

# 625Q Senior Sub-Intern “Acting Internship”, Family Medicine

This course is available to 4<sup>th</sup> year UCI students only

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**Course Name** Sub-Intern, Family Medicine      **Course Director** Anjani Kolahi, MD

**Academic Year** 2022-2023

## 1. Course Director, Coordinator and General Administrative Information

### FACULTY AND STAFF

Name	Office Location	Phone	Email
Director: Anjani Kolahi, MD	101 The City Dr. S., Bldg. 26, Ste. 1001, Orange, CA 92868	714-456-5171	akolahi@hs.uci.edu
Coordinator: Bre Anna McNeill, BA	101 The City Dr. S., Orange, CA 92868		mcneilb1@hs.uci.edu

### DESCRIPTION

Students spend four weeks as sub-interns on the Family Medicine inpatient service. During this time they carry the full ward responsibility of an intern on one-half the number of patients usually carried by an intern. The sub-internship is designed to improve clinical competence and to prepare the students for the challenges and demands of the internship. This course meets the requirements of a sub-internship experience set forth by UCI School of Medicine.

### PREREQUISITES

This course is intended for 4<sup>th</sup>-year students enrolled in the undergraduate medical education program at University of California, Irvine School of Medicine (UCISOM).

### RESTRICTIONS

This course is intended for 4<sup>th</sup>-year students enrolled in the undergraduate medical education program at University of California, Irvine School of Medicine (UCISOM).

**COURSE DIRECTOR**

Dr. Kolahi has worked in medical education since 2015. She received her medical degree from University at Buffalo in New York and completed her family medicine residency at the University of San Francisco – Fresno. She is part of the UCI Medicine Hospitalist Division as well as UCI Family Medicine Department with an area of concentration in reproductive health.

Bre Anna McNeill is the course coordinator for 625Q course.

**INFORMATION FOR THE FIRST DAY**

Who to Report to on First Day:	Refer to introductory email for names and contact information of Chief Residents. Contact Bre Anna McNeill if you need more information <a href="mailto:mcneilb1@hs.uci.edu">mcneilb1@hs.uci.edu</a>
Location to Report on First Day:	Douglas Hospital at UCIMC, Room 4805. Contact Bre Anna McNeill if you need more information <a href="mailto:mcneilb1@hs.uci.edu">mcneilb1@hs.uci.edu</a>
Time to Report on First Day:	9:00 a.m. unless otherwise specified by Chief Resident. Please contact Chief resident prior to the first day of service.

**SCHEDULE:**

Students will typically spend 3 weeks on days and 1 week on nights. The week of nights is typically from Sunday-Friday but depends on the number of students on the rotation. The student works on 4 weekend days during the rotation. Students report to the FM workroom at 6:30am for sign-out. Morning rounds are typically at 9am. A time will be arranged for midcourse feedback with the course director.

**SITE:** UC Irvine Medical Center Douglas Hospital

**DURATION:** 4 weeks

**Scheduling Coordinator:** UC Irvine students please call (714) 456-8462 to make a scheduling appointment.

**Periods Available:** The time of the course must be pre-approved by the elective director at least 3 months prior to the start of the course. No exceptions.

**NUMBER OF STUDENTS ALLOWED:** 2-3 per rotation

**WHAT STUDENTS SHOULD DO TO PREPARE FOR THE COURSE**

Read about inpatient adult medicine, newborn care and maternity care topics

### **COMMUNICATION WITH FACULTY**

Questions about logistics should be directed to the Course Coordinator. Direct questions, comments, or concerns about the course can be directed to the Course Director. Contact information and office location are at the beginning of this document.

The Course Director is also available to meet in person. Please email [mcneilb1@hs.uci.edu](mailto:mcneilb1@hs.uci.edu) to arrange an appointment. To ensure that your email will not be lost in the large volume of email received, please use the following convention for the subject line:

SUBJECT: 625Q, your last name, your issue (e.g. 625Q, Smith, Request for appointment)

### **EDUCATIONAL ACTIVITIES**

Participating students will work with the family medicine hospitalist and resident physicians to manage patients admitted to the family medicine service. The sub-intern will function in a role similar to that of the family medicine intern – including taking night, weekend and holiday, except that the sub-intern will follow no more than four patients at a time. The family medicine service admits patients every day, focusing primarily on adult inpatient care but also including pediatric inpatient care and family-centered maternity care (labor and delivery, postpartum care and newborn care). Sub-interns will pre-round on their patients before morning rounds with the family medicine team, attend noon conferences of the Department of Family Medicine, write notes and take responsibility for their patients' daily care, and attend daily inpatient teaching rounds that include journal clubs and other didactic sessions. Each sub-intern will give a presentation to the ward team about a topic important to inpatient family medicine.

### **Expectations**

The sub-I, or acting intern, will be expected to write daily notes, write and pend orders, and present their patients independently on rounds. They will staff their patients with the senior resident or attending, or the team interns during the second half of the year. The acting intern will be expected to carry a patient load similar to an intern and will be the “first contact” for nurses and staff regarding their patients.

## **2. Course Objectives and Program Objective Mapping**

The following are the learning objectives for the 625Q course. Students are expected to demonstrate proficiency in these areas in order to satisfactorily

complete the course. In addition, the extent of a student's mastery of these objectives will help guide the course evaluation and grade.

<b>Course Objective</b>	<b>Mapped UCI School of Medicine Program Objective</b>	<b>Sub Competency</b>	<b>Core Competency</b>
<p>Skillfully conduct medical interviews in a focused and complete manner.</p> <p>Skills perform comprehensive physical examination of patients</p>	<p>B-1. The ability to competently conduct a medical interview and counseling to take into account patient health beliefs, patient agenda and the need for comprehensive medical and psychosocial assessment</p> <p>B-2. The ability to competently perform a complete and organ-system-specific examination including a mental health status examination</p>	<p>Medical Interview</p> <p>Physical Exam</p>	<p>Skillful</p>
<p>Use evidence-based medicine to provide medical care in the highest standards of UC Irvine Medical Center's Mission Statement</p>	<p>B-4. The ability to search the medical literature, including electronic databases, and to locate and interpret up-to-date evidence to optimize patient care</p>	<p>Evidence-Based Medicine</p>	<p>Skillful</p>
<p>Develop an understanding of the needs of the community and individual patients.</p>	<p>C-3. Sensitivity and awareness of diverse cultures, health beliefs and social factors impacting patient health and illness</p> <p>D-3. A commitment to serve our community</p>	<p>Cultural and Social Awareness</p> <p>Community</p>	<p>Altruistic</p> <p>Dutiful</p>
<p>Acquire an understanding of some of the most common problems seen by inpatient adult</p>	<p>A-3. Knowledge of basic clinical skills required to meet the skills objectives, including interviewing, physical diagnosis, communication and clinical reasoning processes</p>	<p>Disease Pathogenesis and Treatment</p>	<p>Knowledgeable</p>

medicine physicians	A-2. Knowledge of the pathogenesis of diseases, interventions for effective treatment, and mechanisms of health maintenance to prevent disease	Basic Clinical Skills	
Develop lifelong learning techniques to be able to navigate situations that may present with clinical uncertainty	D-1. A commitment to lifelong learning and independently seeking new knowledge and skills in their own recognized areas of learning deficit  B-6. The ability to function effectively within the context of complexity and uncertainty in medical care	Lifelong Learning  Patient management	Dutiful  Skillful
Work within an interprofessional team effectively and help support a positive work environment	C-1. Honesty and integrity reflecting the standards of the profession, in interacting with colleagues, patients, families and professional organizations  D-2. A commitment to patient care and to the well-being of patients and colleagues	Professionalism  Patient Care	Altruistic  Dutiful

### 3. Course Resources

#### TEXTS AND READINGS: SUGGESTED

- Essentials of Family Medicine Sixth Edition by Sloane et al. (Lippincott, Williams & Wilkins, 2011); University of Iowa Family Practice Handbook
- Harrison's principles of internal medicine. New York : McGraw-Hill Education, [2018] Online edition, available via UCI Medical Library

## 4. Major Exams, Assignments and Grading

### MANDATORY SESSIONS

Session Title	Location
Family Medicine Didactics Thursdays from 1-5pm	FHC- Santa Ana

### MAJOR ASSIGNMENTS AND EXAMS

Formal presentation of assigned inpatient topic – Discuss details with course director

### ATTENDANCE/ABSENCE POLICY:

The student is an integral part of the team and is expected to participate as such. In the event that an absence cannot be avoided, the student must notify the course director, the attending faculty, and senior resident with as much advanced notice as possible. In some instances, the absence may need to be made up and will be determined on a case-by-case basis with guidance from the medical school.

### GRADING

Medical Students are graded using the following scale: Honors (H), Pass (P), Fail (F), and Incomplete (I). For further information, please review the Grading Policy.

You have 30 days from the date of the grade to appeal any aspect of this grade. Please contact your Clerkship/course Director should you have any questions

**Requirements for “Pass”:** To receive a grade of Pass, students must demonstrate successful performance in all the following areas:

- Knowledge
- Patient Care
- Practice-Based Learning
- Interpersonal & Communication Skills
- Professionalism
- Systems-Based Practice

**Requirements for “Honors”:** To receive a grade of Honors, students must demonstrate exceptional performance all the following areas:

- Knowledge
- Patient Care
- Practice-Based Learning
- Interpersonal & Communication Skills
- Professionalism
- Systems-Based Practice

**Grounds for “Incomplete”:** You will not be issued a grade until all elements of the course have been completed.

### **REMEDIATION**

Remediation, if needed will be designed by the Course Director to suit the issue at hand.

**Grounds for “Fail”:** You will receive a grade of "Fail" if the requirements for passing the course have not been met. Please refer to the [Grading Policy](#) for the impact of the "Fail" grade to the transcript.