimodal pain treatment for each
   - e. Perform a thorough symptom assessment in seriously ill patients, to include dyspnea, nausea, agitation, delirium, insomnia, and other common issues, and propose a reasonable treatment plan for each

2. **Systems Based Practice**
   - a. Identify the role of hospice and palliative medicine in providing excellent care for seriously ill patients while ensuring both patient autonomy and good stewardship of health care resources
   - b. Gain proficiency in discharge planning of complex patients with multiple medical needs
   - c. Show awareness of the team approach to health care and identify the utility of each member of the team, particularly in the setting of advanced illness
   - d. Describe the indications, roles, timing, and evidence for both hospice and palliative medicine/care involvement

3. **Practice Based Learning**
   - a. Discuss up-to-date palliative medicine topics as they pertain broadly to patient care
   - b. Demonstrate awareness of medical literature and content relevant to the field of palliative medicine

4. **Professionalism**
a. Explain why skilled communication, empathy, and excellent pain and symptom management are critically important to performing excellent holistic medical care
b. Identify the role of a physician as it pertains to advanced care planning and goals of care discussion with patients with advanced disease

5. Interpersonal Skills and Communication
   a. Develop and utilize effective strategies to establish rapport, assess understanding and communicate difficult information including bad news
   b. Identify and respond appropriately to anger, fear, grief, and denial as well as other blocks to effective communication by addressing concerns on both the intellectual and emotional planes
   c. Determine goals of care through in-depth discussion with patients and family members
   d. Liaison between services as a member of the palliative medicine team in order to balance the needs of the patient and family with the goals of the care teams
   e. Communicate with other consultants and primary inpatient teams

6. Medical Knowledge
   a. Apply basic medicine concepts learned in third and fourth year to complex medical scenarios
   b. Identify common side effects and problems of a range of medications in elderly populations, particularly regarding benzodiazepines, opioids, and antipsychotics as well as various medications that may cause delirium
   c. Identify critical areas of knowledge of palliative medicine as it will pertain to each field of practice, including pain and symptom management and communication skills

**Method of Evaluation**
The faculty will base their evaluation on direct observation of student.

**Required Reading**
To be assigned by the course director
Narrative Description
The student will work closely with the pulmonary medicine internist and, when available, the resident on the pulmonary service. The student will take an active role in the evaluation and management of patients 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. Demonstrate ventilator management and hemodynamic monitoring.
3. Recognize pulmonary physiology and arterial blood gas analysis.
4. Identify the various modalities of respiratory therapy.

Method of Evaluation
The faculty will base their evaluation on:
1. Review of histories and physical examinations done by the student.
2. Daily contact with the pulmonary physician.

Required Reading - None
UICOMP Internal Medicine Consult Service (UCAPS)
Clinical Elective
(ELEC 511)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Dr. Donald Yang</th>
<th>Coordinator</th>
<th>Jodi Frasure</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>309-655-7733</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:jfrasure@uic.edu">jfrasure@uic.edu</a></td>
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<table>
<thead>
<tr>
<th>Location</th>
<th>SFMC</th>
<th>Prerequisites</th>
<th>Successful Completion of Phase 2</th>
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<table>
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<tr>
<th>Dates Available</th>
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<th>Block 8a, Winter Break</th>
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<table>
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<tr>
<th>Duration in Weeks</th>
<th>2</th>
<th>Hours Per Week</th>
<th>40-50</th>
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| Lectures/Seminars | Yes: IM Morning Report, Noon Conference and Grant Rounds | Lab | No |
|                   |                                                         | Outpatient | No |
|                   |                                                         | Inpatient  | Yes |

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<tr>
<th>House Staff</th>
<th>Yes</th>
<th>Night Call</th>
<th>No</th>
<th>Weekends</th>
<th>No</th>
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<th>Optimizer</th>
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<td></td>
<td></td>
<td>Satisfactory/Unsatisfactory</td>
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Narrative Description
This is a two-week rotation aimed for medical students interested in consultative medicine, bedside procedures, and point-of-care ultrasound used diagnostically and procedurally. It will give students the opportunity to be part of a team functioning as medical and perioperative medicine consultants. Students will also have the opportunity to practice consultative inpatient general medicine, procedural skills, and point-of-care ultrasound (POCUS) techniques to complement their bedside physical exam skills. Education will occur with bedside teaching, case discussions, simulation lab, online modules, and didactics. The student will have the ability to gain hands on experience helping with and potentially performing procedures in the JUMP simulation lab and medical ward.

Objectives
At the end of this course, the student will be able to:
1. Effectively communicate and collaborate with the referring primary services to best address the needs of the patients.
2. Evaluate and manage common consultative medicine topics include but are not limited to diabetes mellitus, VTE, hypertension, acute renal failure, fever, atrial fibrillation, decompensated heart failure, chest pain, shortness of breath.
3. Become proficient in assessing and managing patients in perioperative period in cooperation with surgical and non-internal medicine specialties.
4. Perform a pulmonary perioperative risk assessment and discuss strategies to reduce risk of pulmonary perioperative risks.
5. Perform a cardiac perioperative risk assessment for patient undergoing non-cardiac surgery and strategies to reduce risk of perioperative cardiac events.
6. Describe medication management, antiplatelet therapy, and bridging of anticoagulation in the perioperative period.
7. Perform perioperative evaluation and management of endocrine diseases (diabetes mellitus, thyroid disease, adrenal insufficiency).
8. Perform perioperative evaluation and management of patients with kidney disease.
9. Perform perioperative evaluation and management of patients with liver disease.
10. Demonstrate improved competency in point-of-care ultrasound through interpretation, acquisition, or integration of ultrasound images.
11. Understand clinical indications and contraindications for central venous line placement, peripheral IV placement, arterial lines, paracentesis, thoracentesis, lumbar puncture, joint injection/aspiration, NG tube placement, peripheral venous line placement.

Method of Evaluation
M4 standardized evaluation form on E-Value completed by attending faculty based on the participation in the elective and ultrasound-based evaluation competency at the bedside.
Additionally, there will be daily feedback on procedural skills and debriefing after each consult and procedure.

**Required Reading**

- Self-directed learning with completion of selected Society of Hospital Medicine (SHM) consult curriculum modules and completion of Procedure Consult modules
- Use of “American College of Physicians ACP for Internal Medicine Ultrasound Modules” and “Sonosite Institute for POCUS” modules for skill development
- NEJM video modules for Thoracentesis, Paracentesis, Lumbar Puncture, Ultrasound-guided Internal Jugular Vein Cannulation, knee/ankle/wrist/shoulder arthrocentesis, and skin biopsy
Transition to Residency
Non-Clinical Experience
(ELEC 258)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Coordinator</th>
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<tbody>
<tr>
<td>Dr. Matt Mischler</td>
<td>Amanda Franklin</td>
</tr>
<tr>
<td>Dr. Harleena Kendhari</td>
<td>309-671-8412</td>
</tr>
<tr>
<td>Dr. Annia Martial</td>
<td><a href="mailto:aerwin@uic.edu">aerwin@uic.edu</a></td>
</tr>
<tr>
<td>Dr. Umair Iqbal</td>
<td></td>
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<tr>
<td>Dr. Kevin Wombacher</td>
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<tr>
<td>Dr. Jessica Hanks</td>
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<tr>
<th>Location</th>
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<tbody>
<tr>
<td>Jump Trading Simulation &amp; Education Center</td>
<td>Completion of Phase 3</td>
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<td>Daily</td>
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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>Required for all M4 Students</td>
<td>No</td>
<td>No</td>
<td>Satisfactory/Unsatisfactory</td>
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</table>

Narrative Description
This is a mandatory, two week clinical skills course (i.e. bedside manner, sign out and transfer of care, admission and discharge preparation, medication reconciliation etc.) designed to prepare the student for residency. Both general and discipline specific instruction will be provided. The goal of the course is to provide a framework that allows the student to “hit the ground running” in residency with a skillset that is applicable regardless of institution or field of training. The course will employ didactic instruction, small group discussion, role modeling and role playing, procedural technique instruction and standardized patient encounters with real time feedback on student performance.

Objectives
At the end of this course, the student will be able to:
1. Identify common problems for which an intern will be the first contact and develop a framework for triaging and cross-covering.
2. Describe strategies for transitions of care.
3. Describe appropriate use of healthcare resources as they relate to the health care system as a whole.
4. Define diagnosis and management of common medical topics relevant to every intern, as they relate to residency of choice.
5. Demonstrate medication reconciliation using simulated patient cases for admission and discharge.
6. Display knowledge of indications, contraindications, and techniques for common procedures as they relate to the residency of choice.
7. Perform intern-level history and physical exams on simulated patients, with construction of progress notes and H&Ps following patient interaction.
8. Demonstrate advanced communication techniques in breaking bad news, disclosing a medical error, communicating with ancillary staff, etc.
9. Demonstrate familiarity with principles of ACLS in the bedside management of decompensating patients.
11. Delineate strategies and techniques for time management and efficiency.
12. Identify the importance of communication skills as they relate to patient safety and outcomes.
13. Identify the importance of transitions of care as they relate to patient outcomes and safety.
15. Describe the impact of unprofessional behavior on the patient-physician and patient-ancillary staff relationship.
16. Identify key aspects of professionalism as they apply to resident physicians.
**Method of Evaluation**
The faculty will base their evaluation on:
1. Competency-based checklists and Entrustable Professional Activity.
2. Direct observation and video-recording.

**Required Reading**
To be assigned by course directors
DEPARTMENT OF MEDICINE-PEDIATRICS

<table>
<thead>
<tr>
<th>Chair or Dept. Head:</th>
<th>Coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Mischler, M.D.</td>
<td>TBA</td>
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(for schedule change authorization)
### Summer Camp for Kids with Diabetes

**Clinical Elective**

(ELEC 860)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Brian Bostwick, M.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator</td>
<td>TBA</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td>4-H Memorial Camp, Allerton Park, Monticello, IL</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>Successful completion of 2 of the following: Pediatrics, Internal Medicine, or Family Medicine clerkships</td>
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<tr>
<td><strong>Dates Available</strong></td>
<td>Block 3b- July 4-17, 2022</td>
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<td><strong>Dates Unavailable</strong></td>
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<td><strong>Duration in Weeks</strong></td>
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<td><strong>Hours Per Week</strong></td>
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<td><strong>Lectures/Seminars</strong></td>
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<td><strong>Lab Outpatient</strong></td>
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<td><strong>Weekends</strong></td>
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<td><strong>Number of Students</strong></td>
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<td><strong>Optimizer</strong></td>
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<td><strong>Visiting Students</strong></td>
<td>No</td>
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<tr>
<td><strong>Grading Nomenclature</strong></td>
<td>Satisfactory/Unsatisfactory</td>
</tr>
</tbody>
</table>

### Narrative Description

Camp Granada is a week-long summer camp for kids ages 8 - 16 who have diabetes. Active participation in all camp activities will give each medical student valuable first hand experiences in the acute and chronic management of insulin-dependent diabetes, with emphasis on interplay between physical activity, diet, and insulin dosage. Close supervision by a competent and experienced medical staff provides the background for a variety of recreational and educational activities for campers during the week.

The two-week rotation for qualified medical students consists of one week of orientation and preparation, followed by the week at camp itself (which begins on Saturday). Students are required to attend all scheduled didactic and planning sessions during the week of orientation. Introductory lectures will include Camp Orientation, Medical Concepts of Diabetes Management and Treatment (glucose monitoring, shots, and insulin pumps), Survey of Camp Medical Guidelines, Procedural Skills in Diabetes Management, and Dietetic Concepts of Diabetes Management (food exchanges and carbohydrate counting).

At camp, students will serve as live-in "cabin clinicians" for approximately 150 children with diabetes (6-10 per clinician), providing direct supervision and care to assigned campers in the cabins. The extensive Camp Staff Manual and additional handouts will serve as the text for the course and as a reference while at camp.

Students who wish to take USMLE Step 2 during this elective are encouraged to schedule that examination for the Friday in the first week of the elective.

### Objectives

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

1. Monitor campers’ blood sugars on a daily basis.
2. Maintain accurate medical records for each assigned patient.
3. Adjust daily insulin doses.
4. Treat acute medical problems in children with diabetes, including hyper- and hypoglycemia.
5. Provide first aid to campers.
6. Identify the basic principles by which diet, exercise, insulin, and psychosocial issues influence blood sugar control.
7. Communicate effectively in educating patients with a chronic illness.
8. Participate as part of a multidisciplinary healthcare team.

### Method of Evaluation

The faculty will base their evaluation on:

1. Students will be evaluated by assigned attending physicians based on daily observation of patient care, patient education, collaboration with assigned cabin teams, and medical decision-making.
2. Completion of Standard Clinical Evaluation Form by preceptor and discussion with student.

### Required Reading

As assigned by course director.
# 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>
Course Director: Sarah Nath Zallek, M.D.  
Coordinator: Sondra Fox  
309-655-7779  
sphidden@uic.edu  

Location: OSF Sleep Center at 5405 N Knoxville Ave., Peoria  
Prerequisites: Pre-approval from course director  

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

Duration in Weeks: 2-4 weeks  
Hours Per Week: 40-50  
Lectures/Seminars: Yes  
Lab: No  
Outpatient: Yes  
Inpatient: No**  

House Staff: No  
Night Call: See Below *  
Weekends: No  

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

*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:**  
**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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<tr>
<td></td>
<td><a href="mailto:sphidden@uic.edu">sphidden@uic.edu</a></td>
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(for schedule change authorization)
### Neurological Surgery
Clinical Elective
(ELEC 694)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Coordinator</th>
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<tbody>
<tr>
<td>Andres Maldonado, M.D.</td>
<td>Sondra Fox</td>
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<table>
<thead>
<tr>
<th>Location</th>
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<tr>
<td>SFMC</td>
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<th>Dates Available</th>
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<th>Inpatient</th>
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<th>Night Call</th>
<th>Weekends</th>
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<th>Optimizer</th>
<th>Visiting Students</th>
<th>Grading Nomenclature</th>
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<tr>
<td>6</td>
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<td>Yes</td>
<td>2 wk- Satisfactory/Unsatisfactory 4 wk- H/HP/P/F</td>
</tr>
</tbody>
</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>
</tr>
</thead>
</table>
| Stephen Thompson, M.D. | John Milus  
  milus@uic.edu 
  309-624-5592 |

(Chair or Dept. Head: Coordinator: (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           |

<table>
<thead>
<tr>
<th>Location</th>
<th>OSF SFMC, occasionally</th>
<th>Prerequisites</th>
<th>Completion of OB/Gyn</th>
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<td>UPH Methodist</td>
<td></td>
<td>Clerkship w/ approval</td>
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<tr>
<td></td>
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<td>of elective director</td>
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<tbody>
<tr>
<td></td>
<td>of faculty</td>
<td></td>
<td></td>
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| Duration in Weeks        | 4                           | Hours Per Week       | 54                      |

| Lectures/Seminars        | Available                   |                      |                         |
|                          |                             | Lab                   |                         |
|                          |                             | Outpatient            |                         |
|                          |                             | Inpatient             |                         |

| House Staff              | OB/Gyn                      |                      |                         |
|                          |                             | Night Call            |                         |
|                          |                             | Weekends              |                         |

| Number of Students       | 1                           |                      |                         |
|                         |                             | Optimizer             |                         |
|                         |                             | Visiting Students     |                         |
|                         |                             | Grading Nomenclature  | 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.
Method of 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.
Gyn-Onc Sub-I
Clinical Elective
(ELEC 519)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Coordinator</th>
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<tbody>
<tr>
<td>Daniel Chan, MD, PhD</td>
<td>John Milus</td>
</tr>
<tr>
<td><a href="mailto:Daniel.Chan@osfhealthcare.org">Daniel.Chan@osfhealthcare.org</a></td>
<td>309-624-5592</td>
</tr>
<tr>
<td><a href="mailto:Dkchan21@uic.edu">Dkchan21@uic.edu</a></td>
<td><a href="mailto:milus@uic.edu">milus@uic.edu</a></td>
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<table>
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<tr>
<th>Location</th>
<th>Prerequisites</th>
</tr>
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<tbody>
<tr>
<td>OSF SFMC</td>
<td>Completion of Phase 2</td>
</tr>
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<table>
<thead>
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<th>Dates Available</th>
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<tbody>
<tr>
<td>All blocks except those listed</td>
<td>Blocks 7,8 and Winter Break</td>
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<table>
<thead>
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<th>Duration in Weeks</th>
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<td>50-60 hours</td>
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<th>Inpatient</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<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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<tr>
<td>Yes, 1-2 residents on service</td>
<td>No</td>
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<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Optimizer</th>
<th>Visiting Students</th>
<th>Grading Nomenclature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>Yes</td>
<td>H/HP/P/F</td>
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</table>

**Narrative Description**

The Gynecologic Oncology Sub-Internship at UICOMP is designed to provide an experience and learning similar to the role of an Ob/Gyn intern. We also hope to provide an overview of the range of medical and surgical cases that make up the work of a gynecologic oncologist. The Sub-I is considered a member of the Gyn oncology team and will be working alongside attending physicians, resident physicians, and Gyn oncology APPs. The majority of the time will be spent inpatient, balancing between the management of our inpatient service and our scheduled surgeries. One day a week will be dedicated to the outpatient clinic to learn decision making regarding surgery and new patient evaluations.

Sub-interns will also attend resident didactics on Thursday mornings from 8a-12p, and rejoin the inpatient team for the afternoon. Multi-disciplinary Gyn Oncology tumor board occurs every other week on Thursdays and involves Pathology, Radiology, Radiation Oncology, and Gyn Oncology faculty. During the 3rd or 4th week, the Sub-I will give a 15 minute presentation to the Gyn Oncology division after tumor board. The presentation will be on a Gyn oncology topic, preferably inspired by a case during the first half of the block. Dr. Chan will assist in finding an appropriate topic based on the clinical experiences during the month.

The entire gyn oncology division is passionate about teaching, and enjoys having learners on the team. The specialty provides unique learning opportunities with both medical and surgical complexity, and questions are encouraged. Preparing by learning patient histories and indications for procedures will aid in thoughtful questions and discussions throughout the month. Being engaged in patient care often provides additional opportunities for involvement in both the medical and surgical care of our patients. Welcome!

**Objectives**

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

1. Perform detailed history and physical exams on Gyn Oncology patients
2. Develop initial work-up plans for common Gyn oncology problems (e.g. pelvic mass, postmenopausal bleeding)
3. Manage typical post-operative recovery, and generate an appropriate differential and work up for common post-operative problems (e.g. fever, pain, shortness of breath)
4. Present patients on morning rounds and at PM signout.
5. Participate and assist in Gyn Oncology OR and perform subcuticular suturing
6. Participate in gyn oncology tumor board and present a case history
7. Give a resident-level presentation on a Gyn Oncology topic in the second half of the month (usually related to an interesting topic seen in the first two weeks)
Expectations:
Absences are generally not permitted, however special circumstances such as illness, family emergencies may be granted with the approval of the Sub-I director. Residency interviews or travel should be scheduled outside of the sub-I rotation schedule.

Inpatient
Prior to the first day on service, the sub-I should contact the rounding attending and resident on service for the pre rounding and attending rounding times. The sub-I should be prepared to present one patient on morning rounds each morning. This number can gradually increase as experience on the rotation grows. PM sign out occurs by conference call with the Gyn oncology division faculty, APPs, and residents on weekdays at 4:30pm. The sub-I will participate in PM sign-out and communicate patient updates as needed. The service functions as a team approach to provide excellent patient care, and communication skills are essential to strong team care.
On weekends, the sub-I is expected to round with the attending and resident on one of the two days each weekend. This can be variable throughout the month, and the day should be arranged with weekend call attending each week.

Gyn Oncology Surgery
The sub-I will scrub and assist in the OR cases. There are usually two Gyn Oncology rooms each day and room assignments will be given at the beginning of each week. The sub-I is expected to know the history and indication for surgery for each case assigned. Reading about the procedure and indication prior to the OR will help in asking pertinent questions in management and procedure approach. Many OR cases have an inpatient stay, and these will be ideal cases to follow and round on post operatively.

Gyn Oncology Office
The outpatient Gyn Oncology office is on the 4th floor of the Illinois Medical Center building, located at 1001 Main St., Suite 400. Patients are usually scheduled from 8:00am to 4:00pm. Office attire should be professional, not scrubs. One day per week on the rotation will in the office with an attending faculty member.

Method of 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.
### Example Gyn/Onc Sub-I Schedule:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tr>
<td>AM</td>
<td>1</td>
<td>Surgery/Inpatient</td>
<td>Clinic- Dejong</td>
<td>Surgery/Inpatient</td>
<td>Didactics</td>
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<td>Inpatient</td>
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<tr>
<td>PM</td>
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<tr>
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<td>Tumor board, Didactics</td>
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<tr>
<td>PM</td>
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<td>Surgery/Inpatient</td>
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<td>PM</td>
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<td>Inpatient</td>
<td>Clinic- Chan</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
As assigned.
Narrative Description

During this medical clerkship, the rotating medical student will be shadowing and assisting on the evaluation of patients with benign complex gynecologic conditions. This is a comprehensive rotation that is divided into an outpatient clinic portion, and an operative portion where the rotating student will function in an “acting-intern” capacity. This includes participation in key elements of patient physical examinations, in-patient rounding, and assisting in the operating room as well. The rotation will follow the schedule herein:

- Monday – Reading, research, outpatient Heartland Clinic or the operating room (either one or a combination of these)
- Tuesday – Outpatient clinic at the IMC building 4th Floor – Minimally Invasive Gynecology Clinic
- Wednesday – All day in the operating room
- Thursday – Lectures and didactics, followed by outpatient clinic at the IMC building 4th floor as on Tuesday
- Friday – Reading, research, outpatient Heartland Clinic or the operating room (either one or a combination)
- Weekend – usually off unless in-patients need to be rounded on

The rotating student is required to read the assigned topics noted below. They are also required to prepare a lecture for residents by the end of their rotation and the topic would be determined with the course director. Rotating students are also highly encouraged to participate in departmental research. Such scholarly opportunities can include case reports, surgical videos, or assisting other residents/faculty in ongoing research projects. Authorship to such studies is granted based on the extent of involvement.

At the conclusion of the rotation, the medical student will convene with the course director and a formal evaluation will be completed.

Objectives
At the end of this course, the student will be able to:
1. Demonstrate knowledge of abdominal and pelvic anatomy.
2. Describe pelvic support as it relates to uterovaginal prolapse and urinary incontinence.
3. Elicit and identify patient history which may suggest variations and alterations in normal anatomy.
4. Interpret exam findings which would indicate normal and abnormal anatomy.
5. Define abnormal uterine bleeding and its evaluation.
6. Discuss medical vs. surgical options to treat different gynecological disorders.
7. Describe the pathophysiology and management of fibroids.
8. Describe the pathogenesis, symptomology, evaluation, and treatment of endometriosis.
9. Describe the etiology, evaluation, and treatment of adnexal masses.
10. Describe the surgical approach to pelvic floor disorders, pelvic organ prolapses, and incontinence.
11. Develop a differential diagnosis for acute and chronic pelvic pain.
12. Understand the energy sources utilized for surgical dissection particularly monopolar, bipolar, and ultrasonic energy devices.
13. Provide appropriate assistance during surgery including suturing and manipulation.
14. Demonstrate good hand-eye coordination when performing the surgical procedure.

Method of Evaluation
The faculty will base their evaluation on:
- M4 standardized evaluation form completed by course editor

Required Reading
1. Diagnosis of Abnormal Uterine Bleeding in Reproductive-Aged Women- Practice Bulletin #128
4. Pelvic Organ Prolapse, Practice Bulletin #185, November 2017
**Narrative Description**

This obstetrics and gynecology phase 3 sub-internship is designed to synthesize medical knowledge gained during phase 2 clerkship with further application in primary patient management and care. The learner will be assigned 1-4 patients to actively manage under the supervision of a senior resident or attending. The learner will have experiences on labor and delivery, gynecologic surgery and obstetrics and gynecology clinic. This will allow the learner to navigate the three primary environments that an obstetrician-gynecology resident will be responsible for during residency.

**Objectives**

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

1. Admit and manage patients on the labor and delivery service.
2. Identify and discuss orders on assigned patients.
3. Identify and perform appropriate triage of patients on labor and delivery.
4. Effectively utilize electronic medical record on assigned patients including History & Physical, progress notes and update problem list.
5.Effectively and professionally communicate with an interdisciplinary healthcare team.
6. Describe common gynecologic surgical technique and approach.
7. Identify gynecological anatomical structures during surgical procedures.
8. Manage patient care from pre-operative through post-operative phases on assigned patients.
9. Identify and describe medical and surgical management of common obstetric and gynecologic processes included, but not limited to, spontaneous abortion, full term and pre-term vaginal and Cesarean section deliveries, and hysterectomy.

**Method of Evaluation**

The faculty will base their evaluation on:

1. Medical knowledge and application to patient care.
2. Formative feedback on patient and interdisciplinary interaction skills.
3. Standard Clinical Evaluation Form to be completed by the course director.

**Required Reading**

At direction of course director and faculty
# DEPARTMENT OF PEDIATRICS

<table>
<thead>
<tr>
<th>Chair or Dept. Head:</th>
<th>Coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manu R. Sood, M.D.</td>
<td>M3s - Brandon Beekman <a href="mailto:bbeekman@uic.edu">bbeekman@uic.edu</a> M4s – Jeana McLoughlin <a href="mailto:jmclough@uic.edu">jmclough@uic.edu</a></td>
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(for schedule change authorization)
Child Abuse Pediatrics  
Clinical Elective  
(ELEC 427)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Coordinator</th>
<th>Location</th>
<th>Prerequisites</th>
<th>Dates Available</th>
<th>Dates Unavailable</th>
<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>Optimizer</th>
<th>Visiting Students</th>
<th>Grading Nomenclature</th>
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</thead>
<tbody>
<tr>
<td>Channing Petrak, M.D.</td>
<td>Jeana McLoughlin</td>
<td>1800 N Knoxville Ave,</td>
<td>None</td>
<td>All year except Winter</td>
<td>Winter Break</td>
<td>2</td>
<td>40</td>
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<td>Satisfactory/Unsatisfactory</td>
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<tr>
<td></td>
<td></td>
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<td>Break</td>
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**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.
HKU Pediatric Weight Management
Clinical Experience
(ELEC 351)

Course Director  Amy Christison, M.D.
Coordinator  Jeana McLoughlin
309-624-4542
jmclough@uic.edu

Location  SFMC Hillcrest Building
Prerequisites  Completion of Phase 2

Dates Available  By approval only
Dates Unavailable  Bock 1a, Winter Break

Duration in Weeks  2
Hours Per Week  12-20 clinical hours/week

Lectures/Seminars  Yes, 4 lectures and skill building sessions
Lab  No
Outpatient  No
Inpatient  No

House Staff  No
Night Call  No
Weekends  No

Number of Students  1
Optimizer  No
Visiting Students  Satisfactory/Unsatisfactory
Grading Nomenclature  No

Narrative Description
The purpose of this individualized elective is to expose students who are considering careers in primary care to a multidisciplinary pediatric weight management program. The student will participate in clinical interprofessional team care, group weight management sessions, community-based health promotion activities, and case-based didactics. The student will train in and apply motivational interviewing with patient care. The student may also have opportunities to assist with current QI projects of the program, capacity building for care initiatives, community health initiatives, or scholarly work.

Objectives
At the end of this course, the student will be able to:
1. Describe the socioecological model of childhood obesity.
2. Identify co-morbidities of childhood obesity and describe management strategies.
3. Demonstrate patient-centered approach to lifestyle management.
4. Describe how social determinants of health, genetic, and epigenetic changes contribute to childhood obesity and its related co-morbidities.

Method of Evaluation
M4 standardized evaluation form completed by attending faculty based on the participation in clinic and or other methods of evaluation:
- Direct observation and feedback of motivational interviewing skills and clinical care.
- Preceptor/student case-based discussions with reflection.
- Completion of standard clinical evaluation form by preceptor.

Required Reading
- Estrada et al. Children’s Hospital Association Consensus Statements for Comorbidities of Childhood Obesity. Childhood Obesity Vol 10, No 4, Aug 2014

Recommended Reading:
- https://ihcw.aap.org/Documents/Assessment%20%20and%20Management%20of%20Childhood%20Obesity%20Algorithm_FINAL.pdf
Neonatology
Clinical Elective
(ELEC 654)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>M. Jawad Javed, M.D.</th>
<th>Coordinator</th>
<th>Jeana McLoughlin 309-624-4542 <a href="mailto:jmclough@uic.edu">jmclough@uic.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>SFMC</td>
<td>Prerequisites</td>
<td>Completion of Phase 2</td>
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<td>Dates Available</td>
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<td>Duration in Weeks</td>
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<td>Night Call</td>
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<td>Optimizer Visiting Students</td>
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</table>

**Narrative Description**

The student will be assigned to the Neonatal Intensive Care Unit under the supervision of a neonatologist, neonatal nurse practitioners and a resident. He/she will gain experience in the management of various problems of newborns and will learn to perform procedures such as endotracheal intubation and umbilical vessel catheter placement. Emphasis will be placed on early recognition of high-risk factors in the perinatal periods as they affect the infant. The student will see and examine other premature and normal newborn infants as part of this experience. The student will be expected to take night call (with a senior resident or nurse practitioner) every 4th night. The student will be treated as the equivalent to a first-year resident.

**Objectives**

**Competency Areas:** PC=Patient Care; SBP=Systems Based Practice; MK=Medical Knowledge; PROF=Professionalism; PBL=Practice Based Learning; ICS=Interpersonal and Communication Skills

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

1. **Recognize newborns requiring subspecialty consultation and/or transfer to a referral center.** SBP
2. **Students will take part daily in radiology rounds reviewing radiologic imaging of their patients with pediatric radiology attendings and the neonatology team.** PBL
3. **Students will regularly meet or call parents to listen to their concerns and keep them updated on their child’s condition and care plan.** ICS
4. **Students will coordinate consult services and facilitate discussion among clinician members of the team and the family.** ICS
5. **Daily notes in the chart clearly documenting patients’ progress, diagnostic results and ongoing plan will be completed in order to maintain an accurate medical record and share information among team members.** When leaving the rotation, an off-service summary will be prepared and made part of the medical record. ICS
6. **List the pieces of equipment necessary for effective neonatal resuscitation.** MK PROF SBP
7. **Perform a thorough newborn physical exam, including gestational age assessment.** MK PROF SBP
8. **Effectively interact with a team of multidisciplinary health care providers.** MK PROF SBP
9. **Effectively communicate with parents of sick newborns.** MK PROF SBP
10. **Utilize internet and other resources containing up-to-date medical information.** MK PROF SBP
11. **Recognize newborns requiring subspecialty consultation and/or transfer to a referral center.** MK PROF SBP
12. **List common causes of neonatal respiratory distress.** MK PROF SBP
13. **List maternal risk factors for and signs of neonatal sepsis.** MK PROF SBP
14. **List causes of neonatal seizures.** MK PROF SBP
15. **Utilize process improvement techniques to continually improve quality/safety of health care delivery.** PBL

**Method of Evaluation**

The faculty will base their evaluation on:

1. Oral presentations.
2. Quality of daily progress notes, History & Physicals, and final summaries.
3. Knowledge base, including ability to formulate differential diagnosis and problem-oriented diagnostic and treatment plan.
4. Quality of interaction with parents.
5. Completion of Standard Clinical Evaluation Form by preceptor and discussion with student.

**Required Reading**

2. Additional readings distributed at the beginning of the elective
Newborn Nursery
Clinical Elective
(ELEC 437)

Course Director | Amira Alfil, M.D. | Coordinator | Jeana McLoughlin
309-624-4542
jmclough@uic.edu

Location | SFMC (Resident Work Room #5354)
Prerequisites | Completion of Phase 2 Pediatric Clerkship

Dates Available | All Year except Winter Break
Dates Unavailable | Winter Break

Duration in Weeks | 2
Hours Per Week | 40

Lectures/Seminars | Yes
Lab | No
Outpatient | No
Inpatient | Yes

House Staff | Yes
Night Call | No
Weekends | No

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

Narrative Description
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 Cardiology
Clinical Elective
(ELEC 739)

<table>
<thead>
<tr>
<th><strong>Course Director</strong></th>
<th><strong>Coordinator</strong></th>
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<tbody>
<tr>
<td>Ty Hasselman, M.D.</td>
<td>Jeana McLoughlin</td>
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<tr>
<td></td>
<td>309-624-4542</td>
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<td></td>
<td><a href="mailto:jmclough@uic.edu">jmclough@uic.edu</a></td>
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<table>
<thead>
<tr>
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<th><strong>Prerequisites</strong></th>
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<tbody>
<tr>
<td>SFMC &amp; Hillcrest #301</td>
<td>Completion of Phase 2 Pediatrics Clerkship &amp; Pediatrics Sub-Internship</td>
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<th><strong>Duration in Weeks</strong></th>
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<th><strong>Lab Outpatient/Inpatient</strong></th>
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<th><strong>Night Call/Weekends</strong></th>
<th><strong>Optimizer/Visiting Students</strong></th>
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<td>Yes</td>
<td>No/Yes</td>
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<th><strong>Number of Students</strong></th>
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<tr>
<td>6 per year</td>
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### Narrative Description
The student will have the opportunity to examine pediatric outpatients with a variety of congenital and acquired heart conditions. Self-instructional materials will be used to assist the student in learning the principles of cardiac examination, the hemodynamics of certain congenital heart lesions and pediatric electrocardiograms. The student will examine preoperative patients and will observe cardiac catheterizations as part of this experience. The student will engage in some independent study during the course.

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

**Patient Care**

1. Attend all outpatient clinics at Pediatric Cardiology Center

**Medical Knowledge**

1. Discuss the pathophysiology of the following aspects of the cardiovascular system:
   - Genetics
   - Fetal circulation
   - Pulmonary vascular resistance
   - Hemodynamics
2. Describe the indications, limitations, and complications of diagnostic techniques used in the assessment of congenital heart disease
   - Electrocardiography
   - Echocardiography
   - Cardiac catheterization
3. Broad classification of congenital heart disease
   - Discuss various types of congenital heart disease
   - Recognize potential congenital heart disease
   - Recognize normal vs. abnormal ECGs
   - Be familiar with chest x-ray interpretation as applied to CHD
4. Describe the diagnosis and treatment of the newborn with cyanotic heart disease
   - Define cyanosis
   - Differentiate between cyanosis secondary to cardiac disease vs. pulmonary disease
   - Discuss stabilization of the newborn with cyanotic disease
5. Discuss the diagnosis and treatment of congestive heart failure
6. Discuss the clinical course of the 8 most common congenital heart defects and their surgical intervention
7. Diagnose and manage dysrhythmias
8. Diagnose and manage cardiorespiratory emergencies including:
- Shock
- Cardiac arrest
- Pericardial tamponade

9. Diagnosis and appropriate management of endocarditis
10. Discuss risk factors for cardiovascular disease
11. Assess cardiovascular fitness
12. Describe the approach to common cardiac related symptoms
13. Discuss the clinical aspects, diagnosis, treatment, and prevention of rheumatic fever
14. Discuss the clinical aspects, diagnosis, and treatment of Kawasaki disease

**Practice-Based learning and improvement**

1. Apply medical literature to the evaluation and treatment of the above cardiac-related conditions, including but not limited to:
   - The evaluation of infective endocarditis
   - The decision to treat Kawasaki disease
   - The need for evaluation of heart murmurs in children
   - The need for exercise testing
2. Gain experience with resident and medical student teaching

**Interpersonal skills and communication**

1. Communicate physical findings and discuss plan for evaluation and treatment with attending pediatric cardiologist
2. Communicate and interact with pediatric intensive care team, inpatient pediatric team and referring physicians
3. Communicate effectively with parents and children

**Professionalism**

1. Maintain professional appearance by compliance with the resident dress code
2. Attend and participate in cardiac catheterization conference
3. Show respect to attending physicians, fellow residents, medical students, ancillary staff, and parents/patients

**Systems-based practice**

1. Gain experience with appropriate referral and utilization of resources for children with abnormal cardiac findings
2. Become familiar with the risks/benefits of various cardiac procedures such as catheterization
3. Gain experience with working as a team with other disciplines (intensive care, rehab, cardiovascular surgery)

**Method of Evaluation**
The faculty will base their evaluation on:
2. Written evaluation developed by the attending pediatric cardiologist.
3. Use of the Standard Clinical Evaluation Form by preceptor and discussion with student.

**Required Reading - None**
Pediatric Endocrinology
Clinical Elective
(ELEC 516)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Liliana Burdea, M.D.</th>
<th>Coordinator</th>
<th>Jeana McLoughlin 309-624-4542 <a href="mailto:jmclough@uic.edu">jmclough@uic.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>SFMC, Hillcrest Building (420 NE Glen Oak Ave, Suite 201)</td>
<td>Prerequisites</td>
<td>Completion of Phase 2</td>
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<td>Dates Available</td>
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**Narrative Description**
Students can attend endocrine and diabetes outpatient clinics, as well as inpatient consults with pediatric endocrinologists. The wealth of care occurs in the outpatient setting. Students will be exposed to several pathologies from newborn to early college ages, including Type 1 and Type 2 diabetes, growth disorders, pubertal abnormalities, obesity, differences of sex development, bone and mineral disturbances, hypoglycemia, and other disorders relating to the adrenal, parathyroid, thyroid, and pituitary glands. The inpatient side offers exposure to acute endocrine complications, such as DKA, hypo and hypercalcemia, hypoglycemia, etc. As many endocrine disorders are life-long, pediatric endocrinologists establish long-term care partnerships with patients and their families.

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

1. Familiarize the student with the etiology and presentation of endocrine disorders and their management in both the outpatient clinics and inpatient services
2. Instruct the medical student on the practical aspects of diabetes mellitus management
3. Growth Differentiate between normal, physiologic deviations from normal and pathologic findings related to endocrinology
   a. Puberty: Recognize the stages of sexual development (sexual maturation rate) using the Tanner staging method among boys and girls
   b. Thyroid: Understand the general pediatrician’s role in the diagnosis and management of thyroid dysfunction in patients with congenital and acquired hypothyroidism, autoimmunity, hyperthyroidism, thyroid masses, and tumor
   c. Bone and mineral disorders: Understand the role of parathyroid hormone in calcium, phosphorus, and skeletal homeostasis
   d. Diabetes: Identification, diagnosis, and treatment of uncomplicated and complicated type 1 and type 2 diabetes mellitus
   e. Disorders of sex differentiation: Understand the role of the pediatrician in recognizing normal vs. abnormal anatomy of the external genitalia, identification of most common causes of ambiguity, diagnosis, genetic and molecular basis, and treatment
   f. The role of the pediatrician in identifying individuals at risk for the development of endocrine dysfunction (for example, obesity complications, growth deceleration, bone health, diabetes mellitus chronic complications)
   g. Adrenal: Identify patients with cortisol deficiency and management of adrenal crisis
4. Learn about tools to identify endocrine dysfunction (proper use of growth; length, weight, and BMI charts, use of orchidometer in the assessment of sexual development, use of stadiometer for accurate height measurement, and interpretation of bone and DXA scans

Phase 3 Elective Catalog - Academic Year 2023-24
**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**
Students could benefit from reviewing the materials attached.
https://www.pedsendo.org/education_training/healthcare_providers/consensus_statements/index.cfm

**Schedule**
Monday-Friday: 7:40-5:00pm in Clinic
Friday afternoon- no patients. Division meeting between 2:00-3:00pm. May present a case
No night shifts
No weekends
Pediatric Hematology
Clinical Elective
(ELEC 651.1)

| Course Director | Michael Tarantino, M.D. | Coordinator | Jeana McLoughlin  
| | | | 309-624-4542 
| | | | jmclough@uic.edu |

| Location | Clinic: BCDI & regional outreach clinics Inpatient: SFMC | Prerequisites | Completion of Phase 2 Internal Medicine or Pediatrics Clerkship |
| | | | |

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

| Duration in Weeks | 2-4 | Hours Per Week | 50-60 |
| | | | |

| Lectures/Seminars | Yes | Lab | Yes |
| | | Outpatient | Yes |
| | | Inpatient | Yes |

| House Staff | Varies | Night Call Weekends | Yes |
| | | | Yes |

| Number of Students | 1 | Optimizer Visiting Students | Yes |
| | | | No |

| Grading Nomenclature | | 2wk – Satisfactory/Unsatisfactory |
| | | 4wk – H/HP/PF |

**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 through 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  Jeana McLoughlin
309-624-4542 jmclough@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 Outpatient  No  Inpatient  Yes

House Staff  Yes – inpatient, Sometimes- outpatient  Night Call  No Weekend  No/Optional

Number of Students  1  Optimizer  Visiting Students
Grading Nomenclature  Yes  Yes
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.
Pediatric Intensive Care Unit
Clinical Elective
(ELEC 689)

Course Director: Agnieszka Kulikowska, M.D.
Coordinator: Jeana McLoughlin
309-624-4542
jmclough@uic.edu

Location: SFMC
Prerequisites: Completion of Phase 2 Pediatrics Clerkship & Pediatric Sub-Internship desirable

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

Duration in Weeks: 2-4
Hours Per Week: 50
Lectures/Seminars: Yes
Lab Outpatient Inpatient: No Yes

House Staff: Yes
Night Call Weekends: Optional
Optimizer Visiting Students: Yes

Number of Students: 1
Grading Nomenclature: Yes
2wk – Satisfactory/Unsatisfactory
4wk – H/HP/PF

Narrative Description
This elective provides the M4 with the opportunity to learn to manage critically ill pediatric patients in a supervised environment. The student will be assigned several patients to admit and follow. He/she will become skillful at organizing the patient’s multiple problems and understanding the pathophysiology of respiratory failure and multi-system failure. There will be opportunities for research during the course of the elective.

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

<table>
<thead>
<tr>
<th>Objectives</th>
<th>PC</th>
<th>MK</th>
<th>PBL</th>
<th>ISC</th>
<th>PRO</th>
<th>SBP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiarize with fluid-electrolytes, metabolic and renal disorders, trauma, nutrition, cardio-respiratory management, infection control</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>Recognize congenital anomalies presenting in critical care unit &amp; communicate with family</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>Recognize isolated and multiple organ system failure &amp; interact with team and family</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>Perform clinical assessment to formulate management plan for critically ill patient</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Familiarize invasive and noninvasive techniques for monitoring and supporting pulmonary, cardiovascular functions</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Participate in decision making in admitting, discharge, and transfer of patients in the intensive care units and communicate with colleagues, primary care provider and family</td>
<td>✓</td>
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<tr>
<td>Understand the role of general pediatrician and the intensivist in perioperative management of surgical patients</td>
<td>✓</td>
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Method of Evaluation
The faculty will base their evaluation on:
1. Day-to-day observation and critique of patient care
2. Demonstrated ability to organize complicated patients and their problems
3. Feedback from resident’s colleagues in Pediatric ICU: Nurse Practitioners, Nursing Staff, and Family members
4. Standard Clinical Elective Evaluation Form

Required Reading
Selected readings from various medical journals to be provided by Course Director
Pediatric Sub-Internship  
Clinical Experience  
(ELEC 875)

| Course Director | Nadia Shaikh, M.D. | Coordinator | Jeana McLoughlin  
309-624-4542  
jmlough@uic.edu |
|-----------------|-------------------|-------------|------------------|
| Location        | OSF Healthcare Children’s  
Hospital at SFMC | Prerequisites | Completion of Phase 2 |
| Dates Available | All year except as noted | Dates Unavailable | Winter Break |
| Duration in Weeks | 4 | Hours Per Week | 60-70 |
| Lectures/Seminars | Yes | Lab | No  
Outpatient | No  
Inpatient | Yes |
| House Staff | Yes | Night Call | Yes  
Weekends | Yes |
| Number of Students | 3 | Optimizer | Yes  
Visiting Students | Yes  
Grading Nomenclature | H/HP/P/F |

**Narrative Description**
This elective provides a continuation of the required M3 clerkship with increased patient load and clinical responsibility approaching that of an intern. The student will be assigned to one of four teaching services and will be responsible to several attending pediatricians and residents for the care of pediatric inpatients with a variety of problems. The student will attend teaching conferences, patient and family-centered care rounds and other educational exercises along with members of the house staff.

**Objectives**
Principles essential to providing patient care as a fourth-year medical student:
1. Taking on primary responsibility for the patient
2. Focusing histories, physicals, and oral and written communication appropriately
3. Sharing information effectively with a patient and family
4. Prioritizing and organizing work effectively
5. Anticipating what a patient will need during the course of hospitalization (i.e. when they need to be re-examined, when a lab needs to be repeated, when additional therapy is necessary, when additional history needs to be obtained, discharge criteria) and communicating this information effectively in hand-overs
6. Re-evaluating a patient when you take on their care (i.e. the assessment and plan, as well as the clinical status) and looking further when the clinical picture does not fit
7. Continuing to think about and re-assess the patient during the course of the day
8. Coping with uncertainty in patient care issues (i.e. knowing what you know and what you don’t know, accessing best resources, and knowing when and how to get help)
9. Functioning as a “team player” with residents, attendings, nurses, ancillary staff, and all others involved in the care of the patient
10. Coordinating the care of your patients during hospitalization and in planning for discharge

**Method of Evaluation**
The faculty and residents will provide day to day feedback if needed and also weekly written formative evaluation/feedback during the course of the elective. A final composite evaluation by the Hospitalists will be then performed which will be based on the student’s overall performance including but not limited to the following areas (these are the six core competencies):
1. Patient Care: Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems
   - Independently collect both focused and comprehensive, developmentally appropriate patient histories and perform the appropriate exam
   - Recognize patients requiring immediate attention by the supervising senior resident or attending physician
   - Synthesize the information to formulate a primary diagnosis and differentials, formulate an appropriate problem list
2. Medical knowledge
   - Demonstrate knowledge in management of common inpatient pediatric illnesses including but not limited to: febrile infant, dehydration, failure to thrive, asthma, pneumonia, DKA, seizures, etc.
   - Identify criteria for admission to and discharge from the hospital
   - Obtain copies of the inpatient articles and work with your team to present the same
   - Evidence based medicine: select a ‘PICO’ based on a patient seen during the rotation and present at a morning report with your team at the end of the month

3. Practice based learning: Assimilate scientific evidence and use it to improve patient care practices
   - Demonstrate proper evidence-based decisions
   - Demonstrate ability to appropriately seek and use available educational resources

4. Systems based practice
   - To become familiar with the roles of different health care professionals and supporting staff and their contributions in caring for the patient and/or patient population
   - Recognize, address, and work to prevent errors and near-misses
   - Identify medical needs, arrange follow up care

5. Professionalism
   - Demonstrate personal accountability towards patients, colleagues, and staff, demonstrate punctuality
   - Demonstrate a humanistic, family-centered approach to the care of each patient, provide culturally effective care

6. Communication and Interpersonal skills
   - Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds
   - Demonstrate relationship building skills
   - Provide education and patient instructions to patients and families using layman terms without medical jargon
   - Include the family in the decision-making process to the extent they desire
   - Explain to patients and families about patient and family centered rounds
   - Communicate patient information accurately to the team in a timely manner
   - Convey concise, pertinent information during hand-offs

**Required Reading**
- Students are expected to review the Sub-I Primer and Inpatient Orientation prior to the beginning of their rotation
- Students will be directed to suitable textbooks and papers to read during their rotation
# DEPARTMENT OF PHYSICAL & REHABILITATION MEDICINE

<table>
<thead>
<tr>
<th>Chair or Dept. Head:</th>
<th>Coordinator: (for schedule change authorization)</th>
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</thead>
<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>
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Rehabilitation Medicine
Clinical Elective
(ELEC 658)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Coordinator</th>
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<tbody>
<tr>
<td>Savitha Reddy, M.D.</td>
<td>Amanda Franklin 309-671-8412 <a href="mailto:aerwin@uic.edu">aerwin@uic.edu</a></td>
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<table>
<thead>
<tr>
<th>Location</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>See below*</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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<tr>
<td>Year round except as noted</td>
<td>Blocks 8b &amp; 9a, Winter Break</td>
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<table>
<thead>
<tr>
<th>Duration in Weeks</th>
<th>Hours Per Week</th>
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<tbody>
<tr>
<td>2</td>
<td>40</td>
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<table>
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<tr>
<th>Lectures/Seminars</th>
<th>Lab</th>
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<tbody>
<tr>
<td>No</td>
<td>Inpatient</td>
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<table>
<thead>
<tr>
<th>House Staff</th>
<th>Night Call Weekends</th>
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<tbody>
<tr>
<td>No</td>
<td>No</td>
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<tr>
<th>Number of Students</th>
<th>Optimizer Visiting Students Grading Nomenclature</th>
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<tr>
<td>1</td>
<td>Yes Satisfactory/Unsatisfactory</td>
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Narrative Description
Designed to provide the student with the necessary clinical facilities, patient exposure and professional supervision, to learn the basic principles of evaluation and treatment of physical disabilities and pain management. Clinical experience includes the various neuromuscular disabilities such as stroke, spinal cord injuries, demyelinating diseases, brain injury, muscular dystrophies, etc., various arthritides, amputations, automotive and industrial injuries, cerebral palsy, developmental disorders, etc., in adults as well as pediatric and geriatric patients. Emphasis will be given to the comprehensive multisystem approach to the medical management of severe disabilities, to the use of the rehabilitation team in programming physical, psychological, social, and vocational therapeutic objectives, and to learn the basic principles of prescribing physical agents, prostheses, orthoses, and assistive devices.

Objectives
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 PSYCHIATRY & BEHAVIORAL HEALTH

<table>
<thead>
<tr>
<th>Chair or Dept. Head:</th>
<th>Coordinator:</th>
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<tbody>
<tr>
<td>Ryan Finkenbine, M.D.</td>
<td>Maureen Wolfe</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:maureenw@uic.edu">maureenw@uic.edu</a></td>
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</tbody>
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(for schedule change authorization)
Special Studies in Psychiatry
Clinical Elective
(ELEC 857)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Jay Clore, Ph.D.</th>
<th>Coordinator</th>
<th>Maureen Wolfe</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>309-370-1151</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:maureenw@uic.edu">maureenw@uic.edu</a></td>
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<table>
<thead>
<tr>
<th>Location</th>
<th>UPH Methodist, Atrium</th>
<th>Prerequisites</th>
<th>Completion of Phase 2</th>
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<tbody>
<tr>
<td></td>
<td>Building, 900 Main St.,</td>
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<tr>
<td></td>
<td>Suite 720</td>
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<tr>
<th>Dates Available</th>
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<th>Winter Break</th>
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<tr>
<th>Duration in Weeks</th>
<th>2-4</th>
<th>Hours Per Week</th>
<th>40</th>
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| Lectures/Seminars    | Yes                       | Lab Outpatient    | No                     |
|----------------------|---------------------------|Inpatient         | Possibly               |
|                      |                           | Night Call        | Possibly               |
|                      |                           | Weekends          | Possibly               |

| House Staff          | Possibly                  | Night Call        | Possibly               |
|                      |                           | Weekends          | Possible               |

| Number of Students   | 1 per faculty member      | Optimizer         | No                     |
|                      |                           | Visiting Students | Yes                    |
|                      |                           | Grading Nomenclature | 2wk – Satisfactory/Unsatisfactory |
|                      |                           |                   | 4wk – H/HP/P/F          |

**Narrative Description**

This elective is designed to provide students an advanced clinical experience with a selected psychiatry faculty member or members. Examples of previous electives include adult or child inpatient, consult-liaison, forensic, geriatric, and addiction psychiatry. Some electives may also require preparation of a paper, case study, or other scholarly project. To arrange for this elective, students must contact the Department’s Education Coordinator Maureen Wolfe: 309-370-1151, maureenw@uic.edu and the Course Director, Dr. Jay Clore at jayclore@uic.edu to determine the availability of preceptors during the desired dates.

**Objectives**

The overall goal of the elective is to improve the student’s clinical skills in the assessment and treatment of psychiatric disorders, over and beyond what was learned in the M-3 Psychiatry Clerkship.

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

1. Conduct comprehensive diagnostic evaluation.
2. Formulate and implement an appropriate treatment plan.
3. Manage ongoing care of patients with psychiatric disorders.
4. Conduct on-call duties (if applicable).

**Method of Evaluation**

The faculty member will base their evaluation on:

1. Ongoing supervision.

**Required Reading**

Dependent upon the clinical assignments/research project and student goals.
### DEPARTMENT OF RADIOLOGY

<table>
<thead>
<tr>
<th>Chair or Dept. Head:</th>
<th>Coordinator:</th>
</tr>
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<tbody>
<tr>
<td><strong>Kevin Fahey, M.D.</strong> (Interim Chair)</td>
<td><strong>Deanna Silotto</strong></td>
</tr>
<tr>
<td></td>
<td><strong><a href="mailto:dsilotto@uic.edu">dsilotto@uic.edu</a></strong></td>
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(for schedule change authorization)
### Advanced Radiology
Clinical Elective
(ELEC 223)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Coordinator</th>
</tr>
</thead>
</table>
| Kevin Fahey, M.D. | Deanna Silotto  
dsilotto@uic.edu |

<table>
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<tr>
<th>Location</th>
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<tbody>
<tr>
<td>SFMC</td>
<td>Completion of Phase 2</td>
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<table>
<thead>
<tr>
<th>Dates Available</th>
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<td>Blocks 8-9a, Winter Break</td>
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<th>Duration in Weeks</th>
<th>Hours Per Week</th>
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<tr>
<td>2-4</td>
<td>40</td>
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<tr>
<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>Number of Students</th>
<th>Optimizer</th>
<th>Visiting Students</th>
<th>Grading Nomenclature</th>
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<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes (Residents &amp; Fellows)</td>
<td>No</td>
<td>No</td>
<td>3</td>
<td>No</td>
<td>No</td>
<td>2wk – Satisfactory/Unsatisfactory</td>
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<th>Narrative Description</th>
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</table>
The Advanced Radiology Elective is for students who are entering the field of Radiology. The students will be required to give a 20 minute Grand Rounds PowerPoint presentation during resident lectures, near the end of the rotation. There will be frequent meetings with the clerkship director to monitor the progress of the student and to offer advice.

<table>
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<tr>
<th>Objectives</th>
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</table>
At the end of this course, the student will be able to:
1. Greatly increase their knowledge of medical imaging in a specific area.
2. Develop skills in gathering medical imaging information from a wide variety of sources and to assimilate it in an orderly fashion.
3. Presentation for critical review.

<table>
<thead>
<tr>
<th>Method of Evaluation</th>
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The faculty will base their evaluation on:
1. The overall effectiveness of their presentations.
2. The effort and persistence of the student in their research efforts.
3. The attendance of the student at the various learning experiences.
4. Completion of Standard Clinical Evaluation Form by preceptor and discussion with student, if warranted.

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<th>Required Reading</th>
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</table>
This will vary depending upon the area of the students’ interest. It will include the extensive availability of Web information, current textbooks of medical imaging, etc.
### Narrative Description

This course provides a broad-based introduction to the world of medical imaging. Students will be required to either purchase a textbook (approximately $60.00) or access eBook online. They will be required to read the textbook in its entirety and will be tested on the material in the book as well as lecture content. A series of lectures will be presented to the students, in person or via Zoom. The student’s grade will be based on tests that will be given during the elective.

Students may be required to attend clinical rotations within the Dept. of Radiology at OSF Saint Francis Medical Center: fluoroscopy, plain films, neuroradiology, interventional radiology, nuclear medicine, body imaging, radiation oncology, and pediatric radiology. (If there is space available on the particular rotation requested)

### Objectives

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

1. Describe the basics of reading chest and abdominal 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 often use in formulating diagnoses.

### Method of Evaluation

The faculty will base their evaluation on:

1. Examinations.
2. Attendance required at all lectures unless prior approval obtained.
3. Attendance for any required clinical rotations in the Radiology Department, when applicable, unless approval for absence obtained.
4. Completion of Standard Clinical Evaluation Form by preceptor and discussion with student, if warranted.

### Required Reading

Introduction to Radiation Oncology
Clinical Elective
(ELEC 825)

Course Director: Gregory Hermann, M.D.
Coordinator: Deanna Silotto
dsilotto@uic.edu

Location: OSF SFMC, Forest Park Cancer Centers Peoria & Pekin

Prerequisites: Completion of 6 months of Phase 2 & Surgery Clerkship

Dates Available: Blocks 1-6, 9b-12

Dates Unavailable: Blocks 7a-9a, Fall Break and Winter Break

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
Yes
No

Outpatient
Yes

Inpatient

House Staff:
No

Night Call
No

Weekends
No

Number of Students:
1

Optimizer
Yes

Visiting Students
No

Grading Nomenclature:
2wk- Satisfactory/Unsatisfactory
4wk- 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 can be tailored to the student's interests and career plans.

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

Specific sessions will have required attendance:
1. Tumor Board Conferences as assigned
2. Physics and Treatment Planning work sessions
3. Brachytherapy procedures
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 setting 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.
# Vascular & Interventional Radiology

(ELEC 785.2)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dan Gans, M.D.</td>
<td>Deanna Sliotto</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:dsliotto@uic.edu">dsliotto@uic.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>SFMC</td>
<td>Completion of Phase 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dates Available</th>
<th>Dates Unavailable</th>
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</thead>
<tbody>
<tr>
<td>Blocks 1-7, 9b-12</td>
<td>Blocks 8-9a, Fall Break, Winter Break</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration in Weeks</th>
<th>Hours Per Week</th>
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<tbody>
<tr>
<td>2-4</td>
<td>40</td>
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</table>

<table>
<thead>
<tr>
<th>Lectures/Seminars</th>
<th>Lab</th>
<th>Outpatient</th>
<th>Inpatient</th>
<th>Night Call</th>
<th>Weekends</th>
<th>Optimizer</th>
<th>Visiting Students</th>
<th>Grading Nomenclature</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
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<td></td>
<td>2wk- Satisfactory/Unsatisfactory 4wk- H/HP/P/F</td>
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<table>
<thead>
<tr>
<th>House Staff</th>
<th>Night Call</th>
<th>Weekends</th>
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</thead>
<tbody>
<tr>
<td>Yes (Residents and Fellows)</td>
<td>Optional</td>
<td>Optional</td>
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</table>

<table>
<thead>
<tr>
<th>Number of Students</th>
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<tr>
<td>2</td>
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</table>

## Narrative Description
This elective is designed for students contemplating a career in diagnostic radiology. The student will both observe and participate in the performance of a variety of vascular and nonvascular interventional radiologic procedures. The pre- and post-procedure care of patients referred to the service will be stressed. Basic normal and abnormal angiographic anatomy will be reviewed.

For a two-week rotation, a maximum of two days will be allowed for interviews. For a four-week rotation, a maximum of four days will be allowed for interviews.

## Objectives
At the end of this course, the student will be able to:
Identify which patients are candidates for interventional and/or angiographic procedures and describe the indications, contraindications, and potential complications of these procedures.

## Method of Evaluation
The faculty will base their evaluation on:
1. Conferences between Course Director and the student.
2. Completion of Standard Clinical Evaluation Form by preceptor and discussions with student, if warranted.

## Required Reading
# DEPARTMENT OF SURGERY

<table>
<thead>
<tr>
<th>Chair or Dept. Head:</th>
<th>Coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard C. Anderson, M.D., FACS</td>
<td>Julie Eastwood</td>
</tr>
<tr>
<td></td>
<td>309-655-2383</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:jeastw1@uic.edu">jeastw1@uic.edu</a></td>
</tr>
</tbody>
</table>

(for schedule change authorization)
Advanced General Surgery
Clinical Elective
(ELEC 673.1)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Coordinator</th>
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<tbody>
<tr>
<td>Eric Cox, M.D.</td>
<td>Julie Eastwood</td>
</tr>
<tr>
<td></td>
<td>309-655-2383</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:jeastw1@uic.edu">jeastw1@uic.edu</a></td>
</tr>
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</table>

Location  SFMC and UPH
Prerequisites  Completion of Phase 2 and Unity Point Orientation

Dates Available  All year except Winter Break
Dates Unavailable  Winter Break

Duration in Weeks  4
Hours Per Week  Variable

Lectures/Seminars  Yes, all scheduled conferences
Lab Outpatient Inpatient  Vascular Lab Experience
            Yes
House Staff  When Available
Night Call Weekends  Limited, At Home Availability
          Yes
Number of Students  1
Optimizer Visiting Students
Grading Nomenclature  Yes
            H/HP/P/F

Narrative Description
Each student will be assigned to an active general surgical service. The student will function in the capacity of an intern as an integral part of the surgical team in the hospital and operating room as well as office outpatient setting. The student will gain experience in instructing the M3 students. This clerkship is particularly suitable for developing the surgical skills of those students who plan a career in surgery or are undecided about a career in surgery.

In addition to office and hospital experience, students are expected to attend and participate in weekly general surgery conferences including M&M Conference, Grand Rounds, Trauma Conference, and/or Tumor Conference, Critical Care Conference and GI Conference.

Objectives
At the end of this course, the student will be able to:
1. Demonstrate advanced competence in surgical diagnoses, preoperative care, intraoperative care, and postoperative care.
2. Assume additional responsibility in managing critical illness.

Method of Evaluation
The faculty will base their evaluation on:
1. Ongoing observation of performance and informal discussions with student by preceptor.
2. Completion of Standard Clinical Evaluation Form by preceptor and discussion with student.

Required Reading
Reading assignments will be given out at the start and during this elective

Note: Contact for Elective Assignment:
UICOMP, Department of Surgery: Julie Eastwood (309) 655-2383
**Advanced Thoracic Surgery**  
Clinical Elective  
(ELEC 932)

| Course Director     | Richard C. Anderson, M.D. | Coordinator | Julie Eastwood  
|                     |                          |            | 309-655-2383  
|                     |                          |            | jeastw1@uic.edu  
| Location            | SFMC and UPH            | Prerequisites | Completion of Phase 2, and Unity Point Orientation  
| Dates Available     | All year except Winter Break | Dates Unavailable | Winter Break  
| Duration in Weeks   | 4                          | Hours Per Week | 40-50  
| Lectures/Seminars  | Yes, all scheduled general surgery conferences | Lab | No  
|                    |                            | Outpatient | Yes  
|                    |                            | Inpatient | Yes  
| House Staff        | Yes, when available      | Night Call | No  
|                    |                            | Weekends | Yes  
| Number of Students | 1                          | Optimizer | Yes  
|                    |                            | Visiting Students | Yes  
|                    |                            | Grading Nomenclature | H/HP/P/F  

**Narrative Description**
Each student will be assigned to the Thoracic Surgery Service. The student will function in the capacity of an intern as an integral part of the surgical team in the hospital and operating room as well as the outpatient setting. The student will gain experience in instructing the M-3 students. This clinical course is particularly suitable for developing surgical skills for those students who plan a career in surgery or are undecided about a career in surgery. In addition to office and hospital experience, students are expected to attend and participate in weekly general surgery conferences including M&M, Grand Rounds, Trauma Conference, Tumor Board, and Critical Care conferences.

**Objectives**
At the end of this course, the student will be able to:
1. Demonstrate advanced competence in surgical diagnosis, perioperative care, intraoperative care, and postoperative care with thoracic surgery patients.
2. Assume additional responsibility in managing critical care patients with focus on pulmonary function management in thoracic surgery patients.

**Method of Evaluation**
The faculty will base their evaluation on:
1. Observation of the performance.
2. Informal discussions with the student by the preceptor.

**Required Reading**
Thoracic Surgery, textbook by Griffith Pearson. Chapter 3, Perioperative Assessment of the Thoracic Surgery Patient, A Surgeon’s Viewpoint; Chapter 5, Pulmonary Function Testing, A Practical Approach; Chapter 27, Cancer; Chapter 28, Non-Small Cell Lung Cancer; and Chapter 29, Small Cell Lung Cancer.  

The course director has the above textbooks.

**Note: Contact for Elective Assignment:**
UICOMP, Department of Surgery: Julie Eastwood (309) 655-2383
Anesthesia/Pain Management
Clinical Elective
(ELEC 795)

| Course Director | Jocelyn McClain, M.D. | Coordinator | Julie Eastwood  
|                 |                     |            | 309-655-2383  
|                 |                     |            | jeastw1@uic.edu |
| Location        | SFMC                | Prerequisites | Completion of Phase 2 |
| Dates Available | All year except Winter Break |
| Dates Unavailable | Winter Break |
| Duration in Weeks | 2-4 |
| Hours Per Week | 40 |
| Lectures/Seminars | Yes |
| Lab | No |
| Outpatient | Yes |
| Inpatient | No |
| Night Call | No |
| Weekends | No |
| House Staff | No |
| Number of Students | 2 |
| Optimizer | Yes |
| Visiting Students | No |
| Grading Nomenclature | 2wk- Satisfactory/Unsatisfactory |
| 4wk- H/HP/P/F |

*Students must meet with Dr. McClain prior to the start of the rotation for the purpose of planning the rotation, which must consist of four consecutive weeks. Exceptions to the consecutive limitation may be made on an individual basis.

**Narrative Description**
The course is designed for the student to observe, discuss and participate in all phases of anesthesia within a clinical setting. Responsibilities will be delegated according to the student's demonstrated ability. There will be scheduled times outside of the operating room for pre-anesthesia and post-anesthesia rounds, recovery room care, and conferences. One afternoon a week, max time will be spent in the Pain Management Clinic. The student will acquire knowledge in the evaluation and management of both chronic and acute pain problems as these are handled in a comprehensive pain management clinic. Students will be given a daily participation log to complete.

**Objectives**
At the end of this course, the student will be able to:
1. Complete a pre-anesthetic evaluation of patient status by making rounds with an anesthesiologist.
2. Observe and participate in anesthesia management of inpatients or outpatients.
3. Perform insertion of intravenous catheters.
4. Perform endotracheal intubations.
5. Recognize indications, contraindications of various drugs using in anesthetic management.
6. Discuss anesthesia record charting in the operating room and recovery room.
7. Observe peripheral nerve block and catheter placement techniques.
8. Observe and discuss management of anesthesia for patients undergoing cardiac, neurosurgical, pediatric, and obstetric procedures.
9. Evaluate and treat both chronic and acute pain problems.

**Method of Evaluation**
The faculty will base their evaluation on student performance.
1. Final overall evaluation will be made by the program director after discussion with faculty.
2. Completions of Standard Clinical Evaluation Form will be done by the Program Director.

**Required Reading**
Introductory text in anesthesia/pain management by Miller and Stoelting.

Phase 3 Elective Catalog - Academic Year 2023-24

107
Cardiac Surgery
Clinical Elective
(ELEC 257)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Siddharth Sarangi, MD Emmanuel Amulraj, MD</th>
<th>UICOMP Dept. Coordinator</th>
<th>Julie Eastwood 309-655-2383 <a href="mailto:jeastw1@uic.edu">jeastw1@uic.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>OSF SFMC 530 Glen Oak Ave Peoria IL</td>
<td>Prerequisites</td>
<td>Completion of Phase 1 and Phase 2 Surgery Clerkship</td>
</tr>
<tr>
<td>Dates Available</td>
<td>All year</td>
<td>Dates Unavailable</td>
<td>Winter Break</td>
</tr>
<tr>
<td>Duration in Weeks</td>
<td>2 or 4 Consecutive</td>
<td>Hours Per Week</td>
<td>40</td>
</tr>
<tr>
<td>Lectures/Seminars</td>
<td>No</td>
<td>Lab</td>
<td>No</td>
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<tr>
<td></td>
<td></td>
<td>Outpatient</td>
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<td></td>
<td>Inpatient</td>
<td>Yes</td>
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<tr>
<td>House Staff</td>
<td>Occasionally</td>
<td>Night Call</td>
<td>Optional</td>
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<tr>
<td></td>
<td></td>
<td>Weekends</td>
<td>Optional</td>
</tr>
<tr>
<td>Number of Students</td>
<td>2</td>
<td>Optimizer</td>
<td>Yes</td>
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<tr>
<td></td>
<td></td>
<td>Visiting Students</td>
<td>Yes</td>
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<td></td>
<td></td>
<td>Grading Nomenclature</td>
<td>2 wk- S/U</td>
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<td></td>
<td></td>
<td></td>
<td>4 wk- H/HP/P/F</td>
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Narrative Description
Student responsibilities include evaluation and management of patients in the office two days per week, participation in surgical procedures, and evening and weekend cases occasionally.

The student will gain knowledge in cardiac anatomy, cardiac disease and monitoring, and the diagnosis and treatment of acute and chronic cardiac problems. The student will also participate in selected cardiac surgery cases.

Objectives
At the end of this course, the student will be able to:
1. Describe the anatomy of the heart and its function.
2. Describe pathophysiology and how it relates to the care and management of the patients with adult cardiac lesions.
3. Identify techniques of cardiac monitoring that can be used in both the operating room and the cardiac intensive care unit.
4. Understand pharmacological agents that affect cardiac function.
5. Discuss surgical therapy as it relates to acquired cardiac lesions.

Method of Evaluation
The faculty will base their evaluation on:
1. Fund of factual knowledge.
2. Manual Skills
3. Ability to follow inpatients with and organized approach to inpatient care.
4. Ability to diagnose conditions seen in the office setting.

Optional Reading
2. UpToDate – Internet Reference
3. Several ACC/STS guidelines as the rotation unfolds

Proposed Schedule:
Monday: OR 8 AM – 1 PM, Clinic 1 PM – 4 PM
Tuesday: Transplant/VAD Selection Meeting 7 AM – 8 PM, OR 8 AM – 5 PM (TAVRs)
Wednesday: OR 8 AM – 1 PM, Clinic 1 PM – 4 PM
Thursday: OR 8 AM – 5 PM, Cardiology Cath Conference 12 PM – 1 PM
Friday: OR 8 AM – 2 PM
Weekends – Completely optional (Opportunity to scrub in emergency cases – Very diverse ranging from Emergency ECMO initiations to Emergent CABGs, Type A Dissection repairs of the Aorta etc)

1. In the OR, very highly encouraged to scrub in the cases. Can discuss the case the day prior/or morning of surgery with the respective attending and go through the cath films/echocardiograms/other imaging studies.

2. At the start of the rotation, we will discuss about a topic and then the medical student has a to present a short PowerPoint (< 10 slides) at the end of the rotation (An example is “Novel Oral Anticoagulants”)

3. Rounding in the ICU with the attending and the floors with PAs – discussing the preoperative work up of cardiac surgical patients.

4. Be involved in ECMO didactics if they are during the rotation.

5. Rounding in the Cardiac Surgical ICU and accumulating knowledge about the post-operative care

6. Collaboration with Cardiology in shared decision making especially in complex Coronary Artery Disease, Advanced Therapies of Heart Failure including Mechanical Circulatory Support and Heart Transplant and also Complex Structural Heart Disease

7. Every medical student rotating is highly encouraged to ask a lot of questions.
### Hand and Plastic Surgery
Clinical Elective
(ELEC 525)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Tyler Evans, MD</th>
<th>UICOMP Dept. Coordinator</th>
<th>Julie Eastwood 309-655-2383 <a href="mailto:jeastw1@uic.edu">jeastw1@uic.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Springfield Clinic Peoria 1001 N. Main St. Suite 300 Peoria, IL 61606</td>
<td>Prerequisites</td>
<td>Completion of Phase 1 and Phase 2 Surgery Clerkship</td>
</tr>
<tr>
<td>Dates Available</td>
<td>All year except Winter Break</td>
<td>Dates Unavailable</td>
<td>Winter break</td>
</tr>
<tr>
<td>Duration in Weeks</td>
<td>2 or 4 consecutive</td>
<td>Hours Per Week</td>
<td>40</td>
</tr>
<tr>
<td>Lectures/Seminars</td>
<td>Student may attend pre-existing surgery lectures offered by department at this time.</td>
<td>Lab</td>
<td>NO</td>
</tr>
<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>Occasionally</td>
<td>Night Call</td>
<td>Optional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekends</td>
<td>Optional</td>
</tr>
<tr>
<td>Number of Students</td>
<td>2</td>
<td>Optimizer</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visiting Students</td>
<td>2wk- Satisfactory/Unsatisfactory</td>
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<tr>
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<td></td>
<td>Grading Nomenclature</td>
<td>4wk- H/HP/P/F</td>
</tr>
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**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: Julie Eastwood (309) 655-2383
Non-Operative Orthopedics
Clinical Elective
(ELEC 521)

Course Director: Adam Colen, M.D.
Coordinator: Julie Eastwood
309-655-2383
ejastw1@uic.edu

Location: Midwest Orthopedic Center, 6000 N Allen Rd, Peoria, IL 61615, 309-691-1400

Prerequisites: Completion of Phase 2; Unity Point Orientation

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

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

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

House Staff: When available
Night Call: No
Weekends: Per Student Interest

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

Narrative Description
This rotation will involve full care of the non-operative patient as the majority of orthopedics is non-surgical. The elective course emphasizes outpatient orthopedic medicine involving initial evaluation of the trauma, fracture care, diagnostic blocks, injections, aspirations, interpreting x-rays, MRIs, CTs, casting, splinting and follow up treatment of non-operative orthopedics. Surgical OR time could be arranged per student interest, but this is not the focus of this elective.

Objectives
Upon completion of this elective, the student will be able to:
1. Identify musculoskeletal anatomy on x-rays and interpret findings
2. Interpret MRI and CT results related to musculoskeletal injuries
3. Perform history and physical exam related to musculoskeletal injuries including maneuvers/tests
4. Distinguish between urgent and emergent orthopedic injuries and develop plan of care (PT/OT, injection, surgical referral, observation, medication, etc.)
5. Perform diagnostic blocks/injections and aspirations with injection
6. Perform casting and splinting

Method Of Evaluation
The faculty will base their evaluation on:
1. The student will be evaluated by quality of oral and written work-ups of patients and technical skills observed by the preceptor.
2. Discussion with student and completion of Standard Clinical Evaluation Form by preceptor.

Required Reading
Reading assignments will be made during the elective.

Note: Contact For Elective Assignment
UICOM-P, Department of Surgery: Julie Eastwood (309) 655-2383.
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: Julie Eastwood (309) 655-2383.
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:
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3. Examine a patient with red eye and initiate management when appropriate.
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5. Evaluate visual field abnormalities.
6. Detect and describe disorders of ocular motility and describe prevention and treatment of amblyopia.
7. Recognize the major types of glaucoma and describe their clinical presentation and treatment.
8. Demonstrate a professional and systematic approach in working with a patient with an ocular injury.

Method Of Evaluation
The faculty will base their evaluation on:
1. Completeness, accuracy, and general quality of oral presentation and written documentation of history and physical and work-ups. Appraisal of oral presentations 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: Julie Eastwood (309) 655-2383.
Orthopedic Surgery
Clinical Elective
(ELEC 642.1)

Course Director  Jeff Akeson, M.D.
                Like Luetkemeyer, M.D.
Coordinator      Julie Eastwood
                309-655-2383
                jeastw1@uic.edu

Location        SFMC, Midwest
                Orthopaedic Center (6000
                N Allen Rd, Peoria)
Prerequisites   Completion of Phase 2, Unity Point
                Orientation

Dates Available All year except Winter
                Break
Dates Unavailable Winter Break

Duration in Weeks 2
Hours Per Week  50-80

Lectures/Seminars No
Lab
Outpatient
Yes
Inpatient
Yes

House Staff Occasional
Night Call
Weekends 1-2 per week
1 or 2

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

Narrative Description
Each student will develop knowledge of specific orthopedic medical conditions and problems and gain experience in the treatment of these conditions and problems. The student will be responsible for assigned “work-ups” on the preceptor’s service, especially with regard to the presenting orthopedic condition. Call will be taken, not more than every third night, to ensure adequate experience with trauma problems. Under faculty supervision, the student will perform those procedures (wound closure, reductions, cast applications, etc.), depending upon his or her level of competence. Attendance and participation in clinics and rounds will be expected. At least four to six hours per day will be spent in the preceptor’s office.

Objectives
At the end of this course, the student will be able to:
1. Describe indicators of when to refer patients to orthopedics.
2. Describe the anatomy of the musculoskeletal system.
3. Describe the technology used in orthopedic medicine to diagnose common problems.
4. Describe orthopedic management, treatment and reconstruction aspects of common musculoskeletal problems of the hip, knee, shoulder, spine and hand.
5. Orally describe the presenting orthopedic condition of patients.
6. Write an accurate and thorough medical record.
7. Describe the management of simple fractures.
8. Describe the basic principles of treatment for acute and chronic musculoskeletal problems.
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, cases, braces, and appliances.

Method of Evaluation
Faculty will base their evaluation on:
1. Verbal interchange between student and preceptor to assess progress.
2. The student will be evaluated by quality of history and physical examination and technical skills observed by the faculty while on the orthopedic service.
3. Observation of interrelations with professionals and patients.
4. Final evaluation will be a discussion with the student and completion of Standard Clinical Evaluation form by preceptor.

Required Reading
Reading assignments will be made during the elective

Note: Contact For Elective Assignment:  UICOM-P, Department of Surgery: Julie Eastwood (309) 655-2383.
Otolaryngology
Clinical Elective
(ELEC 643.2)

Course Director: James Geraghty, M.D.
Coordinator: Julie Eastwood
309-655-2383
jeastw1@uic.edu

Location: Peoria Ear Nose & Throat
7301 N Knoxville, Peoria

Prerequisites: Completion of Phase 2, Unity Point Orientation

Dates Available: All year except as noted

Dates Unavailable: Blocks 1-2, Winter Break

Duration in Weeks: 2-4

Hours Per Week: 40

Lectures/Seminars: No

Lab: No

Outpatient: Yes

Inpatient: Minimal

House Staff: No

Night Call: Optional

Weekends: Optional

Number of Students: 1

Optimizer: Yes

Visiting Students: No

Grading Nomenclature: 2wk- Satisfactory/Unsatisfactory

4wk- H/HP/P/F

--Students planning to take the four-week elective course must take this over four 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. Identify the physical diagnosis of ears, nose, and throat.
2. Treat common infectious diseases of the ears, nose, and throat.
3. Recognize the problems of hearing loss, both diagnosis and treatment, in the child and the adult.
4. Identify the histopathology and clinical science of neoplasms of the sinuses, nose, oral cavity, pharynx, and larynx, and describe the need for rehabilitation following laryngeal surgery.
5. Perform a basic diagnosis and treatment of traumatic and congenital disorders of the head and neck.
6. Recognize an indication for referral to otolaryngology care.
7. 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 Standard Clinical Evaluation Form by preceptor.

Required Reading
1. Essential Otolaryngology; KJ Lee – 12th Edition
2. Cumming’s Otolaryngology: Head & Neck Surgery; Cumming, et. al.

Note: Contact For Elective Assignment: UICOM-P, Department of Surgery: Julie Eastwood (309) 655-2383.
Otolaryngology
Clinical Elective
(ELEC 643.3)

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<thead>
<tr>
<th>Course Director</th>
<th>Coordinator</th>
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<tbody>
<tr>
<td>Guy J. Petruzzelli, M.D., Ph.D., FACS, FSSO</td>
<td>Julie Eastwood</td>
</tr>
<tr>
<td></td>
<td>309-655-2383</td>
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<tr>
<td></td>
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** 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 for 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: Julie Eastwood (309) 655-2383.
### Course Schedule

#### Week 1 (or Student A)

<table>
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<tr>
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<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 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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## Narrative Description

This course is particularly focused on the student who has developed interest in surgery involving infants from birth to adolescents.

The student will function as a junior intern working with the resident and the preceptor on pediatric surgery. This will involve outpatients and inpatients who are hospitalized for surgical conditions or who are seen in consultations with pediatricians. An attempt is made to allow the students to perform in accordance with the level of their competence. They participate actively in patient evaluations in the office setting and with the team, operating on a wide variety of cases including surgical emergencies in premature infants, congenital anomalies, and a variety of acute, subacute and chronic surgical problems which may occur in children up to the age of 18 years.

## Objectives

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

1. Describe differences in the physiology of very young patients which dictates management different from that of adult patients.
2. List pediatrics surgical conditions that are rarely seen in adult surgery.
3. Demonstrate ability to interact appropriately with children and their parents in discussions concerning multiple aspects of patient care (i.e., pre- and post-surgery and long-term management issues).
4. Display skill and compassion in dealing with very small patients in the overall care of their surgical conditions.

## Method of Evaluation

The faculty will base their evaluation on:

1. Oral presentations and discussions will be evaluated both by the faculty and the resident.
2. The quality of work-ups and progress notes in the office and hospital setting will be monitored by the staff and the resident.
3. Technical skills will be evaluated by the resident and/or the attending.
4. The student’s experience will be discussed with the course director.
5. Standard Clinical Evaluation Form will be completed at the end of the course.

## Required Reading

Selected readings from *Pediatric Surgery*, 2nd edition by Holder & Ashcraft.

**Note:** Contact For Elective Assignment: UICOM-P, Department of Surgery: Julie Eastwood (309) 655-2383.
### 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 Turbendian, 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.
**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: Julie Eastwood (309) 655-2383.
Course Director | Babis Rammos, M.D. | Coordinator | Julie Eastwood
| | | | 309-655-2383
| | | | jeastw1@uic.edu

Location | 4911 N Executive Drive Peoria, IL 61614 | Prerequisites | Completion of Phase 1, Phase 2 Surgery Clerkship, and UnityPoint Orientation

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

Duration in Weeks | 2 or 4 consecutive | Hours Per Week | 40 (as needed)

Lectures/Seminars | No | Lab Outpatient | No
| | | Inpatient | Yes

House Staff | Occasionally | Night Call | Optional
| | | Weekends | Optional

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

** 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: Julie Eastwood (309) 655-2383.
**Surgery Sub-Internship**  
Clinical Experience  
(ELEC 680)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Coordinator</th>
</tr>
</thead>
</table>
| Jacob Hopping, M.D.  
Robin Alley, M.D.  
Richard Anderson, M.D. | Julie Eastwood  
309-655-2383  
jeastw1@uic.edu |

<table>
<thead>
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<tbody>
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<td>SFMC, UPH</td>
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<td>H/HP/P/F</td>
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**Narrative Description**

The purpose of the Sub-Internship is to familiarize the student with responsibilities of a resident and to aid in the transition from medical student to resident physician. The Surgery Sub-Internship provides additional surgical experiences and patient care responsibilities to the fourth-year student who may be considering a career in surgery. This Sub-Internship represents a full-time intensive commitment and significant responsibility of the student caring for patients in the hospital and the outpatient departments. The student will have direct responsibility for comprehensive patient care, including medical and surgical needs of the patient, but will always be acting under the supervision of a senior surgical resident and attending surgeons. The student will see the new patient first, as in the office outpatient setting, inpatient consultation, or inpatient surgical admission. The student will identify the time for appropriate medical consultation, (i.e. diabetes management, nephrology, cardiology, etc.) and make the necessary communication to request consultation, and be present for dialogue and instruction with the consultant and/or consulting service, and in this manner gain experience in the management of the medical needs of the patient. The student will continue to work with the medical consultant as well, to provide on-going comprehensive patient management. The student will participate in preoperative care, assist in surgery and participate in postoperative care, including interpretation and assessment of laboratory findings, imaging information, and other diagnostic tests. It is important to emphasize that the student should function as a Surgery PGY-1, and resident/attending supervision will ensure that all hospital policies of patient care are met. The student will be expected to participate in all of the educational activities of the Department of Surgery during the course of the student’s sub-internship as well as an assigned Laparoscopic Skills Simulator Curriculum.

**Objectives**

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

1. Actively take responsibility for assigned patients.
2. Perform appropriate accurate complete history and physical exams and record history and physical and surgical admission notes.
3. Develop comprehensive assessment of the patient’s problem and review the assessment with attending surgeon/senior resident.
4. Discuss and explain assessment, tests to be ordered, test results, and treatment plans with patient and family, including providing informed consent information and the postoperative reports to the patient and family.
5. Demonstrate improved surgical skills during appropriate surgical procedures.
6. Describe the improvement of his/her abilities as measured by the AAMC six competencies of patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, and systems-based practice.
7. Show ability to develop PowerPoint presentation for 15-minute teaching lecture to his/her service.
Method of Evaluation
The faculty will base their evaluation on:
1. On-going observation of performance and informal discussion with student by preceptor.
2. Completion of Standard Clinical Evaluation Form by preceptor and discussion with student.

Required Reading
Reading assignments will be made by course directors during this elective.

Note: Contact For Elective Assignment: UICOM-P, Department of Surgery: Julie Eastwood (309) 655-2383.
Surgical Critical Care/Trauma  
Clinical Elective  
(ELEC 682)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Bradley Phillips, M.D.</th>
<th>Coordinator</th>
<th>Julie Eastwood</th>
<th>309-655-2383</th>
<th><a href="mailto:jeastw1@uic.edu">jeastw1@uic.edu</a></th>
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<td>Yes- Surgical &amp; EM</td>
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**Narrative Description**

Surgical Critical Care offers an exciting rotation in the care and management of critically ill surgical and trauma patients. The student will function at a sub-intern level and will have his/her own patients to follow with faculty supervision.

**Objectives**

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

1. Develop skills in logical evaluation and treatment of critically ill patients.
2. Understand basic physiology of multiple organ systems.
3. Understand fundamental principles of shock and resuscitation.
4. Describe and demonstrate multiple ventilator modes.
5. Discuss nutritional support, therapeutic principles, and their practical applications.
6. Understand acute care physiology and treatment principles in regards to MOFS, SIRS, and ARDS.

**Method of Evaluation**

The faculty will base their evaluation on:

1. Daily presentation of patients.
2. Daily progress notes.
3. One prepared lecture during the month- topics to be chosen after first week of rotation.
4. Nursing staff evaluations, resident staff evaluations.
5. Completion of Standard Clinical Evaluation Form by preceptor.

**Required Reading**

1. *The ICU Book*, Marino
2. *Surgical Critical Care*, Weigelt and Lewis

**Note:** **Contact For Elective Assignment:** UICOM-P, Department of Surgery: Julie Eastwood (309) 655-2383.
Surgical Research
Non-Clinical Elective
(ELEC 723)

<table>
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<th>Babis Rammos, M.D.</th>
<th>Coordinator</th>
<th>Julie Eastwood</th>
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<tr>
<td>No</td>
<td>Weekends</td>
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<table>
<thead>
<tr>
<th>Lab</th>
<th>Night Call Weekends</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
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<table>
<thead>
<tr>
<th>House Staff</th>
<th>House Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Night Call Weekends</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Night Call Weekends</th>
<th>Optimizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
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<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Optimizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Visiting Students</th>
<th>Visiting Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Satisfactory/Unsatisfactory</td>
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<table>
<thead>
<tr>
<th>Visiting Students</th>
<th>Visiting Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Satisfactory/Unsatisfactory</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Visiting Students</th>
<th>Grading Nomenclature</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Satisfactory/Unsatisfactory</td>
</tr>
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</table>

**Student must make an appointment to speak with Dr. Rammos prior to scheduling this elective to discuss project possibilities.

**Narrative Description**
This course is available to students with a definite interest in surgery. The course will focus on research and not daily clinical activity. This is a general surgery research elective that covers a wide range of general surgery procedures. The student may participate in an ongoing research project or independent study assignments can be created or assigned. Topics of research could focus on treatment or outcomes related to general surgery, otolaryngology, orthopedics, urology ophthalmology or plastic surgery.

**Objectives**
At the end of this course, the student will be able to:
1. Design and carry out a study/chart review.
2. Understand and work within the requirements of the IRB.
3. Participate in CITI training.
4. Research database and complete a comprehensive literature review.

**Method of Evaluation**
The faculty will base their evaluation on:
1. Informational periodic discussions with student.
2. Final project outcome or progress.
3. Completion of Standard Clinical Evaluation Form.

**Required Reading**
Research Training Lectures – PowerPoints available on the UICOMP Dept. of Surgery website

**Note:** Contact For Elective Assignment: UICOM-P, Department of Surgery: Julie Eastwood (309) 655-2383
# Surgical Residency Preparedness Practicum
Non-Clinical Elective
(ELEC 157)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Charles Aprahamian, M.D.</th>
<th>Coordinator</th>
<th>Julie Eastwood</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>309-655-2383</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:jeastw1@uic.edu">jeastw1@uic.edu</a></td>
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<table>
<thead>
<tr>
<th>Location</th>
<th>JUMP</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Completion of Phase 2, Committed to surgery and surgery specialties</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dates Available</th>
<th>11b</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dates Unavailable</th>
<th>All other times not 11b</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Duration in Weeks</th>
<th>2</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Hours Per Week</th>
<th>40</th>
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</table>

<table>
<thead>
<tr>
<th>Lectures/Seminars</th>
<th>Yes</th>
</tr>
</thead>
</table>

| Lab
Outpatient
Inpatient | Yes|
|----------------|----|

| Night Call
Weekends | No |
|-------------|----|

<table>
<thead>
<tr>
<th>House Staff</th>
<th>Yes</th>
</tr>
</thead>
</table>

| Optimizer
Visiting Students |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grading Nomenclature</th>
<th>Yes</th>
</tr>
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<table>
<thead>
<tr>
<th>Number of Students</th>
<th>4 minimum</th>
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<table>
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<tr>
<th>8 maximum</th>
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| Method of Evaluation |
Students will be evaluated based on demonstration of skills taught during every module by the respective instructor and an end-summary evaluation will be completed by the course director. |

| Narrative Description |
SURGPREP – Surgical Residency Preparedness Practicum – This course is particularly focused on the student who has committed to a career in surgical specialties. It is structured, supervised training in basic surgical skills such as dissection, suturing, knot tying, laparoscopy, etc., and procedures such as biopsy techniques, chest tube insertion, central line insertion, and tracheostomy. Eighteen modules instructed by UICOMP General Surgery faculty and senior residents. Monday through Friday, 8:00 a.m. to 4:00 p.m. daily. |

| Objectives |
At the end of this course, the student will be able to:
1. Demonstrate verified improvement in the quality in performing basic surgical skills.
2. Demonstrate verified improvement in the efficiency in performing basic surgical skills.
3. Demonstrate the ability to perform simulated basic surgical procedures such as chest tube insertion, central line placement, etc. |

| Required Reading |
* Basic Surgical Techniques, by R. M. Kirk, ISBN: 0443071225

| Book chapter handouts on laparoscopic surgery: |
* Methods of Creating a Pneumoperitoneum by Robert J. Fitzgibbons, Jr, M.D., and Robert E. Marsh
* Electrosurgery and Ultrasound for Cutting and Coagulating Tissue in Minimally Invasive Surgery by Joseph F. Amaral
* Physiologic Consequence of Laparoscopic Surgery by Philip R. Schauer
* Suturing and Knot-Typing Techniques by Daniel B. Jones and Nathaniel J.
* Soper Laparoscopic Suturing and Tissue Approximation by Zoltan Szabo |

| Note: Contact For Elective Assignment: |
UICOM-P, Department of Surgery: Julie Eastwood (309) 655-2383 |

| Phase 3 Elective Catalog - Academic Year 2023-24 |
126 |
Urology
Clinical Elective
(ELEC 683.1)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>Yousef Al-Shraideh, M.D.</th>
<th>Coordinator</th>
<th>Julie Eastwood</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td>309-655-2383</td>
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<td></td>
<td></td>
<td></td>
<td><a href="mailto:jeastw1@uic.edu">jeastw1@uic.edu</a></td>
</tr>
</tbody>
</table>

| Location              | OSF Medical Group- Urology Ilinois Medical Center 1001 Main St., Suite 400 |
|                       |                          |                   |                      |

| Prerequisites         | Completion of Phase 1    |                   |                      |

| Dates Available       | All year, except Winter Break |
|                       | Dates Unavailable           |                   | Winter Break         |

| Duration in Weeks     | 2-4                          |
|                       | Hours Per Week               | 40                 |

| Lectures/Seminars     | Yes                          |
|                       | Lab                           |
|                       | Outpatient                   |
|                       | Inpatient                    |

| Lab                  | Elective                     |
| House Staff          | Yes                          |
| Night Call           | No                           |
| Weekends             | No                           |

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

** 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: Julie Eastwood (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>Julie Eastwood 309-655-2383 <a href="mailto:jeastw1@uic.edu">jeastw1@uic.edu</a></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>
</tr>
<tr>
<td>Dates Available</td>
<td>All year except as noted</td>
<td>Dates Unavailable</td>
<td>Blocks 1-3a &amp; Winter Break</td>
</tr>
<tr>
<td>Duration in Weeks</td>
<td>2-4</td>
<td>Hours Per Week</td>
<td>Per Availability</td>
</tr>
<tr>
<td>Lectures/Seminars</td>
<td>No</td>
<td>Lab</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outpatient</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inpatient</td>
<td>Yes</td>
</tr>
<tr>
<td>House Staff</td>
<td>No</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>1</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>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, cystourethrography, 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: Julie Eastwood (309) 655-2383.
Vascular & Endovascular Surgery
Clinical Elective
(ELEC 702.1)

<table>
<thead>
<tr>
<th>Course Director</th>
<th>John Dooley, M.D.</th>
<th>Coordinator</th>
<th>Julie Eastwood</th>
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<tbody>
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<td><a href="mailto:jeastw1@uic.edu">jeastw1@uic.edu</a></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>SFMC and UPH</th>
<th>Prerequisites</th>
<th>Completion of Phase 2 and UnityPoint Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates Available</td>
<td>All year except Winter Break</td>
<td>Dates Unavailable</td>
<td>Winter Break</td>
</tr>
<tr>
<td>Duration in Weeks</td>
<td>4 minimum</td>
<td>Hours Per Week</td>
<td>40</td>
</tr>
<tr>
<td>Lectures/Seminars</td>
<td>Yes- daily teaching rounds (clinical ward rounds &amp; lectures), two formal lectures/week</td>
<td>Lab Outpatient</td>
<td>Inpatient</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>House Staff</td>
<td>Yes- Surgical and Family Practice House Staff</td>
<td>Night Call Weekends</td>
<td>Optional- max 4 calls/mo Open</td>
</tr>
<tr>
<td>Number of Students</td>
<td>1</td>
<td>Optimizer Visiting Students</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grading Nomenclature</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>H/HP/P/F</td>
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</table>

Narrative Description
Vascular and Endovascular Surgery offers an exciting rotation in the care and management of all facets of vascular disease, including arterial, venous and lymphatic diseases for the student considering a career in Vascular and Endovascular Surgery. The student will function at the level of a sub-intern and will have his/her own patients to follow.

Objectives
At the end of this course, the student will be able to:
1. Develop skills in logical evaluation and treatment of vascular patients.
2. Understand basic vascular physiology.
3. Understand fundamental principles of complex vascular diseases.
4. Understand basic vascular decision making as it pertains to carotid disease, aortic disease, peripheral vascular disease, venous diseases, and lymphatics.
5. Be able to discuss outcomes of basic vascular interventions and surgical procedures.

Method of Evaluation
The faculty will base their evaluation on:
1. Daily presentation of patients.
2. Daily progress notes.
3. One prepared lecture during the month- topic to be chosen after first week of rotations.
4. Nursing staff evaluations and resident staff evaluations.
5. Completion of Standard Clinical Evaluation Form by preceptor.

Required Reading
Current Diagnosis & Treatment in Vascular Surgery - Richard H. Dean, James S. T. Yao, David C. Brewster (provided during elective)
Anatomic Exposures in Vascular Surgery – R. James Valentine, Gary G. Wind (provided during elective)
Current Therapy in Vascular Surgery – Calvin B., MD, Ernest, James C., MD, Stanley (provided during elective)

Note: Contact For Elective Assignment: UICOM-P, Department of Surgery: Julie Eastwood (309) 655-2383.