![California University of Science and Medicine, School of Medicine logo]

Non-Clinical Elective Syllabus

Course Syllabus 2025 – 2026

Assistant Dean of Transition to Residency:

Dr. Vy Han

Associate Dean of Clinical Curriculum:

Dr. Maegen Dupper

Assistant Dean of Clinical Curriculum:

Dr. Samuel Schwartz

Course Dates
2025-2026

Credits hour: 2-4

Mode of Instruction
Residential

Table of Contents

1. MD Program Learning Outcomes

PLO 1. Medical Knowledge

Students must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care, through prevention, diagnosis, and treatment of disease.

PLO 2. Patient Care

Students must be able to provide patient care that is compassionate, appropriate, and effective for the promotion of health and the treatment of health-related problems. Students must prioritize patient's problems, formulate appropriate differential diagnoses and develop appropriate plans for the diagnosis and/or management. Students are expected to perform clinical procedures safely and effectively while respecting patients' needs, and concerns

PLO 3. Professionalism

Students must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. Students are expected to demonstrate:

a. compassion, integrity, and respect for others
b. respect for patient privacy and autonomy
c. responsiveness to patient needs that supersedes self-interest
d. accountability to patients, society, and the profession
e. awareness of biases, sensitivity, and responsiveness to diverse populations

PLO 4. Interpersonal Communication

Students must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. Students are expected to:

a. communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
b. work effectively as a member or leader of a healthcare team and communicate effectively with physicians, other health professionals, and health related agencies

PLO 5. Personal Improvement (Practice-based Learning)

Students must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning. Students are expected to identify strengths, deficiencies, and limits in one's knowledge and expertise and set learning and improvement goals

PLO 6. System improvement (System-based Practice) and Social Accountability

Students must demonstrate an awareness of and responsiveness to the larger context and system of healthcare, as well as the ability to call effectively on other resources in the systems available to provide optimal healthcare. Students are expected to work effectively in various healthcare delivery settings and in inter- professional teams to enhance patient safety and contribute to high-quality care. Graduates are expected to demonstrate an awareness of the US health care system, as well as local Inland Empire health care needs and social determinants of health.

2. Course Description

Non-clinical electives allow students the opportunity to complete scholarly activity, research, and/or professional training outside of the patient care environment. These electives provide key training in scholarly endeavors that will benefit students' performance for their future career.

3. Course Learning Outcomes

The course learning outcomes (CLO) are outlined below and encompasses the areas of professionalism, interpersonal communication, personal improvement, and system improvement.

3.1 Professionalism

- Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.
- Demonstrate compassion, integrity, and respect for others.
- Demonstrate respect for privacy and autonomy.
- Demonstrate responsiveness to the needs of the team.
- Demonstrate accountability to the tasks assigned.
- Demonstrate sensitivity and responsiveness to all members, including but not limited to diversity in age, sex, culture, race, religion, disabilities, and sexual orientation.

3.2 Interpersonal Communication

- Demonstrate interpersonal and communication skills that result in collaboration and the effective exchange of information with team members.
- Communicate effectively across a broad range of socioeconomic and cultural backgrounds.
- Communicate effectively with physicians, other health professionals, and health related agencies.
- Work effectively as a member of the team.
- Maintain comprehensive, timely, and legible records.

3.3 Personal Improvement (Practice-Based Learning)

- Identify strengths, deficiencies, and limits in one's knowledge and expertise (self-assessment and reflection).
- Set learning and improvement goals.
- Identify and perform appropriate learning activities.
- Systematically analyze own practice using quality improvement (QI) methods and implement changes with the goal of continuous improvement
- Incorporate "formative" evaluation feedback into daily practice.
- Locate, appraise, and assimilate evidence from scientific studies (evidence-based medicine).
- Use information technology to optimize learning outcomes.

3.4 System Improvement (System-Based Practice)

- Demonstrate an awareness and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources as needed.
- Work effectively in various health care related settings and systems.
- Incorporate consideration of cost awareness and risk-benefit analysis.
- Advocate for quality and optimization in various care systems.
- Work in inter-professional teams to enhance health care systems.

4. Instructional Methods

4.1 Mode of Instruction

The mode of instruction is self-directed and experiential. Each non-clinical elective will be approved by the Assistant Dean of Transition to Residency and Associate Dean of Clinical Curriculum after review of student's proposed activities and faculty preceptor. There is an online link to the form where students can fill out their requested non-clinical rotation.

4.2 Out of Class Workload

The amount of effort that students should expect to spend outside of formal curricular activities during the rotation are outlined in the University Catalogue.

5. Evaluating the Credibility of Information Sources

Students will be using various sources of information to support their opinions and findings during many of their activities. Students are expected to be able to show that these sources are credible. During their pre-clerkship training students were shown how to seek and evaluate the credibility of sources they use. Feedback on their information-seeking skills will be provided by instructors and facilitators either through general discussion during their non-clinical activities and/or through mid- and end-of clerkship evaluations. Students are expected to evaluate the credibility of sources used by initially asking the following questions:

1. Where was the source published?: Texts that have scholarly credibility are those published in a peer-reviewed scholarly journal or by a university press, professional society, or scientific publisher. (Use "Ulrichsweb.com" to determine if a journal is peer-reviewed). Students are expected to discuss doubts they may have about an online source with their instructor.
2. Who is the author of the information?: Students can search whether the author is affiliated with a university or other institution, and whether there are other works by the author. Citation databases can help reveal the number of times a source has been cited by others, giving further insight into its credibility.
3. Is the information timely and appropriate?: Information can sometimes become outdated very quickly, and at other times information can remain valuable for longer. Students should search for additional information on

   a topic, and related sources or citations in order to gain a better understanding of the intellectual relevance and value.
4. For whom is the source written?: Determine if the intended audience is a scholarly one by checking the source for a bibliography that could be used to find further sources.

6. Textbooks and Other Resources

6.1 VitalSource Textbook System

Online textbook services are contracted to provide the required electronic textbooks to the CUSM students. All the textbooks have been hyperlinked. Additional electronic textbooks can be purchased by the student on an individual basis dependent on the scholarly activity/research.

Learning Resources

The following table shows the books available for each program's disciplines as needed for students:

*All required textbooks are provided as a part of the student fee and available to the students and faculty through online textbook services.

School of Medicine - MD Program, **Textbooks available for Non-Clinical Electives**

Title	Authors	Edition	Year	ISBN	Availability/Access
Internal Medicine					

Andreoli and Carpenter's Cecil Essentials of Medicine	Benjamin IJ, Griggs RC	9th	2016	9781437718997	Available via VitalSource
Case Files: Internal Medicine	Toy EC, Patlan, JT, Warner MT	6th	2020	9781260469967	Available via Case Files Collection
Family Medicine					
Case Files: Family Medicine	Toy EC, Briscoe D, Britton B, Heidelbuagh JJ	5th	2020	9781260468595	Available via Case Files Collection
Rakel Textbook of Family Medicine	Rakel RE, Rakel DP, eds.	9th	2015	9780323239905	Available via VitalSource
Emergency Medicine					
Case Files: Emergency Medicine	Toy EC, Simon BC, Takenaka KY, et al.	5th	2023	9781264268337	Available via Case Files Collection
Pediatric Medicine					
Case Files: Pediatrics	Toy EC, Hormann, MD, Yetman RJ, et. al.	6th	2021	9781260474954	Available via Case Files Collection
Nelson Essentials of Pediatrics	Marcdante KJ, Kliegman RM, eds.	9th	2022	9780323511452	Access via ClinicalKey
Harriet Lane Handbook: Mobile Medicine Series	Hughes HK, Kahl LK, eds.	21st	2018	9780323399555	Available via VitalSource
Obstetrics & Gynecology					
Blueprints Obstetrics & Gynecology	Callahan TL, Caughey AB	7th	2018	9781975106614	Available via VitalSource
Case Files: Obstetrics & Gynecology	Toy EC Baker B III, Ross PJ, Jennings JC	6th	2021	9781260468786	Available via Case Files Collection
Hacker & Moore's Essentials of Obstetrics and Gynecology	Hacker NF, Gambone JC	6th	2016	9780323388528	Available via VitalSource
Neurology					
Case Files: Neurology	Toy EC, Simpson E	4th	2022	9781264268801	Available via Case Files Collection
Clinical Neurology	Simon RP, Aminoff MJ, Greenberg DA	10th	2018	9781259861727	Available via AccessMedicine
Psychiatry					
Case Files: Psychiatry	Toy EC, Klamen, DL	6th	2020	9780071835329	Available via Case Files Collection
Kaplan & Sadock's Concise Textbook of Clinical Psychiatry	Sadock BJ, Sadock VA, Ruiz P	4th	2017	9781496367457	Available via EBSCOHost
Surgery					
Case Files: Surgery	Toy EC, Liu TH, Campbell AR, Palmer BJA	6th	2021	9781260468809	Available via Case Files Collection
Essentials of General Surgery and Surgical Specialties	Lawrence PF	6th	2019	9781496351043	Available via VitalSource

6.2 Other Resources

Other resources may be required by the clerkship director and/or faculty preceptors involved in the students' scholarly/research activities.

6. Policies

7.1 Attendance, Absence, and Duty Hour Policies

CUSM has policies on attendance, absence, and duty hours. Students are advised to consult the Student Handbook / University Catalog for the full description of these policies. The absence policy describes the process for requesting and obtaining approval for qualifying absences during the course. Students should also consult the CUSM Medical Student Healthcare Policy in the catalog which specifically states, "Students may be excused from classes or duties in order to access needed health care services on a reasonable basis by working through the Office of Student Affairs and Admissions."

7.2 Feedback

Students will receive narrative feedback from supervising faculty preceptor during this rotation. Feedback will include verbal feedback academic experiences in the rotation. Students will also review formal feedback at the midpoint and end of the rotation through discussions with their preceptor, and narrative feedback from the mid- and end-of-rotation preceptor evaluation.

7.3 Policy on Academic Workload

CUSM has a policy that outlines the amount of effort that students should expect to spend in scheduled and unscheduled learning activities. Students are advised to consult the Clerkship Handbook / University Catalog for the full policy.

7.4 Grading Policy

CUSM has a grading policy. Students are advised to consult the Student Assessment Handbook for a description of the full policy. The policy also describes when students should expect to receive results following an assessment or evaluation.

7.5 Remediation Procedure

CUSM has a procedure for students who require to remediate a failed rotations. Students are advised to consult the Student Assessment Handbook for the full description of the procedure. The handbook also describes the procedure for examination day and for addressing deferred/make-up assessments.

7.6 Diversity

CUSM is committed to diversity and inclusion in all of its programs and does not discriminate on the basis of age, gender, nationality, race or social status.

7. Assessment and Course Grading

Assessments are outcomes based so that learners and faculty can evaluate progress in the development of competencies expected for the course. Some scores will be earned individually, some scores will be earned as a team. It is the student's responsibility to read the Student Assessment Handbook and familiarize themselves with the policies, regulations and procedures regarding assessments and evaluations.

7.1 Preceptor Evaluations

Students will be evaluated and given feedback by their assigned preceptor (s) at the midpoint and end of rotation for a 4-week elective, and at the end of the rotation for a 2-week elective. The clerkship director will receive feedback from anyone that had significant contact with the student and will integrate the input into a final rotation evaluation. Individual evaluations of the student by faculty and/or residents may be provided, in addition to the composite final evaluation, for student review.

8.2 Course Grading

All non-clinical electives are recorded in the student's academic record as Pass or Fail.

8. Weekly Schedule

For individual non-clinical elective schedule please complete and submit the attached non-clinical elective form and submit it to the Assistant Dean of Transition to Residency and Associate Dean of Clinical Curriculum for Review.

9. Addendum: M4 Non-Clinical Elective Form

Non-Clinical Electives are only permitted once approved by the Assistant Dean of Transition to Residency/Associate Dean of Clinical Curriculum.

_____   _____   _____

Student Name   Class   Today's Date

_____   _____(2 or 4-weeks only)

Elective Dates   Number of Weeks

Non-Clinical Elective Preceptor Contact Information
Required: *Contact Information is required. (final evaluation will be sent to the email on file)*

_____   _____   _____   _____

Name   **Telephone Number**   **Email Address**   **Department /Location**

Description of course:

_____
_____
_____
_____
_____

Expectations of course (please discuss with preceptor and provide bullet points below):

_____
_____
_____

Typical Weekly Schedule: Please be specific when explaining your schedule (i.e AM: 8:00am – 12:00pm Rounds; PM:1:00pm – 5:00pm Clinic)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM					
PM					

Elective Type ☐Academic ☐Research ☐Scholarly Activity ☐Other:_____

<u>Please discuss with your preceptor before answering the following questions below</u>.

If this is a research study, does it require IRB approval?_____ (yes/no)

If "yes," to the above question, please upload the IRB approval letter.

Please complete this form and submit it to Office of Medical Education to the 4th Year Coordinator. Your elective submission is not approved until the Assistant Dean of Transition for Transition to Residency or Associate Dean of Clinical Curriculum has signed and returned to you.

Student Signature: _____

Final Approval: Assistant Dean of Transition to Residency/Associate Dean of Clinical Curriculum:

_____

Approval Signature