COURSE DESCRIPTION AND LEARNING OBJECTIVES

The Longitudinal Interleaved Clerkship (LInC) block 1 begins with a transition to clerkships experience. The transition to clerkships is a five-week experience designed to introduce and prepare third-year students for clinical rotations prior to the commencement of longitudinal interleaved clerkships. This course emphasizes the strengthening of competencies in history-taking, physical examination skills, problem differentiation, disease prevention and management, as well as written communication and oral presentation skills – including, but not limited to, presenting information on rounds, writing notes and orders, team leadership, and communicating with colleagues, patients, and peers. In applying these basic skills, students develop an understanding of the importance of comprehensive, patient-centered, and longitudinal care.

Students spend one afternoon per week in interactive didactic sessions, “Clerkship School,” in small groups, focusing on common patient problems, communication, developing clinical skills and thought processes involved in evaluating patients.

- Strengthen physical exam and procedural skills.
- Apply basic concepts learned in the Foundations Phase to further critical thinking skills, particularly with regard to data analysis and differential diagnosis.
- Perform and refine communication and presentation skills, patient interview techniques, physical examination and history-taking skills in preparation for active clerkship experiences, including clinical reasoning and other factors that facilitate understanding of clinical healthcare systems (system-based practices).
- Develop reflective practices and abilities to communicate with colleagues, peer, and patients.
- Foster personal accountability, altruism, humanism, self-awareness, as well as self-directed and life-long learning.

Upon completion of the Transitions to Clerkship course, students begin longitudinal interleaved clerkships. Longitudinal interleaved clerkships (LInC) are central components of the clinical education phase of the curriculum. Students participate in the comprehensive care of patients and engage in continuous learning relationships with patients and their attending clinicians over time, all the while acquiring core clinical competencies across multiple disciplines: anesthesia, emergency medicine, family medicine, internal medicine, neurology/neurosurgery, obstetrics and gynecology, pediatrics, psychiatry, and surgery. LInC’s utilize the continuity of relationships with patients, faculty preceptors, and settings over an extended period of time, combined with a longitudinal developmental pedagogy, to foster an environment of caring and learning, responsibility, and a professional sense of duty. Students gain first-hand perspectives of providers’ decisions and roles, as well as the structure and function of health care delivery systems. LInCs also provide students with exposure to socioeconomic factors that may impact patient’s access or aversion to care within the context of the community, and the influence of care continuity on improved patient satisfaction, decreased hospitalizations, emergency room visits, and preventative services.

LInC objectives include:
• Apply knowledge of the scientific and humanistic foundations of medicine in the clinical practice of medicine.
• Demonstrate a thorough knowledge of the etiology, pathogenesis, clinical features, complications, principles of prevention, management of common and life-threatening illnesses throughout the age spectrum.
• Perform and document a complete and focused medical history, physical exam, and mental status assessment in a variety of medical specialties.
• Demonstrate the ability to interpret common laboratory tests, such as: blood and urine tests, electrocardiogram, and various imaging modalities, and formulate findings gathered from patients’ histories and physicals into meaningful diagnostic information.
• Manage competing clinical priorities and navigate complex health care systems as a member of an interprofessional team.
• Retrieve, analyze, and synthesize relevant and current data and literature using information technologies and library resources to propose clinical decisions based on research evidence, clinical expertise, and patient values.
• Develop cross-disciplinary and interprofessional communication skills essential to patient care throughout all specialties.
• Communicate effectively with patients, their families, interprofessional teams, and community stakeholders through verbal, non-verbal, and written means of communication, respecting the differences in beliefs and backgrounds among patients and students.
• Observe and assess clinical skills, including faculty and self-assessments, to formulate continuous skill improvements and strategies for upcoming rotations.
• Enhance student’s study of medicine and foster a lifelong commitment to investigation and cross-disciplinary thinking.

Expand lifelong learning skills through enhanced opportunities and structured time devoted to reflection and self-directed learning with preceptors/faculty as guides.

**Required**

• Epocrates app (requires Smart Phone or other pocket-sized, touch screen tablet)

**Required Instruments**

• Ophthalmoscope
• Otoscope
• Smart Phone or touch screen tablet (Epocrates)
• Stethoscope
• White coat

**Recommended**
Additional materials may be assigned by faculty preceptors per encounters with unique ailments, illnesses, or cases of patients presented throughout the LinC’s duration.

**LINC ROTATIONS & CORE OBJECTIVES**

LinCs meet the core clinical competencies simultaneously across multiple disciplines. Aligned with principles of primary care, including patient-centered care and system-based practice, partnerships with health systems throughout the community provide a sustainable model of clinical training that addresses undergraduate medical education and community health needs. Rotations aim to:

- Integrate medical knowledge and clinical experience with attention to epidemiologic, socioeconomic, behavioral, sociocultural, and community factors that impact patient care;
- Offer continuous learning relationships with patients and their clinicians;
- Develop personal skills, habits of inquiry, and systems-level quality improvement with a focus on excellence and patient safety;
- Judge standardization and individualization (setting outcomes and permitting flexibility in learning);
- Demonstrate core clinical competencies across multiple disciplines simultaneously to promote the optimal use of healthcare resources;
- Recognize the importance and development of professional values and dispositions (identity formation with a commitment to values, dispositions, and aspirations via participation in a community of practice); and,
- Produce an environment of continuous coaching, instruction, assessment, and feedback.

In addition to interleaved outpatient rotations, students attend “Clerkship School.” Clerkship School consists of Wednesday afternoon didactic sessions organized to prepare and supplement students’ interleaved clinical experiences. During LinC Block 1, Clerkship School is scheduled as follows:

**Week 1**

*Topics include:*

- Special Populations: Care of Developmentally Disabled (1 hour)
- Integrative Medicine: Getting to know the patient as a person and ‘meeting them where they are.’ (1 hour)
- Family Medicine (2 hours)

**Week 2**

*Topics include:*

- Integrative Medicine: Factors that influence the experience of pain (sick role, self-efficacy, catastrophizing, etc.) and integrative ways to manage each. (2 hours)
- Integrative Medicine: Pain in special populations (dementia/cognitively impaired psychiatric illness, elderly, non-verbal, literacy barrier, homeless) using integrative approaches. (2 hours)

**Week 3**

*Topics include:*

- OBGYN Birthing Simulation 2 (Simulation Lab – 2 hours)
- Special Populations: Care of Children Adolescents and Adults with Behavioral Disturbances (2 hours)
Week 4

Topics include:
- Evidence-based Medicine: Journal Club 1 – Family Medicine & Medicine (2 hours)
- Doctoring Balint Group (2 hours)

Week 5

Topics include:
- Controversies in Pharmacology 1 (2 hours)
- Special Populations: Care of Veterans (2 hours)

Week 6

Topics include:
- Internal Medicine (3 hours)
- Ethics: Shared decision-making (1 hour)

Week 7

Topics include:
- Surgery (3 hours)
- Special Populations: Care of Children, Adolescents, and Adults with involvement in the criminal justice system (1 hour)

Week 8

Topics include:
- Emergency Medicine (2 hours)
- Evidence-based Medicine: Journal Club 2 – Family Medicine & Medicine (2 hours)

Week 9

Topics include:
- OBGYN (2 hours)
- Special Populations: Care of the Elderly with Dementia and their families (2 hours)

Week 10

Topics include:
- Controversies in Pharmacology 1 (1 hour)
- Pathophysiology 1 (1 hour)
- Doctoring Balint Group (2 hours)

COURSE REQUIREMENTS & EVALUATION

Although grades serve as an appropriate means for monitoring and recording achievement, and measuring progress towards the M.D. degree, grades represent a single indicator of a student’s performance and competency. Students receive continuous formative feedback on their progress towards achieving the educational program objectives of the curriculum. Detailed feedback is provided in
face-to-face meetings with doctor mentors and clinical preceptors at the mid-point of Transition to Clerkships and two weeks into LinC Block 1. Additionally, narrative (formative) clinical assessment and online evaluations of all the clerkship rotations are provided at the completion of the Transition to Clerkship course, and provided by each specialty at the end of LinC Block 1. (A final summative assessment for each rotation will be conducted at the completion of Block 4.)

Student assessment is based upon attendance, participation, and completion of pre-designated course benchmarks, including the satisfactory demonstration of competency in history-taking, physical examination, clinical reasoning, and medical knowledge. Students also receive an assessment of achievement of Core Entrustable Professional Activities milestones at the end of LinC Block 2, and must meet all appropriated Core Entrustable Professional Activities by the completion of LinC Block 4. Additionally, students may be asked to enter feedback on online self-assessments of pre- and post-clerkship skills and learning portfolios, e.g. reflective writing journals, and patient care documentation. Portfolios may be reviewed by students’ respective doctor mentors and used to evaluate or develop improvement or continuous learning plans. Students have access to view all written evaluations and are provided with opportunities to discuss grades in order to offer students the means to develop his/her specific abilities and interests.

It is expected that students will arrive on-time to all rotations and prepared to participate actively and engage in all learning and team activities. Additionally, students are expected to be respectful, take responsibility and accountability for their own choices, actions, and/or decisions. Any student with a serious or multiple violations of professional behavior will be referred to the Medical Student Progress Committee (SPC) for review and potential action.

Attendance will be excused for matters pertaining to serious illness, injury, or in the event of a family emergency per the review, evaluation, and approval of the Senior Associate Dean for Student Affairs.

**GRADING**

An ‘In Progress’ (Pass)/Fail (IP/F) grade is determined by performance in each of the required clerkship rotations per mentor and preceptor(s) feedback, the completion of research, written, and/or oral assignments, as well as passage on Objective Structured Clinical Examinations (OSCEs) and the clinical assessment portion of the NBME subject examination (the passing score to be determined by course faculty). A “Pass,” In Progress (IP) grade is awarded to students who fulfill all of the required clerkship experiences in a satisfactory manner. Passing grades may not be appealed. An ‘In Progress’ designation is awarded to students for satisfactory performance in all required rotations, learning activities, research, and conduct, e.g. professionalism.

A ‘Fail’ grade is issued if a student does not meet the minimum performance requirements of a course or clerkship as defined by the clerkship directors, Vice Dean for Academic Affairs and Education, and possibly the Student Progress Committee (SPC) if the grade pertains to remediation. If the remedial work for a failing grade requires repetition of the entire clerkship, then the remediated grade will reflect the student’s performance on the retaken clerkship. The remediated grade will be recorded next to the failing grade already entered on the student’s transcript.

If a student exhibits marginal performance in which the minimal performance expectations of a course or clerkship are met, but individual components of the course have not been satisfactorily mastered, a grade of ‘Incomplete’ may be given. Remedial work will be required before a grade of ‘Pass’ is awarded. (Remedial work does not permit a grade of ‘Incomplete’ to be remediated higher than a ‘Pass.’) In the event that a student is unable to complete the clerkship requirements due to illness or other compelling personal circumstances, they must promptly contact the Senior Associate Dean for Student Affairs to request permission for a temporary interruption of studies. The Senior Associate Dean for Student Affairs will assist in making arrangements for completion of the clerkship requirements for an approved
absence/excused student. An ‘Incomplete’ grade given for an approved absence or excused student may be completed as a Pass.

DRESS CODE

Students represent not only themselves, but also the medical profession to those with whom they have contact. Appropriate and professional attire should be worn, especially when students are in patient care settings or when contact with patients is anticipated. Students should be aware that personal appearance may serve to inspire or hinder the establishment of the trust and confidence that are essential in the doctor-patient relationship. Jeans, sandals, and shorts (and other casual attire) are not considered professional dress. Scrubs are worn in the operating room, in the anatomy lab or in other clinical circumstances to protect the operator's clothing from soilage. Scrubs, in general, should not be worn outside of the lab or hospital, and scrubs worn in the operating room should not be worn outside of the operating room. (Please refer to the Professionalism section in the Student Handbook for guidelines pertaining specifically to dress and deportment.)

POLICIES

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term.
Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education’s Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright
The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at https://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)
The UNLV Disability Resource Center (Student Services Complex, SSC-A, Room 143, https://www.unlv.edu/drc, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations
The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses
All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.
Incomplete Grades

The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website, https://guides.library.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at https://ask.library.unlv.edu/.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions,
science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, https://www.unlv.edu/about/statements-compliance.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another’s points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.