

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 PODs. The first POD includes four weeks each of Ambulatory Pediatrics, Inpatient Pediatrics and of Neurology. The Internal Medicine POD 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 next POD includes six weeks each of Family Medicine and Psychiatry with a longitudinal experience in Geriatrics threaded throughout the POD. The last POD includes six weeks of Obstetrics and Gynecology and six weeks of Surgery. Radiology is taught longitudinally throughout Stage 2. Radiology quizzes are given during the clerkship in which the radiology material is presented and during Homeweek B. Health Systems Science (Stage 2) is taught longitudinally, with objectives integrated into each clerkship and dedicated HSS sessions in each Homeweek (A&B). 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 and may include electives, 3rd year clerkships, board study, 4th year required rotations, scholarship and/or vacation. Students continue with the Clinical Longitudinal Immersion in the Community (CLIC) course throughout Stage 2.

Stage 2 Clerkships	Description
IMED-8228 Ambulatory Medicine	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.
PEDS-8233 Ambulatory Pediatrics	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 knowledge and skill.

FMED-8235 Family Medicine	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, 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.
IMED-8229 Inpatient Medicine	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.
PEDS-8234 Inpatient Pediatrics	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.
NEUR-8236 Neurology	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).
OBGY-8237 Obstetrics & Gynecology	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.

PSYC-8238 Psychiatry	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 nonhospitalized 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.
RADS-8260 Radiology- Longitudinal	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 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. The goal is for students to gain a greater depth of understanding of the proper imaging evaluation of classic clinical patient presentations through this longitudinal format.
SURG-8239 Surgery	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.
IMED-8230 Geriatrics	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.
TRNS-8502 – Scholarship & Discovery Elective (Optional)	Students (including dual degree and or scholarly year 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.
CLIN-8242 - Health Systems Science	HSS in Stage 2 is integrated with clinical clerkships and Homeweeks to reinforce and apply all Core and Cross-cutting Domains (described below). The goal is for students to achieve the defined competencies for each domain by the completion of Stage 3 and graduation. HSS in Stages 2 and 3 functions as a “clerkship within other clerkships,” meaning it does not have its own dedicated clinical weeks. Instead, its objectives are embedded within each core clerkship and are explicitly identified in the clerkship objectives as linked to HSS. Dedicated HSS didactic and

discussion sessions are held during both Homeweeks. These sessions include distinct learning objectives and graded assessments aligned with the HSS Core Domains and associated competencies. Additionally, HSS in Stage 2 includes ten Required Clinical Observations (RCOs), which students must complete over the course of the year. The summative assessment for HSS in Stages 2 and 3 is the NBME Health Systems Science Shelf Exam. Core Domains of Health Systems Science (As defined by the AMA Education Consortium) 1. Systems Thinking 2. Health Care Delivery 3. Policy, Law, and Economics 4. Population and Public Health 5. Clinical Informatics 6. Value-Based Care 7. Health Systems Improvement Cross-Cutting Domains 1. Leadership and Change Agency 2. Teamwork and Interprofessional Education 3. Evidence-Based Medicine and Practice 4. Professionalism and Ethics 5. Scholarship

Stage 3, Transformation, includes required 4-week rotations each 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 have met the UConn SOM medical education program objectives and entrusted with professional activities to allow them to successfully enter residency training.

Stage 3 Clerkships	Description
Critical Care IMED-8331 IMED-8332 IMED-8333 IMED-8334	The mandatory critical care sub-internship is a four-week rotation. The critical care subinternship 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. Prerequisites--successful completion of the following clerkships: Inpatient medicine, surgery and neurology.
EMED-8339 Emergency Medicine	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) Prerequisite--successful completion of the following clerkships: Surgery, Inpatient medicine, Ambulatory pediatrics, Ambulatory medicine OR Family medicine, Psychiatry, ObGyn.
Advanced Inpatient Experience (AIE) PEDS-8337 IMED-8336 FMED-8335 SURG-8338	In the fourth year, students choose a required four-week Advanced Inpatient Experience (Sub-internship) in either Family Medicine, Surgery, Internal 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.

TRNS-8361 Transition to Residency	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 course will aid in the transfer and application of knowledge as they transition to the resident physician role.
TRNS-8364 – Scholarship & Discovery	Students will be registered for a total of 8 credits in Scholarship and Discovery Stage 3. All students required to complete a Scholarship & Discovery course will be enrolled for 4 credits in the summer semester and 4 credits in the fall semester for a total of 8 credits. Students can do their research anytime it fits into their schedule. Students will submit their Capstone Scholarly Project by POD 6. Students enrolled in any UConn dual degree program as well as an approved scholarly year may be exempt from registration for the 8 course credits in Stage 3.
TRNS-8365 – Scholarship & Discovery Capstone	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).
TRNS-8502 – Scholarship & Discovery Elective (Optional)	Students (including dual degree and or scholarly year 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.
CLIN-8001 Clinical Electives	Students are required to complete 20 total weeks of electives over the course of the third and fourth years. Clinical electives 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.
TRNS-8342 Health Systems Science	HSS Stage 2/3 includes objectives and clinical exposure integrated into the other Stage 2 clerkships, ten required clinical encounters, dedicated and assessed sessions in both Homeweeks. The summative assessment for HSS Stage 2/3 is the NBME shelf exam. Students are expected to complete the shelf exam by the end of September of their fourth year.