

# Courses

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## **MED 180MD Molecules and Cells**

The Molecules and Cells block integrates biochemistry, genetics and cell biology to provide a foundation of knowledge to medical students in the first year of instruction. Students will learn to apply their knowledge of normal cell structure and function to case-based clinical manifestations of human disease.

## **MED 180OR Medical School Orientation 1**

Orientation to the MS1 Curriculum and student experience

## **MED 181MD Structure and Function**

Integrated concepts in immunology; medical microbiology and infectious diseases; the pathological basis of human disease; pharmacologic principles and initial therapeutic decision making to lay the foundation for clinical medicine.

## **MED 182MD Brain and Behavior**

The Brain and Behavior course integrates the content areas of neuroanatomy, neurobiology and human behavior. Students will learn to recognize the anatomy, development, physiology, and radiological features of the nervous system and concepts of consciousness, perception, and emotion and relate them to clinical conditions. Students will learn clinical, pathological, etiological, and therapeutic options for common neurological and psychiatric conditions.

## **MED 183MD Epidemiology/Biostatistics**

The Epidemiology Capstone course integrates the content areas of epidemiology and biostatistics to provide a foundation in epidemiological terminology, study design, and methodology while begin blending to interpret and critique analyses found in epidemiological and clinical studies and explain and communicate current epidemiological problems informing scientific discussions of health problems. Students will also be able to describe the role of biostatistics in medical research and use appropriate statistical methodology and software tools to address medical problems.

## **MED 184MD Foundations of Disease**

Integrated concepts in immunology; medical microbiology and infectious diseases; the pathological basis of human disease; pharmacologic principles and initial therapeutic decision making to lay the foundation for clinical medicine.

## **MED 185MD Mechanisms of Disease**

Overview of the disease-specific concepts required to participate in patient care by integrating clinical medicine, microbiology, pathology, and pharmacology into organ system modules, and the pathophysiology of diseases, the differential diagnosis of cardinal symptoms, and treatment modalities. Includes other concepts such as radiology and diagnostics.

## **MED 186MD Cells to Populations**

Integration and application of biochemistry, genetics, cell biology, and normal cell structure and function to case-based clinical manifestations of human disease. Expansion of the pathogenesis of disease to also incorporate psychosocial and population-based effects.

## **MED 187MD Medical Neuroscience**

Neuroanatomy, neurobiology, and human behavior in the context of the anatomy, development, physiology, and radiological features of the nervous system. Includes consciousness, perception, and emotion, how they relate to clinical conditions, and clinical, pathological, etiological, and therapeutic options for neurological and psychiatric conditions.

## **MED 191CS Clinical Skills**

Explores concepts in doctor-patient relationships, patient interviewing, physical exams, and basic counseling and clinical skills. Activities include peer and self-assessment skill building; physician's attitudes and conduct sessions; clinical skills development; and medical humanities issues, including ethics, professionalism, and practice management.

## **MED 191IE Interprofessional Practice**

Interprofessional teams explore concepts from the core competencies of the interprofessional collaborative: values and ethics for interprofessional practice, roles and responsibilities, communication, and teams and teamwork. Includes collaboration with other interprofessionals in different disciplines such as pharmacy, nursing, and social work.

## **MED 191LP Leadership Practice**

This course will create a solid foundation in leadership by exposing learners to effective leadership approaches, skills and application exercises. Topics will include leadership: assessment (self and other), fundamentals, philosophy, skills, practices, and behaviors.

## **MED 191MD Innovation, Leadership, and Discovery Block**

A nine-month Innovation, Leadership and Discovery block affords the opportunity to complete a large, independent distinction project or dual degree. All students are expected to achieve the same competencies during the Innovation, Leadership and Discovery block irrespective of the path they have chosen to pursue. All students will complete a scholarly project, submit an abstract, and present their project at ILD Scholarship Day.

## **MED 192MD Discovery and Inquiry**

Students who choose the Discovery and Inquiry option for their Innovation, Leadership and Discovery block have the opportunity to complete a large distinction project. Working in a rigorous scholarly environment with a faculty mentor, they develop skills for investigation and learn how to communicate findings. Throughout the nine months, students make progress toward long-term goals and prepare to present their work to the community.

### **Distinction 1: Research**

### **Distinction 5: Clinical Innovation and Design**

### **Distinction 6: Social Entrepreneurship**

## **MED 192CS Clinical Skills - Clinical World**

Explores concepts in doctor-patient relationships in the greater context of the clinical practice. Activities include monthly sessions, peer and self-assessment.

## **MED 192IE Interprofessional Education - Applications**

Medical students will experience IPE through the clinical clerkships. This curriculum will weave experiential and assessment elements into the clerkships. Additionally, medical students will prepare for the Scholarship year through online training in quality improvement and patient safety.

## **MED 192LP Leadership**

This course will expose learners to Healthcare Value and Systems through effective leadership approaches, skills, and application exercises.

## **MED 193CS Clinical Skills - Clinical Systems**

Explores concepts in doctor-patient relationships in the greater context of the clinical practice. Activities include monthly sessions, peer and self-assessment.

## **MED 193IE Interprofessional Education - Scholarship and Service**

Medical students will experience IPE through the clinical clerkships. This curriculum will weave experiential and assessment elements into the clerkships. Additionally, medical students will prepare for the Scholarship year through online training in quality improvement and patient safety.

## **MED 193LP Leadership Service**

Apply leadership knowledge and skill through case based learning, project work, and within the Innovation, Leadership and Discovery block.

## **MED 194CS Clinical Skills: Transformation**

The course facilitates the clinical skills to successfully achieve level 1 graduate medical education milestones through a curriculum that emphasizes graduated autonomy, self-growth and appraisal.

## **MED 194IE Interprofessional Education: Collaborative Practice**

The fourth year of the interprofessional integration curriculum will focus on applying the interprofessional learning lens to a local community health issue to gain lessons learned for application into residency training.

## **MED 194LP Leadership: Transformation**

Develop a personal leadership plan and customize the year to meet individual student goals; prepare students to enter residency with the skills needed to be a physician leader.

## **MED 195MD Student Enrichment Elective**

May be repeated for credit when the topics vary. Offered on the pass/fail basis only.

## **MED 199MD Integrating Leadership, IPE and Developing Outstanding Clinical Skills**

This course unifies the final year of all three longitudinal courses (DOCS, IPE, Leadership) into a single course that leverages learners' graduated autonomy in a mentor-supported, self-actuated, clinical learning environment to crystallize the professional identity of graduating Dell Med students in preparation for residency.

## **MED 296MD Student Enrichment Elective**

Enrichment Electives are non-credit elective courses that enhance students' education and broaden their sense of being. Enrichment Electives are not required for graduation.

**Topic 1: Clinical Informatics**

**Topic 2: Medical Spanish**

**Topic 3: Nutrition**

**Topic 4: Racial Disparities**

**Topic 5: Integrating Technology in Healthcare**

**Topic 6: Personal Genomics in Clinical Decision Making**

**Topic 7: Racial Dimension of American Medicine**

**Topic 8: Understanding Homelessness**

**Topic 9: Foundations in Global Health**

**Topic 10: Humanity Heart and the Art of Medicine**

**Topic 11: Introduction to Biomedical Device Design**

**Topic 12: Narrative Medicine: Close Reading, Expressive Writing**

**Topic 13: Independent Study**

**Topic 14: Medicinema**

**Topic 15: Culinary Medicine**

**Topic 16: Healer's Art: Heart of Medicine**

**Topic 17: Personal Genomics**

**Topic 18: Lifelong Learning and Teaching**

**Topic 19: Artificial Intelligence in Healthcare**

**Topic 20: Environmental Issues that Impact Public Health**

**Topic 21: Medical Anthropology**

**Topic 22: Fundamentals of Health Innovation**

**Topic 23: Gun Violence and Physicians**

**Topic 24: Advanced Clinical Decision Making**

**Topic 25: Health Advocacy Program**

**Topic 26: Health Informatics for the 21st Century**

**Topic 27: Medical Spanish I**

**Topic 28: Medical Spanish II**

**Topic 29: Congenital Heart Surgery**

**Topic 30: Intro to Health Economics**

**Topic 31: Exploring Two Sides of Migrant Health**

**Topic 32: Optimizing Performance and Wellness in the Clinical Environment**

**Topic 33: Changemakers in Health System Science**

**Topic 34: Short Fiction in Medicine**

**Topic 35: Introduction to Pediatric Research**

**Topic 36: Interprofessional Shadowing**

**Topic 37: Beyond the Page Margins**

**Topic 38: Introduction to Dermatologic Skills for Primary Care**

## **MED 380CC Critical Care Special Topics**

**Topic 1: Medical Intensive Care Unit.** Student will be an acting intern in the medical ICU. They will be expected to take responsibility for their patient(s), including pre-rounding, presenting on attending rounds, forming an assessment and plan, following up on diagnostics studies, participating in therapeutic or diagnostic procedures, communicating with patient's family members, and coordinating care with consulting services as well as with nurses, respiratory therapists, physical therapists, case manager, etc. Student will also be expected to participate in rounds and be actively engaged in and learn from other patients on the service. Attending rounds occur approximately 8am-12pm every day, and there may be an additional didactic session in the morning, at which the student may be asked to present a topic. Student is expected to read about ICU medicine in general, and about their patients' conditions specifically. They will work closely with the ICU interns, residents, and attending on service. The medical ICU has abundant learning opportunities, and the enterprising student will take advantage of this. It is the ideal environment to observe and study cardiac and pulmonary physiology. It is an ideal setting in which to gain experience making critical decisions in a timely fashion.

**Topic 2: Surgery Intensive Care Unit.** The main goal of the SICU elective is to provide the student with an evidence based approach to the assessment and management of the critically ill patient. This will be accomplished relying on weekly didactics based on the provided CCM core curriculum and direct patient care. The student will be assigned up to three patients at a time for which they will be responsible for performing the daily assessment and formulating a treatment plan under the supervision of the SICU resident and SICU attending. By the end of the rotation it is expected the student will be able to diagnose and treat sepsis, ARDS, as well as be knowledgeable in the resuscitation of hemorrhagic shock and the burn patient. The student will be able to discuss the basic modes of positive pressure ventilation and perform basic ventilator management. Skills lab will consist of central line placement, chest tube placement and percutaneous tracheostomy. The schedule will be six days a week, one day off per week and no overnight call.

**Topic 3: Neonatal Intensive Care Unit.** The student functions as an intern in the NICU and is supervised by the senior pediatric house officer. He/she takes patients in rotation with the other residents and is responsible for their evaluation, examination, management, and discharge. Along with this goes the responsibility for reading in depth about the patients and their problems, for checking on lab

work, and seeing them each day, and for adequate documentation in the medical record. The student is responsible for attending high-risk deliveries along with the pediatric resident. The student participates in attending rounds with the rest of the house staff assigned to the NICU. The student is paired with a neonatologist and/or neonatal nurse practitioner. The student is responsible for talking with the families of babies assigned to him/her and participating in parent education regarding their newborn.

**Topic 4: Pediatric Intensive Care Unit.** The student will, through participation as an acting intern, develop skills in the assessment, stabilization, diagnosis and management of critically ill infants and children. The student should be responsible for 2-3 patients at all times. They will present on rounds, write the admission physical examination and history, daily notes, transfer and discharge summaries. In addition, students will be responsible for completing all on-line course modules.

**Topic 5: Pediatric Cardiovascular Intensive Care Unit.** Students will become part of the CVICU team, attending and participating in rounds, conferences, and daily patient management. They will interact with multiple disciplines, and provide supervised care for assigned CVICU patients and families. Students will develop a basic understanding of cardiac physiology, as demonstrated by children in the CVICU, learn how cardiac anatomy influences cardiovascular physiology, learn how altered cardiovascular physiology influences the function of other organ systems, develop basic understanding ICU monitory systems, learn how to present patients and their data in an organized fashion (i.e. effective communication), learn how to document care succinctly in the medical record, and learn how to function in a multidisciplinary team environment.

**Topic 6: Cardiothoracic Intensive Care Unit.** In this rotation, students will participate as an integrated member of the clinical team caring for critically ill patients in the perioperative period surrounding cardiac, thoracic and aortic surgical procedures. Students will pre-round and prepare daily progress notes and give daily oral presentations on their patients to the multi-disciplinary team. They will participate in the evaluation of new patient admissions, either from the operating room or from the ED or as transfers. Students will assist in bedside procedures and engage in conversations with patients and families regarding daily progress updates.

### **MED 380EM Emergency Medicine**

Exposes students to common clinical scenarios in Emergency Medicine with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of acute illness, differential diagnosis and treatment versus admission plans.

### **MED 380GP Geriatrics/Palliative Care**

Exposes students to common clinical scenarios in Geriatrics/Palliative Care with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans. Special consideration to pain management and polypharmacy.

### **MED 380IM Internal Medicine Core Clerkship**

Exposes students to common clinical scenarios in Internal Medicine with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans.

### **MED 380MS Milestone Zero**

This course provides a transition from scientific foundations courses to clerkships.

### **MED 380PC Primary Care, Family and Community Medicine**

Exposes students to common clinical scenarios in primary care with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans. Content and clinical experiences related to each phase of the human life cycle that will prepare students to recognize wellness, determines of health and opportunities for health promotion.

### **MED 380PM Pediatrics Core Clerkship**

Exposes students to common clinical scenarios in Pediatrics with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans.

### **MED 380PN Psychiatry/Neurology Combined Core Clerkship**

Exposes students to common clinical scenarios in Psychiatry and Neurology with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans.

### **MED 380SM Surgery Core Clerkship**

Exposes students to common clinical scenarios in Surgery with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans.

### **MED 380WH Women's Health Core Clerkship**

Exposes students to common clinical scenarios in Women's Health with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans.

### **MED 381MS Milestone One**

A course to facilitate the transition from medical school to residency. The course reinforces unique DMS curricular themes, skills and attributes. Hones and assesses clinical skills and builds on professional success and wellness curriculum taught earlier in the program.

### **MED 381PC Advanced Primary Care, Family and Community Medicine**

Gain exposure to common clinical scenarios in primary care with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans. Hone skills with indirect oversight, given student experience.

### **MED 382NO Neurology Clerkship**

Exposes students to common clinical scenarios in Neurology with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans.

### **MED 383PH The COVID-19 Pandemic, Global Health on the Front Lines**

The COVID-19 Pandemic presents a once-in-a-lifetime learning opportunity for DMS students. DMS students are talented, knowledgeable, experienced, and passionate – at this moment in history, they can and should be involved in the pandemic response. DMS student involvement will not get in the way of the clinical or public health response, and every effort will be made to minimize risk to student health

and well-being. This will take a team effort. True to the DMS spirit, for this elective we are truly “building the ship as we sail it.” We will need to work with speed and flexibility; it will require faculty, staff, and student input and direction; it may take swift, yet imperfect, decisions for sake of efficiency or safety or in general “just making the best out of the situation” but we will learn, help out, and do it together. At the end of the day, our overarching goal is to stem the tide of this pandemic through this 2-week elective.

### **MED 390PN Psychiatry Clerkship**

Exposes students to common clinical scenarios in Psychiatry with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans.

### **MED 480CD Cardiology**

During the Cardiology 2-week elective, students will begin to develop and demonstrate the clinical skills, knowledge, and professional behaviors necessary to evaluate and care for adult patients who are under the care of a sub-specialist. Additionally, they will gain experience in the role of a consultant, under the careful guidance of the sub-specialty attending physicians.

### **MED 480CP Consultation and Inpatient Child Psychiatry**

During this 2-week child psychiatry elective the student will spend time at the Dell Children’s Medical Center evaluating inpatient consultations from pediatricians, pediatric sub-specialists, and pediatric surgery sub-specialists. The student will do initial psychiatric evaluations and follow up visits. He/she will participate in treatment teams to plan and effect pharmacologic, psychotherapeutic, and systemic interventions. The student will be given assigned readings to report on and will participate in didactic conferences.

### **MED 480MK Orthopedic Surgery**

During this 2-week orthopedic surgery elective, students will participate in daily rounds with the team and other daily activities, participate in operating room, participate in outpatient clinic (1 day per week), evaluate patients in the ER as assigned by the supervising faculty and write a full focused consultation note, participate in scheduled conferences (2 mandatory conferences), take 1 overnight call with the on-call team, and participate in morning rounds on 1 weekend day.

### **MED 480NS Neurosurgery**

During this 2-week neurosurgery elective, students will participate in daily rounds with the team and other daily activities, participate in operating room, outpatient clinic (1 day per week), evaluate patients in the ER as assigned by the supervising faculty and write a full focused consultation note, participate in scheduled conferences, take 1 overnight call with the on-call team, and participate in morning rounds in 1 weekend day.

### **MED 480ON Hematology/Oncology**

During the Hematology and Oncology 2-week elective, students will begin to develop and demonstrate the clinical skills, knowledge, and professional behaviors necessary to evaluate and care of adult patients who are under the care of a sub-specialist. Additionally, they will gain experience in the role of a consultant, under the careful guidance of the sub-specialty attending physician.

### **MED 480PH Health Policy and Systems Change**

Students will attend didactic sessions in the mornings and will participate in community experiences in the afternoons. Didactic sessions will include topics such as local, state, and national health care structures including the ACA, basic health economics, current controversies and hot topics around health-related policy issues,

stakeholder evaluation, and tools for advocacy, community engagement, and coalition building. Community experiences will include site visits to policy think tanks, legislative committees, local nonprofits, governmental agencies (e.g. CMS, DSHS). By the end of the rotation, students will produce a draft of a policy brief and present an “elevator pitch” on the topic to the class. They will also produce a draft of an op-ed on their chosen topic for potential submission to a local, regional, or national publication.

### **MED 481DM: Medical Practice of Pathology**

The student will gain exposure to a full range of pathology tools utilized in diagnostic medicine. Unlike the 4-week elective rotation in Diagnostic Medicine open to only fourth year medical students, this 2-week elective rotation will be open to second year medical students with a special interest in the practice of pathology as a medical profession. The time will be focused on pathology and laboratory medicine as a career, in both the inpatient and outpatient settings to gain a strong understanding of how pathologists act as a team player in the care of patients. The student will have the opportunity to observe a team approach between pathologists and radiologists in diagnostic medicine through attendance with the attending pathologist at the time of diagnostic tissue sampling of a lesion in question and also through attendance at the weekly integrated tumor boards/case conferences, whereby the clinical, radiology and pathology findings are presented and discussed to determine plans of action in patient care.

### **MED 481IM Infectious Disease**

During the Infectious Diseases 2-week elective, students will begin to develop and demonstrate the clinical skills, knowledge, and professional behaviors necessary to evaluate the care for adult patients who are under the care of a sub-specialist. Additionally they will gain experience in the role of a consultant, under the careful guidance of the sub-specialty attending physicians.

### **MED 481MK Musculoskeletal Institute IPU**

In this elective, students will work as part of Integrated Practice Units, gaining experience and understanding of the unique practice setting of an IPU. Students will learn about the structure and function of the team, the flow of patients through the care process, and the use of patient-reported outcomes to inform decision-making and drive ongoing quality improvement. This course may be of interest for students interested in musculoskeletal medicine, including orthopedic surgery, physical medicine and rehabilitation, neurology, palliative care, internal medicine, and family practice.

### **MED 481OP Ophthalmology and Retina**

Work with faculty to diagnose, test, and treat vitreoretinal diseases and various general ophthalmology conditions. Use a direct-ophthalmoscope, slit lamp, and other specialized instruments in performing an ophthalmic examination. Observe surgical procedures performed both in office and in the operating room. Participate in activities such as office practice, continuing medical education programs, emergency room call, hospital consultations, surgical procedures, civic activities, and medical staff meetings.

### **MED 481PH Immigrant Health**

Students will attend educational sessions in the mornings and will see patients at one of several clinical sites in the afternoons. Educational sessions will include both didactic teaching. The classroom didactics will include specific screening and practice recommendations (e.g. for medical conditions, mental health and trauma, social determinants of health, cultural competency, and legal status) that the students will apply in the clinical setting to help patients navigate the health system and improve health and well-being. Clinical sites will include outpatient primary care clinics in Austin that see large numbers of



immigrants. By the end of the elective, students will be expected to submit a written reflection discussing an immigration-related health or healthcare problem noted during their patient encounters and what potential solutions could be implemented based on the concepts and skills they learned during the course. They will also create an immigrant health resource toolkit for use in a local clinical setting.

### **MED 481PN Public Mental Health**

Students will be able to work closely with a psychiatrist and other mental health care professionals in a community setting during this 2-week elective. As the Local Mental Health and Intellectual and Developmental Disability Authority, Integral Care provides individuals with high quality mental health care, collaborates with community partners to strengthen programs and systems, and works to raise awareness of mental health issues in our community. During this elective, students will have the opportunity to work with patients and be able to observe community psychiatry work via outreach teams and outpatient clinics. During this elective, the student will encounter Dell Med psychiatry residents only on Tuesday afternoons.

### **MED 481SM Subspecialty Community Surgery**

The Subspecialty Community Surgery Elective will provide students an opportunity to interact directly with community private practice surgeons who have been mutually chosen by the Elective Director and student for a 2-week rotation. Students will gain insight into how a non-academic, busy surgical practice functions and will serve as an "apprentice" to the preselected surgical subspecialist. Beyond the clinical knowledge students will gain, the goals of this elective include exposure to the business of medicine. We expect the volunteer surgeries to teach students on how their practice functions as a free-standing business. Students will predetermine which areas of surgical practice they wish to be involved with and the Elective Director will work to find a mentor who meets the needs of the students.

### **MED 481WH Transition to OB/GYN Residency**

This elective will serve as a fourth-year medical student learning opportunity for prospective obstetrics and gynecology residents to facilitate their UME-to-GME transition. ACGME Milestones provide direct performance targets for residents as they enter and progress through their training. These milestones describe knowledge, skills, attitudes, attributes, and behaviors within the six core competencies. Elective students are expected to learn basic clinical/procedural skills and techniques using Milestone 1 as a guide. A combination of flipped classroom and case-based sessions will be used in the classroom and simulation sessions will be held to allow students to engage in hands-on practice of procedural skills.

### **MED 482CD Cardiology eConsults**

This is an asynchronous remote Elective in Cardiology for senior medical students. The student will gain expertise in an innovative method for caring for ambulatory patients with chronic or suspected cardiovascular conditions. The student will be expected to review excerpts of the patient's chart on the eConsult platform (Leading Reach). The student will review pathophysiology, pharmacology, diagnostic and treatment strategies and guidelines for care on each patient. The student will review pathophysiology, pharmacology, diagnostic and treatment strategies and guidelines for care on each patient. They will draft an eConsult on the platform that summarizes the patient's condition, basic cardiac diagnosis, acuity rating, and recommendations. The attending will modify and co-sign the note. The student will discuss the cases with the attending three times weekly. At the end of each week, the student will produce a report on clinical strategies on four major diagnoses per week (Valve, HF, CAD, Arrhythmia).

### **MED 482DM Evidence Based Imaging**

This online elective utilizes the American College of Radiology (ACR) online portal called "Radiology TEACHES" to teach medical students how to appropriately order clinical imaging. Clinical vignettes are integrated with "ACR Select" clinical decision support (CDS) to simulate ordering studies on patients. As our country is trying to reign in healthcare costs, many hospital systems are incorporating decision support software into the ordering process, and it is important for student physicians to learn this process and the reasoning and evidence behind it. Students will learn how the ACR appropriateness criteria, which are evidence-based imaging guidelines, are incorporated into ACR Select and clinical patient care. The modules are supplemented with 2 online lectures and supplemental materials regarding evidence based medicine. Students will complete a pre-test, navigate several online modules with clinical vignettes, and complete a post-test.

### **MED 482IM Gastroenterology**

During the Gastroenterology 2-week elective, students will begin to develop and demonstrate the clinical skills, knowledge, and professional behaviors necessary to evaluate and care for adult patients who are under the care of a sub-specialist. Additionally, they will gain experience in the role of a consultant, under the careful guidance of the sub-specialty attending physicians.

### **MED 482PN Ambulatory Psychiatry**

The student will spend two weeks in various ambulatory psychiatric settings. They will have the opportunity to choose amongst multiple clinics. Additionally, the student will be able to observe electroconvulsive therapy during their time in this elective. By participating in this elective, the student will have more of an opportunity to see how an outpatient psychiatrist treats various psychiatric disorders such as depression, bipolar disorder, substance use disorders, schizophrenia, etc. While the majority of this elective will be observational, the student will have the opportunity to interact with patients and obtain collateral. Additionally, they will be asked to discuss patients' mental status exams and make treatment recommendations to the team. On Tuesdays, the student will partake in Psychiatry Residency Didactics or the Child and Adolescent Fellowship Didactics. Additionally, if interested, they can have some self-directed study time to work on their assigned written report.

### **MED 482SG Abdominal Transplantation**

Students will participate in the evaluation, surgical and medical management, and post-transplant care of adult and pediatric kidney transplant recipients. The outpatient clinical experience will consist of outpatient evaluation and management of pre- and post-transplant patients, while the inpatient surgical experience will provide the opportunity to participate in both living and deceased donor nephrectomies and kidney transplants. Students will learn from all members of the multidisciplinary transplant team and will attend weekly selection committee conferences.

### **MED 482SM Subspecialty Community Surgery**

The elective will provide students an opportunity to interact directly with community private practice surgeons who have been mutually chosen by the elective director and student for a 2-week rotation. Students will gain insight into how a non-academic, busy surgical practice functions and will serve as an "apprentice" to the preselected surgical subspecialist. Beyond the clinical knowledge students will gain, the goals of this elective include exposure to the business of medicine. We expect the volunteer surgeons to teach students on how their practice functions as a free-standing business. We envision students will predetermine which areas of surgical practice (e.g. Colorectal Surgery) they wish to be involved with and the elective director will work to find a mentor who meets the needs of the student.

### **MED 483IM Nephrology**

During the Nephrology 2-week elective, students will begin to develop and demonstrate the clinical skills, knowledge, and professional behaviors necessary to evaluate and care for adult patients who are under the care of a sub-specialist. Additionally, they will gain experience in the role of a consultant, under the careful guidance of the sub-specialty attending physicians.

### **MED 483PN Mental Health at the Movies - Character as Case**

Mental Health at the Movies - Character as Case will offer a deep exploration of psychiatric conditions and treatment with an emphasis on psychotherapeutic skill. There will be three forms of engagement per day for an eight hour period. View 10 films that cover 10 different psychiatric conditions and psychotherapeutic techniques (4 hours/day), discuss conditions, treatments, social determinants and "what matters to the patient" as presented in the films with instructor (2 hours/day), read assigned articles and with a partner, create and perform a script of a dialogue of a psychotherapy session between patient and psychiatrist (2 hours of self-directed learning/day).

### **MED 483OP Introduction to Ophthalmology**

This course is designed as an introductory and familiarization course for second-year Dell Medical Students who are considering ophthalmology as a career choice or whose goals are to learn and practice taking an ophthalmic medical history and performing an ophthalmology specific physical examination as part of their medical education. Additionally students will have the opportunity observe and shadow academic and community-based affiliate faculty ophthalmologists in clinical practice. While the student will spend the majority of time in an office-based environment, at least 1/2 day each week will be spent in the operating room observing intraocular microsurgery performed by the assigned faculty member. The first week will be devoted to learning and practicing basic examination techniques such as: assessing visual acuity, recording ocular motility, observing the external ocular adnexa (eyelids, orbit, lacrimal system), performing a slit-lamp examination, and conducting a fundusoscopic examination. By the end of the course students will be able to perform will be expected to demonstrate basic proficiency conducting an ophthalmic examination. Students will receive information on residency application requirements and guidance on preparing and structuring a competitive resume. Students will learn of research opportunities in the field of ophthalmology available in the department, the medical school, or the university.

### **MED 483SM Plastic Surgery**

During this 2-week plastic surgery elective, students will participate in daily rounds with the team and other daily activities, participate in operating room, participate in outpatient clinic (at least 1 day per week), evaluate patients in the ER as assigned by the supervising faculty and write a focused consultation note, participate in scheduled conferences, and participate in morning rounds on 1 weekend day.

### **MED 484IM Endocrinology**

During the Endocrinology 2-week elective, students will begin to develop and demonstrate the clinical skills, knowledge, and professional behaviors necessary to evaluate and care for adult patients who are under the care of a sub-specialist. Additionally, they will gain experience in the role of a consultant, under the careful guidance of the sub-specialty attending physicians.

### **MED 484PH: The COVID-19 Pandemic, Global Health on the Front Lines**

The COVID-19 Pandemic presents a once-in-a-lifetime learning opportunity for DMS students. DMS students are talented, knowledgeable, experienced, and passionate – at this moment in history, they can and should be involved in the pandemic response. DMS

student involvement will not get in the way of the clinical or public health response, and every effort will be made to minimize risk to student health and well-being. This will take a team effort. True to the DMS spirit, for this elective we are truly "building the ship as we sail it." We will need to work with speed and flexibility; it will require faculty, staff, and student input and direction; it may take swift, yet imperfect, decisions for sake of efficiency or safety or in general "just making the best out of the situation" but we will learn, help out, and do it together. At the end of the day, our overarching goal is to stem the tide of this pandemic through this 2-week elective.

### **MED 484PN Community Psychiatry**

Students will actively participate at a minimum of two locations during this four week rotation - NAMI Austin and the Austin Clubhouse - which will offer students an appreciation of the available local mental health resources. Total of 35-40 hours per week, including supervision and reading/research for projects. Interested students will meet weekly with the Faculty Director for supervision and to process their experiences on the rotation. The students will be encouraged to keep a journal through their rotation of their experiences, thoughts, and reflections. Every student will do at least one project during the rotation. The only requirement of the project is that it benefits the local mental health community. Examples include presentations, community outreach, computer web design, etc.

### **MED 484PS Pediatric Cardiac Anesthesiology**

This elective rotation is designed to introduce students to all aspects of pediatric cardiac anesthesiology including intraoperative management of children and adults with congenital heart disease. At the conclusion of this elective, students should be familiar with the basic anatomy and physiology of the most common congenital cardiac sessions, the principles of cardiovascular anesthesia, cardiovascular pharmacology, cardiopulmonary bypass, and the fundamentals of the intraoperative and perioperative care of children and adults undergoing congenital heart surgery. This goal will be accomplished through a 2-week clinical rotation centered around the pediatric cardiac anesthesia team. During this time students can expect to: a) Observe and have hands-on experience (when appropriate) with all levels of pediatric cardiac anesthesia including: the operating room, Cath lab, MRI suites and cardiac care unit. b) Participate in patient handoffs between eh OR team and cardiac care unit. c) Attend multidisciplinary rounds. d) Develop and empathetic and patient-centered understanding of the experience of congenital heart patients and their families. e) Attend scheduled case conferences, research meetings, and quality assurance meetings. f) Participate in out-of-department anesthetic-related management when possible. g) Present one anesthesia-related topic at a departmental meeting or write a reflective essay. h) At orientation, be provided reading materials for use during the rotation. i) Be paired with an anesthesiologist on a daily basis and immediately involved in the care of patients with complex congenital heart disease.

### **MED 484SG Congenital Heart Surgery**

Congenital Heart Surgery is a complex and highly specialized field. First rate results are only achieved in centers that recognize the treatment of children with complex heart defects necessitate consistency, accuracy and diligence. The University of Texas Dell Medical School and Dell Children's Medical Center have recognized this importance and created the Heart Center, with a multidisciplinary team approach. With that in mind, we welcome those students who wish to gain knowledge in the field with a hard-working, dedicated approach.

### **MED 484SM Anesthesiology**

During this 2-week anesthesiology elective, students will participate in preoperative evaluation and optimization, participate in intraoperative management, participate in postoperative management, evaluate

patients in the ER for impending emergent/urgent surgery, participate in scheduled conferences, present one anesthesia-related topic at a departmental meeting, and participate in out-of-department anesthetic-related management when possible.

### **MED 485IM Internal Medicine Selective**

Exposes students to common clinical scenarios in Internal Medicine Subspecialties with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans.

**Topic 1: Hematology/Oncology**

**Topic 2: Infectious Diseases**

**Topic 3: Cardiology**

**Topic 4: Gastroenterology**

**Topic 5: Nephrology**

**Topic 6: Endocrinology**

### **MED 485SM Surgery Selective**

Exposes students to common clinical scenarios in Surgical Medicine Subspecialties with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans.

**Topic 1: Neuro Surgery**

**Topic 2: Plastic Surgery**

**Topic 3: Orthopedic Surgery**

**Topic 4: Anesthesia**

**Topic 5: Pediatric Surgery**

**Topic 6: Urology**

### **MED 486SM Urology**

During this 2-week urology elective students will participate in daily rounds with the team and other daily activities, participate in operating room, participate in outpatient clinic (1 day per week), evaluate patients in the ER as assigned by the supervising faculty and write a full focused consultation note, and participate in scheduled conferences.

### **MED 487PM Camp Medicine**

This is a 2-week elective. During the first week, students will have self-directed study to review provided modules on camp doctoring and common pediatric complaints as well as camp health center protocols. The goal of this week will be for students to familiarize themselves with basic camp medicine skills and to begin to understand the fundamental differences between working in a camp setting with limited resources compared to a clinic or hospital. They will also have opportunities to work with PEM faculty members in the emergency department of Dell Children's Medical Center of Central Texas providing direct patient care during this first week. During the second week, students will live at Camp Longhorn in Burnet, TX and work directly with one or more PEM faculty members. Lodging, meals and a small travel stipend will be provided. Students will become part of the medical team where they will work in the health center alongside pediatric nurses, nursing students and paramedics under the direct supervision of a pediatric emergency medicine (PEM) physician to care for campers, counselors and other staff.

### **MED 487SG Narrative Perspective and Reflective Writing: Medical Humanities**

Students will engage in close reading and discussion of selected works of prose and poetry that explore medicine and experiences of illness from the narrative perspectives of patients and physicians. Students will honor these patients' and physicians' stories by seeking to understand their diverse perspectives about the impact of illness on their lives—leading to a general understanding of how storytelling and attentive

listening can enhance physician awareness and patient-physician interaction

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### **MED 489MD Independent Clinical Study**

The 80-hour elective allows students to participate in clinical shifts no shorter than 4 hours and no longer than 12 hours. These shifts must be in a single clinical discipline but do not have to be done consecutively (i.e. could be every Saturday or every Thursday afternoon). The purpose of this elective is to allow students to sharpen their skills before the fourth year or to explore an area of clinical interest. This elective may be completed during the spring semester of year 3, and requires approval through the Curriculum Office in the Department of Medical Education.

### **MED 489PM Classical Cases in Clinical Bioethics**

Students enrolled in this elective will participate in a two-pronged curriculum for improving one's knowledge base in important historical cases in bioethics and applying lessons learned from those precedents to current cases. The concept of casuistry and its application will be discussed as well as the shortcomings of such an approach. Students will gain knowledge in the interaction of medicine, bioethics, and the legal system as well as the nuances of practicing within a religiously-affiliated healthcare system. They will receive an introduction to the pediatric ethics committee at Dell Children's Medical Center and will participate in consultations that arise during their time in the course, as well as regularly scheduled meetings of the committee. Reading assignments will be provided and the primary method of evaluation will be assessment of participation in online forum discussions as well as in zoom/in-person lectures and group sessions.

### **MED 490MD Anatomy**

This course will allow senior medical students an opportunity to perform comprehensive dissections of a specific anatomical region (e.g. abdomen, pelvis, head & neck) that they will need to know in detail for their selected residencies (e.g. surgery, OB/Gyn, otolaryngology); and provide these students with an in-depth review of the clinical anatomy, anatomical variations, embryology and histology of such regions.

### **MED 490PM Transition to Pediatric Residency**

This elective will serve to prepare fourth-year medical students for their pediatric residency by providing high-yield learning sessions aimed at teaching the knowledge and skills required for a successful intern year. Learning sessions will include a variety of formats such as didactics, interactive sessions, role play, student-led case presentations, simulations, and observations. The course objectives are to provide students with resident-level medical knowledge, certain procedural/communication/interpretive skills, and the ability to lead and work within a multidisciplinary team. The ACGME competencies/milestones and the 13 EPAs have been used to develop the course objectives and evaluation criteria. 1. Didactic sessions will be led by attendings, hospital medicine fellows, chief residents, and the students themselves. Didactics will cover core topics important to pediatric residency such as the care of the well and sick newborn, typical and atypical growth and development, common inpatient/emergency/outpatient scenarios (dehydration, asthma, bronchiolitis, pneumonia, abdominal pain,



malnutrition, rashes, skin and soft tissue infections, seizures, headaches, UTI, etc), quality improvement and patient safety, documentation, etc.

2. Interactive sessions will include student led morning-report style case presentations, presentation of sample H&Ps, order writing/entry, prescription writing, and discussions with different interdisciplinary professionals (nurses, therapists, etc). 3. Role playing sessions will focus on communication skills. Examples include difficult conversations with patients/families and the de-escalation of certain situations. 4. Procedural skill sessions will include discussion of indications/contraindications of, obtaining consent for, and the steps of performing common medical procedures (LP, catheterization, venipuncture, splinting, etc). Mannequins will be used to demonstrate competence in performing these procedures. 5. Simulation sessions will be preceded by a brief overview of PALS and NRP. Students will then use a simulation mannequin for various scenarios such as respiratory distress/arrest, shock, dysrhythmias, trauma, seizures, ingestions, etc. 6. Observational sessions will include observing and evaluating the resident's patient-hand off and inpatient rounds. These observational activities will be followed by group reflection and the generation of feedback.

### **MED 491PM Caring for the Newborn**

This elective aims to be an informative experience for any student that wants to be a pediatrician, pediatric subspecialist, or a physician in any field that interacts with neonates (obstetrics, family medicine, emergency medicine, etc.), as well as for those looking to be parents or who are simply hoping to better understand the unique characteristics, development, and care of newborns.

### **MED 492IM Night Float**

Night float and cross coverage teams are increasingly relied upon to provide safe, quality care overnight, when the hospital functions with less staff and ancillary services. At night, residents have far less administrative tasks, allowing more time for formal education. Furthermore, without the benefit of a large daytime team and multiple specialists, clinicians at night are afforded a larger degree of autonomy in direct patient care.

### **MED 493MD: Medical Volunteer**

Students will complete 80 volunteer hours for professional development credit.

**Topic 1: COVID Volunteer.** Students will complete 80 volunteer hours during the COVID-19 Pandemic crisis for professional development credit. Volunteer hours may consist of screening patients and contact tracing among other volunteer work during the global health crisis.

### **MED 494MD Telemedicine**

The student will gain expertise using phone and video to care for ambulatory patients. The student will be expected to review the patient's chart in the EMR. The student will review pathophysiology, pharmacology, diagnostic and treatment strategies and guidelines for care on each patient. They will prepare questions for the patient that explore relevant symptoms, reactions to medications and possible adverse effects of medications. During the telemedicine sessions, the attending will introduce the student to the patient. The visits can be done one of two ways depending on patient preference and practicality: 1) The attending will listen in as the student interviews the patient. The attending can either 1) "scribe", working on documentation as the student does the interview and examination, or 2) the student can scribe for the attending (depending in part on EMR access). The visit may evolve so that both happen to some extent. Alternatively the attending can take notes for feedback to the student about what worked well and where there are opportunities to improve. The attending will modify and co-sign student notes. The student will discuss the patients, diseases,

relationship, psychosocial factors, and communication strategies with the attending after each telemedicine session, or after a set of them depending on scheduling and expediency. At the end of each week, the student will produce a report on clinical strategies on four major diagnoses per week.

### **MED 495IM Transitions of Care**

Health care in the United States is costly, fragmented, and often does not deliver effective outcomes. Developing a "Systems-Ready Physician" is an emerging and important part of undergraduate medical education. Systems thinking- the ability to appreciate and work with the complexities of interdependent systems – is an important aspect of becoming a Systems-Ready Physician. [Gonzalo] A complex systems issue is that of Transitions of Care. Transitions of care are critical times during a patient's medical management. In particular, patient transitions from the inpatient to the outpatient setting can be an especially complicated time, and one potentially fraught with errors if there is insufficient coordination and communication gaps. Ineffective transition of care contributes to hospital readmissions, medication errors, lack of adequate follow-up visits, and further complications. [McBryde] [Hesselink]. Effective transitions of care entail interprofessional teamwork, robust communication between inpatient and outpatient providers, as well as attention to detail. [Tang]

### **MED 498SM Comprehensive Cleft Care**

Children with congenital anomalies such as cleft palates represent a patient population with a unique set of needs and who require multidisciplinary care with craniofacial plastic surgeons, otolaryngologists, orthodontists, nutritionists, speech pathologists, and pediatricians to name a few. While increased emphasis on health systems science and value-based care has begun to be incorporated into medical education, the inclusion of experiential learning opportunities spanning multiple societies is often lacking. The creation of a multidisciplinary pediatric plastic surgery elective will allow students exposure to the field of craniofacial surgery, gain interdisciplinary and interprofessional experience, and obtain a better health-systems perspective on how these complex patients navigate the care system. This goal will be accomplished through a 2-week clinical rotation centered around the pediatric plastic surgery team. In particular, students will focus on cleft palate care as these patients and families interact with a variety of medical specialties and support services. Students will spend time with the craniofacial plastic surgery team in the operating room, general pediatric plastic surgery clinic, multidisciplinary cleft palate clinic, and the inpatient settings. They will also interact with the other members of the cleft palate team such as nutrition, orthodontics, ENT, speech pathologists, and speech therapy.

### **MED 580DE Clinical Dermatology**

This course is designed for medical students who are either considering a career in dermatology or desire exposure to dermatology in preparation for a career in another field. The course has been designed to expose the student to all aspects of a dermatology practice. This four-week course includes exposure to general dermatology, pediatric dermatology, cutaneous oncology, procedural dermatology, phototherapy, dermatopharmacology and dermatopathology. The student will work one-one-one with residents and attendings in each of these fields. The student will be responsible for reading the assigned text and journal articles, preparing given assignments, and participating in weekly didactics including journal club. Students will also give 1 major presentation of a topic of their choice to the department during this rotation. Students will be expected to read a dermatology textbook (approximately 250 pages) while on the rotation. Students should be available on nights and weekend to join dermatology residents on call should they be called into the hospital. Activities will change slightly each week. A detailed schedule of conferences and clinical assignments



will be given at the beginning of the rotation and/or beginning of each week.

### **MED 580DM Diagnostic Radiology and Pathology**

The student will gain exposure to a full range of radiology and pathology tools utilized in diagnostic medicine. There will be focused time spent on both radiology and pathology services separately. In addition, the student will have the opportunity to see how the diagnostic services work together in a team approach by attendance at the weekly integrated tumor boards/case conferences, whereby the clinical, radiology and pathology findings are presented and discussed to determine plans of action in patient care. A special emphasis throughout the rotation will be given towards 'integrated diagnostics', as it affects the cross-disciplinary practices of radiology, pathology, and genomics.

### **MED 580GH: Topics in Global Health**

This four to eight week elective in global health will be available to fourth year medical students at Dell Medical School during either the fall or spring semester. Since this elective takes place abroad, most students will participate in the late fall semester (November-December) or the spring semester (Jan-May) so as not to interfere with acting internships or residency interviews. Ideally, this is a 6-8 week elective given the travel time and to maximize immersion and learning, but a 4-week elective can be arranged as well. This elective will take place at our partner institution, Moi University School of Medicine and Moi Teaching and Referral Hospital in Eldoret, Kenya, through our membership in the AMPATH (Academic Model Providing Access to Healthcare) Consortium. The AMPATH Consortium is partnership between Moi University and Moi Teaching and Referral Hospital in Eldoret, Kenya, and a consortium of 13 North American university partners, including UT Austin Dell Medical School, and led by Indiana University School of Medicine. We have a formal Memorandum of Understanding, signed by Dean Clay Johnston, formally institutionalizing our membership in the AMPATH Consortium.

AMPATH works across the tripartite academic mission of care, education, and research to improve population health in western Kenya.

Bilateral student and trainee exchange is a fundamental part of this partnership, in order to train the next generation of global health leaders.

Moi University School of Medicine and Moi Teaching and Referral Hospital, as part of the AMPATH Consortium, have hosted over 1,500 North American medical students for their global health clinical rotation since the founding of the partnership in 1989. In the future, this elective will take place with our partner institution in Mexico, when established, which will follow the same principles as the AMPATH Consortium in Kenya. Medical students will primarily rotate with multidisciplinary teams on the internal medicine or pediatric inpatient wards at Moi Teaching and Referral Hospital, with some additional outpatient (e.g., HIV clinic) or sub-specialty clinical activities (e.g., Cardiac Care Unit) once per week.

There is additional case-based and didactic educational sessions that they will participate in and attend weekly as well, including "morning report" case presentations, afternoon lectures on global health topics, weekly evening discussion groups on cultural or ethical topics, and weekly clinical lectures and small group discussions with Moi University medical students, as part of their curriculum. Students are partnered with a senior medical student from Moi University in Kenya in order to foster bilateral counterpart relationships, and facilitate navigation of the Kenyan academic environment, health system, and culture. A faculty member from Dell Medical School will provide guidance before, during, and after the elective and will accompany the student to Kenya providing on-site supervision for at least the first two weeks of their elective. Additional faculty supervision will be provided by faculty from Indiana University School of Medicine who are full-time on the ground in Kenya with visiting faculty positions and clinical responsibilities at Moi University School of Medicine. Moi University School of Medicine faculty physicians will also provide clinical supervision, oversight, and teaching. English is one of the official language of Kenya and

all Kenyan medical professionals speak English, so language will not be a barrier to participation in this elective in Kenya. Students will live at the secure housing compound operated by Indiana University, called "IU House" that is a short walk from the hospital and medical school, and hosts North American students, residents, and faculty who are participating in the AMPATH Consortium (usually between 20-40 residents at any given time). This housing compound is secure with gated entry, 24/7 guards, and an alarm system. There is full meal service, Wi-Fi, and other amenities. There is additional opportunity to stay with their Kenyan medical student counterparts in the medical student dormitory that is directly across the street from the hospital and where all the Moi University medical students stay. The UT Austin International Office works in partnership with Dell Medical School in the development and implementation of the Global Health Program. The UT Austin International Office, which administers UT's study abroad and other sponsored international programs, as well as operates UT's Office of Global Risk and Safety, has vetted and approved this site in Kenya, and will similarly vet and approve any future sites in Mexico or elsewhere. Prior to participation in this elective, students will complete the Global Health Elective application form, including answering brief essay questions outlining their desire to participate in such an elective, and their career goals related to global health (see attached). Following this, students will meet with the Director of Global Health and the Course Director for this elective, Dr. Tim Mercer, as well as Sarayu Adeni, the Global Health Program Coordinator, and other affiliated Global Health faculty to further discuss students' interest and career goals, educate students about the elective experience, and set expectations. Following selection for participation in the elective, students will work with Global Health Division staff and faculty to complete pre-departure training and orientation, which is administered through modules in a structured and comprehensive "Canvas" course via the UT System (we can provide Medical Education access to this in order to review, or are happy to come and give a demo to Med Ed or the elective committee). Should demand exceed available space for this elective (not anticipated in academic year 2019-2020), then this elective application, interview, participation in the Foundations of Global Health Enrichment Elective for MS1s, and participation in the Global Health Student Interest Group will all be factored into the selection process. Students are expected to self-pay for all costs associated with participation in this elective, including, but not limited to, airfare, visa fees, local travel, room and board, and other local accommodations / expenses. In the future, student scholarships may become available pending future division funding and budget priorities, but this is not an option at this time. Financial expectations will be made clear to students well in advance to allow time for ample planning.

### **MED 580OM Introduction To Physical Medicine And Rehabilitation**

During this rotation, students will be involved in the management of rehabilitation patients in a variety of settings including an acute trauma facility, a rehabilitation facility, in specialty clinics, and an outpatient private practice setting. Students will be given the opportunity to evaluate and assist in the management of patients with various rehabilitation conditions. Special emphasis will be given to understanding the goals and priorities in medical management of rehabilitation patients. Educational materials related to Physical Medicine and Rehabilitation will be provided for discussion and reinforcement of information presented in the clinical setting.

### **MED 580OP Comprehensive Ophthalmology and Retina**

This course will be an introduction to the clinical and surgical practice of ophthalmology, with exposure to general ophthalmology as well as subspecialties of retina, cornea, and oculoplastic. Students will be expected to develop basic ophthalmology examination skills, and will be exposed to a variety of common eye diseases and treatments. In

addition, students will have an opportunity to participate in research projects if they desire.

### **MED 580PS Pediatric Surgery**

Attendance in office, hospital rounds, inpatient and outpatient surgery. Evaluation of patients in emergency department (including trauma); working with nurse practitioners and residents on the care of patients, caring for hospitalized pediatric surgical patients; and performing consultations. Participation in operative cases, including major and minor cases, laparoscopy, and thoracoscopy. Writing of notes on pediatric surgical patients. Attending conferences.

### **MED 580SG Interprofessional Wound Care Management.**

Students will partake in an immersive exposure to inter-professional wound care and the evaluation and diagnosis of common conditions needing wound care management. Students will be expected to participate in all aspects of patient care including but not limited to - operating, rounding, outpatient evaluation, performing history and physicals, interacting with consulting services and the wound care team. Students will make rounds, evaluate patients with new wound problems alongside the PT-Wound Care Team and participate in wound dressing management, learning techniques, equipment, and topical agents used to achieve optimal wound outcomes. Students will attend out-patient clinic with Wound-Ostomy Nurse Clinicians and Plastic Surgeons, and students will scrub into OR cases for wound debridements and tissue flaps. The student may accompany a home health nurse to a home visit to understand the operationalization of a discharge wound care plan to the patient's home environment.

### **MED 581CD Cardiology Consultation**

Students will see daily consults, formulating an assessment and treatment plan for each patient, which is then presented to residents and faculty. Exposure to exercise stress testing is provided, if desire. Students spend time with residents and faculty. Students will interpret electrocardiograms and other noninvasive and invasive diagnostic tests.

### **MED 581CP Consultation And Inpatient Child Psychiatry**

The student will spend time at the Dell Children's Medical Center evaluating inpatient consultations from pediatricians, pediatric sub-specialists, pediatric surgery sub-specialists. The student will do initial psychiatric evaluations and follow up visits. He/she will participate in treatment teams to plan and effect pharmacologic, psychotherapeutic, and systemic interventions. The student will be given assigned readings to report on and will participate in didactic conferences.

### **MED 581DE Pediatric Dermatology**

Students will work one-on-one with Dermatology faculty, both in the outpatient clinic and the inpatient setting. There will be ample time for independent reading. Review of text and journal materials is essential. In addition, a brief presentation lasting less than 20 minutes on a dermatology topic of the student's choosing will be done during the rotation.

### **MED 581EM Pediatric Emergency Medicine**

This is a very active rotation. The Children's Emergency Center has over 76,000 patient visits per year. This is the only level 1 trauma pediatric emergency department available in Central Texas, and one of only 3 level 1 pediatric trauma centers in the state. The student will work approximately 32 hours per week with a full-time attending physician or pediatric emergency medicine fellow staffing the patients with the team. To the extent of the student's demonstrated ability, they will be an active participant in the assessment, planning of management, and the treatment of trauma, acute medical and surgical emergencies, and minor medical/surgical, drop-in patients.

### **MED 581GP Advanced Palliative Care**

This elective is an advanced clinical elective for students with an interest in palliative care. The elective will build on the DMS Palliative Care Geriatrics core clerkship. The goal of this elective is to expose students to the breadth and depth of palliative care, teaching them the appropriate knowledge, skills & professionalism necessary in the care of patients with advanced, incurable illness, including end of life issues. Areas of clinical focus will include the role of hospice and palliative medicine in the care of patients with chronic and advanced illness, the assessment of patients with advanced and terminal illness and practical symptom management. Students will also complete Vital Talk, and intensive training in communication skills for patients and families with serious illness. In addition to an inpatient palliative care experience at Dell Seton Medical Center and Seton Main, students will also spend time at the Livestrong Cancer Institute CaLM clinic to work in the outpatient oncology setting and have a dedicated week at Christopher House, the residential hospice facility of Hospice Austin. For students interested in pediatrics they can spend part of their inpatient time at Dell Children's under the supervision of the Pediatric Palliative Care Team.

### **MED 581NO Child Neurology**

Under the supervision of a faculty member, students will complete a history and neurological exam on children with a variety of neurological disorders, and present the information gathered along with their clinical decisions for feedback. The rotation will include a mixture of inpatient and outpatient activities. Students will also participate in neuro-imaging and EEG interpretations. Students will have the opportunity to conduct inpatient pediatric neurology consultations in collaboration with the pediatric neurology nurse practitioner, pediatric neurology resident, and faculty member. Students may be asked to prepare case presentations and expected to attend educational conferences (Grand Rounds, Noon Conferences, etc.)

### **MED 581NS Neurosurgery**

Students will participate in an immersive experience in neurosurgery, emphasizing the evaluation and diagnosis of common neurosurgical conditions. Students will be expected to participate in all aspects of patient care including but not limited to - operating, rounding, outpatient evaluation performing history and physicals, and interacting with consulting services and the neurosurgery team.

### **MED 581ON Hematology/Oncology**

Students will make daily hospital rounds and may attend one or more clinics per week with residents or members of the faculty. Students will be instructed in taking a medical history and performing a physical examination focused on hematologic and oncologic disorders. Students will be expected to attend weekly conferences including journal clubs, noon conferences, and a monthly Tumor board conference. There will be periodic didactic sessions aimed at instructing students in the interpretation of clinically relevant hematologic/oncologic data.

### **MED 581PM Pediatric Pulmonary**

The elective will consist of four weeks on the inpatient consultative service with opportunities for experiences in the outpatient hospital-based clinics (Cystic Fibrosis, Tracheostomy, Aerodigestive) and outpatient Pulmonary clinics. Students are encouraged to research a relevant topic of their choosing, to be reviewed with faculty. Students will demonstrate knowledge and acquire experience with the diagnosis and management of common disorders in the clinical practice of pediatric pulmonology.

### **MED 581PS Congenital Heart Surgery**

The elective rotation will expose the student to the field of congenital heart surgery, as well as the dynamics of functioning and communicating as a team. Students will have an opportunity to develop a thorough

understanding of both normal and congenitally malformed hearts. They will also be exposed to methodologies for the surgical and non-surgical diagnosis and treatment of complex congenital heart disease. Students will participate in the operating room where they will observe and assist with complicated congenital cardiac repairs. There will also be a significant exposure to many of the other specialties that care for these children (i.e. Pediatric Cardiac Critical Care, Pediatric Cardiology, and Pediatric Cardiac Anesthesia). Day observerships with related specialties, such as Pediatric Cardiology, Echocardiography, Interventional Cardiology, and Pediatric Cardiac Anesthesia can be arranged upon request. This is a unique rotation and is designed for those students interested in pursuing careers in surgery or students interested in caring for children with heart disease.

### **MED 581SG Burn Surgery**

The MS-4 student enrolled in this elective will function as a member of the Burn Surgery team for the entire rotation. They will be expected to follow patients on the Burn surgery service, both in the ICU and Med/Surg wards, and make daily reports on rounds regarding their condition. Such reports are expected to include an assessment of the patient's condition with recommendations for further evaluation or changes in therapy based on that assessment. Students will write daily progress notes and enter orders on their patients, both of which will be reviewed and co-signed by a resident or attending. All senior students are expected to assist in the operating room and attend all outpatient clinics. Senior students will be expected to see inpatient consults, participate in burn resuscitations and present to residents and faculty.

### **MED 582OB Reproductive Endocrinology and Infertility**

This elective will give the student a broad overview of the clinical aspects of the sub-specialty Reproductive Endocrinology and Infertility. The REI team consists of two attending faculty members. Outpatient: This elective will build upon the skills acquired during the general Women's Health clerkship, with a special focus on reproductive endocrinological conditions such as polycystic ovarian syndrome, amenorrhea, hyperandrogenism, recurrent pregnancy loss, general infertility, and oncofertility. The REI elective is an outpatient rotation and will include participation in ambulatory patient encounters. The outpatient clinic takes place in several half day sessions a week, rotating in the academic practice at UTHealth Austin primarily and also at a private fertility practice to give the student an overview of the subspecialty of REI. In addition, there will be exposure to interprofessional services commonly used by REI patients such as acupuncture and psychology. A half a day of week will be spent with our Oncofertility nurse practitioner at the Livestrong Institute. Students will receive formative feedback during these sessions. The student will have a basic gynecological ultrasound course (1/2 day per week) using the ultrasound simulator. The student will also perform a transvaginal pelvic ultrasound under direct observation at new patient encounters as appropriate. At the end of this course, the student will be able to measure the uterus and ovaries and to identify common gynecologic pathologies such as fibroids and ovarian cysts. Students will also participate in any surgeries occurring during the rotation, such as hysteroscopy. In addition, students will observe diagnostic techniques such as saline ultrasounds, hysterosalpingograms (HSG), attending level assisted reproductive technology procedures, such as semen analysis, sperm preparation for intrauterine insemination, oocyte retrieval, and in vitro fertilization (IVF) procedures.

### **MED 582ON Pediatric Hematology/Oncology**

The student will be exposed to the diagnosis and management of malignant diseases and hematologic disorders, and develop an appreciation for the diverse nature of common oncologic and hematologic problems in children. Patient care will be delivered in the

inpatient setting. There may or may not be residents assigned to the service during any rotation.

### **MED 582OP Retina**

This elective has a strong emphasis on vitreoretinal diseases. Students work along with faculty in the diagnosis, testing and treatment of vitreoretinal diseases and various general ophthalmology conditions. They learn how to use a direct-ophthalmoscope, slit lamp, and other specialized instruments in performing an ophthalmic examination. Students will also observe surgical procedures performed both in office and in the operating room. Students are to participate in all activities in which the faculty is involved, including office practice, continuing medical education programs, emergency room call, hospital consultations, surgical procedures, civic activities, and medical staff meetings. The working hours of the faculty are the working hours of the student.

### **MED 582PH Health Policy and Systems Change**

The goal of this course is to have students become familiar with key policy issues that impact population health, to consider the impact physicians can have on policy, and to get some practice in skills for changing policies and systems. Students will attend didactic sessions in the mornings and will have self-directed study time in the afternoons. Friday afternoons will be reserved for group debriefs and/or student presentations. There will also be community site visits interspersed through the course which may include visits to policy think tanks, legislative committees, local nonprofits, Austin Public Health, local healthcare administrative meetings, and other pertinent health-related governmental agencies (e.g. CMS, DSHS). By the end of the rotation, students will produce an op-ed, a graphic policy brief, and an elevator pitch on a policy topic. Self-directed study time will be used for students to work on these products. The course will progress in 4 units. Week 1 will consist of an introduction to the physician's role in policy discussions and some basics of health policy (i.e. local, state, and national health care financing structures, basic health economics and comparative health policy, current controversies and hot topics around health-related policy issues). Week 2 will focus on social policies that affect health (i.e. environmental policies, housing and land use, transportation policy, etc). Week 3 will focus on policy change skills development (i.e. stakeholder evaluation, community engagement/coalition building, op-ed writing, media and messaging). Finally, during week 4, students will finalize and submit their op-eds for publication and will have the opportunity to discuss policy topics with state legislators during the 2021 legislative session.

### **MED 582PM Pediatric Gastroenterology and Nutrition**

The student will function as the sub-intern on the Pediatric Gastroenterology Service being the preliminary consultant for both the inpatient and outpatient services. The student will obtain histories, perform physical examinations, and obtain laboratory data. He/she will present these data to the attending to formulate the final consultative report. The student will write daily progress notes under the supervision of the attending. He/she will also attend daily outpatient clinic, assuming a supervised role in the evaluation and management of referred patients. The student will be expected to observe and assist with gastroenterological procedures including endoscopy and liver biopsy.

### **MED 582PS Pediatric Neurosurgery**

Students will gain experience in the evaluation and treatment of pediatric patients with central and peripheral nervous system problems and in the skills and work habits desirable to function as a house officer on a Neurosurgery service. Duties include the work-up and care of inpatients, work-up of clinic patients, work up and care of neurosurgical patients in the emergency room, assistance in the operating room and daily inpatient rounds. There is opportunity for night call. The student is



expected to attend teaching rounds and attend Neurosurgery related conferences.

### **MED 583CD Cardiology eConsults**

This is an asynchronous remote Elective in Cardiology for senior medical students. The student will gain expertise in an innovative method for caring for ambulatory patients with chronic or suspected cardiovascular conditions. The student will be expected to review excerpts of the patient's chart on the eConsult platform (Leading Reach). The student will review pathophysiology, pharmacology, diagnostic and treatment strategies and guidelines for care on each patient. The student will review pathophysiology, pharmacology, diagnostic and treatment strategies and guidelines for care on each patient. They will draft an eConsult on the platform that summarizes the patient's condition, basic cardiac diagnosis, acuity rating, and recommendations. The attending will modify and co-sign the note. The student will discuss the cases with the attending three times weekly. At the end of each week, the student will produce a report on clinical strategies on four major diagnoses per week (Valve, HF, CAD, Arrhythmia).

### **MED 583DM Diagnostic Pathology**

The goal of this elective is to familiarize 4th year medical students with the practice of anatomic and clinical pathology, with an emphasis in surgical pathology and forensic pathology. Effective test utilization as future interns and residents will be promoted and explored. Students will gain exposure to a full range of pathology tools utilized in diagnostic medicine, and they will learn how test results are communicated to the healthcare team to impact patient care. The student will have the opportunity to see how the diagnostic services work together in a team approach by attendance at the weekly integrated tumor boards/case conferences, whereby the clinical, radiology and pathology findings are presented and discussed to determine plans of action in patient care. Depending on the student's career goals, focused time in a subspecialty of surgical pathology such as neuropathology, gynecologic pathology, urologic pathology, pediatric pathology, gastrointestinal pathology, hematopathology, and dermatopathology can be arranged after the introductory period. The last two weeks of the rotation will be focused on the practice of forensic pathology, including but not limited to death certification and toxicology.

### **MED 583EM Emergency Medicine**

Dell Seton Medical Center at the University of Texas at Austin is the only Level 1 Adult Trauma Center in Austin. The student will work with a full-time attending physician and be an active participant in the assessment, management, and the treatment of trauma, acute medical emergencies, and minor medical/surgical patients. The rotation will consist of 14 nine hour shifts with 3 of those shifts taking place at Seton Medical Center, a large community hospital, and the remaining 9 at DSMC-UT.

### **MED 583OB Comprehensive Fetal Care Center**

The primary learning group for this clinical elective would be fourth year medical students with a special interest in rare complex fetal conditions, ideally planning to pursue a career in women's health or possibly pediatrics.

### **MED 583PM Pediatric Infectious Disease**

First contact with ID consults at Dell Children's Medical Center as well as participation in outpatient consultations. The student will be responsible for seeing ID consults in the hospital, and follow ups. Patients are seen on the general wards, as well as the pediatric intensive and neonatal intensive care units. The student will follow a panel of patients, present their progress daily to the attending of the month, and carry out proper evaluation and management. The student may also see patients with the attendings in the private office, but will not have their own panel of patients. The student will be expected to attend all

pediatric conferences. A formal presentation on a subject of interest will be required during the rotation. Opportunities for clinical research may be available.

### **MED 583SG Cardiothoracic Surgery**

This elective rotation is designed to introduce students to all aspects of Cardiothoracic Surgery. With that in mind, we welcome those students who wish to gain knowledge in the field with a hard-working, dedicated approach.

### **MED 584CD Cardiology Immersion**

Introduce medical students to the breadth of cardiology including consultative cardiology(both at a safety net hospital (Dell Seton) as well as a tertiary hospital(Ascension Seton Medical Center Austin), ambulatory cardiology, cardiac imaging, cardiac stress testing, coronary intervention, structural heart disease intervention, advanced heart failure and device LV support, and electrophysiology. Improve diagnostic skills including ECG reading and familiarity with cardiac imaging especially ultrasound. Learn guideline based treatment in ambulatory, safety net and tertiary hospitals.

### **MED 584EM Rural Emergency Medicine**

Students rotating at Ascension Seton Highland Lances will learn to navigate the limitations and opportunities of working in a critical access, rural hospital with minimal specialist coverage. The range of patients seen includes those with minor emergencies to the critically ill, many requiring stabilization prior to admission or transfer. Students will be a part of the EM team including nurses, radiology and other EM staff to work cohesively to provide ideal medical care in a potentially difficult environment. They will work with physician attending now in charge of education the senior EM residents as well.

### **MED 584DM Diagnostic Radiology**

The goal of this elective is to familiarize 4th year medical students with the practice of radiology to promote effective test utilization as future interns and residents. Students will gain exposure to a full range of radiology tools utilized in diagnostic medicine, and they will learn how test results are communicated to the healthcare team to impact patient care. The student will have the opportunity to see how the diagnostic services work together in a team approach by attendance at the weekly integrated tumor boards/case conferences, whereby the clinical, radiology and pathology findings are presented and discussed to determine plans of action in patient care. Depending on the student's career goals, focused time in a subspecialty of radiology such as musculoskeletal, neuro, or interventional can be arranged after the introductory period.

### **MED 585EM Introduction to Emergency Medical Services and Community Paramedicine**

The goal of this clerkship is to expose medical students to the EMS environment and the broad array of medical problems experienced by people calling 911, as well as the non-emergency services provided by EMS systems and the important role of EMS systems in providing community-based health services that keep people well and out of the hospital. Students will also experience first-hand how both the physical and social home and community environments impact people's health and their ability to access care.

### **MED 585PN Psychiatric Consultation - Liaison Service**

Students will evaluate a wide variety of psychiatric problems including depression, anxiety, suicide, substance abuse, head injury, psychosis, post-traumatic stress disorder, personality disorders and victims of violence or trauma, synthesize collateral information relevant to the psychiatric problem being addressed from the following sources: patient, medical records, members of the primary medical team (including

nurses, social workers, and ancillary staff), and key family members, then apply it to formulating a treatment plan, develop an appropriate treatment plan for each assigned patient, which may include transfer to a psychiatric hospital, and compose psychiatric consultation notes and summarize findings in presentations to residents and attendings at morning rounds.

### **MED 585PS Pediatric Cardiac Anesthesiology**

This elective rotation is designed to introduce students to all aspects of pediatric cardiac anesthesiology including intraoperative and perioperative management of children and adults with congenital heart disease. At the conclusion of this elective, students should be familiar with the basic anatomy and physiology of the most common congenital cardiac lesions, the principles of cardiovascular anesthesia, cardiovascular pharmacology, cardiopulmonary bypass, and the fundamentals of the intraoperative and perioperative care of children and adults undergoing congenital heart surgery. This goal will be accomplished through a 4-week clinical rotation centered around the pediatric cardiac anesthesia team.

### **MED 585SG General Surgery**

The goal of this elective is to provide the 4th-year medical student applying for residency in General Surgery with an opportunity to work in one of the core resident teams in General Surgery including Acute Care Surgery, Vascular and Cardiothoracic Surgery, Surgical Oncology, and Elective General Surgery. Students will attend clinic and evaluate pre-operative and post-operative patients; they will participate in OR cases; they will round on in-patients and evaluate consults on patients in the hospital and emergency department. Students will attend resident Morbidity and Mortality conference, didactics, Grand Rounds and rotation-specific conferences alongside the residents to gain an understanding of what it's like to be a resident in our General Surgery Program.

### **MED 586IM Infectious Disease-General ID Consultation**

This elective consists primarily of inpatient Infectious Disease (ID) Consulting. The focus of the elective is the evaluation and therapy of infections common to medical, surgical, and other specialties. This is accomplished by the consultation team, which is comprised of an Attending physician, house staff, and students. Consults are called to the house staff who will perform or designate the student to perform a problem-oriented history and physical exam and collect pertinent past medical history, laboratory and radiological data. The information is discussed in conference with the team and the Attending physician so as to formulate an assessment and plan. All consults will be answered in 24 hours or less and patients are followed as long as assistance with management is needed. Students should attend morning report when possible. Medical student lectures are provided by the ID faculty and students should attend as scheduled.

### **MED 586PN Public Mental Health**

Students will be able to work closely with a psychiatrist and other mental health care professionals in a community setting during this 4-week elective. As the Local Mental Health and Intellectual and Developmental Disability Authority, Integral Care provides individuals with high quality mental health care, collaborates with community partners to strengthen programs and systems, and works to raise awareness of mental health issues in our community. During this elective, students will have the opportunity to work with patients and be able to observe community psychiatry work via outreach teams and outpatient clinics. During this elective, the student will encounter Dell Med psychiatry residents only on Tuesday afternoons.

### **MED 587IM Gastroenterology**

1. Students will evaluate patients for gastroenterology consults. They will be supervised by residents and the cases will be seen and discussed by gastroenterology faculty. Students will see no more than 1 or 2 consults on any given day so that they have time to read about their patient(s). Further, on this elective, students will be out of the hospital by 5:00 by 6:00 pm. 2. Students will observe diagnostic endoscopic procedures. 3. Students will attend the Division Conferences including G.I. Course curriculum lectures, case conferences. The student will also attend any multidisciplinary conferences which involve case presentations of their patients.

### **MED 587PN Community Psychiatry**

Students will actively participate at a minimum of two locations during this four week rotation - NAMI Austin and the Austin Clubhouse - which will offer students an appreciation of the available local mental health resources. Total of 35-40 hours per week, including supervision and reading/research for projects. Interested students will meet weekly with the Faculty Director for supervision and to process their experiences on the rotation. The students will be encouraged to keep a journal through their rotation of their experiences, thoughts, and reflections. Every student will do at least one project during the rotation. The only requirement of the project is that it benefits the local mental health community. Examples include presentations, community outreach, computer web design, etc.

### **MED 587SM Otolaryngology-Head And Neck Surgery**

Four-week comprehensive introduction to outpatient and inpatient otolaryngology, in both an office setting and inpatient care. Students will attend office hours (clinic patients) with diverse faculty in both pediatric and adult practices, and also observe/participate in surgical cases, both in ambulatory and inpatient OR settings. Comprehensive exposure to ENT is expected, with some subspecialty experience included. Inpatient activities (e.g. rounding, inpatient consults) will vary, depending on patient census, but will occur primarily at DSMC, DCMC, and SMCA. Some travel to outpatient offices will be necessary, but will be minimized to the extent possible. Multidisciplinary conference participation will be included, and students will prepare a presentation to be given near the completion of the rotation.

### **MED 588IM Nephrology**

This elective will involve activities in both the inpatient and outpatient setting. The clinical experience is derived from the inpatient Nephrology Consult service and the Nephrology outpatient clinic. Students will have the opportunity to participate in the evaluation and management of patients in all of these areas. Patient care and teaching rounds with the Nephrology attending physician and renal resident are held Monday through Friday. Regular small group teaching conferences are held at frequent intervals to discuss cases and clinical problems.

### **MED 588MD Clinical Teaching**

Students will enhance skills in clinical teaching, mentorship, and performance assessment across a wide range of competencies, such as practice-based learning, systems-based practice, and leadership. Students will identify strategies for teaching when time is limited and and practice role-modeling of patient-centered care.

### **MED 588PM Children's Health Express**

1. Students will improve upon pediatric history and physical skills in the context of an outpatient mobile clinic setting with an emphasis on assessing for social determinants of health needs as well as adverse childhood experiences. 2. Students will learn to consider factors outside of the healthcare visit itself when thinking about health and well being. 3. Students will gain an understanding of how to connect families with community partners and supports when SDOH needs and ACEs are

identified. 4. Students will work on a self-directed project with a goal to learn more about a chosen community organization and suggest ways to either build on an existing partnership, improve upon the referral process to community partners, or create a way to educate families regarding a resource that is available to them.

### **MED 588SM Plastic Surgery**

In this 4-week course, students will achieve a level of clinical skill compatible with indirect supervision in the perioperative care of patients through the participation in clinic, hospital consults, operative procedures and postoperative in-patient and clinic care.

### **MED 589IM Endocrinology**

1. Students will evaluate patients in outpatient endocrine clinics, under faculty supervision. 2. Students will evaluate patients admitted to Dell Seton Medical Center for whom endocrine consultation has been requested, under resident & faculty supervision. 3. All cases will be presented to and discussed with faculty. 4. Students are to attend Internal Medicine Noon Conference.

### **MED 589SM Anesthesiology**

At Orientation, students are loaned a copy of "Dripps Introduction to Anesthesia." Students are assigned to an Anesthesiologist on a daily basis and will be immediately involved with clinical anesthesia with early emphasis on airway management. Students will observe and have hands on experience with all levels of anesthesia, including OB, Trauma, Neuro, and acute pain management. Students are expected to arrive weekdays at 06:30 AM and work until 03:00 PM. No call or weekend duties.

### **MED 590SM Urology**

Students will partake in an immersive exposure to urologic surgery and the evaluation and diagnosis of common urologic conditions. Students will be expected to participate in all aspects of patient care including but not limited to - operating, rounding, outpatient evaluation, performing history and physicals, interacting with consulting services and the urology team.

### **MED 591PN Proactive Consultation-Liaison Psychiatry: Proactive Behavioral Medicine Service**

Trainees rotate on a multidisciplinary teaching service with graduate level Psychiatry, Advanced Nursing, Social Work, and Clinical Psychology trainees. The value-based healthcare delivery model of Proactive C-L Psychiatry fosters a rich multidisciplinary learning environment. Our medical student trainees gain abundant direct experience with delivering comprehensive screening, appropriate preventative psychiatric intervention(s) and consultation to all hospital admissions. Newly admitted patients "at-risk" due to having known psychiatric/substance use disorder, maladaptive health behaviors, and/or chronic psychosocial stress are screened and stratified based on the likelihood those conditions predict preventable morbidity, medical complications, suboptimal hospital care or prolonged length of stay. The Proactive Behavioral Medicine Service is responsible for providing timely and appropriate evidence-based screening, focused psychotherapeutic or pharmacological interventions, patient/family advocacy, or providing more comprehensive psychiatric evaluation(s) and treatment(s). Through direct experience with application of this proactive multidisciplinary model, team-members recognize the mechanisms driving improvements in patient care, population health management, staff satisfaction and care costs: earlier detection of psychiatric/behavioral needs, preventative interventions, stigma reduction, intra-professional education and collaborative approaches to patient care. Trainees gain proficiency in the use of standardized bedside screening procedures/instruments, co-development of care plans for managing maladaptive behaviors, collaboratively managing patients with psychiatric and other medical co-morbidity, and applying preventive strategies to mitigate the risk

of complications from substance use disorder co-morbidity. Through regular multidisciplinary rounds with Psychiatry, Advanced Practice Nursing, Social Work and Clinical Psychology specialties, the medical student trainee considers clinical problems from varied perspectives. Close collaboration with these other disciplines further nurtures trainees' ability to think methodically through systems-level contributors to patient problems. The trainee hones their growing skills to recognize how and when to best leverage their role as patient care advocate, team-member, clinical information integrator, and resource manager in the best interest of providing optimal care for medical inpatients with co-morbid psychiatric or substance use disorders.

### **MED 592PM Outpatient Ambulatory Pediatrics**

The student will improve upon pediatric history and physical skills in the context of an outpatient ambulatory clinic setting with an emphasis on recognizing foundational as well as more complex general pediatric cases and getting comfortable with management plans. The students will also supplement their general pediatric knowledge with opportunities in self directed learning and community-based experiences.

### **MED 592PN Psychiatry Research Electives**

May be repeated for credit when the topics vary. Offered on the pass/fail basis only.

**Topic 1: Neurobiology Drug Development**

**Topic 2: Developmental Neuroscience of Mood and Substance Use Disorders**

**Topic 3: Computational Neuroscience of Post-traumatic Stress Disorder**

**Topic 4: Inhibitory Strength and Control**

**Topic 5: Restraining Children Displaying Problematic Behaviors**

**Topic 6: Factors that Influence Motivated Behavior in Rodents**

**Topic 7: Dissecting Post-traumatic Stress Disorder**

**Topic 8: Molecular Design**

**Topic 9: Neurogenetics**

### **MED 593IM Primary Care Internal Medicine**

Students will actively participate in team based healthcare delivery in a primary care setting. The practice setting is an academic environment with a diverse patient population with a wide range of age and complexity of illness. Students will evaluate patients new to the practice as well as those with decades of continuity. Students will be able to recognize common disease states encountered in an internal medicine practice, determine an appropriate evaluation and plan, and interpret results of appropriate studies. Students will apply clinical skills learned in MS1 and MS2 rotations. Students will identify the preventive care opportunities for different age and risk groups and recommend an appropriate plan for the individual patient. Students will recognize the role of Value Based Medicine and apply the principles of "Choosing Wisely" in ordering safe, evidence based, and appropriate testing and interventions.

### **MED 593PN Clinical Neuromodulation**

This elective will provide rotating medical students with the opportunity to explore various modalities of neuromodulation therapies including participating in the clinical implementation of Electroconvulsive Therapy (ECT), Transcranial Magnetic Stimulation (TMS), Deep Brain Stimulation (DBS), and Vagal Nerve Stimulation (VNS). Students will also be able to participate in discussions about ongoing neuromodulation research including focused ultrasound, vagal nerve stimulation, TMS in combination with psychedelics, and TMS for suicidal ideation. Students will also have the opportunity to evaluate current treatment algorithms for ECT and TMS and defend/refute these practice guidelines. Students will also have the opportunity to discuss aspects of neuromodulation



research including funding, ongoing projects, and future directions of research.

### **MED 593SM Research**

In this focused research elective, students will commit to one of 2 tracks intended to complement the ILD Research Distinctions experience for the MS-3 year, but non-ILD Research Distinctions students may request Course Director approval based on their unique circumstances and goals. Track 1: Preparing for focused research - in this track, students acquire knowledge and skills around literature review, hypothesis and research question development and study design with the output of a completed IRB research submission. Students will work with our Medical Librarian, a research mentor and a subject matter expert mentor of their choosing. Students are expected to complete CITI training as well as the online course Understanding Data and Statistics in the Medical Literature (<https://leanpub.com/universities/courses/jhu/udsm1>). Track 2: Manuscript preparation - in this track, students work with their research mentor and other identified subject matter experts to analyze collected data and create a manuscript draft that is ready for journal submission.

### **MED 594IM Rheumatology**

Students will see patients with a wide array of rheumatologic disorders in both inpatient and outpatient settings. Students will see inpatients on the Rheumatology Consult Service at Dell Seton Medical Center, and outpatients at CommunityCare Southeast Health and Wellness Center. Students will learn about the diagnosis and treatment of rheumatologic disorders. Students will learn about the utility and interpretation of rheumatologic laboratory testing. Students will learn about the indication and potential adverse effects of immunosuppressive therapies. Students will spend time with rheumatology faculty, as well as rotating internal medicine residents (if present). Students will have 1 dedicated didactic session per week, in addition to teaching related to patients seen on service and in clinic.

### **MED 594SM Multidisciplinary Oncology**

In this elective, students will work as part of the team providing clinical care and care coordination for patients with complex oncologic conditions. Specifically tailored towards asynchronous and remote care, this elective focuses on the student's participation in gathering, synthesizing and presenting clinical data for Multi-Disciplinary Tumor Boards in the Ascension and UT Health Austin systems, then creating care summaries from the Tumor Board discussions for distribution back to patients' care providers. Students will also participate in weekly huddles with the LIVESTRONG Cancer Institute and Ascension-Seton Specialty Care Clinic teams. Students will conduct phone or telemedicine interviews with patients to gather history, retrieve and review records from diagnostic, imaging, pathology and other relevant studies, create a summary of the patient's clinical information to submit for the appropriate Tumor Board, present the patient at Tumor Board, record and summarize the Tumor Board recommendations, review the summary with the primary Faculty, then communicate recommendations as appropriate to the providers involved in the patient's care. Students will be expected to identify and complete this process for at least one patient from each of the following disease sites: Head and Neck, GI (esophagus, small bowel, colorectal-anal), liver/pancreas, skin/soft tissue, breast, thoracic, with a goal of 5-8 patients over the 4 weeks.

### **MED 595SM Subspecialty Community Surgery**

The Subspecialty Community Surgery Elective will provide students an opportunity to interact directly with community private practice surgeons who have been mutually chosen by the Elective Director and Student for a 4 week rotation. Students will gain insight into how a non-academic, busy surgical practice functions and will serve as an "apprentice" to the preselected surgical subspecialist. Beyond the clinical

knowledge students will gain, the goals of this elective include exposure to the business of medicine. We expect the volunteer surgeons to teach students on how their practice functions as a free-standing business. We envision students will predetermine which areas of surgical practice (e.g. Colorectal Surgery) they wish to be involved with and the Elective Director will work to find a mentor who meets the needs of the student.

### **MED 597MD Telemedicine**

The student will gain expertise using phone and video to care for ambulatory patients. The student will be expected to review the patient's chart in the EMR. The student will review pathophysiology, pharmacology, diagnostic and treatment strategies and guidelines for care on each patient. They will prepare questions for the patient that explore relevant symptoms, reactions to medications and possible adverse effects of medications. During the telemedicine sessions, the attending will introduce the student to the patient. The visits can be done one of two ways depending on patient preference and practicality: 1) The attending will listen in as the student interviews the patient. The attending can either 1) "scribe", working on documentation as the student does the interview and examination, or 2) the student can scribe for the attending (depending in part on EMR access). The visit may evolve so that both happen to some extent. Alternatively the attending can take notes for feedback to the student about what worked well and where there are opportunities to improve. The attending will modify and co-sign student notes. The student will discuss the patients, diseases, relationship, psychosocial factors, and communication strategies with the attending after each telemedicine session, or after a set of them depending on scheduling and expediency. At the end of each week, the student will produce a report on clinical strategies on four major diagnoses per week.

### **MED 598MD Professional Development Independent Study**

Students will work directly with the Office of Curriculum and the Undergraduate Medical Education Committee to determine if they may complete a 4-week professional development independent study elective allowing them time to work independently on various projects and opportunities that fit their plans after medical school graduation.

### **MED 599SM Comprehensive Breast Care**

In this elective, students will participate in all aspects of care related to patients with breast cancer - surgical oncology, medical oncology, radiation oncology, genetics counseling, plastics and reconstructive surgery and palliative care. Students will attend clinic and scrub OR cases for patients seen at UT Health Austin's Livestrong Cancer Institute and the Ascension Seton Cancer Care Collaborative, attend and present patients at breast tumor board, and participate in clinic and OR cases for breast reconstruction.

### **MED 680GY Acting Internship in Female Pelvic Medicine and Reconstructive Surgery**

Students will participate in a balanced ambulatory and surgical experience. Ambulatory experience will occur through participation at the Midtown Clinic as well as at the Integrated Practice Unit for patients with pelvic floor disorders. Surgical experience will be accomplished through participating in urogynecology cases at Seton Medical Center Austin and Dell Seton Medical Center at the University of Texas.

### **MED 680NO Acting Internship In Neurology**

Within the limits by law and hospital regulations, the student will function with the same responsibilities for patient care as a first-year house officer. The 4-week time period is divided into 2 weeks of inpatient general neurology and one week on the acute stroke service. One day per week will be spent in the ambulatory setting in the Neurology resident continuity clinic. Average duty hours are Monday to Friday, from 7am to 5pm; as well as two weekend days of 7am-5pm coverage. The Acting

Intern may choose to participate in one evening short call (5pm to 9pm) per week, to be arranged at her/his discretion. Attendance is expected at the Neurology resident lecture series one afternoon per week.

### **MED 680OB Acting Internship in Obstetrics-Labor and Delivery**

The student will work a combination of day and night shifts as part of the obstetrics team on Labor and Delivery. This will include management of actively laboring patients and scheduled deliveries, assessment of patients who present to triage with acute issues, and care of patients on the postpartum floor. The student will be responsible for following patients; this includes rounds, giving sign-out as well as receiving sign-out for cross-coverage, and completing appropriate paperwork. The student will have the opportunity to attend resident didactics on Thursday mornings.

### **MED 681OB Acting Internship in High Risk Obstetrics/Maternal Fetal Medicine**

Elective medical students on the MFM rotation will follow patients on the inpatient antepartum service and participate in shared-decision counseling, procedures, and deliveries of these patients. Students will also have the opportunity to evaluate and follow patients in the various high-risk obstetric clinic locations, as well as in the ultrasound clinic. The students will work in a collaborative environment as part of a comprehensive care team under the supervision of the MFM faculty and rotating MFM residents. Clinical learning occurs during bedside rounds, board rounds, high-risk obstetric clinic, and ultrasound clinic. Formal structured learning will take place during Thursday morning didactics and the monthly Multidisciplinary conference. Students will be expected to take two labor and delivery call shifts during their elective rotation.

### **MED 682EM Acting Internship in Emergency Medicine**

Dell Seton Medical Center at the University of Texas at Austin is the only Level 1 Adult Trauma Center in Austin. The student will work with a full-time attending physician and be an active participant in the assessment, management, and the treatment of trauma, acute medical emergencies, and minor medical/surgical patients. The rotation will consist of 14 nine hour shifts with 3 of those shifts taking place at Seton Medical Center, a large community hospital, and the remaining 9 at DSMC-UT.

### **MED 682MK Acting Internship in Orthopedic Surgery**

Students will rotate on 4 different subspecialty services for 1 week at a time. Students will attend and participate in weekly didactic conferences held Thursday mornings from 0630 - 1100. On average, students will spend 2 days in clinics and 2.5 days in the operating room. Students will also be expected to attend any grand rounds or journal club events that take place outside of the Thursday morning didactics. Students will gain a broad exposure to different clinical disciplines within orthopedic surgery, improve their clinical skills in orthopedics and begin to build a foundation of clinical knowledge of musculoskeletal care.

### **MED 682NS Acting Internship in Neurosurgery**

Students will participate in an immersive experience in neurosurgery, emphasizing the evaluation and diagnosis of common neurosurgical conditions. Students will be expected to participate in all aspects of patient care including but not limited to - seeing patients in clinic, participate in operating room cases, and follow patients postoperatively, making daily written and oral reports regarding their condition.

### **MED 682PC Acting Internship in Family Medicine**

The student will spend time at Dell Seton Medical Center at the University of Texas rounding on the patients admitted to the Family Medicine inpatient service, as well as rounding on patients at a Family Health Center. The student will develop an appreciation for the interaction of medical, socioeconomic and psychological factors in the

practice of family medicine and a greater understanding of the doctor-patient relationship. The student will have the opportunity to function as an intern with the Family Medicine inpatient service team. The student will undertake primary responsibility for patients assigned to his/her care and will be directly supervised by the upper level resident and faculty on the service. The student will make daily rounds with residents and faculty (including weekends). Off-days will be scheduled for the student in rotation with the residents. The student will take short call (there is no night call as there is a Night FLOAT resident) and will serve as one of the patient's primary team providers. The student will also attend grand rounds, resident lectures, and other scheduled conferences within the Department of Family Medicine, as determined by the attending faculty and supervising resident.

### **MED 683MK Acting Internship In Pediatric Orthopedic Surgery**

The student will attend ambulatory clinics approximately 3-4 days a week and surgery approximately 1-2 days a week (generally 4 to 6 hours are spent in surgery). The student will take call with the on-call PA and MD once a week. The student will attend pediatric orthopedic conferences and journal clubs as well as attending the general orthopedic educational conference Thursday mornings at the Dell Medical School. Active study and participation is required. Students are also expected to independently read about their patient's orthopedic conditions prior to participation in surgical cases. Students will also see and evaluate patients independent or in collaboration with faculty members. They will be expected to organize patient information for oral presentations. The weekly schedule will be developed in consultation with the course director and other faculty. Daily schedule may vary regarding clinic vs. surgery time and call frequency is 1 day per week. Every other week, students will also participate in orthopedic radiology conference. Student will also round with the physician on hospital patients.

### **MED 683ON Acting Internship in Gynecologic Oncology**

This elective will build upon the skills acquired during the general Women's Health clerkship, with a special focus on the operative and medical management of women with gynecologic cancers. Students on this elective will be regarded as an acting-intern and will have graduated levels of responsibility and autonomy. The Dell Medical Gynecologic Oncology Service is comprised of two full time faculty attendings and two residents. Hospital coverage is provided at both Dell Seton Medical Center (DSMC) and Seton Medical Center Austin (SMCA). Students, in coordination with the resident and faculty team, will participate in the care of patients with medical and surgical problems at both locations. Students will interact with private Gyn Oncology attendings as well depending on workload.

### **MED 683PS Acting Internship in Congenital Heart Surgery**

The elective rotation will expose the student to the field of congenital heart surgery, as well as the dynamics of functioning and communicating as a team. Students will have an opportunity to develop a thorough understanding of both normal and congenitally malformed hearts. They will also be exposed to methodologies for the surgical and non-surgical diagnosis and treatment of complex congenital heart disease. Students will participate in the operating room where they will observe and assist with complicated congenital cardiac repairs. There will also be a significant exposure to many of the other specialties that care for these children (i.e. Pediatric Cardiac Critical Care, Pediatric Cardiology, and Pediatric Cardiac Anesthesia). **Psychology** Day observerships with related specialties, such as Pediatric Cardiology, Echocardiography, Interventional Cardiology, and Pediatric Cardiac Anesthesia can be arranged upon request. This is a unique rotation and is designed for those students interested in pursuing careers in surgery or students interested in caring for children with heart disease.

### **MED 684ON Acting Internship in Surgical Oncology**

In this 4-week course, students will achieve a level of clinical skill compatible with indirect supervision in the perioperative care of patients presenting with breast, GI, and/or skin/soft tissue malignancies, through participation in clinic, hospital consults, operative procedures and postoperative in-patient and clinic care.

### **MED 684PM Acting Internship in Pediatric Intensive Care**

The student will, through participation as an acting intern, develop skills in the assessment, stabilization, diagnosis and management of critically ill infants and children. The student should be responsible for an average of 3 patients at all times. They will present on multidisciplinary rounds, write the admission physical examination and history, daily notes, transfer and discharge summaries. In addition, students will be responsible for completing all on line course modules. In addition, acting interns will be asked to present short (10 minute) educational presentations to their team on critical care topics from time to time during the rotation.

### **MED 685PM Acting Internship in Inpatient Pediatrics**

The student will have the opportunity to function as a pediatric intern on the inpatient service at Dell Children's Medical Center of Central Texas. He/she will be assigned to a team consisting of an attending, a senior resident, two junior residents, and junior clerkship medical students. The student will be assigned patients for who he/she will be responsible. The student will round with their inpatient team daily and attend morning reports and noon conferences. The student will participate in family-centered rounds by presenting their assigned patients to the families and teams. The student will have the opportunity to interact with the attendings, subspecialists, and other members of the healthcare team, including nurses, respiratory therapists, speech, occupational, physical therapists, and pharmacists. During rounds, students will have the opportunity to discuss evidence-based medicine and value-based care, taking into consideration patient safety and preferences. These core principles will be taught and role-modeled by team attendings and senior residents.

### **MED 686PM Acting Internship in Neonatal Intensive Care**

The student functions as an intern in the NICU and is supervised by the senior pediatric house officer. He/she takes patients in rotation with the other residents and is responsible for their evaluation, examination, management, and discharge. Along with this goes the responsibility for reading in depth about the patients and their problems, for checking on lab work, and seeing them each day, and for adequate documentation in the medical record. The student is responsible for attending high-risk deliveries along with the pediatric resident. The student participates in attending rounds with the rest of the house staff assigned to the NICU. The student is paired with a neonatologist and/or a neonatal nurse practitioner. The student is responsible for talking with the families of babies assigned to him/her and participating in parent education regarding their newborn.

### **MED 688PN Acting Internship in Psychiatric Consultation - Liaison Service**

Inpatient psychiatric consultations. The student will work as part of a team of other students, nurses, social workers, pharmacists, residents and faculty. During the elective students will enhance their knowledge of psychiatric care in a medical/surgical setting, gain advanced skills in the assessment and treatment of neuropsychiatric problems using a biopsychosocial model, and gain an understanding of the neuropsychiatric contribution to medical conditions found in a general hospital and regional trauma center. Students will have the opportunity to see a wide variety of patients in a general hospital and an emergency room setting. The student will participate in the role of a first-year resident on the Psychiatry Consult/Liaison service by being the

primary individual responsible for assessment and treatment of patients, and answering directly to the psychiatry resident and attending faculty.

### **MED 689PN Acting Internship in Psychiatric Adult Inpatient Service**

Senior students receive individualized clinical inpatient experiences under supervision as part of a multidisciplinary treatment team that includes attending and resident(s), psychiatrists and 2nd year medical students. Senior students will be mentored to their strengths and coached on areas where they feel they need assistance for career and professional development. The students will master concepts such as bio-psycho-social formulation and treatment planning which will prove them superior clinicians whether they become a psychiatrist or not. Those senior medical students who want a broader view of psychiatry can be accommodated on a case-by-case basis. As senior students are expected to be more autonomous than 2nd year students, they will have time to focus on specialized topics (e.g. ECT, child, or consultation-liaison psychiatry) if desired.

### **MED 690IM Acting Internship In Medical Intensive Care**

This elective is for students who have completed a previous medicine elective and would like experience in the ICU. Supervised by the ICU resident and attendings, the student will have the opportunity to participate in procedures and twice daily ICU rounds.

### **MED 691IM Acting Internship in Inpatient Internal Medicine**

An Acting Intern (AI) will experience the roles and responsibilities of an intern on the team, while closely supervised. The goal of this course is to develop an independent thorough process in evaluation, diagnosis and management of Internal Medicine patients, and to prepare the student to function as an intern. The student will participate in the diagnosis and care of patients admitted to an acute care medical inpatient teaching service in a busy teaching hospital. He/she will serve in the capacity of a junior intern on a team consisting of an upper level resident and an attending physician. Responsibilities will include clinical work from approximately 6:30 am-5:30 pm on weekdays, rounds on weekends, and every sixth evening call. The team may also admit patients on other days of the call cycle. The student will be attending rounds, noon teaching conferences, Grand Rounds, as well as other departmental meetings and activities. An acting intern's schedule will typically mirror that of the resident on the team.

### **MED 691SM Acting Internship in General Surgery**

The student will function as a member of the Elective General Surgery team for the entire rotation, with the same responsibilities and duties as an intern or first year house officer, within limits set by law and hospital rules. Students will have same hours and call responsibilities as an intern. They will be expected to see patients in clinic, participate in operating room cases, and follow patients postoperatively, making daily written and oral reports regarding their condition. Such reports are expected to include an assessment of the patient's condition with recommendations for further evaluation or changes in therapy based on that assessment. Students will be expected to see inpatient consults and present to residents and faculty, and to assist in teaching, coaching and giving feedback to clerkship medical students.

### **MED 692SM Acting Internship in Acute Care General Surgery**

The student will function as a member of the Acute Care General Surgery team for the entire rotation, with similar responsibilities and duties as an intern or first year house officer, within limits set by law and hospital rules. Students will have same hours and call responsibilities as an intern. Students will function as a member of the acute care general surgery team. They will be expected to follow patients in the intensive care units and make daily reports on rounds regarding their condition. Such reports are expected to include an assessment of the patient's



condition with recommendation for further evaluation or changes in therapy based on that assessment. All senior students are expected to assist in the operating room and attend all outpatient clinics. Senior students will be expected to see inpatient consults, participate in trauma resuscitations and present to residents and faculty.

### **MED 693PN Acting Internship in Inpatient Child and Adolescent Psychiatry**

The student will be responsible for patient interviews, presentations, treatment plans, and written daily progress notes. This will require advanced mental status examination skills and sole responsibility for the formulation of more extensive treatment plans. Faculty will select patients to ensure that the student is working with complex mental illnesses and with patients who provide challenges to the mental health delivery system. These learners will work with a resident and/or fellow to solidify their formulations and thinking prior to presentation, and have the benefit of working with the resident/fellow as they conduct their own evaluation. A/I's will follow patients and directly report to attendings, ensuring that they take the lead on assessing their condition and recommending treatments. It will also expose the student to working with nurses, therapists, and others that are included in a patient's treatment team.

### **MED 696SM Acting Internship in Burn Surgery**

The MS-4 student enrolled in this Acting Internship will function as a member of the Burn Surgery team for the entire rotation, with similar responsibilities and duties as an intern. Students will have same work hours as an intern. They will be expected to follow patients on the Burn surgery service, both in the ICU and Med/Surg wards, and make daily reports on rounds regarding their condition. Such reports are expected to include an assessment of the patient's condition with recommendations for further evaluation or changes in therapy based on that assessment. Students will write daily progress notes and enter orders on their patients, both of which will be reviewed and co-signed by a resident or attending. All senior students are expected to assist in the operating room and attend all outpatient clinics. Senior students will be expected to see inpatient consults, participate in burn resuscitations and present to residents and faculty.

### **MED 697SM Acting Internship in Vascular Surgery**

The student will function as a member of the Vascular Surgery team for the entire rotation, with the same responsibilities and duties as an intern or first year house officer. Students will have same hours and call responsibilities as an intern. They will be expected to see patients in clinic, participate in operating room cases, and follow patients postoperatively, making daily written and oral reports regarding their condition. Such reports are expected to include an assessment of the patient's condition with recommendations for further evaluation or changes in therapy based on that assessment. Students will be expected to see inpatient consults and present to residents and faculty, and to assist in teaching, coaching and giving feedback to clerkship medical students.

### **MED 700CC Away Rotation in Critical Care**

Elective rotation completed at an away institution in Critical Care. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

### **MED 700CD Away Rotation in Cardiology**

Elective rotation completed at an away institution in Cardiology. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical

Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

### **MED 700CP Away Rotation in Child Psychiatry**

Elective rotation completed at an away institution in Child Psychiatry. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

### **MED 700DE Away Rotation in Dermatology**

Elective rotation completed at an away institution in Dermatology. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

### **MED 700DM Away Rotation in Diagnostic Medicine**

Elective rotation completed at an away institution in Diagnostic Medicine. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

### **MED 700EM Away Rotation in Emergency Medicine**

Elective rotation completed at an away institution in Emergency Medicine. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

### **MED 700GP Away Rotation in Geriatrics and Palliative Medicine**

Elective rotation completed at an away institution in Geriatrics or Palliative Medicine. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

### **MED 700GY Away Rotation in Gynecology**

Elective rotation completed at an away institution in Gynecology. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

### **MED 700IM Away Rotation in Internal Medicine**

Elective rotation completed at an away institution in Internal Medicine. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

### **MED 700MD: Away Rotation in Medicine**

Elective rotation completed at an away institution in Medicine. All away rotations must be completed at an institution that is either accredited by

the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

#### **MED 700MK Away Rotation in Musculoskeletal**

Elective rotation completed at an away institution in Musculoskeletal. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

#### **MED 700NO Away Rotation in Neurology**

Elective rotation completed at an away institution in Neurology. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

#### **MED 700NS Away Rotation in Neurosurgery**

Elective rotation completed at an away institution in Neurosurgery. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

#### **MED 700OB Away Rotation in Obstetrics**

Elective rotation completed at an away institution in Obstetrics. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

#### **MED 700OM Away Rotation in Occupational Medicine**

Elective rotation completed at an away institution in Occupational Medicine. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

#### **MED 700ON Away Rotation in Oncology**

Elective rotation completed at an away institution in Oncology. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

#### **MED 700OP Away Rotation in Ophthalmology**

Elective rotation completed at an away institution in Ophthalmology. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

#### **MED 700PC Away Rotation in Primary Care**

Elective rotation completed at an away institution in Primary Care. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the

Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

#### **MED 700PM Away Rotation in Pediatric Medicine**

Elective rotation completed at an away institution in Pediatric Medicine. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

#### **MED 700PN Away Rotation in Psychiatry**

Elective rotation completed at an away institution in Psychiatry. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

#### **MED 700PS Away Rotation in Pediatric Surgery**

Elective rotation completed at an away institution in Pediatric Surgery. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

#### **MED 700SM Away Rotation in Surgical Medicine**

Elective rotation completed at an away institution in Surgical Medicine, including Urology, Plastic Surgery, and Vascular Surgery. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

#### **MED 700WH Away Rotation in Women's Health**

Elective rotation completed at an away institution in Women's Health. All away rotations must be completed at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Off-campus rotations will need to be reported to the Office of Student Affairs in Medical Education a minimum of 4-weeks before the scheduled rotation is to begin.

#### **MED 701CC Away Acting Internship in Critical Care**

4-Week away acting internship taken at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Special approval for this course is required and generally permitted only where Dell Medical School does not offer an acting internship in a particular clinical discipline. This course may be counted to the 8-Week Acting Internship requirement solely as a non-core AI.

#### **MED 701CD Away Acting Internship in Cardiology**

4-Week away acting internship taken at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Special approval for this course is required and generally permitted only where Dell Medical School does not offer an acting internship in a particular clinical discipline. This course may be counted to the 8-Week Acting Internship requirement solely as a non-core AI.





**MED 701OP Away Acting Internship in Ophthalmology**

4-Week away acting internship taken at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Special approval for this course is required and generally permitted only where Dell Medical School does not offer an acting internship in a particular clinical discipline. This course may be counted to the 8-Week Acting Internship requirement solely as a non-core AI.

**MED 701PC Away Acting Internship in Family Medicine**

4-Week away acting internship taken at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Special approval for this course is required and generally permitted only where Dell Medical School does not offer an acting internship in a particular clinical discipline. This course may be counted to the 8-Week Acting Internship requirement solely as a non-core AI.

**MED 701PM Away Acting Internship in Pediatric Medicine**

4-Week away acting internship taken at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Special approval for this course is required and generally permitted only where Dell Medical School does not offer an acting internship in a particular clinical discipline. This course may be counted to the 8-Week Acting Internship requirement solely as a non-core AI.

**MED 701PN Away Acting Internship in Psychiatry**

4-Week away acting internship taken at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Special approval for this course is required and generally permitted only where Dell Medical School does not offer an acting internship in a particular clinical discipline. This course may be counted to the 8-Week Acting Internship requirement solely as a non-core AI.

**MED 701PS Away Acting Internship in Pediatric Surgery**

4-Week away acting internship taken at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Special approval for this course is required and generally permitted only where Dell Medical School does not offer an acting internship in a particular clinical discipline. This course may be counted to the 8-Week Acting Internship requirement solely as a non-core AI.

**MED 701SM Away Acting Internship in Surgical Medicine**

4-Week away acting internship taken at an institution that is either accredited by the LCME or ACGME or must be approved by the Undergraduate Medical Education Committee. Special approval for this course is required and generally permitted only where Dell Medical School does not offer an acting internship in a particular clinical discipline. This course may be counted to the 8-Week Acting Internship requirement solely as a non-core AI.