MS3 and MS4 Course Catalog
Table of Contents

General Clinical Course Information
Anesthesiology
Back to Basics
Dermatology
Education Department
Emergency Medicine
Family Medicine
Internal Medicine
  Subl
  Inpatient Medicine
  Critical Care
  Cardiology
  Correctional Medicine
  Endocrinology
  Gastroenterology
  Geriatrics
  Hematology/Oncology
  Infectious Disease
  Palliative Medicine
  Pulmonary Medicine
Neurology
Obstetrics & Gynecology
Ophthalmology
Orthopedic Surgery
Pain Medicine/ Physical Medicine & Rehabilitation
Pathology
Pediatrics
Psychiatry
Radiology
Radiological Oncology
Surgery
  General Surgery
  Neurological Surgery
  Plastic Surgery
  Trauma Surgery
  Vascular Surgery
Clinical electives are an integral component of the UCR SOM education. All students have ample opportunity to participate in clinical selectives during MS3 and clinical electives during MS4. These clinical experiences are designed to promote personal and academic growth. These selectives and electives are offered in a diverse group of clinical settings with our affiliate hospitals.

Each student will work with their individual specialty advisor to design their individualized elective schedule. This will be based on student’s clinical and career interests. There are also ample opportunities for non-clinical electives during the fourth year, which include rotations in research, community outreach and education.

The goal of the UCR SOM selective and elective rotations are to provide clinical experience in areas that may not be covered in the core clerkships and/or a particular area of student interest. They are also available within the core clerkship fields to provide a greater depth and mastery of the clinical knowledge. Students may also pursue rotations to improve in areas that they may perceive as an academic weakness or an opportunity for more individual mentorship in an area of research, education or patient care.
Anesthesiology

Sites: RCH, RUHS, St. Bernadine’s

Title of course: Anesthesiology
Department: Anesthesiology
Institution: Riverside University Health System (RUHS)
Proposed course category: clinical
Course director: David Ninan
Course coordinator contact info: Malin Cannon m.cannon@ruhealth.org
Location and time for day one reporting: report to RUHS (details per clinician nexus)
Appropriate for MS3 selective: yes appropriate for MS4 elective: yes.
Length of rotation: four weeks. One student per month

Course description:
This course is designed to expose learners to anesthesiology. Students will learn how to prepare a patient for surgery, understand pharmacologic options for anesthesia, and develop an understanding of the anesthesiologist’s role in acute pain management.

Required Readings
Per faculty supervisor

TYPICAL WEEKLY SCHEDULE

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Assessment
Students will be provided formative and summative feedback at midpoint and end of the rotation by their preceptors. The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

Educational Methods
This rotation is predominately clinical, but readings will be provided by assigned faculty preceptor

Specific Goals and Objectives
Knowledge for Practice
1. Define key criteria needed for informed consent for anesthesia
Patient Care (Problem Solving and Clinical Skills)
1. Identify protocol for managing acute pain

Practice-Based Learning and Improvement
1. Identify, analyze, and apply evidence from research studies related to complications from anesthesia

Systems-Based Practice
1. Understand the impact of health care systems and economics on the delivery of anesthesia

Interpersonal and Communication Skills
1. Demonstrate responsiveness and listening skills with patients prior to anesthesia

Professionalism
1. Incorporate feedback into clinical practice

Interprofessional Collaboration
1. Communicate respect and develop rapport with all members of the treatment team
Back to Basics

Title of Course: Back to Basics  
Department: Medical Education  
Institution: University of California Riverside  
Proposed Course Category: Clinical  
Course Director: John Nevin  
Course Director Contact information: Johnn@medsch.ucr.edu  
Location and Time for first date of reporting: 01March, Sim Center (location subject to change)  
Length of rotation: 4 weeks 1-12 March and 22-02 APR, March 13-21 off

Course Description and Schedule: Back to basics is a review of highly applicable medical knowledge appropriate for rising interns. The schedule is currently subject to change but will include a mixture of simulation, lecture, and small group learning emphasizing both general and specialty specific knowledge. The first half of the course, running March 1st – 12th, will emphasize knowledge and skills that are applicable for all rising interns. The second half of the course, running 22 March – 02 April, will be broken into career specific tracks and will emphasize knowledge specific to Pediatrics, Acute care (Psychiatry, Family Medicine, Internal Medicine, and Emergency medicine), Obstetrics, and Surgical specialties

Required Readings: To be given at start of course

Typical Weekly Schedule:  
Monday – Thursday 8 a.m. – 05:00 pm.  
Friday 08:00 – 12:00

Assessment:  
Course is pass fail and grading will be based on attendance and participation.

Educational Methods  
30% didactic  
60% simulation and small group learning  
10% Self-directed learning

Specific Goals and Objectives  
Knowledge for practice  
1. Recognize common EKG and radiographic findings  
2. Describe appropriate management of pain in the outpatient setting  
3. Explain appropriate fluid and electrolyte management for the hospitalized patient  

Patient Care  
1. Manage acute lifesaving scenarios, as appropriate for specialty (ACLS and BLS for all rising interns, PALS and NRP for rising Pediatric interns, ALSO for rising obstetric interns)
2. Differentiate patients who need to be admitted to the hospital from those who can be safely discharged to home
3. Appropriately interpret and respond to common lab abnormalities
4. Demonstrate common procedural skills (skills vary by specialty)
5. Describe characteristics of the grieving patient, and demonstrate appropriate strategies for communicating with a patient experiencing grief

Practice Based Learning and Improvement
1. Outline an appropriate plan for studying during a busy residency
2. Give examples of opportunities for quality improvement and research projects within a residency program
3. Describe the ACGME core competencies and how they apply to resident education and promotion

Systems-Based Practice
1. Explain options for ethical and legal end of life care
2. Discuss strategies to minimize errors during transitions between levels of care
3. List the requirements of medical documentation
4. List the necessary components of medical orders

Interpersonal and Communication Skills
1. Demonstrate an appropriate response to common pages
2. Present a complex patient for handoff to another team
3. Use the TEAM STEPPS strategies and tools to discuss a complex patient
4. Demonstrate strategies for communicating during disagreements within the clinical setting
5. Demonstrate an appropriate call to a consultant

Professionalism
1. Summarize strategies for effectively giving feedback to medical students
2. Summarize the medical chain of command and discuss strategies for disagreements with other members of the team.

Personal and Professional Development.
1. Give examples of study strategies for busy interns
2. Discuss strategies for dealing with sleep deprivation and stress within residency
Dermatology

Sites: LLU, RUHS, UCs

Title of course: Dermatology
Department: Internal Medicine
Institution: Loma Linda University (LLU)/Riverside University Health system (RUHS)
Proposed course category: clinical
Course director: Dr. Betsy Furukawa
Course director contact info: BJFurukawa@llu.edu
Location and time for day one reporting: report to LLU/RUHS (details per course director).
Appropriate for MS3 selective: yes appropriate for MS4 elective: yes.
Length of rotation: two, three or four weeks.

Course description:
This course is designed to exposure learners to dermatology clinics. Students should expect to be involved in the care of patients with common dermatological conditions including the following: acne, hives, rosacea, eczema, psoriasis, keratosis, skin cancers and lupus.

Required Readings
Per faculty supervisor

TYPICAL WEEKLY SCHEDULE
(Example: AM: 8:00am – 12:00pm Rounds; PM: 1:00pm – 5:00pm Clinic)

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Assessment
Students will be provided formative and summative feedback at midpoint and end of the rotation by their preceptors.

The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

Educational Methods
This rotation is predominately clinical, but readings will be provided by assigned faculty preceptor
Specific Goals and Objectives

Knowledge for Practice
1. Define key criteria for diagnosis of acne, hives, rosacea, eczema, psoriasis, skin cancers

Patient Care (Problem Solving and Clinical Skills)
1. Identify differential diagnosis related to acne, skin cancer, psoriasis

Practice-Based Learning and Improvement
1. Identify, analyze, and apply evidence from research studies related to skin cancer

Systems-Based Practice
1. Coordinate care with awareness of the resources within the community for patients with skin cancer

Interpersonal and Communication Skills
1. Demonstrate responsiveness and listening skills with patients, colleagues and staff

Professionalism
1. Incorporate feedback into clinical practice

Interprofessional Collaboration
1. Communicate respect and develop rapport with all members of the treatment team
Title of Course: Academic Medicine Leadership
Department: UCR Education
Institution: UCR SOM
Proposed Course Category: education
Course Director: Dr. Brigham Willis & Dr. Kendrick Davis
Course Director Contact Information: brigham.willis@medsch.ucr.edu
Course Coordinator Contact information: Kathleen.witty@medsch.ucr.edu

Location & Time for Day 1 reporting:
Appropriate for MS3 selective: no
Appropriate for MS4 elective: yes
Length of rotation: 4 weeks

Course Description
The goals of this course is to present the shared values common to academicians, promote self-reflection and career planning around students’ value systems through academic articles, journaling, and discussion of career aspirations.

First half of in-person class (1 hour) will consist of discussion and some lecture with interactive activities. Students will pick readings to lead discussion on while the course director will cover the remaining; Second half of in person class (1 hour) will have physician-faculty who are key leaders in the college and department as guest speakers with a Q&A session.

Required Readings
2. Greenberg (2013) Medical students interest in academic medicine careers: a multi institutional study

TYPICAL WEEKLY SCHEDULE

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**Assessment**

1. Discussion Participation
2. Quality of your discussion points when you lead the group in discussion
3. Completion and quality of 5 page review paper
4. Short answer/word choice final objective exam
5. Completion of self-study project

The final grade will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

**Educational Methods**

List the percent of the course that will be assigned to:
- Clinical: 0%
- Didactic: 100%

**Specific Goals and Objectives**

- Accurately define Academic Medicine
- Inform students of the current picture of careers in academic medicine
- Present current research on career paths in Academic Medicine to inform students of their choices
- Present the shared values common to academicians
- Promote self-reflection and career planning around students’ value systems through academic articles, journaling, and discussion of career aspirations
- Expose students to current academicians to facilitate a better understanding of the various academic paths and their day-to-day
- Sensitize students to the various leadership styles and organizational cultures in the academe.
- Foster a learning environment that promotes a true intellectual community and allows for uninhibited discourse, self-exploration, and respect for peer and professors’ views and contributions.
Course Title: Hablamos Year 4
Department: Medical Education
Institution: University of California Riverside
Proposed Course Category: Clinical and Education
Course Faculty Director: Dr. Ann Cheney, ann.cheney@medsch.ucr.edu
Program Coordinator: Lucero Vaca, lucero.vaca@medsch.ucr.edu
Professor of Spanish as a Second Language: Prof. Herman Martinez, hermannluis35@gmail.com
Length of rotation: 4 weeks

MS 4 rotations

Course Overview
This course places fourth year medical students in Spanish-speaking outpatient clinics in Inland Southern California’s Eastern Coachella Valley (ECV). This four-week rotation is designed to further develop students' Spanish-language skills and competency to provide care in Spanish. Students will conduct their rotation in an outpatient clinic in the ECV under the direct supervision of a UCR clinical faculty member. They will meet once a week for 90-minute virtual class to discuss, in Spanish, their experiences and reflect on the healthcare context as well as their patient-provider interactions. Student will be connected with a Spanish-speaking host family and will meet with them virtually twice a week for meals and/or conversations. This cultural exchange will provide students with opportunities to partake in family traditions, observe cultural practices, eat with the family and converse.

Course structure
• This selective will include:
  o four-week clinical rotation in a primary care clinic primarily serving Spanish-speaking patients
  o biweekly on-line Spanish Lessons
  o three virtual classes of approximately 90 minutes
• This selective is coordinated by Dr. Cheney who will also teach all virtual classes. Prof. Herman Martinez will provide all on-line Spanish lessons and co-teach the virtual classes.

Course requirement
This selective is open to all fourth year medical students at UCR with either intermediate or advanced Spanish language skills. Students must have participated in the student-led Medical Spanish course (MDCL 289) and completed all required coursework, modules, and workshops appropriate for their language level, or passed an intermediate level Spanish language exam http://www.tiatula.com/tests_nivel/. All students must take a placement exam prior to the start of the rotation.

Required reading:

Helpful links:
http://www.medicalspanish.com
http://www.spanishdict.com
https://studyspanish.com
Recommended text
- *Medical Spanish: Interviewing the Latino Patient- A Cross Cultural Perspective, 1st edition* by Teresa Gonzalez-Lee
- *Barron’s 501 Spanish Verbs*

Evaluation
Students will be evaluated out of 100 points, which is based on their participation in virtual classes, readings discussion, rotation evaluation, and final language competency exam. In the last week of the rotation, students will reflect on their experience and share through a presentation what they learned about cultural and structural competency and its application to treating the clinic patient population. This course is pass/fail. A passing grade is 80% or higher.

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<td>Virtual classroom attendance</td>
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<td>Readings</td>
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<td>Critical Reflection/Presentation</td>
<td>40</td>
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<td>Rotation evaluation</td>
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<td>Language exam</td>
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Goals and Objectives
This course addresses the eight physician competencies outlined by Englander and colleagues (2013) in the following ways:

1. **Patient Care (Patient-centered, compassionate, and effective care)**
   a. Be able to gather in Spanish essential and accurate patient information through history-taking, physical examination, and the use of other tests (PCRS 1.2)
   b. Counsel and educate Spanish-speaking patients and their families to empower them to participate in their care and enable shared decision making (PCRS 1.7)
   c. Write patient management plans in Spanish and carry out them out in Spanish (PCRS 1.6)
   d. Recognize the prevention care needed for Spanish-speaking patients, families, and communities (PCRS 1.9)

2. **Knowledge for Practice (Application of social-behavioral sciences to patient care)**
   a. Be able to apply knowledge of social-behavioral sciences to the provision of patient care for Spanish-speaking patients, including an understanding of how culture and structure (e.g., racism, social inequality) influence health, illness, disease, help-seeking, care compliance, and barriers to and attitudes toward care (PCRS 2.5).

3. **Practice-Based Learning and Improvement**
   a. Identify baseline Spanish language knowledge, set goals to improve oral and written skills, and actively improve gaps in Spanish language knowledge (PCRS 3.1, 3.2, and 3.3)
   b. Seek feedback on daily practice, specifically Spanish-speaking interactions with patients, and incorporate feedback into practice (PCRS 3.5)
c. Use the knowledge obtained during the 4-week rotation to educate patients, families, peers, and other health professionals on best approaches in the care of Spanish-speaking patients (PCRS 3.8 & 3.9)

4. **Interpersonal and Communication Skills**
   a. Communicate effectively in Spanish with Spanish-speaking patients and families from low-income Latino immigrant backgrounds (PCRS 4.1)
   b. Demonstrate cultural and structural sensitivity in difficult conversations with Spanish-speaking patients such as those related to end of life, adverse events, disclosure of errors, and other sensitive topics (PCRS 4.6)

5. **Professionalism**
   a. Acknowledge socioeconomic and cultural differences in the patient-provider relationship, and demonstrate sensitivity, respect, and responsiveness to low-income Spanish-speaking patients (PCRS 5.2, 5.5)
   b. Demonstrate respect for patient privacy when interacting with others health professionals, support staff, instructors, and colleagues (PCRS 5.3)

6. **Systems-based Practice**
   a. Obtain a deep understanding of what quality patient care means for Spanish-speaking patients, identify ways to provide this care, and advocate for this care (PCRS 6.4)

7. **Interprofessional Collaboration**
   a. Engage with the preceptor and support staff establish and/or maintain a climate of respect, dignity, diversity, ethical integrity, and trust in regards to the treatment of Spanish-speaking patients (PCRS 7.1)
   b. Draw on the experience and knowledge gained from interacting with Latino families to better address the healthcare needs of Spanish-speaking patients (PCRS 7.2)

8. **Personal and professional Development**
   a. Demonstrate self-confidence in ability to interact with and treat Spanish-speaking patients that allows patients, families, and members of the health care team to feel secure and at ease (PCRS 8.7)
Title of Course: Evidence Based Medicine Focused Reading Elective
Department: UCR SOM
Institution: UCR
Proposed Course Category: Education
Course Director: Brigham C. Willis, MD and Elisa Cortez, MILS, AHIP
Course Director Contact Information: Elisa.cortez@medsch.ucr.edu
Course Coordinator Contact Information: Kathleen.witty@medsch.ucr.edu
Location & Time for Day 1 reporting: Requires scholarly activity form completion to register
Appropriate for MS3 selective: no
Appropriate for MS4 elective: yes
Length of rotation: 2, 3, and/or 4 weeks

Course Goals: Provide an opportunity for self-directed learning and scholarly activity in a specific field of medicine.

Course Description
Evidence-based medicine is the cornerstone of medical practice today. Students need to be trained to assess a particular topic within their fields, research it, evaluate and critique the sources of information they encounter while doing research, and be able to discuss and relate their findings.

During this elective, students will gain practical experience in performing a comprehensive literature review, evaluation of evidence and information, and the writing of a report or article on the subject, under the supervision of a faculty mentor.

The elective is intended to introduce students to the process of literature evaluation and interpretation, to enhance their skills in practicing evidence-based medicine.

Students will complete a 5- or 10-page (5-page for 2 weeks, 10-page for 4 weeks) minimum report on some scholarly aspect of their chosen specialty, focusing on evidence-based medicine. Students will be expected to consult with the School of Medicine librarian in performing their literature search. Allowances can be made for the focus of their paper, if students would like to write something on the history of medicine, or other type of article or report. Report subjects will be discussed with and agreed upon by the faculty mentor prior to students beginning work.

Orientation: At the beginning of the elective, students will be given an introductory orientation providing an overview of the rotation. In addition, students will be paired with a mentor to guide their work on their reports.

Required Readings
Textbook: TBD in collaboration with faculty supervisor
Articles: TBD in collaboration with faculty supervisor
**TYPICAL WEEKLY SCHEDULE**
(Example: AM: 8:00am – 12:00pm Rounds; PM: 1:00pm – 5:00pm Clinic)

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**Assessment**
The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

**Educational Methods**
List the percent of the course that will be assigned to:
- Clinical: 0%
- Didactic: 0%
- Self-directed: 100%

**Specific Goals and Objectives**:
At the end of this elective, students will be able to:
1. Describe a topic within their field of choice, including relating its significance, importance to medicine in general, and future application.
2. Demonstrate how to write a comprehensive report or article on their specific topic.
3. Perform a comprehensive literature search on a specific topic.
Course Title: Latino Immigrants in the Context of a Global Pandemic
Department: Medical Education
Institution: University of California Riverside
Proposed Course Category: Clinical and Education
Course Faculty Director: Dr. Ann Cheney, ann.cheney@medsch.ucr.edu
Program Coordinator: Lucero Vaca, lucero.vaca@medsch.ucr.edu
Professor of Spanish as a Second Language: Prof. Herman Martinez, hermannluis35@gmail.com
Length of rotation: 4 weeks

Course Overview
This course is part of the HABLAMoS curriculum and can be used toward the designated emphasis in Medical Spanish. This course places fourth year medical students in Spanish-speaking contexts in Inland Southern California’s Eastern Coachella Valley (ECV). This four-week selective is designed to further develop students’ Spanish-language skills and competency to provide care in Spanish to Latino immigrant patients. Students will participate in coursework via virtual classroom instruction, obtain training in Covid-19 from Riverside County Department of Public Health, carry out Covid-19 sample collection under the direct supervision of a UCR clinical faculty member, and disseminate public health information on Covid-19. Instruction will be in English and Spanish. Students will be expected to attend weekly lessons with the HABLAMoS professor of Spanish as a second language and attend a weekly 90-minute virtual class to discuss, in Spanish, their experiences and reflect on the healthcare context and patient-provider interactions. Students will be expected to participate in at least 2 Covid-19 sample collection sites during each of the 4 weeks of the rotation (total of eight collection sites) for observation and learning purposes (students will not collect samples). Students will be reimbursed for mileage to attend the sample collection sites in the eastern valley.

Course structure
• This selective will include:
  o Coursework on Covid-19 pathophysiology, epidemiology, health disparities, and public health education and promotion
  o Training in Spanish in Covid-19 case investigation (optional)
  o Participation in Covid-19 sample collection
  o Participation in twice weekly on-line Spanish Lessons
  o Attendance at three virtual classes of approximately 90 minutes
• This selective is coordinated by Dr. Cheney who will also teach virtual classes. Prof. Herman Martinez will provide all on-line Spanish lessons and co-teach the virtual classes.

Course requirement
This selective is open to all fourth year medical students at UCR with either intermediate or advanced Spanish language skills. Students must have participated in the student-led Medical Spanish course (MDCL 289) and completed all required coursework, modules, and workshops appropriate for their language level, or passed an intermediate level Spanish language exam
All students must take a placement exam prior to the start of the rotation.

**Required reading:**


**Helpful links:**

http://www.medicalspanish.com
http://www.spanishdict.com
https://studyspanish.com
linguee.com

**Recommended text**

- *Medical Spanish: Interviewing the Latino Patient- A Cross Cultural Perspective, 1st edition* by Teresa Gonzalez-Lee
- *Barron’s 501 Spanish Verbs*

**Evaluation**

Students will be evaluated out of 100 points, which is based on their participation in virtual classes, readings discussion, rotation evaluation, and final language competency exam. In the last week of the rotation, students will reflect on their experience and share through a presentation what they learned about cultural and structural competency and its application to treating the clinic patient population. This course is pass/fail. A passing grade is 80% or higher.

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<td>Covid-19 training &amp; sample collection activity</td>
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<td>Reflection</td>
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**Goals and Objectives**

This course addresses the eight physician competencies outlined by Englander and colleagues (2013) in the following ways:

1. **Patient Care (Patient-centered, compassionate, and effective care)**
   a. Be able to gather in Spanish essential and accurate patient information through history-taking, physical examination, and the use of other tests (PCRS 1.2)
   b. Counsel and educate Spanish-speaking patients and their families to empower them to participate in their care and enable shared decision making (PCRS 1.7)
d. Recognize the prevention care needed for Spanish-speaking patients, families, and communities (PCRS 1.9)

2. Knowledge for Practice (Application of social-behavioral sciences to patient care)
   a. Be able to apply knowledge of social-behavioral sciences to the provision of patient care for Spanish-speaking patients, including an understanding of how culture and structure (e.g., racism, social inequality) influence health, illness, disease, help-seeking, care compliance, and barriers to and attitudes toward care (PCRS 2.5).

3. Practice-Based Learning and Improvement
   a. Identify baseline Spanish language knowledge, set goals to improve oral and written skills, and actively improve gaps in Spanish language knowledge (PCRS 3.1, 3.2, and 3.3)
   b. Seek regular feedback, specifically involving Spanish-speaking interactions with patients, and incorporate feedback into practice (PCRS 3.5)
   c. Use the knowledge obtained during the 4-week rotation to educate patients, families, peers, and other health professionals on best approaches in the care of Spanish-speaking patients (PCRS 3.8 & 3.9)

4. Interpersonal and Communication Skills
   a. Communicate effectively in Spanish with Spanish-speaking patients and families from low-income Latino immigrant backgrounds (PCRS 4.1)
   b. Demonstrate cultural and structural sensitivity in difficult conversations with Spanish-speaking patients such as those related to end of life, adverse events, disclosure of errors, and other sensitive topics (PCRS 4.6)

5. Professionalism
   a. Acknowledge socioeconomic and cultural differences in the patient-provider relationship, and demonstrate sensitivity, respect, and responsiveness to low-income Spanish-speaking patients (PCRS 5.2, 5.5)
   b. Demonstrate respect for patient privacy when interacting with others health professionals, support staff, instructors, and colleagues (PCRS 5.3)

6. Systems-based Practice
   a. Obtain a deep understanding of what quality patient care means for Spanish-speaking patients, identify ways to provide this care, and advocate for this care (PCRS 6.4)

7. Interprofessional Collaboration
   a. Engage with the preceptor and support staff to establish and/or maintain a climate of respect, dignity, diversity, ethical integrity, and trust in regards to the treatment of Spanish-speaking patients (PCRS 7.1)
   b. Draw on experiences and knowledge gained of interacting with patients and their families to better address the healthcare needs of Spanish-speaking patients (PCRS 7.2)

8. Personal and professional Development
   a. Demonstrate self-confidence in ability to interact with and treat Spanish-speaking patients that allows patients, families, and members of the health care team to feel secure and at ease (PCRS 8.7)
Title of Course: Experience in Undergraduate Medical Education
Department: Education
Institution: UCR
Course Director: Rebeca Gavan M.D.
Course Director Contact Information: Rebecarg@medsch.ucr.edu
Location & Time for Day 1 reporting: SOM Education Building
Appropriate for MS3 selective: no
Appropriate for MS4 elective: yes
Length of rotation: 2, 3, and/or 4 weeks

Course Description
Each learner will develop an individualized plan prior to the start of the elective in collaboration with Dr. Gavan. Learners will be required to facilitate in the clinical foundations courses for Y1-2 (Doctoring, Clinical Skills, and CBL). Learners may prepare teaching and evaluation materials and/or review research relevant to medical education. Learners will submit a one page reflection of their elective activities and experience.

Required Readings
“Resource to Develop Medical Students into Peer Mentors”
Sean Meredith, Larrie Greenberg, Benjamin Blatt
https://doi.org/10.15766/mep_2374-8265.9691

TYPICAL WEEKLY SCHEDULE
(Dependent upon UME courses scheduled at time of elective.)

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Assessment
Learners will be provided formative and summative feedback at midpoint and end of the rotation by Dr. Gavan and/or residing education preceptor(s). The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each learner is required to have a completed rotation evaluation.

Educational Methods:
MedEd teaching: 70% Self-directed through readings/assignments: 30%
**Specific Goals and Outcomes**

**Knowledge for Practice**
1. Deliver an instructional module in medical education (CBL, CS, and/or Doctoring).

**Patient Care (Problem Solving and Clinical Skills)**
1. Identify instructional methods and materials that lead to durable student learning, and engage in curricular development, pedagogical practice, and/or assessment activities

**Practice-Based Learning and Improvement**
1. Identify and apply evidence from research studies related to medical education
2. Create three learning objectives specific to students’ individual goals for this elective

**Systems-Based Practice**
1. Coordinate educational activities with awareness of the resources within field of medical education

**Interpersonal and Communication Skills**
1. Demonstrate responsiveness and listening skills with peers and staff
2. Participate in administrative activities including planning and developing of instructional modules

**Professionalism**
1. Promote academic medicine in medical education as a career path for professional development

**Interprofessional Collaboration**
1. Communicate respect and develop rapport with all members of the education team
Emergency Medicine

Sites: RCH, RUHS

Title of Course: Emergency Medicine Elective
Department: Emergency Medicine
Institution: Riverside Community Hospital
Proposed Course Category: Clinical
Course Director: Samuel Zidovetzki MD
Course Director Contact Information: Zidovetz@gmail.com
Course Coordinator Contact information: Nicole.Schumacher@medsch.ucr.edu

Location & Time for Day 1 reporting: Day 1 of the Selective/Elective
Appropriate for MS3 selective: yes
Appropriate for MS4 elective: yes
Length of rotation: 2, 3, and/or 4 weeks

Course Description & Schedule

Summary of Course Description & Goals

- Expose the students to core Emergency Medicine topics
- Provide a valuable and comprehensive clinical experience for the students
- Differentiate between a patient who is critically ill and one who isn't by assessing the patient’s presentation and chief complaint and by interpreting the vital signs.
- Perform and document a focused history and physical examination on the critically ill patient.
- Allow significant time for small group faculty mentorship and teaching opportunities
- Include students in educational opportunities including involvement in weekly didactic
- Understand the role of Emergency Medicine as a safety net for vulnerable patient populations
- Learn about and address the challenges of taking care of vulnerable patient populations

Required Readings

Textbook: EMRAP Didactic asynchronous learning modules
Articles Bridge to Emergency Medicine modules https://www.aliem.com/bridge-to-em/

TYPICAL WEEKLY SCHEDULE

(Example: AM: 8:00am – 12:00pm Rounds; PM: 1:00pm – 5:00pm Clinic)
Shift schedule will be 3-4 twelve hour shifts per week with assigned reading

Assessment

Elective feedback will be done at a scheduled time with Dr. Zidovetzki, Dr. Sequera or Dr. Costumbrado. This will be done at the midpoint and end of the elective. The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.
**Educational Methods**
List the percent of the course that will be assigned to:
- Clinical: 80%
- Didactic: 20%

**Specific Goals and Objectives**

**Knowledge for Practice**
1. Identify different types of shock and resuscitation techniques
2. Evaluate and assess a trauma patient

**Patient Care (Problem Solving and Clinical Skills)**
1. Take a patient with a common chief complaint from presentation, through diagnostic and treatment plan then on to disposition decision.
2. Synthesize H&P plus your physical exam into a clinically appropriate differential and treatment plan

**Practice-Based Learning and Improvement**
1. Identify a ‘topic of interest’ and create a concise educational presentation on that topic
2. Compile daily learning goals with your supervising physician either before or after your shift and review them on your next shift

**Systems-Based Practice**
1. Understand the role of multitasking and prioritizing patients based on acuity in order to keep patient care in the emergency department running efficiently.
2. Know the relative costs both in time and money associated with laboratory and radiologic testing

**Interpersonal and Communication Skills**
1. Effectively advise patients and colleagues on the risks, benefits, limitations and indications of different diagnostic modalities
2. Communicate with patients early and often regarding updates in their treatment and disposition plan

**Professionalism**
1. Demonstrate understanding of the principles of mutual respect, honesty, and discretion in the use of patient data, during lecture, as a part of the clinical patient care team.

**Interprofessional Collaboration**
1. Communicating with consultants and colleagues regarding patient care
2. Demonstrate the ability to engage in an Interprofessional team in a manner that optimizes safe, effective patient and population-centered care.

**Personal and Professional Development**
1. Build and maintain a connection with your patients throughout their ED stay
2. Be able to explain your role in the treatment team and be able to work effectively as a team member
Family Medicine
Family Medicine – RCH, RUHS, Arrowhead, Eisenhower, Kaiser, St. Bernadine’s

Title of Course: Family Medicine Elective/Selective
Department: Family Medicine
Institution: RCH and others
Proposed Course Category: Clinical
Course Director: Kenneth Ballou, MD
Course Director Contact Information: Kenneth.ballou@medsch.ucr.edu
Course Coordinator Contact information: Nicole.schumacher@medsch.ucr.edu
Location & Time for Day 1 reporting: Day 1 of elective/selective
Appropriate for MS3 selective: yes
Appropriate for MS4 elective: yes
Length of rotation: 2, 3, and/or 4 weeks:

Course Description
Expose the student to core Family Medicine topics
The learner will perform and document standard level-appropriate patient care activities
Allow appropriate time for one-on-one teaching with supervising attending physicians
Understand the role of the Family Physician in providing a Medical Home for the patient
Appreciate the utilization of the Medico/Psychosocial model of patient care in Family Medicine. Recognize the role of disease management for the patient in the context of the family as a whole

Required Readings
Assigned readings from various clinical journals, such as American Family Physician, Journal of Family Medicine, Family Medicine Practice Management

TYPICAL WEEKLY SCHEDULE

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Assessment
Formative and summative feedback will be given by the attending physician in the form of verbal feedback to the student and written assessments provided to the Clerkship Team.
The final grade will be calculated by the clerkship team and will be based on the current UCR SOM grading policies, which may include the UCR assessment form scores.
Educational Methods
List the percent of the course that will be assigned to: Clinical: 90% Didactic: 10%

Specific Goals and Objectives

Knowledge for Practice
1. Outline the basic principles underlying the pharmacologic, procedural, and lifestyle management of common conditions
2. Identify strategies to diagnose and treat common primary care mental health issues

Patient Care (Problem Solving and Clinical Skills)
1. Demonstrate the ability to provide an assessment and treatment plan.
2. Describe the management of co-morbidities and other chronic conditions apart from the chief complaint

Practice-Based Learning and Improvement
1. Compose weekly learning goals with the supervising attending at the beginning of each week to discuss with the attending during the week
2. Identify areas of practice management and possible improvement to discuss with the attending and/or staff

Systems-Based Practice
1. Recognize the role of multitasking and prioritizing clinical duties in order to keep the delivery of patient care running efficiently
2. Identify the relative costs of diagnostic and therapeutic modalities available in order to choose wisely

Interpersonal and Communication Skills
1. Demonstrate sensitivity to the concerns of patients and their families surrounding illnesses and treatment/disease management
2. Effectively communicate with patients and their families the risk and benefits of appropriate treatment and non-treatment plans

Professionalism
1. Demonstrate humanistic attitudes and professional ethical behaviors related to patients and families
2. Apply principles of professionalism in participating as part of the treatment team

Interprofessional Collaboration
1. Demonstrate collegial attitudes and professional ethical behaviors related to other healthcare professionals
2. Demonstrate the ability to work as a member of a therapeutic team, including leadership and/or mentoring roles as appropriate

Personal and Professional Development
1. Demonstrate principles of self-care and professionalism by engaging faculty and or/peers in discussing potential areas of ethical or professional conflict
2. Demonstrate a commitment to the principles of lifelong learning in case presentations, treatment team discussions, and in reflective practice
### Internal Medicine

Sub-Internship – RCH, RUHS, Eisenhower, Arrowhead, Kaiser
Inpatient Medicine – RCH, RUHS, Eisenhower, Arrowhead, Kaiser
Critical Care - MICU, PICU, SICU; RCH, RUHS, St. Bernadine
Cardiology - St. Bernadine, RCH, Kaiser
Correctional Medicine – CA Department of Corrections (telemedicine and onsite)
Endocrinology - UCR Health, RUHS, Kaiser
Gastroenterology – St. Bernadine
Geriatrics- RUHS
Hematology and Medical Oncology – RUHS, Kaiser
Infectious Diseases - St. Bernadine, RUHS
Ambulatory Medicine - UCR Health
Palliative Medicine- UCR/RUHS
Pulmonary Medicine- RCH
Renal Disease- RCH

### Sub-Internship for UCR Graduation Requirement

**Title of Course:** Core Sub-Internship (Sub-I)
**Department:** Core Sub-I fields of Internal Medicine, Family Medicine, Pediatrics, Surgery, Psychiatry, and/or Obstetrics & Gynecology
**Institution:** Student preference
**Proposed Course Category:** Inpatient Clinical
**Course Director:** TBD based on student selection of core field and institution
**Course Director Contact Information:** Core rotation specific
**Course Coordinator Contact information:** site specific
**Location & Time for Day 1 reporting:** site specific
**Appropriate for MS3 selective:** no
**Appropriate for MS4 elective:** yes
**Length of rotation:** 4 weeks consecutively

**Course Description**
The Core Sub-I rotation includes rotations in one of the following 6 core fields: Internal Medicine, Family Medicine, Pediatrics, Surgery, Psychiatry, and/or Obstetrics & Gynecology.
This inpatient rotation is designed to expose students to a diverse patient population to create a core foundation of knowledge and skills applicable to their future career choices

**Required Readings**
Textbook: assigned by preceptor

**TYPICAL WEEKLY SCHEDULE**

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Assessment
All students will be provided with formative and summative feedback at midpoint and end of the rotation through both formal and informal evaluations from supervisors. Students are encouraged to complete the observed H&P assessment with at least one supervisor during their Sub-I rotation. The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies of Honors, High Pass, Pass and Fair. Each student is required to have a completed rotation evaluation.

Educational Methods
List the percent of the course that will be assigned to: Clinical: 100%

Specific Goals and Objectives
Knowledge for Practice
1. Perform and document a complete history and physical exam on the patient; interpret laboratory and other pertinent data; and provide an assessment and treatment plan

Patient Care (Problem Solving and Clinical Skills)
1. Provide patient status updates at daily rounds, including a summary of previous and upcoming treatment plans
2. Describe the management of common disorders in the core discipline, which may also include operative management if indicated

Practice-Based Learning and Improvement
1. Identify your strengths and deficiencies, and seek feedback from supervisors at least once weekly

Systems-Based Practice
1. Demonstrate the ability to provide a concise, complete and accurate sign-out that promotes patient safety
2. Demonstrate the ability to provide a concise, complete and accurate sign-out that promotes patient safety

Interpersonal and Communication Skills
1. Demonstrate sensitivity to the concerns of patients and their families regarding the patient’s autonomy, illness and treatment plan

Professionalism
1. Demonstrate appreciation and respect for other professionals by appropriately contacting and responding to consultative and support teams

Interprofessional Collaboration
1. Outline the evidence-based recommendations underlying at least one aspect of the relevant core discipline that promotes patient safety

Personal and Professional Development
1. Develop the ability to use self-awareness to engage in appropriate help-seeking behaviors
**Internal Medicine Inpatient**

Title of Course: Internal Medicine Inpatient  
Department: Medicine  
Institution: Riverside Community Hospital  
Proposed Course Category: Clinical/Education  
Course Director Contact Information: Robby Gulati rgulati@medsch.ucr.edu  
Course Coordinator Contact Information: Lauren Bonser landerson@medsch.ucr.edu  
Location & Time for Day 1 reporting: Residents conference room, 6:45 AM on Monday  
Appropriate for MS3 selective: yes  
Appropriate for MS4 elective: yes  
Appropriate for MS4 SubI: yes  
Length of rotation: 3, 4 week blocks

**Course Description & Schedule**

**Summary of Course Description & Goals**

The focus of the block rotation for medicine in the third year will be on taking history and doing a thorough physical, integrating labs and investigations into assessment and plan for the patients. During these blocks, students will be focusing on medical knowledge, patient care, interpersonal and communication skills, professionalism, critical appraisal, quality improvement and societal awareness and responsiveness. In the third year rotation, medical students will be assigned 1-2 patients and will be expected to present the cases on patient rounds, document their notes and attend teaching sessions scheduled by the internal medicine residency programs at the hospitals. During the fourth year, they will be assigned a larger number of patients, slightly less than a first-year internal medicine resident to get them up to speed.

**Required Readings**

All readings are assigned as theme of various topics/cases covered:

**TYPICAL WEEKLY SCHEDULE**

(Example: AM: 8:00am – 12:00pm Rounds; PM: 1:00pm – 5:00pm Clinic)

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Assessment
Formative feedback is provided by each attending during the rotation. Summative mid clerkship feedback is provided by the block director for MS3 and attending for MS4. The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

Educational Methods
Predominately clinical with didactic readings and sessions depending on if MS3 or MS4

Specific Goals and Objectives
Knowledge for Practice
1. Perform and document a complete history and physical exam on the patient
2. Interpret laboratory and other pertinent data
3. Provide an assessment and treatment plan

Patient Care (Problem Solving and Clinical Skills)
1. Provide patient status updates at daily rounds, including a summary of previous and upcoming treatment plans
2. Describe the management of common disorders in the core discipline.

Practice-Based Learning and Improvement
1. Identify your strengths and deficiencies, and seek feedback from interns/residents/attendings as and when possible

Systems-Based Practice
1. Demonstrate the ability to provide a concise, complete and accurate sign-out that promotes patient safety to the team interns and residents

Interpersonal and Communication Skills
1. Demonstrate sensitivity to the concerns of patients and their families regarding the patient’s autonomy, illness and treatment plan

Professionalism
1. Demonstrate appreciation and respect for other professionals by appropriately contacting and responding to consultative and support teams

Interprofessional Collaboration
1. Outline the evidence-based recommendations underlying at least one aspect of the relevant core discipline that promotes patient safety

Personal and Professional Development
1. Develop the ability to use self-awareness to engage in appropriate help-seeking behaviors
Title of Course: Internal Medicine Inpatient
Department: Internal Medicine
Institution: St Bernardin’s Hospital
Proposed Course Category: Clinical
Course Director: Dr Samaan/Dr Varadarajan
Course Director Contact Information: padmini@medsch.ucr.edu
Course Coordinator information: Adrienne Bawcom Adrienne.Bawcum@DignityHealth.org
Location & Time for Day 1 reporting: Will receive upon rotation confirmation
Appropriate for MS3 selective: yes
Appropriate for MS4 elective: yes
Length of rotation: 2, 3, and/or 4 weeks

Course Description
Summary of Course Description
Students will have a rich experience and get exposed to various disease processes related to Internal Medicine. They will be assigned to an inpatient team comprising of an attending Internist/Hospitalist, and residents. They will get training on performing directed history and physical, bedside physical examination, reviewing and correlating labs, imaging studies with pathology, arriving at a differential diagnosis, actual disease management.

Required Readings
Washington manual

TYPICAL WEEKLY SCHEDULE
(Example: AM: 8:00am – 12:00pm Rounds; PM: 1:00pm – 5:00pm Clinic)

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Assessment
Students will be provided formative and summative feedback at midpoint and end of the rotation by their preceptors. The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

Educational Methods
This rotation is predominately clinical, but readings will be provided by assigned faculty preceptor
Specific Goals and Objectives

Knowledge for Practice
1. Define key criteria for diagnosis of Asthma, COPD exacerbation, pulmonary embolus, GI bleed, cirrhosis of the liver, kidney disease, and anemia.

Patient Care (Problem Solving and Clinical Skills)
1. Identify differential diagnosis related to chest pain, dyspnea, palpitations, GI bleed, acute kidney injury, anemia, arriving at a differential diagnosis, reading ECGS, disease management.

Practice-Based Learning and Improvement
1. Identify, analyze, and apply evidence from research studies related to common disease processes such as Chest guidelines and various trials.

Systems-Based Practice
1. Coordinate care with awareness of the resources within system/field-Discuss with attending or co residents

Interpersonal and Communication Skills
1. Demonstrate responsiveness and listening skills with patients, colleagues and staff

Professionalism
1. Incorporate feedback into clinical practice

Interprofessional Collaboration
1. Communicate respect and develop rapport with all members of the treatment team
ICU Required Rotation
Title of Course: Critical Care - Required ICU Rotation
Department: Critical Care
Institution: UCR/RCH/ RUHS/PICU, MICU/SICU
Proposed Course Category: Clinical
Course Director: Dr. Willis
Course Director Contact Information: brigham.willis@medsch.ucr.edu
Course Coordinator Contact Information: Kathleen Witty
Location & Time for Day 1 reporting:
Appropriate for MS3 selective: yes
Appropriate for MS4 elective: yes
Length of rotation: 4 weeks

Course Description & Schedule
The focus of this experience will be on physiological and evidence-based management of critical illness. During the next four weeks students will be challenged in areas of medical knowledge; patient care; interpersonal and communication skills; professionalism; critical appraisal and quality improvement; and societal awareness and responsiveness.

The Critical Care Selective can encompass activities in several different clinical settings. While students may not master all of critical care by the end of this selective, students are expected to achieve a level of competence appropriate for a first year resident.

Required Readings
- Society for Critical Care Medicine (SCCM) Website. Students will be expected to complete all modules in either the VCCR Adult I or VCCR Pediatric II series.
- Others in full syllabus

TYPICAL WEEKLY SCHEDULE
(Example: AM: 8:00am – 12:00pm Rounds; PM: 1:00pm – 5:00pm Clinic)

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**Assessment**
The grade will be a composite grade, using the clinical performance, completion of required supplementary activities, and participation in on-campus academic activities. The composite grade will be divided into four categories: Honors, High Pass, Pass, or Fail (H, HP, P, or F)

**Educational Methods**
List the percent of the course that will be assigned to: Clinical: 90%; Didactic: 10%

**Specific Goals and Objectives.**

All objectives are followed by the EPOs to which they pertain.

- Perform and document a complete history and physical exam on the critically ill patient; interpret laboratory and other pertinent data; and provide an assessment and critical care treatment plan (PC 3, 5-7, 9; KP 1-6; PBLI 1-4, 6-8, 11; ICS 1,3, 4-6; P 1,2,4; SBP 1-5; IPC 1-5; PPD 5-9)
- Provide 24-hour patient summaries of critically ill patients at daily rounds, including previous and upcoming treatment plans (PC 3, 5-7, 9; KP 1-6; PBLI 1-4, 6-8, 11; ICS 1,3, 4-6; P 1,2,4; SBP 1-5; IPC 1-5; PPD 5-9)
- Describe the management of ventilatory support measures in critically ill patients (including weaning) (PC 1, 3, 4-6; KP 1-4)
- Design hemodynamic management and therapy in the critically ill patient, including the application and appropriate use of invasive monitoring modalities (PC 1, 3, 4-6; KP 1-4)
- Identify strategies to diagnose and treat metabolic derangements in critically ill patients, including renal failure, electrolyte abnormalities, and acid-base abnormalities (PC 1, 3, 4-6; KP 1-4)
- Outline the basic principles underlying the pharmacologic management of common ICU conditions (PC 1, 3-5, 7, 9; KP 1-6; SBP 1, 3, 5, 7; IPC 2-4; PPD 6, 8, 9)
- Outline reasonable strategies for identification of abnormalities of coagulation and the management of transfusions in critically ill patients (PC 1, 3-5, 7, 9; KP 1-6; SBP 1, 3, 5, 7; IPC 2-4; PPD 6, 8, 9)
- Provide examples of specific elements of neurocritical care and the management of traumatic brain injury, intracranial hemorrhage, and other intracranial pathology (PC 1, 3, 4-6; KP 1-4)
- Describe the initial management of critical infectious processes, with emphasis on the prevention and treatment of nosocomial infections (PC 1, 3, 4-6; KP 1-4; PBLI 5,7; SBP 1,2,4-6; IPC 1,2,4)
- Demonstrate sensitivity to the concerns of patients and their families surrounding critical illness, including quality of life and end of life issues (PC 1, 10-12; KP 6; PBLI 2,3,5,8; ICS 1,2,7,8; P 1-7; SBP 1,4; IPC 1-5; PPD 1-5)
- Demonstrate appreciation and respect for other professionals by appropriately responding to consultative and support services (PC 4,6,7,9; PBLI 2,4,11; ICS 1,3,4-6; P 1-7; SBP 1-7; IPC 1-5; PPD 6-9)
• Outline the evidence-based recommendations underlying at least one aspect of modern critical care management (PC 6; KP 1,7; PBLI 1-11; ICS 3-5; P 1; SBP 1,4,5,7; IPC 2,4; PPD 2,4,6,9)

Title of course: Cardiology
Department: Internal Medicine
Institution: Riverside Community Hospital
Proposed course category: clinical
Course Director: Mimi Biswas, MD.
Course directors contact info: biswa004@gmail.com
Location and time for day one reporting: report to Riverside Community Hospital
Appropriate for MS 3 selective: yes. Appropriate for MS 4 elective: yes.
Length of rotation: 3 or 4 weeks.

**Course description:**
This course is designed to expose learners to Cardiology. Students will learn about important cardiovascular disease presentations including chest pain, myocardial infarction, congestive heart failure, valvular heart disease, cardiomyopathies and arrhythmias.

**Required Readings**
Per faculty supervisor

**TYPICAL WEEKLY SCHEDULE**

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**Assessment**
Students will be provided formative and summative feedback at midpoint and end of the rotation by their preceptors.

The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

**Educational Methods**
This rotation is predominately clinical, but readings will be provided by assigned faculty preceptor
Specific Goals and Objectives

Knowledge for Practice
1. Define key criteria for diagnosis of myocardial infarction and congestive heart failure

Patient Care (Problem Solving and Clinical Skills)
1. Identify common causes of cardiac arrhythmias

Practice-Based Learning and Improvement
1. Identify, analyze, and apply evidence from research studies related to congestive heart failure

Systems-Based Practice
1. Coordinate care with awareness of the resources within the community for patients following myocardial infarction

Interpersonal and Communication Skills
1. Demonstrate responsiveness and listening skills with patients, colleagues and staff

Professionalism
1. Incorporate feedback into clinical practice

Interprofessional Collaboration
1. Communicate respect and develop rapport with all members of the treatment team
Title of Course: Cardiology Inpatient  
Department: Internal Medicine  
Institution: St Bernardine’s Hospital  
Proposed Course Category: Clinical  
Course Director: Dr Varadarajan  
Course Director Contact Information: padmini@medsch.ucr.edu  
Course Coordinator information: Adrienne Bawcom Adrienne.Bawcum@DignityHealth.org  
Location & Time for Day 1 reporting: Will receive from site prior to start  
Appropriate for MS3 selective: yes  
Appropriate for MS4 elective: yes  
Length of rotation: 2, 3, and/or 4 weeks

Course Description
Summary of Course Description
This rotation will provide a rich experience and exposure to various cardiological disease processes. Students will be assigned to an inpatient team comprising of an attending Cardiologist, Fellow and residents. They will get training on performing cardiology directed history and physical, bedside physical examination, reviewing and correlating labs, imaging studies with pathology, arriving at a differential diagnosis, actual disease management. Students will learn about various cardiological drugs during this rotation.

Required Readings
Washington manual  
Guidelines from ACC/AHA on specific disease process they encounter on the wards

TYPICAL WEEKLY SCHEDULE  
(Example: AM: 8:00am – 12:00pm Rounds; PM: 1:00pm – 5:00pm Clinic)

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Assessment
Students will be provided formative and summative feedback at midpoint and end of the rotation by their preceptors.

The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.
Educational Methods
This rotation is predominately clinical, but readings will be provided by assigned faculty preceptor

Specific Goals and Objectives
Knowledge for Practice
1. Define key criteria for diagnosis of CAD, valvular heart disease, common arrhythmias

Patient Care (Problem Solving and Clinical Skills)
1. Identify differential diagnosis related to chest pain, dyspnea, palpitations, arriving at a differential diagnosis, reading ECGS, disease management

Practice-Based Learning and Improvement
1. Identify, analyze, and apply evidence from research studies related to common cardiological disease processes (ACC/AHA guidelines, various trials)

Systems-Based Practice
1. Coordinate care with awareness of the resources within system/field-Discuss with fellow or co residents

Interpersonal and Communication Skills
1. Demonstrate responsiveness and listening skills with patients, colleagues and staff

Professionalism
1. Incorporate feedback into clinical practice

Interprofessional Collaboration
1. Communicate respect and develop rapport with all members of the treatment team
Title of Course: Cardiology Imaging  
Department: Internal Medicine  
Institution: St Bernardine’s Hospital  
Proposed Course Category: Clinical  
Course Director: Dr Varadarajan  
Course Director Contact Information: padmini@medsch.ucr.edu  
Course Coordinator Information: Adrienne Bawcum Adrienne.Bawcum@DignityHealth.org  
Location & Time for Day 1 reporting: will be sent by St. B prior to rotation start  
Appropriate for MS3 selective: yes  
Appropriate for MS4 elective: yes  
Length of rotation: 2, 3, and/or 4 weeks

Course Description  
Summary of Course Description  
Students will have a rich experience and be exposed to various cardiological imaging tools. This rotation will be based predominately in the echolab. Student will then read with the reading team comprising of attending and fellows. During this rotation they will also get exposure to cardiac CT and Cardiac MRI

Required Readings  
The Oh Manual (echocardiography)  
Guidelines from ACC/AHA, ASE

Typical Weekly Schedule  
Example: AM: 8:00am – 12:00pm Rounds; PM: 1:00pm – 5:00pm Clinic

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Assessment  
Students will be provided formative and summative feedback at midpoint and end of the rotation by their preceptors. The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

Educational Methods  
This rotation is predominately clinical, but readings will be provided by assigned faculty preceptor
Specific Goals and Objectives

Knowledge for Practice
1. Define key criteria for diagnosis of CAD, valvular heart disease, common arrhythmias

Patient Care (Problem Solving and Clinical Skills)
1. Identify differential diagnosis related to chest pain, dyspnea, palpitations and correlate echo or other imaging findings

Practice-Based Learning and Improvement
1. Identify, analyze, and apply evidence from research studies related to imaging as it pertains to common cardiological disease processes (ASE guidelines)

Systems-Based Practice
1. Coordinate care with awareness of the resources within system/field. Discuss with fellow or co residents

Interpersonal and Communication Skills
1. Demonstrate responsiveness and listening skills with patients, colleagues and staff

Professionalism
1. Incorporate feedback into clinical practice

Interprofessional Collaboration
1. Communicate respect and develop rapport with all members of the treatment team
Title of Course: Correctional Medicine Elective
Department: Medicine
Institution: California Correctional Health Care Services
Proposed Course Category: Clinical
Course Director: Dr. Jenny Espinoza
Course Director Contact Information: Jenny.Espinoza@cdcr.ca.gov
Location & Time for Day 1 reporting: TBD based on site vs telemedicine preference
Appropriate for MS3 selective: yes
Appropriate for MS4 elective: yes
Length of rotation: 4 weeks

Course Description & Schedule
California Correctional Health Care Services (CCHCS) hosts rotations for students to learn about correctional medicine. Correctional health care settings have historically been a “black box” for students and the general medical community, despite serving one of the most underserved and medically complex populations. These opportunities will offer rare access and insight into the California prison health care system and population.

Required Readings
1. “Correctional Medicine” chapter in Medical Management for Vulnerable and Underserved Patients textbook, by Talmadge King and Margaret Wheeler
2. Podcast: Ear Hustle (stories of life inside prison) [https://www.earhustlesq.com/](https://www.earhustlesq.com/) We suggest starting with Season 1, Episode 1 (cellies).

SAMPLE WEEKLY SCHEDULE

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<td>0815-0915</td>
<td>Primary Care Team Daily Huddle</td>
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<td>0915-1200</td>
<td>General Population Clinic</td>
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<td>Sensitive Needs Yard Clinic</td>
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<td>1230-1600</td>
<td>Triage and Treatment Area (Urgent Care)</td>
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<td>Procedure Clinic, Staff Mtg</td>
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<td>Didactics- CCHCS Care Guides</td>
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**Assessment**
Students will be provided formative and summative feedback at midpoint and end of the rotation by their preceptors. The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

**Educational Methods**
This rotation is predominately clinical, but readings will be provided.

**Specific Goals and Objectives**

**Knowledge for Practice**
1. Demonstrate proficiency in caring for incarcerated patients
2. Discuss special public health issues and prevention/management of outbreaks in a prison setting

**Patient Care (Problem Solving and Clinical Skills)**
1. Demonstrate ability to care for a medically complex population and evaluate pathology that might be uncommon in the community

**Practice-Based Learning and Improvement**
1. Describe transitions and gaps in care in the correctional population, including understanding how to improve outcomes for the correctional population and other underserved/vulnerable populations

**Systems-Based Practice**
1. Examine how health care is delivered in a prison setting
2. Evaluate health disparities in the correctional population and social determinants of health

**Interpersonal and Communication Skills**
1. Identify population health issues in a prison system and how to communicate needs across treatment teams

**Professionalism**
1. Incorporate feedback into clinical practice

**Interprofessional Collaboration**
1. Describe programs available to inmates and various aspects of prison life and identify resources to provide access to such resources

**Personal and Professional Development**
1. Recognize some of the ethical issues that providers encounter when caring for patients in a correctional setting
UCR Health Internal Medicine and Endocrinology

Title of Course: Internal Medicine and Endocrinology Rotation
Proposed Course Category: Clinical with opportunities for education and research
Course Directors: Hoda Mojazi Amiri and Nandini Gowda, MD
Course Directors contact information /email address:
  1) Hoda Amiri, MD
     Email: hoda.mojazi-amiri@medsch.ucr.edu
  2) Nandini Gowda, MD
     Email: nandini.gowda@medsch.ucr.edu
Location & Time for Day 1 reporting: Citrus Tower Clinic (3390 University Avenue, Suite 100, Riverside, CA) unless otherwise specified in schedule
Appropriate for MS3 selective: yes
Appropriate for MS4 elective: yes
Length of rotation: 2, 3, and/or 4 weeks

Course Description & Schedule
A 4-week clinical rotation in Internal Medicine and Endocrinology designed to expose the medical student to a busy clinical practice in Internal Medicine and Endocrinology.

Required Readings
1) UpToDate
2) Harrison’s Principles of Internal Medicine
3) Need to be able to look up excellent websites for knowledge of information in patient counseling: www.CDC.Gov, American Heart Association, American Association of Clinical Endocrinologists, American Diabetes Association, USPSTF Guidelines, Transgender Health guidelines by WPATH.ORG.
4) Selected articles at the course director’s discretion

TYPICAL WEEKLY SCHEDULE

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<td>8A-12PM Endocrinology</td>
<td>8AM-12P Studying of recommended material</td>
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**Assessment**
Formative feedback will be provided through verbal discussion between student and faculty member as well as thorough written forms on at least 2 occasions per week. Summative feedback will be provided to the student at the conclusion of the final week of the rotation.

The final grade for the course will follow the published SOM 4th year grading scheme of Honors, High Pass, Pass and Fail.

**Educational Methods**
List the percent of the course that will be assigned to:
- Clinical: 80%; Self-directed: 10%; Didactic: 10%

**Specific Goals and Learning Outcomes**
Adapted from the APGO Medical Student Educational Objectives (11th Edition), ACGME Core Competencies, and UCR SOM Educational Program Objectives

**Knowledge for Practice**
1. Describe common problems in Internal Medicine and Endocrinology.
2. Demonstrate knowledge of Common Internal Medicine conditions: Coronary Artery Disease, Hypertension, Hyperlipidemia, Diabetes Mellitus Type I & II, hypothyroidism, Acute Kidney Injury, Chronic Kidney Disease, Stroke, GERD, PUD, IBS, Acute to Chronic Musculoskeletal conditions, Osteoporosis, Skin conditions like acne/dermatitis/ulcer, Urinary Incontinence, Anxiety and Depression, infections like UTI/Vaginitis/URI/LRTI/STDs, Breast complaints, Headaches, Seizures.
3. Describe pathophysiology, evaluation, diagnosis and treatment of common endocrine disorders including:
   Diabetes mellitus (Type 1 and Type 2); Thyroid disorders (hyper/hypothyroidism, thyroiditis, thyroid nodules); Adrenal disorders (Cushing’s syndrome, pheochromocytoma, adrenal insufficiency, adrenal mass); Pituitary disorders (hyperprolactinemia, panhypopituitarism, pituitary mass); Sodium/Water disorders (SIADH, diabetes insipidus; Hyper/Hypoparathyroidism; Osteoporosis; Transgender hormone therapy; Hypogonadism, amenorrhea, PCOS, hyperandrogenism; Hypoglycemia
4. Select and interpret appropriate Internal Medicine and Endocrine laboratory tests for evaluation of clinical disorders.
5. Know techniques to prevent progression or deterioration of common Internal Medicine and endocrine disorders.
6. Know how to identify Internal Medicine Endocrine emergencies including: M.I.; Sepsis; Acute respiratory distress; Diabetic ketoacidosis; Hypoglycemia; Hyperosmolar coma; Adrenal crisis; Thyroid storm
7. Demonstrate knowledge of screening guidelines for cervical cancer, breast cancer, colon cancer, Osteoporosis
8. Describe Immunization schedules for adults.
Patient Care (Problem Solving and Clinical Skills)
1. Develop competence in the physical examination of adult men and women.
2. Apply recommended prevention strategies to adult men and women throughout the lifespan.
3. Demonstrate knowledge of Procedures like Pap Smear, cryotherapy.
4. Demonstrate knowledge of Masses like lipomas, hydrocele, abscess, skin lesions.
5. Describe the etiology and evaluation of Cardiac Murmurs, Lung sounds, thyroid nodules.
6. Formulate a differential diagnosis of the Chest pain, Acute to Chronic abdominal pain, acute to chronic pelvic pain, SOB, Cough, Diarrhea, Musculoskeletal conditions, & others.
7. Provide a preliminary assessment of patients with concerns about gender dysphoria.

Practice-Based Learning and Improvement
1. Students must be able to identify their gaps in personal knowledge and skills, and to improve their patient care using scientific evidence and lifelong learning.

Systems-Based Practice
1. Students must demonstrate competence in working effectively with other health care delivery settings including skilled nursing facilities and other subspecialty offices for coordination of care Endocrine patients.
2. Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care within the field of adult men, women, LGBTQ health.

Interpersonal and Communication Skills
1. Develop competence in the medical interview of adult men, women, & LGBTQ patients.
2. Incorporate ethical, social, and diversity perspectives to provide culturally competent health care for adult men, women, & LGBTQ.

Professionalism
1. Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles within the field of adult men, women, & LGBTQ health.
2. Demonstrate respect for patient privacy and autonomy within the field of adult men, women, LGBTQ health.

Interprofessional Collaboration
1. Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care within the field of adult men, women, LGBTQ health.
2. Work and communicate with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust.

Personal and Professional Development
1. Recognize his/her/their role as a leader and advocate for adult men, women, & LGBTQ patients.
2. Demonstrate the qualities required to sustain lifelong personal and professional growth.
3. Maintain lifelong personal and professional growth.
Title of course: Medical Oncology
Department: Internal Medicine
Institution: Riverside University Health system (RUHS)
Proposed course category: clinical
Course director: TBD
Course director contact info:
Location and time for day one reporting: report to RUHS (details per clinician nexus).
Appropriate for MS3 selective: yes appropriate for MS4 elective: yes.
Length of rotation: four weeks.

Course description:
This course is designed to exposure learners to Medical Oncology. Students should expect to be involved in the care of patients with the most common cancers: lung, prostate, breast, colorectal, renal, bladder, non-Hodgkin’s lymphoma, thyroid, endometrial and leukemias.

Required Readings
Per faculty supervisor

TYPICAL WEEKLY SCHEDULE
(Example: AM: 8:00am – 12:00pm Rounds; PM: 1:00pm – 5:00pm Clinic)

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Assessment
Students will be provided formative and summative feedback at midpoint and end of the rotation by their preceptors.

The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

Educational Methods
This rotation is predominately clinical, but readings will be provided by assigned faculty preceptor

Specific Goals and Objectives
Knowledge for Practice
1. Define key criteria for diagnosis of the most common cancers – lung, breast, prostate and colorectal cancer

**Patient Care (Problem Solving and Clinical Skills)**
1. Identify differential diagnosis and risk factors related to common types of lung cancer

**Practice-Based Learning and Improvement**
1. Identify, analyze, and apply evidence from research studies related to medical oncology

**Systems-Based Practice**
1. Coordinate care with awareness of the resources within the community for patients with cancer and their families.

**Interpersonal and Communication Skills**
1. Demonstrate responsiveness and listening skills with patients, colleagues and staff

**Professionalism**
1. Incorporate feedback into clinical practice

**Interprofessional Collaboration**
1. Communicate respect and develop rapport with all members of the treatment team
Title of course: Infectious Disease
Department: Internal Medicine
Institution: Riverside University Health system (RUHS)
Proposed course category: clinical
Course director: Dr. Made Sutjita
Course director contact info: M.sutjita@ruhealth.org
Location and time for day one reporting: report to RUHS (details per clinician nexus).
Appropriate for MS3 selective: yes appropriate for MS4 elective: yes.
Length of rotation: four weeks.

Course description:
This course is designed to expose learners to clinical Infectious Disease. Students will be involved in the care of patients with infectious diseases including hepatitis, viral diseases, fungal diseases, bacterial diseases, parasitic diseases, HIV and COVID-19

Required Readings
Per faculty supervisor

TYPICAL WEEKLY SCHEDULE

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Assessment
Students will be provided formative and summative feedback at midpoint and end of the rotation by their preceptors.

The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

Educational Methods
This rotation is predominately clinical, but readings will be provided by assigned faculty preceptor

Specific Goals and Objectives
Knowledge for Practice
1. Define key criteria for treatment of the most common conditions presenting to an infectious disease specialist: hepatitis, viral diseases, fungal diseases, bacterial diseases, HIV and COVID-19
Patient Care (Problem Solving and Clinical Skills)
1. Identify protocol for managing COVID-19

Practice-Based Learning and Improvement
1. Identify, analyze, and apply evidence from research studies related to treatment of common bacterial infections such as pneumonia.

Systems-Based Practice
1. Coordinate care with awareness of the resources within the community for patients with HIV

Interpersonal and Communication Skills
1. Demonstrate responsiveness and listening skills with patients, colleagues and staff

Professionalism
1. Incorporate feedback into clinical practice

Interprofessional Collaboration
1. Communicate respect and develop rapport with all members of the treatment team
Palliative Care Rotation - UCR/ RUHS

Title of Course: Palliative Care Rotation
Department: UCR Family Medicine
Institution: UCR and RUHS
Proposed Course Category: Clinical
Course Director: Dr. Amar Dave
Location & Time for Day 1 reporting: RUHS Palliative Care Office (contact Dr. Dave)
Appropriate for MS3 selective: yes
Appropriate for MS4 elective: yes
Length of rotation: Flexible, generally 3 weeks for MS3 selective and 4 weeks for MS4 elective, but may be modified with permission from course director

Course Description & Schedule

Objective: Through independent required reading, online and written assignments, interactions with interdisciplinary team members, clinical experience on an inpatient palliative care service, palliative care clinic, and attending home visits with a palliative care physician, students will learn advanced communication skills, common symptom management and common ethical dilemmas encountered in the care of the patient with life-limiting illness.

Resources
* Primer of Palliative Care, 7th edition published by AAHPM (required)
* Ohiohealth Palliative Reference Cards: excellent reference for palliative care, consider printing and laminating to take with you
* Vimeo videos from OhioHealth (Dr. Frank Ferris) https://vimeo.com/album/4063073
* Vitaltalk.org
* theConversationproject.org
* https://eprognosis.ucsf.edu/
* Stanford Palliative Care Training Portal: https://palliative.stanford.edu/
* EPEC-O online https://www.cancer.gov/resources-for/hp/education/epeco/self-study
* https://www.mypcnow.org/ Join and subscribe to Fast Facts

Assignments
* Vimeo: online lectures to be assigned
* Personal Reflection
* Family Meeting assignment

Students will care for an average of 3-4 patients and their families on a daily basis. They will be expected to write a note in Epic on every patient and will be responsible for evaluating new consults. Students will be assigned to follow patients throughout their hospitalization to ensure continuity and ongoing therapeutic presence for patients and families. It is expected that each student will have at least 10 observed patient & family assessments and at least 4 written initial consultations on which faculty will provide feedback. In addition, students will participate in interdisciplinary rounds, during which all patients are discussed with the interdisciplinary team, ensuring exposure to all the patients and their management plans.
In addition to patient and family care, students will be expected to review various articles and online videos that will augment learning. These will be sent to you via email.

Two written assignments are the following:
1. Write a summary of a family meeting from the perspective of the patient or family member.
2. A final reflection project about your personal reaction to working with the terminally ill and dying will be due on your last day and discussed with the course director. This may be a written journal you keep, a final essay, an art project.

**TYPICAL WEEKLY SCHEDULE (0830 to 1700) (exception on Thursdays which start at 0800)**

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<td>AM/PM</td>
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<td>AM Outpatient clinic PM Palliative Inpatient</td>
<td>All day: Inpatient RUHS</td>
<td>AM (starting at 0800) IDT rounds then Outpatient clinic PM: social work</td>
<td>AM Chaplain PM vimeo videos, other assignments</td>
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**Grading:**
Required to submit UCR evaluation form to 4th year clerkship coordinator through New Innovations. If unable to access New Innovations then may submit UCR paper evaluation. Pass/fail on online vimeo assignments, written initial consultation notes (4), family meeting, personal reflection.

**Specific Goals and Objectives**

**Knowledge for Practice**
1. Describe disease trajectories for common serious illnesses in adult and pediatric patients.
2. Describe key issues and principles of pain management with opioids, including equianalgesic dosing, common side effects, addiction, tolerance, and dependence.
3. Describe normal grief and bereavement, and risk factors for prolonged grief disorder.
4. Describe ethical principles that inform decision-making in serious illness, including the right to forgo or withdraw life-sustaining treatment and the rationale for obtaining a surrogate decision maker.

**Patient Care (Problem Solving and Clinical Skills)**
1. Assess pain systematically and distinguish nociceptive from neuropathic pain syndromes.
2. Assess non-pain symptoms and outline a differential diagnosis, initial work-up and treatment plan.
3. Describe an approach to the diagnosis of anxiety, depression and delirium.
4. Identify common signs of the dying process and describe treatments for common symptoms at the end of life.
5. Identify psychosocial distress in patients and families.
6. Identify spiritual and existential suffering in patients and families

**Practice-Based Learning and Improvement**
1. Define the philosophy and role of palliative care across the life cycle and differentiate hospice from palliative care.

**Systems-Based Practice**
1. Understand the role of the palliative care specialist in the inpatient setting as consultant, in the outpatient setting and as part of a hospice home care team.
2. Describe funding mechanisms for hospice and palliative care, in particular the Medicare Hospice Benefit.

**Interpersonal and Communication Skills**
1. Explore patient and family understanding of illness, concerns, goals, and values that inform the plan of care.
2. Demonstrate patient-centered communication techniques when giving bad news and discussing resuscitation preferences
3. Demonstrate basic approaches to handling emotion in patients and families facing serious illness.
4. Describe the communication tasks of a physician when a patient dies, such as pronouncement, family notification and support, and request for autopsy.

**Professionalism**
1. Demonstrate understanding of the principles of palliative care approach in partnering with patients and families in decision-making and goal-setting
2. Identify patients’ and families’ cultural values, beliefs, and practices related to serious illness and end-of-life care.

**Interprofessional Collaboration**
1. Describe the roles of members of an interdisciplinary palliative care team, including nurses, social workers, case managers, chaplains, and pharmacists.
2. Participate in interdisciplinary team meeting

**Personal and Professional Development**
1. Reflect on personal emotional reactions to patients’ dying and deaths

**Other information:**
The two attendings on the palliative care service at RUHS are Dr. Dave and Dr. McCowan. Dr. Dave is the lead on this elective at RUHS
Title of course: Pulmonary Medicine
Department: Internal Medicine
Institution: Riverside Community hospital (RCH)
Proposed course category: clinical
Course director: Ahmed El-Bershawi
Course director contact info: aelbershawi@pacificpulm.com
Location and time for day one reporting: report to RCH
Appropriate for MS3 selective: yes appropriate for MS4 elective: yes.
Length of rotation: three or four weeks.

Course description:
This course is designed to expose learners to common pulmonary diseases and treatments. This will include asthma, COPD, emphysema, pneumonia, plural effusion, chronic bronchitis, lung cancer, bronchiectasis, COVID-19, pulmonary artery hypertension, adult respiratory distress syndrome, interstitial lung disease, pulmonary embolism and pneumothorax.

Required Readings
Per faculty supervisor

TYPICAL WEEKLY SCHEDULE

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Assessment
Students will be provided formative and summative feedback at midpoint and end of the rotation by their preceptors.

The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

Educational Methods
This rotation is predominately clinical, but readings will be provided by assigned faculty preceptor

Specific Goals and Objectives
Knowledge for Practice
1. Define key criteria for diagnosis of COPD and asthma
Patient Care (Problem Solving and Clinical Skills)
1. Identify common causes of chronic bronchitis

Practice-Based Learning and Improvement
1. Identify, analyze, and apply evidence from research studies related to emphysema

Systems-Based Practice
1. Coordinate care with awareness of the resources within the community for patients with lung cancer

Interpersonal and Communication Skills
1. Demonstrate responsiveness and listening skills with patients, colleagues and staff

Professionalism
1. Incorporate feedback into clinical practice

Interprofessional Collaboration
1. Communicate respect and develop rapport with all members of the treatment team
Neurology

Neurology – UCR Health and/or RCH
Title of Course: Neurology
Department: Neurosciences
Institution: UCR
Proposed Course Category: Clinical rotation in general and subspecialty neurology
Course Director: Lama Al-Khoury, MD
Course Director Contact Information: lamaa@medsch.ucr.edu
Course Coordinator Contact information: Kelly Tinker. Email: Kelly.Tinker@medsch.ucr.edu
Location & Time for Day 1 reporting: Citrus Tower Multispecialty, 3390 University Ave, Suite 100, Riverside, CA 92501
Appropriate for MS3 selective: yes
Appropriate for MS4 elective: yes
Length of rotation: 2, 3, or 4 weeks

Course Description & Schedule

• 8-5 pm on inpatient at RCH or outpatient at UCR Health, CitrusTower, Multispecialty clinic.
• The medical student will see neurological patients, under the supervision of the neurology residents and neurology faculty, and will be expected to present to the attending the cases he/she evaluates, with discussion of the case and running localization exercises on each case, interpreting labs and imaging findings, and reviewing imaging with the attending and residents, and generating a differential and a diagnostic plan. This will include faculty and residency clinics.
• The medical student on Selective/elective will have their academic day on Tuesdays. We will assign each of them to research and present a talk in neurology, The medical student on elective or selective will be expected to attend the neurology residents didactics at RCH.

Required Readings
Textbook references:
Bradley’s Neurology in Clinical Practice or
Adam’s and Victor’s Principle of Neurology
Neuroanatomy Through Clinical Cases
Online: Pubmed and other online UCR library search engines

TYPICAL WEEKLY SCHEDULE
(Example: AM: 8:00am – 12:00pm Rounds; PM: 1:00pm – 5:00pm Clinic)

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<td>attend residency clinic at CT</td>
<td>attend the neurology Residents Didactics 1-5 pm</td>
<td>seeing patient on outpatient and inpatient</td>
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**Assessment**
What is the mechanism for providing formative and summative feedback at midpoint and end of the rotation? Formative feedback?
The faculty and the medical student will meet on Friday afternoons for feedback (formative and summative at the end of rotation summative)

The final grade will be calculated by the team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

**Educational Methods**
List the percent of the course that will be assigned to:
- Clinical: 80%
- Didactic: 20%

**Specific Goals and Objectives**
- Evaluate and present a case in neurology for at least once case per day
- List 2 indications of lumbar puncture and expected findings in 2 conditions
- Provide a localization based differential
- Research and present a topic of neurology per week

**Knowledge for Practice** (1.5, 1.6, 1.7, 1.8: EPA2: PC4 PC6 ICS1 ICS2)
1. Generates a broad neurological differential diagnosis
2. Produces a plan of management based on clinical reasoning and on patient preference

**Patient Care (Problem Solving and Clinical Skills)**
1. Produces a complete and accurate neurological history from patient (Hx of present neurologic illness, PMH, PSH, Med, All, ROS, F Hx, social Hx and habits): 1.2 EPA1(PC2)
2. Completes a full neurological examination including level of consciousness and mental status, cranial nerves, motor and sensory function, reflexes, coordination and gait: 1.2 EPA1(PC2)
3. Be able to use pertinent labs and imaging to make a differential diagnosis: 1.4 EPA3 (PC4 PC5 PC7 KP1)

**Practice-Based Learning and Improvement** 1.5, 1.6, 1.7, 1.8: EPA2: PC4 PC6 ICS1 ICS2

1. Produces a plan of management based on clinical reasoning and on patient preference

**Systems-Based Practice**

1. Uses information technology to research the medical literature and give a presentation appraising the scientific evidence and/or published guidelines for a common neurological condition: (1.5, 2.1, 3.3, 3.6, 3.7), EPA7: PBL16 PBL17 KP3 KP4

**Interpersonal and Communication Skills**

1. Effectively communicates with other teams or team members involved in patient care by chart documentation (4.0, 4.1, 4.2, 4.3), (EPA2: KP3 KP4 ICS2, EPA5: PC4 PC6 ICS2, EPA8: PBL15 ICS2 ICS3 PC8)

2. Provides patient-centered counseling to patients of diverse socioeconomic and cultural backgrounds. (1.7, 4.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6) (EPA 8: P3 EPA7: ICS 1 ICS2 PBL11 PBL18 PBL19 PC7 P1 PPD4, EPA 6: P3 P1 PPD4)

**Professionalism**

1. Demonstrates professionalism and ethical behavior according to the following standards (1.7, 1.10, 4.1, 5.1, 7.1, 7.3, 8.5, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.99), (EPA 9: IPC2 SBP2 ICS3 IPC1 ICS7 P1),

3. Demonstrates work ethics: timely attendance and completion of assignments

**Interprofessional Collaboration**

1. Demonstrates respect for others including patients, families, peers, staff and faculty

**Personal and Professional Development**

1. Demonstrates professional dress code (clothes, white coat, hygiene)
Obstetrics & Gynecology

UCR Health OB/Gyn
Title of Course: Elective in Gynecology and Obstetrics
Proposed Course Category: Clinical with opportunities for education and research
Course Director: Mallory Stuparich, MD
Course Director contact information/phone/email address: Mallory.stuparich@medsch.ucr.edu
Location & Time for Day 1 reporting: Silver Oaks Clinic (19330 Jesse Lane, Riverside, CA) unless otherwise specified in schedule
Appropriate for MS3 selective: yes
Appropriate for MS4 elective: yes
Length of rotation: 2, 3, and/or 4 weeks

Course Description & Schedule
A clinical rotation in gynecology and obstetrics designed to expose the medical student to a busy clinical practice in gynecology and obstetrics, experiences in the gynecologic operating room (OR), and learning opportunities on labor and delivery (L&D).

Required Readings
Williams Gynecology, 4th Edition
Williams Obstetrics, 25th Edition
Selected articles at the course director’s discretion

TYPICAL WEEKLY SCHEDULE

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Assessment
Formative feedback will be provided through verbal discussion between student and faculty member as well as through written forms on at least 2 occasions per week. Summative feedback will be provided to the student at the conclusion of the final week of the rotation.

The final grade for the course will follow the published SOM 4th year grading scheme of Honors, High Pass, Pass and Fail.

Educational Methods
List the percent of the course that will be assigned to:
- Clinical: 80%
- Self-directed: 10%
- Didactic: 10%

Specific Goals and Learning Outcomes
Adapted from the APGO Medical Student Educational Objectives (11th Edition), ACGME Core Competencies, and UCRSOM Educational Program Objectives

Knowledge for Practice
9. Describe common problems in obstetrics.
10. Demonstrate knowledge of common benign gynecological conditions.
11. Explain the normal physiologic changes of pregnancy
12. Describe menstrual cycle physiology, discuss puberty and menopause, and explain normal and abnormal bleeding
13. Develop a thorough understanding of contraception, including sterilization and abortion.
14. Describe common breast conditions and outline the evaluation of breast complaints.
15. Demonstrate knowledge of perioperative care and familiarity with gynecological procedures.
16. Describe gynecological malignancies, including risk factors, signs, and symptoms as well as initial evaluation.

Patient Care (Problem Solving and Clinical Skills)
8. Develop competence in the physical examination of women.
9. Apply recommended prevention strategies to women throughout the lifespan.
10. Demonstrate knowledge of preconception care, including the impact of genetics, medical conditions, and environmental factors on maternal health and fetal development.
11. Demonstrate knowledge of antepartum, intrapartum, and postpartum care of women.
12. Describe the etiology and evaluation of infertility
14. Provide a preliminary assessment of patients with concerns about sexuality and sexual health.

Practice-Based Learning and Improvement
1. Demonstrate the ability to investigate and evaluate one’s care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning within the field of women’s health.
2. Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes within the field of women’s health.
3. Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems within the field of women’s health.

**Systems-Based Practice**
1. Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care within the field of women’s health.
2. Coordinate patient care within the health care system relevant to the field of women’s health.
3. Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care within the field of women’s health.

**Interpersonal and Communication Skills**
3. Develop competence in the medical interview of women.
4. Incorporate ethical, social, and diversity perspectives to provide culturally competent health care for women.

**Professionalism**
3. Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles within the field of women’s health.
4. Demonstrate respect for patient privacy and autonomy within the field of women’s health.

**Interprofessional Collaboration**
3. Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care within the field of women’s health.
4. Work and communicate with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust.

**Personal and Professional Development**
4. Recognize his/her/their role as a leader and advocate for women.
5. Demonstrate the qualities required to sustain lifelong personal and professional growth.
Ophthalmology

Ophthalmology – RUHS, UCs,

Title of course: Introduction to Ophthalmology
Department: Ophthalmology
Institution: Riverside University Health system (RUHS)
Proposed course category: clinical
Course director: TBD
Course directors contact info: clinician nexus
Location and time for day one reporting: report to RUHS (details per clinician nexus).
Appropriate for MS3 selective: yes appropriate for MS4 elective: yes.
Length of rotation: four weeks.

Course description:
This course is designed to expose learners to ophthalmology. Students will be involved in the care of patients with common conditions treated by an ophthalmologist: retina disease, glaucoma, uveitis, and cornea abrasion.

Required Readings
Per faculty supervisor

TYPICAL WEEKLY SCHEDULE

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Assessment
Students will be provided formative and summative feedback at midpoint and end of the rotation by their preceptors.

The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

Educational Methods
This rotation is predominately clinical, but readings will be provided by assigned faculty preceptor

Specific Goals and Objectives
Knowledge for Practice
1. Define key criteria for treatment of the glaucoma

Patient Care (Problem Solving and Clinical Skills)
1. Identify protocol for managing corneal abrasion

Practice-Based Learning and Improvement
1. Identify, analyze, and apply evidence from research studies related to retinal degeneration

Systems-Based Practice
1. Coordinate care with awareness of the resources within the community for patients with disability needs following changes to their vision

Interpersonal and Communication Skills
1. Demonstrate responsiveness and listening skills with patients, colleagues and staff

Professionalism
1. Incorporate feedback into clinical practice

Interprofessional Collaboration
1. Communicate respect and develop rapport with all members of the treatment team
Orthopedic Surgery
Orthopedic Surgery – RUHS, UCs

Title of course: Introduction to Orthopedic Surgery
Department: Orthopedic Surgery
Institution: Riverside University Health system (RUHS)
Proposed course category: clinical
Course director: TBD
Course directors contact info: clinician nexus
Location and time for day one reporting: report to RUHS (details per clinician nexus).
Appropriate for MS3 selective: yes appropriate for MS4 elective: yes.
Length of rotation: four weeks.

Course description:
This course is designed to expose learners to orthopedic surgery. Students will be involved in the care of patients with common conditions treated by an orthopedic surgeon: spinal disorders, treatment of simple fractures, and evaluation of extremity injuries.

Required Readings
Per faculty supervisor

TYPICAL WEEKLY SCHEDULE

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Assessment
Students will be provided formative and summative feedback at midpoint and end of the rotation by their preceptors. The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

Educational Methods
This rotation is predominately clinical, but readings will be provided by assigned faculty preceptor

Specific Goals and Objectives
Knowledge for Practice
1. Define key criteria for treatment of the simple fracture
Patient Care (Problem Solving and Clinical Skills)
1. Identify protocol for managing acute spinal injury

Practice-Based Learning and Improvement
1. Identify, analyze, and apply evidence from research studies related to spinal injuries

Systems-Based Practice
1. Coordinate care with awareness of the resources within the community for patients with disability needs following changes to their mobility

Interpersonal and Communication Skills
1. Demonstrate responsiveness and listening skills with patients, colleagues and staff

Professionalism
1. Incorporate feedback into clinical practice

Interprofessional Collaboration
1. Communicate respect and develop rapport with all members of the treatment team
Pain Medicine/PM&R

Pain Medicine at UCR Health
Title of Course: Selective in Pain Management
Proposed Course Category: Clinical with opportunities for education and research
Course Director: Darren Freeman, DO
Course Director contact information/phone/email address:
844-827-8000 (Select UCR Neurosciences)
Darren.freeman@medsch.ucr.edu
Location & Time for Day 1 reporting: Brockton Office (4510 Brockton Ave Suite 365 and Citrus Towers 3900 University Ave Suite 100, Riverside, CA) unless otherwise specified in schedule
Appropriate for MS3 selective: yes
Appropriate for MS4 elective: yes
Length of rotation: 2, 3, and/or 4 weeks

Course Description & Schedule
A 4-week clinical rotation in PM&R/Pain Management designed to expose the medical student to a busy clinical practice in Physical Medicine and Rehabilitation as well as Pain Management including medication and intervention, experiences in the Pain intervention operating room (OR).

Required Readings
Updated CDC Guidelines for Pain Management
Selected articles at the course director’s discretion

TYPICAL WEEKLY SCHEDULE

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Assessment
Formative feedback will be provided through verbal discussion between student and faculty member regarding clinical cases as well as through review of specific topics. Summative feedback will be provided to the student at the conclusion of the final week of the rotation.
The final grade will be calculated by the Pain Management Attending assigned. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

Educational Methods
List the percent of the course that will be assigned to:
- Clinical: 80%
- Self-directed: 10%
- Didactic: 10%

Specific Goals and Learning Outcomes
UCRSOM Educational Program Objectives

Knowledge for Practice
17. Describe common problems in PM&R and Pain Management.
18. Demonstrate knowledge of common Musculoskeletal and Neuromuscular conditions.
19. Explain the normal physiologic changes of Pain.
20. Describe important concepts including the Gate Theory, the differences in the pathophysiology of Pain, pharmacokinetics and pharmacodynamics with Pain medication.
21. Develop a thorough understanding of pain pathways.
22. Develop a solid understanding of the different medications and the strategies using the medications.
23. To develop a thorough a comprehensive Pain Management plan.

Patient Care (Problem Solving and Clinical Skills)
15. Develop competence in the physical examination of a Pain patient.
16. Apply recommended prevention strategies to a patient with chronic pain throughout the lifespan.
17. Demonstrate knowledge of the differences in musculoskeletal and neuromuscular conditions seen commonly with pain management.
18. Formulate a differential diagnosis of the acute, subacute and chronic pain conditions.

Practice-Based Learning and Improvement
4. Demonstrate the ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning within the field of pain management.
5. Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes within the field of pain management.
6. Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems within the field of pain management.

Systems-Based Practice
4. Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care within the field of Pain management.

5. Coordinate patient care within the health care system relevant to the field of pain management.

6. Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care within the field of pain management.

**Interpersonal and Communication Skills**

5. Develop competence in the medical interview of a pain patient.

6. Incorporate ethical, social, and diversity perspectives to provide culturally competent health care for pain patients.

**Professionalism**

5. Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles within the field of Pain Management.

6. Demonstrate respect for patient privacy and autonomy within the field of Pain Management.

**Interprofessional Collaboration**

5. Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care within the field of Pain Management.

6. Work and communicate with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust.

**Personal and Professional Development**

6. Recognize his/her/their role as a leader and advocate for pain patients.

7. Demonstrate the qualities required to sustain lifelong personal and professional growth.
LLU and UCs

Pathology
Pediatrics

Sites: PICU at RUHS

UCR Health Ambulatory Pediatrics
Title of Course: Ambulatory Pediatrics
Department: Pediatrics
Institution: UCR Health/SOM
Proposed Course Category: Clinical with opportunities for education and research
Course Directors: Jean Russell, M.D. FAAP, Adwoa Osei, M.D., FAAP
Course Director Contact Information:
Aosei@medsch.ucr.edu
Jrussell@medsch.ucr.edu
Location & Time for Day 1 reporting: Students will report at a selected location below for UCR Health, and specified locations for clinical affiliates.
   A) Adwoa Osei @9:00am
      UCR Health, Pediatrics
      3390 University Avenue
      Riverside
   B) Jean Russell @9:00am
      UCR Health, Pediatrics
      79430 Highway 111, Suite 102,
      La Quinta, CA 92253
Appropriate for MS3 selective: yes
Appropriate for MS4 elective: yes
Length of rotation: 2, 3, and/or 4 weeks

Course Description & Schedule
Summary of Course Description & Goals
1. Acquire a working knowledge of normal and abnormal growth and development in children from newborns to late adolescence.
2. Recognize, understand the pathophysiology of, diagnose, and treat the common disorders of neonatal period, infancy, childhood, and adolescence.
3. Develop an understanding of childrens’ and families’ perspectives of being cared for within our healthcare system through observation, inquiry, and reflection.
4. Identify opportunities to incorporate children and their families’ complex intersectionality into family-centered management care plans and interactions.

Required Readings
Textbook: Pediatrics In Review Articles
Articles: As needed per preceptor's discretion

TYPICAL WEEKLY SCHEDULE
(Example: AM: 8:00am – 12:00pm Rounds; PM: 1:00pm – 5:00pm Clinic)

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*Students in UCR Health Pediatric Clinics

**Assessment**

- Formative
- Observed H&P forms
- Mid rotation feedback form
- Summative
- Completed written reflective piece on the coordination of care in children and families with neurodevelopmental and behavioural needs.
- Student Self Assessment form
- End of Rotation Assessment form

The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

**Educational Methods**

List the percent of the course that will be assigned to:

- Clinical: 70%
- Didactic: 10%
- Self-directed: 10%
- Community engagement: 10%

**Specific Goals and Objectives**

**Knowledge for Practice**

- Identify normal growth, development and behavior and their assessment, as well as approaches to abnormalities from infancy through adolescence
- Describe health maintenance and preventive care for children, including age-related issues in nutrition, safety, vaccination and risk factor identification and modification.
- Recognize common acute and chronic pediatric conditions, congenital and genetic syndromes, and the importance of age on their manifestations and treatment.
- Apply principles of physiology and pharmacology to children from birth through adulthood, especially age-related changes
- Outline approaches to chronic illness and disability.

**Patient Care (Problem Solving and Clinical Skills)**

- Demonstrate skills in obtaining and interpreting relevant information from patients, parents/caregivers, laboratory data and other sources to deliver optimal patient centered care.
- Organize and interpret clinical, laboratory data, imaging studies and other tests to make clinical decisions effectively and efficiently.
• Gather essential and accurate information about patients and their condition through history taking, physical examination, and the use of laboratory data, imaging, and other tests
• Organize and prioritize responsibilities to provide care that is safe, effective, and efficient
• Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
• Develop and carry out patient management plans
• Counsel and educate children, adolescents and their families to empower them to participate in their care and enable shared decision making
• Provide appropriate referral of patients, including ensuring continuity of care throughout transitions from newborn to adolescence, between providers or settings and following up on patient progress and outcomes.
• Perform supervisory responsibilities commensurate with one’s roles, abilities, and qualifications

Practice-Based Learning and Improvement
• Demonstrate a commitment to achieving personal and professional excellence, including self-directed learning, reflective practice, the critical evaluation of the performance of peers and self, and promotion of collaborative learning.
• Demonstrate a positive attitude and regard for education by demonstrating intellectual curiosity, initiative, honesty, responsibility, dedication to being prepared, maturity in soliciting, accepting and acting on feedback, flexibility when differences of opinion arise and reliability.
• Apply the scientific method and critically evaluate the literature, assimilate new information, and apply this knowledge to patient care

Systems-Based Practice
• Demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively draw on system resources to provide care that is of optimal value.
• Work effectively in various health care delivery settings and systems relevant to children with chronic care needs
• Coordinate pediatric patient care within the health care system
• Incorporate considerations of cost awareness and risk–benefit analysis in patient care

Interpersonal and Communication Skills
• Demonstrate interpersonal communication skills that facilitate empathic relationships and effective collaborations with families, children and adolescents, and other health care professionals and teams.
• Describe how to modify the interview depending on the age of the child, with particular attention to the following age groups: toddler/preschooler, school-age child, adolescent, including when to address questions to child versus parent.
• Adapt history taking from parents, children and adolescents in more complex situations (e.g. adolescent psychosocial interview, more demanding parent), collecting complete and accurate information and focusing appropriately.

• Organize a case presentation to accurately reflect the reason for the evaluation, the chronology of the history, the details of physical findings, the differential diagnosis and the suggested initial evaluation. Include age specific information and precise description of physical findings. Justify the thought process that led to the diagnostic and therapeutic plan.

  - Draft clinical findings and independent clinical thinking in the form of written notes.

**Professionalism**

• Demonstrate compassion, empathy and respect toward children and families, including respect for the patient’s modesty, privacy and confidentiality.

• Demonstrate respect for patient, parent, and family attitudes, behaviors and lifestyles, paying particular attention to cultural, ethnic and socioeconomic influences to include actively seeking to elicit and incorporate the patient’s parent’s and family’s attitudes into the health care plan, showing flexibility to meet the needs of the patient and family.

• Function as an effective member of the health care team, demonstrating collegiality and respect for all members of the health care team.

  - Demonstrate accountability to patients, families and the medical team.

**Interprofessional Collaboration**

• Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust in the care of pediatric patients and families

• Use the knowledge of one’s own role and those of other professions to appropriately assess and address the health care needs of children and their families.

• Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in children and their families.

• Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable

**Personal and Professional Development**

• Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors

• Demonstrate healthy coping mechanisms to respond to stress

• Manage conflict between personal and professional responsibilities

• Practice flexibility and maturity in adjusting to change with the capacity to alter behavior

• Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients

• Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system
Psychiatry

Title of Course: Pacific Grove Inpatient Psychiatry Rotation and/or SubI
Department: Psychiatry
Institution: UCR School of Medicine
Proposed Course Category: Clinical/education/research/ if other please specify
Course Director: Vagelli Coskinas, M.D. PHD.
Course Director Contact Information: David.franklin@medsch.ucr.edu
Course Coordinator Contact information: David Franklin David.franklin@medsch.ucr.edu
Location & Time for Day 1 reporting: 8:00 AM on the first day of rotation
Appropriate for MS3 selective: yes
Appropriate for MS4 elective: Yes and qualifies for SubI
Length of rotation: varies 6 months, 3 weeks, 4 weeks

Course Description & Schedule
The clinical rotation will provide a hands-on experience for the students in the process of recognizing, diagnosing, and treating mental disorders using the latest neuropharmacological advances in brain research as well as more traditional psychotherapeutic approaches. Each student participates fully in patient care. Students conduct daily supportive therapy sessions, monitor all ongoing lab work, diagnostic tests, medical problems and medication needs and response to medications in their patients. Students give reports to the resident and attending physician during daily rounds and coordinate patient care with ancillary staff such as social workers, and case managers.

Required Readings
Kaplan and Sadock, Synopsis of Psychiatry

TYPICAL WEEKLY SCHEDULE
All inpatient 8-5pm

Assessment
Each medical student will be provided feedback during the middle of the rotation as well as towards the end of the rotation. This feedback will be provided by the supervising resident and/or attending on the inpatient unit.

The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

Specific Goals and Objectives
Knowledge for Practice
1. Identify the major groups of psychopharmacologic agents used in psychiatric care, including their indications, effects, side effects and contraindications, with particular reference to antipsychotics, antidepressants, mood stabilizers, anti-anxiety agents, sedatives, and stimulants.
2. Evaluate and assess a psychiatric patient whom is in distress.

Patient Care (Problem Solving and Clinical Skills)
1. Identify the major manifestations and differential diagnosis of the following psychiatric disorder: Cognitive, Substance Related, Psychotic Disorders, Mood, Somatoform, Sexual, Sleep, Personality, Factitious, Dissociate and Amnestic.
2. Identify the legal and psychological principles of treating the violent, the suicidal, the incompetent, and the uncooperative patient.

Practice-Based Learning and Improvement
1. Identify a ‘topic of interest’ and create a concise educational presentation on that topic.

Systems-Based Practice
1. Understand the role of multitasking and appropriately utilizing ancillary services to assist in the care of the acute psychiatric patient.

Interpersonal and Communication Skills
1. Effectively advise patients and colleagues on the risks, benefits, limitations and indications of different diagnostic modalities.
2. Provide a thorough case synopsis of the patient to the attending and resident to be able to formulate an appropriate care plan.

Professionalism
1. Demonstrate understanding of the principles of mutual respect, honesty, and discretion in the use of patient data.

Interprofessional Collaboration
1. Recognize the major services available to the mentally ill and methods of referral to such services.
2. Communicating with consultants and colleagues regarding patient care.

Personal and Professional Development
1. Build and maintain a rapport with your patients throughout their psychiatric stay.
2. Be able to explain your role in the treatment team and be able to work effectively as a team member.
Title of Course: University of California, Riverside Outpatient Clinic (Citrus Towers)
Department: Psychiatry
Institution: UCR School of Medicine
Proposed Course Category: Clinical/education/research/ if other please specify
Course Director: Chris Fichtner, M.D.
Course Director Contact Information: Christopher.Fichtner@medsch.ucr.edu
Course Coordinator Contact Information: Kelly Tinker
Location & Time for Day 1 reporting: 8:00 AM on the first day of rotation
Appropriate for MS3 selective: Yes
Appropriate for MS4 elective: Yes
Length of rotation: varies

Course Description & Schedule
The clinical rotation will provide a hands-on experience for the students in the process of recognizing, diagnosing, and treating mental disorders using the latest neuropharmacological advances in brain research as well as more traditional psychotherapeutic approaches. Each student participates fully in an outpatient care setting. Students will assist in conducting the progress of an outpatient visit, perform an intake for patients who are being seen for the first time, monitor all ongoing lab work, diagnostic tests, medical problems, and medication needs and response to medications in their patients. Students give reports to the resident and attending physician during these ambulatory care visits.

Required Readings
Kaplan and Sadock, Synopsis of Psychiatry

TYPICAL WEEKLY SCHEDULE
(Example: AM: 8:00am – 12:00pm Rounds; PM: 1:00pm – 5:00pm Clinic)

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Assessment
Each medical student will be provided feedback during the middle of the rotation as well as towards the end of the rotation. This feedback will be provided by the supervising resident and/or attending.

The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.
Specific Goals and Objectives

Knowledge for Practice
1. Identify the major groups of psychopharmacologic agents used in psychiatric care, including their indications, effects, side effects and contraindications, with particular reference to antipsychotics, antidepressants, mood stabilizers, anti-anxiety agents, sedatives, and stimulants

2. Evaluate and assess a psychiatric patient including performing an initial intake (i.e. a complete psychiatric and medical history).

Patient Care (Problem Solving and Clinical Skills)
1. Identify the major manifestations and differential diagnosis of the following psychiatric disorder: Substance Related, Psychotic Disorders, Mood, Somatoform, Sexual, Sleep, Personality, Factitious, Dissociate and Amnesic, and Neurocognitive disorders/neurodegenerative illnesses.
2. Perform and document a complete psychiatric history and physical examination of a patient with mental illness.

Practice-Based Learning and Improvement
1. Identify a ‘topic of interest’ and create a concise educational presentation on that topic

Systems-Based Practice
1. Provide a treatment plan with a biopsychosocial emphasis (i.e. an understanding how medical co-morbidities can impact ones psychiatric state, and use of psychotherapy to accompany pharmacological treatment for the distressed individual)
2. Use appropriate outcome measures to characterize improvement and worsening in individuals affected by mental illness.

Interpersonal and Communication Skills
3. Explain clinical reasoning for common pharmacological strategies.
4. Provide a thorough case synopsis of the patient to the attending and resident to be able to formulate an appropriate care plan.

Professionalism
3. Demonstrate understanding of the principles of mutual respect, honesty, and discretion in the use of patient data.

Interprofessional Collaboration
1. Recognize the major services available to the mentally ill and methods of referral to such services.
4. Communicating with consultants and colleagues regarding patient care

Personal and Professional Development
1. Build and maintain a rapport with your patients
**Radiology**

**UCR Required Radiology Clerkship**
Title of Course: UCR Radiology- Required rotation
Proposed Course Category: Education, Clinical
Course Director: Jeanne Lammering
Course Director Contact Information: jeanne.lammering@ucr.edu
Appropriate for MS3 selective: no
Requirement for MS4: yes
Length of rotation: 4 weeks

**Course Description & Schedule**

*Summary of Course Goals & Description*
- Understand the role of radiology (diagnostic and interventional) in medicine
- Learn appropriate use of imaging
- Learn anatomy through imaging
- Learn technical aspects, strengths, and weaknesses of different imaging modalities: CT, US, MR, Radiography, Nuclear medicine, IR
- Understand safety issues in pregnancy, contrast use, MRI, contrast allergy
- Review basic imaging findings, differential diagnosis

**Required Readings**
See details on course website

**TYPICAL WEEKLY SCHEDULE (will vary each block based on schedule of lecturers)**
(Example: AM: 8:00am – 12:00pm Rounds; PM: 1:00pm – 5:00pm Clinic)

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<td>3 pm: Chest Radiology lecture</td>
<td>1 pm: Women’s Imaging</td>
<td>3 pm: Prostate Radiology lecture</td>
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**Assessment**
What is the mechanism for providing formative and summative feedback at midpoint and end of the course?
- Quizzes
- Webinars
- Examinations
  - American Medical Student Educators in Radiology (AMSER) exam: 108-question AMSER national shelf exam.
    - Pre (first day) and post-test (last Thursday) | Time: 2-hour
  - Clerkship midterm (post only) and final (pre and post), On iLearn
    - Midterm: end of 2nd week (no pre-test)
    - Final: Pre (1st day) and post (last Wednesday)

Describe how the final grade for the course will be determined:
- Grading
  - Honors: Top 20% of the class
  - High pass: top 50% of the class
  - Pass: above 70% absolute score

Educational Methods
List the percent of the course that will be assigned to:
- Clinical: 30% (Clinical case-based live lectures)
- Self-directed: 40%
- Didactic: 30%

Specific Goals and Objectives

Goals:
Knowledge for Practice
- Know critical and high priority imaging findings and diagnoses and understand basic interpretive techniques in each subspecialty area.
- Know the indications for the most important imaging examinations in each of the Radiology subspecialty areas.
- Demonstrate knowledge of human anatomy by recognizing key structures on various imaging modalities in each of the Radiology subspecialty content areas.

Patient Care (Problem Solving and Clinical Skills)
- Regard the critical importance of useful clinical history in imaging interpretation
- Recognize the consequences of radiation in humans of different genders and ages
- Understand the effects of radiographic dye on patients with kidney disease

Practice-Based Learning and Improvement
- Describe the common imaging findings of at least one pathologic entity, present an imaging differential diagnosis of these findings, and demonstrate understanding of the appropriate imaging evaluation and involved pathophysiology.
Systems-Based Practice

- Understand the role of the radiologist in the care of patients undergoing imaging evaluation and/or image guided procedures or for whom such evaluation or procedures are being considered.
- Know the relative costs associated with radiologic testing
- Understand the role that false positive and false negative results from mammography have on recommendations for screening

Interpersonal and Communication Skills

- Effectively advise patients and colleagues on the risks, benefits, limitations and indications of each of the most common imaging examinations.
- Demonstrate understanding of the important role of communication in radiology with specific emphasis on the radiology report, urgent or unexpected findings, recommendations for follow-up imaging or procedures, and doctor patient communication.

Professionalism

- Demonstrate understanding of the principles of mutual respect, honesty, and discretion in the use of patient clinical and imaging data, during lecture, as a part of the clinical radiology team, and when interacting with referring clinicians and non-radiology colleagues and support staff.

Interprofessional Collaboration

- Demonstrate the ability to engage in an Interprofessional team in a manner that optimizes safe, effective patient and population-centered care.

Personal and Professional Development

- Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients
Emergency Ultrasound Rotation - UCR/RCH
Title of Course: Emergency Ultrasound Rotation
Department: Emergency Department
Institution: Riverside Community Hospital
Proposed Course Category: Clinical
Course Director: Lucas Friedman, MD
Course Director Contact Information: Lucas.Friedman@medsch.ucr.edu
Course Coordinator Contact Information: Tessa David (Tessa.david@hcahealthcare.com, Office: 951-788-3508)
Location & Time for Day 1 reporting: Emergency Department (Start time and date will be emailed to the rotator prior to the start of the rotation)
Appropriate for MS3 selective: Rotation available to MS3 during the second half of the academic year
Appropriate for MS4 elective: Yes
Length of rotation: 2, 3, and/or 4 weeks

Course Description & Schedule:

**Required Readings**

**Textbook:**
- *Mike and Matt’s Ultrasound Books (Volume 1 and 2) – free iBooks*
- *Lewiss/Strony/Jones’s Practical Guide to Critical Ultrasound (Volume 1 and 2) – free iBooks*
- These iBooks are also available on the ultrasound iPad that will be attached to the Ultrasound Machine

**Articles:**
- Focused Assessment with Sonography in Trauma (FAST) in 2017: What Radiologists Can Learn (Will be emailed to you prior to start of rotation)

**Typical Weekly Schedule**

Shift schedule (Based on a 3 week rotation):
- Your ultrasound rotation shifts will be emailed to you prior to the start of your rotation.
- You will work 15 shifts within your rotation dates (1 will be a reading shift).
- Most shifts are 9 hours and in the afternoon/evening (e.g. 3pm to midnight).
- We have asked that you are not schedule for an overnight or a late evening shift the night before starting the ultrasound rotation, but please let us know if this happens. Please notify us in advance of the start of the rotation if you are scheduled to work any shift that would cause an hours violation or hardship.
- Each shift will have a theme, and you will be expected to review this topic in the corresponding iBook chapter prior to the shift. Your shift start time accounts for you arriving 1 hour prior to the attending’s scheduled shift, so we can review the theme of
the shift. After this you will be scanning during the attending’s Emergency Department shift, experiencing how POCUS is integrated into an emergency medicine practice.

- When you arrive at a shift, check in with the faculty member you will be scanning with. Also, you may choose to give us your contact number so we can notify you about potential scans.
- Question & Answer (QA) Session: Each Thursday (Unless otherwise specified), students must attend the Ultrasound QA meeting in the Emergency Department Ultrasound Office. At QA sessions, the Ultrasound Faculty, Residents and Medical Students on their ultrasound rotation will meet and review the notable ultrasound scans from the prior week, as well as articles that are usually sent out over the weekend prior to the Thursday QA.

Assessment

Scanning shifts:
You will be required to perform 150 ultrasound exams during your scanning shifts. This will be tracked using the number of scans you have performed in QPath. Every exam you do will be QA’d by ultrasound faculty and you will get periodic feedback. You will not get credit for exams where the worksheet was not filled out, not all required images were recorded, or if the images were inadequate.

When working with the faculty member, goals for becoming a skillful Emergency Medicine Sonographer are:

1) Level 1:
   - Sonography (Master anatomy displayed as an ultrasound)
   - Transducer manipulation (Familiarize optimization of the probe)
   - Knobology (Familiarize optimization of the ultrasound machine settings)
   - POCUS vs Consultative Ultrasound (Appreciate the indications for each)

2) Level 2:
   - Quality image acquisition (Master optimization of positioning and settings)
   - Independently acquire complete POCUS examinations (required images for every exam type)
   - Perform lifesaving applications
   - 150 ACGME Required POCUS scans

3) Level 3:
   - Perform all core POCUS applications
   - Utilize Emergency POCUS protocols and algorithms
   - Identify limitations of Emergency POCUS
   - Master ultrasound procedural guidance
   - 300 POCUS scans

4) Level 4:
   - Demonstrate master of integration of Emergency POCUS into independent clinical practice
   - Accurately document goal directed ultrasound findings into the medical record
   - Understand and anticipate the barriers to procedural success and associated complications

5) Level 5:
   - Teach POCUS to other providers
• Utilize advanced POCUS applications
• Implement POCUS quality improvement

Exam Review:
Every exam performed will be reviewed by ultrasound faculty. The student will receive periodic feedback by Faculty regarding these reviews. The student will not receive credit for US exams if the QPath worksheet was not filled out, not all required images were recorded, or if the images were inadequate.

Case Presentation:
One case is to be presented each week at the mandatory Thursday “Question & Answer” session. Interesting or unique findings, cases where ultrasound made an impact, or missed pathology are appropriate for presentation.

Assessments:
Several quizzes on various textbook chapters will be posted for the student on Survey Monkey. The completion of these quizzes is mandatory. The quizzes will cover the following chapters and other material to be identified: Pregnancy; Cardiac; Lung; Renal, DVT, Ocular, and a Final

On the last day of US rotation, the required number of exams and the requirement number of shifts must be logged in QPath. All the quizzes in Survey Monkey must be complete. (Under special circumstances, you may be given additional time to make up missed shifts, QA sessions, etc. after discussion with ultrasound faculty).

Note: If the requirements are not complete at the end of the rotation, an email to program directors that your rotation requirements are not complete.

Evaluation:
Mid clerkship feedback will be provided.
A UCR clinical evaluation must be completed by the end of the rotation to receive course credit, and grading will be consistent with UCR SOM clerkship grading.

_Educational Methods_
List the percent of the course that will be assigned to:
- Clinical: 80%
- Didactic: 20%

_Specific Goals and Objectives_
**Knowledge for Practice**
1. Demonstrate an understanding and be able to discuss the fundamental principles of ultrasound physics as well as how images are acquired
2. Demonstrate an understanding and be able to identify and differentiate adequate and inadequate studies of recorded images to enhance medical knowledge
3. Demonstrate an understanding of image acquisition and interpretations of Emergency Medicine Bedside Ultrasound for various studies
4. Demonstrate an understanding and be able to discuss the technical limitations associated with Emergency Medicine Ultrasound utilization
Patient Care (Problem Solving and Clinical Skills)
1. Demonstrate the ability to appropriately utilize the ultrasound equipment in emergent situations.
2. Demonstrate the ability to appropriately perform routine emergency ultrasound applications.
3. Demonstrate the ability to appropriately perform and interpret Endoscopic Ultrasonography findings.
4. Demonstrate the ability to appropriately perform various ultrasonography related procedures including.

Practice-Based Learning and Improvement
1. Recognize areas for personal and practice improvement and implement strategies to enhance knowledge, attitudes, skills, and processes /of care, in addition to making a commitment to life-long learning.
2. Examine and assess personal and practice improvement and implement strategies to continually improve the quality of patient care provided utilizing a.
3. Acquire, appraise, and assimilate evidence from scientific studies related to their patients’ health problems.

Systems-Based Practice
1. Obtain and use information about their population of patients and the larger population from which their patients are drawn.
2. Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness.
3. Utilize information technology to manage information, access online medical information, and support their education.
4. Facilitate the learning process for students and other health care professionals.
5. Recognize how their patient care and other professional practices affect other health care professionals, the healthcare organization, and the larger society, and how these elements of the system affect their practices.

Interpersonal and Communication Skills
1. Sustain therapeutic and ethically sound relationships with patients, patient’s family, and colleagues.
2. Obtain and provide information using effective listing, nonverbal, explanatory, questioning and writing skills.
3. Demonstrate effective communication with patients in a language that is appropriate to their age and education, culture, and social economic background.
4. Demonstrate compassion and understanding when communicating with patients and families in urgent/emergency situations.

Professionalism
1. Demonstrate respect, compassion, integrity, and responsiveness to the patients’ needs and society that supersedes self-interest.
2. Demonstrate a commitment to ethical principles pertaining to provisions or withholding of clinical care.
3. Describe the process of informed healthcare decision making, including the elements that must exist and specific components of an informed-consent discussion.

**Interprofessional Collaboration**
1. Identify strategies used to manage ethical and legal dilemmas between patients, patient’s family, and staff in the ED.
2. Communicate effectively with others as a member or leader of a health care team or other professional group.

**Personal and Professional Development**
1. Demonstrate receptiveness to instruction and feedback
2. Demonstrate self-confidence in ability to integrate ultrasound into patient care
3. Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty
Radiation Oncology

Sites: UCs
Title of Course: General Surgery
Department: Surgery
Institution: Riverside Community Hospital
Proposed Course Category: Clinical
Course Director Contact Information: Ahmed Mahmoud
Ahmed.Mahmoud@hcahealthcare.com
Course Coordinator Contact Information: Lauren Bonser
lauren.bonser@medsch.ucr.edu
Location & Time for Day 1 reporting: Residents conference room, 6:45 AM on Monday
Appropriate for MS3 selective: yes
Appropriate for MS4 elective: yes
Appropriate for MS 4 SubI: yes
Length of rotation: 3-4 week blocks

Course Description
The focus of the block rotation for surgery will be on taking history, a thorough physical examination and integrating labs and investigations in the assessment and plan for the patients. They will be expected to assist in Pre-op clearance, observe and participate in surgeries in the operating rooms and be involved in postop care after the surgery is completed. They will be expected to follow these patients on a daily basis to make sure that there are no postop complications. During these blocks, students will be focusing on medical knowledge, patient care, interpersonal and communication skills, professionalism, critical appraisal, quality improvement and societal awareness and responsiveness. In addition to that students will be attending the different teaching sessions scheduled by the surgery department and surgery residency programs which includes didactic sessions, morbidity and mortality conferences and teaching in the operating rooms.

Required Readings
Readings are assigned via preceptor

TYPICAL WEEKLY SCHEDULE

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Assessment
Formative feedback is provided by each attending. Summative mid clerkship feedback is provided by the block director or attending depending on if MS3 or MS4 rotation. The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

Educational Methods
The course will be predominately clinical with assigned readings.

Specific Goals and Objectives

Knowledge for Practice
1. Obtain detailed surgical history from patients.
2. Complete a full surgical examination

Patient Care (Problem Solving and Clinical Skills)
1. Research medical literature and summarize pathophysiology and mechanism, clinical presentation and diagnostic tools.

Practice-Based Learning and Improvement
1. Integrate scientific information and summarize pathophysiology and mechanism treatment and prognosis of one surgical condition

Systems-Based Practice
1. Coordinate care with awareness of the resources within the community for patients following general surgery such as wound care and infection control

Interpersonal and Communication Skills
1. Demonstrate ability to present patient’s history in a compassionate and caring manner.

Professionalism
1. Demonstrate and apply inclusion, integrity, innovation, excellence, accountability and respect in the clinical practice with patients, colleagues and staff.

Interprofessional Collaboration
1. Demonstrate ability to collaborate with members of the team

Personal and Professional Development
1. Ability to access search engines and literature reviews about topics of interest.
Neurological Surgery - UCR/RCH
Title of Course: Introduction to Neurosurgical and Spinal pathologies
Department: Neurosciences
Institution: UCR Health, Riverside Community hospital
Proposed Course Category: Clinical and education
Course Director: Samer Ghostine, MD
Course Director Contact Information: 844-827-8000, ghostine@medsch.ucr.edu
Course Coordinator Contact information: Celia Scoggins, 844-827-8000,
Location & Time for Day 1 reporting: RCH OR or Clinic at Riverbrock.
Appropriate for MS3 selective: yes
Appropriate for MS4 elective: yes
Length of rotation: 2, 3, and/or 4 weeks

Course Description & Schedule
Summary of Course Description & Goals
Course aims at exposing students to a neurosurgical practice focusing on common pathologies encountered in Emergency Department, Internal and family Medicine, radiology, trauma, neurology and other specialties.

Most common patients seen in practice suffer from low back pain, neck pain, neurogenic claudication, myelopathy, radiculopathy, and weakness. Findings of patients seen in practice include lumbar and cervical stenosis, spondylolisthesis, spinal scoliosis, and kyphosis. Students can watch live microscopic surgeries off large OR screen, and may have the opportunity to scrub in if interested.

Readings
Handbook of Neurosurgery by Mark Greenberg.

TYPICAL WEEKLY SCHEDULE

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Assessment
Mid clerkship feedback will be provided and the student will be encouraged to complete the observed H&P assessment form.
The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

Educational Methods
List the percent of the course that will be assigned to:
   Clinical: 100%

Specific Goals and Objectives
Knowledge for Practice
1. Obtain detailed neurological histories from patients.
2. Complete a full neurological examination

Patient Care (Problem Solving and Clinical Skills)
1. Present a neurosurgical patient case and generate neurological differential diagnosis.

Practice-Based Learning and Improvement
1. Be able to use scientific search engines to research medical literature and be able to assimilate efficiently information and summarize pathophysiology and mechanism, clinical presentation, and diagnostic tools.

Systems-Based Practice
1. Be able to use scientific information and summarize pathophysiology and mechanism treatment and prognosis of one neurologic condition or summarize a scientific article or published guidelines for a common neurological condition.

Interpersonal and Communication Skills
1. Demonstrate ability to present patients’ history in compassionate and caring manner.

Professionalism
1. Demonstrate and apply Inclusion, integrity, innovation, excellence, accountability and respect in their clinical practice with patients, colleagues and staff.

Interprofessional Collaboration
1. Demonstrate ability to collaborate toward academic excellence, engagement, service and diversity.

Personal and Professional Development
1. Ability to access search engines and literature reviews about topics of interest.
Plastic Surgery RCH, UCs

Title of course: Plastic surgery
Department: Surgery
Institution: Riverside Community Hospital
Proposed course category: clinical
Course Director: Ahmed Mahmoud
Course directors contact info Ahmed.mahmoud@hcahealthcare.com
Location and time for day one reporting: report to Riverside Community Hospital (details on acceptance)
Appropriate for MS 3 selective: yes. Appropriate for MS 4 elective: yes.
Length of rotation: 3 or 4 weeks.

Course description:
This course is designed to expose learners to Plastic Surgery. Students will learn about skin grafting and how to prevent important complications of plastic surgery including hematomas, seroma, blood loss, infections, nerve damage, deep venous thrombosis and pulmonary embolism, organ damage and scarring.

Required Readings
Per faculty supervisor

TYPICAL WEEKLY SCHEDULE

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Assessment
Students will be provided formative and summative feedback at midpoint and end of the rotation by their preceptors.

The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

Educational Methods
This rotation is predominately clinical, but readings will be provided by assigned faculty preceptor.
Specific Goals and Objectives

Knowledge for Practice
1. Define key criteria for diagnosis of common conditions presenting as complications to plastic surgery - scarring, pulmonary embolism, nerve damage and infection

Patient Care (Problem Solving and Clinical Skills)
1. Identify common causes of post-operative infections

Practice-Based Learning and Improvement
1. Identify, analyze, and apply evidence from research studies related to skin grafting techniques

Systems-Based Practice
1. Coordinate care with awareness of the resources within the community for patients following plastic surgery interventions for correction of birth defects or other disabilities

Interpersonal and Communication Skills
1. Demonstrate responsiveness and listening skills with patients, colleagues and staff

Professionalism
1. Incorporate feedback into clinical practice

Interprofessional Collaboration
1. Communicate respect and develop rapport with all members of the treatment team
Title of course: Trauma Surgery  
Department: Orthopedic Surgery  
Institution: Riverside University Health system (RUHS)  
Proposed course category: clinical  
Course director: Daniel Ludi MD, FACS  
Course directors contact info: d.ludi@ruhealth.org  
Location and time for day one reporting: report to RUHS (details per clinician nexus).  
Appropriate for MS3 selective: yes appropriate for MS4 elective: yes.  
Length of rotation: four weeks.

Course description:  
This course is designed to expose learners to Trauma Surgery. Students will be involved in the care of patients with trauma injuries to various areas of the body including musculoskeletal and organ damage following the most common causes of trauma: motor vehicle accident, gunshot wound, physical assault, and fall.

Required Readings  
Per faculty supervisor

**TYPICAL WEEKLY SCHEDULE**

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Assessment  
Students will be provided formative and summative feedback at midpoint and end of the rotation by their preceptors.

The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

Educational Methods  
This rotation is predominately clinical, but readings will be provided by assigned faculty preceptor

Specific Goals and Objectives  
Knowledge for Practice
1. Define key criteria for treatment of the most common conditions presenting to a trauma surgeon following a motor vehicle accident, gunshot wound, and fall

**Patient Care (Problem Solving and Clinical Skills)**
1. Identify protocol for managing trauma assessment following motor vehicle accident

**Practice-Based Learning and Improvement**
1. Identify, analyze, and apply evidence from research studies related to trauma surgery interventions

**Systems-Based Practice**
1. Coordinate care with awareness of the resources within the community for patients with disability needs following trauma

**Interpersonal and Communication Skills**
1. Demonstrate responsiveness and listening skills with patients, colleagues and staff

**Professionalism**
1. Incorporate feedback into clinical practice

**Interprofessional Collaboration**
1. Communicate respect and develop rapport with all members of the treatment team
Title of course: Urology
Department: General Surgery
Institution: Riverside University Health system (RUHS)
Proposed course category: clinical
Course director: TBD
Course director contact info:
Location and time for day one reporting: report to RUHS (details per clinician nexus).
Appropriate for MS3 selective: yes appropriate for MS4 elective: yes.
Length of rotation: four weeks.

Course description:
This course is designed to expose learners to Urology. Students should expect to be involved in the care of patients with the following common urological conditions: benign prostatic hyperplasia, overactive bladder, prostate cancer, erectile dysfunction, kidney stones, bladder carcinoma, male infertility, vasectomy, renal, testicular and urethral cancers

Required Readings
Per faculty supervisor

TYPICAL WEEKLY SCHEDULE

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Assessment
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The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

Educational Methods
This rotation is predominately clinical, but readings will be provided by assigned faculty preceptor

Specific Goals and Objectives
Knowledge for Practice
1. Define key criteria for diagnosis of common conditions presenting to a urologist - benign prostatic hyperplasia, overactive bladder, prostate cancer

**Patient Care (Problem Solving and Clinical Skills)**
1. Identify differential diagnosis related to erectile dysfunction

**Practice-Based Learning and Improvement**
1. Identify, analyze, and apply evidence from research studies related to prostate cancer treatments

**Systems-Based Practice**
1. Coordinate care with awareness of the resources within the community for patients with prostate cancer

**Interpersonal and Communication Skills**
1. Demonstrate responsiveness and listening skills with patients, colleagues and staff

**Professionalism**
1. Incorporate feedback into clinical practice

**Interprofessional Collaboration**
1. Communicate respect and develop rapport with all members of the treatment team
Title of course: Vascular Surgery
Department: General Surgery
Institution: Riverside University Health system (RUHS)
Proposed course category: clinical
Course director: TBD
Course director contact info: Afshin Molkara, MD, FACS
Course directors contact info: a.molkara@ruhealth.org
Location and time for day one reporting: report to RUHS (details per clinician nexus).
Appropriate for MS3 selective: yes appropriate for MS4 elective: yes.
Length of rotation: four weeks.

Course description:
This course is designed to expose learners to Vascular Surgery. Students should expect to be involved in the care of patients with the following common conditions presenting to a vascular surgeon: carotid artery disease, aortic aneurysm, peripheral arterial disease, varicose veins and Venous ulcers

Required Readings
Per faculty supervisor

TYPICAL WEEKLY SCHEDULE

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Assessment
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The final grade will be calculated by the clerkship team. It will be based on the UCR evaluation form scores, and UCR SOM grading policies. Each student is required to have a completed rotation evaluation.

Educational Methods
This rotation is predominately clinical, but readings will be provided by assigned faculty preceptor

Specific Goals and Objectives
Knowledge for Practice
1. Define key criteria for diagnosis of common conditions presenting to a vascular surgeon: carotid artery disease, aortic aneurysm, peripheral arterial disease

**Patient Care (Problem Solving and Clinical Skills)**
1. Identify differential diagnosis related to carotid artery disease

**Practice-Based Learning and Improvement**
1. Identify, analyze, and apply evidence from research studies related to aortic aneurysm treatment options

**Systems-Based Practice**
1. Coordinate care with awareness of the resources within the community for patients with disability related to vascular disease

**Interpersonal and Communication Skills**
1. Demonstrate responsiveness and listening skills with patients, colleagues and staff

**Professionalism**
1. Incorporate feedback into clinical practice

**Interprofessional Collaboration**
1. Communicate respect and develop rapport with all members of the treatment team