



Course Subject, Number and Title

Course Title: Phase 3 Independent Reading and Research in Dermatology
Course Number: Dermatology 910

Credits

2 - 8

Canvas Course URL

N/A

Meeting Time and Location

Specific schedule provided prior to the rotation, since this varies depending on location and medical service.

Location details:

La Crosse: Gundersen Health System/Western Academic Campus

Marshfield: Marshfield Clinic Health System/Northern Academic Campus

Milwaukee & Green Bay: Advocate Aurora Health/Eastern Academic Campus

Madison: UW Health & VA Hospital

Instructional Mode

Independent Study section

Specify how Credit Hours are met by the Course

Students will engage in at least 40 hours per week of research. The course description below details the specific activities that meet this requirement.

INSTRUCTORS AND TEACHING ASSISTANTS

Instructor/s Title and Name

TBD- this information will be completed on the individualized form that is completed for each rotation in OASIS.

Instructor/s Availability

Office hours and meetings scheduled as needed

Instructor/s Email/Preferred Contact (Coordinator)

TBD- this information will be completed on the individualized form that is completed for each rotation in OASIS.

Course Description

Individual student interests and research provides the opportunity to work with faculty members. Tailored to each specific research proposal/project. In general learning objectives are incorporated in the project listed in OASIS. However, this is not an all-inclusive list and objectives can be expanded on. Brief descriptions of each rotation will be completed on the individualized OASIS form.

Prerequisites

Graduate/professional standing

Learning Activities/Course Hours

This is 2 - 8 credits course; students can choose to enroll in variable credits, depending on individual circumstances.

2 credits: The credit standard for this course is met by an expectation of a total of 80 hours of student engagement with the course learning activities over a 2 week period.

3 credits: The credit standard for this course is met by an expectation of a total of 120 hours of student engagement with the course learning activities over a 3 week period.

4 credits: The credit standard for this course is met by an expectation of a total of 160 hours of student engagement with the course learning activities over a 4 week period.

5 credits: The credit standard for this course is met by an expectation of a total of 200 hours of student engagement with the course learning activities over a 5 week period.

6 credits: The credit standard for this course is met by an expectation of a total of 240 hours of student engagement with the course learning activities over a 6 week period.

7 credits: The credit standard for this course is met by an expectation of a total of 280 hours of student engagement with the course learning activities over a 7 week period.

8 credits: The credit standard for this course is met by an expectation of a total of 320 hours of student engagement with the course learning activities over an 8 week period.

This rotation is not to exceed 80 hours per week, per UWSMPH policy.

Students should expect to work up to 6 days per week with at least one day off per week.

Sample Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	research	research	research	research	research		

Course Learning Outcomes

Objectives:

1. Engage in clinical research through an apprenticeship-style learning experience with a physician-scientist mentor.
2. Understand clinical research design by writing or contributing to a research proposal.
3. Develop skills in the analysis of clinical research data.

4. Develop a plan for communicating the results of the clinical research project.
5. Improve verbal and written communication skills by preparing findings to be able to present clinical research experience and results.
6. Formulate a hypothesis or specific objective if study does not involve hypothesis generating research
7. Conduct a thorough literature review of the specific research question
8. Select and apply statistical methodologies appropriate for the proposed analyses
9. Interpret results correctly and in context of previous findings from literature review

Course Experience Plan (Appendix/Attachment B)

Student and supervising faculty member (Research Mentor) mutually agree on research plan and outcomes appropriate to the time frame/number of credits chosen. This information is relayed to site coordinator and entered into OASIS. Student, faculty, site coordinator, and Student Services receive email copy of plan and remains a permanent record of OASIS.

GRADING (S/U)

The Research Mentor is responsible for evaluation of student work and determines a grade of Satisfactory based on completion of agreed-upon outcomes and assignments.

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

- None

EXAMS, QUIZZES, PAPERS & OTHER MAJOR GRADED WORK

- None

HOMEWORK & OTHER ASSIGNMENTS

- None

OTHER COURSE INFORMATION

- None

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's [Rules, Rights and Responsibilities](#)

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in

disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.” <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

DIVERSITY & INCLUSION

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>