

# MEDICAL TOPICS (DMED)

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## **DMED D600 - Independent Study (1-12 Credits)**

### **DMED D601 - Introduction to Clinical Medicine I (1-12 Credits)**

A two-semester, two-credit-hour (DMED 601 - fall) and five-credit-hour (DMED 602 - spring), first-year course consisting of an introduction to the medical profession and to doctor-patient and doctor-community relationships, community and preventive medicine concepts, information about the components of health care delivery systems, and basic philosophical principles underlying bioethical decision-making. The stages of normal growth and development are also discussed to ensure that students acquire a basis for exploring the life history of the patient with an awareness of issues relevant to different age periods. Information about gender and sexuality is presented, followed by a discussion of sexual disorders and dysfunctions. Students are introduced to the basic skills of medical interviewing and the mental status examination through the use of standardized patients and through participating both semesters in a clinical preceptorship. In addition, beginning in the spring semester, each student will be assigned a senior mentor with whom they will practice the medical interviewing skills as well as discuss normal aging. Primary methods of instruction include lecture, problem-based learning, standardized/simulated patients, and small-group discussion. Modes of assessment include multiple choice examinations, senior mentor and clinical preceptorship reflection papers, assessment of performance in the medical interview and the mental status examination and by participation in small-group discussion and problem-based learning.

### **DMED D602 - Introduction to Clinical Medicine I (4 Credits)**

A two-semester, two-credit-hour (DMED 601 - fall) and five-credit-hour (DMED 602 - spring), first-year course consisting of an introduction to the medical profession and to doctor-patient and doctor-community relationships, community and preventive medicine concepts, information about the components of health care delivery systems, and basic philosophical principles underlying bioethical decision-making. The stages of normal growth and development are also discussed to ensure that students acquire a basis for exploring the life history of the patient with an awareness of issues relevant to different age periods. Information about gender and sexuality is presented, followed by a discussion of sexual disorders and dysfunctions. Students are introduced to the basic skills of medical interviewing and the mental status examination through the use of standardized patients and through participating both semesters in a clinical preceptorship. In addition, beginning in the spring semester, each student will be assigned a senior mentor with whom they will practice the medical interviewing skills as well as discuss normal aging. Primary methods of instruction include lecture, problem-based learning, standardized/simulated patients, and small-group discussion. Modes of assessment include multiple choice examinations, senior mentor and clinical preceptorship reflection papers, assessment of performance in the medical interview and the mental status examination and by participation in small-group discussion and problem-based learning.

### **DMED D603 - Introduction to Clinical Medicine II (6 Credits)**

A two-semester, eight-credit-hour (DMED 603 - fall) and eight-credit-hour (DMED 604 - spring), second-year course consisting of an introduction to the fundamentals of physical examination and physical diagnosis and the use of various models to assist in the conceptualization of psychopathological behavior, with an emphasis on the relationship of emotional factors to physical illness. Developmental problems of children, adolescents and adults, addictive problems, sleep disorders, and organic mental disorders are discussed. The course emphasizes the use of population-based data in making sound judgments regarding the clinical care of individual patients and interventions at the community level. Bioethical issues in the care of patients and techniques of prevention are presented and discussed, as are the most frequently encountered primary care clinical problems. The course includes information about frequently used radiologic and clinical laboratory studies and their value and limitations in the context of the pathophysiology of various disease states. The course utilizes an organ system approach and integrates physical diagnosis, ultrasound, and radiology with the medical pathology course. A portion of the spring semester is devoted to a series of problem-based learning exercises designed to integrate information from the Introduction to Clinical Medicine course continuum with knowledge gained from first and second-year basic science courses and to prepare students for the transition to the clinical environment in the third and fourth years. Primary methods of instruction include lecture, problem-based learning, self-instruction modules, standardized/simulated patients, and small-group discussion. Modes of assessment include written multiple choice/essay examination, assessment of participation in small-group discussion and problem-based learning, Objective Structured Clinical Examinations, and the Introduction to Clinical Diagnosis NBME subject examination. Demonstration of mastery of the following minimum clinical skills is required for successful completion of this course: performance of a clinical breast examination; demonstration of basic cardiac life support (BCLS) skills and provision of documentation of same; completion of Columbia Free Medical Clinic experience; demonstration of complete history and physical examination; and performance of computer literature search and completion of assignments related to the care and assessment of community-dwelling elders.

**DMED D604 - Introduction to Clinical Medicine II (7 Credits)**

A two-semester, eight-credit-hour (fall) and eight-credit-hour (spring), second-year course consisting of an introduction to the fundamentals of physical examination and physical diagnosis and the use of various models to assist in the conceptualization of psychopathological behavior, with an emphasis on the relationship of emotional factors to physical illness. Developmental problems of children, adolescents and adults, addictive problems, sleep disorders, and organic mental disorders are discussed. The course emphasizes the use of population-based data in making sound judgments regarding the clinical care of individual patients and interventions at the community level. Bioethical issues in the care of patients and techniques of prevention are presented and discussed, as are the most frequently encountered primary care clinical problems. The course includes information about frequently used radiologic and clinical laboratory studies and their value and limitations in the context of the pathophysiology of various disease states. The course utilizes an organ system approach and integrates physical diagnosis, ultrasound, and radiology with the medical pathology course. A portion of the spring semester is devoted to a series of problem-based learning exercises designed to integrate information from the Introduction to Clinical Medicine course continuum with knowledge gained from first and second-year basic science courses and to prepare students for the transition to the clinical environment in the third and fourth years. Primary methods of instruction include lecture, problem-based learning, self-instruction modules, standardized/simulated patients, and small-group discussion. Modes of assessment include written multiple choice/essay examination, assessment of participation in small-group discussion and problem-based learning, Objective Structured Clinical Examinations, and the Introduction to Clinical Diagnosis NBME subject examination. Demonstration of mastery of the following minimum clinical skills is required for successful completion of this course: performance of a clinical breast examination; demonstration of basic cardiac life support (BCLS) skills and provision of documentation of same; completion of Columbia Free Medical Clinic experience; demonstration of complete history and physical examination; and performance of computer literature search and completion of assignments related to the care and assessment of community-dwelling elders.

**DMED D607 - Capstone (1 Credit)****DMED D612 - Ind Study/ Medical Span (1-12 Credits)****DMED D636 - Womens Health Selective (4 Credits)****DMED D643 - Intersession Week (1 Credit)****DMED D646 - QUEST: Quality Improvement Education and Systems Training (1-12 Credits)**

QUEST is experiential education in quality improvement, a chance to apply principles learned in the classroom in real life with existing healthcare teams. The program is sponsored by the University of South Carolina School of Medicine in partnership with faculty mentors with Prisma Health and McLeod Health. Prior to starting QUEST, students are required to complete the basic certificate in quality and patient safety from the Institute for Healthcare Improvement Open School, a series of thirteen online modules. QUEST begins in the fall with a series of workshops led by system leaders and QI experts. The workshops include interactive sessions to deepen fundamentals of QI and explore applications in our local learning environment. Following the workshops, pairs of students are connected to mentors and QI teams in part based on their areas of interest. Students are generally paired with a learner from a different health profession.

**DMED D647 - USMLE Step 2 Preparation (4 Credits)**

This course has been specially designed to allow students protected time for USMLE Step 2 (Clinical Knowledge and Clinical Skills) preparation. Students are expected to devise and implement their own study plans. It is strongly recommended that students take the exam components either by the end of the block or early in the following block. Passing scores on the first attempts for both components of Step 2 are required in order to receive credit for the course. If a passing score is not achieved on the first attempt at either component, no credit will be given for the block.

**DMED D648 - Ind Study Ultrasound (1-12 Credits)****DMED D649 - Medical Education: Learning From Teaching (1-12 Credits)**

This course has been specially designed for students who have met the criteria and have the desire to tutor, mentor and teach. The tutors will meet with the tutees a minimum of 2 to 3 hours per week on an independent schedule. Grading: P/F

**DMED D652 - Medical Legal Partnership Elective (1-12 Credits)**

The medical legal partnership elective involves students working with second and third year law students and graduate students in social work on cases referred to the Law School's Medical Legal Partnership Clinic from the Children's Hospital Outpatient and Special Care Centers. The students will work with the law and social work students to identify the social determinants of health, particularly the legal issues affecting health, and will advocate for changes.

**DMED D654 - Culinary Medicine (1-12 Credits)**

Each 3 hour session is designed to teach fourth year medical students how to prepare nutritious and affordable meals and to effectively prescribe healthier foods and lifestyles to their patients. Students will spend 30 minutes role playing and discussing patient scenarios that are connected to diet-related diseases. The next 90 minutes will be spent in teams preparing various recipes and 60 minutes reviewing nutritional content of recipes as well as sharing the meal. The curriculum is based on the Mediterranean diet and was designed by Tulane Medical University to be affordable in order to reach lower-income populations which have been particularly susceptible to diet-related chronic disease.

**DMED D663 - Neuroscience (1-12 Credits)****DMED D682 - International and Underserved Elective (2-12 Credits)**