



Course Subject, Number and Title

Course Title: Individualized Phase 3 Clinical Elective in Dermatology

Course Number: Dermatology-919

Credits

2 or 4

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: Madison and statewide locations

Instructional Mode

Field Study: Direct care of hospitalized patients

Specify how Credit Hours are met by the Course

Students will engage in at least 45 hours per week of direct patient care per credit. 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

Direct and daily interaction with student while supervising inpatient care.

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

Experience blends medical and procedural dermatology, dermatopathology and basic science topics. Advance patient care skills through exposure to a broad array of common and complex cutaneous diseases, formulation of basic differential diagnoses and treatment plans, and performance of common diagnostic procedures. Experience via rotations through general adult and pediatric dermatology clinics, as well as specialty clinics. Opportunities may arise for participation in inpatient dermatology consults. All clinical activities will be completed under the direct supervision of attending physicians and residents. Participate in additional educational activities, including faculty lectures, Grand Rounds conference, and reading or on-line assignments. Additional patient care related learning activities may be assigned by instructors (e.g., literature reviews, presentations on specific topics); these are dependent on the individual student, attending physician, and clinical site.

Prerequisites

Graduate/professional standing

Learning Activities/Course Hours

This is a two or four credit course; students can choose to enroll in either a two or four week rotation, depending on individual circumstances.

2 credits: The credit standard for this course is met by an expectation of a total of 90 hours of student engagement with the course learning activities over a 2 week period, which include clinical activities and regularly scheduled instructor student meeting times for going over patient care, reading, and other student work.

4 credits: The credit standard for this course is met by an expectation of a total of 180 hours of student engagement with the course learning activities over a 4 week period, which include clinical activities and regularly scheduled instructor student meeting times for going over patient care, reading, and other student work.

Direct supervision by house staff and attending physicians. Participate in regularly scheduled supervisor-student meetings, which involve some or all of the following: clinical activities, rounding on service patients, participating in scheduled procedures, presenting cases and teaching topics, and discussing patient cases. Complete independent activities including some or all of the following: reading about patient conditions, completing problem sets, and preparing for direct patient care as needed. Complete other patient care related learning activities as assigned by instructors (e.g., literature reviews, presentations on specific topics); these are dependent on the individual student, attending physician, and clinical site.

Brief individualized specific rotation details will be completed on the individualized form for each rotation in OASIS.

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.

Course Learning Outcomes

Objectives:

1. Perform a hypothesis driven history and complete a targeted exam
2. Describe clinical findings using accurate descriptive terminology
3. List the features of common dermatologic disorders and recognize them in the clinical setting
4. Formulate differential diagnosis for common differential diagnosis
5. List the steps for performing office-based tests, including KOH examination and scabies prep
6. Formulate a basic treatment plan for common dermatologic disorders, including selecting the appropriate strength of topical steroids.
7. Counsel patients on principles of photoprotection, signs of skin cancer, side effects of topical steroids and appropriate use of oral antibiotics in the care of dermatology patients
8. Using clinical and histologic evidence, adapt and justify the working diagnosis.
9. Complete written documentation in a comprehensive, concise, accurate and timely manner.
10. Review, interpret and present current literature to support patient care.
11. Engage patients in shared decision making regarding tests, orders and procedures.

GRADING (S/U)

Students will receive a grade of Satisfactory (S) after successfully performing at the level of meets expectations or above on questions 5, 6, and 7 of the Phase 3 Unrestricted Elective Clinical Assessment (Appendix A). Instructors and/or supervising physicians will use this form to evaluate whether a student is competent to perform the basic skills of an intern in any specialty. This standard clinical assessment uses a framework consistent with the AAMCs published Entrustable Professional Activities, a national standard evaluating a student's preparation for internship. This standard form addresses the following:

1. professionalism (honesty, organization, dependability, ethics, implementation of feedback)
2. ability to perform differential diagnoses
3. contribution toward or completion of treatment plans
4. patient care skills
5. interpersonal communication with patients and families
6. overall performance in a clinical setting

As part of this assessment, faculty will also provide specific comments regarding students' patient care, interpersonal and communication skills, and professionalism that will appear verbatim in the student's Medical Student Performance Evaluation (MSPE) for residency application.

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/>