

Course: Internal Medicine Exploratory Elective (MED 2008)

Department: Internal Medicine

Faculty Coordinator: Reeni Abraham, M.D.

Co-Instructor: Sarah Collins Kamsickas, PhD

Clinical Sites: Parkland Health and Hospital System, Clements University Hospital

Periods Offered: Periods 1-12

Length: 2 weeks

Max no. of students: **3 pre-clerkship** students, and **7 post-clerkship** students

First Day Contact: Dr. Collins Kamsickas will send rotation assignments and first-day information to students the Friday prior to the start of the rotation (earlier when possible).

First Day Time/Place: Same as above.

Prerequisites: Completion of pre-Clerkship courses

Attendance: Two (2) days off are permitted but must be approved by the IM Clerkship Office before the start of the rotation.

I. Course Description

Students will spend 2 weeks rotating with an inpatient internal medicine sub-specialty service team supervised by an attending physician and/or a fellow and residents.

II. Course Goals and Objectives

Each specialty will have its own expectations and individual goals in addition to what is listed below. Students will be oriented by their supervisor on the first day as to service-specific expectations.

Patient Care.

Students, together with supervising faculty and housestaff, must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

Objectives: Students are expected to: 1.) Interview the patients and obtain the vital information for patient care. Example: History, physical examination, and relevant lab data when evaluating a patient for chest pain 2.) Interpret the data and discuss the plan with the patient and family. Example: Discuss with the patient about the possibility of CAD and risk stratification. 3.) Promote general health maintenance and disease prevention. Example: Check the lipids in a patient with chest pain and recommend preventative measures such as smoking cessation, weight loss, etc. 4.) Consult with specialty services to coordinate care or when on a specialty service help to provide this consultation.

Medical Knowledge.

Students should demonstrate knowledge about a wide variety of medical illnesses and apply this to patient care. This will vary based on your specialty.

Objectives: Students are expected to: 1.) Provide the differential diagnosis of a chief complaint and provide a treatment plan to investigate the causes. Example: Discuss the causes of shortness of breath and plan a strategy for work-up. 2.) Apply the current clinical knowledge to arrive at a unifying diagnosis with the team and treat the patient. Example: Obtain a CXR on the patient with dyspnea to diagnose pneumonia and treat with antibiotics.

Practice-Based Learning and Improvement.

Students should be able to assimilate scientific evidence and improve patient care.

Objectives: 1.) Perform a literature search to evaluate outcomes of treatment for the patient's illness. Example: Do a literature search to evaluate the treatment of TB in HIV patients. 2.) Follow the patient's daily labs (if needed) and treat any deficiencies. Example: Monitor the liver function tests on TB therapy and stop therapy if elevated.

Interpersonal and Communication Skills.

Students must be able to communicate effectively between the team, patients, and their families.

Objectives: Students are expected to: 1.) Communicate with the patient to explain the diagnosis and treatment plan. Example: Explain the cause of abdominal pain and the planned work-up. 2.) Discuss with the housestaff and attending the plan and history/physical. Example: Present the history and physical to the team post-call and daily rounds. 3.) Work with ancillary staff to provide care. Example: Communicate with nurses any changes in the plan.

Professionalism.

Students should perform to their best ability and adhere to ethical behavior while taking care of the patients.

Objectives: 1.) Adhere to the principles of informed consent and patient confidentiality. Example: Discuss the patient's care only with the patient and members of the team. 2.) Respect the patient's cultural background in taking care of them. Example: Patient who is a Jehovah's Witness refusing blood transfusions. 3.) Behave in a professional manner with the other members of the team. Example: Act as the intern on the team in taking care of the patient, taking responsibility and ownership for the patient.

III. Methods of Instruction (Didactic & clinical)

Clinical teaching occurs on a daily basis. The exact nature of this will vary from site to site. >80% of time will be spent in clinical settings during this rotation. Schedule of didactics/formal teaching varies according to site and rotation and the schedule will be distributed via e-mail. Students are free to go to all Internal Medicine conferences that are not listed as "housestaff only" on the schedule.

IV. Method of evaluation of students

The student may receive a pass/fail.