



Acting Internship - Hematopathology

LAMP 7500

2026

SYLLABUS STATEMENT

This course was designed by a team of faculty utilizing the evidence-based design processes. The purpose of the syllabus is to provide clarity about course expectations and contact information. Consider using this document as a guide for the course and to provide transparency and accountability for all.

COURSE DESCRIPTION

Over the course of the 4 week rotation, students (acting as a first year LMP resident) will be fully integrated into the blood and bone marrow biopsy service, with “ownership” of their cases and graduated responsibility for their level of training. They will learn to preview/interpret blood smears and write up preliminary diagnostic reports. Once they are competent with blood smears, they will progress to bone marrow aspirate and biopsy interpretation, including drafting a diagnostic report. Special studies are often performed simultaneously and may include immunohistochemistry and flow cytometry; the student will learn how these influence overall diagnosis and how they are integrated into the report. There are weekly multidisciplinary and unknown teaching conferences, as well as a daily consensus/teaching conference.

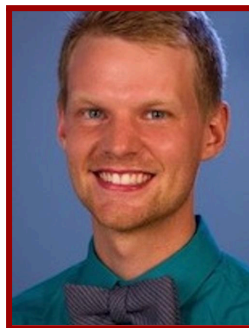
The student will become acquainted with the various complementary modalities used to distinguish between reactive etiologies and malignant neoplasms and learn how to classify the more common types of hematopoietic neoplasms, including leukemias and lymphomas.

CANVAS SITE

canvas.umn.edu/courses/495704

CLERKSHIP DIRECTOR

[*Role descriptions & how they can assist*](#)



Cade Arries, MD
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CLERKSHIP COORDINATOR

[*Role descriptions & how they can assist*](#)

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The student will typically work individually with each of the 7 faculty over the course of the month. The evaluation is done as a group to gather input from each faculty member. The course grade is based on the appraisal of the student's ability to recognize and describe the more common types of hematolymphoid disorders, both reactive and neoplastic as well as all core competencies including professionalism and medical knowledge. The student is required to select a topic in hematopathology, review the medical literature and present a 20-minute talk to the residents, fellows and faculty. The talk is usually case-based, with a brief presentation followed by literature review.

Clinical Sites: The rotation will be based in the Mayo Building on the East Bank of the University of Minnesota campus (420 Delaware Street SE, Mayo D219, Minneapolis, MN 55455).

Prerequisites: Completion of required rotations in MED 7500, PED 7501, and/or SURG 7550 preferred

Terms offered: All – course should be arranged with the Clerkship Coordinator

Length of Clerkship: 4 weeks, 4 credits

Grading Scale: P/N

REFERENCES & ALIGNMENT TO GRADUATION REQUIREMENTS

Institutional Goals & Objectives	Entrustable Professional Activities	Methods of Instruction
UMN Competencies Required for Graduation	Refer to EPAs	Refer to AAMC Categories

CLERKSHIP CURRICULUM ALIGNMENT TABLE

Clerkship Learning Objective	Assessment (use AAMC assessment categories + clerkship language)	Graduation Competencies	Graduation Competencies Subdomain	Entrustable Professional Activities (EPAs)
1. Satisfactorily evaluate blood cell morphology and integrate findings into a written report	- Clinical Documentation Review (AM001) - Supervisor Evaluation (AM002) - Oral presentation (AM011)	PC, KP, P	PC1, PC2, PC6, PC3, KP1, KP2, P7	2, 5, 6
2. Correlate bone marrow and peripheral blood morphology to formulate an overall hematologic diagnosis	- Clinical Documentation Review (AM001) Supervisor Evaluation (AM002) - Oral presentation (AM011)	PC, KP	PC1, PC2, PC3, KP1, KP2	2, 5, 6
3. Integrate morphologic and immunophenotypic data to augment a hematologic diagnosis	- Clinical Documentation Review (AM001) - Supervisor Evaluation (AM002) - Oral presentation (AM011)	PC, KP	PC1, PC2, PC3, KP1, KP2	2, 5, 6

4. Recognize and describe the more common types of hematolymphoid disorders, both reactive and neoplastic	- Clinical Documentation Review (AM001) - Supervisor Evaluation (AM002) - Oral presentation (AM011)	PC, KP, PBLI	PC1, PC3, P2, P3, KP1, KP2, PBLI3	2, 5, 6
5. Demonstrate professional behaviors and the highest ethical standards at all times including timeliness, preparedness, reliability, and respect.	Supervisor Evaluation (AM002) Participation (AM012)	Professionalism	P1, P2, P3, P5	9, 12
6. Seek and incorporate feedback, engage in self-reflection, identify gaps in knowledge, and seek out professional development opportunities.	Supervisor Evaluation (AM002)	Practice-Based Learning and Improvement Personal and Professional Development	PBLI1, PBLI2, PBLI5 PPD2, PPD4	9, 12

[Learning goals aligned to Graduation Competencies](#)

Methods of Assessment - Formative & Summative	Methods of Instruction
<i>Exam (AM004)</i> <i>Narrative assessment (AM010)</i> <i>Oral patient presentation (AM011)</i> <i>Participation (AM012)</i> <i>Self-assessment (AM017)</i>	<i>Case-based instruction (IM001)</i> <i>Concept mapping (IM004)</i> <i>Discussions (IM007, IM008)</i> <i>Independent learning (IM010)</i> <i>Lecture (IM013)</i> <i>Patient presentation (IM015, IM016, IM031)</i> <i>Peer teaching (IM017)</i> <i>Problem-based learning (IM019)</i> <i>Reflection (IM020)</i> <i>Self-directed learning (IM023)</i> <i>Team-based learning (IM026)</i> <i>Team-building (IM027)</i> <i>Tutorial (IM028)</i> <i>Workshop (IM030)</i>

GRADING AND ASSESSMENT

Graded Element Description	Summative or Formative	Timing	# Points	Percentage of Final Course Grade
Regular attendance at worksites and conferences, as scheduled	Formative	Daily	0-2	11%
Participation in conferences and discussions	Formative	Daily	0-2	11%
Professionalism in interactions with faculty, residents, and staff	Formative	Daily	0-2	11%

Generates a timely report including key elements for a simple case with a hematolymphoid diagnosis, with assistance	Formative		0-2	11%
Independently applies knowledge of peripheral blood and bone marrow morphology to identify simple pathologic diagnoses	Formative	Daily	0-2	11%
Coordinates care of patients/specimens in routine cases effectively using Interprofessional teams	Formative	Daily	0-2	11%
Takes appropriate ownership and performs tasks and responsibilities in a timely manner with attention to detail	Formative	Daily	0-2	11%
Communicates information effectively with all healthcare team members	Formative	Daily	0-2	11%
End of rotation presentation to faculty, fellows, residents, and staff	Summative	End of rotation	0-2	11%
			18 TOTAL POINTS POSSIBLE	100%

0- Expectations not met

1- Partially meets expectations

2- Meets/Exceeds expectations

Clinical Performance Distinctions:

Grade	%	Clerkship Points
Pass	67-100%	12-18
Fail	00-61%	0-11

Sample Clerkship Weekly Calendar

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1-4		9:00-10:00 – Daily Consensus Conference 10:00-11:00 -Hematopathology Lectures/Unknowns 12:00-1:00 – CP Conference 3:30-4:40 –	8:00-9:00 – LMP Grand Rounds (Sept-May only) 9:00-10:00 – Daily Consensus Conference -OR-	9:00-10:00 – Daily Consensus Conference 10:00-11:00 - Hematopathology Lectures/Unknowns	9:00-10:00 – Daily Consensus Conference

		Hematologic Malignancy Conference (as applicable)	9:00-11:00 – LMP Resident Didactics (as applicable)		
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ATTENDANCE REQUIREMENTS

- **Excused Absences:** Please see the Medical School's [Attendance Requirements and Excused Absence Policy](#) for details/process related to absences.
- **Important Note - Regarding Clinical Practicals**
You are informed of exam times well in advance of the exam and it is your professional responsibility to complete each exam at the scheduled time.
 - In order to reschedule a Clinical Practical, you must notify your Course Director and Course Manager **immediately**

COURSE EVALUATION REQUIREMENTS

Student course evaluations represent an important contribution to the educational stewardship of the U of MN Medical School. Each year, the curriculum is carefully re-evaluated in the light of specific student suggestions, and student feedback is taken very seriously. Therefore, completing the course evaluation for each course is a required professional expectation of medical students. The Course Evaluation is open for approximately two weeks following the end of the course, and must be completed in the CourseEval system while it is open.

OTHER COURSE GUIDELINES AND POLICIES

Remediation	Students who fail to meet the minimum requirements for passing this course will have their performance reviewed by a campus-specific Scholastic Standing Committee (SSC). SSC will determine eligibility for make-up, retakes, or a different path of remediation. Grading & Grade Appeals information
Mistreatment	Mistreatment and Harassment Policy and Reporting Information
Professionalism	Student Conduct Code
Intellectual Responsibility	Procedures for Reporting Ethics Violations to the Peer Review Committee can be found here , in the event that a student, faculty, or staff member witnesses a violation of the Statement of Intellectual Responsibility .
Disability Resources	Accommodation information: Duluth: DRC website , umddr@d.umn.edu , 218.726.6130 Twin Cities: DRC website , drc@umn.edu , 612.626.1333 If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the campus-specific DRC office to arrange a confidential discussion regarding equitable access and reasonable accommodations.
All Medical Education Policies	Medical Education Policies

*Syllabus Change	Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
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