



Department	Department of Family and Community Medicine Department of Internal Medicine Department of Obstetrics and Gynecology Department of Pediatrics Department of Surgery
Course Number	FCM-4555 MED-4555 OBG-4555 PED-4555 SUR-4555
Course Name	Acting Internship in Family and Community Medicine Acting Internship in Internal Medicine Acting Internship in Obstetrics and Gynecology Acting Internship in Pediatrics Acting Internship in Surgery
Faculty	Course Directors: Family and Community Medicine: Susannah Krickler, MD Internal Medicine: Abigail Belasen, MD Obstetrics and Gynecology: Cassandra Denefrio, MD Pediatrics: Emily Knuth, MD Surgery: Rebecca Brocks, MD
Curriculum Year	Year 4
Length	4 weeks
Prerequisites	Successful completion of 3 rd year
Course Description	The primary goal for the Acting Internship is for students to transition from a fourth year medical student to an intern. During this rotation, students are expected to attain competency in patient care, medical knowledge, communication, professionalism, practice-based learning, and systems-based practice. Emphasis is given to the development of skills for clinical reasoning.
Educational Objectives	Patient Care: The student will demonstrate effective patient evaluation through history taking and physical examination in order to appropriately care for the patient on a day to day basis in the context of their hospitalization. The student will be evaluated on their ability to: Collect independently effective, efficient and comprehensive histories that are appropriate for age, sex and clinical problem. Perform independently effective, efficient and comprehensive physical examinations that are appropriate for age, sex and clinical problem. Write admission history and physicals, admission orders, as well as any follow up documentation on a daily basis in an appropriate and professional format. This may also include operative notes and procedure notes depending on the AI specialty. Determine laboratory tests, radiological studies and consultations appropriate for evaluation and management of the patients. Identify patients' discharge needs and assist in preparing patients for the transition from inpatient to home care, including coordination of care, identify medical needs and arranging follow up care, as well as writing discharge summaries.



<p>Educational Objectives continued</p>	<p>Medical Knowledge:</p> <p>The student will apply their medical knowledge in order to formulate a differential and primary diagnosis, as well as devise an appropriate management plan which may include performing procedures and interpreting laboratory and radiologic data.</p> <p>The student will be evaluated on their ability to:</p> <ul style="list-style-type: none"> Identify criteria for admission and discharge from the hospital. Synthesize information to formulate a differential and primary diagnosis. Describe and prioritize the diagnostic evaluation and devise a management plan for hospitalized patients based on level of urgency. Revise diagnosis, evaluation and management of previously admitted patients based on new information. Interpret laboratory tests and radiological studies necessary for evaluation and management. Perform procedures necessary for the evaluation and management of the patients with appropriate documentation of level of participation and supervision in the course-specific patient log tool on Sakai.
	<p>Interpersonal & Communication Skills:</p> <p>The student will demonstrate effective information exchange between patients and their families, as well as other members of the healthcare team.</p> <p>The student will be evaluated on their ability to:</p> <ul style="list-style-type: none"> Listen and communicate effectively with patients and families in an empathetic, respectful and non-judgmental way. Communicate effectively with other members of the health care team through both verbal and written means, including chart documentation. Convey key information accurately to the transition team assuming care. Give accurate, clear and concise oral presentations. Frame a question for a consultant and communicate the patient information and clinical question effectively. Describe the elements of informed consent and be able to obtain informed consent with the direct supervision by resident or attending physician.
	<p>Professionalism:</p> <p>The student will demonstrate adherence to the professional standards and ethical principles expected of a physician.</p> <p>The student will be evaluated on their ability to:</p> <ul style="list-style-type: none"> Demonstrate strong work ethic, and consistently and dependably carry out one's duties with honesty, personal integrity, self-motivation and self-discipline. Conduct patient encounters with sensitivity, compassion and concern while remaining sensitive to cultural, ethnic, gender, racial and religious differences. Discuss medical errors and professional mistakes honestly and openly in ways to promote learning. Receive constructive feedback and use it effectively for self-learning and improvement.
	<p>Practice-Based Learning and Improvement:</p> <p>The student will demonstrate utilization of evidence-based medicine resources to improve patient care.</p> <p>The student will be evaluated on their ability to:</p> <ul style="list-style-type: none"> Use electronically available medical information in the day to day care of patients. Demonstrate self-directed and life-long learning skills.
	<p>Systems Based Practice:</p> <p>The student will demonstrate awareness of the health care system and its resources and use them effectively to provide optimal patient care.</p> <p>The student will be evaluated on their ability to:</p> <ul style="list-style-type: none"> Demonstrate the appropriate utilization of consultants (including social workers, nutritionists, physical therapists, case managers) during hospitalization and upon discharge. Recognize the role of systems solutions in improving patient safety. Understand and comply with national standards for patient safety including JCAHO and OSHA regulations. Identify health care disparities as well as barriers to access healthcare and recognize their impact on patient care.



Types of Patients	Inpatients
Teaching Sessions/ Conferences	Lecture series, morning report
Resources/ Readings	Defined by department
Evaluation Method(s)	<p>Written Admission H&P weekly (one per week; total of 4)</p> <p>Presentation on rounds evaluated by attending/senior resident (one per week; total of 4 evaluation forms completed)</p> <p>Formal lecture on clinical topic during morning report/grand rounds/resident lecture series (evaluation form completed)</p> <p>Patient/Procedure logs: Students must log 10 patients/topics per week and log all procedures</p> <p>End of Clerkship Evaluation</p> <p>Longitudinal course requirements: EBHC and HCS</p> <p>Surgical checklists (OB and Surgery only)</p>
Contact Information	<p>Clerkship Coordinators:</p> <p>Family and Community Medicine: Karen Frankenfield, frankek@amc.edu</p> <p>Internal Medicine: Emma Galvin, galvine@amc.edu</p> <p>Obstetrics and Gynecology: Andrew Morris, morrisa1@amc.edu</p> <p>Pediatrics: Teresa Sarles, sarlest@amc.edu</p> <p>Surgery: Kim Dalton, daltonk@amc.edu</p>
Last Updated	July 14, 2023