

# Addendum III

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### Doctor of Medicine (MD) Program Degree Plan

#### Phase I

##### **Year 1 (75.5QH)**

MCBA 500 Clinical Anatomy (8.5QH)

MCMS 500 Clinical Foundations of Medicine (6QH)

MCMS 505 Infection, Immunology, & Hematology (9.5QH)

MCMS 510 Scientific Foundations of Medicine (10.5QH)

MCMS 515 Gastroenterology (8QH)

MCMS 520 Skin (3.5QH)

MCMS 525 Cardiovascular, Pulmonary, & Renal (15QH)

MCUR 502 Essentials of Clinical Reasoning I (7.5QH)

MEDX 529 Foundations for Interprofessional Practice (2QH)

MMTD 509 Clinical Epidemiology (1.5QH)

MMTD 510 Bioethics (2QH)

MOSA 500 Clinical Reflections I (1.5QH)

##### **Year 2 (56.5QH)**

MCMS 600 Musculoskeletal (4QH)

MCMS 605 Neurobehavioral Health (19.5QH)

MCMS 610 Endocrine & Reproductive (13QH)

MCMS 615 Multisystem (6.5QH)

MCUR 602 Essentials of Clinical Reasoning II (5.5QH)

MCCR 606 Clinical Skills (2QH)

MMTD 601 Patient Safety (2QH)

MOSA 610 Principles of Professionalism, Health Care, and Health Equity II (1QH)

Electives (3QH)

#### Phase II

##### **Year 3 (73QH)**

MFPM 701 Family Medicine/Primary Care Clerkship (9QH)

MMED 700 Internal Medicine Clerkship (12QH)

MNEU 700 Neurology Clerkship (6QH)  
MOBG 700 Obstetrics/Gynecology Clerkship (9QH)  
MOSA 710 Principles of Professionalism, Health Care, and Health Equity III (1QH)  
MPED 700 Pediatrics Clerkship (9QH)  
MPSY 700 Psychiatry Clerkship (9QH)  
MSUR 700 Surgery Clerkship (12QH)  
Electives (6QH)

### Phase III

#### **Year 4 (54.5QH)**

MCCR 898 Transition to Internship (1QH)  
MOSA 810 Principles of Professionalism, Health Care, and Health Equity IV (1QH)

Take one of the following Sub-Internships (6QH):

MEMG 800 Emergency Medicine Sub-Internship  
MFPM 805 Family Medicine Sub-Internship  
MMED 800 Internal Medicine Sub-Internship  
MNEU 800 Neurology Sub-Internship  
MPED 805 Pediatrics Sub-Internship  
MPSY 800 Psychiatry Sub-Internship  
MSUR 801 General Surgery Sub-Internship

31 weeks Electives (46.5QH):

12 weeks minimum intramural CMS electives  
23 weeks minimum clinical electives  
12 weeks maximum in any single specialty (except medicine or pediatrics)

### Doctor of Medicine (MD) Graduation Requirements

- Pass the USMLE Step 1 and USMLE Step 2 Clinical Knowledge (CK) exams

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### Doctor of Physical Therapy (DPT) Program Degree Plan

#### **Year 1 (71QH)**

HPTH 618 Orientation to Physical Therapy (4QH)  
HPTH 620 Clinical Skills I (5QH)  
HPTH 622 Critical Inquiry I (3QH)  
HPTH 623 Practice Issues I (1QH)  
HPTH 630 Clinical Skills II (3QH)  
HPTH 631 Clinical Skills III (3QH)

HPTH 634 Orthopedic Clinical Medicine (3QH)  
HPTH 635 Kinesiology/Motor Control I (3QH)  
HPTH 636 Kinesiology/Motor Control II (4QH)  
HPTH 640 Clinical Skills IV (5QH)  
HPTH 642 Critical Inquiry II (3QH)  
HPTH 643 Practice Issues II (2QH)  
HPTH 644 Neurological Clinical Medicine and Pharmacology (3QH)  
HPTH 645 Clinical Physiology (6QH)  
HPTH 646 Fundamentals of Physiology (4QH)  
HPTX 529 Foundations for Interprofessional Practice (2QH)  
HPTX 532 Leadership in the Health Care Environment (2QH)  
HPTX 563 Clinical Anatomy (10QH)  
HPTX 579 Neuroscience (5QH)

## **Year 2 (61QH)**

HPTH 716 Clerkship I (10QH)  
HPTH 718 Clerkship II (14QH)  
HPTH 720 Clinical Skills V (4QH)  
HPTH 721 Clinical Skills VI (3QH)  
HPTH 722 Critical Inquiry III (1QH)  
HPTH 724 Advanced Clinical Medicine and Pharmacology (5QH)  
HPTH 725 Advanced Regional Anatomy (2QH)  
HPTH 740 Clinical Skills VII (3QH)  
HPTH 741 Pediatric Physical Therapy (4QH)  
HPTH 742 Physical Therapy in the Critical Care Sector (2QH)  
HPTH 743 Practice Issues III (1QH)  
HPTH 744 Prosthetics/Orthotics (3QH)  
HPTH 747 Cardiovascular and Pulmonary Physical Therapy Part I (3QH)  
HPTH 748 Cardiovascular and Pulmonary Physical Therapy Part II (2QH)  
HPTH 749 Critical Inquiry IV (1QH)  
HPTH 823 Practice Issues IV (3QH)

## **Year 3 (25QH)**

HPTH 835 Clerkship III (12QH)  
HPTH 843 Practice Issues V (1QH)  
HPTH 848 Professional Practicum (12QH)

## **Doctor of Physical Therapy (DPT) Graduation Requirements**

- 157 quarter hours of required degree program coursework

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## Doctor of Pharmacy (PharmD) Program Degree Plan

### Year 1 (51QH)

YPHP 500 Introduction to Pharmacy Practice (1QH)  
YPHP 502 Introduction to Drug Information Resources (1QH)  
YPHP 505 Research and Statistics (2QH)  
YPHP 506 Pharmacy Skills Lab I (3QH)  
YPHP 507 Pharmacy Skills Lab II (3QH)  
YPHP 508 Pharmacy Skills Lab III (2QH)  
YPHP 510 Self-Care and Non-Prescription Medications (3QH)  
YPHP 511 Pharmacy-Based Immunization Delivery (1QH)  
YPHP 515 Introductory Pharmacy Practice Experience (6QH)  
YPHP 519 Pathophysiology I (2QH)  
YPHP 520 Pathophysiology II (2QH)  
YPHS 501 Pharmaceutics I: Introduction to Pharmaceutical Sciences (3QH)  
YPHS 502 Pharmaceutics II: Dosage Forms (2QH)  
YPHS 503 Pharmaceutical Calculations (3QH)  
YPHS 504 Biochemical Principles for Pharmacy I (2QH)  
YPHS 506 Medicinal Chemistry (2QH)  
YPHS 510 Fundamentals in Physiology I (4QH)  
YPHS 511 Fundamentals in Physiology II (3QH)  
YPHS 512 Biochemical Principles for Pharmacy II (2QH)  
YPHS 514 Fundamentals of Pharmacology (2QH)  
YPHX 529 Foundations for Interprofessional Practice (2QH)

### Year 2 (53QH)

YPHP 504 Health Care Systems (2QH)  
YPHP 604 Clinical Pharmacokinetics and Pharmacodynamics (2QH)  
YPHP 606 Pharmacy Skills Lab IV (3QH)  
YPHP 607 Pharmacy Skills Lab V (3QH)  
YPHP 608 Pharmacy Skills Lab VI (3QH)  
YPHP 615 Introductory Pharmacy Practice Experience (5QH)  
YPHP 620 Pharmacotherapy I (4QH)  
YPHP 621 Pharmacotherapy II (4QH)  
YPHP 622 Pharmacotherapy III (4QH)  
YPHP 630 Gateway to Patient-Centered Care (1QH)  
YPHP 631 Literature Evaluation and Advanced Drug Information (3QH)  
YPHP 632 Pharmacoepidemiology (1QH)  
YPHS 509 Pharmaceutical Non-Sterile Compounding (1QH)  
YPHS 600 Basic Pharmacokinetics and Pharmacodynamics (3QH)  
YPHS 610 Advanced Medicinal Chemistry I (1.5QH)

YPHS 611 Advanced Medicinal Chemistry II (1.5QH)  
YPHS 612 Advanced Medicinal Chemistry III (1QH)  
YPHS 620 Life-Long Learning Seminar (1QH)  
YPHS 625 Pharmacology I (2.5QH)  
YPHS 626 Pharmacology II (2QH)  
YPHS 627 Pharmacology III (2.5QH)  
YPHX 566 Bioethics (2QH)

### **Year 3 (39.5QH)**

YPHP 703 Pharmacy Management and Leadership (2QH)  
YPHP 706 Pharmacy Skills Lab VII (2QH)  
YPHP 707 Pharmacy Skills Lab VIII (2QH)  
YPHP 708 Pharmacy Skills Lab IX (1QH)  
YPHP 709 Health Care and Pharmacy Law (3QH)  
YPHP 710 Pharmacotherapy IV (3QH)  
YPHP 711 Pharmacotherapy V (4QH)  
YPHP 712 Pharmacotherapy VI (3QH)  
YPHP 713 Pharmacogenomics (2QH)  
YPHP 714 Pharmacoeconomics (2QH)  
YPHP 715 Introductory Pharmacy Practice Experience (3.5QH)  
YPHP 716 Interprofessional Case Collaborations (3QH)  
YPHP 719 Gateway to Clinical Practice (2QH)  
YPHS 720 Life-Long Learning Seminar (1QH)  
Electives (6QH)

### **Year 4 (58QH)**

YPHP 800 Practical Approaches to Professional Development (4QH)  
YPHP 801 Advanced Pharmacy Practice Experience – Acute Care (9QH)  
YPHP 802 Advanced Pharmacy Practice Experience – Ambulatory Care (9QH)  
YPHP 803 Advanced Pharmacy Practice Experience – Community Pharmacy (9QH)  
YPHP 804 Advanced Pharmacy Practice Experience – Health-Systems (9QH)  
*and two electives (18QH total) from one or both of the following:*  
YPHP 805 Advanced Pharmacy Practice Experience – Patient Care Elective (9QH)  
YPHP 806 Advanced Pharmacy Practice Experience – Non-Patient Care Elective (9QH)

## **Doctor of Pharmacy (PharmD) Graduation Requirements**

- 201.5 quarter hours of required degree program coursework

## Course Descriptions

### Page 260

**HHCX 588** *same as HIPS 570*

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**HHPX 575** *same as HNUT 542*

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**HNUX 780** *same as YELP 708*

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**HPCX 503A & B** *same as HBMS507A & B*

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**HPCX 570** *same as HNUT 510*

**HPCX 575** *same as HNUT 542*

**HPHX 572** *same as HNUT 513*

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#### **HPSC 610 Clinical Practicum Supervision (1 QH)**

Students will meet twice a month for one hour with their training year peers and the Director of Clinical Training. During these meetings, students will discuss their clinical practicum experiences and learn from each other via discussion and presentations. Additional content will be covered through lectures and discussion led by the DCT. These content topics will be used to pay particular attention to helping students develop conceptualization, case formulation and treatment skills in order to enhance their clinical growth. Students will also contribute to content topics as they present issues from their practicum site that require clarification or that present difficulty.

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### **HPSC 810 Clinical Practicum Supervision (1 QH)**

This seminar is designed to familiarize fourth-year clinical psychology doctoral students with methods and models of clinical supervision and consultation in an ethical and multicultural context. The seminar includes a didactic component and an applied supervision training component. Each fourth-year student is assigned a first-year practicum student upon which a “vertical ladder” of supervision shall be utilized. Students will be presented with content material relevant to learning supervision and consultation. Practice of these skills will be initially exercised through meetings with assigned supervisees. Once engaged, students will supervise through the use of three simulation exercises (dates/topics to be provided). Students are required to attend the initial simulation exercise with their supervisee. Finally, opportunities for case discussions with supervisees will take place as first-year supervisees become more fully engaged in their initial clinical practicum placements. Fourth year students will meet bi-weekly with their same year peers and the Director of Clinical Training. These meetings will last 1.5 hours. In addition to learning skills of supervision and consultation, students will share their experiences via group discussions and small group practice sessions. Through the combination of didactic, practice and vicarious learning, students will develop a greater breadth of knowledge. Students will also have the opportunity to present issues for which additional clarification and/or problem-solving may assist them in their current practicum settings. Lastly, students will participate in a four-week professional development module aimed at providing information/experience to ease the transition into the world of work. Specific topics will be discussed at the initial seminar meetings.

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**HPSX 503A & B** *same as HBMS 507A & B*

**HPSX 570** *same as HNUT 510*

**HPSX 575** *same as HNUT 542*

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### **HPTH 716 Clerkship I (10 QH)**

This course is the first full-time clinical education experience. The student will engage for a minimum of 35 hours per week at an approved clinical education site for a total of 10 weeks. The student will apply and attain professional knowledge, skills, and behaviors in a structured clinical education environment under the supervision of one or more clinical instructors. The experience may take place within a variety of environments, provide a variety of learning opportunities, and include care of patients/clients across the lifespan and practice settings. While the emphasis is on patient-care skills, experiences may also include inter-professional experiences and non-patient care duties such as research, teaching, supervision, and administration. Formal student clinical performance assessment will occur midway through and at the end of the experience.

**HPTH 718 Clerkship II (14 QH)**

This intermediate full-time clinical education experience is the second of three Clerkship courses. The student will engage for a minimum of 35 hours per week at an approved clinical education site for a total of 12 weeks. The student will apply and attain professional knowledge, skills, and behaviors in a structured clinical education environment under the supervision of one or more clinical instructors. The experience may take place within a variety of environments, provide a variety of learning opportunities, and include care of patients/clients across the lifespan and practice settings. While the emphasis is on patient-care skills, experiences may also include inter-professional experiences and non-patient care duties such as research, teaching, supervision, and administration. Formal student clinical performance assessment will occur midway through and at the end of the experience. Students will also complete a case report assignment as a component of this course.

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**MCSC 812 The Business of Medicine (3 QH)**

This elective will review the history of how healthcare is funded, address the pros and cons of a variety of payment models, understand the basics of health insurance, describe practice options for physicians, practice documentation of clinical encounters and reimbursement, and forecast the future of healthcare and its costs.

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**MFSH 804 Stories of Health Disparities (3 QH)**

This 2-week online course will provide students with the opportunity to read/view, discuss, and reflect upon key literature and documentaries featuring health disparities and social determinants of health. Experiential activities relating to social determinants will be incorporated.

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**MMED 810 Juvenile Detention Correctional Medicine – Cook County Juvenile Temporary Detention Center (6 QH)**

This experience at the Cook County Juvenile Temporary Detention Center (JTDC) will allow students to participate in the healthcare of JTDC residents. It is important that students enrolling in this experience understand the elevated level of professionalism that will be demanded of them in the detention environment along with the increased importance of confidentiality.



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### **MNEU 800 Neurology Sub-Internship (6 QH)**

The CMS Neurology Sub-internship is a 4-week clinical rotation designed for a 4th year CMS student interested in pursuing residency training in neurology. This sub-internship prepares students to perform a complete and reliable neurologic history and physical examination, generate neurological differential diagnoses using appropriate and sound clinical reasoning, and recognize the management of patients with neurologic conditions. The students are provided with a complete clinical inpatient experience at the bedside, teaching rounds, conferences, as well as varied learning environments.

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### **MOSA 510 Principles of Professionalism, Health Care, and Health Equity I (1.5 QH)**

This course is the first in a longitudinal series of courses, which prepares the student for the practice of medicine in the contemporary social and cultural healthcare environment. Students will be introduced to selected topics that may include professionalism, ethical challenges in clinical practice, health disparities and healthcare inequities, social determinants of health, medical humanities in an era of technology, structural racism, sexism, sexual and gender minority (SGM) bias and other discrimination, and implicit bias. Students will engage in multiple learning modalities, which may include lectures, small group discussions, patient panels, and written reflections.

### **MOSA 610 Principles of Professionalism, Health Care, and Health Equity II (1 QH)**

This course is the second in a longitudinal series of courses, which prepares the student for the practice of medicine in the contemporary social and cultural healthcare environment. Students will apply previous course learning and experiences to identify strategies to achieve health equity in clinical practice. Selected topics may include professionalism, ethical and cultural challenges in clinical practice, healthcare disparities and inequities, social determinants of health, medical humanities in an era of technology, structural racism, sexism, sexual and gender minority (SGM) bias and other discrimination, and implicit bias. Students will engage in multiple learning modalities, which may include lectures, small group discussions, patient panels, and written reflections.

### **MOSA 710 Principles of Professionalism, Health Care, and Health Equity III (1 QH)**

This course is the third in a longitudinal series of courses, which prepares the student for the practice of medicine in the contemporary social and cultural healthcare environment. Students will be challenged to integrate previous course learning and experiences to this advanced course, including application to various clinical settings. Selected topics may include the human experience in narrative form, combating structural racism and discrimination in healthcare, personal beliefs and biases, medical professionalism, the physician's role in the community, self-care, ethical and cultural challenges, and the development and implementation of solutions to eliminate health disparities and healthcare inequities. Students will engage in multiple learning modalities, which may include lectures, small group discussions, patient panels, and written reflections.

### **MOSA 810 Principles of Professionalism, Health Care, and Health Equity IV (1 QH)**

This course is the final in a longitudinal series of courses, which prepares the student for the practice of medicine in the contemporary social and cultural healthcare environment, and equips students to advance health equity as physicians. Students will be expected to demonstrate an advanced level of integration, including the development of evidence-based strategies for lifelong learning and continued reflection on these topics throughout one's career. Selected topics may include interaction with patients with common clinical conditions, healthcare economics, organizational medicine, physician as patient, addressing inequity within healthcare, conflicts of interest, physician-pharmaceutical relations, mentoring, the physician's role in the community, self-improvement, and self-care. Students will engage in multiple learning modalities, which may include lectures, small group discussions, patient panels, and written reflections.

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### **MPSY 800 Psychiatry Sub-Internship (6 QH)**

The CMS Psychiatry Sub-internship is a 4-week clinical rotation designed for a 4th year CMS student interested in pursuing residency training in psychiatry. This sub-internship prepares students to perform a comprehensive psychiatric interview and evaluation in order to generate a medical and psychiatric differential diagnosis using appropriate and sound clinical reasoning, and to recognize management of patients with psychiatric conditions incorporating a biopsychosocial formulation. The students are provided with a complete clinical inpatient experience at the bedside, teaching rounds, conferences, didactics with attendings and residents, as well as varied learning environments including electroconvulsive therapy, consult-liaison service, outpatient, geriatric inpatient, etc.

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### **MSUR 801 Surgery Sub-Internship (6 QH)**

The General Surgery Sub-Internship is a 4-week, primarily inpatient rotation. Students will work as a part of a patient care team including 3rd year clerks, interns, residents, nurses, ancillary staff, and attending surgeons. Students will be expected to assume primary responsibility for a significant portion of the team's patient care, emphasizing preoperative and post-operative care. Students will be responsible for daily notes, presentations, pre and post-operative notes, daily handovers, and discharges and coordinate care for multiple patients throughout their hospitalization.

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### **YPHP 631 Literature Evaluation and Advanced Drug Information (3 QH)**

The purpose of this course is 1) to aid students in developing skills to critically evaluate medical literature and 2) utilize drug information gathering and evaluation to disseminate appropriate

information to other healthcare professionals. This course will review research methodology and statistical tests used in randomized controlled trials, observational studies, and meta-analyses. Students will further evaluate study results and identify trial limitations. Additionally, appropriate drug information search techniques, answering drug information questions, and formulary determination will be discussed in this course.

**YPHP 632 Pharmacoepidemiology (1 QH)**

Pharmacoepidemiology is the study of the uses and effects of drugs in patient populations. This course will introduce students to the basic principles of public health and epidemiology, including their application to the problem of healthcare disparities and development of activities that benefit the health status of populations. This course covers the principles and methods of epidemiologic investigation including epidemiologic study designs for investigating the etiology of disease. Students will also learn basic quantitative measures to determine association and risk.