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Core Clinical Experiences
Family Medicine
FAMP 730 FM Core Clinical Experience

Family Medicine

Course Purpose Statement: The purpose of the Family Medicine core clinical experience is for students to learn how access, continuity, comprehensiveness, coordination, and context of care improves the health of individuals, families, and communities. Students will also learn about the patient centered medical home, population health and the role of the physician in health policy advocacy. Students will care for patients of all ages in a variety of settings, which may include ambulatory clinics, nursing facilities, hospitals, athletic training rooms, and urgent care.

Required Prerequisite(s): none

Credit: 6

Grading Method: 5 Tiered Letter Grade

Type: Core

Duration: Four weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- ICS 8. Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
FAMP 731 FM Continuity Core-Rural Immersive

Family Medicine

Course Purpose Statement: The Family Medicine Rural Immersive experience will allow students an opportunity to immerse themselves in, and to explore the career choice of, rural Family Medicine. Students will work with select FM rural preceptors for twelve consecutive weeks at one rural site. Students who complete the Rural Immersive will gain a comprehensive understanding of Family Medicine in a rural context and will learn concepts in rural medicine, FM Core, and community health. Continuity concepts will span the twelve weeks. Students will simultaneously satisfy requirements for: Family Medicine core experience, the rural experience, and the continuity experience.

Required Prerequisite(s): Approval for course through online application (exception by Course Director Yes)

Credit: 18

Grading Method: 5 Tiered Letter Grade

Type: Continuity Core

Duration: Twelve weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- ICS 8. Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
FAMP 731 FM Continuity Core

Family Medicine

Course Purpose Statement: The purpose of the Family Medicine Continuity Core clinical experience is to augment the Family Medicine Core experience with an additional four weeks in the same clinical environment to allow for an enhanced continuity experience. This continuity will allow the student to explore the field of Family Medicine in greater depth, scope of care, or with a specific focus. The eight week experience will provide greater continuity of patients and families and continuity of preceptor or systems of care. Students will learn how access, continuity, comprehensiveness, coordination, and context of care improve the health of individuals, families, and communities. Students will also learn about the patient centered medical home, population health and the role of the physician in health policy advocacy. Students should approach this experience with flexibility of schedule and transportation. Weekends and call are possible. Students will care for patients of all ages in a variety of settings, which may include ambulatory clinics, nursing facilities, hospitals, home visits, group visits, athletic training rooms, and urgent care.

Required Prerequisite(s): none

Credit: 12
Grading Method: 5 Tiered Letter Grade
Type: Continuity Core
Duration: Eight weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- ICS 8. Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
Internal Medicine

Core Clinical Experiences
IMED 730 IM Core Clinical Experience

Medicine

Course Purpose Statement: The purpose of the Internal Medicine core clinical experience is for students to develop clinical diagnosis, reasoning and communication skills in the care of adult patients with a wide range of acute and chronic, multi-organ system disease in the hospital setting. Students will be able to use their knowledge and clinical reasoning skills to perform basic history and physical examinations, develop differential diagnoses, order and interpret diagnostic studies, and devise basic treatment plans.

Required Prerequisite(s): none

Credit: 6

Grading Method: 5 Tiered Letter Grade

Type: Core

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
IMED 731 IM Continuity Core: Inpatient/Ambulatory

Medicine

Course Purpose Statement: The purpose of the Internal Medicine continuity core clinical experience is for students to develop clinical diagnosis, reasoning and communication skills in the care of adult patients with a wide range of acute and chronic, multi-organ system disease in both the ambulatory and hospital settings, with a focus on transitions of care. Students will be able to use their knowledge and clinical reasoning skills to perform basic history and physical examinations, develop differential diagnoses, order and interpret diagnostic studies, and devise basic treatment plans.

Required Prerequisite(s): none

Credit: 12

Grading Method: 5 Tiered Letter Grade

Type: Continuity Core

Duration: Eight weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- ICS 3. Demonstrate insight and understanding about pain, emotions and human responses to disease states that allow one to develop rapport and manage interpersonal interactions.
- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
# IMED 731 IM Continuity Core: Hospital-based

**Medicine**

**Course Purpose Statement:** The purpose of the Internal Medicine continuity core clinical experience is for students to develop clinical diagnosis, reasoning and communication skills in the care of adult patients with a wide range of acute and chronic, multi-organ system disease in the inpatient hospital setting, with a focus on continuity of patient care. Students will be able to use their knowledge and clinical reasoning skills to perform basic history and physical examinations, develop differential diagnoses, order and interpret diagnostic studies, and devise basic treatment plans. Students will focus on quality improvement and patient safety in the hospital setting.

**Required Prerequisite(s):** none

**Credit:** 12  
**Type:** Continuity Core  
**Grading Method:** 5 Tiered Letter Grade  
**Duration:** Eight weeks

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### Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
Neurology
NEUR 730 Neurology Core Clinical Experience

Neurology

Course Purpose Statement: The purpose of the Neurology core clinical experience is for students to learn the principles and skills underlying the recognition and management of the neurologic diseases that a general medical practitioner is most likely to encounter in practice. These include acute and chronic diseases of the brain, spinal cord, peripheral nervous system, and muscles. Students will be able to perform a neurological history and examination across the developmental spectrum to create an ordered differential diagnosis and initial treatment plan. This includes the ability to interpret common neurological diagnostic testing, and apply basic neuroscience principles as they care for patients. Students will understand the role of a consultant in the care of patients with neurological disease in both inpatient and outpatient settings.

Required Prerequisite(s): none

Credit: 6

Grading Method: 5 Tiered Letter Grade

Type: Core

Duration: Four weeks

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Competencies Assessed:

- ICS 4. Use health information exchanges (e.g., Care Everywhere within the EPIC electronic health record) to identify and access patient information across clinical settings.
- ICS 8. Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.
- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
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- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- PPPD 10. Demonstrate trustworthiness that engenders trust in colleagues, patients, and society at large.
Obstetrics and Gynecology
OBYG 730 OBGYN Core Clinical Experience

Obstetrics and Gynecology

Course Purpose Statement: The purpose of the Obstetrics and Gynecology core clinical experience is for students to 1) develop a basic understanding of the care of pregnant women including prenatal care, labor and delivery and postpartum care and; 2) to acquire a basic knowledge of gynecology including fertility and family planning. Students will learn to evaluate and manage obstetric and gynecologic conditions using medical and surgical treatments in both inpatient and outpatient settings.

Required Prerequisite(s): none

Credit: 6

Grading Method: 5 Tiered Letter Grade

Type: Core

Duration: Four weeks

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Competencies Assessed:

- ICS 3. Demonstrate insight and understanding about pain, emotions and human responses to disease states that allow one to develop rapport and manage interpersonal interactions.
- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- PPPD 2. Demonstrate respect for protected health information and safeguard patient privacy, security, and autonomy.
- PPPD 10. Demonstrate trustworthiness that engenders trust in colleagues, patients, and society at large.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
OBGY 731 OBGYN Continuity Core

Obstetrics and Gynecology

Course Purpose Statement: The purpose of the Obstetrics and Gynecology Continuity Core clinical experience is to offer individualized learning experiences that are relevant to a variety of future specialty choices. Students will develop a basic understanding of the care of pregnant women including prenatal care, labor and delivery and postpartum care and; acquire a basic knowledge of gynecology including fertility and family planning. Students will learn to evaluate and manage obstetric and gynecologic conditions using medical and surgical planning in both inpatient and outpatient settings. This clinical experience will allow students to individualize their learning experience to be relevant for a variety of future specialty interests. These options will include:

- a. Mother-Baby care (Pediatrics or Family Medicine)
- b. High risk obstetrics and prenatal diagnosis, NICU
- c. OB Anesthesia
- d. Women's radiology
- e. Cancer, chemotherapy, radiation therapy
- f. Family planning and abortion care
- g. Reproductive endocrinology and infertility
- h. Minimally invasive surgery (General Surgery/Urology)
- i. Adolescent medicine (Pediatrics or Family Medicine)

The longer timeline of this rotation will promote the likelihood of more frequent involvement in vaginal and operative deliveries, office procedures and surgery.

Required Prerequisite(s): none

Credit: 12

Grading Method: 5 Tiered Letter Grade

Type: Continuity Core

Duration: Eight weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- ICS 3. Demonstrate insight and understanding about pain, emotions and human responses to disease states that allow one to develop rapport and manage interpersonal interactions.
- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.

Core Clinical Experiences
• PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
• PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
• PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
• PPPD 2. Demonstrate respect for protected health information and safeguard patient privacy, security, and autonomy.
• PPPD 10. Demonstrate trustworthiness that engenders trust in colleagues, patients, and society at large.
• SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
• SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
Pediatrics
PEDI 730 Pediatrics Core Clinical Experience

Pediatrics

Course Purpose Statement: The purpose of the Pediatric Core clinical experience is for students to learn the basics of history-taking, perform age-appropriate physical exams, and develop assessments and plans for infants, children, and adolescents. Students will develop an understanding of the unique healthcare needs of pediatric patients. Students will identify age specific milestones in children and learn basic management of children with special healthcare needs. Students will be exposed to both general and specialty pediatric patients in inpatient and outpatient settings.

Required Prerequisite(s): none

Credit: 6

Type: Core

Grading Method: 5 Tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 4. Develop, implement, and revise as indicated, patient management plans.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- PPPD 10. Demonstrate trustworthiness that engenders trust in colleagues, patients, and society at large.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
Psychiatry
PSYC 730 Psychiatry Core Clinical Experience

Psychiatry

Course Purpose Statement: The purpose of the Psychiatry Core clinical experience is for students entering any field of medicine to perform a thorough mental status evaluation, learn the basics of psychiatric disease and psychopathology, utilize appropriate psychopharmacology and perform a psychiatric risk assessment. Students will participate in the management of complex psychiatric patients. Students will work effectively within a multidisciplinary team, demonstrate appropriate management of boundaries with psychiatric patients and demonstrate professionalism in their interactions with patients, colleagues and staff. Students may see patients in both inpatient and outpatient settings.

Required Prerequisite(s): none

Credit: 6
Grading Method: 5 Tiered Letter Grade
Type: Core
Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- PPPD 10. Demonstrate trustworthiness that engenders trust in colleagues, patients, and society at large.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
Surgery
SURG 730 Surgery Core Clinical Experience

Surgery

Course Purpose Statement: The purpose of the Surgery Core clinical experience is for students to participate in the care of the surgical patient along the continuum of pre-operative assessment, intraoperative and non-operative management, and post-operative care. Students will learn various methods of wound care and gain experience in suturing and knot tying. Students will learn basic trauma care by participating in the evaluation and stabilization of the acutely ill or injured patient. Students will see patients in both inpatient and outpatient settings.

Required Prerequisite(s): none

Credit: 6
Grading Method: 5 Tiered Letter Grade
Type: Core
Duration: Four weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
Oregon Rural Scholars Program
Oregon Rural Scholars Program

Course Purpose Statement: The purpose of the Oregon Rural Scholars Program Experience is to provide students who are highly motivated toward rural primary care with an opportunity to experience what their future career path could be. Rural Scholars are competitively admitted into the program during their first year. Each Scholar is matched to a community with which the Scholar will interact throughout his or her training; this twelve-week Experience forms the core of the program. Students will develop a deep and comprehensive understanding of a primary care specialty (Family Medicine, General Internal Medicine, General Surgery, General Pediatrics, or General Psychiatry) practiced within a rural community setting, as well as concepts of community and public health, epidemiology, and resource allocation. Rural Scholars will simultaneously fulfill their core clerkship in their respective primary care specialty (with department approval), their rural experience, and their continuity experience.

Required Prerequisite(s): Admittance to this program

Credit: 18
Grading Method: 5 Tiered Letter Grade
Type: Core
Duration: Twelve weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- ICS 8. Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- MK 4. Apply principles of social-behavioral sciences to assess the impact of psychosocial and cultural influences on health, disease, care-seeking, care-adherence, barriers to and attitudes toward care.
- PCP 5. Apply personalized healthcare services to patients, families, and communities aimed at preventing health problems and maintaining health.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- SBPIC 2. Incorporate considerations of resource allocation, cost awareness and risk-benefit analysis in patient and population-centered care.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
Scholarly Project and Intersession Experiences
Scholarly Project
SCHP 701 Scholarly Project

School of Medicine

Course Purpose Statement: Scholarly Projects is an in-depth investigation of topics of interest to medical students during the course of their undergraduate medical education (UME) experiences with the goal of creating critical thinkers and lifelong learners. Students who complete Scholarly Projects will be able to think critically about complex clinical problems; expand beyond the established curriculum to investigate topics and problems in more depth; identify, define, and answer important questions relevant to clinical practice and healthcare delivery; and work effectively within a learning community. Students will also understand and apply principles of professionalism, ethics, communication, and collaboration while pursuing their projects.

Required Prerequisite(s): none
Credit: 1
Grading Method: Pass/No Pass
Duration: One week
Capacity per Block: 140 students

Available Blocks: Available any week of all blocks

Competencies Assessed:

• ICS 6. Effectively communicate with colleagues, other health professionals, and health related agencies in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.

• PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.

• PBLI 2. Participate in the education of peers and other healthcare professionals, students and trainees.
• PBLI 7. Participate in scholarly activity thereby contributing to the creation, dissemination, application, and translation of new healthcare knowledge and practices.

• PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.

• PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.

• PPPD 10. Demonstrate trustworthiness that engenders trust in colleagues, patients, and society at large.

• SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
Intersessions
INTS 770 Assessment

School of Medicine

Course Purpose Statement: Students will demonstrate their knowledge and understanding on established bio-medical scientific and clinical science principles fundamental to the healthcare of patients and populations. The following seven assessments must be completed by week 2 of Block 17: Internal Medicine SHELF, Family Medicine Assessment, Pediatrics SHELF, Psychiatry SHELF, Surgery SHELF, Neurology SHELF, OBGYN SHELF. Assessments will be held on the Friday of the week you select. You may select a morning or an afternoon exam time. Or, for a given week, you may enroll in both the morning and afternoon exam times if they are both offered. Morning exam times will begin at 9am. Afternoon exam times will begin at 1pm. Exams last 2.5 hours (start times and duration for students with reasonable accommodations will vary. Please contact CASA for accommodation times).

*PLEASE NOTE: You must indicate which test you wish to take for every exam time you are enrolled in. Three weeks prior to each of your exam times, CASA staff will email you requesting this information about each of your upcoming exams. You must indicate which exam(s) you wish to take no later than two weeks prior the exam date. Failure to do so will result in a 'W' on your transcript.

Required Prerequisite(s): none

Credit: 0.5

Gradning Method: N/A

Duration: One week

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Competencies Assessed:

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
**INTS 771 Cancer**

School of Medicine

**Course Purpose Statement:** Students who complete this intersession will be able to integrate basic and clinical science knowledge and principles of health care delivery related to cancer and oncology. Students will begin by reviewing cases presented during the Foundation blocks, and any relevant cases encountered during their clinical experiences. In didactic sessions and small groups, they will examine recent literature to understand the mechanisms underlying development of cancer and its progression, including those mechanisms associated with cancer treatment and prevention. Several types of cancer will be explored, discussed and compared. Students will participate in a variety of activities in the OHSU clinical and scientific enterprise to support the application of knowledge to the delivery of health care for patients. This intersession will emphasize key basic science concepts of cancer and may build on some or all of the following threads: anatomy, embryology, histology, cell biology, genetics, biochemistry, nutrition, physiology, pathology, pharmacology, microbiology and immunology threads as well as communication, ethics, professionalism, epidemiology, bio statistics, informatics, evidence-based medicine, and health policy, quality and safety that were introduced during the Foundation of Medicine blocks.

**Required Prerequisite(s):** none  
**Grading Method:** Pass/No Pass  
**Credit:** 2  
**Duration:** Two weeks

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### Competencies Assessed:

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- MK 3. Apply principles of epidemiological sciences to the identification of health risk factors, prevention and treatment strategies, use of healthcare resources, and health promotion efforts for patients and populations.
- MK 5. Apply principles of performance improvement, systems science, and science of health care delivery to the care of patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PBLI 6. Analyze practice data using quality measurement tools and adjust clinical performance with the goal of improving patient outcomes and reducing errors.
- PPPD 8. Demonstrate integrity, establish oneself as a role model, and recognize and respond appropriately to unprofessional behavior or distress in professional colleagues.
- SBPIC 2. Incorporate considerations of resource allocation, cost awareness and risk-benefit analysis in patient and population-centered care.
INTS 772 Cognitive Impairment

School of Medicine

Course Purpose Statement: Students who complete this intersession will be able to integrate basic and clinical science knowledge and principles of health care delivery related to cognitive impairment. Students will begin by reviewing cases presented during the Foundation blocks, and any relevant cases encountered during their clinical experiences. In didactic sessions and small groups, they will examine recent literature to understand the neuropathological mechanisms underlying development of cognitive impairment across the lifespan. Methods and tools to assess the degree of impairment and prognosis for recovery will be discussed. Impairments associated with different cognitive functions (e.g., memory, attention), will be explored, discussed and compared. Students will participate in a variety of activities in the OHSU clinical and scientific enterprise to support the application of knowledge to the delivery of health care for patients. This intersession will emphasize key basic science concepts of neural functioning and may build on some or all of the following threads: anatomy, embryology, histology, cell biology, genetics, biochemistry, nutrition, physiology, pathology, pharmacology, microbiology and immunology threads as well as communication, ethics, professionalism, epidemiology, bio statistics, informatics, evidence-based medicine, and health policy, quality and safety that were introduced during the Foundation of Medicine blocks.

Required Prerequisite(s): none
Credit: 2
Grading Method: Pass/No Pass
Duration: Two weeks

Competencies Assessed:
- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- MK 3. Apply principles of epidemiological sciences to the identification of health risk factors, prevention and treatment strategies, use of healthcare resources, and health promotion efforts for patients and populations.
- MK 5. Apply principles of performance improvement, systems science, and science of health care delivery to the care of patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PPPD 8. Demonstrate integrity, establish oneself as a role model, and recognize and respond appropriately to unprofessional behavior or distress in professional colleagues.
- SBPIC 2. Incorporate considerations of resource allocation, cost awareness and risk-benefit analysis in patient and population-centered care.
INTS 773 Infection

School of Medicine

Course Purpose Statement: Students who complete this intersession will be able to integrate basic and clinical science knowledge and principles of health care delivery related to the transmission and development of infectious diseases. Students will begin by reviewing cases presented during the Foundation blocks, and any relevant cases encountered during their clinical experiences. In didactic sessions and small groups, they will examine recent literature to understand the mechanisms underlying development of infection and its progression, including those mechanisms associated with treatment. Several types of infection, including bacterial, viral and fungal will be explored, discussed and compared. Students will participate in a variety of activities in the OHSU clinical and scientific enterprise to support the application of knowledge to the delivery of health care for patients. This intersession will emphasize key basic science concepts of infection and may build on some or all of the following threads: anatomy, embryology, histology, cell biology, genetics, biochemistry, nutrition, physiology, pathology, pharmacology, microbiology and immunology threads as well as communication, ethics, professionalism, epidemiology, bio statistics, informatics, evidence-based medicine, and health policy, quality and safety that were introduced during the Foundation of Medicine blocks.

Required Prerequisite(s): none

Grading Method: Pass/No Pass

Credit: 2

Duration: Two weeks

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Competencies Assessed:

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- MK 3. Apply principles of epidemiological sciences to the identification of health risk factors, prevention and treatment strategies, use of healthcare resources, and health promotion efforts for patients and populations.
- MK 5. Apply principles of performance improvement, systems science, and science of health care delivery to the care of patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PPPD 8. Demonstrate integrity, establish oneself as a role model, and recognize and respond appropriately to unprofessional behavior or distress in professional colleagues.
- SBPIC 2. Incorporate considerations of resource allocation, cost awareness and risk-benefit analysis in patient and population-centered care.

Intersession and Scholarly Project
**INTS 774 Pain**

School of Medicine

**Course Purpose Statement:** Students who complete this intersession will be able to integrate basic and clinical science knowledge and principles of health care delivery related to pain. Students will begin by reviewing cases presented during the Foundation blocks, and any relevant cases encountered during their clinical experiences. In didactic sessions and small groups, they will examine recent literature to understand the mechanisms underlying pain including those mechanisms associated with treatment. Several types of pain scenarios will be explored, discussed and compared. Students will participate in a variety of activities in the OHSU clinical and scientific enterprise to support the application of knowledge to the delivery of health care for patients. This intersession will emphasize key basic science concepts of pain and may build on some or all of the following threads: anatomy, embryology, histology, cell biology, genetics, biochemistry, nutrition, physiology, pathology, pharmacology, microbiology and immunology threads as well as communication, ethics, professionalism, epidemiology, bio statistics, informatics, evidence-based medicine, and health policy, quality and safety that were introduced during the Foundation of Medicine blocks.

**Required Prerequisite(s):** none

**Credit:** 2

**Grading Method:** Pass/No Pass

**Duration:** Two weeks

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**Competencies Assessed:**

- **MK 1.** Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- **MK 2.** Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- **MK 3.** Apply principles of epidemiological sciences to the identification of health risk factors, prevention and treatment strategies, use of healthcare resources, and health promotion efforts for patients and populations.
- **MK 5.** Apply principles of performance improvement, systems science, and science of health care delivery to the care of patients and populations.
- **PBLI 1.** Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- **PBLI 4.** Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- **PBLI 6.** Analyze practice data using quality measurement tools and adjust clinical performance with the goal of improving patient outcomes and reducing errors.
- **PPPD 8.** Demonstrate integrity, establish oneself as a role model, and recognize and respond appropriately to unprofessional behavior or distress in professional colleagues.
- **SBPIC 2.** Incorporate considerations of resource allocation, cost awareness and risk-benefit analysis in patient and population-centered care.

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**Intersession and Scholarly Project**
Elective Experiences
Anesthesiology & Perioperative Medicine
ANST 701A Anesthesiology Research

Anesthesiology & Perioperative Medicine

Course Purpose Statement: The Research Elective Request form must be signed off by the faculty member, department clerkship coordinator and the Curriculum and Student Affairs office prior to starting. Students may arrange for laboratory or a clinical research experience in anesthesiology, primarily in the pulmonary and cardiovascular physiology or pain management. Times of year and durations of research electives are flexible and will be determined by the time schedules of students and mentors; however, students should plan on spending a minimum of 4 weeks on a project. The research elective is intended for students who think they might be interested in pursuing a career in academic anesthesiology who would like more experience with the scientific process. Please refer to the department website (www.ohsu.edu/anesth) “Research” for topics and mentors.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: Pass/No Pass

Duration: Four weeks

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Competencies Assessed:

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 7. Participate in scholarly activity thereby contributing to the creation, dissemination, application, and translation of new healthcare knowledge and practices.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
ANST 709A Anesthesiology
Anesthesiology & Perioperative Medicine

Course Purpose Statement: Students receive supervised instruction and gain experience with the clinical aspects of anesthesiology by working in the operating room with either a faculty physician or both a faculty physician and an anesthesiology resident. The course emphasizes: 1) perioperative patient care with a focus on intraoperative anesthetic and non-operative pain management, 2) using scientific principles and practices of anesthesiology to develop individual patient plans, and 3) developing technical skills involved with airway management, tracheal intubation, and IV infusion therapy. This elective requires a written examination at the end of the course.

Required Prerequisite(s): none

Site(s): OHSU
Credit: 4

Grading Method: 5-tiered Letter Grade
Duration: Four weeks

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Competencies Assessed:

- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 6. Perform all medical, diagnostic, and surgical procedures considered essential for the specific clinical practice context.
- PPPD 8. Demonstrate integrity, establish oneself as a role model, and recognize and respond appropriately to unprofessional behavior or distress in professional colleagues.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
**ANST 709B Anesthesiology-Obstetrics**

Anesthesiology & Perioperative Medicine

**Course Purpose Statement:** Students will receive instruction on anesthetic management of obstetric patients. Instruction will include management of complicated delivery and other obstetric related issues.

**Required Prerequisite(s):** OB/GYN Core and ANST 709A or 709C

**Site(s):** OHSU

**Credit:** 4

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- PBLI 5. Continually identify, analyze, and implement new knowledge, guidelines, practice standards, technologies, products, and services that have been demonstrated to improve outcomes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 6. Perform all medical, diagnostic, and surgical procedures considered essential for the specific clinical practice context.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
ANST 709D Anesthesiology ICU

Anesthesiology & Perioperative Medicine

**Course Purpose Statement:** Students receive supervised instruction in components of critical care medicine specific to post-operative care of surgical and cardiac and thoracic patients. The rotation emphasizes: 1) airway management, 2) circulatory support, 3) metabolic demands, 4) infection prevention in critically ill patients. This will emphasize the physiological changes that occur in our post-operative patients and give the students good understanding of said applied physiology. The medical student will be expected to review and present patients on a daily basis, make up a sound, evidence-based plan on care, and work with the ICU team to implement the care of patients currently in the ICU. Evening call will be required once weekly, in addition to rounding one Saturday and one Sunday during the month.

**Required Prerequisite(s):** Surgery Core and Medicine Core

**Site(s):** OHSU

**Credit:** 6

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 7. Effectively communicate patient handoffs during transitions of care between providers or settings, and maintain continuity through follow-up on patient progress and outcomes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PPPD 4. Demonstrate sensitivity, honesty, and compassion in difficult conversations about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics.
ANST 709H Anesthesiology - PeaceHealth Sacred Heart

Anesthesiology & Perioperative Medicine

Course Purpose Statement: Students receive supervised instruction and gain experience with the clinical aspects of anesthesiology by working in the operating room with either an attending faculty physician. The course emphasizes: 1) perioperative patient care with a focus on intraoperative anesthetic and non-operative pain management, 2) using scientific principles and practices of anesthesiology to develop individual patient plans, and 3) developing technical skills involved with airway management, tracheal intubation, and IV infusion therapy. All electives whether on- or off-campus need to last a minimum of 4 weeks. Sacred Heart Medical Center at RiverBend is located in Springfield, OR, approximately 100 miles south of the main OHSU campus. Students participating in rotations at this site do not interact with OHSU Residents or Residency Program Directors.

Required Prerequisite(s): Surgery Core

Site(s): PeaceHealth Sacred Heart Medical Center

Grading Method: 5-tiered Letter Grade

Credit: 4

Duration: Four weeks

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Competencies Assessed:

- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 6. Perform all medical, diagnostic, and surgical procedures considered essential for the specific clinical practice context.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
ANST 709N Neuroscience Critical Care
Anesthesiology & Perioperative Medicine

Course Purpose Statement: The medical student is expected to attend all activities in the Neurosciences Critical Care Unit (NSICU) during this rotation. Rounds are structured toward active participation with distinct roles for each member of the team (attending, fellow, resident, nurses, pharmacist, and social worker). Detailed critical care rounds occur with a "systems-approach" to each patient and special emphasis is laid on bedside teaching as it pertains directly to patient care. Multiple goal-directed rounds occur through the course of the day (Combined Neurosurgical rounds, Critical Care rounds, radiology rounds, Evening rounds). The expectation is to provide exposure to a few procedures during this rotation. These procedures would include lumbar puncture, intubation, and arterial and central venous line placements. Medical students are expected to keep an ongoing log of procedures that they have observed over the course of their training. Medical Students are expected to participate actively in patient care and under the direction of housestaff, fellows and attendings in the NSICU. Overnight call will be required once weekly.

Required Prerequisite(s): Surgery Core and Medicine Core

Site(s): OHSU
Credit: 6

Grading Method: 5-tiered Letter Grade
Duration: Four weeks

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Competencies Assessed:

- ICS 7. Effectively communicate patient handoffs during transitions of care between providers or settings, and maintain continuity through follow-up on patient progress and outcomes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PPPD 7. Demonstrate awareness of one’s knowledge, skills, and emotional limitations and demonstrate healthy coping mechanisms and appropriate help-seeking behaviors.
ANST 709P Pain Management
Anesthesiology & Perioperative Medicine

Course Purpose Statement: Students receive supervised instruction in clinical aspects of pain management including post-operative and post traumatic acute pain problems managed by epidurals, patient-controlled analgesia (PCA), various regional blocks (i.e. intercostal, brachial plexus, etc.), and management of a full range of chronic pain and cancer pain problems. The multidisciplinary approach to pain control is emphasized. Students must have completed their Medicine and Surgery clerkships prior to entering the elective. Any exceptions require prior approval by Dr. Mauer.

Required Prerequisite(s): Surgery Core and Medicine Core

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 3. Demonstrate insight and understanding about pain, emotions and human responses to disease states that allow one to develop rapport and manage interpersonal interactions.
- MK 4. Apply principles of social-behavioral sciences to assess the impact of psychosocial and cultural influences on health, disease, care-seeking, care-adherence, barriers to and attitudes toward care.
- PCP 4. Develop, implement, and revise as indicated, patient management plans.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
ANST 709SC Anesthesiology - St. Charles Bend

Anesthesiology & Perioperative Medicine

Course Purpose Statement: Students receive supervised instruction and gain experience with the clinical aspects of anesthesiology by working in the operating room with either an attending physician. The course emphasizes: 1) perioperative patient care with a focus on intraoperative anesthetic and non-operative pain management, 2) using scientific principles and practices of anesthesiology to develop individual patient plans, and 3) developing technical skills involved with airway management, tracheal intubation, and IV infusion therapy. Students will be expected to attend weekly Grand Rounds, clinical conferences, and other continuing medical education activities as assigned by their attending. St. Charles Bend is located in Bend, OR, approximately 160 miles southeast of the main OHSU campus. St. Charles Bend is designated as a Level II Trauma Center by the Oregon Public Health Division. Bend is the only Level II Trauma Center east of the Cascades. St. Charles (Redmond) is a certified Level III Trauma Center. Pioneer Memorial Hospital (Prineville) is a Level IV Trauma Center.

Required Prerequisite(s): Surgery Core

Site(s): St. Charles Health System, Bend

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PPPD 2. Demonstrate respect for protected health information and safeguard patient privacy, security, and autonomy.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
ANST 709X Anesthesia Special Elective

Anesthesiology & Perioperative Medicine

Course Purpose Statement: The purpose of this elective is for students to have more in-depth experience in a subspecialty of Anesthesia. Students must make special arrangements with a faculty member and the department for an individual program of study. The Special Elective Request form must be signed off by the faculty member, department Clerkship Director and the Curriculum & Student Affairs office prior to starting.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
Dermatology
**DERM 701A Research in Dermatology**

**Dermatology**

**Course Purpose Statement:** Students will have the opportunity to learn about either basic or clinical science research through a faculty-supervised project. Research can be in any area of Dermatology. Projects are planned, reviewed and approved prior to the beginning of the elective. The Research Elective Request form must be signed off by the supervising faculty member, department clerkship director, and the Curriculum & Student Affairs office prior to starting.

**Required Prerequisite(s):** none

**Site(s):** OHSU  

**Credit:** 4  

**Grading Method:** Pass/No Pass  

**Duration:** Four weeks

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**Competencies Assessed:**

- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PBLI 7. Participate in scholarly activity thereby contributing to the creation, dissemination, application, and translation of new healthcare knowledge and practices.
- PPPD 5. Adhere to professional standards when using information technology tools and electronic/social media.
- PPPD 10. Demonstrate trustworthiness that engenders trust in colleagues, patients, and society at large.
DERM 709A Clinical Dermatology

Dermatology

Course Purpose Statement: This general elective is intended for those students pursuing primary care or non-dermatologic subspecialties who are interested in learning the basics of Dermatology. Students are exposed to the breadth of Dermatology and spend the majority of their time in the busy OHSU and VA faculty clinics. Rotations on the inpatient consultation service, dermatologic surgery (including exposure to the Mohs procedure) and dermatopathology are also provided. Attendance at weekly departmental Grand Rounds, educational conferences, and student-directed didactic sessions is required. Evaluation is based on clinical interactions, a written examination and an oral presentation required at the end of the rotation which is given to the course director and residents. There is no overnight or weekend call.

Required Prerequisite(s): none

Site(s): OHSU; VA

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PBLI 2. Participate in the education of peers and other healthcare professionals, students and trainees.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
**DERM 709B Dermatopathology**

Dermatology

**Course Purpose Statement:** Students on this elective gain experience in the microscopic diagnosis of skin disease. Students work closely with both dermatology and pathology residents and the dermatopathology fellow, and participate in daily sign-outs of cases with the faculty dermatopathologist at the microscope. Students attend all departmental educational conferences, Grand Rounds and occasional didactics alongside the students in Derm 709A. This elective is available on either 4 or 2 weeks.

**Required Prerequisite(s):** none

**Site(s):** OHSU

**Credit:** 2 or 4

**Grading Method:** 5-tiered Letter Grade

**Duration:** Two or Four weeks

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**Competencies Assessed:**

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
DERM 709C Superspecialty Dermatology

**Dermatology**

**Course Purpose Statement:** This advanced elective is intended for those students interested in pursuing a career in Dermatology. Students spend much of their time in the OHSU faculty clinics focused on subspecialty areas of Dermatology including psoriasis, atopic dermatitis, contact dermatitis, pediatric dermatology, autoimmune dermatology and Mohs surgery. Experience in the Dermatology VA clinics and Dermatopathology will also be provided. Interactions with dedicated faculty will be facilitated, leading to more independence in diagnosis and management of patients with complex skin disease. Attendance at weekly departmental Grand Rounds and educational conferences is required. Evaluation is based on clinical interactions, a written examination and an oral presentation required at the end of the rotation to the course director and residents. There is no weekend or overnight call.

**Required Prerequisite(s):** DERM709A or approval by director

**Site(s):** OHSU; VA

**Credit:** 4

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 2. Participate in the education of peers and other healthcare professionals, students and trainees.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
**DERM 709H Dermatology - PeaceHealth Sacred Heart**

**Dermatology**

**Course Purpose Statement:** Students are expected to learn the basic clinical approach to diagnosis and treatment of a wide range of common and some uncommon dermatologic diseases. Students will have the opportunity to observe patients in a private clinic setting and in a multi-specialty group clinic. The standard dermatologic lexicon will be emphasized and mastered. Students will learn the basics and perform or assist in minor dermatologic procedures like KOH slide preparation, skin biopsies, and excisions. Conferences include a clinical case conference and regular meetings with preceptor. Written evaluation and oral feedback are provided based on observed case presentations and knowledge acquired. Sacred Heart Medical Center is located in Eugene and Springfield, OR, approximately 100 miles south of the main OHSU campus. Students participating in rotations at this site do not interact with OHSU Residents or Residency Program Directors.

**Required Prerequisite(s):** none  
**Site(s):** PeaceHealth Sacred Heart Medical Center  
**Credit:** 4

**Grading Method:** 5-tiered Letter Grade  
**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 2. Counsel, educate and empower patients and their families to participate in their care and improve their health; enable shared decision-making; and engage patients through personal health records and patient health information access systems.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 6. Perform all medical, diagnostic, and surgical procedures considered essential for the specific clinical practice context.
- PPPD 5. Adhere to professional standards when using information technology tools and electronic/social media.
**DERM 709SC Dermatology - St. Charles Bend**

**Dermatology**

**Course Purpose Statement:** Students will be exposed to many aspects of dermatologic diagnosis and treatment in a high volume subspecialty clinic. At the end of the elective, students will be able to properly perform a history and physical examination of patients with skin diseases, and recognize and treat common skin conditions. Students will be expected to attend weekly Grand Rounds, clinical conferences, and other continuing medical education activities as assigned by their attending. St. Charles Bend is located in Bend, OR, approximately 160 miles southeast of the main OHSU campus. St. Charles (Bend) is designated as a Level II Trauma Center by the Oregon Public Health Division. Bend is the only Level II Trauma Center east of the Cascades. St. Charles (Redmond) is a certified Level III Trauma Center. Pioneer Memorial Hospital (Prineville) is a Level IV Trauma Center.

**Required Prerequisite(s):** none

**Site(s):** St. Charles Health System, Bend

**Credit:** 4

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
DERM 709X Dermatology Special Elective

Dermatology

Course Purpose Statement: The purpose of this elective is for students to have more in-depth experience in a subspecialty of Dermatology. Students must make special arrangements with a faculty member and the department for an individual program of study. The Special Elective Request form must be signed off by the faculty member, department Clerkship Director and the Curriculum & Student Affairs office prior to starting.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
Diagnostic Radiology
RADD 701A Diagnostic Radiology Research

Diagnostic Radiology

**Course Purpose Statement:** Students will have the opportunity to learn about either basic or clinical science research through a faculty-supervised project. Research can be in any area of Diagnostic Radiology. Projects are planned, reviewed and approved prior to the beginning of the elective. The Research Elective Request form must be signed off by the supervising faculty member, department clerkship director, and the Curriculum & Student Affairs office prior to starting.

**Required Prerequisite(s):** none

**Site(s):** OHSU

**Credit:** 4

**Grading Method:** Pass/No Pass

**Duration:** Four weeks

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**Competencies Assessed:**

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 7. Participate in scholarly activity thereby contributing to the creation, dissemination, application, and translation of new healthcare knowledge and practices.
- PPPD 2. Demonstrate respect for protected health information and safeguard patient privacy, security, and autonomy.
RADD 709A Radiographic Diagnosis

Diagnostic Radiology

Course Purpose Statement: This elective includes 12 hours per week didactic instruction in film reading and appropriate radiologic procedures in patient work-up. Students are expected to attend daily conferences, and spend time on rotations in Chest, Bone, CT, Neuroradiology. Students will also choose a topic of their own interest on which they will prepare a presentation that will be presented at the end of the elective.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- MK 3. Apply principles of epidemiological sciences to the identification of health risk factors, prevention and treatment strategies, use of healthcare resources, and health promotion efforts for patients and populations.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PCP 4. Develop, implement, and revise as indicated, patient management plans.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
RADD 709B Interventional Radiology

Diagnostic Radiology

Course Purpose Statement: To gain basic understanding of the minimally invasive, image guided diagnostic and therapeutic techniques that the specialty of interventional radiology can provide to the current healthcare patients. Procedural experience includes: interventional oncology, peripheral vascular and aortic interventions, central venous catheter placement, drainage and feeding tube management, as well as venous/lymphatic interventions. Clinical experience includes: IR outpatient clinic for pre and post procedural patient management as well as IR inpatient management in collaboration with many health care teams including several multidisciplinary patient management groups.

Required Prerequisite(s): Any Internal Medicine experience

Site(s): OHSU  Grading Method: 5-tiered Letter Grade
Credit: 4  Duration: Four weeks

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Competencies Assessed:

- ICS 6. Effectively communicate with colleagues, other health professionals, and health related agencies in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PCP 4. Develop, implement, and revise as indicated, patient management plans.
RADD 709D Breast Disease

Diagnostic Radiology

Course Purpose Statement: This month-long clinical elective targeted to advanced level medical students will provide an in-depth exposure to multiple key disciplines relating to breast disease including radiology, pathology, surgery, medical genetics, medical oncology, radiation oncology and specialized clinical breast examination. Participants will also be linked to patients with breast cancer and longitudinally follow these patients throughout the elective to learn about interdisciplinary decision-making in managing breast cancer at various stages of the disease and experience the process from the patient’s perspective.

Required Prerequisite(s): Either Family Medicine Core or Internal Medicine Core as well as either Surgery Core or OB/GYN Core

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PPPD 11. Recognize that ambiguity and uncertainty are part of clinical care and respond by demonstrating flexibility and an ability to modify one’s behavior.

Elective Experiences
RADD 709F Multidisc Approach to Pulm Dis

Diagnostic Radiology

Course Purpose Statement: This organ-based four-week elective is targeted to advanced level medical students interested in a comprehensive multidisciplinary learning experience focusing on pulmonary diseases. Trainees will spend time in multiple clinical specialties including pulmonary medicine, pulmonary (non-cardiac) surgery, pulmonary medical and radiation oncology, pulmonary pathology and chest radiology and actively participate in the weekly OHSU Multidisciplinary Lung Cancer Clinic. This course will combine a traditional clinical experience at multiple sites including OHSU, VAH, and Adventist Medical Center with exposure to a rich array of electronic resources. This format will provide a more flexible approach to learning.

Required Prerequisite(s): Internal Medicine Core

Site(s): OHSU; VA; Portland Adventist

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

Competencies Assessed:

- ICS 6. Effectively communicate with colleagues, other health professionals, and health related agencies in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
RADD 709X Radiology Special Elective

Diagnostic Radiology

Course Purpose Statement: The purpose of this elective is for students to have more in-depth experience in a subspecialty of radiology. Students must make special arrangements with a faculty member and the department for an individual program of study. The Special Elective Request form must be signed off by the faculty member, department Clerkship Director and the Curriculum & Student Affairs office prior to starting.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 6. Effectively communicate with colleagues, other health professionals, and health related agencies in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
Emergency Medicine
EMED 709A Sub-I Emergency Medicine - OHSU/VAMC

Diagnostic Radiology

Course Purpose Statement: This elective provides students with an introduction to all aspects of Emergency Medicine. Students participate in the daily care of emergency patients with attending staff and attend weekly lectures covering a broad range of topics in Emergency Medicine. An introduction to pre-hospital care and toxicology will also be included. Students will be assigned shifts at both the OHSU and VAMC ECU. All students must have current VAMC access to participate in the rotation.

Required Prerequisite(s): Either Family Medicine Core or Internal Medicine Core as well as either Surgery Core or OB/GYN Core

Site(s): OHSU; VA

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- PCP 6. Perform all medical, diagnostic, and surgical procedures considered essential for the specific clinical practice context.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- PPPD 11. Recognize that ambiguity and uncertainty are part of clinical care and respond by demonstrating flexibility and an ability to modify one’s behavior.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
YourMD Course Catalog

EMED 709D Pediatric Emergency Medicine

Emergency Medicine

Course Purpose Statement: This elective provides students with an introduction to Pediatric Emergency Medicine. Students focus on the specialty care of pediatric emergency patients. Students will also attend weekly lectures and didactics sessions. Students are assigned shifts in the Pediatric Emergency Medicine Care Unit.

Required Prerequisite(s): Pediatrics Core

Site(s): OHSU

Gradating Method: 5-tiered Letter Grade

Credit: 4

Duration: Four weeks

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Competencies Assessed:

- PCP 6. Perform all medical, diagnostic, and surgical procedures considered essential for the specific clinical practice context.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- PPPD 11. Recognize that ambiguity and uncertainty are part of clinical care and respond by demonstrating flexibility and an ability to modify one’s behavior.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
EMED 709F Emergency Ultrasound

Emergency Medicine

Course Purpose Statement: Overview: This 2 week hands-on rotation will serve as an introduction to emergency bedside ultrasound (US). Rotating students will be introduced to the core Emergency Medicine applications of bedside US (FAST, Cardiac, RUQ, Renal, DVT, Thoracic, Pregnancy and procedures) and will receive training in general ultrasound physics and principles as well as image acquisition and interpretation. Students will be expected to demonstrate competency in all three areas by the end of the rotation. The skills gained during the rotation will be applicable not just in the Emergency Department but in other fields utilizing bedside US. Rotation Guidelines and Curriculum: The rotation consists of three components: formal didactics, clinical time and self-study. Clinical Time: Will consist of 6-8 hour supervised scanning shifts in the ED. Students will be expected to complete 4 shifts per week in order to perform 75 ultrasounds by the end of the rotation. During scanning shifts, students will be supervised by the current ultrasound fellow and the fellowship director as well as other Emergency Department faculty and residents. Didactics: Didactics will take place in the form of weekly lectures covering the basic principles and applications of emergency ultrasound. In addition, students will participate in weekly QA and review processes that will allow for additional instruction and also serve as a way of assessing students’ progress. Self-Study: Students will be expected to complete assigned readings in Emergency Ultrasound Textbooks and to review instructional DVD. Students will also be expected to give a 15 minute presentation on a topic of their choice. Evaluation: Rotation will be graded on a pass/fail basis and grades will be determined by performance on all aspects of the rotation.

Required Prerequisite(s): none

Site(s): OHSU

Grading Method: Pass/No Pass

Credit: 2

Duration: Two weeks

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Competencies Assessed:

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
EMED 709G Emergency Medicine - Legacy Good Samaritan

Emergency Medicine

Course Purpose Statement: This elective provides students with an introduction to all aspects of Emergency Medicine. Students participate in the daily care of emergency patients with attending staff and attend weekly lectures covering a broad range of topics in Emergency Medicine. An introduction to pre-hospital care and toxicology will also be included. Student is assigned shifts at the Good Samaritan Hospital in the Emergency Medicine care unit.

Required Prerequisite(s): Either Family Medicine Core or Internal Medicine Core as well as either Surgery Core or OB/GYN Core

Site(s): Legacy Good Samaritan

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 6. Perform all medical, diagnostic, and surgical procedures considered essential for the specific clinical practice context.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
EMED 709H Emer Medicine - PeaceHealth Sacred Heart

Emergency Medicine

Course Purpose Statement: This elective provides students with an introduction to all aspects of Emergency Medicine. Students participate in the daily care of emergency patients with attending staff and attend weekly lectures covering a broad range of topics in Emergency Medicine. An introduction to pre-hospital care and toxicology will also be included. Students will be assigned shifts in the Emergency Departments at Sacred Heart Medical Center at RiverBend, a 432 bed tertiary care, Level II trauma facility, and at University District. Sacred Heart Medical Center is located in Eugene and Springfield, OR, approximately 100 miles south of the main OHSU campus. Students participating in rotations at this site do not interact with OHSU Residents or Residency Program Directors.

Required Prerequisite(s): none

Site(s): PeaceHealth Sacred Heart Medical Center

Grading Method: 5-tiered Letter Grade

Credit: 4

Duration: Four weeks

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Competencies Assessed:

- ICS 2. Counsel, educate and empower patients and their families to participate in their care and improve their health; enable shared decision-making; and engage patients through personal health records and patient health information access systems.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PCP 6. Perform all medical, diagnostic, and surgical procedures considered essential for the specific clinical practice context.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
EMED 709J Emergency Med - Rogue Valley

Emergency Medicine

Course Purpose Statement: A month at the Rogue Valley Medical Center Emergency Department in Medford offers students an excellent educational and clinical experience. We are a 37K visit/year community hospital, and act as the trauma referral center for a large swath of southern Oregon and northern California. Students here work directly with board certified ED attendings--there are no residents or other students to compete with. Our emphasis is on clinical learning: you'll get direct one-on-one lectures, see lots of patients, and get immediate feedback on presentation skills. We prefer students who are planning on a residency in Emergency Medicine--this will be a great rotation for you to broaden your horizons and to complement your academic center learning experience. Housing may be available, depending on the month. Please inquire.

Required Prerequisite(s): Either Family Medicine Core or Internal Medicine Core as well as either Surgery Core or OB/GYN Core

Site(s): Asante Rogue Regional Medical Center

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- **PCP 1.** Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- **PCP 2.** Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- **PCP 3.** Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- **PCP 4.** Develop, implement, and revise as indicated, patient management plans.
EMED 709K Clinical Ultrasound

Emergency Medicine

Course Purpose Statement: This clinical course provides foundational skills in the use of ultrasonography to augment the physical examination. Basic ultrasonography skills for the assessment of normal anatomy and physiology will be learned and applied to the differentiation of normal from basic pathologic states commonly encountered in the primary care setting. Students will learn the limitations of ultrasonography and when further imaging is appropriate for the care of the patient. The goal of the course is to provide foundational skills in limited ultrasonography that can be further developed during residency training. The course will include didactic sessions, simulation modules, deliberate practice in the simulated and supervised clinical settings, and small group discussions. Concurrent and summary feedback will be provided by ultrasonographers, real time virtual performance assessment tools such as the SonoSim device, peers, residents, and faculty.

Required Prerequisite(s): none

Site(s): OHSU; VA

Credit: 2

Grading Method: Pass/No Pass

Duration: Two weeks

Competencies Assessed:

- ICS 6. Effectively communicate with colleagues, other health professionals, and health related agencies in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PPPD 2. Demonstrate respect for protected health information and safeguard patient privacy, security, and autonomy.
EMED 709SC Emergency Medicine-St. Charles

Emergency Medicine

Course Purpose Statement: This elective provides students with an introduction to all aspects of Emergency Medicine. Students participate in the daily care of emergency patients with attending staff. Students will be assigned shifts in the Emergency Departments at St. Charles Bend, St. Charles Redmond, or Pioneer Memorial Hospital. Students will be expected to attend weekly Grand Rounds, clinical conferences, and other continuing medical education activities as assigned by their attending. St. Charles Bend is located in Bend, OR, approximately 160 miles southeast of the main OHSU campus. St. Charles (Bend) is designated as a Level II Trauma Center by the Oregon Public Health Division. Bend is the only Level II Trauma Center east of the Cascades. St. Charles (Redmond) is a certified Level III Trauma Center. Pioneer Memorial Hospital (Prineville) is a Level IV Trauma Center.

Required Prerequisite(s): none

Site(s): St. Charles Health System, Bend; St. Charles Redmond, Redmond; Pioneer Memorial Hospital, Prineville

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- PPPD 4. Demonstrate sensitivity, honesty, and compassion in difficult conversations about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics.
EMED 709X Emergency Medicine Special Elective

Emergency Medicine

Course Purpose Statement: The purpose of this elective is for students to have more in-depth experience in a subspecialty of Emergency Medicine. Students must make special arrangements with a faculty member and the department for an individual program of study. The Special Elective Request form must be signed off by the faculty member, department Clerkship Director and the Curriculum & Student Affairs office prior to starting.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
ETOX 709A Medical Toxicology

Emergency Medicine

Course Purpose Statement: This rotation with the Oregon Poison Center is highly recommended for students with interests in Emergency Medicine, Pediatrics, Family Medicine, Internal Medicine, and/or Occupational medicine. Conferences, consultations, assigned reading materials, case presentations, and other interactions with the Oregon Poison Center staff provide students with an excellent opportunity to become familiar with the recognition and management of acute toxicologic emergencies, as well as environmental and occupational toxicology.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: Pass/No Pass

Duration: Four weeks

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Competencies Assessed:

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PCP 6. Perform all medical, diagnostic, and surgical procedures considered essential for the specific clinical practice context.
- PPPD 4. Demonstrate sensitivity, honesty, and compassion in difficult conversations about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics.
Family Medicine
FAMP 701A Family Medicine Research

Family Medicine

Course Purpose Statement: Students become involved with an area of ongoing research in the Department of Family Medicine. Specifics depend upon the project undertaken. Objectives include: 1) to learn and apply research skills to clinically relevant questions and 2) to understand research methodology related to clinical family practice. The Research Elective Request form must be signed off by the faculty member, department clerkship coordinator and the CASA office prior to starting.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: Pass/No Pass

Duration: Four weeks

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Competencies Assessed:

- ICS 6. Effectively communicate with colleagues, other health professionals, and health related agencies in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PBLI 6. Analyze practice data using quality measurement tools and adjust clinical performance with the goal of improving patient outcomes and reducing errors.
FAMP 709A Sub-I Family Practice

Family Medicine

Course Purpose Statement: A four-week sub-internship in Family Medicine is available for fourth-year medical students. The subinternship is an intensive, rigorous experience in which students will spend two weeks on inpatient service and two weeks in one of three OHSU Family Practice outpatient clinics. As much as possible, subinterns will be given opportunities to demonstrate skills at the level of an incoming intern. On inpatient service students will be responsible for closely following patients, managing their care under the guidance and supervision of residents and faculty, and presenting their patients at morning report. Students will also be expected to work with their teams on early evening coverage of patient calls, ER visits, and inpatient care. In clinic, students will work with a senior resident or faculty preceptor, seeing a wide variety of patients independently and observing or being observed by their preceptors during the course of patient care. Under the supervision of their preceptors, students will be expected to write chart notes and/or do dictations and to help provide ancillary care such as interpreting x-rays, reading ECGs, etc.

Required Prerequisite(s): All clinical core except neurology are required

Site(s): OHSU

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PPPD 10. Demonstrate trustworthiness that engenders trust in colleagues, patients, and society at large.
FAMP 709D Community FamMed-PeaceHealth Sacred Heart

Family Medicine

Course Purpose Statement: The course will provide a community experience with a Family Medicine/Osteopathic physician clinic. Students will spend time mostly in preventative care/chronic disease management and OMT/Sport Medicine. As much as possible, students will be given opportunities to demonstrate skills at the level of an incoming intern. In clinic, students will see patients independently and observe or be observed by their preceptors during the course of patient care. Under the supervision of their preceptors, students will be expected to write chart notes and/or do dictations and to help provide ancillary care.

Required Prerequisite(s): none

Site(s): PeaceHealth Sacred Heart Medical Center

Grade(s):

Grading Method: 5-tiered Letter Grade

Credit: 2 or 4

Duration: Two or Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- MK 5. Apply principles of performance improvement, systems science, and science of health care delivery to the care of patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 5. Apply personalized healthcare services to patients, families, and communities aimed at preventing health problems and maintaining health.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
EMED 709F Emergency Ultrasound

Emergency Medicine

Course Purpose Statement: Overview: This 2 week hands-on rotation will serve as an introduction to emergency bedside ultrasound (US). Rotating students will be introduced to the core Emergency Medicine applications of bedside US (FAST, Cardiac, RUQ, Renal, DVT, Thoracic, Pregnancy and procedures) and will receive training in general ultrasound physics and principles as well as image acquisition and interpretation. Students will be expected to demonstrate competency in all three areas by the end of the rotation. The skills gained during the rotation will be applicable not just in the Emergency Department but in other fields utilizing bedside US.

Curriculum: The rotation consists of three components: formal didactics, clinical time and self-study.

Clinical Time: Will consist of 6-8 hour supervised scanning shifts in the ED. Students will be expected to complete 4 shifts per week in order to perform 75 ultrasounds by the end of the rotation. During scanning shifts, students will be supervised by the current ultrasound fellow and the fellowship director as well as other Emergency Department faculty and residents.

Didactics: Didactics will take place in the form of weekly lectures covering the basic principles and applications of emergency ultrasound. In addition, students will participate in weekly QA and review processes that will allow for additional instruction and also serve as a way of assessing students’ progress.

Self-Study: Students will be expected to complete assigned readings in Emergency Ultrasound Textbooks and to review instructional DVD. Students will also be expected to give a 15 minute presentation on a topic of their choice.

Evaluation: Rotation will be graded on a pass/fail basis and grades will be determined by performance on all aspects of the rotation.

Required Prerequisite(s): none

Site(s): OHSU
Credit: 2
Grading Method: Pass/No Pass
Duration: Two weeks

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Competencies Assessed:

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
FAMP 709J Sports Medicine - PeaceHealth Sacred Heart

Family Medicine

**Course Purpose Statement:** Students will actively participate in patient care in the Slocum Center for Orthopedics and Sports Medicine. This elective is clinically oriented with emphasis placed on examination techniques and the diagnosis and treatment of common orthopedic and sports injuries. Students will participate in both surgical and non-surgical approaches to injuries. Opportunities may exist for students to participate with their attending physician at local school athletic events. PeaceHealth Sacred Heart at RiverBend Hospital is located in Springfield, OR, approximately 100 miles south of the main OHSU campus. Students participating in rotations at this site do not interact with OHSU Residents or Residency Program Directors.

**Required Prerequisite(s):** None

**Site(s):** PeaceHealth Sacred Heart Medical Center; Slocum Center for Ortho & Sports Med

**Grading Method:** 5-tiered Letter Grade

**Credit:** 4

**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 2. Counsel, educate and empower patients and their families to participate in their care and improve their health; enable shared decision-making; and engage patients through personal health records and patient health information access systems.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 6. Perform all medical, diagnostic, and surgical procedures considered essential for the specific clinical practice context.
- PPPD 4. Demonstrate sensitivity, honesty, and compassion in difficult conversations about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics.
FAMP 709L Sub-I Fam Med at Klamath Falls

Family Medicine

Course Purpose Statement: *NOTE: To ensure availability of this Sub-I, students must have approval from Ms Pace prior to registering in the Dean's Office. Dori Pace, 541-274-4211, dpace@skylakes.org Klamath Falls Family Medicine Sub-Internship is an intensive, rigorous experience in which the students will spend one week on the inpatient wards with the resident medical team. Students work 9 half days per week in the Cascades East Family Practice Clinic, under a faculty or resident preceptor. Clinics at Juvenile Hall, Butte Valley Clinic and Doris may also be attended. Thursday Behavioral Science programs should also be attended. There is some flexibility in order to meet the student’s specific objectives.

Required Prerequisite(s): All clinical core except neurology are required

Site(s): Klamath Falls

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PPPD 10. Demonstrate trustworthiness that engenders trust in colleagues, patients, and society at large.
**FAMP 709M Integrative Medicine Clinic**

**Family Medicine**

**Course Purpose Statement**: In this elective, students will gain an understanding of the term integrative medicine, gain confidence in the ability to access information resources for knowledge of complementary and alternative medicine modalities, and choose one complementary and alternative practice or topic for in-depth study and understanding. Students will participate in the integrative medicine clinic at the CWH, the Family Medicine Clinic at Marquam Hill, the Mindbody class led by Jill Romm, LCSW and Dr. Nedrow (when in session), and the CAM Grand Rounds (when in session), and will visit each of the participating CAM schools (National College of Naturopathic Medicine, Oregon College of Oriental Medicine, and Western States Chiropractic College).

**Required Prerequisite(s)**: Family Medicine Core

**Site(s)**: OHSU; National College of Naturopathic Medicine; College of Oriental Medicine; Western States Chiropractic College

**Credit**: 4

**Grading Method**: Pass/No Pass

**Duration**: Four weeks

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**Competencies Assessed**:

- **ICS 7**: Effectively communicate patient handoffs during transitions of care between providers or settings, and maintain continuity through follow-up on patient progress and outcomes.
- **PCP 1**: Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- **PCP 5**: Apply personalized healthcare services to patients, families, and communities aimed at preventing health problems and maintaining health.
- **SBPIC 4**: Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
FAMP 709P Sub-I Family Med at Providence Milwaukie

Family Medicine

Course Purpose Statement: *NOTE: To ensure availability of this Sub-I, students must have approval from Ms. Castro prior to registering in the Dean's Office. Kara Castro, 503-513-8930, kara.castro@providence.org. A four-week sub-internship in Family Medicine is available for fourth-year medical students. The subinternship is an intensive, rigorous experience in which students will spend two weeks on inpatient service and two weeks at either PMG Milwaukie Clinic or PMG Southeast Clinic. As much as possible, subinterns will be given opportunities to demonstrate skills at the level of an incoming intern. On inpatient service students will be responsible for closely following patients, managing their care under the guidance and supervision of residents and faculty, and presenting their patients at morning report. Students will also be expected to work with their teams on early evening coverage of patient calls, ER visits, and inpatient care. During the two weeks on the inpatient service students will take two overnight calls with the family medicine night float team and participate in admissions with our hospitalists. In clinic, students will work with a senior resident or faculty preceptor, seeing a wide variety of patients independently and observing or being observed by their preceptors during the course of patient care. Under the supervision of their preceptors, students will be expected to write chart notes and/or do dictations and to help provide ancillary care such as interpreting x-rays, reading ECGs, etc.

Required Prerequisite(s): All clinical core except neurology are required

Site(s): Providence Milwaukie

Grading Method: 5-tiered Letter Grade

Credit: 6

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PPPD 10. Demonstrate trustworthiness that engenders trust in colleagues, patients, and society at large.
**FAMP 709R Rural Family Medicine**

**Family Medicine**

**Course Purpose Statement:** This elective is geared toward students who wish to have an experience working with family physicians in rural Oregon. Students will work in a family medicine clinic in a rural location. The clinic must be a preapproved educational site which has been approved by the department of Family Medicine. The community will allow the student to learn common diagnoses in an environment that encourages problem solving at the site and use of electronic information resources. Students will be expected to attend all clinical events and participate in the community.

**Required Prerequisite(s):** FM Core

**Site(s):** Rural sites as approved by department of FM

**Credit:** 4

**Grading Method:** Pass/No Pass

**Duration:** Four Weeks

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**Competencies Assessed:**

- **PCP 2.** Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- **PCP 3.** Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- **SBPIC 3.** Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
FAMP 709S Sports Medicine - OHSU

Family Medicine

Course Purpose Statement: Students will actively participate in patient care in the OHSU Sports Medicine Clinics (Gabriel Park and Center for Health and Healing). This elective is clinically oriented with emphasis on physical examination techniques, and the diagnosis and treatment of musculoskeletal injuries as well as care of the athlete. These concepts will be applied to the care of professional and elite athletes, as well as grade school, high school, college and recreational athletes in the Portland Metro area. Opportunities will exist for the student to participate with their attending physicians at Portland State University, Lewis and Clark College sports medicine clinics and events. Experience may also include medical coverage for several other athletic events here in Portland. The student will also attend sports medicine conferences, family medicine grand rounds and case conferences. This rotation is for those students with a strong interest in Primary Care Sports Medicine whose goal is to provide a link between the rapidly expanding core of knowledge related to sports medicine and its application to patients in the primary care setting.

Required Prerequisite(s): Family Medicine Core and preferably Surgery Core

Site(s): OHSU; Athletic training rooms and sports fields and sports events across the metro area

Grading Method: Pass/No Pass

Duration: Two weeks

Credit: 2

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Competencies Assessed:

- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PCP 4. Develop, implement, and revise as indicated, patient management plans.
- PCP 6. Perform all medical, diagnostic, and surgical procedures considered essential for the specific clinical practice context.
FAMP 709SC Rural Family Med - St. Charles

Family Medicine

Course Purpose Statement: This elective is geared toward students who wish to have an experience working with primary care physicians in rural Oregon. Students will work in a family medicine clinic in Sisters, OR, located 140 miles southeast of the OHSU main campus. The clinic serves a diverse population residing in that community and allows the student to learn common diagnoses in an environment that encourages problem solving at the site and use of electronic information resources. Students will be expected to attend weekly Grand Rounds, clinical conferences, and other continuing medical education activities as assigned by their attending. St. Charles Bend is located in Bend, OR, approximately 160 miles southeast of the main OHSU campus. St. Charles (Bend) is designated as a Level II Trauma Center by the Oregon Public Health Division. Bend is the only Level II Trauma Center east of the Cascades. St. Charles (Redmond) is a certified Level III Trauma Center. Medical staffing is provided by Northwest Emergency Physicians. Pioneer Memorial Hospital (Prineville) is a Level IV Trauma Center.

Required Prerequisite(s): none

Site(s): St. Charles Family Care Clinics, Sisters

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
FAMP 709SP Phys Med & Rehab - St Charles Bend

Family Medicine

Course Purpose Statement: Students will actively participate in patient care at The Center: Orthopedics and Neurosurgical Care and Research. This elective is clinically oriented with an emphasis on examination techniques and the diagnosis and treatment of common sports injuries. Students will be expected to attend weekly Grand Rounds, clinical conferences, and other continuing medical education activities as assigned by their attending. St. Charles Bend is located in Bend, OR, approximately 160 miles southeast of the main OHSU campus. St. Charles (Bend) is designated as a Level II Trauma Center by the Oregon Public Health Division. Bend is the only Level II Trauma Center east of the Cascades. St. Charles (Redmond) is a certified Level III Trauma Center

Required Prerequisite(s): none

Site(s): St. Charles Health System, Bend; The Center: Orthopedics and Neurosurgical Care and Research

Credit: 4
Grading Method: 5-tiered Letter Grade
Duration: Four weeks

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Competencies Assessed:
- ICS 3. Demonstrate insight and understanding about pain, emotions and human responses to disease states that allow one to develop rapport and manage interpersonal interactions.
- PBLI 3. Use clinical decision support tools to improve the care of patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
FAMP 709ST Rural Hospice - St. Charles Prineville

Family Medicine

Course Purpose Statement: This elective offers students the opportunity to work in a rural setting (Prineville, OR) with a hospice director (board certified in family medicine, subspecialty board certification in palliative medicine) and an interdisciplinary team. This 4-week rotation will cover communication, the interdisciplinary team, and the physician’s role (week 1); the hospice/palliative medicine approach to terminal illness (week 2); pain management (week 3), and non-pain symptom management (week 4). Highly motivated students will have the option of “working ahead” into psychological and spiritual issues, and ethical issues at end of life. Students are assigned a five-patient panel (generally a cancer patient, an end-stage cardiovascular disease patient, end-stage lung disease patient, end-stage dementia or neurodegenerative disease patient, and a patient with complex psychosocial issues). The student will be expected to become conversant in the patients’ underlying disease processes, their common symptoms, late-stage manifestations, treatment strategies, and medication management. The student will be expected to see their patients on a regular basis with pastoral staff, social workers, nursing staff, and the hospice medical director. The student is expected to be actively involved in constructing and revising each patient’s plan of care. Students will be expected to attend weekly Grand Rounds (via live broadcast from St. Charles Medical Center) and other continuing medical education activities as assigned by their attending. Prineville, OR is located 150 miles southeast of the main OHSU campus. Pioneer Memorial Hospital (Prineville) is a Level IV Trauma Center. St. Charles Bend is located in Bend, OR, approximately 160 miles southeast of the main OHSU campus. St. Charles (Bend) is designated as a Level II Trauma Center by the Oregon Public Health Division. Bend is the only Level II Trauma Center east of the Cascades. St. Charles (Redmond) is a certified Level III Trauma Center. This is a high intensity, rigorous elective experience. Ideal students are highly self-motivated, independent, and able to handle stress effectively.

Required Prerequisite(s): none

Site(s): St. Charles Hospice, Prineville

Grading Method: 5-tiered Letter Grade

Credit: 6

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- ICS 7. Effectively communicate patient handoffs during transitions of care between providers or settings, and maintain continuity through follow-up on patient progress and outcomes.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 4. Develop, implement, and revise as indicated, patient management plans.
Family Medicine

Course Purpose Statement: Students will gain a better understanding of both the availability of resources and the delivery system of mental health services in a rural setting. Students will gain exposure to integrated behavioral health in a rural setting, community mental health and the justice system, and will learn more about the unique challenges rural populations face when seeking healthcare. This elective includes interprofessional interactions with family medicine behavioral health consultants, LCSW’s, doctoral students, consulting psychiatrists, community mental health, parole and probation and child abuse assessment center staff. Partnering agencies include Columbia Community Mental Health, Amani Center and Columbia County Parole and Probation. Students will gain experience with an Interprofessional approach to Psychiatric Rehabilitation, Outpatient Counseling, Crisis Evaluation and Substance Abuse Treatment, Forensic child abuse evaluations and Parole and Probation. Requirements of this rotation include ability to attend daily (M-F) activities in Columbia County (approximately 30 min drive from OHSU).

Required Prerequisite(s): Family Medicine Core

Site(s): OHSU Scappoose

Credit: 4

Grading Method: Pass/No Pass

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- ICS 3. Demonstrate insight and understanding about pain, emotions and human responses to disease states that allow one to develop rapport and manage interpersonal interactions.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
FAMP 709W Sub-I Fam Med at SWWMC

Family Medicine

Course Purpose Statement: *NOTE: To ensure availability of this Sub-I, students must have approval from Ms. Angel prior to registering in the Dean's Office. Krista Angel, 360-514-7560, kangel2@peacehealth.org. SW Washington Family Medicine Sub-Internship is an intensive, rigorous experience in which the students will spend the mornings rounding on patients and afternoons in the outpatient clinic. The medical student will do one brief presentation per week to the family medicine team. The student will write hospital progress notes on patients as directed by the FM rounding faculty. The medical student may elect to round with the adult internal medicine service on 2-4 mornings during the four week rotation to get additional exposure to inpatient adult internal medicine. Afternoon clinics - the student will have 2-4 patients per session, depending on skill level of the student.

Required Prerequisite(s): All clinical core except neurology are required

Site(s): SW Washington Medical Center

Grading Method: 5-tiered Letter Grade

Credit: 6

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PPPD 10. Demonstrate trustworthiness that engenders trust in colleagues, patients, and society at large.
**FAMP 709X Family Medicine Special Elective**

**Family Medicine**

**Course Purpose Statement:** Students may make special arrangements with the department for individual programs of study in any area pertinent to family medicine. Note: This year students interested in working with dying patients and their families may work with a rural family physician hospice director. Students will gain hands-on experience with the psychosocial and interdisciplinary management skills involved in end-of-life care. If interested, contact Marti Mendenhall, as far in advance as possible. The Special Elective Request form must be signed off by the faculty member, department clerkship coordinator and the CASA office prior to starting.

**Required Prerequisite(s):** Family Medicine Core

**Site(s):** OHSU or community practice

**Credit:** 4

**Grading Method:** Pass/No Pass

**Duration:** Four weeks

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**Competencies Assessed:**

- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 5. Continually identify, analyze, and implement new knowledge, guidelines, practice standards, technologies, products, and services that have been demonstrated to improve outcomes.
- PBLI 8. Incorporate feedback received from clinical performance data, patients, mentors, teachers, and colleagues into clinical practice to improve health outcomes.
Internal Medicine
AMBL 709A Ambul Prim Care: Intro Hlth Sys

Internal Medicine

Course Purpose Statement: This is an ideal elective for the student wants to pursue primary care internal medicine. During this elective the medical student will not only become more proficient in the practice of primary care Internal Medicine, but also explore the advantages and disadvantages of different health care delivery systems. Students will rotate through multiple different sites with exposure to patients from diverse social and economic backgrounds, including the ambulatory Internal Medicine practice at OHSU and the VA, as well as private practice sites. They will be active participants in the patient care, taking the initial history and physical exam, developing a differential diagnosis prior to discussing with their preceptors. They will attend 1 weekly ambulatory conference at the VA or OHSU, as well as a chronic illness management didactic session.

Required Prerequisite(s): Internal Medicine Core

Site(s): OHSU

Grading Method: 5-tiered Letter Grade

Credit: 4

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- MK 3. Apply principles of epidemiological sciences to the identification of health risk factors, prevention and treatment strategies, use of healthcare resources, and health promotion efforts for patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PCP 5. Apply personalized healthcare services to patients, families, and communities aimed at preventing health problems and maintaining health.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
AMBL 709B Ambulatory Primary Care

Internal Medicine

Course Purpose Statement: With rising health care costs and expansion of health care coverage through the affordable care act there is increasing pressure to deliver both high quality and cost effective health care. The patient -centered medical home (PCMH) model has been increasingly viewed as a means to accomplishing both goals (AHQR, 2012). Given its increasing prevalence as a practice type and status a benchmark for how primary care is delivered, it is important for fourth year medical student interested in primary care to be trained in this model. A 4th year elective block was devised in order to insure that interested students can acquire an understanding of PCMH as well as develop proficiency at practicing medicine in this health care delivery system. Students will spend 4 weeks in a Tier 3 PCMH in an academic medical center. As part of this elective, students will work with all practitioners within a PCMH including, MDs, NPs, RNs, PharmDs, SWs and MAs. They will also work more closely with 3-5 patients that are actively care managed, so that they can better understand this process. In addition to the practical knowledge gained from this clinical elective, students will be given a syllabus with review articles on the PCMH. They will have protected time to work on an advocacy project or paper. Objectives: By the end of the rotation, students will 1) list the 5 core criteria needed to meet Oregon’s definition of the PCMH, 2) identify practitioners in the PCMH and define their role, 3) evaluate the strengths and weaknesses in the clinic’s implementation of the PCMH, 4) describe which patients would benefit from active care management, 5) present a clear HPI, 6) perform a problem focused exam and 7) synthesize an accurate assessment and plan.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

Competencies Assessed:

• ICS 2. Counsel, educate and empower patients and their families to participate in their care and improve their health; enable shared decision-making; and engage patients through personal health records and patient health information access systems.
• ICS 4. Use health information exchanges (e.g., Care Everywhere within the EPIC electronic health record) to identify and access patient information across clinical settings.
• MK 3. Apply principles of epidemiological sciences to the identification of health risk factors, prevention and treatment strategies, use of healthcare resources, and health promotion efforts for patients and populations.
• PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
• PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
• PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
• PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
• PCP 5. Apply personalized healthcare services to patients, families, and communities aimed at preventing health

Elective Experiences
problems and maintaining health.

- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
AMBL 709G Ambulatory Practice - Legacy Good Samaritan

Internal Medicine

Course Purpose Statement: In this multi-specialty clinic, students work with the Internal Medicine Faculty in their private practices. They are exposed to patients of multiple social and economic backgrounds and gain experience in hands on primary care of complex patients. During the rotation, the student will spend time with our geriatrician and rheumatologist as well. Their sessions with the Internal Medicine faculty will expose them to the diverse opportunities of internal medicine including HIV care and preventive medicine. The electronic medical record and interdisciplinary approach to patients will expose them to innovative methods of outpatient medicine. The emphasis on evidence based approaches and availability of real-time electronic information resources enhance the learning experience. Students participate in our noon conference lecture series as well as continuity clinic conference.

Required Prerequisite(s): none

Site(s): Legacy Good Samaritan

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 2. Counsel, educate and empower patients and their families to participate in their care and improve their health; enable shared decision-making; and engage patients through personal health records and patient health information access systems.
- ICS 4. Use health information exchanges (e.g., Care Everywhere within the EPIC electronic health record) to identify and access patient information across clinical settings.
- MK 3. Apply principles of epidemiological sciences to the identification of health risk factors, prevention and treatment strategies, use of healthcare resources, and health promotion efforts for patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PCP 5. Apply personalized healthcare services to patients, families, and communities aimed at preventing health problems and maintaining health.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
AMBL 709S Ambulatory Prac-St. Vincent

Internal Medicine

Course Purpose Statement: Three months advance notice to sign up or cancel. Students learn the principals of longitudinal care of adults. Students are exposed to a private practice model for ambulatory education and includes exposure to managed care and fee for service delivery system. A computerized medical record and on-site literature search capability, allows students to be exposed to innovative aspects of information technology and management. Students attend daily morning reports, noon conference, and afternoon pre-clinic conference. Principals of using the medical literature to solve everyday patient problems are emphasized. Exceptional exposure to community based practice setting that emphasizes intellectual curiosity and provides students an opportunity to participate in primary care internal medicine.

Required Prerequisite(s): none

Site(s): Providence St. Vincent

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 2. Counsel, educate and empower patients and their families to participate in their care and improve their health; enable shared decision-making; and engage patients through personal health records and patient health information access systems.
- ICS 4. Use health information exchanges (e.g., Care Everywhere within the EPIC electronic health record) to identify and access patient information across clinical settings.
- MK 3. Apply principles of epidemiological sciences to the identification of health risk factors, prevention and treatment strategies, use of healthcare resources, and health promotion efforts for patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PCP 5. Apply personalized healthcare services to patients, families, and communities aimed at preventing health problems and maintaining health.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
**ARTH 709H Arthritis/Rheum - PeaceHealth Sacred Heart**

**Internal Medicine**

**Course Purpose Statement:** Students are expected to learn diagnosis/therapy of common rheumatic disorders, interpretation of lab tests and musculoskeletal x-rays, and simple procedures such as joint injections. Problems commonly seen include osteoarthritis, rheumatoid arthritis, systemic lupus erythematosus, osteoporosis, gout, bursitis, vasculitis and fibromyalgia. Students participate in approximately five outpatient clinics per week averaging 1-2 new patients each clinic or 4-5 return patients. No call responsibilities. Students assist and possibly perform joint aspiration/injection, tendon injections, and bursa injections. Conferences include medical Grand Rounds at Sacred Heart Medical Center, Rheumatology journal club, and daily tutorials based on assigned reading. Sacred Heart Medical Center is located in Eugene and Springfield, OR, approximately 100 miles south of the main OHSU campus. Students participating in rotations at this site do not interact with OHSU Residents or Residency Program Directors.

**Required Prerequisite(s):** none

**Site(s):** PeaceHealth Sacred Heart Medical Center  
**Grading Method:** 5-tiered Letter Grade  
**Credit:** 4  
**Duration:** Four weeks

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**Competencies Assessed:**

- **ICS 2.** Counsel, educate and empower patients and their families to participate in their care and improve their health; enable shared decision-making; and engage patients through personal health records and patient health information access systems.
- **MK 2.** Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- **PCP 6.** Perform all medical, diagnostic, and surgical procedures considered essential for the specific clinical practice context.
- **PPPD 9.** Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
CARD 709A Cardiology Consult - OHSU

Internal Medicine

Course Purpose Statement: Students are expected to refine their skills at taking a cardiac history and perform an examination of the cardiovascular system. They will learn how to perform a consultation on a patient at the request of another physician and to interact productively with other physicians who have primary responsibility for the care of the patient. They will learn the role of common diagnostic tests used in cardiology for management of patients. They will gain experience in interpretation of electrocardiograms and be exposed to the role of non-invasive testing as needed. It may be possible to arrange experience watching exercise treadmill testing (primarily VA rotation). Commonly seen conditions include evaluation of chest pain syndromes, coronary artery disease, heart failure, risk assessment prior to non-cardiac surgery, valvular heart disease, and infective endocarditis. Students respond to requests for consultation by evaluating the patient, analyzing the data, preparing a diagnostic and management plan, record a note in the patient record, and present the patient to the attending physician. Students regularly interpret electrocardiograms and review them with the attending physician. No call responsibilities. Students may observe and potentially assisting with performance of treadmill exercise tests, cardiac catheterization procedures and other cardiac diagnostic tests. Students are encouraged to attend cardiology conferences that include, Multidisciplinary (Clinical Case) Conference, Cardiac Catheterization Conference, ECG Conference, Pathophysiology Conference, and other subspecialty conferences. Students work with a cardiology consulting resident (if one is assigned), a fellow, and the attending assigned for the month. Evaluation includes informal feedback and standard evaluations by the attending physician. The student also evaluates the educational experience during the rotation. At the end of the rotation, students will have increased skills in the assessment of patients with heart disease.

Required Prerequisite(s): Family Medicine Core or Internal Medicine Core

Site(s): OHSU

Graduation Method: 5-tiered Letter Grade

Credit: 4

Duration: Four weeks

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Competencies Assessed:

- ICS 8. Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.
- PBLI 2. Participate in the education of peers and other healthcare professionals, students and trainees.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
CARD 709D Preventive Cardiology

Internal Medicine

Course Purpose Statement: This elective course will give learners exposure to clinical presentation and management of patients with increased risk for ischemic cardiovascular disease, including standard care diagnostic approaches and therapeutic decision ranging from life style alterations to drug use to invasive procedure such as cholesterol dialysis. Through one-on-one or small group setting in journal club format, students will develop ability to critically analyze literature, results of large clinical trials, and motivations and undertones of current guidelines. This elective rotation will give learners opportunities to individualize learning goals according to their background, interests and needs.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 2

Grading Method: Pass/No Pass

Duration: Two weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 5. Apply personalized healthcare services to patients, families, and communities aimed at preventing health problems and maintaining health.
CARD 709G Arrhythmia Consult - Legacy Good Samaritan

**Internal Medicine**

**Course Purpose Statement:** Cardiology/Arrhythmia Consult at Good Samaritan Hospital. Daily work with Attending Cardiologist. Objective is to gain basic experience in clinical cardiology, particularly electrophysiology. Student responsibilities include seeing patients in the hospital and in clinics, and attending/assisting in procedures such as pacemaker or defibrillator placement, electrophysiology studies, and ablation procedures. Students also practice reading approximately five EKG’s per day, and review with attending physician. Daily internal medicine conference and weekly cardiology conference. *Available in future blocks.*

**Required Prerequisite(s):** Family Medicine Core or Internal Medicine Core

**Site(s):** Legacy Good Samaritan

**Grading Method:** 5-tiered Letter Grade

**Credit:** 4

**Duration:** Four weeks

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**Competencies Assessed:**
- ICS 8. Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 2. Participate in the education of peers and other healthcare professionals, students and trainees.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
CARD 709H Card Consult - PeaceHealth Sacred Heart

Internal Medicine

Course Purpose Statement: Students will be working with physicians from Oregon Cardiology, a high volume practice. They will be exposed to a full spectrum of cardiac pathology including heart artery disease, cardiac dysrhythmias, heart valve disease, and heart failure. During the rotation, students will see both new and follow-up patients in a variety of hospital and clinical settings such as the ICU, office, catheterization lab, and operating room. Students will be expected to learn how to organize and present a routine cardiac history and physical exam. Students will formulate assessments and plans based on their patient encounters. Focused reading of guidelines, textbooks and pertinent literature should support these assessments. Through this process, it is expected that the student will become familiar with the manifestations and treatment of common cardiac pathology. Students will be exposed to the full range of cardiac diagnostic and therapeutic modalities; including, open heart surgery, cardiac catheterization, echocardiography, nuclear cardiology, electrocardiography, electrophysiological testing and non-invasive stress testing. Students will be expected to understand the basic utility of these modalities as they apply in the broad context of medical care. At the end of their rotation it is hoped that students will better be able to: 1. Recognize commonly encountered cardiac pathophysiology 2. Know how to initiate a course of treatment/investigation/consultation based on their assessments 3. Understand the role cardiologists play in caring for the medical and surgical patient. Sacred Heart Medical Center is located in Eugene and Springfield, OR, approximately 100 miles south of the main OHSU campus. Students participating in rotations at this site do not interact with OHSU Residents or Residency Program Directors.

Required Prerequisite(s): Internal Medicine Core

Site(s): PeaceHealth Sacred Heart Medical Center; Oregon Heart & Vascular Institute

Grading Method: 5-tiered Letter Grade

Credit: 4

Duration: Four weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 4. Develop, implement, and revise as indicated, patient management plans.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
CARD 709V Cardiology Consult - VAMC

Internal Medicine

Course Purpose Statement: Students are expected to refine their skills at taking a cardiac history and perform an examination of the cardiovascular system. They will learn how to perform a consultation on a patient at the request of another physician and to interact productively with other physicians who have primary responsibility for the care of the patient. They will learn the role of common diagnostic tests used in cardiology for management of patients. They will gain experience in interpretation of electrocardiograms and be exposed to the role of non-invasive testing as needed. It may be possible to arrange experience watching exercise treadmill testing (primarily VA rotation). Commonly seen conditions include evaluation of chest pain syndromes, coronary artery disease, heart failure, risk assessment prior to non-cardiac surgery, valvular heart disease, and infective endocarditis. Students respond to requests for consultation by evaluating the patient, analyzing the data, preparing a diagnostic and management plan, record a note in the patient record, and present the patient to the attending physician. Students regularly interpret electrocardiograms and review them with the attending physician. No call responsibilities. Students may observe and potentially assisting with performance of treadmill exercise tests, cardiac catheterization procedures and other cardiac diagnostic tests. Students are encouraged to attend cardiology conferences that include, Multidisciplinary (Clinical Case) Conference, Cardiac Catheterization Conference, ECG Conference, Pathophysiology Conference, and other subspecialty conferences. Students work with a cardiology consulting resident (if one is assigned), a fellow, and the attending assigned for the month. Evaluation includes informal feedback and standard evaluations by the attending physician. The student also evaluates the educational experience during the rotation. At the end of the rotation, students will have increased skills in the assessment of patients with heart disease.

Required Prerequisite(s): Family Medicine Core or Internal Medicine Core

Site(s): VA

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 8. Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 2. Participate in the education of peers and other healthcare professionals, students and trainees.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
**ENDC 709A Endocrine Metabolism OHSU/VAMC**

**Internal Medicine**

**Course Purpose Statement:** Students learn essentials of the evaluation and management of inpatient and outpatient clinical endocrinology and metabolism. Problems commonly seen include diabetes, lipid diseases, metabolic bone disease, disorders of thyroid, pituitary, adrenal and gonadal functions. Outstanding opportunity to learn about many disorders frequently not seen or discussed in other areas. Students see 5-12 patients per week in the University and VA Med Center General Endocrinology, Diabetes, Bone and Mineral and Obesity clinics, as well as 5-10 patients per week on the inpatient Endocrine consult service. Conferences include Journal Club and Clinical Case Conference. Students will work as part of a team of residents, fellows, and attendings. No call responsibilities. Evaluation is by observed clinical performance, case presentations, and knowledge of the subject area.

**Required Prerequisite(s):** Internal Medicine Core

**Site(s):** OHSU; VA

**Credit:** 4

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- **ICS 8.** Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.
- **PBLI 1.** Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- **PBLI 2.** Participate in the education of peers and other healthcare professionals, students and trainees.
- **PBLI 4.** Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- **PCP 1.** Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- **PCP 2.** Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- **PCP 3.** Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- **SBPIC 4.** Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
**GERI 709A Geriatric Medicine**

**Internal Medicine**

**Course Purpose Statement:** The student may work at two sites, i.e., one site for the first two weeks and then a different site for the last two weeks. Alternatively, she or he may choose to train at just one of the site for the entire four weeks. Sites include a rehab and nursing home facility at the Vancouver VA, Hip Fracture Service at Good Samaritan Hospital, Legacy, and Housecalls, Inc., based in SE Portland.

**Required Prerequisite(s):** Family Medicine Core or Internal Medicine Core

**Site(s):** OHSU; Various locations

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

**Credit:** 4

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**Competencies Assessed:**

- ICS 2. Counsel, educate and empower patients and their families to participate in their care and improve their health; enable shared decision-making; and engage patients through personal health records and patient health information access systems.
- ICS 7. Effectively communicate patient handoffs during transitions of care between providers or settings, and maintain continuity through follow-up on patient progress and outcomes.
- ICS 8. Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.
- MK 3. Apply principles of epidemiological sciences to the identification of health risk factors, prevention and treatment strategies, use of healthcare resources, and health promotion efforts for patients and populations.
- PCP 5. Apply personalized healthcare services to patients, families, and communities aimed at preventing health problems and maintaining health.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- SBPIC 2. Incorporate considerations of resource allocation, cost awareness and risk-benefit analysis in patient and population-centered care.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
GERI 709H Geriatrics - PeaceHealth Sacred Heart

**Internal Medicine**

**Course Purpose Statement:** Students will receive in-depth exposure to clinical geriatrics across the spectrum of care settings. They will develop and refine skills in caring for older patients and acquire knowledge and understanding of how to recognize, assess, and manage conditions common in elderly patients. The students’ time will generally include two days a week at the outpatient clinic, Senior Health and Wellness Center, two days a week in care facilities, and one day for independent learning and exposure to other disciplines, such as hospice, neuropsychiatry, and wound care. In the clinic, students will have the opportunity to interview and examine patients, present and discuss the patients’ care with the attending, and participate in weekly interdisciplinary team meeting. In the skilled nursing facility, students will work-up and follow patients weekly in sub-acute rehab (post-hospitalization), independently develop assessments and plans for these patients and create ‘shadow charts’ to follow them. They will participate in family meetings/care planning discussions as these arise. The student will present and discuss a patient at the care facility “Grand Rounds”, an educational in-service for nurses and other staff, weekly case discussions and didactic sessions, and read/self-direct learning to cover common geriatric conditions. Sacred Heart Medical Center is located in Eugene and Springfield, OR, approximately 100 miles south of the main OHSU campus. Students participating in rotations at this site do not interact with OHSU Residents or Residency Program Directors.

**Required Prerequisite(s):** none

**Site(s):** PeaceHealth Sacred Heart Medical Center  
**Grading Method:** 5-tiered Letter Grade  
**Credit:** 4  
**Duration:** Four weeks

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**Competencies Assessed:**

- MK 4. Apply principles of social-behavioral sciences to assess the impact of psychosocial and cultural influences on health, disease, care-seeking, care-adherence, barriers to and attitudes toward care.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 5. Apply personalized healthcare services to patients, families, and communities aimed at preventing health problems and maintaining health.
- PPPD 8. Demonstrate integrity, establish oneself as a role model, and recognize and respond appropriately to unprofessional behavior or distress in professional colleagues.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
## GMED 709A Physical Diagnosis

**Internal Medicine**

**Course Purpose Statement:** This course is designed to improve students’ overall comfort with the physical examination. Students should become more adept at performing the physical exam, understanding the significance of findings, and reporting this information in a succinct and unified presentation. Logistically, students should expect to examine two patients per day with specific exam findings. The course instructors will select the patients. Students will examine the patients on their own in the morning and then present the findings to the large group in the afternoon. When the large group is together, there will be time for additional examination and key points will be highlighted. The breadth of findings will range from patients with heart murmurs to those with splenomegaly. However, the heaviest emphasis will be on the cardiac examination.

**Required Prerequisite(s):** none

**Site(s):** OHSU

**Credit:** 2

**Grading Method:** Pass/No Pass

**Duration:** Two weeks

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**Competencies Assessed:**

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- ICS 6. Effectively communicate with colleagues, other health professionals, and health related agencies in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.
- PBLI 2. Participate in the education of peers and other healthcare professionals, students and trainees.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 2. Demonstrate respect for protected health information and safeguard patient privacy, security, and autonomy.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
GMED 709E Sub-I Hospitalist - Legacy Emanuel

Internal Medicine

Course Purpose Statement: The purpose of this course is to further develop clinical diagnosis, reasoning, and communication skills in the care of complex patients with a wide range of acute and chronic, multi-organ system disease. Students will develop targeted history and physical examination skills, refine clinical reasoning skills, and devise comprehensive differential diagnoses and advanced treatment plans. Emphasis will be placed on increased number of patients and patient care responsibilities and autonomy, in order to develop intern-level skills in preparation for residency. **Available in future blocks.**

Required Prerequisite(s): IM Core and one of the following: Ambulatory care experience, Family Medicine Core, Pediatric inpatient experience

Site(s): Legacy Emanuel

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- ICS 7. Effectively communicate patient handoffs during transitions of care between providers or settings, and maintain continuity through follow-up on patient progress and outcomes.
- MK 4. Apply principles of social-behavioral sciences to assess the impact of psychosocial and cultural influences on health, disease, care-seeking, care-adherence, barriers to and attitudes toward care.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 5. Continually identify, analyze, and implement new knowledge, guidelines, practice standards, technologies, products, and services that have been demonstrated to improve outcomes.
- PBLI 8. Incorporate feedback received from clinical performance data, patients, mentors, teachers, and colleagues into clinical practice to improve health outcomes.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PCP 4. Develop, implement, and revise as indicated, patient management plans.
- PPPD 11. Recognize that ambiguity and uncertainty are part of clinical care and respond by demonstrating flexibility and an ability to modify one’s behavior.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
GMED 709F Palliative Care - OHSU

Internal Medicine

Course Purpose Statement: This elective offers students the opportunity to work with an interdisciplinary team to develop skills and expertise in the palliative care of patients living with life-threatening illnesses. Students will explore clinical practice of Palliative Care through inpatient and outpatient experiences. Most teaching occurs in the course of supervised patient care. Examples of typical experiences include: performing palliative care assessments of hospitalized patients, participating in a family meeting, or seeing patients in the Supportive Oncology and Palliative Medicine outpatient clinic. Focus is on teaching palliative care assessment (including pain/symptom management, psychosocial assessment, prognosis, and goals of care), effective opioid use, broaching difficult subjects with care, effectively using advance directives and POLST, self-care, and an interdisciplinary approach to care. Students will see patients and experience both bedside teaching and time alone with patients to assess them and discuss living with serious illness. In the hospital, students will have the opportunity to participate in consultations and family conferences. Attending advance practice nurse/physician assistants on the service are Tiffany Culbertson, RN, NP, Jeff Myers, PA, and Mary Denise Smith, RN, CNS. Attending physicians on the service include Erik Fromme, MD, MCR, Terri Schmidt, MD, and Eric Walsh, MD.

Required Prerequisite(s): Family Medicine Core or Internal Medicine Core

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- PPPD 3. Demonstrate a commitment to ethical principles pertaining to provision, withholding or withdrawal of care, confidentiality.
- PPPD 4. Demonstrate sensitivity, honesty, and compassion in difficult conversations about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics.
- PPPD 11. Recognize that ambiguity and uncertainty are part of clinical care and respond by demonstrating flexibility and an ability to modify one’s behavior.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
GMED 709J Sub-I Clinical Hospitalist Service

Internal Medicine

Course Purpose Statement: The purpose of this course is to further develop clinical diagnosis, reasoning, and communication skills in the care of complex patients with a wide range of acute and chronic, multi-organ system disease. Students will develop targeted history and physical examination skills, refine clinical reasoning skills, and devise comprehensive differential diagnoses and advanced treatment plans. Emphasis will be placed on increased number of patients and patient care responsibilities and autonomy, in order to develop intern-level skills in preparation for residency. Available in future blocks.

Required Prerequisite(s): IM Core and one of the following: Ambulatory care experience, Family Medicine Core, Pediatric inpatient experience

Site(s): OHSU

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

Competencies Assessed:

• ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
• ICS 7. Effectively communicate patient handoffs during transitions of care between providers or settings, and maintain continuity through follow-up on patient progress and outcomes.
• MK 4. Apply principles of social-behavioral sciences to assess the impact of psychosocial and cultural influences on health, disease, care-seeking, care-adherence, barriers to and attitudes toward care.
• PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
• PBLI 5. Continually identify, analyze, and implement new knowledge, guidelines, practice standards, technologies, products, and services that have been demonstrated to improve outcomes.
• PBLI 8. Incorporate feedback received from clinical performance data, patients, mentors, teachers, and colleagues into clinical practice to improve health outcomes.
• PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
• PCP 4. Develop, implement, and revise as indicated, patient management plans.
• PPPD 11. Recognize that ambiguity and uncertainty are part of clinical care and respond by demonstrating flexibility and an ability to modify one’s behavior.
• SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
• SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
GMED 709L Coffee Crk Correct Facility

Internal Medicine

Course Purpose Statement: Coffee Creek Correctional Facility (CCCF) is a state prison located in Wilsonville, Oregon. This facility serves as the statewide Intake Center for all male and female inmates who have been sentenced to more than a year in Oregon. It also is the only prison for female inmates in the state. Most women remain here for their full sentence, except for a very small number who are eligible for a boot camp program. The men are here briefly for assessment, and are then sent to the male-only prison best suited to their needs. We house roughly 1000 women and 400 men, out of a total Oregon prison population of around 13,000. Most physicians do not have direct knowledge about health care in prisons. There are currently about two million incarcerated Americans, and several million more on probation or parole. Prisoners usually come from an underserved population, and are a medically high risk population. Being incarcerated gives them a constitutional right to medical care. Thus jail and prison may provide their only access to regular health care. Most prisoners serve less than three years, and then re-enter the community whence they came. Therefore, our practice setting is unique, but we share this high risk population with the community. Our facility has clinics and an Infirmary. We have a staff which includes nursing, dental, and medical professionals. We have mental health professionals and a Special Management Unit for inmates with severe mental health issues. We practice in an HMO-like system, with a formulary, strong primary care, and controlled access to specialist services. This elective will serve to orient the post graduate physician to correctional health care and to a managed care model of delivery. The resident physician will provide clinical care to patients with a broad range of pathology in the clinic and in the infirmary under the supervision of two internal medicine physicians. The resident physician will also attend and present his or her cases at therapeutic level of care meetings.

Required Prerequisite(s): One of the following: Family Medicine core, Internal Medicine core, Peds inpatient experience, or Ambulatory care experience

Site(s): Coffee Creek Correctional Center

Grading Method: 5-tiered Letter Grade

Credit: 4

Duration: Four weeks

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Competencies Assessed:

- ICS 3. Demonstrate insight and understanding about pain, emotions and human responses to disease states that allow one to develop rapport and manage interpersonal interactions.
- PCP 5. Apply personalized healthcare services to patients, families, and communities aimed at preventing health problems and maintaining health.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
GMED 709V Sub-I Hospitalist - VAMC

Internal Medicine

Course Purpose Statement: The purpose of this course is to further develop clinical diagnosis, reasoning, and communication skills in the care of complex patients with a wide range of acute and chronic, multi-organ system disease. Students will develop targeted history and physical examination skills, refine clinical reasoning skills, and devise comprehensive differential diagnoses and advanced treatment plans. Emphasis will be placed on increased number of patients and patient care responsibilities and autonomy, in order to develop intern-level skills in preparation for residency. Available in future blocks.

Required Prerequisite(s): IM Core and one of the following: Ambulatory care experience, Family Medicine Core, Pediatric inpatient experience

Site(s): VA

Credit: 6

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Grading Method: 5-tiered Letter Grade

Duration: Four weeks

Competencies Assessed:

• ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
• ICS 7. Effectively communicate patient handoffs during transitions of care between providers or settings, and maintain continuity through follow-up on patient progress and outcomes.
• MK 4. Apply principles of social-behavioral sciences to assess the impact of psychosocial and cultural influences on health, disease, care-seeking, care-adherence, barriers to and attitudes toward care.
• PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
• PBLI 5. Continually identify, analyze, and implement new knowledge, guidelines, practice standards, technologies, products, and services that have been demonstrated to improve outcomes.
• PBLI 8. Incorporate feedback received from clinical performance data, patients, mentors, teachers, and colleagues into clinical practice to improve health outcomes.
• PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
• PCP 4. Develop, implement, and revise as indicated, patient management plans.
• PPPD 11. Recognize that ambiguity and uncertainty are part of clinical care and respond by demonstrating flexibility and an ability to modify one’s behavior.
• SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
• SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
GSTR 709A Gastro Consult - UH

Internal Medicine

Course Purpose Statement: Students learn an integrated approach to the diagnosis and therapy of gastroenterology diseases with emphasis on pathophysiology and exposure to the utility and application of the various diagnostic therapeutic endoscopic procedures. Problems commonly seen include diagnosis/treatment of GI bleeding, abdominal pain, peptic ulcer disease, gastrointestinal tumors, pancreatitis, chronic liver disease and inflammatory bowel disease. Students see approximately two inpatient consults per day and in addition to other consultations seen as emergencies or in the weekly Tuesday GI clinic. No night call responsibilities. Conferences include Grand Rounds, GI Medical Surgical Conference, GI Pathology Conference, Hematology/Biliary Conference, and GI Research Conference. Students work with a team of medical resident, GI fellow and GI Attending. Evaluation is by observed clinical performance.

Required Prerequisite(s): One of the following: Family Medicine core, Internal Medicine core or Peds inpatient experience

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

• ICS 8. Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.

• PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.

• PBLI 2. Participate in the education of peers and other healthcare professionals, students and trainees.

• PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.

• PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.

• PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.

• PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.

• SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
**GSTR 709H Gastroenterology- PeaceHealth Sacred Heart**

**Internal Medicine**

**Course Purpose Statement:** Students learn an integrated approach to the diagnosis and therapy of gastroenterology diseases with emphasis on pathophysiology and exposure to the utility and application of the various diagnostic therapeutic endoscopic procedures. Problems commonly seen include diagnosis/treatment of GI bleeding, abdominal pain, peptic ulcer disease, gastrointestinal tumors, pancreatitis, chronic liver disease and inflammatory bowel disease. Students see approximately two inpatient consults per day and in addition to other consultations seen as emergencies. No night call responsibilities. Conferences include Medicine Grand Rounds and GI Pathology Rounds. Evaluation is by observed clinical performance. Students will be based at Sacred Heart Medical Center at RiverBend, a 432 tertiary care hospital. Sacred Heart Medical Center is located in Eugene and Springfield, OR, approximately 100 miles south of the main OHSU campus. Students participating in rotations at this site do not interact with OHSU Residents or Residency Program Directors.

**Required Prerequisite(s):** Internal Medicine Core

**Site(s):** PeaceHealth Sacred Heart Medical Center

**Credit:** 6

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 6. Perform all medical, diagnostic, and surgical procedures considered essential for the specific clinical practice context.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
HEMA 709A Hematol Consult - OHSU/VAMC

Internal Medicine

Course Purpose Statement: Students learn to manage, diagnose and treat common hematologic/oncologic diseases. Use and interpretation of chest, abdominal, bone x-rays, CT Scans, MRI, and nuclear medicine scans as well as interpretation of blood and bone marrow smears, and the management of oncologic emergencies. Problems commonly seen include anemia, neutropenia, thrombocytopenia, lung cancer, head and neck cancer, colon cancer, prostate cancer, lymphoma, leukemia, and myeloma. Students manage 2-3 patients per week in the inpatient setting. 1-2 patients per week will be seen in the outpatient setting. The outpatient experience will be scheduled once each week. Opportunities to observe and perform procedures include bone marrow aspirations, biopsies, interpretation of blood smears and bone marrow smears. Conferences include Morning Report, Grand Rounds, Pathology Slide Conference, Hematology Journal Club, Lymphoma Conference, Clinical Case Conference, and Case Management Conference where students present particularly difficult cases. Students work with a team of one full time attending physician, a subspecialty Hematology/Oncology fellow, intern, RN admissions coordinator, two nurse practitioners or physician assistants, a social worker, a psychiatrist and an RN member of the Pain Team. Students are provided with a volume of directed clinical reading to cover essential elements in Hematology/Medical Oncology. Evaluation is by clinical performance, weekly informal oral examinations on the assigned reading, quality of case presentations, and humanistic skills. With the intense involvement of students in both the inpatient & outpatient arenas, with such a cohesive course curriculum, unique skills in Hematology/Medical Oncology should be acquired. Should unique patients be cared for by the students, careful evaluation and documentation may lead to a case report that may be submitted for publication in the medical literature.

Required Prerequisite(s): One of the following: Family Medicine core, Internal Medicine core or Peds inpatient experience

Site(s): OHSU; VA

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:
- ICS 8. Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 2. Participate in the education of peers and other healthcare professionals, students and trainees.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.

Elective Experiences
**HEMA 709B Sub-i Hema/Bone Marrow Trans OHSU**

**Internal Medicine**

**Course Purpose Statement:** The purpose of this course is to further develop clinical diagnosis, reasoning, and communication skills in the care of complex patients with a wide range of acute and chronic, multi-organ system disease. Students will develop targeted history and physical examination skills, refine clinical reasoning skills, and devise comprehensive differential diagnoses and advanced treatment plans. Emphasis will be placed on increased number of patients and patient care responsibilities and autonomy, in order to develop intern-level skills in preparation for residency.

**Required Prerequisite(s):** IM Core and one of the following: Ambulatory care experience, Family Medicine Core, Pediatric inpatient experience

**Site(s):** OHSU; VA

**Credit:** 6

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- ICS 7. Effectively communicate patient handoffs during transitions of care between providers or settings, and maintain continuity through follow-up on patient progress and outcomes.
- MK 4. Apply principles of social-behavioral sciences to assess the impact of psychosocial and cultural influences on health, disease, care-seeking, care-adherence, barriers to and attitudes toward care.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 5. Continually identify, analyze, and implement new knowledge, guidelines, practice standards, technologies, products, and services that have been demonstrated to improve outcomes.
- PBLI 8. Incorporate feedback received from clinical performance data, patients, mentors, teachers, and colleagues into clinical practice to improve health outcomes.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PCP 4. Develop, implement, and revise as indicated, patient management plans.
- PPPD 11. Recognize that ambiguity and uncertainty are part of clinical care and respond by demonstrating flexibility and an ability to modify one’s behavior.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
HEMA 709H Hematology/Oncology- PeaceHealth Sacred Heart

Internal Medicine

Course Purpose Statement: Students learn to diagnose and treat common hematologic and oncologic diseases in a comprehensive community setting. Common problems typically seen include breast cancer, colon cancer, lung cancer, lymphoma, gynecological, head and neck cancer and both benign and malignant hematologic diseases. Rotation will be predominately outpatient medical oncology but students may have the option of rotating through other specialties such as with radiation and/or gynecological oncologists. Goal of the rotation learn the initial diagnosis and follow up care by direct patient contact and interpretation of imaging, labs tests including bone marrow biopsies, genetic tests, etc. Student is expected to attend tumor board conferences and maybe required to present cases that he/she is involved. Evaluation is done mainly by clinical performance. Sacred Heart Medical Center is located in Eugene and Springfield, OR, approximately 100 miles south of the main OHSU campus. Students participating in rotations at this site do not interact with OHSU Residents or Residency Program Directors.

Required Prerequisite(s): Internal Medicine Core

Site(s): PeaceHealth Sacred Heart Medical Center; Willamette Valley Cancer Institute

Grading Method: 5-tiered Letter Grade

Credit: 4

Duration: Four weeks

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Competencies Assessed:

- ICS 3. Demonstrate insight and understanding about pain, emotions and human responses to disease states that allow one to develop rapport and manage interpersonal interactions.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 4. Demonstrate sensitivity, honesty, and compassion in difficult conversations about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
**HOSP 709B Inpatient Ward - St. Charles Bend**

**Internal Medicine**

**Course Purpose Statement:** The purpose of the internal medicine inpatient elective is to develop clinical diagnosis, reasoning, and communication skills in the care of complex adult patients with a wide range of acute and chronic disease. Students will build on their preclinical knowledge to develop diagnostic and clinical reasoning skills with a focus on performing basic history and physical examinations, developing differential diagnoses, and devising basic treatment plans.

**Required Prerequisite(s):** none

**Site(s):** St. Charles Health System, Bend

**Credit:** 6

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 1. Participate in identifying system errors and implementing system solutions to improve patient safety.
HOSP 709E Inpatient Ward - Legacy Emanuel

Internal Medicine

**Course Purpose Statement:** The purpose of the internal medicine inpatient elective is to develop clinical diagnosis, reasoning, and communication skills in the care of complex adult patients with a wide range of acute and chronic disease. Students will build on their preclinical knowledge to develop diagnostic and clinical reasoning skills with a focus on performing basic history and physical examinations, developing differential diagnoses, and devising basic treatment plans.

**Required Prerequisite(s):** none

**Site(s):** Legacy Emanuel  

**Credit:** 6  

**Grading Method:** 5-tiered Letter Grade  

**Duration:** Four weeks

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**Competencies Assessed:**

- **ICS 1.** Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- **MK 2.** Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- **PBLI 1.** Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- **PCP 1.** Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- **PCP 2.** Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- **PCP 3.** Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- **PPPD 1.** Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- **PPPD 9.** Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
HOSP 709G Inpatient Ward - Legacy Good Samaritan

Internal Medicine

Course Purpose Statement: The purpose of the internal medicine inpatient elective is to develop clinical diagnosis, reasoning, and communication skills in the care of complex adult patients with a wide range of acute and chronic disease. Students will build on their preclinical knowledge to develop diagnostic and clinical reasoning skills with a focus on performing basic history and physical examinations, developing differential diagnoses, and devising basic treatment plans.

Required Prerequisite(s): none

Site(s): Legacy Good Samaritan

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
HOSP 709H Inpatient Ward-PeaceHealth Sacred Heart

Internal Medicine

Course Purpose Statement: The purpose of the internal medicine inpatient elective is to develop clinical diagnosis, reasoning, and communication skills in the care of complex adult patients with a wide range of acute and chronic disease. Students will build on their preclinical knowledge to develop diagnostic and clinical reasoning skills with a focus on performing basic history and physical examinations, developing differential diagnoses, and devising basic treatment plans.

Required Prerequisite(s): none

Site(s): PeaceHealth Sacred Heart Medical Center

Grading Method: 5-tiered Letter Grade

Credit: 6

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
HOSP 709P Inpatient Ward-Providence

Internal Medicine

Course Purpose Statement: The purpose of the internal medicine inpatient elective is to develop clinical diagnosis, reasoning, and communication skills in the care of complex adult patients with a wide range of acute and chronic disease. Students will build on their preclinical knowledge to develop diagnostic and clinical reasoning skills with a focus on performing basic history and physical examinations, developing differential diagnoses, and devising basic treatment plans.

Required Prerequisite(s): none

Site(s): Providence Portland Medical Center

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

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- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
HOSP 709S Inpatient Ward-St. Vincent

Internal Medicine

Course Purpose Statement: The purpose of the internal medicine inpatient elective is to develop clinical diagnosis, reasoning, and communication skills in the care of complex adult patients with a wide range of acute and chronic disease. Students will build on their preclinical knowledge to develop diagnostic and clinical reasoning skills with a focus on performing basic history and physical examinations, developing differential diagnoses, and devising basic treatment plans.

Required Prerequisite(s): none

Site(s): St. Vincent

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

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- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
HOSP 709SH Inpatient Ward-Salem

Internal Medicine

Course Purpose Statement: The purpose of the internal medicine inpatient elective is to develop clinical diagnosis, reasoning, and communication skills in the care of complex adult patients with a wide range of acute and chronic disease. Students will build on their preclinical knowledge to develop diagnostic and clinical reasoning skills with a focus on performing basic history and physical examinations, developing differential diagnoses, and devising basic treatment plans.

Required Prerequisite(s): none

Site(s): Salem

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

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- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
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- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
**IMED 709A Sub-I Ward - OHSU**

**Internal Medicine**

**Course Purpose Statement**: The purpose of this course is to further develop clinical diagnosis, reasoning, and communication skills in the care of complex patients with a wide range of acute and chronic, multi-organ system disease. Students will develop targeted history and physical examination skills, refine clinical reasoning skills, and devise comprehensive differential diagnoses and advanced treatment plans. Emphasis will be placed on increased number of patients and patient care responsibilities and autonomy, in order to develop intern-level skills in preparation for residency. **Available in future blocks.**

**Required Prerequisite(s)**: IM Core and one of the following: Ambulatory care experience, Family Medicine Core, Pediatric inpatient experience

**Site(s)**: OHSU  
**Credit**: 6  
**Grading Method**: 5-tiered Letter Grade  
**Duration**: Four weeks

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**Competencies Assessed**:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- ICS 7. Effectively communicate patient handoffs during transitions of care between providers or settings, and maintain continuity through follow-up on patient progress and outcomes.
- MK 4. Apply principles of social-behavioral sciences to assess the impact of psychosocial and cultural influences on health, disease, care-seeking, care-adherence, barriers to and attitudes toward care.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 5. Continually identify, analyze, and implement new knowledge, guidelines, practice standards, technologies, products, and services that have been demonstrated to improve outcomes.
- PBLI 8. Incorporate feedback received from clinical performance data, patients, mentors, teachers, and colleagues into clinical practice to improve health outcomes.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PCP 4. Develop, implement, and revise as indicated, patient management plans.
- PPPD 11. Recognize that ambiguity and uncertainty are part of clinical care and respond by demonstrating flexibility and an ability to modify one’s behavior.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
**IMED 709E Sub-I Ward - Legacy Emanuel**

**Internal Medicine**

**Course Purpose Statement:** The purpose of this course is to further develop clinical diagnosis, reasoning, and communication skills in the care of complex patients with a wide range of acute and chronic, multi-organ system disease. Students will develop targeted history and physical examination skills, refine clinical reasoning skills, and devise comprehensive differential diagnoses and advanced treatment plans. Emphasis will be placed on increased number of patients and patient care responsibilities and autonomy, in order to develop intern-level skills in preparation for residency. **Available in future blocks.**

**Required Prerequisite(s):** IM Core and one of the following: Ambulatory care experience, Family Medicine Core, Pediatric inpatient experience

**Site(s):** Legacy Emanuel  
**Credit:** 6  
**Grading Method:** 5-tiered Letter Grade  
**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
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- PPPD 11. Recognize that ambiguity and uncertainty are part of clinical care and respond by demonstrating flexibility and an ability to modify one’s behavior.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
**IMED 709G Sub-I Ward- Legacy Good Samaritan**

**Internal Medicine**

**Course Purpose Statement:** The purpose of this course is to further develop clinical diagnosis, reasoning, and communication skills in the care of complex patients with a wide range of acute and chronic, multi-organ system disease. Students will develop targeted history and physical examination skills, refine clinical reasoning skills, and devise comprehensive differential diagnoses and advanced treatment plans. Emphasis will be placed on increased number of patients and patient care responsibilities and autonomy, in order to develop intern-level skills in preparation for residency. **Available in future blocks.**

**Required Prerequisite(s):** IM Core and one of the following: Ambulatory care experience, Family Medicine Core, Pediatric inpatient experience

**Site(s):** Legacy Good Samaritan

**Credit:** 6

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- **ICS 5.** Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- **ICS 7.** Effectively communicate patient handoffs during transitions of care between providers or settings, and maintain continuity through follow-up on patient progress and outcomes.
- **MK 4.** Apply principles of social-behavioral sciences to assess the impact of psychosocial and cultural influences on health, disease, care-seeking, care-adherence, barriers to and attitudes toward care.
- **PBLI 1.** Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
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- **PBLI 8.** Incorporate feedback received from clinical performance data, patients, mentors, teachers, and colleagues into clinical practice to improve health outcomes.
- **PCP 3.** Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- **PCP 4.** Develop, implement, and revise as indicated, patient management plans.
- **PPPD 11.** Recognize that ambiguity and uncertainty are part of clinical care and respond by demonstrating flexibility and an ability to modify one’s behavior.
- **SBPIC 3.** Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
- **SBPIC 5.** Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.

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**Elective Experiences**
**IMED 709P Sub-I Ward - Providence**

**Internal Medicine**

**Course Purpose Statement:** The purpose of this course is to further develop clinical diagnosis, reasoning, and communication skills in the care of complex patients with a wide range of acute and chronic, multi-organ system disease. Students will develop targeted history and physical examination skills, refine clinical reasoning skills, and devise comprehensive differential diagnoses and advanced treatment plans. Emphasis will be placed on increased number of patients and patient care responsibilities and autonomy, in order to develop intern-level skills in preparation for residency. **Available in future blocks.**

**Required Prerequisite(s):** IM Core and one of the following: Ambulatory care experience, Family Medicine Core, Pediatric inpatient experience

**Site(s):** Providence Portland Medical Center

**Credit:** 6

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
IMED 709S Sub-I Ward - St Vincent

Internal Medicine

Course Purpose Statement: The purpose of this course is to further develop clinical diagnosis, reasoning, and communication skills in the care of complex patients with a wide range of acute and chronic, multi-organ system disease. Students will develop targeted history and physical examination skills, refine clinical reasoning skills, and devise comprehensive differential diagnoses and advanced treatment plans. Emphasis will be placed on increased number of patients and patient care responsibilities and autonomy, in order to develop intern-level skills in preparation for residency. Available in future blocks.

Required Prerequisite(s): IM Core and one of the following: Ambulatory care experience, Family Medicine Core, Pediatric inpatient experience

Site(s): Providence St. Vincent Medical Center

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
IMED 709V Sub-I Ward - VA

Internal Medicine

Course Purpose Statement: The purpose of this course is to further develop clinical diagnosis, reasoning, and communication skills in the care of complex patients with a wide range of acute and chronic, multi-organ system disease. Students will develop targeted history and physical examination skills, refine clinical reasoning skills, and devise comprehensive differential diagnoses and advanced treatment plans. Emphasis will be placed on increased number of patients and patient care responsibilities and autonomy, in order to develop intern-level skills in preparation for residency. Available in future blocks.

Required Prerequisite(s): IM Core and one of the following: Ambulatory care experience, Family Medicine Core, Pediatric inpatient experience

Site(s): VA

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
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- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
INFD 709A Infectious Disease - OHSU/VAMC

Internal Medicine

Course Purpose Statement: Students learn clinical and laboratory approaches to the diagnosis and therapy of infectious diseases. Students participate in both the OHSU and VAMC infectious diseases rounds. They will work up and present new consultation patients, follow up with patients on the consult service, and participate in Division Conferences. Placement is within a combined OHSU/VAMC rotation.

Required Prerequisite(s): One of the following: Family Medicine core, Internal Medicine core or Pediatrics Core

Site(s): OHSU; VA

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 8. Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 2. Participate in the education of peers and other healthcare professionals, students and trainees.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
INFD 709H Infect Disease - PeaceHealth Sacred Heart

Internal Medicine

Course Purpose Statement: Students obtain a working knowledge of the management of common infectious diseases. Management will include diagnostic procedures and appropriate use of antimicrobial agents. Students will participate in the ID consultative service which involves both outpatient and inpatient consultation. They will perform 2-3 complete consultations per week. In each instance, they evaluate patients independently and then present their findings to the infectious diseases faculty. They are then obligated to follow the course of the patient’s illness for the duration of hospitalization and outpatient follow-up where appropriate. There are home reading assignments with learning objectives. Students also are required to complete a medical knowledge self-assessment test in the area of infectious diseases. Students will also get to work with the Hyperbaric/Infectious Disease program. It is certified by the Undersea and Hyperbaric Medical Society and it is operated solely by board-certified ID physicians. This is ideal for coordinating treatment with our wound care program and with providers in the region. Treatment is available 24/7 for emergency care. Students may also have an opportunity to participate in a clinical trial on an outpatient and inpatient basis. *NOTE: Closed to 3rd year students prior to June elective block. Sacred Heart Medical Center is located in Eugene and Springfield, OR, approximately 100 miles south of the main OHSU campus. Students participating in rotations at this site do not interact with OHSU Residents or Residency Program Directors.

Required Prerequisite(s): Internal Medicine Core

Site(s): PeaceHealth Sacred Heart Medical Center

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 7. Effectively communicate patient handoffs during transitions of care between providers or settings, and maintain continuity through follow-up on patient progress and outcomes.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 5. Adhere to professional standards when using information technology tools and electronic/social media.
## INFD 709P Infectious Disease-Providence

**Internal Medicine**

**Course Purpose Statement:** Students obtain a working knowledge of the management of common infectious diseases. Management to include diagnostic procedures and appropriate use of antimicrobial agents. Students will participate in the ID consultative service which involves both outpatient and inpatient consultation. They will perform 2-3 complete consultations per week. In each instance, they evaluate patients independently and then present their findings to one of the four infectious diseases faculty. They are then obligated to follow the course of the patient’s illness for the duration of hospitalization (and outpatient follow-up where appropriate). There are home reading assignments with learning objectives. Students also are required to complete a medical knowledge self-assessment test in the area of infectious diseases. Students will participate in the weekly city-wide infectious diseases conference.

**Required Prerequisite(s):** One of the following: Family Medicine core, Internal Medicine core or Pediatrics Core

**Site(s):** Providence Portland Medical Center

**Credit:** 4

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**
- ICS 8. Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 2. Participate in the education of peers and other healthcare professionals, students and trainees.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
NEPH 709A Neph/Hypertension - OHSU/VA

Internal Medicine

Course Purpose Statement: Students are expected to learn the clinical approach and therapy of common renal diseases and hypertension. Students are active participants on the nephrology inpatient consultation services at the VA Medical Center and University Hospitals. Problems commonly seen include acute renal failure, glomerulonephritis, nephrotic syndrome, electrolyte and acid-base abnormalities, diabetic nephropathy and hypertension. Students also participate in renal and hypertension clinics. Students average one new patient per day on the inpatient consultative service and generally follow between 3-5 patients. Students may attend clinic one half day per week and see between 2-4 patients. Students may observe placement of central catheters for hemodialysis and renal biopsies. Conferences include Clinical Case Conference, weekly Nephrology Didactic Sessions, Nephrology Journal Club and Medicine Grand Rounds. Students work with a team of two residents, one or two nephrology fellows and an attending nephrology staff. Written evaluation and oral feedback are provided based on observed case presentations and knowledge acquired. Students will acquire a good understanding of the management and diagnosis of renal disease and hypertension.

Required Prerequisite(s): One of the following: Family Medicine core, Internal Medicine core or Pediatrics Core

Site(s): OHSU; VA

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 8. Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 2. Participate in the education of peers and other healthcare professionals, students and trainees.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
NEPH 709C Neph/Transplant-OHSU/VAMC

Internal Medicine

Course Purpose Statement: Students are expected to learn about the evaluation and management of patients undergoing renal transplantation, including pre-transplant evaluation and post-operative management. In addition, they are expected to learn about short and long term complications of renal transplantation. Activities include participation in all aspects of the service including in-patient rounds, outpatient clinics, operative procedures and organ procurement. Students evaluate 1-2 new patients per day and 4-6 patients in clinic. Students have the opportunity to observe renal transplants and renal transplant biopsies. Conferences include Combine Transplant Conference, Transplant Renal Biopsy Conference and Transplant Selection Conference. Students participate on a multidisciplinary team of transplant Medicine and Surgery specialists. Team members include Transplant Medicine and Transplant Surgery attendings, Transplant Medicine Fellow, Surgery Residents and a Transplant Pharmacist. Evaluation is based on observations of clinical performance and case presentations.

Required Prerequisite(s): One of the following: Family Medicine core, Internal Medicine core or Pediatrics Core

Site(s): OHSU; VA

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:
- ICS 8. Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 2. Participate in the education of peers and other healthcare professionals, students and trainees.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
NEPH 709H Neph/Hypertension-PeaceHealth Sacred Heart

Internal Medicine

Course Purpose Statement: Students are expected to learn the clinical approach and therapy of common renal diseases and hypertension. Students are active participants on the nephrology inpatient consultation services at Sacred Heart Medical Center, a tertiary care hospital. Problems commonly seen include acute renal failure, glomerulonephritis, nephrotic syndrome, electrolyte and acid-base abnormalities, diabetic nephropathy and hypertension. Students also participate in renal and hypertension clinics. Students average one new patient per day on the inpatient consultative service and generally follow between 3-5 patients. Students may attend clinic one half day per week and see between 2-4 patients. Students may observe placement of central catheters for hemodialysis and renal biopsies. Conferences include monthly Biopsy Review, Clinical Case Conference, and Medicine Grand Rounds as well as informal journal review and didactic sessions. Written evaluation and oral feedback are provided based on observed case presentations and knowledge acquired. Students will acquire a good understanding of the management and diagnosis of renal disease and hypertension. Sacred Heart Medical Center is located in Eugene and Springfield, OR, approximately 100 miles south of the main OHSU campus. Students participating in rotations at this site do not interact with OHSU Residents or Residency Program Directors.

Required Prerequisite(s): Internal Medicine Core

Site(s): PeaceHealth Sacred Heart Medical Center

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 3. Demonstrate insight and understanding about pain, emotions and human responses to disease states that allow one to develop rapport and manage interpersonal interactions.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 4. Demonstrate sensitivity, honesty, and compassion in difficult conversations about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
PULM 709A Pulmonary MICU - OHSU

Internal Medicine

Course Purpose Statement: The purpose of the pulmonary/medical ICU elective is to develop clinical diagnosis, reasoning and communication skills in the care of the critically ill patient. Students will gain direct experience with key topics in critical care medicine including respiratory failure and ventilator management, acid-base disturbances, overdose assessment and treatment, and the diagnosis and treatment of sepsis and various shock states. Students will work with other healthcare professionals as a member of an interprofessional ICU team in the care of complex critically ill patients, and participate in family meetings with may include discussion of end of life issues and withdrawal of life support.

Required Prerequisite(s): Family Medicine Core or Internal Medicine Core

Site(s): OHSU

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 2. Counsel, educate and empower patients and their families to participate in their care and improve their health; enable shared decision-making; and engage patients through personal health records and patient health information access systems.
- ICS 3. Demonstrate insight and understanding about pain, emotions and human responses to disease states that allow one to develop rapport and manage interpersonal interactions.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 3. Use clinical decision support tools to improve the care of patients and populations.
- PCP 6. Perform all medical, diagnostic, and surgical procedures considered essential for the specific clinical practice context.
- PPPD 3. Demonstrate a commitment to ethical principles pertaining to provision, withholding or withdrawal of care, confidentiality.
- PPPD 4. Demonstrate sensitivity, honesty, and compassion in difficult conversations about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics.
- SBPIC 1. Participate in identifying system errors and implementing system solutions to improve patient safety.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
PULM 709B Pulmonary ICU - St. Charles Bend

Internal Medicine

Course Purpose Statement: The purpose of the pulmonary/medical ICU elective is to develop clinical diagnosis, reasoning and communication skills in the care of the critically ill patient. Students will gain direct experience with key topics in critical care medicine including respiratory failure and ventilator management, acid-base disturbances, overdose assessment and treatment, and the diagnosis and treatment of sepsis and various shock states. Students will work with other healthcare professionals as a member of an interprofessional ICU team in the care of complex critically ill patients, and participate in family meetings with may include discussion of end of life issues and withdrawal of life support.

Required Prerequisite(s): Internal Medicine Core

Site(s): St. Charles Health System, Bend

Grading Method: 5-tiered Letter Grade

Credit: 6

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PPPD 4. Demonstrate sensitivity, honesty, and compassion in difficult conversations about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
PULM 709C Pulmonary Consult OHSU

Internal Medicine

Course Purpose Statement: Pulmonary Consult – OHSU: Students may participate full-time in the consultation service of the Pulmonary and Critical Care Division. This experience includes workup of patients for whom pulmonary consultations have been requested, consultation rounds, bronchoscopy sessions, Pulmonary clinic, attendance at three weekly pulmonary conferences, and reading in pulmonary and critical care medicine. The service (staff Pulmonologist, PCCM fellow and an IM resident most months) sees outpatients in the morning in our subspecialty urgent care clinic. Inpatient consultations are staffed in the afternoons. We perform bronchoscopies and thoracenteses most days as well. The service interprets all pulmonary function tests and supervises review of a high volume of abnormal thoracic imaging studies. Depending on the student’s interest, there may be opportunities to observe care in our multidisciplinary lung cancer and multidisciplinary ALS clinics. There are three Pulmonary conferences weekly, along with opportunities for directed reading in Pulmonary medicine.

Required Prerequisite(s): Family Medicine Core or Internal Medicine Core

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 8. Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 2. Participate in the education of peers and other healthcare professionals, students and trainees.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
**PULM 709CV Pulmonary Consult -VA**

**Internal Medicine**

**Course Purpose Statement:** The purpose of this rotation is to introduce students to the evaluation, diagnosis, and treatment of patients with respiratory disease, building on the basic science and pathophysiologic aspects of respiratory disease taught in years 1-2. Students will participate as full-time members of the Pulmonary Consult Service at the Portland VA Medical Center. The team includes a fellow, one or two medical residents, nurses, and an attending. Working closely with the fellow/attending, students will evaluate patients in the hospital and in the outpatient clinic, observe procedures such as bronchoscopy and thoracentesis, attend clinical conferences, and read about topics specific to their patients. Specific goals for students during this rotation include:

1) To describe pathophysiology in patients with respiratory disease by interpreting symptoms and physical findings, chest imaging, lung pathology, and pulmonary function tests;
2) To learn the basic approach to evaluation and management of patients with respiratory diseases such as chronic obstructive pulmonary disease, asthma, lung cancer, interstitial lung disease, occupational and environmental lung disease, and pulmonary infections.

**Required Prerequisite(s):** Family Medicine Core or Internal Medicine Core

**Site(s):** VA  
**Grading Method:** 5-tiered Letter Grade

**Credit:** 4  
**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 8. Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 2. Participate in the education of peers and other healthcare professionals, students and trainees.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
PULM 709E PULM ICU - Legacy Emanuel

Internal Medicine

Course Purpose Statement: The purpose of the pulmonary/medical ICU elective is to develop clinical diagnosis, reasoning and communication skills in the care of the critically ill patient. Students will gain direct experience with key topics in critical care medicine including respiratory failure and ventilator management, acid-base disturbances, overdose assessment and treatment, and the diagnosis and treatment of sepsis and various shock states. Students will work with other healthcare professionals as a member of an interprofessional ICU team in the care of complex critically ill patients, and participate in family meetings with may include discussion of end of life issues and withdrawal of life support.

Required Prerequisite(s): Family Medicine Core or Internal Medicine Core

Site(s): Legacy Emanuel

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 2. Counsel, educate and empower patients and their families to participate in their care and improve their health; enable shared decision-making; and engage patients through personal health records and patient health information access systems.
- ICS 3. Demonstrate insight and understanding about pain, emotions and human responses to disease states that allow one to develop rapport and manage interpersonal interactions.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 3. Use clinical decision support tools to improve the care of patients and populations.
- PCP 6. Perform all medical, diagnostic, and surgical procedures considered essential for the specific clinical practice context.
- PPPD 3. Demonstrate a commitment to ethical principles pertaining to provision, withholding or withdrawal of care, confidentiality.
- PPPD 4. Demonstrate sensitivity, honesty, and compassion in difficult conversations about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics.
- SBPIC 1. Participate in identifying system errors and implementing system solutions to improve patient safety.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
**PULM 709P Pulmonary ICU - Providence**

Internal Medicine

**Course Purpose Statement:** The purpose of the pulmonary/medical ICU elective is to develop clinical diagnosis, reasoning and communication skills in the care of the critically ill patient. Students will gain direct experience with key topics in critical care medicine including respiratory failure and ventilator management, acid-base disturbances, overdose assessment and treatment, and the diagnosis and treatment of sepsis and various shock states. Students will work with other healthcare professionals as a member of an interprofessional ICU team in the care of complex critically ill patients, and participate in family meetings which may include discussion of end of life issues and withdrawal of life support.

**Required Prerequisite(s):** Family Medicine Core or Internal Medicine Core  

**Site(s):** Providence Portland Medical Center  

**Credit:** 6  

**Grading Method:** 5-tiered Letter Grade  

**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 2. Counsel, educate and empower patients and their families to participate in their care and improve their health; enable shared decision-making; and engage patients through personal health records and patient health information access systems.
- ICS 3. Demonstrate insight and understanding about pain, emotions and human responses to disease states that allow one to develop rapport and manage interpersonal interactions.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 3. Use clinical decision support tools to improve the care of patients and populations.
- PCP 6. Perform all medical, diagnostic, and surgical procedures considered essential for the specific clinical practice context.
- PPPD 3. Demonstrate a commitment to ethical principles pertaining to provision, withholding or withdrawal of care, confidentiality..
- PPPD 4. Demonstrate sensitivity, honesty, and compassion in difficult conversations about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics.
- SBPIC 1. Participate in identifying system errors and implementing system solutions to improve patient safety.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
**PULM 709S Pulmonary ICU - St. Vincent**

**Internal Medicine**

**Course Purpose Statement:** The purpose of the pulmonary/medical ICU elective is to develop clinical diagnosis, reasoning and communication skills in the care of the critically ill patient. Students will gain direct experience with key topics in critical care medicine including respiratory failure and ventilator management, acid-base disturbances, overdose assessment and treatment, and the diagnosis and treatment of sepsis and various shock states. Students will work with other healthcare professionals as a member of an inter professional ICU team in the care of complex critically ill patients, and participate in family meetings with may include discussion of end of life issues and withdrawal of life support.

**Required Prerequisite(s):** Family Medicine Core or Internal Medicine Core

**Site(s):** Providence St. Vincent’s Medical Center  
**Grading Method:** 5-tiered Letter Grade

**Credit:** 6  
**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 2. Counsel, educate and empower patients and their families to participate in their care and improve their health; enable shared decision-making; and engage patients through personal health records and patient health information access systems.
- ICS 3. Demonstrate insight and understanding about pain, emotions and human responses to disease states that allow one to develop rapport and manage interpersonal interactions.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 3. Use clinical decision support tools to improve the care of patients and populations.
- PCP 6. Perform all medical, diagnostic, and surgical procedures considered essential for the specific clinical practice context.
- PPPD 3. Demonstrate a commitment to ethical principles pertaining to provision, withholding or withdrawal of care, confidentiality.
- PPPD 4. Demonstrate sensitivity, honesty, and compassion in difficult conversations about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics.
- SBPIC 1. Participate in identifying system errors and implementing system solutions to improve patient safety.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
PULM 709V Pulmonary CCU/ICU - VAMC

Internal Medicine

**Course Purpose Statement:** The purpose of the pulmonary/medical ICU elective is to develop clinical diagnosis, reasoning and communication skills in the care of the critically ill patient. Students will gain direct experience with key topics in critical care medicine including respiratory failure and ventilator management, acid-base disturbances, overdose assessment and treatment, and the diagnosis and treatment of sepsis and various shock states. Students will work with other healthcare professionals as a member of an interprofessional ICU team in the care of complex critically ill patients, and participate in family meetings with may include discussion of end of life issues and withdrawal of life support.

**Required Prerequisite(s):** Family Medicine Core or Internal Medicine Core

**Site(s):** VA

**Credit:** 6

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**
- ICS 2. Counsel, educate and empower patients and their families to participate in their care and improve their health; enable shared decision-making; and engage patients through personal health records and patient health information access systems.
- ICS 3. Demonstrate insight and understanding about pain, emotions and human responses to disease states that allow one to develop rapport and manage interpersonal interactions.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 3. Use clinical decision support tools to improve the care of patients and populations.
- PCP 6. Perform all medical, diagnostic, and surgical procedures considered essential for the specific clinical practice context.
- PPPD 3. Demonstrate a commitment to ethical principles pertaining to provision, withholding or withdrawal of care, confidentiality..
- PPPD 4. Demonstrate sensitivity, honesty, and compassion in difficult conversations about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics.
- SBPIC 1. Participate in identifying system errors and implementing system solutions to improve patient safety.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
Medical Genetics
MGEN 709A Medical Genetics

Medical Genetics

Course Purpose Statement: Students will participate in outpatient services for evaluation of patients with birth defects, syndrome identification, hereditary cancer syndromes and other suspected genetic disorders at the CDRC Medical Genetics and Metabolic Clinics, Center for Women's Health, Cancer Center at the Center for Health and Healing, Perinatal Center, and the Shriner's Hospital clinics. In addition, students will accompany the on-call geneticists for inpatient consults from the University, Doernbecher, and Veteran's Hospitals. They will be expected to attend the regularly scheduled Departmental Clinical conference, Seminars, Journal Clubs and Grand Rounds presentations.

Required Prerequisite(s): One of the following: Family Medicine core, Internal Medicine core or Pediatrics Core

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 2. Counsel, educate and empower patients and their families to participate in their care and improve their health; enable shared decision-making; and engage patients through personal health records and patient health information access systems.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
NEUR 701A Neurology Research

Neurology

Course Purpose Statement: Students will have the opportunity to learn about either basic or clinical science research through a faculty-supervised project. Research can be in any areas of neurology. Projects are planned, reviewed and approved prior to the beginning of the elective. The Research Elective Request form must be signed off by the supervising faculty member, department clerkship director, and the Curriculum & Student Affairs office prior to starting.

Required Prerequisite(s): none

Site(s): OHSU; VA

Credit: 4

Grading Method: Pass/No Pass

Duration: Four weeks

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Competencies Assessed:

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PBLI 7. Participate in scholarly activity thereby contributing to the creation, dissemination, application, and translation of new healthcare knowledge and practices.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
NEUR 709A Advanced Clinical Neurology

Neurology

Course Purpose Statement: The purpose of this elective is for students to participate in depth in the care of patients with neurological disease. The student will be assigned to work on an inpatient neurology team and participate in the care of patients with complex neurological diseases. Students will have the option of participating at a sub-intern level of functionality within the neurology team. Availability of this experience will depend on enrollment numbers for NEUR 721 for the block requested.

Available in future blocks.

Required Prerequisite(s): Neurology Core

Site(s): OHSU; VA; Remote sites available only for advanced elective and only with prior approval of clerkship director and site preceptor.

Credit: 6
Grading Method: Pass/No Pass
Duration: Four weeks

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Competencies Assessed:

- ICS 2. Counsel, educate and empower patients and their families to participate in their care and improve their health; enable shared decision-making; and engage patients through personal health records and patient health information access systems.
- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- ICS 8. Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 2. Participate in the education of peers and other healthcare professionals, students and trainees.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PCP 4. Develop, implement, and revise as indicated, patient management plans.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
NEUR 709X Neurology Special Elective

Neurology

Course Purpose Statement: The purpose of this elective is for students to have more in-depth experience in a subspecialty of Neurology. Students must make special arrangements with a faculty member and the department for an individual program of study. The Special Elective Request form must be signed off by the faculty member, department Clerkship Director and the Curriculum & Student Affairs office prior to starting.

Required Prerequisite(s): Neurology Core

Site(s): OHSU; VA

Credit: 4

Grading Method: Pass/No Pass

Duration: Four weeks

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Competencies Assessed:

- ICS 2. Counsel, educate and empower patients and their families to participate in their care and improve their health; enable shared decision-making; and engage patients through personal health records and patient health information access systems.
- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- ICS 8. Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 2. Participate in the education of peers and other healthcare professionals, students and trainees.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PCP 4. Develop, implement, and revise as indicated, patient management plans.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
Neurosurgery
NSUR 701A Neurosurgery Research

Neurosurgery

Course Purpose Statement: Students will have the opportunity to learn about either basic or clinical science research through a faculty-supervised project. Research can be in any areas of neurosurgery. Projects are planned, reviewed and approved prior to the beginning of the elective. The Research Elective Request form must be signed off by the supervising faculty member, department clerkship director, and the Curriculum & Student Affairs office prior to starting.

Required Prerequisite(s): Surgery Core
Site(s): OHSU
Credit: 4
Grading Method: 5-tiered Letter Grade
Duration: Four weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 7. Participate in scholarly activity thereby contributing to the creation, dissemination, application, and translation of new healthcare knowledge and practices.
- PPPD 2. Demonstrate respect for protected health information and safeguard patient privacy, security, and autonomy.
NSUR 709A Neurosurgery

Neurosurgery

Course Purpose Statement: This intensive exposure to clinical neurosurgery is intended for students with a serious interest in the clinical neurosciences. Students work closely with the resident team in day-to-day patient care taking call, working up new patients in both the outpatient clinic and inpatient setting, scrubbing with the residents and faculty in the operating room, and following patients through their postoperative courses. Head and spine trauma, brain tumors, stroke, aneurysmal subarachnoid hemorrhage, chronic pain syndromes, degenerative spine disease, hydrocephalus, spina bifida, movement disorders, and medically intractable epilepsy are the more common clinical problems encountered. The ICU management of critically ill neurosurgical patients is an integral part of the rotation. Placement is at OHSU.

Required Prerequisite(s): Surgery Core

Site(s): OHSU  Grading Method: 5-tiered Letter Grade
Credit: 4  Duration: Four weeks

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Competencies Assessed:
- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
NSUR 709D Sub-I Neurosurgery

Neurosurgery

Course Purpose Statement: The purpose of this elective is to provide more in-depth student clinical experience in the care and management of neurosurgical patients. Students will act as sub interns with greater responsibilities for clinical care of patients. Students will have greater opportunity for scrubbing into cases. This course is targeted to those students who are interested in pursuing a career in neurosurgery.

Required Prerequisite(s): Surgery Core

Site(s): OHSU

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
NSUR 709X Neurosurgery Special Elective

Neurosurgery

Course Purpose Statement: The purpose of this elective is for students to have more in-depth experience in a subspecialty of neurosurgery. Students must make special arrangements with a faculty member and the department for an individual program of study. The Special Elective Request form must be signed off by the faculty member, department Clerkship Director and the Curriculum & Student Affairs office prior to starting.

Required Prerequisite(s): Surgery Core

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 8. Incorporate feedback received from clinical performance data, patients, mentors, teachers, and colleagues into clinical practice to improve health outcomes.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
Obstetrics and Gynecology
OBGY 701A Obstetrics/Gynecology Research

Obstetrics and Gynecology

Course Purpose Statement: Students will have the opportunity to learn about either basic or clinical science research through a faculty-supervised project. Research can be in any areas of OBGYN. Projects are planned, reviewed and approved prior to the beginning of the elective. The Research Elective Request form must be signed off by the supervising faculty member, department clerkship director, and the Curriculum & Student Affairs office prior to starting.

Required Prerequisite(s): none

Site(s): OHSU

Grading Method: Pass/No Pass

Credit: 2 or 4

Duration: Two or Four weeks

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Competencies Assessed:

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- MK 3. Apply principles of epidemiological sciences to the identification of health risk factors, prevention and treatment strategies, use of healthcare resources, and health promotion efforts for patients and populations.
- PBLI 2. Participate in the education of peers and other healthcare professionals, students and trainees.
OBGY 709A Sub-I Perinatology

Obstetrics and Gynecology

Course Purpose Statement: This elective focuses on the clinical care of high-risk obstetric patients, both outpatient and inpatient care. Students participate in antenatal testing and ultrasound and see patients in clinic with both residents and faculty perinatologists. Night call is every Thursday at OHSU. Students are each expected to present a case conference during the final week of their elective clinical experience. If they wish, they may also participate in animal surgeries and/or prenatal diagnosis clinics.

Required Prerequisite(s): OB/GYN Core

Site(s): OHSU

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- ICS 6. Effectively communicate with colleagues, other health professionals, and health related agencies in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PCP 4. Develop, implement, and revise as indicated, patient management plans.
OBGY 709B Reproductive Endocrine/Infertility

Obstetrics and Gynecology

Course Purpose Statement: Students gain clinical experience in reproductive endocrinology and infertility with residents and faculty. They will attend clinics and have opportunities to observe and interpret ultrasounds and hydrosalpingograms. They may also participate in in-vitro fertilization cases when they are scheduled and may arrange to visit the andrology lab.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- ICS 6. Effectively communicate with colleagues, other health professionals, and health related agencies in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
OBGY 709H Family Planning
Obstetrics and Gynecology

Course Purpose Statement: The elective will focus on contraception and abortion. Students will see patients at Planned Parenthood, Lovejoy Surgicenter, and Downtown Women’s Center. There is assigned reading, and weekly didactic sessions. Dr. Paula Bednarek is the faculty preceptor.

Required Prerequisite(s): none

Site(s): OHSU; Planned Parenthood; Lovejoy Surgicenter  
Grading Method: 5-tiered Letter Grade
Credit: 4  
Duration: Four weeks

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Competencies Assessed:

- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PCP 4. Develop, implement, and revise as indicated, patient management plans.
Obstetrics and Gynecology

Course Purpose Statement: This elective focuses on the clinical care of high-risk obstetric patients, both outpatient and inpatient care. Students participate in antenatal testing and ultrasound and see patients in clinic with faculty perinatologists. They will take call one night per week. Students are each expected to present a case conference during the final week of their clerkship. Students will be involved in the prenatal diagnosis and consultative management clinics.

Required Prerequisite(s): OB/GYN Core
Site(s): PeaceHealth Sacred Heart Medical Center
Credit: 6
Grading Method: 5-tiered Letter Grade
Duration: Four weeks

Competencies Assessed:
• ICS 3. Demonstrate insight and understanding about pain, emotions and human responses to disease states that allow one to develop rapport and manage interpersonal interactions.
• MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
• PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
• PPPD 4. Demonstrate sensitivity, honesty, and compassion in difficult conversations about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics.
• SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
OBGY 709M Advan GYN/ONC Surg - Peace Health Sacred Heart

Obstetrics and Gynecology

**Course Purpose Statement:** Students will be responsible for the post-operative care of gynecologic oncology patients and will be involved in the pre-operative work up of their Surgery patients. They will scrub in for surgery 2-4 days per week for 5-12 major surgeries. The focus will be on the surgical care of patients with a pelvic mass and the differential diagnosis and surgical implications of the differential for these patients as well as the work up and management of patients with post-menopausal bleeding, especially patients with endometrial cancer. While s/he is in clinic, s/he will also be involved in the ongoing cancer surveillance of these patients and all patients with gynecologic oncologic issues. As such, s/he will attend gynecologic oncology tumor conferences, and the breast tumor conference. S/he will be on call by cell phone during the week and on at least one weekend during the month for consults and emergency surgeries.

**Required Prerequisite(s):** OB/GYN Core

**Site(s):** PeaceHealth Sacred Heart Medical Center; Willamette Valley Cancer Institute

**Grading Method:** 5-tiered Letter Grade

**Credit:** 6

**Duration:** Four weeks

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**Competencies Assessed:**

- **ICS 2.** Counsel, educate and empower patients and their families to participate in their care and improve their health; enable shared decision-making; and engage patients through personal health records and patient health information access systems.
- **ICS 5.** Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- **MK 2.** Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- **PCP 1.** Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- **PPPD 4.** Demonstrate sensitivity, honesty, and compassion in difficult conversations about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics.
Ophthalmology
OPHT 701A Ophthalmology Research

Ophthalmology

Course Purpose Statement: Students will have the opportunity to learn about either basic or clinical science research through a faculty-supervised project. Research can be in any areas of ophthalmology. Projects are planned, reviewed and approved prior to the beginning of the elective. The Research Elective Request form must be signed off by the supervising faculty member, department clerkship director, and the Curriculum & Student Affairs office prior to starting.

Required Prerequisite(s): none
Site(s): OHSU
Credit: 4
Availability: 4

Grading Method: 5-tiered Letter Grade
Duration: Four weeks

Competencies Assessed:
- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 7. Participate in scholarly activity thereby contributing to the creation, dissemination, application, and translation of new healthcare knowledge and practices.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
OPHT 709A Advanced Ophthalmology

Ophthalmology

Course Purpose Statement: Students actively participate in patient care in an ophthalmology subspecialty service by pre-arrangement. Attend classes and conferences in ophthalmology. Presentations at clinical case conferences are encouraged. Participation in a departmental research activity as part of the elective is encouraged. Perspective students must write up a proposal as to why they want to do an Ophthalmology rotation and turn it into Melissa Riley for approval prior to being scheduled for this rotation.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 8. Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PPPD 7. Demonstrate awareness of one’s knowledge, skills, and emotional limitations and demonstrate healthy coping mechanisms and appropriate help-seeking behaviors.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
OPHT 709H Ophthalmology - Peace Health Sacred Heart

Ophthalmology

Course Purpose Statement: This Eugene elective in Ophthalmology is offered through Drs. Fine, Hoffman & Sims and the Oregon Eye Surgery Center, 1550 Oak St., Eugene. The clerkship is clinically oriented with emphasis placed on examination techniques and the diagnosis and treatment of common eye problems. Opportunity also exists for student involvement in ongoing research projects. Students will be instructed in basic techniques of ophthalmic examination and basic concepts of ocular anatomy and pathophysiology. Students will learn through observation of ophthalmic technicians and physicians, both in the clinic and operating room, and by performing basic steps of the ophthalmic examination on selected patients. Students will have required reading from Basic Ophthalmology for Medical Students and Primary Care Residents, 8th Edition. American Academy of Ophthalmology, 2004. Sacred Heart Medical Center is located in Eugene and Springfield, OR, approximately 100 miles south of the main OHSU campus. Students participating in rotations at this site do not interact with OHSU Residents or Residency Program Directors.

Required Prerequisite(s): none

Site(s): PeaceHealth Sacred Heart Medical Center; Fine, Hoffman & Sims Clinic

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PPPD 7. Demonstrate awareness of one’s knowledge, skills, and emotional limitations and demonstrate healthy coping mechanisms and appropriate help-seeking behaviors.
OPHT 709SC Ophthalmology - St. Charles Bend

Ophthalmology

Course Purpose Statement: This elective experience is designed for students interested in spending time in an ophthalmologic clinic to further the ophthalmic clinical skills. This elective will allow the student to become proficient in ocular history taking and examination techniques. Students will work closely with ophthalmic technicians and subspecialty physicians, both in the clinic and operating room, and by performing basic steps of the ophthalmic examination on selected patients. Students will be expected to attend weekly Grand Rounds (via live broadcast from St. Charles Medical Center) and other continuing medical education activities as assigned by their attending. Prineville, OR is located 150 miles southeast of the main OHSU campus. Pioneer Memorial Hospital (Prineville) is a Level IV Trauma Center. St. Charles Bend is located in Bend, OR, approximately 160 miles southeast of the main OHSU campus. St. Charles (Bend) is designated as a Level II Trauma Center by the Oregon Public Health Division. Bend is the only Level II Trauma Center east of the Cascades. St. Charles (Redmond) is a certified Level III Trauma Center.

Required Prerequisite(s): none

Site(s): St. Charles Health System, Bend

Grading Method: 5-tiered Letter Grade

Credit: 4

Duration: Four weeks

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Competencies Assessed:

- MK 3. Apply principles of epidemiological sciences to the identification of health risk factors, prevention and treatment strategies, use of healthcare resources, and health promotion efforts for patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 6. Perform all medical, diagnostic, and surgical procedures considered essential for the specific clinical practice context.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
OPHT 709X Ophthalmology Special Elect

Ophthalmology

Course Purpose Statement: The purpose of this elective is for students to have more in-depth experience in a subspecialty of ophthalmology. Students must make special arrangements with a faculty member and the department for an individual program of study. The Special Elective Request form must be signed off by the faculty member, department Clerkship Director and the Curriculum & Student Affairs office prior to starting.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
Orthopedics
ORTH 701A Orthopedics Research

Orthopedics

Course Purpose Statement: Students will have the opportunity to learn about either basic or clinical science research through a faculty-supervised project. Research can be in any areas of orthopedics. Projects are planned, reviewed and approved prior to the beginning of the elective. The Research Elective Request form must be signed off by the supervising faculty member, department clerkship director, and the Curriculum & Student Affairs office prior to starting.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 7. Participate in scholarly activity thereby contributing to the creation, dissemination, application, and translation of new healthcare knowledge and practices.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
ORTH 709A Sub-I Orthopedic Ward

Orthopedics

**Course Purpose Statement:** This 4th year elective is designed for students interested in careers in orthopaedics. Placement is at OHSU and is designed to rotate students through several orthopaedic subspecialty services in order to introduce students to a wide variety of orthopaedic surgery. Students participate as member of teams providing patient care. Four weeks at OHSU inpatient and outpatient orthopaedic services. Students will spend one week on the inpatient trauma service and one week on the spine service then 2 additional week long rotations on other services such as, spine, tumor, sports, pediatrics joints, upper extremity, and foot and ankle. If students have a particular interest in any of those disciplines they should notify the clerkship director. Students will take overnight in-house call at a minimum of one day a week with opportunity for additional call dates. There are daily 30-60 minute didactic/education sessions with the residents and faculty. Students will be graded on their clinical performance as well as a 15 minute structured didactic case presentation given at departmental grand rounds.

**Required Prerequisite(s):** none

**Site(s):** OHSU

**Credit:** 6

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 3. Use clinical decision support tools to improve the care of patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
ORTH 709C Introduction to Orthopedics

Orthopedics

Course Purpose Statement: This elective is designed for students interested in gaining exposure to orthopedic surgery and musculoskeletal medicine, but not necessarily planning a career. Placement is at OHSU on one orthopaedic subspecialty service such as spine, tumor, sports, pediatrics, joints, upper extremity, and foot and ankle. Students participate as members of teams providing patient care. Two or four weeks at OHSU inpatient and outpatient orthopaedic services. If students have a particular interest in any of those disciplines, they should notify the clerkship director. Students will take overnight in-house call at a minimum of one day a week with opportunity for additional call dates if the student desires. There are daily 30-60 minute didactic/education sessions with the residents and faculty. Students will be graded on their clinical performance as well as a 15 minute structured didactic case presentation.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: Pass/No Pass

Duration: Four weeks

Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PPPD 6. Demonstrate responsiveness to patient needs that supersedes self-interest by mitigating conflict between personal and professional responsibilities.
ORTH 709D Pediatric Orthopedics

Orthopedics

Course Purpose Statement: This experience provides students with an introduction to common and uncommon diseases of the musculoskeletal systems seen in childhood. They participate in patient-care activities with OHSU's Pediatric Orthopaedist, Dr. Matthew Halsey, at Doernbecher. The elective is designed for students planning careers in primary care or orthopedics.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: Pass/No Pass

Duration: Four weeks

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Competencies Assessed:

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PPPD 6. Demonstrate responsiveness to patient needs that supersedes self-interest by mitigating conflict between personal and professional responsibilities.
ORTH 709E Rehabilitation Medicine

Orthopedics

Course Purpose Statement: The Physical Medicine and Rehabilitation elective provides medical students an exposure to both inpatient and outpatient physical medicine and rehabilitation at OHSU and community hospitals. Outpatient opportunities include musculoskeletal rehabilitation, sports medicine, and neuromuscular and electrodiagnostic medicine. Inpatient exposure depending on career goals is with the local pediatric rehabilitation specialists or adult rehabilitation specialists and provides an overview of rehabilitation. Patients with injuries including spinal cord injury, stroke rehabilitation, and traumatic brain injury. This course is offered for student considering a career in physical medicine and rehabilitation.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
ORTH 709X Orthopedic Special Elective

Orthopedics

Course Purpose Statement: The purpose of this elective is for students to have more in-depth experience in a subspecialty of ophthalmology. Students must make special arrangements with a faculty member and the department for an individual program of study. The Special Elective Request form must be signed off by the faculty member, department Clerkship Director and the Curriculum & Student Affairs office prior to starting. Four weeks at OHSU inpatient and outpatient orthopaedic services. This elective is designed for students interested in careers in orthopaedics. Placement is at OHSU and is designed to rotate students through several orthopaedic subspecialty services in order to introduce students to a wide variety of orthopaedic surgery. Students will spend one week on the inpatient trauma service and one week on the spine service then 1-2 additional week long rotations on other services such as, spine, tumor, sports, pediatrics joints, upper extremity, and foot and ankle. If students have a particular interest in any of those disciplines they should notify the clerkship director. Students will take overnight in-house call at a minimum of one day a week with opportunity for additional call dates. There are daily 30-60 minute didactic/education sessions with the residents and faculty. Students will be graded on their clinical performance as well as a 15 minute structured didactic case presentation given at departmental grand rounds.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4
Grading Method: Pass/No Pass

Duration: Four weeks

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Competencies Assessed:

- ICS 4. Use health information exchanges (e.g., Care Everywhere within the EPIC electronic health record) to identify and access patient information across clinical settings.
- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- SBPIC 2. Incorporate considerations of resource allocation, cost awareness and risk-benefit analysis in patient and population-centered care.
Otolaryngology-Head/Neck Surgery
OTOL 701A Microvascular/Facial Plastic Surg Research

Otolaryngology-Head/Neck Surgery

Course Purpose Statement: This research offering is intended to acquaint students with the basic pretexts of research project design and execution. Research topics are chosen in consultation with Dr. Wax and should focus on basic soft tissue and flap surgical principles and physiology (offered on a part-time basis only). The Research Elective Request form must be signed off by the faculty member, department clerkship coordinator and the CASA office prior to starting.

Required Prerequisite(s): Review at least five modules on the Clinical Otolaryngology Online (COOL) Module found on the American Academy Otolaryngology - Head and Neck Surgery website: www.entnet.org/cool

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 7. Participate in scholarly activity thereby contributing to the creation, dissemination, application, and translation of new healthcare knowledge and practices.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
OTOL 701C Audiology Research
Otolaryngology-Head/Neck Surgery

Course Purpose Statement: Basic and applied research in (1) agents that damage the ear, including ototoxic drugs, excessive noise, aging, and other factors; (2) tinnitus, including measurement, treatment, and investigation of underlying mechanisms; and (3) development of new devices (implantable hearing aid, novel equipment for testing hearing, etc.) Depending on the topic chosen, students may be involved in one or more of the following: animal or human electrophysiology, histology, computer applications, and/or testing and interviewing patients. The Research Elective Request form must be signed off by the faculty member, department clerkship coordinator and the CASA office prior to starting.

Required Prerequisite(s): Review at least five modules on the Clinical Otolaryngology Online (COOL) Module found on the American Academy Otolaryngology - Head and Neck Surgery website: www.entnet.org/cool

Site(s): OHSU
Credit: 4
Grading Method: 5-tiered Letter Grade
Duration: Four weeks

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Competencies Assessed:

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 7. Participate in scholarly activity thereby contributing to the creation, dissemination, application, and translation of new healthcare knowledge and practices.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
OTOL 709A Sub-I Medical/Surgical Otolaryngology

Otolaryngology-Head/Neck Surgery

Course Purpose Statement: The purpose of the Medical – Surgical Otolaryngology clinical experience is for students to participate in the care and operative management of patients on the Otolaryngology and Head & Neck Surgery inpatient service by assuming an active role as a subintern. This is an intense clerkship experience intended for those students who are seriously considering a residency in Otolaryngology. Students will attend weekly didactic teaching sessions and will be required to complete an oral case presentation at Grand Rounds, including a literature review to answer a specific clinical question illustrated by a chosen case.

Required Prerequisite(s): Review at least five modules on the Clinical Otolaryngology Online (COOL) Module found on the American Academy Otolaryngology - Head and Neck Surgery website: www.entnet.org/cool

Site(s): OHSU

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
**OTOL 709B Sub-I Microvascular Reconstruction and Rehabilitation**

**Otolaryngology-Head/Neck Surgery**

**Course Purpose Statement:** The purpose of the Microvascular Reconstruction and Rehabilitation clinical experience is for students to participate in the care and operative management of patients on the Microvascular Reconstruction service by assuming an active role as a subintern. Students will see patients in the clinic, follow them to the operating room, and care for them during their inpatient hospital stay. Surgical exposure will be intense with an opportunity to first assist. Students will participate in a publishable clinical project. Students will attend weekly didactic teaching sessions and will be required to complete an oral case presentation at Grand Rounds, including a literature review to answer a specific clinical question illustrated by a chosen case.

**Required Prerequisite(s):** Review at least five modules on the Clinical Otolaryngology Online (COOL) Module found on the American Academy Otolaryngology - Head and Neck Surgery website: www.entnet.org/cool

**Site(s):** OHSU  
**Credit:** 6  
**Grading Method:** 5-tiered Letter Grade  
**Duration:** Four weeks

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**Competencies Assessed:**

- **ICS 5.** Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- **MK 2.** Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- **PBLI 1.** Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- **PCP 1.** Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- **PCP 2.** Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- **PCP 3.** Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- **PPPD 9.** Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- **SBPIC 3.** Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
OTOL 709C Ambulatory Care in Otolaryngology

Otolaryngology-Head/Neck Surgery

Course Purpose Statement: The purpose of the Ambulatory Otolaryngology clinical experience is for students to participate in the care and operative management of patients with common diseases of the head and neck. Students will hone their skills in performing a comprehensive examination of the head and neck, gain a better understanding of relevant anatomy and embryology, and learn appropriate criteria for referral to an Otolaryngologist specialist. Students will see both surgical and non-surgical patients in various clinics and the operating room. Students will attend weekly didactic teaching sessions, Grand Rounds, and assume an active role on a multi-functioning specialty team.

Required Prerequisite(s): Review at least five modules on the Clinical Otolaryngology Online (COOL) Module found on the American Academy Otolaryngology - Head and Neck Surgery website: www.entnet.org/cool

Site(s): OHSU

Credit: 2

Grading Method: 5-tiered Letter Grade

Duration: Two weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
**OTOL 709E Facial Plastic Reconstructive Surgery**

**Otolaryngology-Head/Neck Surgery**

**Course Purpose Statement:** The purpose of the Facial Plastics and Reconstruction clinical experience is for students to participate in the ambulatory care and operative management of facial plastic surgery patients. Students will gain experience in reconstructive surgical techniques. Students will attend weekly didactic teaching sessions and Grand Rounds, complete reading assignments, and view educational videotapes showing operative techniques in facial plastic surgery.

**Required Prerequisite(s):** Review at least five modules on the Clinical Otolaryngology Online (COOL) Module found on the American Academy Otolaryngology - Head and Neck Surgery website: www.entnet.org/cool

**Site(s):** OHSU  
**Credit:** 2 or 4  
**Grading Method:** 5-tiered Letter Grade  
**Duration:** Two or Four weeks

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**Competencies Assessed:**

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
OTOL 709J Sub-I Pediatric Otolaryngology

Otolaryngology-Head/Neck Surgery

**Course Purpose Statement:** The purpose of the Pediatric Otolaryngology clinical experience is for students to participate in the care and operative management of patients on the Pediatric Otolaryngology and Head & Neck Surgery service by assuming an active role as a subintern. Students will see both surgical and non-surgical patients in clinic and the operating room. Students will participate in weekly quiz sessions, attend Grand Rounds, and complete American Academy of Otolaryngology online modules and interactive cases.

**Required Prerequisite(s):** Review at least five modules on the Clinical Otolaryngology Online (COOL) Module found on the American Academy Otolaryngology - Head and Neck Surgery website: www.entnet.org/cool

**Site(s):** OHSU

**Credit:** 6

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
OTOL 709X Otol Special Elective
Otolaryngology-Head/Neck Surgery

**Course Purpose Statement:** The purpose of this elective is for students to have more in-depth experience in a subspecialty of Otolaryngology. Students must make special arrangements with a faculty member and the department for an individual program of study. The Special Elective Request form must be signed off by the faculty member, department Clerkship Director and the Curriculum & Student Affairs office prior to starting.

**Required Prerequisite(s):** Review at least five modules on the Clinical Otolaryngology Online (COOL) Module found on the American Academy Otolaryngology - Head and Neck Surgery website: www.entnet.org/cool

**Site(s):** OHSU

**Credit:** 4

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
Pathology
PATH 701A Pathology Research

Pathology

Course Purpose Statement: Students will have the opportunity to learn about either basic or clinical science research through a faculty-supervised project. Research can be in any area of Pathology. Projects are planned, reviewed and approved prior to the beginning of the elective. The Research Elective Request form must be signed off by the supervising faculty member, department clerkship director, and the Curriculum & Student Affairs office prior to starting.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: Pass/No Pass

Duration: Four weeks

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Competencies Assessed:

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 7. Participate in scholarly activity thereby contributing to the creation, dissemination, application, and translation of new healthcare knowledge and practices.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
PATH 709A Introduction to Pathology

Pathology

Course Purpose Statement: This is a 4 week elective course designed to introduce students to the field of pathology as practiced in the clinical setting. Students will be based primarily in the OHSU surgical pathology and autopsy services. Depending on the student’s interests, opportunities to participate in subspecialty services such as hematopathology, cytopathology, transfusion medicine, molecular pathology, neuropathology and renal pathology can be arranged. Students will attend relevant lectures and clinical conferences, including, but not limited to, anatomic pathology and laboratory medicine resident lectures, Department Grand Rounds, and the Autopsy Case review conference. A 15 minute presentation is required. Scheduling details will be worked out through Stacey Shird and the Clerkship Director prior to beginning the elective. Preference for August - October slots will be given to students who are applying to pathology residency.

Required Prerequisite(s): none

Site(s): OHSU

Grading Method: Pass/No Pass

Credit: 4

Duration: Four weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- ICS 6. Effectively communicate with colleagues, other health professionals, and health related agencies in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.
- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 2. Participate in the education of peers and other healthcare professionals, students and trainees.
- PPPD 10. Demonstrate trustworthiness that engenders trust in colleagues, patients, and society at large.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
PATH 709X Pathology Special Elective

Pathology

Course Purpose Statement: The purpose of this elective is for students to have more in-depth experience in a subspecialty of Pathology. Students must make special arrangements with a faculty member and the department for an individual program of study. The Special Elective Request form must be signed off by the faculty member, department Clerkship Director and the Curriculum & Student Affairs office prior to starting.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: Pass/No Pass

Duration: Four weeks

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Competencies Assessed:

- ICS 6. Effectively communicate with colleagues, other health professionals, and health related agencies in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.
- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
PATH 710A Introduction to Pathology

Pathology

Course Purpose Statement: This is a 2 week elective course designed to introduce students to the field of pathology as practiced in the clinical setting. Students will be based primarily in the OHSU surgical pathology and autopsy services. Depending on the student’s interests, opportunities to participate in subspecialty services such as hematopathology, cytopathology, transfusion medicine, molecular pathology, neuropathology and renal pathology can be arranged. Students will attend relevant lectures and clinical conferences, including, but not limited to, anatomic pathology and laboratory medicine resident lectures, Department Grand Rounds, and the Autopsy Case review conference. Scheduling details will be worked out through Stacey Shird and the Clerkship Director prior to beginning the elective. This course is offered in December, March, and June and only to OHSU students. Maximum of 3 students per period.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 2

Grading Method: Pass/No Pass

Duration: Two weeks

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Competencies Assessed:

- ICS 6. Effectively communicate with colleagues, other health professionals, and health related agencies in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PPPD 10. Demonstrate trustworthiness that engenders trust in colleagues, patients, and society at large.
Pediatrics
**PEDI 701A Pediatric Research**

**Pediatrics**

**Course Purpose Statement:** Students will have the opportunity to learn about either basic or clinical science research through a faculty-supervised project. Research can be in any area of Pediatrics. Projects are planned, reviewed and approved prior to the beginning of the elective. The Research Elective Request form must be signed off by the supervising faculty member, department clerkship director, and the Curriculum & Student Affairs office prior to starting.

**Required Prerequisite(s):** none

**Site(s):** OHSU

**Credit:** 4

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 7. Participate in scholarly activity thereby contributing to the creation, dissemination, application, and translation of new healthcare knowledge and practices.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
PEDI 705E Quality Improvement and Patient Safety in Pediatrics

Pediatrics

Course Purpose Statement: The purpose of the Quality Improvement and Patient Safety in Pediatrics elective is to provide medical students with the foundational knowledge and experience of what it means to be on a quality improvement team and how to undertake a quality improvement project. Students will learn the fundamentals of improvement science, importance of interprofessional teamwork, and ways to incorporate quality improvement methods into clinical practice. The course will include didactic sessions but will focus on experiential learning of these methods. Students who complete the course will be adequately prepared to participate in clinical quality improvement projects and will obtain the skills to identify and initiate quality improvement work.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: Pass/No Pass

Duration: Four weeks

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Competencies Assessed:

- MK 5. Apply principles of performance improvement, systems science, and science of health care delivery to the care of patients and populations.
- PBLI 5. Continually identify, analyze, and implement new knowledge, guidelines, practice standards, technologies, products, and services that have been demonstrated to improve outcomes.
- SBPIC 1. Participate in identifying system errors and implementing system solutions to improve patient safety.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
**PEDI 709A Sub-I Pediatric Inpatient**

**Pediatrics**

**Course Purpose Statement:** Doernbecher Children's Hospital offers a one-month clinical elective sub-internship in inpatient pediatrics. This experience gives students a concentrated view of general and subspecialty inpatient pediatrics. It allows for more in-depth exposure to multiple members of the inpatient team, facilitating a more substantive evaluation of students in an active and challenging hospital environment.

**Required Prerequisite(s):** Pediatrics Core

**Site(s):** OHSU

**Credit:** 6

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**
- ICS 4. Use health information exchanges (e.g., Care Everywhere within the EPIC electronic health record) to identify and access patient information across clinical settings.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 4. Develop, implement, and revise as indicated, patient management plans.
**PEDI 709B Sub-I Neonatal Medicine**

**Pediatrics**

**Course Purpose Statement**: This elective allows the student to work at the subintern level with exposure to both common and unusual neonatal problems in an NICU with admissions from a high risk delivery service and regional referrals. Students are expected to attend high risk deliveries and to manage patients with guidance from residents and staff.

**Required Prerequisite(s)**: Pediatrics Core

**Site(s)**: OHSU

**Credit**: 6

**Grading Method**: 5-tiered Letter Grade

**Duration**: Four weeks

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**Competencies Assessed**:

- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PCP 4. Develop, implement, and revise as indicated, patient management plans.
- PPPD 11. Recognize that ambiguity and uncertainty are part of clinical care and respond by demonstrating flexibility and an ability to modify one’s behavior.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
PEDI 709D ICU Pediatric Intensive Care

Pediatrics

Course Purpose Statement: The PICU elective will allow students to perform at a subintern level. The elective includes PICU procedures, direct supervision, as well as a full lecture schedule and topics of interest. In-house call is required.

Required Prerequisite(s): Pediatrics Core

Site(s): OHSU

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PCP 4. Develop, implement, and revise as indicated, patient management plans.
- PPPD 11. Recognize that ambiguity and uncertainty are part of clinical care and respond by demonstrating flexibility and an ability to modify one’s behavior.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
**PEDI 709F Pediatric Cardiology**

**Pediatrics**

**Course Purpose Statement:** Students participate in congenital heart clinics, cardiac consultations, journal club, and patient care. Reading ECGs, observing echocardiograms, and cardiac catheterizations are also part of this experience.

**Required Prerequisite(s):** Pediatrics Core

**Site(s):** OHSU

**Credit:** 4

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- **MK 1.** Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- **PBLI 5.** Continually identify, analyze, and implement new knowledge, guidelines, practice standards, technologies, products, and services that have been demonstrated to improve outcomes.
- **PCP 1.** Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- **PCP 3.** Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
PEDI 709G Pediatric Pulmonology

Pediatrics

**Course Purpose Statement:** Students acquire an important clinical exposure to a number of pediatric lung diseases including cystic fibrosis, asthma, pneumonia, and acute respiratory failure in the ICU. This rotation includes rounds and consults on pediatric wards and PICU, two clinics per week, and conferences.

**Required Prerequisite(s):** none

**Site(s):** OHSU

**Credit:** 4

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- **ICS 3.** Demonstrate insight and understanding about pain, emotions and human responses to disease states that allow one to develop rapport and manage interpersonal interactions.
- **MK 2.** Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- **PBLI 2.** Participate in the education of peers and other healthcare professionals, students and trainees.
- **PCP 1.** Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
PEDI 709H Pedi Endocrinology and Metabolism

Pediatrics

**Course Purpose Statement:** These two subspecialty services offer the opportunity for a very wide clinical experience in their respective disciplines. Outpatient clinics occupy three days a week. The elective emphasizes the pathophysiology, clinical manifestations and treatment of metabolic and endocrine disorders with reading and review sessions in relevant areas. Assignments include in-hospital consultations and review of the metabolic laboratory results.

**Required Prerequisite(s):** none

**Site(s):** OHSU  
**Credit:** 4  
**Grading Method:** 5-tiered Letter Grade  
**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
**PEDI 709I Pediatrics Infectious Disease**

**Pediatrics**

**Course Purpose Statement:** The objective of this elective is to provide experience in several aspects of pediatric infectious diseases. Students will review basic microbiology, learn to perform a complete evaluation of a patient with a possible or proven infectious disease, and gain knowledge in managing these patients. Patients will be seen in outpatient subspecialty clinic and as inpatient consultations. Didactic teaching sessions, an open-book examination, and a suggested reading list are provided to the student.

**Required Prerequisite(s):** none

**Site(s):** OHSU

**Credit:** 4

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- MK 5. Apply principles of performance improvement, systems science, and science of health care delivery to the care of patients and populations.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
**PEDI 709J Sub-I Peds Hematology/Oncology**

**Pediatrics**

**Course Purpose Statement:** The objective of this course is to provide the student with fundamental understanding of the pathophysiology, clinical characteristics and treatment of hematologic and oncologic conditions occurring in childhood. While there is an emphasis on the most common childhood cancers such as leukemias and brain tumors, the student has the opportunity to learn the full spectrum of malignant solid tumors in children and common hematologic conditions such as aplastic anemia, coagulation disorders and the hemoglobinopathies. In addition, the student is involved in the stem cell transplant program and its role in the treatment of hematologic, oncologic, immunologic and genetic disorders, and will learn the treatment of infection in the immunocompromised patient.

Students are evaluated by a written evaluation based on observation of performance and attendance at and contributions to the Division’s rounds and conferences. Students will spend time in the clinic or on the ward depending on their learning objectives and the census of the clinic or ward.

**Required Prerequisite(s):** Pediatrics Core

**Site(s):** OHSU

**Credit:** 6

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
**PEDI 709K Developmental/Behavioral Peds**

**Pediatrics**

**Course Purpose Statement:** Provides experience in a broad spectrum of neurodevelopmental, behavioral, learning and emotional problems in children from infants to 18 years. Clinics include the following: Genetics, Metabolic, Neurodevelopmental, Child Development, Spina Bifida, Neonatal Intensive Care follow-ups, Autism, ADHD, Medication Management and others. Clinic assignments can be adjusted to the interests of the student to some extent. Because the rotation consists of outpatient clinics, there is no night call or weekend duty.

**Required Prerequisite(s):** none

**Site(s):** OHSU

**Credit:** 4

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- ICS 6. Effectively communicate with colleagues, other health professionals, and health related agencies in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
**PEDI 709L Pediatric Neurology**

**Pediatrics**

**Course Purpose Statement:** This course exposes the student to a wide spectrum of neurologic problems affecting children from the neonate to young adult. The student will see and examine patients with epilepsy, cerebral palsy, chronic headaches, and tic disorder as well as neurometabolic disease and developmental disorders. Patients are seen in a subspecialty referral clinic, as inpatient consultations, and through specialty clinics in the CDRC and Shriners Hospital. Students will also be exposed to weekly pediatric neuroradiology and EEG sessions. Weekly didactic teaching sessions will supplement a suggested reading assignment.

**Required Prerequisite(s):** none

**Site(s):** OHSU

**Credit:** 4

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 8. Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.
- PBLI 5. Continually identify, analyze, and implement new knowledge, guidelines, practice standards, technologies, products, and services that have been demonstrated to improve outcomes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
**PEDI 709N Diag & Manag of Child Abuse**

**Pediatrics**

**Course Purpose Statement:** The student will achieve the goals of the rotation through a variety of educational experiences: 1. Participation in abuse and neglect consults at DCH and Randall Children’s Hospital. 2. Participation in meetings with CPS and police investigators regarding ongoing abuse evaluations. 3. Attendance at peer review conferences, include state and national teleconferences, and county multidisciplinary team meetings. 4. Participation in outpatient physical and sexual abuse evaluations at CNW. The student will have the opportunity to observe forensic interviews of children. 5. Shadow a CPS worker for a day. 6. Attendance at court proceedings at which a medical provider is testifying. 7. Review of journal articles and video presentations on common child abuse topics to ensure a foundation of knowledge independent of the types of consults seen during the month. 8. Completion of a series of child abuse case scenarios with an attending physician at the end of the rotation. 9. Development of a child abuse case scenario powerpoint, including photos and imaging studies, to be used by future medical students. 10. Brief presentation on a topic of interest in child abuse. Approximately 50% of the student’s time will be spent on the inpatient consultation service at DCH and RCH. The student will spend time between consults completing the required reading and video list, developing a case scenario, and preparing a presentation. Approximately 30% of the student’s time will be spent participating in outpatient consultations at CNW. Approximately 20% of the student’s time will be spent on field trips to court and meetings, and attending peer review conferences.

**Required Prerequisite(s):** None

**Site(s):** OHSU

**Credit:** 4

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- **ICS 1.** Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- **MK 2.** Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- **MK 3.** Apply principles of epidemiological sciences to the identification of health risk factors, prevention and treatment strategies, use of healthcare resources, and health promotion efforts for patients and populations.
- **MK 4.** Apply principles of social-behavioral sciences to assess the impact of psychosocial and cultural influences on health, disease, care-seeking, care-adherence, barriers to and attitudes toward care.
- **PCP 2.** Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- **SBPIC 3.** Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
PEDI 709Q Doernbecher Children's Hospital Clinic

Pediatrics

Course Purpose Statement: Students will work in a general outpatient clinic. You will spend time in the general pediatrics clinic and will learn how various other providers are integrated into the clinic: RN shadow, MA shadow, Social Work shadow, Pediatric Psychology shadow. You will participate in the care of newborns, infants, children, and adolescents, during both well and ill visits.

Required Prerequisite(s): Pediatrics Core

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- MK 4. Apply principles of social-behavioral sciences to assess the impact of psychosocial and cultural influences on health, disease, care-seeking, care-adherence, barriers to and attitudes toward care.
- PCP 4. Develop, implement, and revise as indicated, patient management plans.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
PEDI 709R Pediatric Surgery-PeaceHealth Sacred Heart

Pediatrics

Course Purpose Statement: Students will be responsible for preoperative evaluation of pediatric patients with surgical disorders, including evaluation of laboratory and imaging information, performance of history and physical examination, discussion of differential diagnosis for common presenting chief complaints. They will acquire operative skills in both simple and complex pediatric surgical procedures, postoperative management, including wound care, pain, nutrition and fluid/electrolyte status, and long-term follow-up of patients. They will spend 30% of their time seeing patients in clinic, performing basic clinical procedures in pediatric patients, including Primary closure of incisions, Management of open and infected wounds, Intravenous line placement and Placement of urinary catheters. Students will also spend time in NICU/Pediatric Unit/ER for rounds and consults. PeaceHealth Sacred Heart at RiverBend Hospital is located in Springfield, OR, approximately 100 miles south of the main OHSU campus. Students participating in rotations at this site do not interact with OHSU Residents or Residency Program Directors.

Required Prerequisite(s): Surgery Core

Site(s): PeaceHealth Sacred Heart Medical Center

Grading Method: 5-tiered Letter Grade

Credit: 6

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- ICS 4. Use health information exchanges (e.g., Care Everywhere within the EPIC electronic health record) to identify and access patient information across clinical settings.
- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- MK 4. Apply principles of social-behavioral sciences to assess the impact of psychosocial and cultural influences on health, disease, care-seeking, care-adherence, barriers to and attitudes toward care.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
**PEDI 709S Pediatric Nephrology**

**Pediatrics**

**Course Purpose Statement:** This course will provide students the opportunity to evaluate and manage pediatric patients with renal pathology and hypertension in the outpatient and inpatient settings.

**Required Prerequisite(s):** none

**Site(s):** OHSU

**Credit:** 4

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 2. Counsel, educate and empower patients and their families to participate in their care and improve their health; enable shared decision-making; and engage patients through personal health records and patient health information access systems.
- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
**PEDI 709T Sub-I Pediatric Critical Care - Legacy Emanuel**

**Pediatrics**

**Course Purpose Statement:** This course will expose the student to critical care of infants, children, and adolescents in a private, free standing Children's Hospital. The student will serve in a subintern role, and will assist the attending physicians with admissions as well as ongoing care of patients. The goal of the course is to teach the student to recognize and stabilize critically ill children, as well as provide thoughtful ongoing care.

**Required Prerequisite(s):** Pediatrics Core

**Site(s):** Legacy Emanuel

**Credit:** 6

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 11. Recognize that ambiguity and uncertainty are part of clinical care and respond by demonstrating flexibility and an ability to modify one’s behavior.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
**PEDI 709X Pediatrics Special Elective**

**Pediatrics**

**Course Purpose Statement:** The purpose of this elective is for students to have more in-depth experience in a subspecialty of Pediatrics. Students must make special arrangements with a faculty member and the department for an individual program of study. The Special Elective Request form must be signed off by the faculty member, department Clerkship Director and the Curriculum & Student Affairs office prior to starting.

This could include the option of Camp Starlight, a week long summer camp for children ages 5-15 infected or affected by HIV. Medical students will have the opportunity to be counselors or activity specialists. This section is for 4th year students and credit can be arranged as part of one of the pediatric rotations. This is only offered the week that the camp is in session. Camp Starlight holds camp the last week of August. Commitment time is one full week and begins Saturday morning through the following Friday afternoon. All students must go through Camp Starlight's interview and background check process. Volunteer selection process begins in April/May of each year. Contact Camp Starlight for further information by emailing them - info@camp-starlight.org or visiting their website at www.camp-starlight.org

**Required Prerequisite(s):** none

**Site(s):** OHSU

**Credit:** 4

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
PEDI 710B Breastfeeding

Pediatrics

Course Purpose Statement: Students will work closely with health professionals who have specialized training in breastfeeding, and learn to trouble shoot basic breastfeeding challenges for the mother and infant. The student will become aware of community resources to support breastfeeding and will research and present a breastfeeding topic in PICO format.

Required Prerequisite(s): Pediatrics Core

Site(s): OHSU

Credit: 2

Grading Method: 5-tiered Letter Grade

Duration: Two weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- MK 4. Apply principles of social-behavioral sciences to assess the impact of psychosocial and cultural influences on health, disease, care-seeking, care-adherence, barriers to and attitudes toward care.
- PCP 5. Apply personalized healthcare services to patients, families, and communities aimed at preventing health problems and maintaining health.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
PEDI 710G Pediatric Gastroenterology

Pediatrics

Course Purpose Statement: This elective offers clinical experience in combined inpatient and outpatient settings seeing children with various gastrointestinal disorders. Students will round on the inpatient service and asked to follow one or two consult patients. Students will see patients on a daily basis and report and present their patients vital signs, lab test result, and clinical course from the previous 24 hours and discuss plan for the patients. In addition when on the outpatient service the students will see, interview and examine patients and their families and report back to the attending gastroenterologist about their findings. They should make an attempt at an assessment and plan. Students will also have the opportunity to observe various GI procedures and attend some teaching conferences like path and radiology rounds with the GI team. The Pediatric Gastroenterology rotation will introduce the student to acute and chronic conditions affecting the entire gastrointestinal (GI) tract including the hepatobiliary-pancreatic systems and nutritional disorders. Specifically, patients may have a wide array of disorders ranging from acute (e.g., GI bleeding) or chronic disorders (e.g., Crohn disease), low (e.g., irritable bowel syndrome) or high acuity (e.g., s/p liver transplant) problems. The student may observe endoscopic and other diagnostic (e.g., motility) and therapeutic (e.g., foreign body removal) procedures. Some patients have liver failure requiring artificial liver support or hepatic transplant, while others have short bowel syndrome and intestinal failure requiring chronic intravenous nutrition, enteral tube feeding or small intestinal transplant. The student will work collaboratively with dieticians, speech therapists, psychologists, pulmonologists, otolaryngologists, surgeons, other subspecialists, and primary care doctors.

Required Prerequisite(s): Pediatrics Core

Site(s): OHSU

Grading Method: 5-tiered Letter Grade

Credit: 4

Duration: Four weeks

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Competencies Assessed:

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PBLI 2. Participate in the education of peers and other healthcare professionals, students and trainees.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 4. Develop, implement, and revise as indicated, patient management plans.
Psychiatry
**PSYC 701A Psychiatric Research**

**Psychiatry**

**Course Purpose Statement:** Students will have the opportunity to learn about either basic or clinical science research through a faculty-supervised project. Research can be in any area of Psychiatry. Projects are planned, reviewed and approved prior to the beginning of the elective. The Research Elective Request form must be signed off by the supervising faculty member, department clerkship director, and the Curriculum & Student Affairs office prior to starting. For options in Psychiatry research, see the research appendix.

**Required Prerequisite(s):** none

**Site(s):** OHSU; VA

**Credit:** 4

**Grading Method:** Pass/No Pass

**Duration:** Four weeks or longer if desired with department consent

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**Competencies Assessed:**

- ICS 6. Effectively communicate with colleagues, other health professionals, and health related agencies in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 7. Participate in scholarly activity thereby contributing to the creation, dissemination, application, and translation of new healthcare knowledge and practices.
- PPPD 10. Demonstrate trustworthiness that engenders trust in colleagues, patients, and society at large.
**PSYC 705E Psychiatry-Administrative**

**Psychiatry**

**Course Purpose Statement:** The purpose of the Administrative Psychiatry elective is to expose students to the management of mental health delivery systems. Students will spend half of their time in the office of Mental Health Services in Salem and will participate in seminars at OHSU. They will also participate in an administrative or research project as part of this elective. Please email Dr. Norwood Knight-Richardson (knightri@ohsu.edu) and Kathryn Brant (brantk@ohsu.edu) at least one month prior to the elective start date.

**Required Prerequisite(s):** Psychiatry Core

**Site(s):** State of Oregon offices

**Credit:** 4

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 6. Effectively communicate with colleagues, other health professionals, and health related agencies in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.
- MK 3. Apply principles of epidemiological sciences to the identification of health risk factors, prevention and treatment strategies, use of healthcare resources, and health promotion efforts for patients and populations.
- PPPD 5. Adhere to professional standards when using information technology tools and electronic/social media.
- SBPIC 1. Participate in identifying system errors and implementing system solutions to improve patient safety.
PSYC 709B Geriatric Psychiatry

Psychiatry

Course Purpose Statement: The purpose of the Geriatric Psychiatry elective is for the student to learn about mental health care of the older adult patient by participation in patient care and in a variety of settings. The student will care for older patients with a variety of diagnoses including cognitive impairment, mood disorders, psychotic disorders and substance use disorders. Patients may be seen in settings including nursing homes, outpatient clinics, inpatient and outpatient consultation settings and substance abuse treatment. Pharmacologic management, use of psychotherapy, special issues such as capacity and informed consent and ECT are part of the curriculum.

Required Prerequisite(s): Family Medicine Core, Internal Medicine Core, Psychiatry Core or Neurology Core

Site(s): OHSU; VA; Community Long Term care facility

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
PSYC 709C Sub-I Psychiatry

Psychiatry

Course Purpose Statement: This elective is designed for those students who, having already completed their core psychiatric clinical experience, wish to gain further inpatient psychiatry experience. This experience includes a program of guided reading, patient interviewing, and patient follow-up for the assessment and treatment of acute psychopathology presentations. Students are assigned to an OHSU faculty member at any of several inpatient treatment sites. The student is the primary contact with the patients on their team, with either the second year resident and/or the attending providing supervision on a wide range of patients encountered in acute inpatient psychiatry. Students assigned to OHSU should email Dr. Blekic (blekica@ohsu.edu); students assigned to the VA should email Dr. Buboltz (buboltzm@ohsu.edu) one month prior to the elective start date.

Required Prerequisite(s): Internal Medicine Core and Psychiatry Core

Site(s): OHSU; VA

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- PCP 4. Develop, implement, and revise as indicated, patient management plans.
- PPPD 11. Recognize that ambiguity and uncertainty are part of clinical care and respond by demonstrating flexibility and an ability to modify one’s behavior.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
PSYC 709D Consultation Liaison Psychiatry

Psychiatry

Course Purpose Statement: The purpose of the Consultation Liaison Psychiatry elective is for students to learn to manage psychopathology in an inpatient consultation setting. Students will evaluate and follow patients on the medical and surgical services. Students will assist in the assessment and ongoing management of patients with complicated presentations. Students will apply and synthesize their knowledge in the areas of medicine, surgery and psychiatry. This elective can be taken at OHSU or the Portland VA.

Required Prerequisite(s): none

Site(s): OHSU; VA

Grading Method: 5-tiered Letter Grade

Credit: 4

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
PSYC 709F Child & Adolescent Psychiatry

Psychiatry

Course Purpose Statement: The purpose of the Child and Adolescent Psychiatry elective is for students to learn to assess children and adolescents with urgent psychiatric needs. Students will participate on daily rounds with the attending and fellow in Child Psychiatry on the Doernbecher Consultation Liaison Psychiatry Service. Sites of care include the emergency department, pediatric inpatient unit, and the PICU. Students will also participate in outpatient consult cases.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 2. Participate in the education of peers and other healthcare professionals, students and trainees.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- SBPIC 5. Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.
PSYC 709K Intercultural Psychiatric Program

Psychiatry

Course Purpose Statement: The purpose of the Intercultural Psychiatric Program (IPP) elective is for students to learn about the practice of psychiatry in a unique outpatient setting. IPP provides culturally sensitive mental health services for immigrant, refugee and ethnic communities with an emphasis on individuals and families whose first language is not English. IPP staff includes 16 counselors offering services in over 15 languages including Amharic, Arabic, Bosnian, Burmese, Cambodian, Farsi, Kurdish, Laotian, Mai Mai, Mien, Oromo, Russian, Somali, Spanish (Central and South American), Swahili, and Vietnamese. Students will have the opportunity to observe and participate in patient care, treatment, socialization center activities, and faculty research. Please email Dr. Boehnlein (boehnlei@ohsu.edu) one month prior to the elective start date.

Required Prerequisite(s): none

Site(s): Intercultural Psychiatric Program

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
PSYC 709L Community Psychiatry

Psychiatry

Course Purpose Statement: The purpose of the Community Psychiatry elective is to familiarize the student with the community mental health system in Oregon and allow the student to participate in various aspects of consultation and patient care in a community mental health center. Students will learn about patterns of mental illness, the nature of mental health care delivery, drug and alcohol treatment programs and the interface of law and psychiatry. Students will participate in both seminars and community training experiences. A part-time option limited to seminar attendance is also available. Please email Dr. Falk (Neil.falk@co.multnomah.or.us), Dr. Betlinski (betlinsk@ohsu.edu) and Kathryn Brant (brantk@ohsu.edu) at least one month prior to the elective start date. The Public Psychiatry Training Program staff will provide supervision.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:
- ICS 6. Effectively communicate with colleagues, other health professionals, and health related agencies in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.
- MK 4. Apply principles of social-behavioral sciences to assess the impact of psychosocial and cultural influences on health, disease, care-seeking, care-adherence, barriers to and attitudes toward care.
- PPPD 1. Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.
- SBPIC 2. Incorporate considerations of resource allocation, cost awareness and risk-benefit analysis in patient and population-centered care.
PSYC 709M Sleep Disorders Medicine

Psychiatry

Course Purpose Statement: The purpose of the Sleep Disorders Medicine elective is for the student to understand, evaluate and become familiar with treatments of a variety of sleep disorders in adults. These disorders include primary insomnia, sleep apnea and sleep-related movement disorders. Students will participate in the outpatient evaluation of these patients and receive exposure to the use of polysomnography in the evaluation of sleep disorders. For interested students, an experience including the evaluation of childhood sleep disorders may be arranged. Students should email Dr. Chad Hagen at least one month prior to the elective start date (hagench@ohsu.edu)

Required Prerequisite(s): none

Site(s): OHSU

Credit: 2 or 4

Grading Method: Pass/No Pass

Duration: Two or Four weeks

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Competencies Assessed:

- ICS 1. Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural background.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
PSYC 709X Psychiatry Special Elective

Psychiatry

Course Purpose Statement: The purpose of this elective is for students to have more in-depth experience in a subspecialty of Psychiatry. Students must make special arrangements with a faculty member and the department for an individual program of study. The Special Elective Request form must be signed off by the faculty member, department Clerkship Director and the Curriculum & Student Affairs office prior to starting.

Required Prerequisite(s): none

Site(s): OHSU; VA; Multiple sites with OHSU faculty

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
Radiation Medicine
RADT 701A Radiation Medicine Research

Radiation Medicine

Course Purpose Statement: Students will have the opportunity to learn about either basic or clinical science research through a faculty-supervised project. Research can be in any areas of Radiation Medicine. Projects are planned, reviewed and approved prior to the beginning of the elective. The Research Elective Request form must be signed off by the supervising faculty member, department clerkship director, and the Curriculum & Student Affairs office prior to starting.

Required Prerequisite(s): none

Site(s): OHSU

Grading Method: Pass/No Pass

Credit: 2 or 4

Duration: Two or Four weeks

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Competencies Assessed:

- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- MK 5. Apply principles of performance improvement, systems science, and science of health care delivery to the care of patients and populations.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PBLI 7. Participate in scholarly activity thereby contributing to the creation, dissemination, application, and translation of new healthcare knowledge and practices.
**RADT 709A Radiation Medicine**

**Radiation Medicine**

**Course Purpose Statement:** Students participate in the clinical work-up of patients in preparation for radiation therapy as well as in the treatment and follow-up of already treated patients. Assigned reading and participation in all departmental seminars and conferences are also required. The student will prepare and present a 30 minute talk.

**Required Prerequisite(s):** One rotation in OB, Surgery or Internal Medicine

**Site(s):** OHSU

**Credit:** 4

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 4. Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
RADT 709X Special Elective
Radiation Medicine

Course Purpose Statement: The purpose of this elective is for students to have more in-depth experience in a subspecialty of Radiation Medicine. Students must make special arrangements with a faculty member and the department for an individual program of study. The Special Elective Request form must be signed off by the faculty member, department Clerkship Director and the Curriculum & Student Affairs office prior to starting.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 2 or 4

Grading Method: Pass/No Pass

Duration: Two or Four weeks

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Competencies Assessed:
- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- PBLI 7. Participate in scholarly activity thereby contributing to the creation, dissemination, application, and translation of new healthcare knowledge and practices.
- SBPIC 4. Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.
**JCON ZZZZ Away Rotation**

School of Medicine

**Course Purpose Statement:** The purpose of the Away Elective clinical experience is to allow students to participate in a clinical rotation with non-OHSU affiliated physicians at another health care facility in Oregon or at another accredited medical institution within the United States. Students who wish to do a rotation in an international site should request this placeholder course and fill out the International Away Rotation form found on the Student Portal. Students are responsible for making their own arrangements and must submit approval forms and confirmation of acceptance from the away site to the Curriculum and Student Affairs office well in advance of the rotation.

**Required Prerequisite(s):** Accepting site may require prerequisites

**Site(s):** Away rotation - students will be responsible for finding their own site and seeking approval from the Curriculum and Student Affairs Office.

**Credit:** 4

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**Grading Method:** Dependent on grading method of accepting site

**Duration:** Four weeks
Surgery

Elective Experiences
**CSUR 709A Sub-I Cardiothoracic Surgery**

**Surgery**

**Course Purpose Statement:** The purpose of the Cardiothoracic Surgery clinical experience is for students to participate in the surgical management of adult cardiac and thoracic surgery patients. Students will learn all aspects of cardiothoracic surgery, including valve replacements, coronary artery revascularization, aortic dissection repair, surgical arrhythmia ablation, heart transplantation, lung resection, esophageal procedures and mediastinal exploration. Students will attend didactic lectures, one-on-one faculty teaching sessions, clinical rounds, and scrub into cases. Students will see patients in the clinic, on the ward, and in the CVICU.

**Required Prerequisite(s):** Surgery Core

**Site(s):** OHSU

**Credit:** 6

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
PLAS 709A Plastic & Reconstructive Surgery

Surgery

Course Purpose Statement: The purpose of the Plastic & Reconstructive Surgery clinical experience is to allow students to participate in reconstructive and cosmetic surgery. Students will learn about the care and operative management of patients with craniofacial abnormalities, maxillofacial trauma, and complex soft tissue conditions. Students will see patients in the clinics, operating rooms, and wards at OHSU Hospital.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
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- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
PLAS 709B Plastic Surgery - Community

**Surgery**

**Course Purpose Statement:** The purpose of the Community Plastic Surgery clinical experience is for students to participate in the surgical management of soft tissue conditions and craniofacial abnormalities. Students will learn complex wound management and advanced suturing techniques. Students will see patients in the VAMC and outpatient clinics.

**Required Prerequisite(s):** none

**Site(s):** VA

**Credit:** 4

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
PLAS 709V Plastic Surgery - VAMC

Surgery

Course Purpose Statement: The purpose of the VAMC Plastic Surgery clinical experience is for students to participate in the surgical management of soft tissue conditions and craniofacial abnormalities. Students will learn complex wound management and advanced suturing techniques. Students will see patients in the VAMC, the Shriners Hospital, and associated clinics.

Required Prerequisite(s): none

Site(s): VA

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
PLAS 709X Plastic Surgery Spec Elective

Surgery

Course Purpose Statement: The purpose of this elective is for students to have more in-depth experience in a subspecialty of Plastic Surgery. Students must make special arrangements with a faculty member and the department for an individual program of study. The Special Elective Request form must be signed off by the faculty member, department Clerkship Director and the Curriculum & Student Affairs office prior to starting.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
**PSUR 709A Pediatric Surgery**

**Surgery**

**Course Purpose Statement:** The purpose of the Pediatric Surgery clinical experience is to allow students to participate in the care of pediatric surgical patients. Students will learn about the care and operative management of patients with a broad array of pediatric disorders requiring surgical management. Students will see patients in the clinics, operating rooms, and wards at the Doernbecher Children’s Hospital and Randall Children’s Hospital.

**Required Prerequisite(s):** none

**Site(s):** OHSU; Emanuel (on occasion)

**Credit:** 6

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- **ICS 5.** Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- **MK 2.** Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- **PBLI 1.** Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- **PCP 1.** Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- **PCP 2.** Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- **PCP 3.** Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- **PPPD 9.** Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- **SBPIC 3.** Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
SURG 701A Surgery Research

**Course Purpose Statement:** Students will have the opportunity to learn about either basic or clinical science research through a faculty-supervised project. Research can be in any areas of Surgery. Projects are planned, reviewed and approved prior to the beginning of the elective. The Research Elective Request form must be signed off by the supervising faculty member, department clerkship director, and the Curriculum & Student Affairs office prior to starting.

**Required Prerequisite(s):** none

**Site(s):** OHSU; VA

**Credit:** 4

**Grading Method:** Pass/No Pass

**Duration:** Four weeks

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**Competencies Assessed:**

- **ICS 5.** Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- **MK 2.** Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
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- **PPPD 9.** Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- **SBPIC 3.** Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
SURG 709A OHSU TICU / SICU

Surgery

Course Purpose Statement: The purpose of the OHSU Trauma / Surgical Intensive Care Unit clinical experience is to allow students to participate in the care of complex, critically ill trauma, transplant, and general surgery patients. Students will hone their skills in evaluating, diagnosing, and treating surgical patients, as well as, delivering effective bedside patient presentations. Students will see patients exclusively in the OHSU TICU-SICU, attend ICU and trauma teaching conferences, present at journal club, and assume an active role on a multidisciplinary critical care team.

Required Prerequisite(s): Surgery Core

Site(s): OHSU

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

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- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
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- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
SURG 709B Sub-I General Surgery- OHSU- Blue

Surgery

Course Purpose Statement: The purpose of the OHSU Blue Surgery clinical experience is for students to participate in the care and operative management of patients with surgical disease of the pancreas, hepatobiliary system, adrenal glands, spleen, and hernias. Functioning as a subintern, students will hone their skills in evaluating, diagnosing, and treating surgical patients, as well as, delivering effective patient presentations on the ward and at conferences. Students will see patients in the outpatient clinics, emergency room, and inpatient wards. Students will assist with procedures in the operating room, attend multidisciplinary tumor conferences, and assume an active role on a multi-functioning specialty team.

Required Prerequisite(s): Surgery Core

Site(s): OHSU

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
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- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
SURG 709D Sub-I Surgical OHSU-Gold

Course Purpose Statement: The purpose of the OHSU Gold Surgery clinical experience is for students to participate in the care and operative management of surgical oncology patients. Functioning as a subintern, students will hone their skills in evaluating, diagnosing, and treating surgical patients, as well as, delivering effective patient presentations on the ward and at conferences. Students will see patients in the outpatient clinics, emergency room, and inpatient wards. Students will assist with procedures in the operating room, attend multidisciplinary tumor conferences, participate in radiotherapy and chemotherapy clinics, and assume an active role on a multi-functioning specialty team.

Required Prerequisite(s): Surgery Core

Site(s): OHSU

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
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- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
**SURG 709H General Surgery - PeaceHealth Sacred Heart**

**Surgery**

**Course Purpose Statement:** Students will spend the majority of the time in general surgery. Students will have exposure to a broad based surgery service. They will develop a higher level of comfort evaluating, diagnosing, and treating surgical patients. They will learn to identify critical points in inpatient and outpatient follow-up of surgical patients. They will function at an intern level. They will also have hands on experience with minor office procedures.

**Required Prerequisite(s):** Surgery Core

**Site(s):** PeaceHealth Sacred Heart Medical Center

**Credit:** 6

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 6. Effectively communicate with colleagues, other health professionals, and health related agencies in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.
- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PBLI 8. Incorporate feedback received from clinical performance data, patients, mentors, teachers, and colleagues into clinical practice to improve health outcomes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PPPD 7. Demonstrate awareness of one’s knowledge, skills, and emotional limitations and demonstrate healthy coping mechanisms and appropriate help-seeking behaviors.
**SURG 709KS Colorectal Surg - Kaiser**

**Surgery**

**Course Purpose Statement:** The purpose of the Colorectal Surgery clinical experience is for students to participate in the evaluation, diagnosis, and treatment of patients with colorectal disease. Students will learn the surgical management of colorectal malignancy, anorectal disease, and inflammatory bowel disease. Students will see patients at the Kaiser Sunnyside outpatient clinics, operating rooms, and inpatient wards.

**Required Prerequisite(s):** none

**Site(s):** Kaiser Sunnyside

**Credit:** 6

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
SURG 709L Sub-I Burns/General Surgery - Legacy Emanuel

Surgery

Course Purpose Statement: The purpose of the Burn Surgery clinical experience is for students to participate in the surgical management of acute and reconstructive burn care. Students will learn complex wound management, including care of necrotizing soft tissue infections, abdominal fistulas, and ulcers. Students will see patients on the ward, as well as, the burn ICU at the Legacy Emanuel Medical Center. Available in future blocks.

Required Prerequisite(s): Surgery Core

Site(s): Legacy Emanuel

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

• ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
• MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
• PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
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• PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
• PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
• SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
SURG 709M General Surgery - Gold Beach

Surgery

Course Purpose Statement: The purpose of the Gold Beach General Surgery clinical experience is for students to participate in the care and operative management of surgical patients in a rural setting. Students will learn the specific issues encountered by a rural surgeon and how they differ from those practicing in a tertiary setting. Students will see patients in both the clinic and inpatient wards at Curry General Hospital, as well as, gaining hands-on experience with minor office procedures.

Required Prerequisite(s): none

Site(s): Gold Beach (no housing provided)

Grading Method: 5-tiered Letter Grade

Credit: 6

Duration: Four weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
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- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
SURG 709N Surgical Nutrition

Surgery

Course Purpose Statement: Students will see patients in the clinic, emergency department, ICU, and wards at the Emergency General Surgery. This elective will be available during the January 2017 and January 2018 three-week blocks (2 students in each). If students want to take this elective during other blocks, please contact Marci Jo Carlton at carltonm@ohsu.edu.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 2

Duration: Two weeks

Grading Method: 5-tiered Letter Grade

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
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- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
**SURG 709PA Minimally Invasive Surg - Providence**

**Surgery**

**Course Purpose Statement:** The purpose of the Minimally Invasive Surgery clinical experience is to allow students to participate in the care and operative management of a wide variety of general surgery patients by utilizing laparoscopic and robotic techniques. Students will see patients in the clinics, operating rooms, and inpatient wards at the Portland Providence Medical Center.

**Required Prerequisite(s):** none

**Site(s):** Providence Portland Medical Center

**Credit:** 6

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
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- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
**SURG 709R Abdominal Organ Transplant**

**Surgery**

**Course Purpose Statement:** The purpose of the Abdominal Organ Transplantation clinical experience is for students to participate in the surgical management of kidney and liver transplantation patients. Students will learn the process of abdominal organ transplantation along the continuum of procurement, surgical transplantation, and postoperative care. Students will see patients on rounds and in the clinic. Students will attend selection committee meetings and tumor board conferences.

**Required Prerequisite(s):** none

**Site(s):** OHSU; VA

**Credit:** 6

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
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- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
SURG 709RE Sub-I General Surgery - OHSU - Red

Surgery

Course Purpose Statement: The purpose of the OHSU Red Surgery clinical experience is for students to participate in the care and operative management of patients with benign and malignant esophageal conditions, spastic disorders of the esophagus, gastric cancer, gallbladder disease, and metabolic syndromes. Functioning as a subintern, students will hone their skills in evaluating, diagnosing, and treating surgical patients, as well as, delivering effective patient presentations on the ward and at conferences. Students will see patients in the outpatient clinics, emergency room, and inpatient wards. Students will assist with procedures in the operating room, attend multidisciplinary tumor conferences, and assume an active role on a multi-functioning specialty team.

Required Prerequisite(s): Surgery Core

Site(s): OHSU

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
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- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
SURG 709T Surgery-Trauma - Legacy Emanuel

Surgery

Course Purpose Statement: The purpose of the Emanuel Trauma Surgery clinical experience is to allow students to participate in the care and operative management of acutely-injured patients in a Level 1 trauma center. Students will hone their skills in evaluating, diagnosing, and treating surgical patients, as well as, delivering patient presentations on the ward and at conferences. Students will assist with procedures in the operating room, attend teaching conferences, and assume an active role on a multi-functioning specialty team.

Required Prerequisite(s): none

Site(s): Legacy Emanuel

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
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- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
SURG 709U Sub-I General Surgery - OHSU Green

Surgery

Course Purpose Statement: The purpose of the OHSU Green Surgery clinical experience is for students to participate in the care and operative management of patients with benign and malignant disease of the colon and rectum, as well as, complex ventral hernias. Functioning as a subintern, students will hone their skills in evaluating, diagnosing, and treating surgical patients, as well as, delivering effective patient presentations on the ward and at conferences. Students will see patients in the outpatient clinics, emergency room, and inpatient wards. Students will assist with procedures in the operating room, attend multidisciplinary tumor conferences, and assume an active role on a multi-functioning specialty team.

Required Prerequisite(s): Surgery Core

Site(s): OHSU

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
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- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
SURG 709V Sub-I Surgery - VAMC

Course Purpose Statement: The purpose of the VAMC General Surgery clinical experience is for students to participate in the care and operative management of complex patients with significant medical co-morbidities across a wide spectrum of surgical disease. Functioning as a subintern, students will hone their skills in evaluating, diagnosing, and treating surgical patients, as well as, delivering patient presentations on the ward and at conferences. Students will see patients in the outpatient clinics, emergency room, and inpatient wards. Students will assist with procedures in the operating room, attend teaching conferences, and assume an active role on a multi-functioning specialty team.

Required Prerequisite(s): Surgery Core

Site(s): VA

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
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- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
**SURG 709VA ICU Surgical - VAMC**

**Surgery**

**Course Purpose Statement:** The purpose of the VAMC Surgical Intensive Care Unit clinical experience is to allow students to participate in the care of critically ill or injured patients. Students will hone their skills in evaluating, diagnosing, and treating surgical patients, as well as, delivering effective bedside patient presentations. Students will see patients exclusively in the VAMC SICU, attend ICU teaching conferences, and assume an active role on a multidisciplinary critical care team.

**Required Prerequisite(s):** Surgery Core

**Site(s):** VA

**Credit:** 6

**Grading Method:** 5-tiered Letter Grade

**Duration:** Four weeks

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**Competencies Assessed:**

- **ICS 5.** Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- **MK 2.** Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- **PBLI 1.** Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- **PCP 1.** Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- **PCP 2.** Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- **PCP 3.** Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- **PPPD 9.** Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- **SBPIC 3.** Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
SURG 709X Surgery Special Elective (clinical)

Surgery

Course Purpose Statement: The purpose of this elective is for students to have more in-depth experience in a subspecialty of Surgery. Students must make special arrangements with a faculty member and the department for an individual program of study. The Special Elective Request form must be signed off by the faculty member, department Clerkship Director and the Curriculum & Student Affairs office prior to starting.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
Urology
UROL 701A Urology Research

Urology

Course Purpose Statement: Students will have the opportunity to learn about either basic or clinical science research through a faculty-supervised project. Research can be in any areas of Urology. Projects are planned, reviewed and approved prior to the beginning of the elective. The Research Elective Request form must be signed off by the supervising faculty member, department clerkship director, and the Curriculum & Student Affairs office prior to starting.

Required Prerequisite(s): none

Site(s): OHSU

Credit: 4

Grading Method: Pass/No Pass

Duration: Four weeks

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Competencies Assessed:

- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PBLI 7. Participate in scholarly activity thereby contributing to the creation, dissemination, application, and translation of new healthcare knowledge and practices.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
**UROL 709A Primary Care Adult Urology**

**Urology**

**Course Purpose Statement:** This rotation is intended for students interested in learning about Urology as it applies to everyday clinical practice and who are not considering a career in Urology or Surgery. The rotation can be two or four weeks in length. Students work closely with house staff and faculty and participate in all educational activities of the OHSU urology program. Students will be exposed to the full range of urologic diseases in pediatric urology, adult urology, or both in an outpatient and inpatient setting with an emphasis on the diagnosis and treatment of problems encountered in general practice. Students will have extensive exposure to outpatient management of urologic patients, inpatient management and urologic consultation, and the most commonly performed urologic surgeries (i.e., surgery for prostate cancer, kidney stones, prostatic enlargement, urinary incontinence). There will be opportunities to learn basic skills such as Foley insertion, perform microscopic urinalyses, or measure bladder residuals during the rotation. Students may choose to focus primarily on outpatient urology. Students will spend time at OHSU, VAMC, and/or Doernbecher. Students may choose to focus on adult or pediatric urology, or both, by providing advance notice to the department. Students will be asked to complete the National Core Medical Student Curriculum in Urology (online) during their rotation. *PLEASE NOTE: In the MedHub lottery, please select UROL ZZZZ to register for this course. If placed in the course, you will receive an email from the Curriculum and Student Affairs Office asking you to select which Urology experience you would like to take (UROL 709A, UROL 709C, UROL 709X, UROL 710B, or UROL 710C) for the rotation you have been given.*

**Required Prerequisite(s):** Surgery Core

**Site(s):** OHSU; VA

**Grading Method:** 5-tiered Letter Grade

**Credit:** 2 or 4

**Duration:** Two or Four weeks

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**Competencies Assessed:**

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.

**Elective Experiences**
• PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
• SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
UROL 709C Sub-I General Urology

Urology

Course Purpose Statement: This rotation is intended for students considering a career in Urology. Students function in a sub-intern role with house staff and faculty on the urology service and participate in all educational activities of the OHSU urology program. Students can expect to observe and participate in the management of a wide variety of adult & pediatric urological disorders in an outpatient, inpatient, and operative setting. Students will be exposed to the full range of urologic subspecialties, including urologic oncology, pediatric urology, male infertility, stone disease, female and male reconstructive urology. Students will spend 1-2 weeks at OHSU, 1 week at the VAMC (pending credentialing approval) and 1-2 weeks at Doernbecher. Students will give a presentation at the weekly departmental Grand Rounds at the end of the rotation. *PLEASE NOTE: In the MedHub lottery, please select UROL ZZZZ to register for this course. If placed in the course, you will receive an email from the Curriculum and Student Affairs Office asking you to select which Urology experience you would like to take (UROL 709A, UROL 709C, UROL 709X, UROL 710B, or UROL 710C) for the rotation you have been given.

Required Prerequisite(s): Surgery Core

Site(s): OHSU; VA

Credit: 6

Grading Method: 5-tiered Letter Grade

Duration: Four weeks

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Competencies Assessed:

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 1. Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
UROL 709X Urology Special Elective

**Urology**

**Course Purpose Statement:** The purpose of this elective is for students to have more in-depth experience in a subspecialty of Urology. Students must make special arrangements with a faculty member and the department for an individual program of study. The Special Elective Request form must be signed off by the faculty member, department Clerkship Director and the Curriculum & Student Affairs office prior to starting. *PLEASE NOTE: In the MedHub lottery, please select UROL ZZZZ to register for this course. If placed in the course, you will receive an email from the Curriculum and Student Affairs Office asking you to select which Urology experience you would like to take (UROL 709A, UROL 709C, UROL 709X, UROL 710B, or UROL 710C) for the rotation you have been given.*

**Required Prerequisite(s):** none

**Site(s):** OHSU; VA

**Credit:** 2 or 4

**Grading Method:** 5-tiered Letter Grade

**Duration:** Two or Four weeks

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**Competencies Assessed:**

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
**UROL 710B Intro to Adult Urology**

**Urology**

**Course Purpose Statement:** This is a two or four-week rotation intended for students early in their clinical experience who are interested in an introduction to Adult Urology. The rotation can be two or four weeks in length. Students work closely with house staff and faculty and participate in all educational activities of the OHSU urology program. Students can expect to observe and participate in the management of a variety of adult urological disorders in an inpatient, operative, and outpatient setting. Students may be exposed to a wide range of urologic sub-specialties, including urologic oncology, male infertility, stone disease, female and male reconstructive urology, as well as general urology. Students will spend 2 or 4 weeks at OHSU or the Portland VAMC. Students will be asked to complete the National Medical Student Curriculum in Urology (online) as well as other assigned reading during their rotation. They will complete a short examination based on their readings at the end of the rotation.

*PLEASE NOTE: In the MedHub lottery, please select UROL ZZZZ to register for this course. If placed in the course, you will receive an email from the Curriculum and Student Affairs Office asking you to select which Urology experience you would like to take (UROL 709A, UROL 709C, UROL 709X, UROL 710B, or UROL 710C) for the rotation you have been given.*

**Required Prerequisite(s):** none

**Site(s):** OHSU; VA

**Grading Method:** 5-tiered Letter Grade

**Credit:** 2 or 4

**Duration:** Two or Four weeks

**Competencies Assessed:**
- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.

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**Elective Experiences**
**UROL 710C Intro to Pediatric Urology**

**Urology**

**Course Purpose Statement:** This is a two or four-week rotation intended for students early in their clinical experience who are interested in an introduction to Pediatric Urology. The rotation can be two or four weeks in length. Students work closely with house staff and faculty and participate in all educational activities of the OHSU urology program. Students can expect to observe and participate in the management of a variety of pediatric urological disorders in an inpatient, operative, and outpatient setting. Students may be exposed to a wide range of conditions, including urinary tract infections, vesico-ureteral reflux, hydronephrosis, undescended testis, hypospadias, and common pediatric urologic problems. Students will spend 2 or 4 weeks at Doernbecher. Students will be asked to complete the National Medical Student Curriculum in Urology (online) as well as other assigned reading during their rotation. They will complete a short examination based on their readings at the end of the rotation.

*PLEASE NOTE: In the MedHub lottery, please select UROL ZZZZ to register for this course. If placed in the course, you will receive an email from the Curriculum and Student Affairs Office asking you to select which Urology experience you would like to take (UROL 709A, UROL 709C, UROL 709X, UROL 710B, or UROL 710C) for the rotation you have been given.*

**Required Prerequisite(s):** none

**Site(s):** OHSU

**Credit:** 2 or 4

**Grading Method:** 5-tiered Letter Grade

**Duration:** Two or Four weeks

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**Competencies Assessed:**

- ICS 5. Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.
- MK 2. Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.
- PBLI 1. Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one’s own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.
- PCP 1. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
- PCP 2. Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.
- PCP 3. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PPPD 9. Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.
- SBPIC 3. Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.
Appendix I: Psychiatry Research Options

**Title:** Health Services Research Elective at the Portland VA CIVIC

**Description:** The Center to Improve Veteran Involvement in Care (CIVIC) at the Portland VA is a research center focused on health services research. It is one of several nationally recognized Centers of Innovation (COIN). Its mission is to conduct research that empowers Veterans to improve their health by enhancing active participation of Veterans and their supports in healthcare. The CIVIC is composed of senior and junior investigators with diverse research interests that span across numerous disciplines – many of whom maintain a joint appointment at the Portland VA and OHSU. The following list reflects the areas of research that the investigators are interested in: age-related changes in health; chronic pain; complementary and alternative medicine; healthcare delivery for lung cancer and chronic obstructive pulmonary disease; HIV prevention; maternal/child health; opioid therapy; physician payment; PTSD; race and ethnicity in healthcare; rheumatoid arthritis; shared decision-making; social determinates of health; suicide; and traumatic brain injury.

**Contact Person:** Alan Teo, M.D.  (Alan.Teo@va.gov)

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**Title:** Methamphetamine Research Center

**Description:** The Methamphetamine Abuse Research Center investigates the predisposition to abuse drugs as well as the effects of drug exposure at molecular, genetic, physiological, and clinical levels. Research projects span scientific domains from the etiology of the inflammatory response in cell culture to fMRI in human subjects.

**Contact Person:** Aaron Janowksy, Ph.D. (janowsky@ohsu.edu)

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**Title:** Oregon State Hospital Research Electives

**Forensic Psychiatry**

**Contact Person:** Stephanie Lopez, MD  (Stephanie.lopez@state.or.us)

**Pharmacogenetics**

**Contact Person:** Mujeeb Shad, MD (mujeeb.u.shad@state.or.us)

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**Title:** Functional MRI

**Description:** This elective has two forms, one for students who want to better understand the process of doing research with fMRI and another for students who are interested in pursuing an academic research career in neuroimaging. The general format of the elective is similar in both tracks, but the academic research approach would be more intensive and require more attention to the mathematical and physical underpinnings of the technique than the educational track. Students will: 1. Learn the basic principles of how MRI images are formed. 2. Learn to run current protocols on the MRI scanner. 3. Assist with the psychiatric evaluation of subjects entering fMRI protocols. 4. Learn to analyze fMRI data using one of the common software packages. 5. Develop a working understanding of the statistical methods and problems that are specific to fMRI. Depending on your interests and goals, you could also: 1. Review the literature about a topic of interest that involves neuroimaging and help write a review article. 2. Participate in an individualized project that is an offshoot of one of a funded projects. 3. Take a course in fMRI (there are several offered, although the MGH course is very highly thought of). 4. Pursue directed reading in more advanced math and physics that are necessary underpinnings to doing independent research in psychiatric neuroimaging. You will complete as many basic tasks as can be accomplished in a one-month elective. More ambitious projects might be more time consuming, so if you are interested in this option, talk to me as soon as possible so that you can get a head start on the administrative requirements to do research at the VA and OHSU. The Research Elective Request form must be signed off by the faculty member, department clerkship coordinator and the ESDA office prior to starting.

**Contact Person:** William Hoffman, MD, PhD (hoffmanw@ohsu.edu)

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Schedule Planning Worksheet -MED18 (August 2015)

Clinical Experience- Core

1st step [OPTIONAL]: if you prefer to take any continuity core, put your preference for blocks.

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2nd step [REQUIRED]: place your preference of blocks for all core clinical experience.

For blocks 1 through 16 ONLY, list your top 5 choices of blocks for each core below. You must select blocks 1 through 16.

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Appendix IV: Competency Offerings by Course Chart

An excel chart detailing the competencies available in each course is available online. Click the link below to download the excel document or copy and paste it into your browser.

http://www.ohsu.edu/xd/education/schools/school-of-medicine/academic-programs/md-program/curriculum/upload/MED18-Competency-Offerings-by-Course.xlsx
Appendix V: Course Availability by Block Charts
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<td>IMED 709A</td>
<td>Sub-I Ward - OHSU</td>
<td>M Core and one of the following: Ambulatory care experience, Family Medicine Core, Pediatric inpatient experience</td>
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<td>IMED 709E</td>
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<td>M Core and one of the following: Ambulatory care experience, Family Medicine Core, Pediatric inpatient experience</td>
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<td>IMED 709G</td>
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<td>M Core and one of the following: Ambulatory care experience, Family Medicine Core, Pediatric inpatient experience</td>
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<td>Sub-I Ward - VA</td>
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<td>INFD 709A</td>
<td>Infectious Disease - OHSU/VMAC</td>
<td>One of the following: Family Medicine core, Internal Medicine core or Pediatrics Core</td>
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<td>Infect Disease - PeaceHealth Sacred Heart</td>
<td>Internal Medicine Core</td>
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<td>NEPH 709C</td>
<td>Nep/Transplant-OHSU/VAMC</td>
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<td>Nep/Hypertension-PeaceHealth Sacred Heart</td>
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<td>PULM 709A</td>
<td>Pulmonary MICU - OHSU</td>
<td>Family Medicine Core or Internal Medicine Core</td>
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<td>PULM 709B</td>
<td>Pulmonary ICU - St. Charles Bend</td>
<td>Internal Medicine Core</td>
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<td>PULM 709C</td>
<td>Pulmonary Consult -HSU</td>
<td>Family Medicine Core or Internal Medicine Core</td>
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<td>PULM 709CV</td>
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<td>Family Medicine Core or Internal Medicine Core</td>
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<td>PULM 709RE</td>
<td>Pulm ICU - Legacy Emanuel</td>
<td>Family Medicine Core or Internal Medicine Core</td>
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<td>PULM 709S</td>
<td>Pulmonary ICU - St. Vincent</td>
<td>Family Medicine Core or Internal Medicine Core</td>
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<td>PULM 709V</td>
<td>Pulmonary CCU/ICU - VAMC</td>
<td>Family Medicine Core or Internal Medicine Core</td>
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**Medical Genetics**

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<td>MGEN 709A</td>
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**Neurology**

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<tr>
<td>NEUR 701A</td>
<td>Neurology Research</td>
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<tr>
<td>NEUR 709A</td>
<td>Advanced Clinical Neurology</td>
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<td>NEUR 709X</td>
<td>Neurology Special Elective</td>
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**Neurosurgery**

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<tr>
<td>NSUR 701A</td>
<td>Neurosurgery Research</td>
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<tr>
<td>NSUR 709A</td>
<td>Neurosurgery</td>
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<tr>
<td>NSUR 709D</td>
<td>Sub-I Neurosurgery</td>
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**Obstetrics and Gynecology**

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<tbody>
<tr>
<td>OBGY 701A</td>
<td>Obstetrics/Gynecology Research</td>
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<tr>
<td>OBGY 709A</td>
<td>Sub-I Perinatology</td>
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<tr>
<td>OBGY 709B</td>
<td>Reproductive Endocrine/Infertility</td>
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<tr>
<td>OBGY 709H</td>
<td>Family Planning</td>
</tr>
<tr>
<td>OBGY 709K</td>
<td>Sub-I Perinatology - PeaceHealth Sacred Heart</td>
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<tr>
<td>OBGY 709M</td>
<td>Advan GYN/ONC Surg -PeaceHealth Sacred Heart</td>
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**Ophthalmology**

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<tr>
<td>OPHT 701A</td>
<td>Ophthalmology Research</td>
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<tr>
<td>OPHT 709A</td>
<td>Advanced Ophthalmology</td>
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<tr>
<td>OPHT 709H</td>
<td>Ophthalmology - PeaceHealth Sacred Heart</td>
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<td>OPHT 709SC</td>
<td>Ophthalmology - St. Charles Bend</td>
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**Orthopedics**

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<tr>
<td>ORTH 701A</td>
<td>Orthopedics Research</td>
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<tr>
<td>ORTH 709A</td>
<td>Sub-I Orthopedic Ward</td>
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<tr>
<td>ORTH 709C</td>
<td>Introduction to Orthopedics</td>
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<tr>
<td>ORTH 709D</td>
<td>Pediatric Orthopedics</td>
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**Otolaryngology-Head/Neck Surgery**

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<td>OTOL 701A</td>
<td>Microvascular/Facial Plastic Surg Research</td>
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<td>OTOL 701C</td>
<td>Audiology Research</td>
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<tr>
<td>OTOL 709A</td>
<td>Sub-I Medical/Surgical Otolaryngology</td>
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<tr>
<td>OTOL 709B</td>
<td>Sub-I Microvascular Reconstruction and Rehabilitation</td>
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<td>OTOL 709E</td>
<td>Facial Plastic Reconstructive Surgery</td>
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<td>OTOL 709J</td>
<td>Sub –Pediatric Otolaryngology</td>
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<td>OTOL 709X</td>
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**Pathology**

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<td>Pathology Research</td>
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<td>PATH 709A</td>
<td>Introduction to Pathology</td>
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<td>PATH 709X</td>
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<tr>
<td>PEDI 701A</td>
<td>Pediatric Research</td>
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<td>PEDI 705E</td>
<td>Quality Improvement and Patient Safety in Pediatrics</td>
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<td>PEDI 709A</td>
<td>Sub-I Pediatric Inpatient</td>
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<td>PEDI 709B</td>
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<td>ICU Pediatric Intensive Care</td>
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<td>PEDI 709F</td>
<td>Pediatric Cardiology</td>
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<td>PEDI 709G</td>
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<td>PEDI 709H</td>
<td>Pedi Endocrinology and Metabolism</td>
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<td>PEDI 709I</td>
<td>Pediatrics Infectious Disease</td>
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<td>PEDI 709J</td>
<td>Sub-I Peds Hematology/Oncology</td>
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<td>Developmental/Behavioral Peds</td>
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<td>PEDI 709L</td>
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<td>PEDI 709N</td>
<td>Diag &amp; Manag of Child Abuse</td>
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<td>OHSU TICU / SICU Surgery Core</td>
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