

## MDelta Curriculum: Stage Two Course Descriptions

Stage 2, Clinical Immersion, begins with flexible time which can be used for board study, electives, scholarship and/or vacation allowing for individualization of each student's experiences. A one-week Stage 2 kickoff prepares students to begin clerkships. The clerkships are broken into four 12-week Blocks. Rotation PPN includes four weeks each of Ambulatory Pediatrics, Inpatient Pediatrics and of Neurology. Internal Medicine block includes four weeks of Ambulatory Medicine, six weeks of Inpatient Medicine and two weeks that may be taken as an elective or as vacation time. The FMP rotation includes six weeks each of Family Medicine and Psychiatry with a longitudinal experience in Geriatrics threaded throughout the block. The OGS rotation includes six weeks of Obstetrics and Gynecology and six weeks of Surgery. Radiology is taught longitudinally through Stage 2 with the final examination in the spring. There are two 'home weeks' where students come together at the SOM: the fall Homeweek's theme is palliative care, while the spring Homeweek focuses on advanced skills to prepare for Stage 3. After the second home week there are eight weeks of "Advanced Clinical" time which consists of individualized experiences which may include electives, 3rd year clerkships, board study, 4th year required rotations, scholarship and/or vacation. Students will continue with the CLIC course throughout Stage 2.

Course ID	Director	Description
<b>IMED-8228</b> <b>Ambulatory Medicine</b> <b>4 weeks</b>	Director: Faryal Mirza	The overarching goals for the ambulatory medicine clerkship are for the students to develop skills and competencies in areas of patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, and systems-based practice. Students must be able to collaborate effectively to provide patient care that is compassionate, appropriate, and effective both for the treatment of health problems and the promotion of health. They should have the knowledge, skills and attitudes necessary to allow effective interaction with patients and all members of the healthcare team, provide high quality patient care for their patients within the context of the larger healthcare system and promote the best interest of patients, society and medical profession. They should be able to apply their knowledge to better assess the etiology, epidemiology, clinical manifestations, pathogenesis, prognosis, treatment, and natural history of common illnesses and evaluate their method of practice and implement strategies for improvement of patient care. The highlight of this clerkship is to help students develop competencies in providing high-quality comprehensive care to patients in an outpatient ambulatory office/clinic.
<b>PEDS-8233</b> <b>Ambulatory Pediatrics</b> <b>4 weeks</b>	Director: Jessica MacCormac  Asst. Director: Eileen Mercurio	Overarching goals include the acquisition of basic knowledge of growth and development (physical, physiologic and psychosocial) and of its clinical application from birth through adolescence; acquisition and implementation of the knowledge necessary for the diagnosis and initial management of common pediatric acute and chronic illnesses; acquisition of an understanding of the influence of family, community and society on the child in health and disease; development of communication skills that facilitate the clinical interaction with children, adolescents and their families; development of competence in the physical examination of infants, children and adolescents; development of clinical problem-solving skills and development of strategies for health promotion as well as disease and injury prevention. Students have a one to one-to-one experience (one patient, one student, one preceptor), which allows for significant assessment of individual student status re: knowledge and skill.
<b>FMED-8235</b> <b>Family Medicine</b> <b>6 weeks</b>	Director: Laura Bujold	The goal of this rotation is to provide students with myriad experiences in the primary care field of Family Medicine. Students will learn about the role of family medicine doctors in the community. Students will be able to identify the pillars of this specialty: continuity of care, care coordination, comprehensive care, and community service. Students will explore the different scopes of practice and populations' family doctors serve. Students will develop and practice their patient care skills, develop differential diagnosis, and preventive care plans for the most common diagnosis seen and managed by family medicine doctors in the community. Students will identify the role of culture in influencing health outcomes and illness and demonstrate the ability to provide appropriate resources to patients for prevention and acute care. Students will demonstrate the ability to practice evidence-based medicine by formulating clear clinical questions, find best sources of evidence, evaluate and appraise the evidence for validity and usefulness with respect to particular patients or populations, and determine when and how to integrate new findings into practice. Students will be able to collaborate effectively to provide family-centered, evidence-based patient care that is compassionate, culturally sensitive, and age appropriate and effective, both for health promotion and treatment of medical problems.
<b>IMED-8229</b> <b>Inpatient Medicine</b> <b>6 weeks</b>	Director: Dan Henry  Asst. Director: David Ozimek	Inpatient medicine is an educational experience where students will be part of a team taking care of complex inpatients. Students will experience the challenges of patient care including obtaining history and performing physical exam on patients; appreciate the impact of an illness on the patient and their family; demonstrate effective oral presentations; and assess each problem appropriately by formulating and prioritizing a differential diagnosis using current scientific evidence.
<b>PEDS-8234</b> <b>Inpatient Pediatrics</b> <b>4 weeks</b>	Director: Joanne Crowley  Asst. Director: Emily Hogeland	Overarching goals include: Diagnose and provide basic management strategies for common pediatric acute and chronic illnesses; develop communication skills that facilitate clinical interactions with children and their families and ensure that complete and accurate data is obtained; develop competency in the physical examination of infants, children and adolescents; develop clinical problem-solving skills; understand the unique role that different members of the multidisciplinary team have in caring for a hospitalized child. One week of the inpatient clerkship will be in the Emergency Department with experience in the newborn nursery or NICU. All students on inpatient pediatrics will be involved in the multidisciplinary approach to caring for the hospitalized child (rounds include pharmacy, social work, nursing, nutrition team, resp therapy etc.). All students will complete the Aquifer Pediatrics cases by the end of their two pediatric clerkship components.
<b>NEUR-8236</b> <b>Neurology</b> <b>4 weeks</b>	Director: Chindhuri Selvadurai	Overarching goals include developing excellent history-taking skills related to disorders of the nervous system; developing the skills necessary for performing a proper neurological examination; application of neuroanatomical principles for lesion localization in the nervous system; understand the pathophysiology of common neurological diseases and emergencies, their evaluation, and their treatment. The students are exposed to the acute evaluation and management of patients with stroke during the Neurology rotation. They will also be exposed to the care and management of patients admitted to the epilepsy monitoring unit at UCONN/JDH (and Hartford Hospital).
<b>OBGY-8237</b> <b>Obstetrics &amp; Gynecology</b> <b>6 weeks</b>	Director: Dana Scott	Overarching goals include: develop a thorough understanding and comprehensive approach to women's health subjects in the office setting including prenatal care, age-appropriate women's health screening and follow up gynecologic problem visits; display an understanding of the basic assessment and management principals of inpatient antepartum high risk pregnancies and women progressing through the process of labor and delivery; discuss the fundamental principles of safely bringing women into the operating room for minor and major gynecologic surgical procedures, including the management of complications and routine postoperative follow-up. Curriculum shared with the Surgery clerkship includes a shared emphasis on surgical skills and joint case-based radiology conferences.

<b>PSYC-8238</b> <b>Psychiatry</b> <b>6 weeks</b>	<b>Director:</b> <b>Brady Lonergan</b>	<p>The Psychiatry clerkship will expose students to a wide range of psychopathology in order to facilitate recognition and management of psychiatric disorders encountered in the practice of medicine. Diagnostic evaluations and therapeutic considerations for both hospitalized and non-hospitalized psychiatric patients will be emphasized as well. Students are an integral part of inpatient psychiatry teams. They perform different tasks ranging from obtaining clinical collateral information from family members/ caregivers to aiding in diagnostic assessments by performing rating scales and screening questionnaires with patients. Students are exposed to an ample variety of clinical settings and patient populations i.e., inpatient units in general hospitals and long-term state hospitals, day programs, outpatient clinics, general and specialized psychiatry mobile crisis teams, etc.</p>
<b>RADS-8260</b> <b>Radiology- Longitudinal</b>	<b>Director:</b> <b>Michael Baldwin</b>	<p>The Diagnostic Radiology Clerkship is a longitudinal clerkship running in parallel, and supplementing, the third-year clinical clerkships. Five one- hour Diagnostic Radiology sessions are scheduled during Kickoff week of Stage 2. These sessions will provide the students with a greater baseline understanding of key radiology findings and the imaging evaluation of patients as they begin Stage 2. Students are required to take one simulated radiology call over the course of the year. This new clerkship format aims to provide greater clinical context of key radiologic findings as they are presented in concert with patient encounters experienced during the clinical clerkships. Further, it is hoped the students will gain a greater depth of understanding of the proper imaging evaluation of classic clinical patient presentations through this longitudinal format.</p>
<b>SURG-8239</b> <b>Surgery</b> <b>6 weeks</b>	<b>Director:</b> <b>Brooke Harnisch</b>  <b>Asst. Director:</b> <b>Mina Boutrous</b>	<p>The Department of Surgery requires its medical students to develop competency in the areas of patient care, medical knowledge and practice-based learning as it applies to the care of the surgical patient. The experience will expose students to pre- and post-operative care of surgical patients and ensure that they gain competency in diagnosing and managing patients with common surgical problems. The expected level of competency will also include interpersonal and communication skills, professionalism, and systems-based practice. Students will be trained to work within a surgical team collaboratively with residents, attending and surgical staff while gaining a broad exposure to various aspects of surgical care.</p>
<b>IMED-8230</b> <b>Geriatrics – longitudinal</b>	<b>Director:</b> <b>Gail Sullivan</b>  <b>Asst. Director:</b> <b>Aileen Pangilinan</b>	<p>Students learn geriatric medicine during a longitudinal experience that is integrated with the family medicine and psychiatry 12-week block. The overarching goal is to prepare students to provide safe, patient-centered, and evidence-based care of older adults in their residual medical school experiences and future specialties. Orientation to the geriatric medicine clerkship occurs on the first day of the family medicine or psychiatry segment, whichever comes first. Geriatric medicine clinical assignments are included in the family medicine and psychiatry individual student schedules. Clerkship components include:  Weekly half-day sessions working with a geriatrician preceptor seeing older adults; Geriatric Medicine conference; Home visit to an older person; Hazards of hospitalization for older persons simulation; Powerful Aging exercise class; and a final examination.</p>
<b>CLIN-8241 – Vert Integ Teams Aligned in Learning Stage 2</b>	<b>Director:</b> <b>Zita Lazzarini</b>	<p>The Vertically Integrated Teams Aligned in Learning (VITAL) Program prepares students with the skills they need to adapt to emerging issues in medicine/dentistry, public health, and policy that they will encounter in their clinical practice through courses that cover all three stages of the curriculum. The long-term goal of VITAL is to make students better practitioners through the use of health system science and other threads that complement and encompass the practice of medicine and dentistry. These include law and ethics; evidence-based decision-making; interprofessional education; the social determinants of health and health disparities; the health care system and high value care; public and population health. In <b>Stage 2</b> VITAL course objectives are threaded through many of the clinical clerkships as well as the Homeweek sessions that occur twice a year.</p>
<b>TRANS-8364 – Scholarship &amp; Discovery Stage 3</b>	<b>Co-Directors:</b> <b>Stefan Brocke</b> <b>Jeff Pella</b>	<p>Students will be registered for a total of 8 credits in Scholarship and Discovery Stage 3 over the course of Stages 2/3. 4 credits will be scheduled longitudinally in Stage 2. A grade will be conferred after meeting with a member of the S&amp;D leadership team and demonstrating Capstone progress. The remaining 4 credits will be scheduled longitudinally in Stage 3. Students enrolled in any UConn dual degree program are exempt from registration for the 8 course credits in Stage 2/3.</p>
<b>TRNS-8502 – Scholarship &amp; Discovery Elective (Optional)</b>	<b>Co-Directors:</b> <b>Stefan Brocke</b> <b>Jeff Pella</b>	<p>Students can register for optional S&amp;D elective credit (maximum of 4) when actively working on their scholarly project, providing flexibility among Stages 2/3 where necessary. Mentors will complete evaluations and provide the grade as students are registered in multiple credits that can total no more than 4.</p>

## MDelta Curriculum: Stage Three Course Descriptions

Stage 3, Transformation, includes required 4-week rotations in Critical Care, Emergency Medicine, Advanced Inpatient Experience, 2 weeks of Transition to Residency (TTR) and a total of 20 weeks of elective experiences over Stages 2 and 3. At graduation the student will be entrusted with professional activities to allow them to successfully enter residency training and meet the graduation competencies. Students will be expected to meet UConn SOM graduation competencies.

Course ID	Faculty	Description
IMED-8331 IMED-8332 IMED-8333 IMED-8334  Critical Care 4 weeks	Director: Debapriya Datta	The mandatory critical care sub-internship is a four-week rotation. The critical care sub-internship may be served in an adult MICU, SICU, CCU/ICU combination or PICU. CCU and cardiology electives do not fulfill this requirement. Critical care units across the affiliated programs serve as teaching sites. The goal of the clerkship is to approach the ICU as an applied physiology laboratory, emphasizing normal human physiology, the pathophysiology of disease, and the scientific underpinnings of diagnostic and therapeutic intervention. The curriculum consists of the following elements: Evaluation and management of critically ill patients with direct patient care responsibility under the supervision of a unit resident and attending physician; Presentation of cases and participation in unit teaching rounds; Attendance at house staff teaching conferences; centralized case-based conferences. <b>Prerequisites--successful completion of the following clerkships: Inpatient medicine, surgery, and neurology</b>
EMED-8339 Emergency Medicine 4 weeks	Director: Matthew Ledford  Asst. Director: Rochelle Van Meter	During the first days of the course, students are provided didactic sessions that help facilitate the student's approach to common chief complaints they may encounter when seeing emergency room patients. Students are required to spend 14 clinical shifts in the ED. Overarching objectives include that students will treat a wide variety of acute outpatient problems, rapidly diagnose and initiate treatment in patients with time-sensitive conditions, recognize and stabilize critically ill patients (resuscitation), maintain care for more than one patient at a time (up to a student's own ability) and to become acquainted with certain common ED procedures (suturing, splinting and IV placement) <b>Prerequisite--successful completion of the following clerkships: Surgery, Inpatient medicine, Ambulatory pediatrics, Ambulatory medicine OR Family medicine, Psychiatry, ObGyn</b>
Advanced Inpatient Experience (AIE) PEDS-8337 IMED-8336 FMED-8335 SURG-8338	Directors: Joanne Crowley (Peds) Dan Henry (IM) Elizabeth Lorick (FM) Joy (Yu) Liang (Surgery)	In the fourth year, students choose a required four-week advanced inpatient experience (Sub-internship) in either Family Medicine, Surgery, Medicine, or Pediatrics. Students act in the intern role with appropriate supervision. Each of the experiences provides information to the students about the required clinical encounters; call schedule; duty hours; criteria for honors; procedure for mid-point feedback; and goals and objectives.
PEDS-8337 Pediatrics Sub-I: Adv Inpatient 4 weeks	Director: Joanne Crowley	The Pediatrics Sub-I/AIE takes place at the Connecticut Children's Medical Center. AIE Pediatrics evaluates the students by doing mid and end of rotation chart audits and chart-stimulated recall reviewing their documentation and clinical reasoning. There is a composite evaluation with input from the residents, attendings, and other preceptors. <b>Prerequisites-successful completion of the following clerkships: Inpatient Peds and Ambulatory Peds (or have a CLIC peds site) and Inpatient Med</b>
IMED-8336 AIE: Medicine 4 weeks	Director: Dan Henry	The sites are Hartford Hospital, John Dempsey Hospital, Saint Francis Hospital and Medical Center, and Hospital of Central Connecticut. Conferences are centralized at JDH. The exam is based on the conference knowledge objectives and consists of cases with written responses. Each site does a composite evaluation with input from residents and attendings. <b>Prerequisites-successful completion of the following clerkships: Inpatient Med and Ambulatory Medicine or Family Med</b>
FMED-8335 AIE: Family Medicine 4 weeks	Director: Elizabeth Lorick	AIE Family Medicine builds upon skills acquired during the third year. Students will work with family medicine attendings and residents dedicated to the inpatient service at Saint Francis Hospital. The fourth-year student will increase the efficiency and sophistication with which he/she evaluates, prioritizes, and manages acutely ill medical patients with complex, multi-system diseases. The student will further develop his/her history taking and physical diagnosis skills in situations where limitations are imposed by time, patient acuity and multiple priorities. The student will acquire the communication skills necessary to deal with patients and families in crisis and to communicate efficiently and effectively with members of multidisciplinary care teams, including nursing, ancillary staff, peers, attendings, and consultants. Maturation of the student's personal and professional attitudes and behaviors is expected, as well as increasing sophistication in seeking out information that will assist in caring for his/her patients and in teaching other members of the team. <b>Prerequisites-successful completion of the following clerkships: Family Medicine and Inpatient Med</b>
SURG-8338 AIE: Surgery 4 weeks	Director: Yu (Joy) Liang	The 4 <sup>th</sup> year sub internship in surgery seeks to build upon the skill and knowledge base of the 3 <sup>rd</sup> year clerkship by placing the 4 <sup>th</sup> year student on a busy surgery service as an acting intern. The student is expected to be an integral member of the resident team caring for those patients and is expected to perform organizational, cognitive, and procedural tasks of a surgical intern under the close supervision of more senior residents. The 4 <sup>th</sup> year sub intern will participate in daily tasks including pre-operative evaluation; assist at operations; manage the postoperative care and complications of surgery; discharge of patient; take call and attend weekly didactics. The student will become competent in preoperative patient evaluation; recognition and management of various forms of perioperative problems; the basic evaluation and management of acute abdominal and vascular emergencies as well as soft tissue and closed space infections; routine post-operative management of the patient. <b>Prerequisites-successful completion of the following clerkships: Surgery clerkship</b>
CLIN-8001 Clinical Electives	Director: Dan Henry	Students beginning with the Class of 2022 must complete 20 total weeks of electives over the third and fourth years. Clinical electives are wide ranging and include rotations in all specialties and subspecialties. Students may take their electives within the UConn system or at any other LCME-accredited medical school via the VSLO program. Global health experiences may be taken as electives under the auspices of the faculty overseeing the global health curriculum.

<b>TRANS-8361</b> <b>Transition to Residency</b>	<b>Director:</b> <b>Matthew Babcock</b>	Multimodality educational course required for medical students in the spring of their fourth year. This program will assist students with their transition to internship. The overlying goal is to help with knowledge application and problem solving and give the students a framework to address the clinical challenges they will face. Many of these topics have been discussed/taught during their medical school career previously. This elective will aid in the transfer and application of knowledge as they transition to the resident physician role.
<b>TRANS-8341 - Vert Integ Teams Aligned in Learning Stage 3</b>	<b>Director:</b> <b>Zita Lazzarini</b>	The Vertically Integrated Teams Aligned in Learning (VITAL) Program prepares students with the skills they need to adapt to emerging issues in medicine/dentistry, public health, and policy that they will encounter in their clinical practice through courses that cover all three stages of the curriculum. The long-term goal of VITAL is to make students better practitioners through the use of health system science and other threads that complement and encompass the practice of medicine and dentistry. These include law and ethics; evidence-based decision-making; interprofessional education; the social determinants of health and health disparities; the health care system and high value care; public and population health. In <b>Stage 3</b> small teams of students complete a final project based on their analysis of an emerging issue relevant to clinical care. Combined, these courses support students' growth as independent life-long learners and teachers.
<b>TRANS-8364 – Scholarship &amp; Discovery Stage 3</b>	<b>Co-Directors:</b> <b>Stefan Brocke</b> <b>Jeff Pella</b>	Students will be registered for a total of 8 credits in Scholarship and Discovery Stage 3 over the course of Stages 2/3. 4 longitudinal credits are scheduled in Stage 2. The remaining 4-credits will be scheduled longitudinally in Stage 3, culminating in a pass once Capstone deliverables are submitted on, or before, the due date. Students enrolled in any UConn dual degree program are exempt from registration for the 8 course credits in Stage 2/3.
<b>TRANS-8365 – Scholarship &amp; Discovery Capstone</b>	<b>Co-Directors:</b> <b>Stefan Brocke</b> <b>Jeff Pella</b>	The fundamental goal of the Capstone Scholarly Project (CSP) is to enhance students' abilities to think independently, critically, creatively, synthesize new information, and to be contributing members to their profession - ultimately, to better prepare students to practice medicine in the 21st century. The CSP also will enhance residency preparation, substantially, by providing advanced skills for research, a requirement in nearly all residency programs. The CSP is a mentored, longitudinal project, spanning from 1st to the 4th year, based on individual students' interests and aspirations. A CSP can include a broad range of scholarly opportunities: bench or clinical research, advocacy, the humanities, and medical education, and should encompass at least one of the Scholarship domains as defined by Boyer. These domains include: Discovery (advancing knowledge); Integration (synthesizing knowledge); Application/Service/Engagement (advancing/applying knowledge); Teaching & Learning (advancing/applying knowledge about how to teach, promote, or assess learning). The CSP, is an essential component of undergraduate medical education at the UConn School of Medicine. The objective of the CSP requirement is to expose medical students to scholarly investigation; teach them to develop a hypothesis and collect, analyze, and interpret data to support or refute the hypothesis; and to encourage students to continue to pursue research. The Capstone Project will be performed during 8 mandatory credits in Stage 2/3 under the guidance of a mentor. Students can extend their scholarly work with 4 additional elective credits. The grade for the course will be conferred upon successful and timely completion and submission of the Capstone deliverables (Abstract, Mentor Assurance, Critical Reflection, Plan for, or Proof of, Dissemination).
<b>TRANS-8502 – Scholarship &amp; Discovery Elective (Optional)</b>	<b>Co-Directors:</b> <b>Stefan Brocke</b> <b>Jeff Pella</b>	Students can register for optional S&D elective credit (maximum of 4) when actively working on their scholarly project, providing flexibility among Stages 2/3 where necessary. Mentors will complete evaluations and provide the grade as students are registered in multiple credits that can total no more than 4.