

Core Clinical Experiences (CCE)

Advancement from Foundations of Medicine year 2 to Core Clinical Experiences represents a critical transition in the educational program as students enter the hospital wards, ambulatory clinics and physician offices and serve as participating members of health care teams providing direct care to patients and their families. Under faculty guidance and supervision, core clinical students actively apply the principles of clinical medicine to patient care, acquire essential technical skills, and further develop personal and professional values to enable them to serve as caring, competent and compassionate physicians.

The Core Clinical Experiences span 48 weeks of curriculum organized into three 16-week coordinated thematic sections. These sections are Care of Adults (Medicine and Neurology), Care of Families (Family Medicine and Community Health, Pediatrics and Psychiatry) and Perioperative and Maternal Care (Surgery and Obstetrics & Gynecology). This model allows for both discipline-specific and interdisciplinary training, modeling the future of patient care. Basic science section leaders work with clerkship directors to integrate specific basic science skills and content into the clinical experiences. A longitudinal, developmentally appropriate, integrated interstitial curriculum binds together the pieces of this model throughout the CCE with curriculum threads and continued presence of learning communities mentors as teachers. Students have the opportunity to craft a self-directed learning experience that links 4 discrete 1-week periods of time to meet their individualized needs over the span of the CCE year.

Care of Families

Updated June 2017

Components of this integrated thematic section incorporating Family Medicine, Pediatrics and Psychiatry clerkships include:

- **Shared Orientation:** Introduction to Care of Families Thematic Section
Talking to Families: Solution Focused Interviewing
Group skills sessions: Musculoskeletal Exam, Mental status exams, Examination of children
- **Intraclerkship:**
Sessions - *“Law & Care of Families”* and *“Managing Youth Anxiety in Primary Care and Beyond”*
- **Summative Day:**
“Emotionally Challenging Interactions Session”
Goal: To reflect on emotionally charged experiences, share ideas and support each other.
Student preparation: Attend assigned session and be an **active participant** in discussion.
- **Shared Home Visit:**
Completed during your Family Medicine or Pediatrics outpatient rotations. Grade will be reflected in your Family Medicine grade.
Goals:
 - Gain appreciation of the impact of chronic illness on families
 - Recognize the roles of professionals, especially physicians, with these families
 - Recognize the impact of culture on a patient’s approach to their illness and care
- **Shared OSCE:** The case content and interview skills assessed will be INTEGRATED, meaning that this patient could be presenting to pediatrics, family medicine or psychiatry, and the differential may include conditions evaluated by physicians from any of these disciplines.
- **Basic Science integration**
“Frontiers of Translational Research Design”
Goal: Learn components of a good research question.
Format: Brief presentation followed by interactive discussion with clinical research faculty.
Emphasis on translational science, how investigator came up with the idea, how to design good research questions, the process from bench to clinical application, how to stay motivated, importance of teamwork.

Course co-leaders

Yael Dvir, MD – Psychiatry Clerkship Director

Mary Lindholm, MD – Family Medicine Clerkship Director

Erin McMaster, MD – Pediatrics Clerkship Director

Carolina Ionete, MD, PhD – Basic Science Section Leader

Family Medicine Clerkship (FM CL)
Updated June 2017

[under construction]

Clerkship Director
Mary Lindholm, MD

Pediatrics Clerkship (PEDI CL)

5 weeks

Updated May 2017

Pediatrics clerkship (PED CL)

Pediatrics clerkship is a required component of the 16-week Care of Families (COF) Thematic Section (Family Medicine, Psychiatry and Pediatrics) in the Core Clinical Experiences year (CCE). The COF thematic section is organized such that departments have a shared orientation day, intra-clerkship day and summative day which cover important topics in all disciplines, and a shared Objective Structured Clinical Exam (OSCE).

The Pediatrics rotation consists of 5 weeks divided equally into outpatient and inpatient experiences. Our inpatient sites are UMass Medical Center and Baystate Medical Center and our outpatient sites span across the state. The rotation emphasizes attitudes, knowledge and skills required to provide safe and effective care of children across specialties. Most of the clerkship time is spent on direct patient care with a focus on proficiency with pediatric histories, exams, family-centered presentations, written documentation, assessments and plans. Core curriculum is covered in case-based, team-based or simulation discussions on the orientation and mid-clerkship days, and supplemented with on-line case based learning modules.

Our five major goals for the clerkship:

1. Learn how to interact professionally with children and their parents.
2. Learn how to problem solve using pediatric problems.
3. Learn how children are different from adults medically.
4. Recognize emergent and urgent situations in children.
5. Enjoy yourself as you care for the children.

Student competency is assessed through clinical evaluations using a standardized rubric, a nationally used multiple choice exam, a written history and physical, an objective structured clinical examination (OSCE) using standardized patients and a grading committee assessment.

Clerkship Director

Erin McMaster, MD

Elizabeth Weiner, MD – Assistant Director

Psychiatry Clerkship (PSY CL)

Updated May 2017

The Psychiatry clerkship is five weeks long and consists of opportunities to see patients in hospital-based and ambulatory settings. It includes experiences in our state-of-the-art emergency mental health facility where students can observe the evaluations of adults and children in crisis. An integrative model is stressed, emphasizing the biologic, psychological, social and behavioral aspects of treatment.

Clerkship didactics involve case-based teaching sessions, presentations, handouts and role play with standardized patients.

Key concepts and objectives include:

- develop the interviewing, reasoning and communications skills fundamental to psychiatric diagnosis and intervention
- experience diagnosis and treatment of common psychiatric disorders
- develop an appreciation for the unique factors that influence presentation, treatment response and prognosis
- learn the role of psychiatrist and other mental health disciplines in the care of persons with mental illness
- work as part of a health care team; understand when and how to refer patients for mental health services.

Assessment includes participation in group learning and patient care teams, written assignments, a multiple choice exam and standardized patient OSCE.

Clerkship Director

Yael Dvir, MD

Anya Bernstein, MD – Assistant Director

Perioperative & Maternal Care

Updated June 2017

Components of this integrated thematic section incorporating surgery and OB/GYN include:

[under construction]

Course co-leaders

Mitch Cahan, MD – Surgery Clerkship Director

Dawn Tasillo, MD – OB-GYN Clerkship Director

Julie Jonassen, PhD – Basic Science Section Leader

Surgery Clerkship (SURG CL)

8 weeks

Updated June 2017

The clerkship in Surgery includes eight weeks of General Surgery and Subspecialties coordinated with the OB/GYN clerkship and two weeks of Flexible Clinical Experiences. The majority of students are assigned to the University and Memorial campuses with complementary rotations at our community educational partner hospitals; at St. Vincent's Hospital, Berkshire Medical Center, and Cape Cod Hospital. The clerkship occurs over a not necessarily continuous period of 8 weeks as it is offered in a thematic section shared with Obstetrics and Gynecology as well FCE and Interstitial Curricula.

General surgery rotations include minimally invasive surgery, colorectal surgery, acute care surgery, Haidak surgery, and surgical oncology. Elective rotations include anesthesiology, cardiac surgery, otolaryngology and head and neck surgery, neurosurgery, orthopedic surgery, pediatric surgery, plastic and reconstructive surgery, thoracic surgery, transplantation surgery, trauma surgery, urology, and vascular surgery.

All students participate in a variety of activities including skills and educational sessions, outpatient clinic duties, conferences, journal clubs, flexible clinical experiences, humanism program and mentor groups. They are also introduced to rotating in the operating room, on the wards, in the clinics and in the emergency department.

Core objectives and experiences include:

- basic knowledge and skills of the surgical care of patients
- team-based, collaborative patient care
- core procedural skills
- the reflective and ethical practices of surgical care

Student competency is assessed through clinical performance as evaluated by faculty and residents (40%), oral examination (20%), NBME written examination (20%), and the Objective Structured Clinical Examination – OSCE (20%).

Clerkship Director

Mitchell Cahan, MD

James Carroll, MD – Assistant Director

OB/GYN Clerkship (OBG CL)
Updated June 2017

[under construction]

Clerkship Director
Anne Garrison, MD

Care of Adults

Updated June 2017

Components of this integrated thematic section incorporating Internal Medicine and Neurology include:

[under construction]

Course co-leaders

Mary Hawthorn, MD – Internal Medicine Clerkship Director

Lan Qin, MD – Neurology Clerkship Director

Sanjay Ram, MD, PhD – Basic Science Section Leader

Internal Medicine Clerkship (IM CL)

Updated May 2017

The Medicine Clerkship is part of the Core Clinical Experience curriculum, and is integrated with Neurology in the Care of Adults thematic section. The Medicine clerkship builds on content learned in FOM1 and FOM2 to teach principles of common medical illnesses in adult patients. Through experiences on two four-week inpatient rotations, one at the University campus and one at a community hospital site, students learn to hone skills in history taking, physical examination, and formulation of differential diagnoses and management plans. Students work under the supervision of the intern, resident and hospitalist or attending physician to admit at least two new patients per week, and follow those patients through the course of their hospital stay.

Students meet in small groups at least 10 times during the rotation with a Longitudinal Preceptor in Medicine (LPM). Each LPM session includes a review of a core Internal Medicine topic, EKG review and case discussion. Longitudinal preceptors provide teaching, formative feedback and mentorship through the course of the rotation.

The curriculum also includes a two-week ambulatory rotation, in which students work with a primary care physician to learn principles of outpatient Medicine and preventive care.

The Medicine and Neurology clerkships share a two-day Orientation and three curriculum days (Acute Care, Primary Care and End-of-Life Care) to teach core content.

Key objectives include:

- Learning principles underlying common and/or important medical illnesses in adult patients
- Development of proficiency in history taking, physical examination and oral and written presentations
- Synthesis of data from the history, physical examination, and diagnostic test results to formulate a well thought-out differential diagnosis and management plan
- Working as part of a team to deliver compassionate, high-quality health care
- Learning the special considerations needed in Geriatric care
- Development of an approach to interpretation of EKG's
- Practicing bedside Medicine and Neurology procedures through simulation and direct, supervised patient care
- Development of an understanding of non-medical (behavioral, psychological, social) factors that affect patient care and outcomes

Assessments include clinical evaluations by supervising housestaff and faculty, formative feedback by Longitudinal Preceptors, an OSCE and a Medicine NBME subject (shelf) exam. Completion of written assignments and participation in small group sessions also count toward the final grade.

Clerkship Director

Mary Hawthorne, MD

Allen Chang, MD – Assistant Director

Neurology Clerkship (NEUR CL)

3 weeks

Updated September 2016

Neurology clerkship is a required component of the 16-week Care of Adults (COA) Thematic Section (Medicine and Neurology) in the Core Clinical Experiences year (CCE). The COA thematic section is organized such that departments share orientations, intra-clerkship teaching days which cover important topics in both disciplines and Objective Structured Clinical Exam (OSCE) testing.

The dedicated Neurology rotation consists of 3 weeks shared across inpatient and outpatient experiences at 7 educational sites (UMass Medical center, St. Vincent's Hospital, Milford Neurology Associates, Health Alliance Hospital, Holyoke Medical Center, Berkshire Medical Center, Lahey Clinic, and Marlborough Hospital). The rotation emphasizes knowledge and skills required to provide general Neurologic care regardless of the specialty a student selects. Learning occurs on patient care teams, small group discussions and in the Simulation setting where students learn how to perform a lumbar puncture. Neuro exam videos, teaching checklists, online teaching modules and tests are used to maintain students' continued engagement through the 16 weeks of the thematic block.

Key course objectives or concepts include:

- approach common neurological diseases
- development of examination and procedure skills including communication, professionalism, diagnosis and management plans
- teaching of neurological emergencies to ensure that students know how to recognize and manage them in their initial stages

Student competency is assessed through clinical evaluation using a standardized rubric, neurology physical exam proficiency, national board testing, emergency case discussion, objective structured clinical examinations (OSCE) using standardized patients and a grading committee assessment.

Clerkship Director

Lan Qin, MD

Interstitial Curriculum

Updated June 2017

The ISC is a year-long, longitudinal series of nine required 1-day programs and events scheduled at intervals during the Core Clinical Experiences year (CCE). Each day has a major theme or focus in an area that is broadly significant to medical education and medical practice and which is often under-represented in clinical education. In AY1718, ISC topics include: Disabilities; Socio-demographic Challenges in the Clinical Space; Oral Health; Military Service (Veteran's) Health; US Healthcare Policy; Patient Safety and Quality; and Disaster Management. The ISC also has 2 full Careers in Medicine Days, which include discussions about 4th year planning and wellness, and three interstitial DCS sessions, where students meet with their Learning Community mentors.

Key Goals and Concepts: The ISC course promotes:

- Patient and community advocacy
- Experiential learning
- Skills building
- Interprofessional learning

Assessment :

The ISC comprises a single course that is graded CREDIT/NO CREDIT. The final grade is posted at the end of the academic year, within 6 weeks of the last scheduled ISC session. To receive CREDIT students must.

- Participate in each of the activities scheduled during ISC days
- Complete any required pre- and post- assignments
- Complete any required assessments

Course co-leaders

Julie Jonassen, PhD

Mary Philbin, EdM

Flexible Clinical Experiences (FCE)

Updated June 2017

This course embodies the spirit of the Learner-centered Integrated Curriculum (LInC) by expanding the opportunity for individual exploration in a variety of clinical and translational science fields, early in the students' career. The program allows for self-directed learning by allowing students to either choose from a diverse offering of pre-designed electives or to design their own clinical experience. The advantages of early exposure to a medical specialty include the opportunity to foster mentorships, to nurture and develop interest in the specialty and to provide intrinsic motivation to pursue further learning in the chosen field(s). These electives may also help to explore a career choice.

In this multidisciplinary learning program, following a broad set of guidelines, students learn in a variety of methods depending on the elective experience they choose. Electives emphasize one-on-one interaction between student and teacher.

Selected key concepts or objectives:

- advance career exploration and or development by providing exposure to evolving and cutting-edge branches of medicine and traditional fields early in core clinical training
- provide an opportunity to work with recognized experts in different fields of medicine and allied sciences
- support exposure to novel concepts or systems of care not normally available within the core clinical experience
- encourage student designed innovative experiences

Criteria for granting credit are elective-specific minimum standards of performance as laid down by sponsoring departments.

Course Leader

Samir Malkani, MD