

2020-2021 Catalog

Clinical Endocrinology, Diabetes and Metabolism-Jacksonville

MED E 10J | 4th Year Elective | Internal Medicine | Clinical Science

MDT 7200

Prerequisites

Successful completion of internal medicine clerkship.

Course Description

The Clinical Endocrinology, Diabetes and Metabolism Clerkship provides hands-on experience in the evaluation and treatment of patients with endocrine and metabolic diseases. History and physical examination are emphasized during this clerkship. Endocrinology faculty, fellows and core program residents on the Adult Endocrine consult and clinic services instruct and supervise clerks. The consultation service evaluates referrals from the UF Health Jacksonville medical center. Students are given the opportunity to evaluate patients in the endocrinology clinics. Students learn from a wide variety of patients presenting with diabetes mellitus, lipid disorders, pituitary pathology, thyroid disease and metabolic bone disease. Clerks are exposed to thyroid ultrasound and thyroid fine needle aspiration. Weekly clinical conferences include presentation of clinical cases and student presentations on clinically inspired topics. Additional conferences include endocrinology core lectures, journal clubs, multidisciplinary conferences that include surgeons, pathologists, radiologists and radiation therapists and Endocrine Grand Rounds. Opportunities to work in a basic science lab are also available.

Course Faculty and Staff

- [Liz Cowart](#) (Unknown)
- [Kent Wehmeier MD](#) (Director)
- [Donna Crooks](#) (Course Staff)
- [Dani Brown](#) (Course Staff)
- [Elisa Sottile](#) (Course Staff)
- [Joe Chehade MD](#) (Other Faculty)
- [Gunjan Gandhi MD](#) (Other Faculty)
- [Leena Shahla MD](#) (Other Faculty)
- [Marilu Jurado-Flores MD](#) (Other Faculty)

Meeting Place and Time

Meet with the program administrator in the Endocrine Division 2nd floor of the Learning Resources Center at 8:00 a.m. to review the schedule of activities. Please contact Donna Crooks, at 904-244-7514 or email her at donna.crooks@jax.ufl.edu.

Course Materials

Textbook available online Lange's Endocrinology or William's Textbook of Endocrinology.

Journals include: Journal of Clinical Endocrinology and Metabolism, Endocrine Practice, Journal of Bone and Mineral Research and Diabetes Care.

Electronic Health Record is EPIC.

Additional Information

For the first day: Meeting with the program administrator in the Endocrine Division second floor of the Learning Resources Center at 8:00 a.m. to review the schedule of activities. Clinic location: Emerson Medical Plaza Building A, Suite 200, 4555 Emerson Street. Jacksonville, FL 32207 about 10 minutes from the Endocrine Division Office. Required tools for examination include pen light, ruler, stethoscope and reflex hammer

Classes Offered

Period	Length	Credits	(Avail / Max) Slots
Period 1	4 Weeks (May 11 - Jun 6)	4	(1 / 1)
Period 1	First 2 Weeks (May 11 - May 23)	2	(1 / 1)
Period 1	Second 2 Weeks (May 24 - Jun 6)	2	(1 / 1)
Period 2	4 Weeks (Jun 7 - Jul 4)	4	(1 / 1)
Period 2	First 2 Weeks (Jun 7 - Jun 20)	2	(1 / 1)
Period 2	Second 2 Weeks (Jun 21 - Jul 4)	2	(1 / 1)
Period 3	4 Weeks (Jul 5 - Aug 1)	4	(1 / 1)

Period	Length	Credits	(Avail / Max) Slots
Period 3	First 2 Weeks (Jul 5 - Jul 18)	2	(1 / 1)
Period 3	Second 2 Weeks (Jul 19 - Aug 1)	2	(1 / 1)
Period 4	4 Weeks (Aug 2 - Aug 29)	4	(1 / 1)
Period 4	First 2 Weeks (Aug 2 - Aug 15)	2	(1 / 1)
Period 4	Second 2 Weeks (Aug 16 - Aug 29)	2	(1 / 1)
Period 5	4 Weeks (Aug 30 - Sep 26)	4	(1 / 1)
Period 5	First 2 Weeks (Aug 30 - Sep 12)	2	(1 / 1)
Period 5	Second 2 Weeks (Sep 13 - Sep 26)	2	(1 / 1)
Period 6	4 Weeks (Sep 27 - Oct 24)	4	(1 / 1)
Period 6	First 2 Weeks (Sep 27 - Oct 10)	2	(1 / 1)
Period 6	Second 2 Weeks (Oct 11 - Oct 24)	2	(1 / 1)
Period 7	4 Weeks (Oct 25 - Nov 21)	4	(1 / 1)
Period 7	First 2 Weeks (Oct 25 - Nov 7)	2	(1 / 1)

Period	Length	Credits	(Avail / Max) Slots
Period 7	Second 2 Weeks (Nov 8 - Nov 21)	2	(1 / 1)
Period 8	4 Weeks (Nov 22 - Dec 18)	4	(1 / 1)
Period 8	First 2 Weeks (Nov 22 - Dec 5)	2	(1 / 1)
Period 8	Second 2 Weeks (Dec 6 - Dec 18)	2	(1 / 1)
Period 9	4 Weeks (Jan 4 - Jan 30)	4	(1 / 1)
Period 9	First 2 Weeks (Jan 4 - Jan 16)	2	(1 / 1)
Period 9	Second 2 Weeks (Jan 17 - Jan 30)	2	(1 / 1)
Period 10	4 Weeks (Jan 31 - Feb 27)	4	(1 / 1)
Period 10	First 2 Weeks (Jan 31 - Feb 13)	2	(1 / 1)
Period 10	Second 2 Weeks (Feb 14 - Feb 27)	2	(1 / 1)
Period 11	4 Weeks (Feb 28 - Mar 27)	4	(1 / 1)
Period 11	First 2 Weeks (Feb 28 - Mar 13)	2	(1 / 1)
Period 11	Second 2 Weeks (Mar 14 - Mar 27)	2	(1 / 1)

Period	Length	Credits	(Avail / Max) Slots
Period 12	4 Weeks (Mar 28 - Apr 24)	4	(1 / 1)
Period 12	First 2 Weeks (Mar 28 - Apr 10)	2	(1 / 1)
Period 12	Second 2 Weeks (Apr 11 - Apr 24)	2	(1 / 1)
Period 13	4 Weeks (Apr 25 - May 14)	4	(1 / 1)
Period 13	First 2 Weeks (Apr 25 - May 8)	2	(1 / 1)
Period 13	Second 2 Weeks (May 9 - May 14)	2	(1 / 1)

Evaluated Competencies

#1 Professionalism

Educational Objectives: Students will demonstrate the elements of service, respect, and integrity in the care of patients, interactions with colleagues, timeliness, appearance and conduct.

Method of Evaluation: Direct observation of the student and dialogue, one on one and in small groups. Role as a team member will also be evaluated.

#2 Patient Care

Educational Objectives: Students will gather appropriate data regarding the effect of the illness on the patient, investigation, and treatment of endocrine disorders. Students will have the opportunity to observe and perhaps perform thyroid ultrasound. Students will observe fine needle aspiration of thyroid nodules. Discuss barriers to appropriate care for patients.

Method of Evaluation: Direct observation of the student and dialogue, one on one and in small groups. Case presentation at end of rotation.

#3 Medical Knowledge

Educational Objectives: Students will list the critical elements for diagnosis, investigation and treatment for patients with endocrine disorders. Use molecular knowledge to construct mechanisms for disease including will be emphasized

Method of Evaluation: Direct observation and dialogue, one on one and in small groups. Students will be given a pre-test and post test to assess knowledge of endocrine related topics. During the didactic sessions students will be given the opportunity to list historical and physical features to create a differential diagnosis and describe the testing to define the correct diagnosis. Board question will be reviewed.

#4 Practice-Based Learning

Educational Objectives: students will be provided feedback in regards to patient's that they evaluate in the ambulatory in the inpatient setting. They will be encouraged to search the literature as well as other information sources and apply this knowledge in advancing the care of their patients.

Method of Evaluation: evaluation of students will be based on changes in diagnostic testing and management strategies at the beginning middle and end of the rotation.

#5 Interpersonal and Communication Skills

Educational Objectives: Students will present cases to endocrinology faculty, and discuss diagnosis, treatment and prognosis in an honest and compassionate manner. Students will search the medical literature and present findings related to endocrine related issues encountered during the evaluation of patients in a concise fashion.

Method of Evaluation: Direct observation and dialogue, one on one and in small groups. The effective communication of oral and written information between members of the team and the patient will be evaluated. A formal presentation by the student will allow the student to demonstrate competence in scientific communication to peers.

#6 Systems-Based Practice

Educational Objectives: Students will list and describe how health systems such as a private insurance or Medicare/Medicaid affect the process of investigating and managing patients with endocrine disorders. The multi-disciplinary model of care needed for treatment of patients with diabetes mellitus will also be emphasized. Patient to list potential disparities to access of care and how these may be circumvented.

Method of Evaluation: Direct observation and dialogue, one on one and in small groups. Diabetes care requires multiple caregivers to assure the best outcome. Competence will be measured in identifying the team members, listing the role of each member and discussing how systems of health care impact this team approach is one example of systems based practice evaluation.