

Achieving Level 3 Competencies in the Fourth Year Academic Year: 2009-2010

As a fourth year medical student you can tailor your competency curriculum to meet your personal and professional goals. You have several options that will offer you opportunities to achieve the three DIFFERENT Level 3 competencies required for graduation. You should reflect carefully on which competencies you select. Regardless of the option you choose below, you must communicate to the appropriate clerkship director, elective director or competency director in advance your intent for achieving a Level 3 competency via the Electronic Competency Management System (ECMS). The Level 3 competencies are an avenue for you to explore particular areas of medicine that interest you or you feel are particularly important to further enhance your residency application.

Options in Achieving Level 3 Competencies:

Option 1: Required Fourth Year Clerkships or Electives Pre-Approved to Offer Level 3 Opportunities

Option 2: Create Your Own: Independent Special Projects

Option 1a) Required Fourth Year Clerkships

- a. Radiology
 1. Competency 1: Effective Communication
Contacts: Richard Gunderman, M.D.
rbgunder@iupui.edu
Ruth Patterson, clerkship coordinator
rfpatter@iupui.edu

- b. Emergency Medicine
 1. Competency 5: Self-Awareness, Self-Care and Personal Growth
 2. Competency 8: Problem Solving
Contacts: Butch Humbert, M.D.
ahumbert@iupui.edu
Jim Graber, clerkship coordinator
jamgrabe@iupui.edu

- c. Internal Medicine Sub-internship
 1. Competency 1: Effective Communication
Contacts: T. Robert Vu, M.D.
tvu@iupui.edu
Patty Neureiter, clerkship coordinator
pneureit@iupui.edu

1b) Approved Electives

Information on current pre-approved electives that offer a Level 3 opportunity is listed in the specific competency section of this guide. To review additional information on a specific elective, please visit the Elective Catalog available in ECMS at:

<http://meca.iusm.iu.edu/MSIS> or on the MSA website at
<http://msaa.iusm.iu.edu/StudentRecords/elbk/Competency.htm>

Option 2) Independent Special Projects

- a. At any time you may choose to design a special competency project. This avenue is highly encouraged and will allow you to carefully select competencies that will help you in residency programs as well as personal growth and development. The project may be completed within an existing elective or outside of the medical school curriculum. Examples of special projects completed by your peers have included: community projects, a play based on an ethical situation, published research, an educational website developed for a department, student group, etc.
- b. If you choose to design a special competency project, please use Option B: Independent Study when registering via ECMS. You must have approval by the appropriate Competency Director for your proposal prior to submitting your final project for review. Please follow the instructions on submitting an Independent Study Proposal on the ECMS website under Competency Information or in the ECMS User Guide (available at: <http://meca.iusm.iu.edu/Resources/ECMSStudentUserGuide.pdf>.)

Electronic Competency Management System (ECMS)

Registering Your Level 3 Competency

Go to <http://meca.iusm.iu.edu/MSIS>

Log in using your iupui.edu username and password

1.) View Level 3 Competencies

Review the list of elective courses and clerkships that have been approved for competency credit. Select options that offer competency activities of personal interest to you.

2.) Registration - REQUIRED

- Register to participate in at least three DIFFERENT Level 3 competency activities approved for a specific elective, clerkship or independent study.
- **You must register all of your competencies via ECMS.** Competency grades will not be submitted until you register first.

3.) Submit Proposals

- **OPTIONAL:** for independent study only. Submit a proposal describing the Independent Project you would like to complete to obtain your Level 3 competency achievement. Guidelines and a template for proposals are available under the Competency Information section of ECMS.

4.) Submit Final Projects - REQUIRED

- Submit your final elective course/clerkship/independent competency product for review.

Technical Support

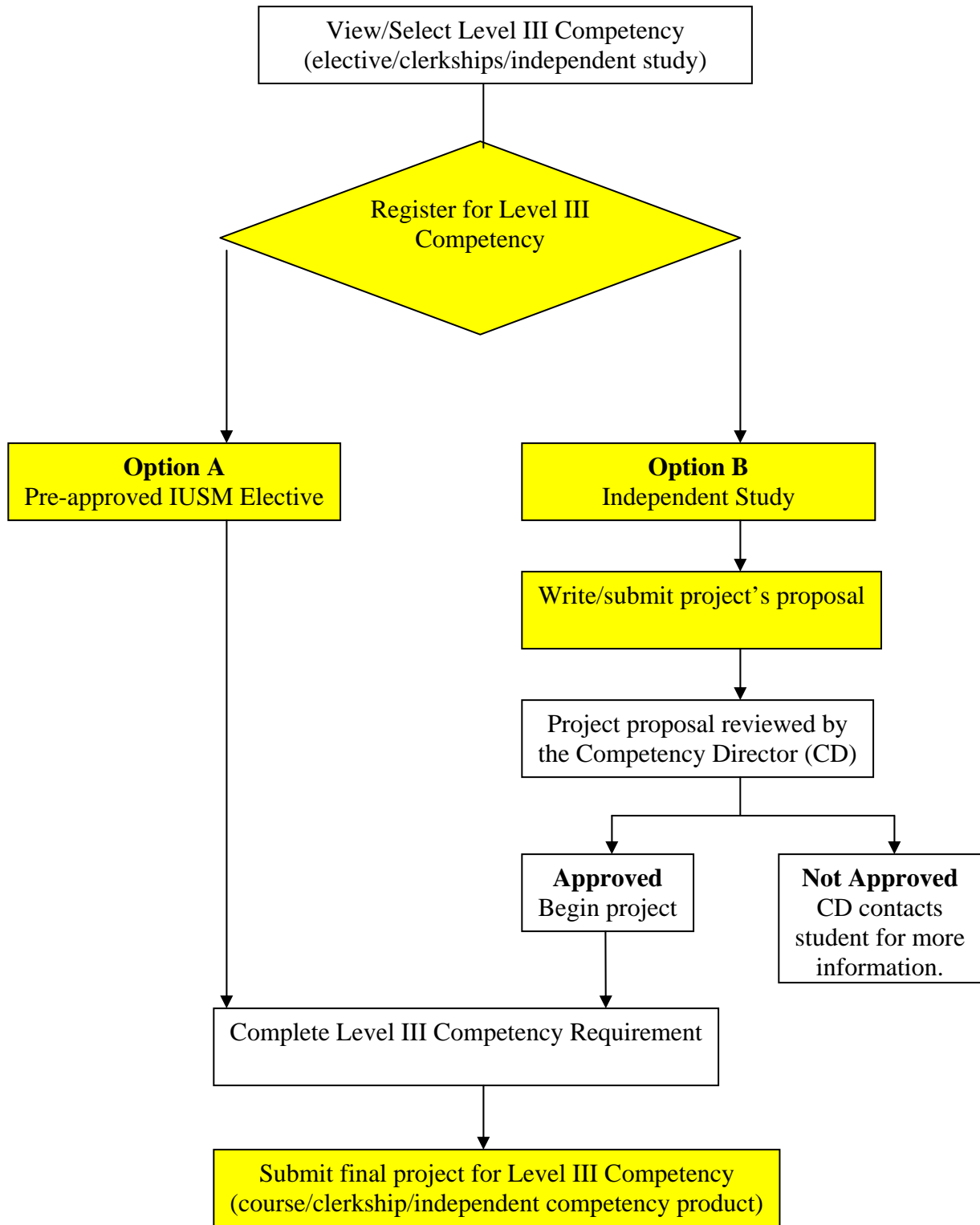
Please contact the Dean's Office for Medical Education and Curricular Affairs (MECA) at: (317) 274-4556 or via email at meca@iupui.edu should you experience any difficulties with ECMS or have questions about particular competency activities. Please note the contact sheet at the end of this document for specific individuals to call.

Frequently Asked Questions

For a listing of Frequently Asked Questions, please login to ECMS at <http://meca.iusm.iu.edu/MSIS> and select ECMS FAQs/Flowchart.

Student User's Guide

A Student User's Guide is available at: <http://meca.iusm.iu.edu/Resources/ECMSStudentUserGuide.pdf>.



Effective Communication

Students can accomplish Level 3 achievement in Communication through demonstration of advanced skills in patient-physician, collegial, or scholarly communication in any of the following ways:

- 1) Patient-Physician Communications
 - a) Completion of an approved senior elective in communication
Students may take clinical electives and achieve Level 3 in patient-physician communication by:
 - i) Studying their own communication with patients (through analysis of audio-taped encounters with patients; participant observation (observation and writing about the experience in a journal; or by patient debriefings (interviewing patients after an encounter)
 - ii) Evaluating their own communication by submitting a formal written assessment that describes their own strengths and weaknesses as a communicator, including a personal plan for improving their ability to discuss difficult issues with patients
 - iii) Analyzing their own interactions with patients, or others (patient-physician interaction, nonverbal communication, health care team, decision-making session), using communication theory as a framework of reference
 - iv) Improving ability to use interaction therapeutically for motivating or counseling patients, as assessed by patients (students will be given patient satisfaction scales for their patients' use)
- 2) Clinical Experience with Interviewing Intensive Evaluation
 - a) Any approved clinical elective in which the student's ability to communicate effectively at an advanced level is systematically, formally observed and evaluated by the faculty and patients, (a minimum of four encounters) and where the communication problems involve at least two of the following characteristics:
 - i) Patients with characteristics that pose a high degree of difficulty, such as impaired level of consciousness, hostility, anxiety, or severe speech or hearing impairments
 - ii) Interactions about emotionally charged subjects, including sexuality, death, chemical dependency, violence or abuse
 - iii) Therapeutic interviewing is performed very effectively as reflected in thoughtful use of silence, empathetic statements, appropriate use of reassurance, judicious suggestions, and careful interpretations
 - iv) Interactions involving more than one person in decision-making, including family meetings or situations where conflict resolution is crucial
- 3) Collegial and/or Scholarly Communication
 - a) Development and completion of a prospectively approved scholarly project examining an aspect of effective communication in medicine
(This would be undertaken by the student and an approved mentor from the communication competency subcommittee or a faculty designee; resulting in a paper or written report, including a substantial review of the literature.)
 - b) Submission of an authored or co-authored research or clinical paper for publication in a peer-reviewed journal. (This work must be done while the student is in medical school).
 - c) Submission of an authored or co-authored chapter for a medical textbook
 - d) Submission of a dissertation or competitive grant proposal
 - e) Presentation at a regional or national meeting
 - f) Presentation at departmental grand rounds presentation, if evaluation data are available

Pre-Approved Electives Offering a Level 3 in Effective Communication

Changes in the electives that offer a Level 3 in this competency may occur.
If changes are made, they will be brought to the attention of students as soon thereafter as possible.

The Level 3 Criteria listed identifies the requirements necessary to achieve a Level 3.
All Level 3 project requirements are approved by the elective course director AND the competency director.

Course #, Title, Course Director	Description and Level 3 Criteria	Location and Availability
18CA701 Pathology- Emphasis in Hematopathology Roepke, Janet	<p>Description: Students will be taught the clinical abnormalities and most of the laboratory techniques for diagnosing the common hematological disorders, including myelodysplasia, myeloproliferative disorders, leukemias, and lymphomas. This will be done by accompanying residents and staff on bone marrow procedures and by studying blood, bone marrow, and lymph node slides under the supervision of the attending staff and residents. The current workload includes 200 bone marrows and 40,000 CBC's annually. Flow cytometry testing, lymph node, fine needle aspirate, bone marrow, and peripheral blood specimens are also readily available.</p> <p>Level 3 Criteria: The learner may generate reports similar to pathology residents, present a topic of interest related to hematopathology, or submit a case study for publication if interested in level III competency</p>	Ball Memorial Hospital (Muncie) Available all year.
18CA711 Pathology Elective Roepke, Janet	<p>Description: Students will participate in the regular teaching activities of the Pathology Department, including daily lectures, demonstrations, and departmental meetings. After these general and basic meetings, the student may elect to spend most of their time in any one or more of the following major subdivisions of pathology for more specialized training and study: surgical pathology, autopsy pathology, clinical chemistry, hematology (special and routine), blood banking, microbiology, and cytology.</p> <p>Level 3 Criteria: At the conclusion of the elective, the learner will be able to describe and have an appreciation for the role of the pathologist and pathology in patient care (i.e., diagnosis, management, therapeutics, and prevention). The learner may also have presented a topic of interest related to one area of pathology or submitted a case study for publication, particularly if interested in level III competency.</p>	Ball Memorial Hospital (Muncie) Available all year.
93EN710 Clinical Elective in Otolaryngology and Head & Neck Surgery	<p>Description: Students are assigned on an individual basis to multiple residents and faculty and accompany them to clinics, surgery and departmental didactic and patient conferences. A friendly rapport between students and the department furthers understanding. Call is not required.</p> <p>Level 3 Criteria: Level 3 credit objectives met by a quality presentation or written work along with</p>	IUMC and Wishard Memorial Hospital Available all year

Fritsch, Michael	completion of "the process" for that competency.	
93K1700 Clinical and Laboratory Honors Program in Pediatrics Harris, Mitchell Alan	<p>Description: The goal of this program is to provide students with an opportunity to assist in the design and implementation of a clinical or basic research protocol in collaboration with a pediatric faculty investigator. Students interested in being considered for this Honors Program are to contact Dr. Harris with a description of the project and the faculty member who will be supervising the program. Honors students will receive monthly reports of their performance and will receive a grade. On successful completion of the two or three month program, the student will be eligible for a certificate of honors in pediatrics.</p> <p>Level 3 Criteria: This award will be based on: (1) a research paper written by the student; and (2) an oral examination given by the faculty supervisor and other investigators.</p>	IUMC Available all year
18MI711 Ward Medicine Neal, J.M.	<p>Description: This elective is designed to give the student experience normally gained in the internship year. The student will have diagnostic and patient care responsibilities supervised by the Ward Resident and Staff Physicians assigned to the ward. These responsibilities include history and physical examination, order writing, daily progress notes and observation and performance of a broad spectrum of diagnostic and therapeutic medical procedures. Daily didactic conferences and ample time for reading complement the above.</p> <p>Level 3 Criteria: a) single long or several short written case studies complete with literature search and discussion of pathophysiology of the condition b) complete PBL case with references, test results, ancillary studies c) minimum of 4 (one per week).</p>	Ball Memorial Hospital (Muncie) Available all year
93MI830 Geriatric Medicine Westmoreland, Glenda	<p>Description: This elective will give the students experience in the health care of older adults that will be fundamental for adult medical and surgical residencies. Students will see both "well" older adults and those who have functional and cognitive disabilities in these venues. During their rotation, students will practice along side residents who are completing a one-month required geriatrics rotation and will be supervised by geriatricians. In addition to the clinical experiences, students will attend an interactive conference series that covers core geriatrics clinical topics including delirium and drug prescribing in older adults. There are no night call or weekend responsibilities for this elective.</p> <p>Level 3 Criteria: Student will be required to attend interdisciplinary team meetings, interacting with patients who the teams present and evaluating and analyzing their own communication with patients and team member. Students will present these analyses in writing to be reviewed by the geriatrician(s) who attended the team meetings.</p>	Wishard Memorial (IUMC); VA Medical Center; Methodist Hospital Available all year

<p>49MP714 Pulmonary/Critical Care Elective Weller, Robert</p>	<p>Description: This elective emphasizes diagnosis and management of critically ill patients with emphasis on medical and pulmonary diseases. The primary patient population are inpatients at a large tertiary care center with a diverse intensive care patient population (general surgery, trauma, cardiovascular critical care, and respiratory critical care). There will be exposure to pulmonary procedures, critical care procedures, and ventilator management. Hands on closely supervised pulmonary ICU procedures will include Swan Ganz catheterization, central line and arterial line placement, thoracentesis, and some types of intubation.</p> <p>Level 3 Criteria: Communication in the intensive care unit is frequently with family members rather than the patient. Families receive communication from doctors, nurses and chaplains, as well as other members of the care team. Student is expected to study these communications by tape recording (with permission) the daily updates from MDs and RNs to family members of critically ill patients including initial interviews, proxy consents for procedures, level of care discussions and end of life issues. Student will then conduct follow up interviews with family members several days later to determine what impact the communications had. The student will then tape his own ICI-family member discussion session. Submittal paper to ICU faculty member and competency resource MD will address effective and counter-productive techniques.</p>	<p>Methodist Hosp (Indpls) Available all year</p>
<p>49MX714 General Internal Medicine, Office Practice Frick, Fred</p>	<p>Description: The experience is in an internal medicine office practice. There is heavy exposure to diabetes mellitus (all types), hyperlipidemias and hypertension. The natural history of illnesses and the longitudinal care of patients will be emphasized. The student will regularly see patients with multiple diagnoses and complex pharmacologic regimens. In addition to patient contact and teaching, the student will receive regular one-on-one didactic sessions and will regularly receive literature assignments.</p> <p>Level 3 Criteria: The student will be personally interviewing and examining patients from a variety of ethnic and racial backgrounds. Virtually all clinical problems encountered in a primary care internal medicine practice will be seen. In this activity, the student will need to demonstrate interview techniques, listening ability, and interaction with patients, in addition to clinical knowledge and insight.</p>	<p>Methodist Hospital and Methodist Professional Center (Indpls) Available all year</p>
<p>93SG780 Surgical Research Program Howard, Thomas</p>	<p>Description: This elective course is for students interested in exploring surgical research as a means for broadening their educational experience, supporting their application to general surgery training programs, or as a start toward a career in academic surgery. The course can be tailored to the student's interests and aptitudes. There is ample opportunity for operative experience opening and closing abdomens, practicing suturing techniques, participating in perioperative patient management, i.e. central lines, arterial lines; or students may opt to use the time on this rotation to explore a clinical research project of their choosing.</p> <p>Level 3 Criteria: Student will be expected to present history and physical findings, X ray data, and laboratory data at least once to our multidisciplinary imaging conference and this will represent 10% of student's grade. 25 question objective exam based on standardized reading/case</p>	<p>IUMC Available all year</p>

	records (60% grade). The Course Director will grade 30% subjectively on clinical skill acquisition.	
93SG860 Surgical Research Schmidt, C.M.	<p>Description: This rotation exposes the medical student to ongoing bench, translational and clinical research projects in the Department of Surgery. The research focus of each lab will vary among investigators. The research may involve in-vitro, in-vivo, as well as human clinical trial and retrospective case review models. The student may be exposed to and perform basic biochemical techniques including ELISA, Western Blot, etc. In addition, after appropriate training, the student may participate in animal studies which may involve surgical procedures.</p> <p>Level 3 Criteria: Students fulfill effective communication competency by individually preparing a manuscript of publication quality that may be submitted to a peer-reviewed journal. The paper will be based on the research pursued during the elective and may include collaborative work from co-investigators.</p>	<p>Indiana University Medical Center</p> <p>Available all year</p>
93VA720 Dermatopathology Dr. W. Moores	<p>Description: This elective is designed to provide the student who is interested in a career in dermatology and pathology with an in-depth experience in the pathology of the skin. During the month the student will participate in daily sign out, attend weekly Dermatopathology conferences, and correlate clinical and pathologic findings at the weekly Dermatology Grand Rounds and on the dermatology consultation service where appropriate.</p> <p>Level 3 Criteria: Please contact the elective course director for requirements.</p>	<p>University Hosp (IUMC)</p> <p>Available all year</p>
49YF704 Family Medicine-Hospitalist Service Tiffault, R.	<p>Description: This elective is designed to expose 4th Year Medical Students to all aspects of hospital care. Students will work along with the Family Medicine Resident on Duty for the Family Medicine Hospitalist Service and triage, admit, diagnose, present, and manage Obstetrical, Pediatric, Adult, and Geriatric patients from the Emergency Room, the Family Practice Center, the community physician offices, and other services at Methodist Hospital. They will be expected to manage and follow patients assigned to them on the Med-Surg floors, Pediatric floors, Labor & Delivery and Postpartum floor, and Critical Care floors, along side the Family Medicine Interns and under the supervision of the senior Family Medicine resident and faculty. Students will attend Family Medicine Didactics sessions with the residents on Thursday afternoons. Students are expected to spend 3 night calls and 2 weekends with the service during the month.</p> <p>Level 3 Criteria: By the end of the rotation, students are expected to be able to recognize conditions which require outpatient care, admission, consultation, and referral; diagnose and treat common inpatient conditions based on the latest evidence; identify psychosocial issues which impact the care of hospitalizes patients; and communicate effectively with patients and</p>	<p>Clarian Methodist Hospital (Indianapolis)</p> <p>All year except July</p>

	other members of the health care team.	
49YF724 Ambulatory Care Family Medicine Tiffault, R.	<p>Description: This elective is designed to expose 3rd or 4th Year Medical Students to all aspects of patient care outside the hospital. Students will work with some of faculty members the Family Medicine Program. The students will learn how to do the focused history and physical, and how to diagnosis, treat, and manage Obstetrical, Pediatric, Adult, and Geriatric patients in the outpatient setting with variety of common acute and chronic injuries and/or illnesses such as gestational diabetes, a infant with a fever, asthma, fractures, wound care, malignant hypertension, COPD, CHF, and osteoporosis just to name a few. Students will attend Family Medicine Didactics sessions with the residents on Thursday afternoons.</p> <p>Level 3 Criteria: The following family physician roles will be demonstrated: a) clinical care, b) community medicine role c) coordination role. The student will be exposed to outpatient procedures. The student's participation in procedures will be determined by the student's experience and training. The student is supervised by G-3 Family Practice residents and practicing Family physicians and learns the focused history and physical exam common to ambulatory care. The student sees patients and forms a differential and then proposes treatment to the supervising resident or physician. Both of them explain the diagnosis and management to the patient and start treatment and patient education. After the patient leaves, the student dictates the patient's clinical record. Required weekly conferences are presented in the Family Practice Center and include Grand Rounds</p>	Clarian Hospitals & Clinics (Indpls) All year except July
49YF729 Holistic health Care In an Inner-City Family Medicine Elective Dr. M. Henein	<p>Description: Senior Medical students are invited to work in the inner city of Indianapolis in a faith-based medical practice. Raphael Health Center is a federally qualified, comprehensive, community Health center in the Mapleton-Fall Creek community. Located at the corner of 34th and Central Avenue, Raphael was founded in 1996 by Tabernacle Presbyterian Church and community leaders to address health care needs in the surrounding neighborhood. The students will participate in month-long elective that involves all areas of outpatient medicine including obstetric, pediatric, adolescent and adult care. The emphasis of the health center is to offer affordable, cost-effective, quality and compassionate care to all patients. Emphasis will be placed on addressing social and spiritual needs as well as traditional preventative and acute care. The student will see patients initially and develop a care plan. Each patient is then discussed with the patient's regular provider. There will be opportunities for discussion about the unique health care needs of the inner city. Topics for discussion may include public health policy, epidemiology, and specific health problems such as teenage pregnancy, infant mortality, and substance abuse. Although optional, the student is encouraged to attend our weekly staff and monthly prenatal care committee meetings.</p>	Raphael Health Center (Private) Available all year

	NOTE: Please contact Dr. Henein at mmh4j@yahoo.com after the initial computer match	
71YF723 Sports Medicine Lavallee, M.	<p>Description: Outpatient Sports Medicine- Exposure to High School, Collegiate Recreational Athletes. Weekly didactic lectures, weekly interesting case conferences. Weekly Training Room, casting clinic, work with physical therapists, exercise physiologist. Exposure to Sports Medicine physicians and fellows. Learn numerous procedures – casting, injections, treadmills, orthotics, etc</p> <p>Level 3 Criteria: Students who wish to accomplish a Level 3 competency rating will complete a literature review and construct a one-page "peer education" document that will be posted for students and residents and that will assist them in learning about a clinical problem or entity.</p>	<p>Sports Medicine Institute/ Memorial Hospital of South Bend</p> <p>Available all year</p>
49YX702 Ambulatory Care in a Family Practice Center Burtea, E. Diane	<p>Description: Working with residency program faculty and residents, students will obtain experience and expertise efficiently evaluating patients of all ages in the outpatient setting. They will demonstrate the basic knowledge, skills, and attitudes of ambulatory care in a family medicine office. They will be able to generate a differential diagnosis and initial treatment plan and/or plan for further evaluation. Preventive health maintenance will also be emphasized. In addition, the student will have opportunity to see patients in other ambulatory centers (prenatal and pediatric) by arrangement with the course director. Arrangements for Level 3 competency completion must be agreed upon with the course director on the first day of the elective rotation</p> <p>Level 3 Criteria: Student will be evaluated based on written assessment of Evaluations for Effective Communication: four level 3 Likert Scale Effective Communication Evaluation Forms will be filled out by faculty based on observed clinic style</p>	<p>Community Hospital (Indianapolis)</p> <p>Available all year</p>
49YX704 Ambulatory Care with a Family Physician Dr. S. Grannis	<p>Description: This elective is designed to expose 3rd or 4th Year Medical Students to the exciting field of Traditional Family Medicine; inpatient, outpatient, and obstetrical care. They will be expected to manage and follow patients assigned to them on the Med-Surg floors, Pediatric floors, Labor & Delivery and Postpartum floor, and Critical Care floors, along side the Family Medicine Interns and under the supervision of the senior Family Medicine resident and faculty. There the students will learn how to do the focused history and physical, and how to diagnosis, treat, and manage in the outpatient setting a variety of common acute and chronic injuries and/or illnesses such as gestational diabetes, a infant with a fever, asthma, fractures, wound care, malignant hypertension, COPD, CHF, and osteoporosis just to name a few.</p> <p>Level 3 Criteria: The student sees patients, forms a differential, and proposes a treatment plan. Under supervision, appropriate treatment is started along with a proper patient education. After the patient is dismissed, the student dictates the patient's record. The student is exposed to such</p>	<p>IU Methodist Family Practice Center (Indianapolis)</p> <p>Available all year except July</p>

	<p>outpatient procedures as outpatient surgery, aspiration and injection of the musculoskeletal system, colposcopy, spirometry, tympanometry, office gynecology, etc. The student's participation in these procedures varies according to the senior's experience and knowledge. Required weekly conferences are presented on site in the Family Practice Center and include Grand Rounds</p>	
<p>93YX710 Care for the Underserved Sevilla, Javier</p>	<p>Description: This elective provides medical students and residents an opportunity to gain experience in caring for underserved populations at well established community health centers. A majority of these clinics are located in inner city Indianapolis where a large number of working poor, minorities, and limited English proficiency people live. The month long experience will emphasize high quality of care for underserved populations, cultural competence, and medical Spanish utilizing clinical experience in a full spectrum Family Medicine practice in a community health center setting.</p> <p>Level 3 Criteria: Student will observe and conduct medical encounters. Students who elect level 3 credit in communication will be required to complete a 3-4 page paper including self analysis of communication strengths and opportunities for improvement based on evaluations collected during presentations (final presentation or smoking cessation program). Student will have assigned time to work on a small research project related to care for underserved populations in general or with particular focus on Hispanic/Latino health issues. Also student will be given the opportunity to refine their medical Spanish with materials provided at the beginning of the elective. Students will have the opportunity to direct patient-physician interaction in Spanish.</p>	<p>Various communities in Indianapolis</p> <p>Available Sept, Nov, and May</p>
<p>93ZB700 MD/MBA Physician-Leaders Forum Dr. Karen Amstutz</p>	<p>Description: Participants will become accustomed to working as a member of a team made up of fellow MD/MBA students and Physician-Leaders from the Indianapolis area. Students will become familiar with pertinent local and national issues in health care and the skills used to approach these issues. Participants will produce materials suitable for publication. Students will participate in team-consulting projects where they will apply their training in real-world scenarios.</p> <p>Level 3 Criteria: 4th year student enrolled in the 2 year, MD/MBA combined degree program will participate in the Physician-Leader Forum, as Student Members. Quarter, annual meetings will be held, and students will be required to attend them unless their enrollment in an out-of-town elective or clinical responsibilities prohibit their attendance at a meeting. Topics for discussion are assigned for each meeting, and it will be the students' responsibility to research the topics, provide articles to the Physician-Leaders at least 4 weeks prior to the meeting and present the topic for discussion at the meeting. The student members and Physician-Leaders will participate in the discussion/debate of each topic and will reach a consensus by the end of the meeting. Following the meeting, students will develop a white paper which will introduce the topic, summarize the discussion and report on the consensus of the group. The white paper will be presented at the following meeting where it will be voted on. One student will take the lead role for each topic and will be responsible for researching, disbursing articles, presenting topic at the</p>	<p>Various sites throughout Indianapolis, both on and off campus</p> <p>MD/MBA Students will participate throughout the 2-year time period made up of the fourth and fifth years of the joint degree program</p>

	meeting, and writing the white paper. Student-leaders, for discussion topics, will be evaluated using the Likert Level 3 for Effective Communication. The student will be evaluated by all Forum members including peers (MD/MBA students) and the Physician Leaders. The Course Director will assign the final competency grade.	
93ZH830 Enhancing Health Care to Diverse Communities Stelzner, Sarah	<p>Description: 1) Participants will gain knowledge of disparities in health care access and health outcomes faced by Hispanics and the importance of eliminating these disparities, 2) Participants will understand practical models of cross-cultural encounters , 3) Participants will increase their knowledge of Hispanic cultural and health practices, 4) Participants will learn how to determine the individual patient's and family's social context , 5) Participants will engage in clinical services and advocacy organizations based within the Clarian Health System and within the community, 6) Participants will utilize this experience to provide better care for patients in Indianapolis from different social and cultural backgrounds.</p> <p>Level 3 Criteria: The students participate in a multidisciplinary presentation and discussion about a variety of topics in the month. Each Wednesday evening, dental, nursing and medical students meet with a different speaker and facilitated discussion director. The topics are: Structured orientation to identify learners relevant goals needs and interests and identify effective strategies to address these-Multidisciplinary Faculty. Students also work with health care providers in a variety of community settings as well as complete a walking tour of the community and attend a variety of community outreach endeavors such as dental sealants, car safety instruction, etc.</p>	Wishard Hospital November only
93ZH850 Global Health: Honduras Dr. Stelzner	<p>Description: 1) Participants will gain knowledge of disparities in health care access and health outcomes faced by Hispanics and the importance of eliminating these disparities, 2) Participants will understand practical models of cross-cultural encounters that will improve their ability to appreciate the meaning of health and illness for patients from different cultures and enhance the provider-patient relationship, 3) Participants will increase their knowledge of Hispanic cultural and health practices that are similar to and different from those of the majority central Indiana population, 4) Participants will learn how to determine the individual patient's and family's social context and thus better understand the unique barriers to health care faced by Hispanics in central Indiana, 5) Participants will engage in clinical services and advocacy organizations based within the Clarian Health System and within the community where significant Hispanic populations receive services, 6) Participants will utilize this experience to provide better care for patients in Indianapolis from different social and cultural backgrounds.</p> <p>Level 3 Criteria: 1) service learning experiences in community-based organizations and clinical sites, 2) reflection discussions, 3) clinical work in a variety of settings that serve diverse patient population</p>	Wishard Hospital November only

<p>93ZM710 Biomedical Literature and Critical Thinking: Researching and Writing Brahmi, Frances</p>	<p>Description: At the end of this elective, the student will be able to critically appraise medical websites according to an established set of criteria and be able to search, synthesize, and evaluate articles from the medical literature (MEDLINE, www). The student will demonstrate his/her ability by writing a paper, which includes both Web and MEDLINE citations on a topic of his/her choice. In addition, the student will include an in-depth evaluation of a selected website. Presence at the orientation meeting is required, check the Calendar on the Angel website for place, date, and time of meetings. See https://daly.medicine.iu.edu/med/frameIndex.htm.</p> <p>Level 3 Criteria: For Effective Communication: collegial/scholarly communication</p>	<p>Ruth Lilly Medical Library Sept-May</p>
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Basic Clinical Skills

For many of the examples given below for Level 3 in Basic Clinical Skills, the student must show current Basic Life Support Certification as a prerequisite.

The student must complete one of the following workshops or electives and provide certificate and/or documentation of satisfactory completion of:

- 1) Advanced Trauma Life Support Course, or
- 2) Pediatric Advanced Life Support Course, or
- 3) Microvascular Course, or
- 4) Virtual Reality Surgical Clinical Skills Workshop
 - a. Virtual Bronchoscopy
 - b. Colonoscopy
 - c. Advanced Suture and Knot Tying Skills
 - d. Laparoscopic Skills
 - e. F.A.S.T. Ultrasound Exam Workshop
- 5) A fourth year elective that meets high standards for clinical skills education and evaluation and **has been approved** by the Basic Clinical Skills competency director. Examples of electives that might qualify include:
 - a. Cardiology
 - b. Critical Care
 - c. Pediatric Therapeutics
 - d. Neurology
 - e. Emergency Medicine
 - f. Neurosurgery
 - g. Adult/Pediatric Anesthesia
 - h. Pediatric Pathology
 - i. Sports Medicine

Pre-Approved Electives Offering a Level 3 in Basic Clinical Skills

Changes in the electives that offer a Level 3 in this competency may occur.
If changes are made, they will be brought to the attention of students as soon thereafter as possible.

The Level 3 Criteria listed identifies the requirements necessary to achieve a Level 3.
All Level 3 project requirements are approved by the elective course director AND the competency director.

Course #, Title, Course Director	Description and Level 3 Criteria	Location and Availability
93AK700 Pediatric Anesthesia Emhardt, John	<p>Description: Students will gain operating room experience in all types of anesthesia limited to pediatric patients. The operating room experience will be supplemented by departmental conferences and lectures. More detailed information concerning this elective can be obtained by contacting Dr. Emhardt</p> <p>Level 3 Criteria: The student shall complete a written essay not shorter than 500 words in length. The topic should be chosen in conjunction with the student's mentor (usually the director at the hospital where the student performed the elective). The essay will be reviewed by the student mentor and graded on a pass-fail basis. The essay will be included with the competency grade form and sent back to the Basic Clinical Skills competency director. Students will gain operating room experience in all types of anesthesia limited to pediatric patients. The operating room experience will be supplemented by departmental conferences and lectures. The student will be expected to satisfactorily complete the task list for level 3 Basic Clinical Skills on Anesthesiology Electives which will be provided.</p>	Riley Hospital (IUMC) Available all year except December
93AN710 Adult Anesthesia Emhardt, John	<p>Description: Operating Room experience in all types of anesthesia will be provided in this elective. The practical training and experience will be complemented by lectures and departmental conferences. Detailed information about this elective is available at the departmental chairman's office. Assignment to specific teaching hospitals will be arranged by the course director following the senior elective matching program. Riley Hospital can be utilized if necessary</p> <p>Level 3 Criteria: The student shall complete a written essay not shorter than 500 words in length. The topic should be chosen in conjunction with the student's mentor (usually the director at the hospital where the student performed the elective). The paper should include references from a variety of sources. Topics should address a clinical issue, preferably a debatable one. The essay will be reviewed by the student mentor and graded on a pass-fail basis. The essay will be included with the competency grade form and sent to the Basic Clinical Skills competency director</p>	IU Hosp., VA Hosp., Wishard Memorial Hospital (IUMC) Available all year

<p>93KC700 Pediatric Cardiology Ambulatory Elective Farrell, Anne</p>	<p>Description: This elective is designed to provide educational experiences in the diagnosis and care of infants and children with congenital and acquired heart disease. The student will gain competence in clinical (including auscultatory) examination of the pediatric cardiac patient. The student will learn to interpret the pediatric electrocardiogram and to apply physiologic concepts of blood flow and resistance to clinical situations. At the end of the elective, the student is expected to have an understanding of the approach to the care of infants and children with heart disease. They should be able to differentiate between an organic and "functional" cardiac findings. They should be able to read an EKG. They should have an understanding of the indications for echocardiograms and catheterizations as well as a basic understanding of the data obtained from these tests. The student will have the opportunity to participate in pediatric cardiology conference, cardiovascular surgery conference and other scheduled pediatric conferences.</p> <p>Level 3 Criteria: Assessment tools used is a powerpoint exam to assess basic murmurs, EKGs, and test other concepts provided</p>	<p>Riley Hospital (IUMC) Available all year</p>
<p>93KC710 Pediatric Cardiology Ward Elective Farrell, Anne</p>	<p>Description: This elective is designed to provide educational experiences in the inpatient setting involving the care of infants and children with congenital and acquired heart disease. The student will function as an "acting intern", gaining competence in clinical (including auscultatory) examination of the pediatric cardiac patient. The student will learn to interpret the pediatric electrocardiogram, and to apply physiologic concepts of blood flow and resistance to clinical situations.</p> <p>Level 3 Criteria: Student is required to submit a summary of their elective experience as their final project in ECMS.</p>	<p>Riley Hospital (IUMC) Available all year</p>
<p>93KI730 Pediatric Therapeutics Harris, Mitchell Alan</p>	<p>Description: Morning teaching sessions will include a variety of lectures and case discussions on selected pediatric topics. Topics and cases will be distributed at the beginning of the course. Afternoon sessions will include some lectures and cases, but will also include interactive sessions with parents, patients, simulated patient cases, as well as computer assisted educational program and library time.</p> <p>Level 3 Criteria: Assessment tools: simulated patient encounters; written examination (PALS); assessment of clinical skills with mannequins in Neonatal Resuscitation, PALS and APLS. Student is required to submit a summary of their elective experience as their final project in ECMS.</p>	<p>Riley Available in November</p>
<p>93KI770 Developmental Pediatrics and Newborn Follow-Up Ambulatory Elective Keck, Julie</p>	<p>Description: The student will have the opportunity to participate with the faculty in the following clinics: Newborn Follow-Up Clinic, Developmental Pediatrics Clinic, International Adoption Clinic, Infant CP Clinic, and Cerebral Palsy Clinic. Additionally, the student will participate in our consult service, assisting other services in the hospital in the care of children with feeding problems and other developmental challenges.</p> <p>Level 3 Criteria: The student will work with faculty in Developmental Pediatrics for the month and learn: how to take an expanded medical history with neurodevelopmental history,</p>	<p>Riley Hospital (IUMC) Available all year</p>

	<p>neurodevelopmental exam, and functional developmental exam. The student will learn to administer 2 developmental screening tests, the CAT (clinical Adaptive Test) and the CLAMS (Clinical Linguistic Auditory Milestones Scale) using video tapes, reference articles and clinical teaching. To complete the Competency, the student will see a new patient presenting with Developmental Delay and take an expanded history and perform a full exam including a neurodevelopment and function and administer the CAT/CLAMS. The student will present this patient to faculty and review and learn from all findings in order to form a Developmental Diagnosis. The student will demonstrate how to communicate these findings to the primary care physician.</p>	
<p>49KN704 Clinical Neonatology Torine, Ilana</p>	<p>Description: Students will attend deliveries and learn basic assessment and stabilization techniques in the newborn. They will be expected to perform procedures including lumbar punctures, umbilical vessel catheterization and endotracheal intubation. Students will be expected to develop physical diagnostic skills that are specific to newborns. Students will be responsible for all aspects of care of their assigned patients with special focus on communication with families and a cost effective approach to neonatal care. Daily bedside rounds and a didactic lecture series are designed to encourage questions in a relaxed environment.</p> <p>Level 3 Criteria: Will evaluate presentations on Rounds, differential diagnosis on Rounds, management plans and written daily notes. Student is required to submit a summary of their elective experience as their final project in ECMS.</p>	<p>Methodist Hospital (Indianapolis)</p> <p>Available all year</p>
<p>49LA714 Sports Medicine & Reconstructive Orthopaedics McCarroll, J.</p>	<p>Description: The primary emphasis will be sports medicine and private practice. The instructor will work to specifically concentrate on examinations of the extremities with the student as well as the application of surgical techniques in the operating room. There will be some rehabilitation work with physical therapists and some on the spot evaluations at sports events. The student will not be required to take night call on this elective.</p> <p>Level 3 Criteria: based on 1) Seeing patients, 2) assisting in surgery, 3) required readings, 4) clinical experience in treating athletes in clinic, at Indiana Uni Athletics, High School sports. Student is required to submit a summary of their elective experience as their final project in ECMS.</p>	<p>Methodist Hospital (Indpls) 201 Pennsylvania Pkwy #200</p> <p>Available all year</p>
<p>93NR730 Adult Clinical Neurology Wojcieszek, Joanne</p>	<p>Description: The purpose of the program will be to have an opportunity to observe and to study neurologic diseases and to enhance skills and abilities in neurologic history taking and examination. The student will be come familiar with diagnosis and treatment of common neurological disorders.</p> <p>Level 3 Criteria: Student is required to submit a summary of their elective experience as their final project in ECMS.</p>	<p>Wishard, Methodist, Clarian West, IUMC, IUMG Spring Mill Rd.</p> <p>Available all year</p>

<p>49SG786 Colon and Rectal Surgery Pittman, J. Scott</p>	<p>Description: The doctor in training will see patients in the office, hospital, and operating room under the direct supervision of Dr. J. Scott Pittman. The doctor in training will participate in the diagnostic and therapeutic procedures consistent with his type and level of training and skill.</p> <p>Level 3 Criteria: Students may achieve this level 3 competency by completing the course along with the 5-station Surgical Skills Lab set up by Dr. Scott Engum. Student is required to submit a summary of their elective experience as their final project in ECMS.</p>	<p>St. Vincent Hospital (Indpls)</p> <p>Available all year</p>
<p>93SG720 Trauma Surgery Simons, C.</p>	<p>Description: This course is designed to provide clinical experience in the evaluation and management of victims of blunt and penetrating trauma in a Level I Trauma Center. The student will be assigned to the Trauma Service and will be able to participate in the workup and follow the hospital course of the patients including participation in Shock Room resuscitation and any operative procedures. Weekly conferences include Trauma Conference, ER Conference, Departmental M&M, and Faculty Rounds</p> <p>Level 3 Criteria: Students may achieve this level 3 competency by completing the course along with the 5-station Surgical Skills Lab set up by Dr. Scott Engum. Student is required to submit a summary of their elective experience as their final project in ECMS.</p>	<p>Wishard Memorial Hospital (IUMC)</p> <p>Available all year</p>
<p>93SG730 General Surgery C-Team Sub I Nakeeb, A.</p>	<p>Description: This course provides students with extensive exposure to hepatobiliary, pancreatic, gastrointestinal, and laparoscopic surgery. Aspects of surgical oncology, inflammatory bowel disease, and other complex surgical problems will be encountered.</p> <p>Level 3 Criteria: Students may achieve this level 3 competency by completing the course along with the 5-station Surgical Skills Lab set up by Dr. Scott Engum. Student is required to submit a summary of their elective experience as their final project in ECMS.</p>	<p>University Hospital Surgical C Team</p> <p>Available all year</p>
<p>93SG750 Pancreatic, Hepatobiliary Surgery, A-Team Howard, T.</p>	<p>Description: The student will participate in the preoperative, surgical and post-operative management of complex surgical diseases, including hepatic, biliary, pancreatic, gastrointestinal, and oncologic surgery</p> <p>Level 3 Criteria: Students may achieve this level 3 competency by completing the course along with the 5-station Surgical Skills Lab set up by Dr. Scott Engum. Student is required to submit a summary of their elective experience as their final project in ECMS.</p>	<p>University Hospital A Team General Surgery Service</p> <p>Available all year</p>
<p>93SG780 Surgical Research Program Howard, Thomas</p>	<p>Description: This elective course is for students interested in exploring surgical research as a means for broadening their educational experience, supporting their application to general surgery training programs, or as a start toward a career in academic surgery. The course can be tailored to the student's interests and aptitudes. There is ample opportunity for operative experience opening and closing abdomens, practicing suturing techniques, participating in perioperative patient management, i.e. central lines, arterial lines; or students may opt to use the time on this rotation to explore a clinical research project of their choosing.</p> <p>Level 3 Criteria: Students may achieve this level 3 competency by completing the course along</p>	<p>IUMC (Emerson Hall)</p> <p>Available all year</p>

	with the 5-station Surgical Skills Lab set up by Dr. Scott Engum. Student is required to submit a summary of their elective experience as their final project in ECMS.	
93SG790 General Surgery, VA Hospital Matthews, D.	Description: The student will participate in the preoperative, surgical and post-operative management of complex surgical disease processes, including colorectal cancer, gastrointestinal maladies, and inguinal pathology. Level 3 Criteria: Students may achieve this level 3 competency by completing the course along with the 5-station Surgical Skills Lab set up by Dr. Scott Engum. Student is required to submit a summary of their elective experience as their final project in ECMS.	VA Hospital Available all year
93SG820 Advanced GI and Cancer Surgery Subinternship, B-Team Wiebke, E.	Description: Students will function at the intern level on a busy clinical service, with exposure to advanced oncologic, gastrointestinal, and laparoscopic surgery. Level 3 Criteria: Students may achieve this level 3 competency by completing the course along with the 5-station Surgical Skills Lab set up by Dr. Scott Engum. Student is required to submit a summary of their elective experience as their final project in ECMS.	University Hospital Surgical B Team Available all year
93SG830 Preparation for Surgical Residency Ladd, Alan	Description: This course is designed to provide knowledge and instruction on topics and skills that are clinically relevant to students pursuing a surgical residency or related technical fields. A combination of didactic sessions, small group discussions, and skills laboratory sessions are incorporated to provide the student with essential core material in the care and management of the surgical patient. Additional clinical exposure to trauma patient triage, resuscitation, and treatment at a Level 1 trauma center is included with night call. Level 3 Criteria: Students may achieve this level 3 competency by completing the course along with the 5-station Surgical Skills Lab set up by Dr. Scott Engum. Student is required to submit a summary of their elective experience as their final project in ECMS.	Riley Hospital April only
93SG840 Surgical Critical Care- IU Falimirski, M.	Description: The fourth year student is expected to participate in the comprehensive evaluation and management of the critically ill/injured patient. He/she will have independent responsibilities including team communication, patient presentation, perform invasive procedures (under supervision) and research disease related topics Level 3 Criteria: Students may achieve this level 3 competency by completing the course along with the 5-station Surgical Skills Lab set up by Dr. Scott Engum. Student is required to submit a summary of their elective experience as their final project in ECMS.	University Hospital 6611 (IUMC) Available all year

<p>93SG850 General Surgery D-Team Elective Goulet, R.</p>	<p>Description: The student will participate in the preoperative, surgical and post-operative management of surgical disease processes, including breast malignancies, endocrinopathies and dermatologic malignancies.</p> <p>Level 3 Criteria: Students may achieve this level 3 competency by completing the course along with the 5-station Surgical Skills Lab set up by Dr. Scott Engum. Student is required to submit a summary of their elective experience as their final project in ECMS.</p>	<p>University Hospital (IUMC)</p> <p>Available all year</p>
<p>93SG930 General Surgery Simons, C.</p>	<p>Description: The student will take part in the diagnosis, treatment, and convalescent care of patients on one of the two general surgical services. In-house call is expected to allow exposure to emergency cases.</p> <p>Level 3 Criteria: Students may achieve this level 3 competency by completing the course along with the 5-station Surgical Skills Lab set up by Dr. Scott Engum. Student is required to submit a summary of their elective experience as their final project in ECMS.</p>	<p>Wishard General Surgery Team 1</p> <p>Available all year</p>
<p>93SG950 Surgical Critical Care Streib, E.</p>	<p>Description: This course is designed to provide the student with experience and participation in the complete management of the critically ill or injured surgical patient in the Trauma/Surgical Intensive Care Unit. The student will participate with residents and faculty in the care of a broad spectrum of patients and will gain experience in hemodynamic monitoring and support, ventilator management, nutritional support, the workup and management of sepsis and invasive procedures commonly performed in the ICU (Swan Ganz catheters, arterial lines, chest tubes, central venous catheters)</p> <p>Level 3 Criteria: Students may achieve this level 3 competency by completing the course along with the 5-station Surgical Skills Lab set up by Dr. Scott Engum. Student is required to submit a summary of their elective experience as their final project in ECMS.</p>	<p>Wishard Memorial Hospital (IUMC) ICU</p> <p>Available all year</p>
<p>93SK700 Pediatric Surgery- Clinical Elective Ladd, Alan</p>	<p>Description: Students should gain experience in the management of infants and children with congenital anomalies, cancer and trauma, and learn the qualitative and quantitative differences between infants and children as compared to the adult in regard to surgical management.</p> <p>Level 3 Criteria: Students may achieve this level 3 competency by completing the course along with the 5-station Surgical Skills Lab set up by Dr. Scott Engum. Student is required to submit a summary of their elective experience as their final project in ECMS.</p>	<p>Riley Hospital</p> <p>Available all year</p>
<p>49SN704 Clinical Neurosurgery Dr. Horner</p>	<p>Description: There is an opportunity to be involved with the management of head and spine injuries and other neurological emergencies such as brain aneurysms causing subarachnoid hemorrhage, brain tumors, and spinal cord disorders. In addition there is exposure to the more common radiculopathies and neuropathy.</p> <p>Level 3 Criteria: Student is required to submit a summary of their elective experience as their final project in ECMS.</p>	<p>Methodist Hosp (Indpls Neurosurgical Group)</p> <p>Available all year</p>

<p>93SN740 Pediatric Neurosurgery at Riley Hospital Smith, J.</p>	<p>Description: The student will be exposed to complex surgical disorders of the nervous system in infants and children with emphasis on congenital malformations, tumors, perinatal complications, epilepsy, and trauma</p> <p>Level 3 Criteria: Evaluation will be by oral examination and will include student's presentation of a clinical problem from diagnosis to appropriate therapy and follow-up. Students should submit their presentation as their final project in ECMS.</p>	<p>Riley Hospital, IUMC</p> <p>Available all year</p>
<p>93ST790 Adult Thoracic Surgery Rieger, K.</p>	<p>Description: The student will participate in the preoperative, surgical and post-operative management of complex surgical diseases, including pulmonary and esophageal oncologic surgery.</p> <p>Level 3 Criteria: Students may achieve this level 3 competency by completing the course along with the 5-station Surgical Skills Lab set up by Dr. Scott Engum. Student is required to submit a summary of their elective experience as their final project in ECMS.</p>	<p>University Hospital</p> <p>Available all year</p>
<p>93UR750 Basic Laparoscopy and Urologic Laparoscopic Surgery Sundaram, C.</p>	<p>Description: This elective was designed to expose medical students to basic laparoscopic techniques and advanced laparoscopy in urology</p> <p>Level 3 Criteria: Students will be given pre- and post-training tests. While faculty/fellows working directly with the students will assess their progress throughout their training, Dr. Chandru Sundaram will assign final course and competency grades. Student is required to submit a summary of their elective experience as their final project in ECMS.</p>	<p>University Hospital</p> <p>Available all year</p>
<p>93YX720 Sports Medicine Turner, John</p>	<p>Description: The course is a four-week block rotation consisting of ambulatory sports medicine clinics with the faculty of the Indiana University Center for Sports Medicine. Half days of primary care sports clinic focus on outpatient evaluation and treatment of common musculoskeletal pathology as well as medical conditions encountered in the active population. Time is spent in the training room for IUPUI athletes as well as sideline coverage of appropriate seasonal sporting events. Sports medicine didactic lectures are attended on a weekly basis. A required written paper or presentation is completed with the help of faculty.</p> <p>Level 3 Criteria: Students will be assessed on accuracy and completeness of physical exam skills and findings in relation to faculty findings.</p>	<p>IU Center for Sports Medicine</p> <p>Available all year</p>

Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention

The requirements for Level 3 achievement in Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention are that the student must:

- 1) Receive an Honors grade in at least 6 of the required third-year clerkships that are four weeks or more in duration, or
- 2) Score on the USMLE Step 2-CK at least 1.5 standard deviations above the mean of the prior year's fourth year class from IUSM, or
- 3) Score at least one standard deviation above the prior year's fourth year IUSM class mean on the sum of the Step 1 and Step 2-CK scores, or
- 4) Propose to the Competency Director via ECMS an independent study project in advance of its completion and gain his/her approval for a project that documents advanced achievement of this competency.
- 5) Complete the online course "Essentials of Complementary and Alternative Medicine" on the ANGEL website and an additional project as outlined in the course syllabus. For details, please contact Jim Brokaw, Ph.D at jbrokaw@iupui.edu.
- 6) Complete the Student Research Program in Academic Medicine
- 7) Please visit the elective catalog for existing electives that offer opportunities to achieve a Level 3 in Using Science.

If you qualify for any of the criteria noted in items 1-3, you will be notified by the Dean's Office for Medical Education and Curricular Affairs (MECA.) MECA will automatically submit an independent study proposal and final project on your behalf.

**Pre-Approved Electives Offering a Level 3 in
Using Science to Guide Diagnosis, Management, Therapeutics & Prevention**

Changes in the electives that offer a Level 3 in this competency may occur.
If changes are made, they will be brought to the attention of students as soon thereafter as possible.

The Level 3 Criteria listed identifies the requirements necessary to achieve a Level 3.
All Level 3 project requirements are approved by the elective course director AND the competency director.

Course #, Title, Course Director	Description and Level 3 Criteria	Location and Availability
<p>93MD700 Clinical Infectious Disease Kohler, Richard</p>	<p>Description: Students who take this elective will enhance their ability to care for patients with infections or suspected infections. Students see patients at the request of other physicians because of known or suspected infectious diseases problems. They gather data by interviewing and examining the patient, reviewing the medical record, and consulting textbooks, articles, and other sources</p> <p>Level 3 Criteria: The write-up, as described, is submitted electronically by the student and reviewed by the course director with help as needed from the team attending faculty member.</p>	<p>IUMC, Wishard, VA</p> <p>Available all year</p>
<p>93ZH820 Medicine in Kenya Einterz, Robert</p>	<p>Description: IU students participate in a variety of clinical activities in the medical wards of the Moi Teaching and Referral Hospital. Students will work under the direction of an IU general internist or pediatrician. Students also have opportunity for involvement in community based activities at several urban and rural health centers. Students are encouraged to develop counterpart relationships with Kenyan medical students. Students are housed in Eldoret in the Moi University student hostel. Each student is responsible for his/her travel expenses and room and board. The elective is a two-month elective.</p> <p>Level 3 Criteria: Please verify the criteria of your submission with the Elective Director prior to submitting your final project in ECMS.</p>	<p>OPW M200- Wishard</p> <p>Available all year</p>

<p>93QM730 Medical Genetics Dr. Weaver</p>	<p>Description: Students will be involved in the evaluation, diagnosis, counseling and management of pediatric and adult patients. They will participate in Medical Genetics, Metabolism (Biochemical Genetics), Bone Dysplasia, Neurogenetics, Familial Cancer and Huntington Disease Clinics and attended daily metabolic ward rounds, weekly pre- and post-clinic conferences and weekly medical genetic ward rounds.</p> <p>Level 3 Criteria: Level 3 will be achieved in this elective by completing one comprehensive patient evaluation that includes 1) initial consult history and course to date and current physical exam, a detailed assessment of related problems and plan, and 2) course after the patient has been followed to either signoff, patient discharge or death, or end of rotation. The student should “exhibit clinical decision analysis that weighs the risks and benefits of proposed interventions in complex situations”.</p>	<p>IUMC Available all year</p>
<p>93QM720 Medical Genetics Research Dr. Weaver</p>	<p>Description: Students will participate in departmental research activities and may pursue specific problems in the areas of cytogenetics, prenatal diagnosis, mental retardation, biochemical genetics, molecular genetics, population genetics or clinical genetics.</p> <p>Level 3 Criteria: To obtain level 3, the student must submit a paper of the research activity (dissertation written in collaboration with their mentor), or in lieu of that, a manuscript about their work either submitted for publication in a medical journal or published.</p>	<p>IUMC Available all year</p>
<p>49SK706 Pediatric Surgery Bensard, Denis</p>	<p>Description: The goal of this rotation is to develop the ability of the student to evaluate, stabilize, and treat patients with a broad range of surgical problems of varying complexity and acuity. In addition to the operating suite, this rotation takes place in various settings within a tertiary care hospital, including the pediatric emergency ward, inpatient pediatric floors, PICU, and NICU. The medical students will work closely with other team members, including pediatric residents, attending pediatric surgeons, nurses, and support staff to care for patients both pre-operatively and post-operatively.</p>	<p>St. Vincent Hospital (Indianapolis) Available all year</p>
<p>49ZE716 Pediatric Emergency Medicine Goldman, Mitch</p>	<p>Description: The goal of this rotation is to develop the ability of the senior student to triage, evaluate, and manage children with a broad range of medical and surgical problems with varying levels of acuity. The rotation is based in an urban referral pediatric emergency department. Patients will include those from birth to 18 years of age who live in the area, as well as those referred to this tertiary care hospital emergency department for higher levels of care. The medical students will work closely with other team members, including pediatric residents, emergency room attendings, subspecialists, nurses, and support staff to triage and care for patients who present to the pediatric emergency room.</p>	<p>St. Vincent Hospital (Indianapolis) Available all year</p>

Lifelong Learning

A student who has achieved competency in Lifelong Learning (LLL):

- Recognizes personal limits in knowledge and experience and energetically pursues information
- necessary to understand and solve diagnostic and therapeutic problems
- Applies acquired knowledge effectively
- Demonstrates the ability to identify and analyze relevant scientific and medical literature

Performance expectations for achievement of Level 3 in Lifelong Learning include:

- Recognizes and reconciles conflicting evidence by examining study design, methodology, and statistical inference in the clinical setting
- Formulates a focused clinical question using the PICO mnemonic (Population, Intervention, Control, and Outcome)
- Completes a MEDLINE search using MeSH headings, evidenced-based medicine strategies, and other means to identify evidence-based materials relating to a clinical question
- Locates the identified materials (online, in print, or via other means)
- Evaluates the data identified with regard to the extent that it is evidence-based and applicable to the specific patient population
- Applies and uses through oral and written reports such evidence-based concepts as likelihood ratios, relative and absolute risk reduction, number needed to treat, and predictive values in the clinical setting
- Cites references to the medical literature, including websites, according to a consistent standard such as APA or AMA guidelines

There are two ways to achieve a Level 3 in Lifelong Learning:

- 1) Through a pre-approved fourth year elective (i.e., PBL Case Writing) or a required rotation (such as Radiology)
- 2) Through a student-initiated, faculty-approved project that demonstrates the Lifelong Learning skill set. Examples of the latter include authorship of a peer-reviewed article or a presentation at a national or regional meeting (documentation needed)

Pre-Approved Electives Offering a Level 3 in Lifelong Learning

Changes in the electives that offer a Level 3 in this competency may occur.
If changes are made, they will be brought to the attention of students as soon thereafter as possible.

The Level 3 Criteria listed identifies the requirements necessary to achieve a Level 3.
All Level 3 project requirements are approved by the elective course director AND the competency director.

Course #, Title, Course Director	Description and Level 3 Criteria	Location and Availability
93CA910 Medical Education Elective in Pathology Davis, Thomas	<p>Description: The students contact as laboratory instructors with students in the second year courses will enhance and expand prior knowledge of pathology and other medical disciplines as well as giving an opportunity to gain teaching skills. When not actively teaching, the student is expected to be engaged in preparatory work to include reading, attending lectures and conferences, development of electronic learning resources, arranging teaching materials, assisting with examinations and such other things that go along with the instructional setting. Ordinarily the students will be occupied from 9-4 Monday through Thursday and 9-12 Fridays within the Pathology Department.</p> <p>Level 3 Criteria: The student's performance during the elective will be evaluated using a Likert Scale form. The student will be evaluated for : 1) Teaching 2) Use of electronic media 3) Use of transitional pathology tools (gross and microscopic) 4) Development of new materials 5) Overall performance</p>	Medical Science Building (IUMC), Clarian, Wishard Hospitals, and Clarian Path Lab August-May
93DA750 Advanced Regional Gross Anatomy Seifert, Mark	<p>Description: Students who enroll will be privileged to assist in laboratory teaching for first year medical students in Gross Anatomy (D503). As part of this, students will be required to prepare and present prosected anatomical materials for the students. In addition, the course permits first hand advanced dissection of basic and applied regional gross anatomy of the human body in any region related to the student's area of clinical interest.</p> <p>Level 3 Criteria: Students fulfill a lifelong learning competency by teaching, through their role as a teaching assistant in this elective. Major components of this elective include: dissection, prosection presentation, lecture attendance and teaching</p>	Medical Sciences Building, Rm 5035 (IUMC) August-November

<p>45DA711 Advanced Study In Human Gross Anatomy Dr. Ernest Talarico, Jr.</p>	<p>Description: Students will 1) Comprehend and discuss the details of gross human anatomical structure and human embryology, and radiography as applied to the study of human structure, 2) Complete skilled, high-quality dissections, 3) Effectively communicate their knowledge of human structure and clinical correlates to first-year medical students, 4) Understand and discuss their role as "teacher" in the medical profession.</p> <p>Level 3 Criteria: Students fulfill a lifelong learning competency by teaching, through their role as a teaching assistant in this elective. Major components of this elective include: dissection, prosection presentation, lecture attendance and teaching</p>	<p>Northwest Center for Medical Education</p> <p>Available August, September, October, November, and December</p>
<p>93EN710 Clinical Elective in Otolaryngology and Head & Neck Surgery Fritsch, Michael</p>	<p>Description: Students are assigned on an individual basis to multiple residents and faculty and accompany them to clinics, surgery and departmental didactic and patient conferences. A friendly rapport between students and the department furthers understanding. Call is not required.</p> <p>Level 3 Criteria: Grading policies: Individualized approach. Level 3 credit objectives met by a quality presentation or written work along with completion of "the process" for that competency</p>	<p>IUMC and Wishard Memorial Hospital</p> <p>Available all year</p>
<p>93GO810 Ambulatory Obstetrics and Gynecology Rothenberg, Jeffrey</p>	<p>Description: To give a broader understanding and perspective on the changing focus of obstetricians and gynecologists especially as it relates on the basic principles and management involved in the ambulatory setting. Students may tailor this elective to their own needs and interests. By having the opportunity to attend all of the departmental lectures and grand rounds during the month, they see how a practicing university based OB/Gyn functions</p> <p>Level 3 Criteria: A final paper is to be written about a current controversial topic in the field. Completion of the course fulfills the requirement for a Level II of the Lifelong Learning competency while completion of the paper fulfills the Level III competency</p>	<p>IUMC (possibly some outlying clinics as well)</p> <p>Available all year</p>
<p>93GO750 Gynecologic Oncology Schilder, J.</p>	<p>Description: Continued studies in management of patients with gynecologic cancer. Active participation with attending and resident staff in the management of patients in the ward and in the operating suite, as well as the out-patient setting. The extern will perform the duties of acting intern. Weekly conferences include pathology, new patient, and radiation oncology. An oral presentation will be required. Opportunities are available in related clinical and basic research subjects</p> <p>Level 3 Criteria: Student will be evaluated while on rounds and in didactic sessions with the faculty and residents. The student will be evaluated and assessed on the quality of an oral presentation to be given at the end of the month on a topic of his/her choice as it relates to gyn oncology. In that presentation, their proficiency in analyzing scientific and medical literature and asking relevant questions of the literature content will be evaluated. Grading policy: 75% clinical and 25% presentation</p>	<p>University Hospital (IUMC)</p> <p>Available all year</p>
<p>93KE710 Pediatric</p>	<p>Description: The student will participate in evaluation and management of infants, children and adolescents with endocrine disease, suspected endocrine disease and diabetes mellitus. The</p>	<p>Riley Hospital (IUMC)</p>

<p>Endocrinology and Diabetology Fuqua, John</p>	<p>student will participate in rounds and follow-up of hospitalized patients, and time will be allotted each week to spend in Diabetes Clinic and Endocrine Clinic.</p> <p>Level 3 Criteria: In association with a faculty mentor, 4th year med student taking this elective may demonstrate Level 3 competency by identifying a focused clinical question based on the student's experiences in the rotation. The student will then identify and locate pertinent studies addressing the question using MEDLINE and other database searches. After a thorough review of the literature on the topic, the student will prepare a 30-minute oral presentation summarizing the evidence obtained. Strengths and weaknesses of individual studies must be identified</p>	<p>Available all year</p>
<p>93KE720 Pediatric Diabetology DiMeglio, Linda</p>	<p>Description: This course will focus more on the problems of children with diabetes in an outpatient and diabetes camp setting. Lectures on diabetes and child development are made practical through exercises in meal planning, insulin dose adjustment, sick day management, and the impact of exercise. One week during the month, students will attend the American Diabetes Association Camp in northern Indiana, under the guidance of Dr. DiMeglio and other pediatric diabetologists and live in cabins with campers (ages 7-16).</p> <p>Level 3 Criteria: A brief final report and presentation on some aspect of diabetes care are required. Evaluation will be based on faculty assessments and paper and presentation.</p>	<p>Riley Hospital June</p>
<p>93KI700 Clinical and Laboratory Honors Program in Pediatrics Harris, Mitchell Alan</p>	<p>Description: The goal of this program is to provide students with an opportunity to assist in the design and implementation of a clinical or basic research protocol in collaboration with a pediatric faculty investigator. Students interested in being considered for this Honors Program are to contact Dr. Harris with a description of the project and the faculty member who will be supervising the program. Honors students will receive monthly reports of their performance and will receive a grade. On successful completion of the two or three month program, the student will be eligible for a certificate of honors in pediatrics. This award will be based on: (1) a research paper written by the student; and (2) an oral examination given by the faculty supervisor and other investigators.</p> <p>Level 3 Criteria: A research paper written by the student. Students work with faculty to design and implement a clinical or basic research protocol. This will involve proficiency in identifying and analyzing important scientific/medical literature, asking relevant questions, identifying solutions, etc.</p>	<p>IUMC Available all year</p>
<p>93KI830 Pediatric Gastroenterology/Hepatology/Nutrition Molleston, J.P.</p>	<p>Description: The student will have the opportunity to observe endoscopic studies. He/She will learn about common and serious GI and liver problems in children. They will be taught both the principles and application of parenteral and enteral nutritional support</p> <p>Level 3 Criteria: Methods of competency evaluation/assessment: 1) actively pursues information that is necessary to understand and solve diagnostic and therapeutic problems; 2) acquires up-to-date medical data relative to diagnosis and management of patients encountered during the elective. Grading policy: 100% clinical</p>	<p>Riley Hospital Available all year</p>

<p>93MI710 Scientific Basis of Clinical Therapeutics Hilgarth, Klaus</p>	<p>Description: The purpose of this elective, given near the end of the senior academic year, is to survey in depth selected medical topics useful to a physician entering internship, especially an internal medicine or family practice residency. Emphasis is placed on (1) correlation of the basic science and clinical aspects of the diseases being discussed, and (2) current therapies and the rationale behind them</p> <p>Level 3 Criteria: The achievement of this competency will be based on reading and evaluating the literature using evidence based medicine techniques. Student will be given a patient-based case with diagnosis and therapy questions to answer based on the case. The students will use EBM to answer these diagnosis/therapy questions.</p>	<p>IUMC March only</p>
<p>93MI830 Geriatric Medicine Westmoreland, Glenda</p>	<p>Description: This elective will give the students experience in the health care of older adults that will be fundamental for adult medical and surgical residencies. Students will select from a menu of clinical venues where they would like to focus their time during the rotation and will meet with the Course Director prior to the rotation to decide these areas of clinical emphasis. Options for clinical training venues include, for example, the Acute Care for Elders Service, House calls for Seniors and Center for Senior Health at Wishard Memorial Hospital; Lockefield Village Nursing and Rehabilitation Center; and Older Adult Clinic at the Veterans Administration Hospital. Students will see both "well" older adults and those who have functional and cognitive disabilities in these venues.</p> <p>Level 3 Criteria: Achieve level 3 of Lifelong Learning as measured by the student recognizing personal limits in knowledge of geriatrics, performing a systematic review of the literature to answer a specific question and making an oral presentation of the research to faculty members</p>	<p>Wishard Memorial (IUMC); VA Medical Center; Methodist Hospital Available all year</p>
<p>93MR720 Clinical Nephrology Consultation Service Prag, K.</p>	<p>Description: The student will evaluate patients with acute and chronic renal failure, glomerulonephritis, fluid and electrolyte disorders, hypertension and acid-base disorders. The student will be exposed to acute renal replacement therapies including hemodialysis, hemofiltration and peritoneal dialysis</p> <p>Level 3 Criteria: The student will serve as the primary consultant to the physician caring for the patient under the supervision of the resident and staff members. This will include the evaluation of patients as a consultant, reading from the extensive reference library available, and written and oral communications of appropriate recommendations</p>	<p>University, Wishard, Methodist Available all year</p>
<p>93RT700 Clinical Radiation Oncology Langer, Mark</p>	<p>Description: The student will see how available treatment options for cancers and related conditions are developed and posed, learn the basis for treatment recommendations, become aware of the technical challenges of radiation therapy, and better understand the medical and psycho-social problems encountered in patients with a serious illness with uncertain outcomes. The student will also learn how radiation biology and radiation physics are integrated into clinical practice.</p> <p>Level 3 Criteria: Student is asked to deliver lecture on specific question regarding clinical</p>	<p>Department of Radiation Oncology IU School of Medicine, Indiana Cancer Pavilion, Roudebush VA Available all year</p>

	management in cancer or approach to scientific attack on cancer. Must do literature search that should include MEDLINE. Will deliver a formal lecture detailing options and evidence that allows tradeoffs among the options to be defined	
93VA710 Clinical Dermatology Brogan, B.	Description: This elective course is designed to give the student exposure to clinical dermatology including the diagnosis and management of common skin diseases seen in general practice. The student will get experience in the laboratory procedures used in the identification of fungus infections of the skin; and in the utilization of the electrocautery and cryosurgical units. Level 3 Criteria: Assessment tools include 1)feedback from residents and staff, 2)lifelong learning Likert scale, 3)presentation on topic of interest to faculty with references	Regenstrief Health Center (IUMC) VA Medical Center, Univ Hosp AOC, Riley Pediatric Available all year
18YF701 Family Practice Brown, Stewart C.	Description: All aspects of family practice will be emphasized with the following experiences being required: i) Obstetrics (up to 10-15 deliveries/ month are average for a senior student), ii) Outpatient procedures (flexible sigmoidoscopy, obstetrical ultrasound, EGD, full colon, treadmill), iii) inpatient and outpatient adult medicine and pediatric experiences Level 3 Criteria: The student is expected to prepare a written and give an oral presentation to one of the residing Directors or present at the monthly journal club. Input is obtained from all physicians who have come in contact with the student. The course director compiles all grades and then assigns a final grade. Some time must be spent with the Course Director during his own office hours	Ball Memorial Hospital (Muncie) Available all year
49YX706 Family Medicine Ambulatory Care Rotation Ward, C.R.	Description: This primary care ambulatory rotation is an excellent opportunity to finally function like the Family Doctor you've been waiting to be. You will have the opportunity to evaluate and implement treatment plans on patients in the Family Medicine Center, which is the resident clinic at the St Vincent Family Medicine Residency Program. Level 3 Criteria: Likert Scale for level 3 will be used. Please verify the criteria of your submission with the Elective Director prior to submitting your final project in ECMS.	St. Vincent Hospital (Indianapolis) Available all year
93ZB700 MD/MBA Physician-Leaders Forum Amstutz, Karen	Description: Participants will become accustomed to working as a member of a team made up of fellow MD/MBA students and Physician-Leaders from the Indianapolis area. Students will become familiar with pertinent local and national issues in health care and the skills used to approach these issues. Participants will produce materials suitable for publication. Students will participate in team-consulting projects where they will apply their training in real-world scenarios. Level 3 Criteria: 4th year students enrolled in 2 year MD/MBA will achieve this competency by exhibiting the following skills within the context of a structured setting: framing a question, utilizing modern info searching modalities, organizing data, compiling and using info. The Physician-Leaders will assess the student using the Likert Level 3 for Lifelong Learning	Various sites throughout Indianapolis, both on and off campus MD/MBA Students will participate throughout the 2-year time period made up of

		the fourth and fifth years of the joint degree program
93ZB710 High Tech Startups: Focus on the Life Sciences Jones, Scott	Description: This three-hour graduate-level course is a pragmatic, fast-paced primer on the dynamics of high-tech entrepreneurship. It is designed to give real-life insights into the creation of a successful and profitable advanced technology business and management of a flourishing, scientifically intensive career in the business world. Level 3 Criteria: Observation by faculty and oral presentation	Global Classroom, Kelly School of Business
93ZE730 Emergency Medicine Students in Research Program Weaver, Christopher	Description: This elective is intended to promote research and evidence-based medicine education to medical students. The program provides on-line didactics, assigned readings and tests to insure that the students gain an understanding of basic clinical research principles, research ethics, and evidence-based medicine. In addition to lecture and reading requirements, students will cover a designated number of 6-hour shifts in the emergency departments of Methodist and Wishard hospitals to recruit and enroll patients into clinical research studies. Level 3 Criteria: Students fulfill a lifelong learning competency by demonstrating the ability to identify and analyze important scientific and medical literature while asking all of the relevant questions and recognizing potential shortfalls. They will learn research methodology and how to evaluate research with on-line readings and evidence based medicine lectures.	IUSOM Available all year
45ZI701 Advanced Medical Problem Solving Bankston, Patrick	Description: Students will select a disease entity, find a real case, find and record test results, duplicate imaging studies, study relevant literature, write a case in standard PBL style, including resources, tutor guide, guiding questions and vocabulary Level 3 Criteria: A PBL case study will be written and assessed in a one month experience	Northwest Center for Medical Education Available all year
93ZI730 Problem Based Learning Case Development Agbor-Bayiee, William	Description: This course provides an academic context in which students take responsibility for their own learning. The course uses a small group setting in which students can benefit from peer and facilitator feedback and support each other's learning. During Problem-Based Learning (PBL) sessions, students will work creatively to develop their ideas, discuss strategies, use available resources, and negotiate their choices and contributions to the case development process. Students will work in a small group consisting of 5 members to write an instruction-quality PBL case. Each case will be realistic and objective-driven. Level 3 Criteria: To satisfactorily complete level 3 in Lifelong Learning, the students should, as part of the group, write an original instruction-quality Problem Based Learning case(already done for the elective). The students should provide a list of 25 or more references that were consulted	IUMC Oct, Feb, Mar, April

	<p>in writing the case. These should be roughly distributed between textbooks, journal articles, and web sites. They should evaluate a web page according to the criteria listed on a given website. They should submit an individually written 1-2 page paper describing their findings.</p>	
<p>93ZL710 History of Medicine Marcus, Peter</p>	<p>Description: Through directed readings and seminar participation the student will develop a greater appreciation for the history of medicine in the US; understand the physician's role within the social and community contexts of healthcare; and enhance their critical reading and writing skills. Moreover, it is hoped that the course will stimulate a lifelong interest in learning more about the origins and developments of their chosen vocation</p> <p>Level 3 Criteria: Each student is also required to complete the final project - either a 10 typed, double spaced page research paper on any history of medicine subject or a 1 hour power-point presentation (complete with annotated bibliography and speech notes) jointly agreed upon by the student and either Drs. Marcus or Schneider.</p>	<p>University Hospital (IUMC)</p> <p>Available in February</p>
<p>93ZM710 Biomedical Literature and Critical Thinking: Researching and Writing Brahmi, Frances</p>	<p>Description: At the end of this elective, the student will be able to critically appraise medical websites according to an established set of criteria and be able to search, synthesize, and evaluate articles from the medical literature (MEDLINE, www). The student will demonstrate his/her ability by writing a paper, which includes both Web and MEDLINE citations on a topic of his/her choice. In addition, the student will include an in-depth evaluation of a selected website. Presence at the orientation meeting is required, check the Calendar on the Angel website for place, date, and time of meetings. See https://daly.medicine.iu.edu/med/frameIndex.htm.</p> <p>Level 3 Criteria: For Lifelong Learning competency: paper is submitted which synthesizes the information gathered from the Worldwide web and MEDLINE and critically appraises its content</p>	<p>Ruth Lilly Medical Library</p> <p>Sept-May</p>
<p>93YX720 Sports Medicine Turner, John</p>	<p>Description: The course is a four-week block rotation consisting of ambulatory sports medicine clinics with the faculty of the Indiana University Center for Sports Medicine. Half days of primary care sports clinic focus on outpatient evaluation and treatment of common musculoskeletal pathology as well as medical conditions encountered in the active population. Time is spent in the training room for IUPUI athletes as well as sideline coverage of appropriate seasonal sporting events. Sports medicine didactic lectures are attended on a weekly basis. A required written paper or presentation is completed with the help of faculty.</p> <p>Level 3 Criteria: Students prepare a 4-5 page written report with references on a topic in Sports Medicine. Topic selection may vary but must be student initiated. The report must reflect synthesis of existing knowledge and incorporation of clinical care issues.</p>	<p>IU Center for Sports Medicine</p> <p>Available all year</p>

Self-Awareness, Self-Care and Personal Growth

Students must consistently demonstrate self-awareness, self-care, and personal growth to the extent that reports to the contrary do not emerge from medical school activities.

The Competency Director must prospectively grant approval on an individual basis. The elective must address one of the three areas in which the criteria for assessment can be clustered:

- Integration of self-care into medical practice
- Integration of self-awareness in medical practice
- Use of tools that enhance either of the above but especially self-awareness

Generally, the student would show the ability to integrate personal life with medical practice by demonstrating his or her own plans for self care that are well integrated. Additionally, the student might develop aids for others to maintain self-care. Self-awareness would include the ability to handle difficult interactions with skill, be aware of one's own strengths, and demonstrate the ability to capitalize on these or show special awareness of one's limitations and methods to handle these attributes. Projects allowing the student to demonstrate skill in receiving feedback would meet this criterion.

Examples

- 1) An example of a full-credit experience is an elective in which the student regularly gives and helps others to give feedback. This might, for example, be part of an externship working with third-year students. The student would be instructed on points of giving feedback and on teaching others to do the same.
- 2) Students may participate in two electives for half-credit each. Approval for half-credit in an elective would occur when the elective's focus is not considered sufficient in scope to allow full credit. An example of a half-credit experience is an elective in which students might be anticipated to have difficulty in handling the patients, such as teenage mothers. In this elective, the director might choose to put together a program of education, observation, feedback and assessment in the development of skills in handling these patient interactions.
- 3) Students may participate in a special project prospectively approved by the Competency Director.
 - a. Special projects could fall within an elective but be supervised by an alternative supervisor, be classified as a special elective, or fall entirely outside the course structure
 - b. For example, within an existing elective,
 - i. A student might focus on awareness of interactive styles. The student would contact the preceptor for permission and a mentor would give the student special tasks that would include skill development and assessment, or
 - ii. A student might arrange a special month-long elective during which he/she studies personality theory dynamics and intervention techniques, or
 - iii. As a non-course experience, the student might develop a stress reduction, wellness, or creative activity for medical students or other populations. The student might also work with his/her assigned faculty mentor to prepare a reflective analysis of his/her own strengths and weakness and propose methods to deal with these.

Self-Awareness, Self-Care and Personal Growth cont...

Personal Statement

The fourth year student may achieve Level III in Self-Awareness, Self-Care and Personal Growth by writing a personal statement for residency application or, if not entering residency, a statement that describes the chosen career path, that fits with the competency requirements.

In surveys of residency training directors, the unanimous opinion was that personal statements that clearly described the candidate were very useful creating a positive impression in residency application. One training director noted “I know about my field, I know its challenges and rewards: I want to know about the candidate.” To this end, a well-crafted personal statement that clearly demonstrates self-reflection over the choice of the next step in medical education is appropriate Level III work for the student.

To earn Level III the personal statement should include:

1. Information about perceived strengths. Although at times statements about limitations are important and are often part to the interview question process, these are not required for this competency.
2. Some corroboration of those strengths: grades, quotes from clerkships, activities that clearly reflect the need for a particular personal quality, etc.
3. Information about how these qualities will fit well with the needs of the discipline.

The statement will then be reviewed and possibly discussed with the student’s advisor to be certain that it reflects qualities seen in the student. The statement will then either be approved or discussed and crafted until it meets approval.

For submission see: Procedure for Obtaining Competency below

Self-Awareness, Self-Care and Personal Growth Level III Competency—Personal Statement

Procedure for Obtaining Competency

1. Write a personal statement for submission to the residency application procedure (or if not applying to residency a statement about career path to be followed)
2. Review and refine by process of student's choice. This process would at least and most usually, include review by the student's advisor. It may include any other preparation steps including consultation with Competency Director if desired.
3. Submit to the SASCPG Competency Director for review via the Electronic Competency Management System (ECMS) at <http://meca.iusm.iu.edu/MSIS>. The submitted statement does not have to be the one sent in the residency application process, however this is strongly encouraged.
 - a. Notify director of intent by registering via ECMS (Option A for Self-Awareness and Select Personal Statement)
 - b. Submit personal statement as "final project" in ECMS.
4. Statement will be reviewed and advisor may be contacted to verify information if necessary.
5. Student will receive email notification of need for revision or granting of Level III competency if necessary.
6. Student will receive completed achievement notification via ECMS when the Level III has been approved by the Competency Director.

Pre-Approved Electives Offering a Level 3 in Self-Awareness, Self-Care and Personal Growth

Changes in the electives that offer a Level 3 in this competency may occur.
If changes are made, they will be brought to the attention of students as soon thereafter as possible.

The Level 3 Criteria listed identifies the requirements necessary to achieve a Level 3.
All Level 3 project requirements are approved by the elective course director AND the competency director.

Course #, Title, Course Director	Description and Level 3 Criteria	Location and Availability
	<p>No Electives available at this time.</p> <p>The fourth year student may achieve Level III in Self-Awareness, Self-Care and Personal Growth by writing a personal statement for residency application or, if not entering residency, a statement that describes the chosen career path that fits with the competency requirements. Please see detailed requirements at http://meca.iusm.iu.edu/mssite.</p>	

Social and Community Context of Health Care

Advanced students will meet the criteria for this competency through proactive individual initiative and leadership. Students generalize from individual and family problems they have encountered to a broader community context. They accept responsibility to maintain current knowledge of local and national health care issues. They are able to analyze community health problems in the context of political, sociological, cultural, and economic factors. Advanced students will progress from analysis to action, accepting personal responsibility to advocate through contributions of time, medical expertise, and other appropriate evidence of support for practices and policies that improve the health of individual patients and of populations.

Summary of Expectations for Level 3 Achievement: Satisfactory Level 3 achievement requires evidence of the student's mastery of key concepts, principles and definitions included within the knowledge base for Competency VI and evidence of the skills and attitude of an effective health advocate such as:

- Proactive individual initiative and leadership
- Ability to generalize from patient to community context
- Willingness to accept responsibility relating to issues of local government and national health
- Ability to analyze community health problems in the context of political, social, cultural and economic factors
- Progression from analysis to action through contribution of time, expertise, and support of policies and practices which improve health

Competency VI Level 3 Achievement Pathway:

- 1) Students identify an advocacy project
- 2) Submit proposal to Competency Director (at least 4 weeks prior to proposed start date)
- 3) Competency Director will approve or reject project proposal
- 4) If proposal is approved, student must identify a faculty mentor/sponsor
- 5) Student completes the experience and submits project summary to Competency Director within 30 days of completed project or elective month, if applicable
- 6) If proposal is not approved, student has the option of revising and resubmitting

Project Proposal Requirements:

- 1) Provide a clear, concise description of the problem or issue to be addressed
- 2) Identify specific advocacy skills/attitudes (as listed under Level 3 achievement expectations) to be demonstrated
- 3) Identify relevant Social and Community Context of Healthcare knowledge base topics that will be addressed during this experience
- 4) Provide clear, concise description of activities and timeline
- 5) Identify potential faculty mentor/sponsor
- 6) Describe the criteria (at least 3) to be used for self-assessment at project completion

Project Summary Requirements to be appended to Proposal and submitted within 30 days of completed project (or elective month, if applicable):

- 1) Briefly summarize experience (one paragraph is adequate)
- 2) Identify faculty sponsor/mentor
- 3) Provide documentation of activities and timeline (journal or log is sufficient)

- 4) Using a scale of 0-5 (with 5 being the highest, most positive rating), rate yourself on the specific advocacy skills/attitude you chose to develop
- 5) Using a scale of 0-5, rate your mastery of topics within the Competency VI knowledge base for which you agreed to be accountable
- 6) Using the self-assessment criteria you formulated, evaluate your experience.
- 7) Request faculty/sponsor feedback on your self-assessment
- 8) Submit to Competency Director within one month of completed project or (elective month, if applicable)

Examples of Level 3 Achievement Projects:

- a. Combination of participation in an existing service-learning project and special health advocacy elective. For example, a junior or senior student who participated in Alternative Spring Break or free immunization clinics for Hispanic children could submit a proposal for a special health advocacy elective. Activities for the elective might include independent library study, site visits, interviews, and, at least two reflection/discussion sessions with faculty sponsor/mentor.
- b. Combination of individually arranged health advocacy/medical service-learning experience and independent study overseen by IUSM faculty. The combined time expended for service-learning experience and independent study must be at least one month. A faculty sponsor/mentor must be identified and sign-off on the proposal prior to submission.
- c. Completion of Community Leader Mentor Program (CLMP) plus project summary. Students who apply for and are selected to participate in CLMP in their first and second year and who meet CLMP participation requirements are eligible to submit a project proposal and project summary describing the site visits, board meetings and didactic sessions. A brief discussion/reflection on the experience completes the summary requirements. A CLMP faculty sponsor must sign-off on summary proposal and summary.
- d. Special Competency VI Curriculum Development Senior Elective (one month). Students interested in curriculum development for topics included in the knowledge base of Competency VI can contact the Competency VI Director to arrange a special senior elective (one month). Students will be assisted in their literature search by medical librarians and precepted by the Competency VI Director or an appropriate faculty member. The objective for the elective is to produce (or update) a self-instructional module for one or more topics in the knowledge base.

Pre-Approved Electives Offering a Level 3 in Social and Community Context of Health Care

Changes in the electives that offer a Level 3 in this competency may occur.
If changes are made, they will be brought to the attention of students as soon thereafter as possible.

The Level 3 Criteria listed identifies the requirements necessary to achieve a Level 3.
All Level 3 project requirements are approved by the elective course director AND the competency director.

Course #, Title, Course Director	Description and Level 3 Criteria	Location and Availability
49YF729 Holistic health Care In an Inner- City Family Medicine Elective Dr. M. Henein	<p>Description: Senior Medical students are invited to work in the inner city of Indianapolis in a faith-based medical practice. Raphael Health Center is a federally qualified, comprehensive, community Health center in the Mapleton-Fall Creek community. Located at the corner of 34th and Central Avenue, Raphael was founded in 1996 by Tabernacle Presbyterian Church and community leaders to address health care needs in the surrounding neighborhood. The students will participate in month-long elective that involves all areas of outpatient medicine including obstetric, pediatric, adolescent and adult care. The emphasis of the health center is to offer affordable, cost-effective, quality and compassionate care to all patients. Emphasis will be placed on addressing social and spiritual needs as well as traditional preventative and acute care. The student will see patients initially and develop a care plan. Each patient is then discussed with the patient's regular provider. There will be opportunities for discussion about the unique health care needs of the inner city. Topics for discussion may include public health policy, epidemiology, and specific health problems such as teenage pregnancy, infant mortality, and substance abuse. Although optional, the student is encouraged to attend our weekly staff and monthly prenatal care committee meetings.</p> <p>NOTE: Please contact Dr. Henein at mmh4j@yahoo.com after the initial computer match</p>	Raphael Health Center (Private) Available all year
93ZH830 Enhancing Health Care to Diverse Communities Stelzner, Sarah	<p>Description: 1) Participants will gain knowledge of disparities in health care access and health outcomes faced by Hispanics and the importance of eliminating these disparities, 2) Participants will understand practical models of cross-cultural encounters that will improve their ability to appreciate the meaning of health and illness for patients from different cultures and enhance the provider-patient relationship, 3) Participants will increase their knowledge of Hispanic cultural and health practices that are similar to and different from those of the majority central Indiana population, 4) Participants will learn how to determine the individual patient's and family's social context and thus better understand the unique barriers to health care faced by Hispanics in central</p>	Wishard Hospital November only

	<p>Indiana, 5) Participants will engage in clinical services and advocacy organizations based within the Clarian Health System and within the community where significant Hispanic populations receive services, 6) Participants will utilize this experience to provide better care for patients in Indianapolis from different social and cultural backgrounds</p> <p>Level 3 Criteria: The students participate in a multidisciplinary presentation and discussion about a variety of topics in the month. Each Wednesday evening, dental, nursing and medical students meet with a different speaker and facilitated discussion director. The topics are: Structured orientation to identify learners relevant goals needs and interests and identify effective strategies to address these-Multidisciplinary Faculty. Students also work with health care providers in a variety of community settings as well as complete a walking tour of the community and attend a variety of community outreach endeavors such as dental sealants, car safety instruction, etc.</p>	
<p>93ZL710 History of Medicine Marcus, Peter</p>	<p>Description: Through directed readings and seminar participation the student will develop a greater appreciation for the history of medicine in the US; understand the physician's role within the social and community contexts of healthcare; and enhance their critical reading and writing skills. Moreover, it is hoped that the course will stimulate a lifelong interest in learning more about the origins and developments of their chosen vocation</p> <p>Level 3 Criteria: Each student is also required to complete the final project - either a 10 typed, double spaced page research paper on any history of medicine subject or a 1 hour power-point presentation (complete with annotated bibliography and speech notes) jointly agreed upon by the student and either Drs. Marcus or Schneider.</p>	<p>University Hospital (IUMC)</p> <p>Available in February</p>
<p>93ZP710 Leadership in Medicine Gunderman, Richard</p>	<p>Description: This course introduces medical students to the key traits and skills of effective leaders and provides them an opportunity to study these broader contexts of healthcare. To gain a basic understanding of the traits and skills of leaders, students will read six articles on leadership, drawn primarily from the business literature, as well as longer works from medicine. We will discuss each of these readings and review student progress on the course project in class meetings.</p> <p>Level 3 Criteria: The Likert Assessment tools for Competencies VII and VI will be utilized. Students will be required to prepare a presentation, drawing from the readings and discussion of effective leadership in medicine, as well as from their investigation of the impact of medical education on the quality of healthcare</p>	<p>Riley Hospital</p> <p>March</p>

Moral Reasoning and Ethical Judgment

Level 3 in Moral Reasoning and Ethical Judgment may be attained by completion of any of the following:

- 1) The submission to a peer-reviewed journal of an authored or co-authored clinical paper or case report that describes and analyzes a medical ethical issue in a detailed, scholarly manner
- 2) An oral presentation of an ethical issue at a local or national meeting or a departmental Grand Rounds
- 3) Completion, with at least a satisfactory performance, of the senior elective in clinical ethics
- 4) Meaningful participation in the legislative process, with submission of a report to the Competency Director, regarding Indiana health related law (e.g., law regarding guardianship.)
- 5) Service for at least one year on a hospital ethics committee or the Institutional Review Board with participation in at least 60% of the scheduled meetings (or short term policy development)
- 6) Completion with at least a passing grade of Dr. Kimberly Quaid's Research Ethics Course
- 7) Development and completion of a pre-approved project related to healthcare ethics (topic could include death and dying or literature and medicine.)
- 8) Other electives approved by the Competency Director. For example, a student preparing to enter OB-GYN training may find the ethics curriculum compelling during the required OB-GYN junior clerkship and decide to examine some particular ethical issue in the field during a fourth year elective, with the support of the Elective Director and the Competency Director
- 9) Completion of the combined degree program in Medicine (MD) and Philosophy (MA) with focused study on Bioethics.

Pre-Approved Electives Offering a Level 3 in Moral Reasoning & Ethical Judgment

Changes in the electives that offer a Level 3 in this competency may occur.
If changes are made, they will be brought to the attention of students as soon thereafter as possible.

The Level 3 Criteria listed identifies the requirements necessary to achieve a Level 3.
All Level 3 project requirements are approved by the elective course director AND the competency director.

Course #, Title, Course Director	Description and Level 3 Criteria	Location and Availability
02MP711 Advanced Critical Care Medicine/ Pulmonary Rasp, Fred	<p>Description: See the entire spectrum of critical illness during a month on this elective at Lutheran Hospital of Indiana, the highest Medicare acuity hospital in northern Indiana. The inpatient setting emphasizes critical care, as approximately 70% of the Pulmonary/CCM Section's census is in the critical care units. The inpatient ICU census includes non-pulmonary critical care patients, such as neurosurgery patients, postoperative cardiovascular patients, and trauma patients as well. Outpatient setting is available. Learn blood gas and pulmonary function interpretation, ventilator management, hemodynamic monitoring and management, antibiotic use, and airway management skills. Hands-on practice of line placement and endotracheal intubation can be an optional activity. Course is ideal for students with interest in career as hospitalist or critical care specialist.</p> <p>Level 3 Criteria: Direct patient care in supervised setting. 2) Hospital progress notes, dictations, bedside physical diagnosis skills. 3) Critical care specialist</p>	Lutheran Hospital of Indiana Available all year
93PS890 Forensic Psychiatry Parker, George	<p>Description: This elective is designed to give students exposure to forensic psychiatric evaluations of defendants in jail and office settings and the management and assessment of long-term forensic inpatients with a background of readings on forensic psychiatry topics. Consideration of forensic psychiatry issues from moral/ethical perspectives will be emphasized, as will the social and policy implications of the practice of forensic psychiatry</p> <p>Level 3 Criteria: Students will be assessed by evaluation of their presentations of patients they have evaluated, their participation in discussions, in supervision and didactics, and on at least one written forensic assessment</p>	IUSOM-Psychiatry Building, Larue Carter State Hospital, Community Corrections of America, Marion County Jail 2 Available all year

<p>93ZP700 Medical Ethics and Professionalism Gaffney, Meg</p>	<p>Description: Students will be assigned readings in important current topics and discuss these in seminars with faculty. They will also participate in Ethics consultations and will be expected to complete a research project in Ethics or Professionalism during the month.</p> <p>Level 3 Criteria: Class participation, evidence of completed readings, written examination in basic ethical principles, quality of individual project and presentation.</p>	<p>Wishard Memorial Hospital</p> <p>Available in February</p>
<p>93ZP710 Leadership in Medicine Gunderman, Richard</p>	<p>Description: This course introduces medical students to the key traits and skills of effective leaders and provides them an opportunity to study these broader contexts of healthcare. To gain a basic understanding of the traits and skills of leaders, students will read six articles on leadership, drawn primarily from the business literature, as well as longer works from medicine. We will discuss each of these readings and review student progress on the course project in class meetings.</p> <p>Level 3 Criteria: The Likert Assessment tools for Competencies VII and VI will be utilized. Students will be required to prepare a presentation, drawing from the readings and discussion of effective leadership in medicine, as well as from their investigation of the impact of medical education on the quality of healthcare</p>	<p>Riley Hospital</p> <p>March</p>

Problem Solving

The criteria for achievement for Level 3 are: Level 3 students will take appropriate steps to address multidimensional problems of a biomedical nature that require a detailed knowledge base. Students should be able to integrate basic sciences and clinical aspects of medicine with knowledge of the behavioral sciences, spanning the spectrum from molecular to the community level and from conception to old age. Using the well-developed problem solving skills, the student should be able to accomplish tasks despite unforeseen obstacles, unanticipated circumstances, unusual situations, and unexpected actions or consequences. Clerkships and clinical electives offer good opportunities for assessment, as would well developed OSCEs.

The medical student achieves Level 3 in Problem Solving by documenting an experience that is at least one month's duration. A shorter elective experience might suffice, as long as the product and assessment documents indicate a high level of ability and achievement in Problem Solving. Credit for previous work, usually a first author scientific publication or evidence of substantial work as a collaborating author, may be granted in lieu of a new elective experience. Students or faculty members proposing such exceptions must petition the Competency Director for approval.

Documentation of student work must be submitted through the ECMS in the form of a written report or a PowerPoint presentation file of sufficient length and detail to demonstrate the student's problem-solving ability. A minimum of three literature citations from a variety of sources should be included (ie online references should be supplemented with primary literature resources or medical review articles). It is the student's responsibility to ensure that this product is submitted for evaluation by the Competency Director, even if the product/case summary is provided for the clerkship or elective director.

- 1) A single long, or several short, written case studies complete with literature search and discussion of the pathophysiology of the condition(s) in relation to a particular patient or group of patients is one example of an appropriate product for submission through the ECMS for the Problem Solving Competency. Students must clearly state the problem addressed in the case(s) and must demonstrate evidence of problem solving skill. A minimum of three pages with three references is required.
- 2) A complete Problem-Based Learning case written in standard format with references, test results, ancillary studies, leading questions, background information on the condition for tutors, vocabulary words, prepared as a part of one of the senior PBL case electives. The product must be submitted through the ECMS for Level 3 Competency credit in Problem Solving.
- 3) A minimum of four (one per week), Level 3 Likert Scale Problem Solving Evaluation forms filled out by faculty after oral reports using Problem Solving skills listed above. In the event that a student chooses this method, a summary of the experience describing why the activity demonstrates Problem Solving ability is required (one paragraph is adequate). The student is responsible for collating the four evaluations and the summary reflection and submitting this through ECMS for Level 3 credit.
- 4) Any similar activity that is documented by written student demonstrations or Likert Scale Evaluations of the Level 3 skills. A minimum of three pages of information defining the problem; the student's reasoning process; textbook, internet or literature resources utilized; and how the information was used to address the problem is required. A minimum of three literature citations from a variety of sources should be included (i.e. online references should be supplemented with primary literature resources or medical review articles).
- 5) In addition, documentation may include results of OSCE exams given at the end of the experience
- 6) The Problem Solving Competency Director must approve the elective and an appropriately detailed Competency Activity Report form before a student begins Level 3 work in a new area.

Pre-Approved Electives Offering a Level 3 in Problem Solving

Changes in the electives that offer a Level 3 in this competency may occur.
If changes are made, they will be brought to the attention of students as soon thereafter as possible.

The Level 3 Criteria listed identifies the requirements necessary to achieve a Level 3.
All Level 3 project requirements are approved by the elective course director AND the competency director.

Course #, Title, Course Director	Description and Level 3 Criteria	Location and Availability
93BI720 Biochemistry Zhang, Z.	<p>Description: The biochemistry elective is designed principally for students who wish to undertake biomedical research at a basic level. The student may select certain graduate lecture courses and/or participate in one of the current research programs of the Department of Biochemistry. This elective is also recommended for students registered in a combined M.D. - Ph.D. (M.S.) program.</p> <p>Level 3 Criteria: Method(s) of Competency Evaluation/ Assessment: Performance in formulating and testing hypothesis in the laboratory</p>	<p>IUMC</p> <p>Available all year</p>
18CA701 Pathology- Emphasis in Hematopathology Roepke, Janet	<p>Description: Students will be taught the clinical abnormalities and most of the laboratory techniques for diagnosing the common hematological disorders, including myelodysplasia, myeloproliferative disorders, leukemias, and lymphomas. This will be done by accompanying residents and staff on bone marrow procedures and by studying blood, bone marrow, and lymph node slides under the supervision of the attending staff and residents. The current workload includes 200 bone marrows and 40,000 CBC's annually. Flow cytometry testing, lymph node, fine needle aspirate, bone marrow, and peripheral blood specimens are also readily available.</p> <p>Level 3 Criteria: This activity will qualify as level 3 if the student gives 4 oral reports during daily signout sessions which are then graded using Likert Scale Problem Solving Evaluation Forms.</p>	<p>Ball Memorial Hospital (Muncie)</p> <p>Available all year</p>
18CA711 Pathology Elective Roepke, Janet	<p>Description: Students will participate in the regular teaching activities of the Pathology Department, including daily lectures, demonstrations, and departmental meetings. After these general and basic meetings, the student may elect to spend most of their time in any one or more of the following major subdivisions of pathology for more specialized training and study: surgical pathology, autopsy pathology, clinical chemistry, hematology (special and routine), blood banking, microbiology, and cytology.</p> <p>Level 3 Criteria: This activity will qualify as Level 3 if the student gives 4 oral reports during daily signout sessions which are then graded using Likert Scale problem Solving Evaluation Forms</p>	<p>Ball Memorial Hospital (Muncie)</p> <p>Available all year</p>

<p>93CA940 Autopsy Pathology/ Indianapolis Hawley, Dean</p>	<p>Description: The student will function on the IU/Clarian Health Indianapolis autopsy service as an extern under the supervision of a pathology resident and direct supervision of pathology faculty. Students will perform dissections and external and internal examination on autopsies performed for the medical school and affiliated hospitals. Students with interest in specialized surgical, neurological, or radiographic anatomy will learn to correlate surgical and radiographic perspectives with three-dimensional anatomy. There is special focus on neuropathology and neuroanatomy, with specific correlation to neuroradiologic procedures. Students will learn to correlate clinical laboratory procedures such as microbiological culture and clinical toxicology with the clinical presentations of disease. Students will learn to correlate the histologic and histochemical basis of cellular pathology to the human pathologic process in the areas of cancer and transplantation immunology. Students will review, through didactic teaching materials, the fundamentals of forensic pathology as those principles apply to wound interpretation. Depending on the case load and availability, students may be able to participate in legal depositions, courtroom testimony, and forensic crime lab consultation as those activities relate to the duties of the physician within the criminal justice system.</p>	<p>Clarian Pathology Lab Available all year</p>
<p>49GO704 Gynecology Clinic Elective Mendez, T.</p>	<p>Description: The student will spend time on both an obstetrics and a gynecology service. The time spent on obstetrics will allow for experience in prenatal care, management of normal and complicated pregnancies, antepartum care, and postpartum care. The gynecology experience consists of preoperative evaluation, participation in a wide variety of surgical cases and postoperative care. The services are very active, as are the subspecialties of oncology, maternal-fetal medicine, and endocrine/infertility.</p> <p>Level 3 Criteria: The case study or oral reports will be evaluated by the course director. Also, the student will be evaluated by the resident(s) with specific mention of his/her competency on Problem Solving</p>	<p>Health Net (Affiliated with Methodist Hospital) Available all year</p>

<p>93KI700 Clinical and Laboratory Honors Program in Pediatrics Harris, Mitchell Alan</p>	<p>Description: The goal of this program is to provide students with an opportunity to assist in the design and implementation of a clinical or basic research protocol in collaboration with a pediatric faculty investigator. Students interested in being considered for this Honors Program are to contact Dr. Harris with a description of the project and the faculty member who will be supervising the program. Honors students will receive monthly reports of their performance and will receive a grade. On successful completion of the two or three month program, the student will be eligible for a certificate of honors in pediatrics. This award will be based on: (1) a research paper written by the student; and (2) an oral examination given by the faculty supervisor and other investigators.</p> <p>Level 3 Criteria: A research paper written by the student. Students work with faculty to design and implement a clinical or basic research protocol. This will involve proficiency in identifying and analyzing important scientific/medical literature, asking relevant questions, identifying solutions, etc.</p>	<p>IUMC Available all year</p>
<p>93KI770 Developmental Pediatrics and Newborn Follow-Up Ambulatory Elective Keck, Julie</p>	<p>Description: The student will have the opportunity to participate with the faculty in the following clinics: Newborn Follow-Up Clinic, Developmental Pediatrics Clinic, International Adoption Clinic, Infant CP Clinic, and Cerebral Palsy Clinic. Additionally, the student will participate in our consult service, assisting other services in the hospital in the care of children with feeding problems and other developmental challenges. The goals of the elective include the enhancement of skills in developmental assessment and interpretation of findings in relation to young infants.</p> <p>Level 3 Criteria: Assessment will be based on appropriate history and examination findings by the student and correct utilization of the screening tests. The Developmental Pediatrics faculty who will see the patient is responsible for the assessment.</p>	<p>Riley Hospital (IUMC) Available all year</p>
<p>93KI820 General Pediatrics Ward Merk, Phillip</p>	<p>Description: This elective is designed to give the student experience in the inpatient care of general pediatric patients. Each student will function as an "acting intern", working in a team with pediatric residents and general pediatric faculty members. The student will be given a high level of responsibility within the team. The student will work-up and admit new patients to their team and assume responsibility for their patient's care with their team. In addition, they will have the opportunity to see their discharge patients in schedule follow-up visits. In house call will be every sixth night</p> <p>Level 3 Criteria: Please verify the criteria of your submission with the Elective Director prior to submitting your final project in ECMS.</p>	<p>Wishard Memorial and Primary Care Center Available all year</p>

<p>71KN703 Neonatal Medicine White, Robert</p>	<p>Description: The student will participate in the care of a number of sick newborns, beginning from the time a high-risk mother is admitted to the hospital or when transport from an outlying hospital is initiated. A multi disciplinary team approach will be emphasized, utilizing obstetricians, developmental therapists, radiologists, respiratory therapists and social workers in addition to the pediatric subspecialties. Students will function as sub-interns with patient care responsibilities under close supervision of the neonatologist. The student will become familiar with the pathophysiology affecting premature and pre-term infants and will actually participate in their care plans. Opportunities for intubation, peripheral IV insertion, umbilical unit placement, and needle aspiration are present. The student will become certified in NRP during the course</p> <p>Level 3 Criteria: To achieve competency 8, the student may perform a single case study or several case studies with a literature search/discussion of a pathophysiologic issue present in the NICU setting. It will be evaluated by Dr Gaylord.</p>	<p>Memorial Hospital (South Bend)</p> <p>Available all year</p>
<p>93MD700 Clinical Infectious Disease Kohler, Richard</p>	<p>Description: Students who take this elective will enhance their ability to care for patients with infections or suspected infections. Students see patients at the request of other physicians because of known or suspected infectious diseases problems. They gather data by interviewing and examining the patient, reviewing the medical record, and consulting textbooks, articles, and other sources</p> <p>Level 3 Criteria: Students must prepare at least 2 detailed write-ups on patients, each of whom is followed for sufficient time to permit completion of problem solving paradigm. These write ups are substantially more comprehensive than the usual "consult note". 2) The faculty attending carefully reviews these write-ups and provides the student with timely written evaluations using pre-designed forms. 3) Student must perform at a pre-defined level on at least 2 write-ups. Students may perform more than two evaluations to achieve two that meet the requirements for competency achievement.</p>	<p>IUMC, Wishard, VA</p> <p>Available all year</p>
<p>93ME700 Clinical Endocrinology and Metabolism Cavaghan, Melissa</p>	<p>Description: To obtain a concentrated exposure to patients with endocrine and metabolic problems (including diabetes mellitus, thyroid disorders and hypertension), to demonstrate ability to research clinical problems and apply relevant literature, and to have the opportunity of applying principles of diagnosis and management under supervision, to learn and practice specialized history taking and physical examination skills.</p> <p>Level 3 Criteria: Students will demonstrate a superior ability to analyze endocrinological problems, apply literature, and apply correct diagnostic and therapeutic strategies. Students will complete one long or several short written case histories which demonstrate thorough understanding of the pathophysiology underlying the case. Diagnostic and therapeutic problem solving, and a discussion of strategies chosen based on supporting literature.</p>	<p>University Hospital and Wishard Memorial</p> <p>Available all year</p>

<p>93MG700 Gastroenterology Cho, Won</p>	<p>Description: This elective is designed to provide a concentrated training at a student level in clinical gastroenterology (GI) and hepatology. Each student will act as a consultant or a member of an in-hospital patient care team under the daily supervision of a staff member and he/she will observe a number of GI procedures including liver biopsy, upper endoscopy, electrocautery of bleeding GI lesions, colonoscopy, polypectomy, various types of esophageal dilatation, variceal sclerotherapy or banding, flexible sigmoidoscopy, esophageal manometry and ERCP. Opportunities also exist to get some exposure to advanced procedures, e.g., liver transplantation, sphincterotomy, placement of biliary and esophageal stents, endoscopic gastrostomy, as well as various innovative endoscopic therapeutic procedures.</p> <p>Level 3 Criteria: The learning will include a single oral and written case presentation that will meet a Level 3 Competency in Problem Solving</p>	<p>VA, University, and Wishard Hospitals</p> <p>Available all year</p>
<p>18MI711 Ward Medicine Neal, J.M.</p>	<p>Description: This elective is designed to give the student experience normally gained in the internship year. The student will have diagnostic and patient care responsibilities supervised by the Ward Resident and Staff Physicians assigned to the ward. These responsibilities include history and physical examination, order writing, daily progress notes and observation and performance of a broad spectrum of diagnostic and therapeutic medical procedures. Daily didactic conferences and ample time for reading complement the above.</p> <p>Level 3 Criteria: Assessment tools: a) single long or several short written case studies complete with literature search and discussion of pathophysiology of the condition b) complete PBL case with references, test results, ancillary studies c) minimum of 4 (one per week)</p>	<p>Ball Memorial Hospital (Muncie)</p> <p>Available all year</p>
<p>18MI731 Critical Care Morrical, D</p>	<p>Description: The student will learn current concepts of airway management and mechanical ventilation, hemodynamic monitoring, nutrition, management of shock and fluid and electrolyte therapy. This elective gives the student ample opportunity to observe and to perform diagnostic procedures.</p> <p>Level 3 Criteria: Presentation of cases; Formulation of clinical plan based on evidence based medicine; Daily review by faculty and residents</p>	<p>Ball Memorial Hospital (Muncie)</p> <p>Available all year</p>
<p>49MX706 Ambulatory Internal Medicine Gerke, S.</p>	<p>Description: The students will participate in caring for patients in private Internal Medicine offices and in an adult Internal Medicine Clinic with emphasis on continuity of medical management. The patient population is diverse in range of age and socioeconomic status with both acute and chronic illness. Students will see patients individually and in consultation with resident physicians and full-time staff specialists. They will be involved in the on-going schedule of conferences and the teaching program of Internal Medicine. This elective is designed to enable the student to: 1) Become more familiar with the standard of preventative health practice and good personal health behavior; 2) Learn to assess patients with respect to the severity of illness; 3) Acquire skills in eliciting and evaluating complaints of ambulatory patients.</p> <p>Level 3 Criteria: Please verify the criteria of your submission with the Elective Director prior to</p>	<p>St. Vincent Hospital (Indianapolis)</p> <p>Not in July or December</p>

	submitting your final project in ECMS.	
49MR704 Internal Medicine- Clinical Renal Disease Kindig, Wendy	<p>Description: The month will include all aspects of Clinical Nephrology with a preceptor format. The student will participate in inpatient consultations which typically include acute renal failure, unexplained chronic renal insufficiency, nephrotic syndrome, hypertension management and electrolyte disorders. Also admitting patients with chronic renal failure in which primary management of dialysis related complications as well as other general medical problems which occur. Outpatient experience may include office follow up visits which allow more exposure to glomerulonephritis and interstitial renal disease. Renal transplant exposure can be included if requested.</p> <p>Level 3 Criteria: Assessment of level 3 competency would include: 1) at least weekly, have the med student evaluate a new consult prior to the staff physician. The student would give a concise presentation with an initial attempt to analyze the patient's problem and formulate a plan. There would be follow-up during the hospital stay to implement a solution and address short term results. 2) written exam to include problems in Clinical Nephrology. Also a problem set in acid-base disturbances 3) a formal case presentation at our Nephrology Journal Club (attended by the Nephrologists in our group) the last week of the month. This would include an in depth review of the clinical problem(s) and approach to solution(s) and assessment of outcome. This would be followed by questions and discussion</p>	Methodist Hospital Not available in December
93PS940 Basic Neurobiochemical Research in Psychiatry McBride, William	<p>Description: Students will participate in ongoing research projects involving (a) identification of neurotransmitters; (b) mechanisms of neurotransmitter action; and (c) the correlation of neurochemical information with nervous system function in both normal and disease states. Individual research projects will be groomed to the interests of the student and will be designed to give the student greater insight of research in the nervous system.</p> <p>Level 3 Criteria: The level 3 assessment will be based upon the quality of a paper written by the student. A copy of the paper will be submitted to the competency director</p>	Institute of Psychiatric Research (IUMC) Available all year
93SG820 Subinternship in Advanced GI and Cancer Surgery Wiebke, Eric	<p>Description: This elective for fourth year medical students with an interest in pursuing residency training in general surgery. Students will function at the intern level on a busy clinical service, with exposure to advanced oncologic, gastrointestinal, and laparoscopic surgery. Individual clinical research projects will be encouraged. Objectives: To introduce students to rigors of general surgery internship and to the latest techniques of preoperative, surgical, and postoperative management of complex surgical diseases.</p> <p>Level 3 Criteria: To achieve Problem Solving competency, students will function at the intern</p>	University Hospital Surgical Team B Available all year

	level on a busy clinical service, with exposure to advanced oncologic, gastrointestinal, and laparoscopic surgery. Individual clinical research projects will be encouraged.	
93ST770 Peripheral Vascular Surgery Dalsing, Michael	<p>Description: This course is designed to provide student experience and participation in the total care of patients with vascular disease. The student will take part in the diagnosis, treatment, and convalescent care of patients. The weekly Monday conference involves discussion of interesting patient cases and proper management. Wednesday morning conferences center on pertinent vascular surgical literature and core knowledge data. The student is welcome to participate in all conferences. Ward rounds with specific patient responsibility, well clinics, and attendance in surgery is expected for optimal experience. Opportunity is available for a direct research project if the student is interested</p> <p>Level 3 Criteria: During the course, the student must submit one long written case study with literature research and discussion of pathophysiology referable to a particular interesting patient encounter during this one month experience. The instructor will provide a written critique of the work and provide feedback.</p>	<p>Clarian- Methodist (IUMC)</p> <p>Available all year</p>
53UR721 Urology Smith, Eric	<p>Description: Students will actively participate in a community urology practice. They will care for a variety of patients in both hospital and ambulatory settings. Students will assist in surgery and learn fundamental surgical principles, as well as patient evaluation and perioperative care. Urologic radiography will be emphasized.</p> <p>Level 3 Criteria: Students who opt to achieve level 3 in Problem Solving will give two oral reports per week using the problem solving skills list provided. Assessment instruments will be completed by the faculty immediately following each presentation.</p>	<p>Bloomington Hospital</p> <p>Available all year</p>
49YF702 Family Practice-Inpatient Burtea, E. Diane	<p>Description: Student will work with faculty and residents of the Family Practice Residency program. Emphasis will be placed on practical, clinical experience through direct patient care in the hospital. Students will be able to generate an appropriate differential diagnosis and initial and ongoing care plan for evaluation and treatment. Students will function as the patients' primary physician while in the hospital and will do follow-up in the Family Medicine Center if necessary. The student will be afforded the opportunity of obtaining experience in diagnostic and treatment modalities both in the hospital (60%) and in ambulatory settings (40%).</p> <p>Level 3 Criteria: Oral evaluations for Problem Solving (30%) : 4 (one per week) Level 3 Likert Scale Problem Solving Evaluation forms will be filled out by faculty based on student's oral presentations on rounds</p>	<p>Community Hospital (Indianapolis)</p> <p>Available all year except December</p>

<p>49YF706 Family Medicine Adult Inpatient Service Ward, Curt</p>	<p>Description: Family Medicine residents rotate on the Adult Inpatient Medicine Service (AIMS). The student will function as a sub-Intern on an AIMS team consisting of one Senior Family Medicine Resident and two Family Medicine Intern Residents. The service is a combination of a single faculty teaching service and private service.</p> <p>Level 3 Criteria: The student will be evaluated on the Likert Scale Problem Solving evaluation form completed by the faculty on a minimum of 4 oral reports completed weekly.</p>	<p>St. Vincent Hospital (Indianapolis)</p> <p>Available all year</p>
<p>49YX702 Ambulatory Care in a Family Practice Center Burtea, E. Diane</p>	<p>Description: Working with residency program faculty and residents, students will obtain experience and expertise efficiently evaluating patients of all ages in the outpatient setting. They will demonstrate the basic knowledge, skills, and attitudes of ambulatory care in a family medicine office. They will be able to generate a differential diagnosis and initial treatment plan and/or plan for further evaluation. Preventive health maintenance will also be emphasized. In addition, the student will have opportunity to see patients in other ambulatory centers (prenatal and pediatric) by arrangement with the course director. Arrangements for Level 3 competency completion must be agreed upon with the course director on the first day of the elective rotation.</p> <p>Level 3 Criteria: Evaluations for Problem Solving: four (one per week) Level 3 Likert Scale Problem Solving Evaluation forms will be filled out by the faculty based on student's oral presentations in clinic.</p>	<p>Community Hospital (Indianapolis)</p> <p>Available all year</p>
<p>45ZI701 Advanced Medical Problem Solving Bankston, Patrick</p>	<p>Description: Students will select a disease entity, find a real case, find and record test results, duplicate imaging studies, study relevant literature, write a case in standard PBL style, including resources, tutor guide, guiding questions and vocabulary</p> <p>Level 3 Criteria: A level 3 Problem-Solving Likert-Scale evaluation form will be used. This will qualify level 3, competency VIII Problem Solving Competency for successful students.</p>	<p>Northwest Center for Medical Education</p> <p>Available all year</p>
<p>93ZI730 Problem Based Learning Case Development Agbor-Bayiee, William</p>	<p>Description: This course provides an academic context in which students take responsibility for their own learning. The course uses a small group setting in which students can benefit from peer and facilitator feedback and support each other's learning. During Problem-Based Learning (PBL) sessions, students will work creatively to develop their ideas, discuss strategies, use available resources, and negotiate their choices and contributions to the case development process. Students will work in a small group consisting of 5 members to write an instruction-quality PBL case. Each case will be realistic and objective-driven.</p> <p>Level 3 Criteria: To satisfactorily complete level 3 in Problem Solving, the students should, as part of a group, write an original instruction quality Problem Based Learning Case. Also, write a 1-3 page paper describing how the PBL Case Development Elective has improved their problem-solving skills</p>	<p>IUMC</p> <p>Oct, Feb, Mar, April</p>

<p>93ZH790 Health Care in a Third World Country Kelley, Charles</p>	<p>Description: The student will work four to eight weeks in a third world location with a physician preceptor. The student will select and research a topic related to health care in a third world setting. A written report of the topic which demonstrates accomplishment of specific objectives is required.</p> <p>Level 3 Criteria: Assess those factors which affect health in the assigned country. Identify and assess major health care problems/diseases in that area and be able to discuss their management. Understand in theory and practice the concept of primary health care. Methods of competency evaluation/ assessment should be arranged with Course Director prior to elective.</p>	<p>Varies Available all year</p>
<p>93ZH820 Medicine in Kenya Einterz, Robert</p>	<p>Description: IU students participate in a variety of clinical activities in the medical wards of the Moi Teaching and Referral Hospital. Students will work under the direction of an IU general internist or pediatrician. Students also have opportunity for involvement in community based activities at several urban and rural health centers. Students are encouraged to develop counterpart relationships with Kenyan medical students. Students are housed in Eldoret in the Moi University student hostel. Each student is responsible for his/her travel expenses and room and board. The elective is a two-month elective.</p> <p>Level 3 Criteria: For Problem Solving, student will be required to write a paper. Optional research proposal is required for student to achieve high pass. Optional research paper for student to achieve honors.</p>	<p>OPW M200-Wishard Available all year</p>
<p>93ZM720 Medical Informatics Finnell, John T.</p>	<p>Description: This course will expose students to medical informatics as a unique discipline. It will reinforce fundamental concepts related to medical informatics and medical technologies. This course will challenge students to solve common problems related to medical informatics. Students that pass this course will be certified at a level 3 in Competency VIII: Problem Solving. Students will be required to attend regularly scheduled informatics sessions with faculty and fellows; complete four informatics modules; and additional work as arranged by the course coordinator.</p>	<p>All year except July</p>

Professionalism

In order to achieve Level 3 competency in Professionalism the student must adhere to the following guidelines:

In all venues, the student should be judged highly competent in the following three areas that may include, among others, items enumerated below:

- 1) Professional Behavior
 - a. Demonstrates personal integrity, honesty and self discipline
 - b. Demonstrates reliability and dependability
 - c. Projects a professional image in dress and demeanor
 - d. Exercises sound judgment under pressure
- 2) Effectiveness in the Patient-Physician Relationship
 - a. Respects a patient's rights and privacy
 - b. Treats patients in a way that is non-judgmental, by preventing their own value systems and beliefs from adversely affecting the therapeutic relationship
 - c. Adopts a professional manner in each encounter, maintaining appropriate objectivity without disinterest
 - d. Demonstrates recognition of personal, ethical, social and legal issues which could affect the therapeutic relationship
- 3) Interacts Effectively with the Health Care Community
 - a. Effectively utilizes the expertise of other members of the community, i.e. social workers, visiting nurses, consultants and the Department of Health
 - b. Works effectively and cooperatively with other health care professionals
 - c. Is able to act as a case manager in coordinating the management of their patients' health problems
 - d. Insists upon and maintains the highest ethical standards for themselves and their health care colleagues

The student must demonstrate a superior understanding of what it means to be a medical professional in an essay that expresses the student's own views and demonstrates a background knowledge of literature bearing on this topic area.

Level 3 competency can be earned through:

- 1) Special projects that meet the following criteria:
 - a. Approved by the Competency Director
 - b. Documented by submission of a concise written report to the Competency Director upon the project's completion
 - c. An evaluation process which includes items 1) and 2) above
 - d. Such special projects might include:
 - i. Significant participation in community outreach programs
 - ii. Participation in professional activities (educational, political or organizational) such as writing a book or lobbying for health care legislation, or actively serving as an officer in the national student medical association. Since item 1 b) is critical for the evaluation of competence in professionalism, successful completion of a professionalism OSCE or a previous demonstration of a high degree of professional competence in the patient-physician relationship is also required.

- 2) In the context of senior clerkships on the IU medical campus or elsewhere (including Kenya) during which the student is assessed as highly competent with regard to professional behavior, effectiveness in the patient-physician relationship, and interacts effectively with the health care community (as described above)
- 3) In addition, when available, successful completion of professionalism OSCE's may also be required

Competency Proposal for Admission Ambassador Activities

Competency: Professionalism and Role Recognition

Competency Director's Name: R. Frankel, PhD

Venue: Is this to be done in the context of an existing course?

- Level III Competency in Professionalism may be obtained through work with the Admissions Ambassadors during interview days and during post-interview follow-up communication with prospective students
- Students in years II, III, and IV may begin accruing points towards this competency

Objectives:

- The objective is to obtain Level III Competency in Professionalism, demonstrating leadership, professional attitudes and behavior, and effective interaction and cooperation among future health professionals.
- Criteria for Assessment this project will address:
 - A: Behaves professionally; A1 and A3
 - C: Interacts effectively with ... health professionals; C3 and C4
 - D: Demonstrates leadership and motivation
 - F: Mentors junior members of the health care team

Explain what you propose to do to demonstrate advanced achievement in the competency.

- I. To obtain Level III Competency, a student must accrue 24 total points which may be obtained during a single year or spread over two to three academic years
- II. Points may be obtained in the following way:
 - a. One point will be given for each interview day tour (a student may get multiple points each interview day for giving multiple tours)
 - b. One half of a point will be given for an interview day lunch panel
 - c. One point will be given for a congratulatory phone call and follow-up after a student is accepted
 - i. Medical students will telephone the student about 5-10 days after they receive the official letter from the school notifying them of their acceptance into the class (the official letters are sent on the 15th of the month, therefore calls should be on the 20th to the 25th of the month).
 - ii. A follow-up email approximately one week after the telephone call will ensure the accepted student has a good contact for any questions or concerns they may have
 - iii. The medical student will continue follow-up with their assigned accepted student(s) at regular intervals, sending a brief email every 2-3 months to ensure accepted students get questions answered and feel that they are being actively recruited by IUSOM
 - iv. If an accepted student decides to decline IUSOM's offer of admission, that student will receive an email (as part of a group email) from the

Admissions Ambassadors at the end of the year to enquire as to the student's reasons for declining IUSOM. These responses will be forwarded to the Office of Admissions to better understand why we were not able to recruit these students

- d. Four points will be given for hosting a prospective student the night before an interview.
 - i. Medical students may request to be put on a list of people interested in hosting students (this list has already been compiled). Prospective students will be given information regarding the hosting program in their interview information packets, and can email the Admissions Ambassador email account if interested.
 - ii. A few weeks before each interview, an email will go out to that list (and probably also the general listserve) asking for commitments for specific interview dates. Students who would like to host will then be given the name and contact information for a prospective student who has expressed interest in the hosting program. They will be responsible for housing the interviewing student the night before their interview. Although not required, medical students will be encouraged to transport interviewees to the medical school for their interview if needed.

- III. This year only, there will be special requirements for fourth year medical students as they will only have the rest of the academic year to accrue points
 - a. Approximately 8 points will be necessary for Level III Competency for fourth year students graduating in May 2006
 - b. As other students have up to three years to accrue 24 points, 8 points in one year is a reasonable requirement

Describe the format of your final “product(s)” – (i.e., an essay, a report, a videotape, etc.)

Students who have accumulated the necessary points (24) must write a brief essay to receive competency credit. The paper should include how working with the Admissions Ambassadors relates to professionalism, what the student learned or enjoyed about being a part of the interview days, and suggestions on how to improve interview days and/or the Admissions Ambassadors.

Please list the faculty members who will evaluate your final product(s).

Richard Frankel, PhD, as the competency director, will evaluate the essays. Students will keep track of their own points on an honor system. Admissions Ambassadors will also keep track of which students are helping in each venue, but the students themselves will have the overall responsibility for keeping point records.

Pre-Approved Electives Offering a Level 3 in Professionalism & Role Recognition

Changes in the electives that offer a Level 3 in this competency may occur.
If changes are made, they will be brought to the attention of students as soon thereafter as possible.

The Level 3 Criteria listed identifies the requirements necessary to achieve a Level 3.
All Level 3 project requirements are approved by the elective course director AND the competency director.

Course #, Title, Course Director	Description and Level 3 Criteria	Location and Availability
19GO701 Clinical Obstetrics and Gynecology in a Rural Setting Brown, Terry	<p>Description: This course is designed to introduce senior medical students to clinical gynecology and obstetrics as practiced in a community hospital. Day to day clinical aspects of the practice will be emphasized. Hands on training is encouraged. Students average 5 - 10 deliveries per month. On-call schedule is student's option. Large volume practice allows students to improve GYN evaluation techniques. One on one contact with all physicians in single office. Housing and meals provided at hospital for students.</p> <p>Level 3 Criteria: The professionalism competency requirement will be fulfilled by the student demonstrating his/her professional behavior in an office and private practice setting. The student will be judged upon their behavior, appearance, dependability and judgment. In addition, the student's participation and the doctor patient relationship will be observed with attention to the student being able to show nonjudgmental behavior towards the patient and be able to recognize how personal, moral, or ethical issues can influence patient's treatment. The student will also be required to write a brief essay concerning his or her own views on what it means to be a medical professional.</p>	<p>Memorial Hospital (Jasper)</p> <p>Available all year</p>
45DA711 Advanced Study In Human Gross Anatomy Dr. Ernest Talarico, Jr.	<p>Description: Students will 1) Comprehend and discuss the details of gross human anatomical structure and human embryology, and radiography as applied to the study of human structure, 2) Complete skilled, high-quality dissections, 3) Effectively communicate their knowledge of human structure and clinical correlates to first-year medical students, 4) Understand and discuss their role as "teacher" in the medical profession.</p> <p>Level 3 Criteria: Students fulfill a lifelong learning competency by teaching, through their role as a teaching assistant in this elective. Major components of this elective include: dissection, prosection presentation, lecture attendance and teaching</p>	<p>Northwest Center for Medical Education</p> <p>Available August, September, October, November, and December</p>
49KI714 Pediatric Intensive Care Westenkirchner, David	<p>Description: Objectives include an understanding of pediatric airway and mechanical ventilation techniques, hemodynamic monitoring and data interpretation, monitoring and treatment of elevated intracranial pressure, and metabolic/nutritional support of the PICU patient. The senior student will take part in the care of patients in the PICU. The student will perform or assist in the varied technical procedures required in this environment including venous access, arterial access, and endotracheal intubation. A wide variety of medical, surgical, and traumatized critically ill patients,</p>	<p>Methodist Hospital</p> <p>Available all year</p>

	<p>from neonates through adolescents will be seen. A minimum of six call nights with a pediatric resident and with no responsibilities outside the PICU is mandatory</p> <p>Level 3 Criteria: Evaluation of professional interaction with patient, families and health care team. Demonstrates personal motivation in researching patient medical problems. Helpful to clinical team in providing excellent medical care.</p>	
<p>49MI706 Hospitalist Medicine Wilson, C.</p>	<p>Description: The student will participate on a team with one Senior Resident and two Intern Residents, functioning as an acting Intern on an academic hospitalist service.</p> <p>The student will: Gain experience in the collection of patient data from the history and physical examination, and in the formulation of an appropriate clinical problem list; Learn to utilize clinical information to direct a cost-efficient, focused and appropriate diagnostic and therapeutic management plan; Learn to collect, record and synthesize clinical data, and then to communicate those data to your colleagues and supervisors in a complete and concise manner; Gain experience in accepting the primary care responsibility for adult patients with a wide variety of medical problems, within the context of supervision from your senior resident and attending physician; Gain insight and experience in physician-patient and physician-physician relationships, as they relate to comprehensive and high quality patient care; Gain experience with in-hospital, on-call responsibilities in the cross coverage of your colleagues' patients, and in the evaluation and management of newly admitted patients; Become acquainted with the practice of adult hospital medicine in a large community hospital setting; Gain experience working with a variety of in-patient attending physicians including: hospitalists, primary care internal medicine and family physicians, and various subspecialty faculty.</p> <p>Level 3 Criteria: Provide the student with a sub-internship experience in a private tertiary care facility. This course requires a lot of autonomy but with the support of a senior IM resident and attending IM hospitalist. This provides exposure to the broad range of hospitalized patients across the entire spectrum of adult inpatient medical care. There are mandatory didactics (morning report, grand rounds, noon conference...) but the strength of the rotation is in the bedside clinical care experience where the student will directly interact with their resident and attending.</p>	<p>St. Vincent Hospital (Indpls)</p> <p>Available all year</p>
<p>49MI746 Hospice and Palliative Care McNamara, Marian</p>	<p>Description: The student will be expected to: (1) Make home visits with hospice physicians, nurses & social workers (2) make rounds on the hospice inpatient unit (3) read assigned papers and manuals (4) discuss cases one-on-one with staff.</p> <p>Level 3 Criteria: Students will be evaluated by observing the direct interaction between the student and the dying patient and their families. Will participate in interdisciplinary team meeting and interact with the entire health care team.</p>	<p>St. Vincent Hospital</p> <p>Available all year</p>
<p>93PS950 Consultation/Liaison Child Psychiatry Dr. Dunn</p>	<p>Description: The elective will consist of attendance at diagnostic and treatment conferences of the Riley Child Psychiatry Clinic and Consultation/Liaison Service. Depending on cases seen the student will be exposed to not only psychiatric assessment and treatment, but also assessment of feeding problems, working with critically ill or dying patients and their families, and medical-legal issues of patient care. Attendance at didactic presentations with residents and fellows in psychiatry is expected. The rest of the student's time will be spent in preceptorship with a staff consultant while he or she performs consultation/liaison functions with pediatrics and other medical specialties in Riley Hospital. Consultation/Liaison rounds are held daily.</p>	<p>Riley Hospital</p> <p>Available all year</p>

	<p>Level 3 Criteria: Grading policy is 100% clinical: Students are observed during evaluations and patient interactions, and are expected to demonstrate knowledge in their case formulations/presentations. A competency evaluation tool (given to students at the start and end of rotation) is used to evaluate performance as well.</p>	
<p>93SN730 Neurosurgery Nelson, Paul</p>	<p>Description: This elective is for students who have developed a strong interest in the nervous system, and who wish a further exposure to aid in making a career decision, or who wish to pursue laboratory studies, or a combination of the two activities. The course will be individualized, depending upon the student's interests. The student will follow patients at University or Wishard Hospitals and attend neurosurgery conferences. Those students who have a desire and an appropriate background may participate in laboratory and/or clinical investigative studies.</p> <p>Level 3 Criteria: All staff, residents, and at least one patient will evaluate the student's professional behavior, doctor-patient relationship, and interaction with the health care community as the patient is integrated into the care of the neurosurgical patients. The student will write a brief essay on his views at the importance of medical professionalism. The student will complete a special professionalism project that is approved by both the Course and Competency Directors.</p>	<p>University and Wishard Hospitals</p> <p>Available all year</p>
<p>49YF702 Family Practice-Inpatient Burtea, E. Diane</p>	<p>Description: Student will work with faculty and residents of the Family Practice Residency program. Emphasis will be placed on practical, clinical experience through direct patient care in the hospital. Students will be able to generate an appropriate differential diagnosis and initial and ongoing care plan for evaluation and treatment. Students will function as the patients' primary physician while in the hospital and will do follow-up in the Family Medicine Center if necessary. The student will be afforded the opportunity of obtaining experience in diagnostic and treatment modalities both in the hospital (60%) and in ambulatory settings (40%).</p> <p>Level 3 Criteria: Observational evaluations for Professionalism (30%): 4 (one per week) Professionalism Development Forms will be filled out by faculty based on student's performance on the inpatient service. Faculty will review these forms with the students weekly and will be used to assist continued development of professional skills</p>	<p>Community Hospital (Indianapolis)</p> <p>Available all year except December</p>
<p>49YF705 Family Practice Feldman, R.</p>	<p>Description: Student will be assigned to a Family Practice Faculty member and a Family Practice Resident and will have direct patient care experience in the office and the hospital. (1) Attend morning staffing and teaching rounds, (2) Attend morning and noon conferences, (3) Complete at least 2 afternoons in the Family Practice center seeing acute ambulatory problems, (4) Inpatient experience including work-ups, progress notes, patient presentations and rounding, (5) Two night calls required during the month</p> <p>Level 3 Criteria: All students will be required to undergo a formal evaluation of their professionalism and will be required to complete an essay reflecting their familiarity with some of the literature concerning professionalism including their own values and beliefs.</p>	<p>St. Francis Medical Arts Building Hospital Center (Beech Grove)</p> <p>Available all year</p>

<p>71YF717 Obstetrics: Family Centered Perinatal Medicine Ludwig, Jennifer</p>	<p>Description: The students will participate in the obstetrics service as junior residents. Emphasis will be placed on learning clinical skills through a "hands on" approach. Student will participate in scheduled conferences, clinical rounds, and a high risk clinic. Students will take call with senior residents a few times during the month.</p> <p>Level 3 Criteria: Please verify the criteria of your submission with the Elective Director prior to submitting your final project in ECMS.</p>	<p>Saint Joseph Regional Medical Center (South Bend)</p> <p>Available all year</p>
<p>49ZE705 Emergency Medicine Todd, Randall</p>	<p>Description: The student will evaluate EM patients and come up with a differential diagnosis, plan for lab and radiology evaluation, refinement of differential, and plan for disposition and treatment. The student will learn/improve suturing, splinting and other procedural skills.</p> <p>Level 3 Criteria: Ability to care for and provide competent care to all members of society under busy and very stressful conditions. This ability marks the transition from student to physician. Please verify the criteria of your submission with the Elective Director prior to submitting your final project in ECMS.</p>	<p>St. Francis Hospital (Beech Grove and Indianapolis)</p> <p>Available all year</p>
<p>93ZP700 Medical Ethics and Professionalism Gaffney, Meg</p>	<p>Description: Students will be assigned readings in important current topics and discuss these in seminars with faculty. They will also participate in Ethics consultations and will be expected to complete a research project in Ethics or Professionalism during the month.</p> <p>Level 3 Criteria: Class participation, evidence of completed readings, written examination in basic ethical principles, quality of individual project and presentation. Please verify the criteria of your submission with the Elective Director prior to submitting your final project in ECMS.</p>	<p>Wishard Memorial Hospital (IUMC)</p> <p>Available in February</p>
<p>49ZR702 Comprehensive Rehabilitation Medicine in the Rehabilitation Center Duerden, Marc</p>	<p>Description: The course will allow the student to work with patients with stroke, spinal cord injuries, brain injuries, amputations and other disabling conditions. The course also offers the students an opportunity to learn a practical low back and neck evaluation and how to treat common musculoskeletal injuries. The course will train the student to differentiate between impairment and disabilities</p> <p>Level 3 Criteria: By the end of the rotation, the student must demonstrate a superior knowledge of what it means to be a medical professional in an essay that expressed the student's own views and demonstrates background knowledge of literature bearing on this topic area. Observational evaluation : 4 (one per week) Professional Development Forms will be filled out by the faculty based on the student's performance and faculty will review these forms with the student weekly and will use the assessment to assist continued development of professional skills.</p>	<p>Community Hospital East (Indpls)</p> <p>Available all year</p>
<p>93ZR700 Physical Medicine and Rehabilitation: Outpatient Elective Buschbacher, Ralph</p>	<p>Description: The purpose of this elective is to familiarize the student with a broad-based physical medicine and rehabilitation (PM&R) service. Emphasis will be on developing practical history taking skills, as well as perfection of (neuro) musculoskeletal examination techniques. Functional anatomy will be stressed. The student will be exposed to a wide range of outpatient problems such as low back pain, neck pain, radiculopathy, carpal tunnel syndrome, and will learn the basics of electromyography. There will be exposure to inpatient rehabilitation as well. This elective will be useful for students entering a PM&R residency, for those who would better like to learn to interact with PM&R, and for those interested in functional anatomy.</p> <p>Level 3 Criteria: Assessment tool: personal observation, essay, Professionalism development tool</p>	<p>University Hospital (IUMC)</p> <p>Available all year</p>

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