It is the students’ responsibility to verify where and to whom they report before the start of each course no later than the Friday before the start of the rotation.

**Tampa Instructions**

Students in the SELECT (LVHN) program who rotate at one of the Tampa campus sites must contact Registrar 8 weeks before the start of the Tampa elective (with the following information) to ensure that all appropriate hospital credentials are in place.

- Name of elective
- Site of elective
- Dates of elective

**LVHN Instructions**

Students in the Core (Tampa) program who rotate at one of the LVHN campus sites should do the following:

- For housing requests, visit [https://secure.jotformpro.com/form/40904101972953](https://secure.jotformpro.com/form/40904101972953).
- Provide a copy (front and back) of their personal health insurance card to medicalstudents@lvhn.org.
- Complete student orientation requirements at [http://www.lvhn.org/research_and_education/medical_students/physician_assistant_students](http://www.lvhn.org/research_and_education/medical_students/physician_assistant_students).

**Drop/Add open 4/1/16 - 12/16/16**

1. Drop/add requests must be submitted at least **one month** in advance of the rotation.
2. Log in to [https://hsccf.hsc.usf.edu/comdropadd/](https://hsccf.hsc.usf.edu/comdropadd/) with the same user ID and password you use to log on to your USF health email account.
3. Before you can make changes, you must select your Year 4 collegium advisor from the drop down list. If your advisor is not on the list, please contact me, and I will have your advisor added.
4. Once you select your collegium advisor, you may view your schedule and begin selecting courses to drop and add. To add courses, you may search using several filters. Courses are listed under the same departments and sites that are located in the Electives Catalog. If you are unable to find a course, please adjust your filtering criteria. You may need to broaden the scope.
5. **Even though you have submitted a request, it is not approved until you receive an email from the Office of Registrar.** Your schedule will not be changed until then. Your advisor and the course coordinator must both approve your request, then I will review your schedule and make changes as appropriate. Please make sure to review the requirements for the fourth year (Graduation and Track Requirements) to make sure your new schedule will be in compliance. When reviewing drop/add requests, I will take your entire schedule into consideration. For example, you will not be permitted to drop a required course unless you have submitted a request to add it in a different period. You may also view the Fourth Year Academic Calendar to determine the dates for each period.
6. **Electives Open/Closed Report** - Please refer to this report when looking for courses that might have availability. This report will be updated on a weekly basis and does not reflect any pending requests still in the system. This report is meant to serve as a guideline.
7. **Electives_OpenClosed_Report 12.9.16.pdf**

**Instructions for Reading Report**

Please note: **Changes are not automatic.** There are three levels of approval (coordinator, advisor, registrar). Requests are typically processed within a **2-3 day window**, but **may be a little longer at the beginning of the year** when many students make changes.

The Electives Open/Closed Report lists each elective in each period, how many slots are offered, and how many have already been taken. For example:

| Period       | Prefix | Numb | Title       | Site | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------|--------|------|-------------|------|---|---|---|---|---|---|---|---|----|----|----|
| 4 WEEK PERIOD | MEL    | xxxx| Elective Y  | USFMS|  83 |  0 |  0 |  0 |  0 |  86 |  7 |  0 |  0 |  0 |  0 |  0 |

Elective Y is offered in periods 1, 5, 6, 9, 10, and 11. (Period 12 is an extra month for remediation purposes.) There are a total of 8 slots available in each of those periods. 3 students are enrolled in period 1, so there are 5 slots available. Period 10 is full.
For courses offered as a two-week rotation, the total number of spots in one period cannot exceed the number of slots. For example:

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Period A is the first half of the period, and Period B is the second half. In Period 5, the enrollment adds up to 2 people for the four weeks, one four week person, one two week person in A, and one two week person in B. For this course, there cannot be more than 2 students enrolled at any one time. Based on the report, in period 10, either one more student could register for the full four weeks, or one more student could be in both Period A and Period B.

Special instructions for Pediatrics electives in Tampa:

- Any request to Drop/Add a Pediatric elective rotation must be FINALIZED AND COMMUNICATED TO THE ROTATION SITE no later than 1 month (30 days) prior to the start date of the rotation.
- Therefore, a student MUST submit these requests at least 45 DAYS prior to the start date of the rotation.
- In the event of extenuating circumstances where a student must drop a course after the designated drop period, the drop form requires the signature (non-electronic) of the Director of Pediatric Electives/Pediatric Track (currently Dr. Ronald Sutsko) or his designee. He/she should meet with the director to request this and discuss the reasons for doing so.

Course Key

See Course Key for a definition of sites.

Calendar

2016-2017 Year 4 Calendar
This course entails supervised regional dissection, discussion of the clinical relevance of the identified structures, participation in gross anatomy lab.
atory sessions and independent case-based presentations.

Syllabus

Objectives: This course is designed to provide senior students with the opportunity to perform an in-depth study of anatomy in relation to surgical fields and other clinically relevant...
Disciplines such as radiology and emergency medicine. It enables students to master the delicate relationships of anatomical structures through supervised step-by-step dissections. It is expected that prospective students will be able to correlate structural organization.
of human body to the interpretation of disease processes.

Students will be able to participate in teaching anatomy to junior medical students in an interactive laboratory environment.

Evaluation: Evaluation is based on completion of the assigned discussion.
and participation in anatomy laboratory teaching.

Minimum of 5 Powe

Presen

tions detailing a series of clinical vignettes with complete history, laboratory values, differential diagnoses and discussions are required. These vignettes must emphasize the importance of...
The course will demonstrate and enforce the interface between clinical and foundational science, and reinforce skills of daily practice. Students will be able to correlate common clinical conditions, imaging studies, and surgical procedures associated with these regions.

**Goals and Objectives:**

The overall goal of this course is to provide a thorough review of human head and neck anatomy and physiology, emphasizing the structural relationships of the affected organs and the anatomic basis of the conditions discussed.

**Evaluation:**

Students will be evaluated on the basis of their course participation in discussion, dissection, and presentation of a chosen and approved research project. Written presentations must revolve around the clinical applications of the head and neck anatomy. A balance between text and images must be attained. A total of 15 slides is recommended, but not less than 12.

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Students will review the osseous anatomy of the extremities, characteristics of the synovial joints through the use of cadaveric dissection and slide presentations, and correlation with imaging studies. Students will be able to enhance their knowledge of topographic musculoskeletal anatomy.

**Goals and Objectives:**

The overall goal of this course is to provide a thorough review of human osteology and musculoskeletal anatomy, emphasizing the gross anatomy of the back and limbs, and the clinical relevance will be emphasized.

**Evaluation:**

Evaluation of the student’s final written presentations in a case-based format with the following parameters:

- A minimum of 12 slides is required for each of the PowerPoint Presentations.
- Each presentation must be balanced between text, data, and images.
- Presented topics should be carefully selected based on its significance, relevance, and impact on the knowledge base of students.
- Each presentation must encompass a detailed case history, manifestations, physical diagnosis, differential diagnosis, therapeutic methodologies, and discussion.
Laboratory dissection will be conducted on Tuesdays and Thursdays between 10:00 AM -

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Contact: Nan. Schwan n@lvhn.org 484-866-9581

Objective:
The primary objective of this course is to introduce the student(s) to the practical hands-on approach to anesthesiology with emphasis on airway management.
ment, respiratory physiology, cardiovascular physiology, perioperative management, and invasive procedures.

Medical students are expected to make preoperative rounds with the anesthesiology staff on patients scheduled for surgery. Preoperative examination...
tions and assessments of patients are expected. Participation in the decision making of anesthetic drug and anesthetic choices are required. Students will assist in the preparation of the patients for surgery which includes starting IV’s, connecting monitoring equipment and assisting with the operation.
nt, learning the pharmacology of various anesthetic agents, and learn to problem solve basic anesthetic situations.

Emphasis on airway management include placement of LMA's, LJD's, masking patients, and intubation via direct laryngoscopy and video laryng
Invasive procedures include arterial line insertions and central line placement. An introduction to peripheral regional blocks will be included for those students that express an interest. Students will follow their patients throughout the anesthetic care into
the postoperative recovery for continuity of care. The course is directed towards medical students who plan to enter these fields. The course will be tailored to the medical specialty the extern experiences.
to enter and the skill set of the student. Excellent hand-eye coordination is a must for this course, since students are expected to perform procedures on patients.

Evaluation: Oral, practical, and/or written evaluations of medical students will include clinical
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Objective:
The primary objective of this course is to introduce the student to the practical hands-on approach to anesthesiology with emphasis on airway management, respiratory, and other aspects.
Physiology, cardiovascular physiology, preoperative management, and invasive procedures.

Medical students are expected to make preoperative rounds with the anesthesia staff on patients scheduled for surgery. Preoperative examinations and assessments
of patients are expected. Participation in the decisions of anesthetic drug and anesthetic choice are required. Students will assist in the preparation of the patients for surgery which includes starting IV's, connecting monitoring equipment, learning the pharmacology of the anesthesia.
macology of various anesthetic agents, and learn to problem solve basic anesthetic situations. Emphasis on airway management include placement of LMAs, LTDs, masking patients, and intubation via direct laryngoscopy and video laryngoscopy. Invasive proc
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The course is directed towards medical students who plan to enter Anesthesiology, Critical Care Medicine, or Emergency Medicine. The course emphasis will be tailored to the medical specialty the extern expects to enter and the
skill set of the student. Excellent hand-eye coordination is a must for this course, since students are expected to perform procedures on patients.

Evaluation: Oral, practical, and/or written evaluations of medical students will include clinical performance, medical
<table>
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<tr>
<th>Anesthesiology Elective T-VAH</th>
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<th>1st Contact Person: Layne Jackson</th>
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<tr>
<td>T-VAH 1.11</td>
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<td>4 m</td>
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<td>Kamba, James A. Hale</td>
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<tr>
<td>Medical Center</td>
<td>1300</td>
<td>Tampa, FL 33612</td>
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<tr>
<td>1st Contact Person:</td>
<td></td>
<td>Layne Jackson</td>
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<tr>
<td>1st Contact Person:</td>
<td></td>
<td>Tel: 813-471-1111</td>
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Objective:

The primary objective of this course is to introduce the student...
Medical students are expected to make preoperative assessments and evaluations. However, some students may feel overwhelmed by the sheer volume of information, including anesthesiology, respiratory physiology, cardiovascular physiology, perioperative management, and invasive procedures.
rounds with the anesthesiology staff on patients scheduled for surgery. Preoperative examinations and assessments of patients are expected. Participation in the decision of anesthetic drugs and anesthetic choice are required. Students will assist in the preparation
on of the patients for surgery which include starting IV’s, connecting monitoring equipment, learning the pharmacology of various anesthetic agents, and learn to problem solve basic anesthetic situations.

Emphasis on airway management includes...
As will be included in the peripheral regional blocks, an introduction to peripherally inserted central lines and central line placement will be included for those students.
that express an interest. Students will follow their patients throughout the anesthetic care into the postoperative recovery for continuity of care.

The course is directed towards medical students who plan to enter Anesthesiology, Critical Care Medicine, or Emergency Medicine.
The course emphasis will be tailored to the medical specialty the extern expects to enter and the skill set of the student. Excellent hand-eye coordination is a must for this course, since students are expected to perform procedures on patients.
Evalution:
Oral, practical, and/or written evaluations of medical students will include clinical performance, medical knowledge, professionalism, motivation, and ability to problem solve.

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<tr>
<th>Anesth</th>
<th>MEL 7320Z Externship - Anesthesiology</th>
<th>EXT</th>
<th>1 - 10</th>
<th>Yr 4 Status</th>
<th>No Limit</th>
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<th>44</th>
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<th>Externship</th>
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<tr>
<td>Card</td>
<td>LVHN</td>
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<td>1 - 11</td>
<td>Yr 4 Status</td>
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<td>0</td>
<td>44</td>
<td>2,4</td>
<td>Jacobs, Larry</td>
<td>Clinical</td>
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This elective offers an opportunity to
develop skills in the evaluation of patients referred for cardiology consultation. The students will participate in the evaluation of patients referred for cardiology consultation and will assist with the integration of the general medical database with data gathered by both noni
invasive (electrocardiography, ambulance electrocardiography, stress testing) and invasive hemodynamic techniques, where indicated.

This course allows the student to interpret a large number of electrograms under the supervision of the attending staff.
Evaluations will provide individual instructions.

Attendances at various other weeklycardiology teaching conferences is required.

Evaluation: The faculty will make performance evaluations from data derived from clinical discussions and didactic sessions.
Card

Consultative Cardiology
At TGH and T-VAH: This elective offers an opportunity to develop skills in the evaluation of patients referred for cardiology consultation at the VA and Tampa General Hospital. The students will participate in the evaluation of patients.

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<th>Card</th>
<th>TGH</th>
<th>Adult Med, Pri Care</th>
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<th>44</th>
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<th>Labovitz, Arthur</th>
<th>Clinical</th>
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</table>
patients referred for cardiology consultation and will assist with the integration of the general medical data base with data gathered by both noninvasive (electrocardiography, ambulatory monitoring) and invasive hemodynamical techniques, where
indicated. This course allows the student to interpret a large number of electrocardiograms under the supervision of the attending staff. Staff attending review will provide individual instruction. Attendance at various other weekly Cardiology Department teachings...
Conf erences is requi red.

Evaluation:
The faculty will make performance evaluations from data derived from clinical disc ussions and dida ctic presentations by the student.

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<th>Card</th>
<th>BPVAH</th>
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<td>At BP-VAH:</td>
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honed. Additionally, students will be involved with interpretation of studies including echo cardiograms, Holter monitoring, and stress examinations. Students will be given the opportunity to enhance their EKG interpretation skills and become familiar with the cardiac
and electrophysiology laboratories. Per student preference, exposure to other cardiologic modalities including nuclear cardiology, cardiac MRI, and cardiac CT can be provided. Students will be provided with a schedule of subjects as an outline.
Each student will be asked to complete a cardiology syllabus with the clerk-ship director. This will consist of 10-15 minutes of mini-lectures provided to the student(s) several times per month. Each student will make one
PowerPoint presentation on a subject decided upon at the beginning of the rotation.

| Card | T-VAH | 1 - 11 | Adult Med, Pri Care | 2 | 0 | 44 | 2,4 | Leonelli, Fabio | Clinical |
The students will participate in the evaluation of patients referred for cardiology consultation and will assist with the integration of the general medical database with data gathered by both noninvasive (electrocardiography, ambulatory electrocardiography, stress testi...
Invasive hemodynamic techniques, where indicated. This course allows the student to interpret a large number of electrocardiograms under the supervision of the attending staff. Staff attending reviewers will provide individual instruction. Attendance at various...
other weekly Cardiology Department teaching conferences is required.

Evaluation: The faculty will make performance evaluations from data derived from clinical discussions and didactic presentations by the student.

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</table>
will work with the house officers, cardiology fellows and attending cardiologists in the Acute Coronary Care Units. Experience is available in the Non-Invasive Heart...
Station, Cardiac Catheterization Lab and/or the Electrophysiology Lab by prior arrangement.

Objectives:

- Demonstrate the knowledge and skills necessary to obtain a proper cardiac history. The student will pay special attention to and record medications, medication compliance, diet compliance, and risk factors for various cardiac diseases.
- Demonstrate proficiency in proper bedside physical examination.
- Be able to accurately assess the presence or absence of congestive heart failure, cardiac tamponade, basic murmurs of mitral regurgitation, aortic regurgitation, and tricuspid regurgitation, and the presence or absence of peripheral vascular disease and abdominal aortic aneurysms.
- Demonstrate basic electrocardiographic skills including an understanding of basic arrhythmias such as atrial fibrillation, ventricular tachycardia, and left bundle branch block, left ventricular hypertrophy, acute myocardial infarction, ischemia, WPW, and hyperkalemia.
- Infer heart size, presence of cephalization, infiltrate, pleural effusions, and pneumothorax by looking at a chest X-ray.
- Identify medical, interventional, and surgical therapies for basic cardiac syndromes such as myocardial infarction, unstable angina, chronic angina, congestive heart failure, valvular heart disease, hypertension, hyperlipidemia, and arrhythmia.
- Name and utilize a variety of clinical pathways and practice guidelines.
- Access and critically evaluate current medical information and scientific evidence.
- Use information technology or other available methodologies to access and manage information, support patient care decisions, and enhance both patient and physician education.
- Explain the principles of primary, secondary prevention, and risk modification.
- Summarize the indications and diagnostic yield of various cardiac studies and therapeutics.

Derm

LVHN 1-2, 3B-11 Yr 4 Status 1 0 40-44 2,4 Purcell, Stephen Clinical Technology

Upon completion of this elective, the student will be able to care for patients with systemic disease. Students will rotate through the offices of Advanced Dermatology. The student will attend various weekly conferences with the Department of Dermatology.

Student progress and performance in the clinical setting will be evaluated by the faculty and residents.

Periods 2, 3, and 4 are reserved for students applying to dermatology residency programs.
<table>
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<tr>
<th>Derm</th>
<th>MCAH</th>
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<th>Status</th>
<th>3</th>
<th>0</th>
<th>40-44</th>
<th>4</th>
<th>Patel, Nishit</th>
<th>Clinical Dermatology</th>
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</table>

Upon completion of this elective, the student will be able to conduct a full dermatologic examination and will be able to offer reasonable management for common dermatologic disorders, including those primary in the integument and those associated with systemic disease. Students will rotate throughout the USF Morsani Center, the James A. Haley VA Medical Center, and other ancillary clinics. The student will attend various weekly conferences with the Dermatology residents.

Student progress and performance in the clinical setting will be evaluated by the faculty and residents.

Periods 2, 3 and 4 are reserved for students applying to dermatology residency programs.

| Derm | USFMS | 8 - 11 | Yr 4 | Status | 2 | 0 | 40-44 | 4 | Rodriguez-Waitkus, Paul |

This course is designed for students interested in expanding their knowledge of dermatopathology. Students will receive didactic and case-based instruction in dermatopathology using daily microscope, sign-out.
with attending faculty, and attending weekly dermatopathology teaching conferences. Students may have the opportunity to participate in research in the form of co-authoring a case report, meeting abstract, or assisting with a portion of a larger departmental research project.
with a resident or faculty member, if one is available during the rotation.

### Derm

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<tr>
<th>Course Code</th>
<th>Type</th>
<th>Categorical</th>
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<th>Location</th>
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<tr>
<td>USFMS 1 - 11</td>
<td>None, Yr 3 only</td>
<td>1</td>
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<td>Patel, Nishit</td>
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<tr>
<td>Derm 7320L Externship in Dermatology</td>
<td>EXT</td>
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<td>Yr 4 Status</td>
<td>No Limit</td>
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<td>Patel, Nishit</td>
<td>Externship</td>
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<tr>
<td>Derm 9999L Independent Study in Dermatology</td>
<td>USFMS</td>
<td>1 - 11</td>
<td>Yr 4 Status</td>
<td>No Limit</td>
<td>0</td>
<td>44</td>
<td>4</td>
<td>Patel, Nishit</td>
<td>Independent Study</td>
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### Emerg Med

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<th>Course Code</th>
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<td>2</td>
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<td>40</td>
<td>2, 4</td>
<td>Wilson, Jason</td>
<td>Research in Emergency Medicine</td>
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Contact: Dr. Jason Wilson tampmedoc@gmail.com Any other questions please contact Dr. Nishit Patel, MD or Dr. Jaso Wilson tampmedoc@gmail.com
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Described to introduce students to clinical research in the emergency department. Students will first learn the fundamentals and principles of human subject research. Students will then engage in direct patient recruitment and enrollment efforts in the ED.
work with the investigators, study coordinators and research assistants to consent patients and execute a study protocol. Finally, students will also have exposure to the administrative oversight of the research division through participation in biweekly research meetings, IRB
meetings, hospital feasibility meetings as well as site initiation, monitoring, or close-out visits.

Objectives:

- Obtain human subjects research certification and understand the principles and history of human subjects research. During this process, student will obtain CITI certification.
- Understand the administrative infrastructure necessary to operationalize emergency medicine/acute care research
- Develop the ability to design and evaluate testable scientific hypotheses for clinical research
- Participate in monthly Journal Club
- Become familiar with study protocols, FDA regulations for clinical research, patient consent process

Evaluation:
The student will be assessed during this rotation in four ways.

- 25% participation at assigned meetings and research shifts
- 25% observations of student motivation/achievement/abilities during patient and staff interactions
- 25% participation and completion of Journal Club assignment (3 articles each with journal club worksheet)
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<tr>
<th><strong>Emergency Medicine</strong></th>
<th>TGH</th>
<th>1-11</th>
<th>None</th>
<th>5</th>
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<th>Zachariah, Anish</th>
<th>Clinical</th>
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This introduction to Emergency Medicine integrates clinical skills and evidence-based medicine through didactic lectures, observation, performance of clinical procedures, hands-on clinical experiences, and direct interaction with faculty, individual...
patients, and families. Students will manage the patient using the "team approach," which involves EMTs, nurses, physicians, and students. They are expected to evaluate patients, address their presenting complaints, initiate workups, and provide definitive therapies.
There is also interactive simulated skill sessions ranging from suturing, central lines, lumbar puncture, and intubations.

This rotation will enrich students' knowledge, help them develop history-taking ability, physical skill assessment, and diagnostic and manage
ment, skill, proc, and pathologic skills, as well as help them develop a caring, compassionate, and empathetic attitude in dealing with patients and their families.

Because of the wide array of patients and pathology, the rotation is an excellent introduction to acute care, pass, and study, as well as skill building.
care and primary care regulations of whichever field the student may be considering. It is required pre-requisite for those USF students considering Emergency Medicine as a career.

Evaluation: The student's grade is primarily based on daily attending evaluation.

His regular study habit helped him, which was a real advantage for his studies.
This acting internship integrates clinical skills and evidence-based medicine through didactic presentations, clinical skill evaluation, required attendance at emergency medicine conferences, and written testing.

| Emerg Med | LVHN | 3 - 8 | Yr 4 Status | 2 | 0 | 40-44 | 4 | Worrollo, Charles | Clinical |
actic lectures, performance of clinical procedures, hands-on clinical experiences, observation and direct interaction with faculty, individual patients, and families. Students will manage the patient using the "team approach," which involves EMTs, nurses, physicians,
s, and students. Students are expected to evaluate patients, address their presenting complaints, initiate workups, and provide definitive therapies.

This rotation will enrich students' knowledge, help them develop history-taking ability, physical skill assessment, diagnostic,
and management skills, as well as help them develop a caring, compassionate, and empathetic attitude in dealing with patients and their families.

Evaluation:
Students will be graded based on clinical evaluations from their preceptors. Additionally, students will be assessed on their ability to care for patients and their families.
will be required to take a series of online open book quizzes.

This acting internship integrates clinical skills and evidence-based medicine through didactic lectures, performance of clinical procedures, hands-on clinical experiences, observation and
interaction with faculty, individual patients, and families. Students will manage the patient using the "team approach," which involves EMTs, nurses, physicians, and students. Students are expected to evaluate patients, address their presenting complaints,
work, and provide definitive therapies. This rotation will enhance students' knowledge, help them develop history-taking, physical assessment, diagnostic and management skills, as well as help them develop a caring, compassionate and empathetic approach to patient care.
athletic attitude in dealing with patients and their families.

Evaluation: Student grades are based on daily attending evaluations, quality case presentations, attendance at emergency medicine conferences and submission of two SAE M examinations.
Contact:
Davida Leayman Allen
town, PA
18101
Ph: 484-862-3067
Davida_ M. Leayman
@lvhn.org

The Neighborhood Health Centers of the Lehigh Valley (NH CLV) is a Federally Qualified Community Health Center serving the underserved community of
Allen town.

Understanding health in a broad context, we seek to partner with our patients and community to build skills for stronger families and a healthier community.

In June of 2012, NHC LV along with three other sites around the country entered into a pa
partner
ship with Dr. Jeff Brenner's Camden Coalition of Health Care Providers to develop outreach teams and community support based on Dr. Brenner's innovative work in Camden. Teams work intensively with "superutilizers" who have multiple hospitalizations and provide care to each team.
a tangled story of poverty, isolation and comorbidity. N HCL V has partnered with Congregation's United for Neighborhood Action (CU NA), Community Exchange Time bank and Parish Nursing Coalition to meet our superutilizers when and where they need us most.
in the hospitals, in medical offices, in their homes and communities—to develop the relationships and understanding they need to break the high cost, low value interaction with fragmented systems of care.

This elective is designed to introduce
senior students to comprehensive, relationship-centered care for complex patients in community settings. At the intersection of community health and primary care, students will work with our Outreach Teams as health coaches and storytellers to partner with...
patients and learn from the patient's point of view what it takes to live a good life in the face of complex illness. Students will participate in daily team rounds, home visits, accompany patients to specialist and primary care visits, and students will also have opportunities...
to work closely with our community engagement including our Time bank service exchange and community organizing. In addition, students will have opportunities to practice in our community health center.

Objectives:

- Identify social determinants of health across the lifespan that contribute to complex illness
- Walk with patients and describe how healthcare systems designed to help sometimes hurt
- Develop empathy and deeper understanding by creating digital stories with patients about
- Develop skills in health coaching for self management of complex health issues using mo
- Describe the roles in interdisciplinary team and progression to transformation for patients
Compare and contrast NHCLV Superutilizer program with other programs serving similar populations.

Describe the health policy implications of learnings from personal experiences including:

Reflect on implications for relationship centered care in student’s vision of personal practice.

**Evaluation:**

Students will work in close contact with the interdisciplinary team and participate in daily huddles. They will meet with the elective director at or before the beginning of the course to set learning goals, and at the midpoint and
Students will provide the course director with weekly reflection on their experience and offer feedback. End of rotation assignments include a three-minute digital story created collaboratively with a patient and a final presentation to the team.
and leadership group on the topic of their choice. Grading for this elective will be S/U (Satisfactory/Unsatisfactory). Students who complete all assignments and engage respectfully with the team and patients will be assessed as satisfactory by the elective director.
Any interested student must contact Dr. Lecher to plan specific goals and activities for the elective.

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<th>Family Med</th>
<th>CCHD</th>
<th>1 - 11</th>
<th>Yr 4</th>
<th>Status</th>
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<th>0</th>
<th>40-44</th>
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<th>Faculty at CCHD</th>
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<td>Premier Community Health Care Group (Dade City)</td>
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<td>Suncost Community Health Care Centers (Ruskin, Dover, Plant City)</td>
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Health Centers, Community Health Centers of Pinellas (Clearwater, Largo, Pinellas Park, St. Petersburg, Tarpon Springs), or Citrus County Health Department (Lecanto) (Tampa)

This elective rotation is designed to introduce the senior student to the uniq
characteristics of medical practice in a rural or underserved community. Students will be supervised by clinical family physicians and gain a better understanding of providing care to a medically underserved population and the tremendous health needs.
that exist. For sites outside Tam pa city limits (i.e., Clea rwater, Dade City, Dover, Larg o, Leca nto, Pinel las Park, Plant City, Rusk in and Tarp on Springs), AHE C will provide a roun dtrip mile age stipe nd (at $445/mile).

Goal s and Obje cts:

- Compare and contrast the health needs and problems encountered in rural or underserve d.
- Identify the unique opportunities and challenges to medical practice and life in a rural or u.
Introduce/sensitize the student to cross-cultural issues in health care

Understand the mechanisms and indications for consultation and referral in rural or underserved practice settings

Evaluate the business management of rural or underserved practice, including availability of organized funding for patient care, managed care, etc.

Organization of Elective:

Arrangements for a specific time commitment will be made through the Department of Family Medicine in conjunction with Gulfcoast North AHEC or Gulfcoast South AHEC.

The student will accompany the physician during the course of the preceptor’s schedule which may involve a Saturday morning in the clinic site, will see patients, and will perform procedures assigned by the preceptor under his/her supervision.

At certain locations opportunities are available for additional practice activities within the hospital, emergency department, and in the community.

Evaluation:

The assigned faculty preceptor will provide an individual evaluation addressing the student’s adaptability and understanding as well as knowledge, judgment,
and rapport.

Availability: At certain sites this elective is available to USF students only. The Department of Family Medicine and Gulf coast North AHEC or Gulf coast South AHEC will make the final arrangements. Availability at all clinical sites is per the
Family Med | LVHN | 1 - 11 | Yr 4 Status | 1 | 0 | 40-44 | 2.4 | Brohm, Veronica | Clinical
---|---|---|---|---|---|---|---|---|---

**Contact:**
Davida Leayman
Allentown, PA 18101
Ph: 484-862-3067
Davida_M.Leayman@lvhn.org

This is a rural/underserved health elective in which a student will be matched with an AHEC preceptor in the Mahoning Valley Health Commission. The elective is different from other rural electives, which have a different flavor and feel. Students interested in a remote experience should consider other options.

**Goals and Objectives:**
- Compare and contrast the health needs and problems encountered in rural or underserved practice to those encountered in urban practice rotations.
- Identify the unique opportunities and challenges to medical practice and life in a rural or underserved community.
- Introduce/sensitize the student to cross-cultural issues in health care.
- Understand the mechanisms and indications for consultation and referral in rural or underserved practice settings.
- Evaluate the business management of rural or underserved practice, including availability of organized funding for patient care, managed care, etc.

**Organization of Elective:**
- Arrangements for a specific time commitment will be made through the Department of Family Medicine.
- The student will accompany the clinic physician Monday through Friday at the designated clinic site, will see patients, and will perform procedures assigned by the preceptor under his/her supervision.
- At certain locations opportunities are available for additional practice activities within the hospital, emergency department, and in the community.

**Evaluation:**
The assigned faculty preceptor will provide an individual evaluation addressing the student's adaptability and understanding as well as knowledge, judgment, and rapport.

**Availability:**
Any interested student must inform Dr. Brohm AT LEAST 3 MONTHS PRIOR TO THE START OF THE ELECTIVE to allow time to find a suitable preceptor. Students should consider whether they would prefer a rural or underserved urban practice prior to contacting Dr. Brohm.

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Family Med | PCHG | 1 - 11 | Yr 4 Status | 1 | 0 | 40-44 | 2.4 | Faculty at PCHG | Clinical
---|---|---|---|---|---|---|---|---|---

**Sites:**
Premier Community Health
Care Group (Dade City)
Suncost Community Health Care Centers (Ruskin, Dover, Plant City)
Tam pa Family Health Centers, Community Health Centers of Pinellas (Clearwater, Largo, Pinellas Park, St. Pete rsburg, Tarpon Springs), or Citrus County
Health Department (Lecanto) (Tampa)

This elective rotation is designed to introduce the senior student to the unique characteristics of medical practice in a rural or underserved community. Students will be supervised by clinical faculty and will
gain a better understanding of providing care to a medically underserved population and the tremendous health needs that exist. For sites outside Tampa city limits (i.e., Clearwater, Dade City, Dover, Largo, Leesburg, Pinellas Park, Plant City, Rusk in and Tarp on Spri ns)
AHEC will provide a roundtrip mileage stipend (at $4.45/mile).

Goal and Objectives:

- Compare and contrast the health needs and problems encountered in rural or underserved practice to those encountered in prior urban practice rotations
- Identify the unique opportunities and challenges to medical practice and life in a rural or underserved community
- Introduce/sensitize the student to cross-cultural issues in health care
- Understand the mechanisms and indications for consultation and referral in rural or underserved practice settings
- Evaluate the business management of rural or underserved practice, including availability

Organization of Elective:

- Arrangements for a specific time commitment will be made through the Department of Family Medicine in conjunction with Gulfcoast North AHEC or Gulfcoast South AHEC.
- The student will accompany the physician during the course of the preceptor’s schedule.
- At certain locations opportunities are available for additional practice activities within the...
individual evaluation addressing the student's adaptability and understanding as well as knowledge, judgment, and rapport.

Availability: At certain sites this elective is available to USF students only. The Department of Family Medicine and Gulf Coast North AHE
<table>
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<tr>
<th>Family Med</th>
<th>Sites: DMH 1-11 Yr 4 Status 1 0 40-44 24 Faculty Clinical</th>
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<td>Availabilit at all clinical sites is per the preceptor's approval.</td>
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<tr>
<td>MEL 7258 Elect in Rural Med or Underserved Sites: Premier Community HealthCare Group (Dade City), Suncoast Community Health Care Centers (Ruskin, Dove City).</td>
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This elective rotation is designed to introduce...
the senior student to the unique characteristics of medical practice in a rural or underserved community. Students will be supervised by clinical family physicians and gain a better understanding of providing care to a medically underserved population.
the tremendous health needs that exist. For sites outside Tampa city limits (i.e., Clearwater, Dade City, Dover, Largo, Leesport, Pinellas Park, Plant City, Ruskin and Tarpon Springs), CAC will provide a round trip mileage stipend (at $4.45/mile).

Goals and Objectives
Compare and contrast the health needs and problems encountered in rural or underserved practice to those encountered in prior urban practice rotations

Identify the unique opportunities and challenges to medical practice and life in a rural or underserved community

Introduce/sensitize the student to cross-cultural issues in health care

Understand the mechanisms and indications for consultation and referral in rural or underserved practice

Evaluate the business management of rural or underserved practice, including availability of organized funding for patient care, managed care, etc.

Organizational Elective:

Arrangements for a specific time commitment will be made through the Department of Family Medicine in conjunction with Gulfcoast North AHEC or Gulfcoast South AHEC.

The student will accompany the physician during the course of the preceptor's schedule.

At certain locations opportunities are available for additional practice activities within the hospital, emergency department, and in the community.

Evaluation:

The assigned faculty preceptor will provide an individual evaluation addressing the student's adaptability and understanding as well as
knowledge, judgment, and report.

Availability: At certain sites in this elective, availability is limited to USF students only.

The Department of Family Medicine and Gulf Coast AHEC or Gulf Coast South AHEC will make the final arrangements.
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<th>Sites</th>
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<td>SCHC 1-11</td>
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Students will be supervised by clinical family physician faculty and will gain a better understanding of providing care to a medically underserved population and the tremendous health needs that exist. For sites outside Tampa city limits (i.e., Clearwater, Gainesville, and other rural areas), students will be trained and supervised by family physicians at the local health centers.
rwat er, Dade City, Dover, Largo, Le can to, Pinel las Park, Plant City, Rusk in and Tarp on Spri ngs), AHE C will provide a round trip mileage stipend (at $45/mile).

**Goals and Objectives:**

- Compare and contrast the health needs and problems encountered in rural or underserved practice
- Identify the unique opportunities and challenges to medical practice and life in a rural or urban setting
- Introduce/sensitize the student to cross-cultural issues in health care
- Understand the mechanisms and indications for consultation and referral in rural or underserved practice
- Evaluate the business management of rural or underserved practice, including availability

**Organization of Elective:**
Arrangements for a specific time commitment will be made through the Department of Family Medicine in conjunction with Gulfcoast North AHEC or Gulfcoast South AHEC.

The student will accompany the physician during the course of the preceptor’s schedule, which may involve a Saturday. This experience will be at a clinic site, will see patients, and will perform procedures assigned by the preceptor under his/her supervision.

At certain locations opportunities are available for additional practice activities within the hospital, emergency department, and in the community.

**Evaluation:**

The assigned faculty preceptor will provide an individual evaluation addressing the student’s adaptability and understanding as well as knowledge, judgment, and rapport.

**Availability:**

At certain sites, this elective is
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<td>Sites: CHCP</td>
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<td>Family Clinical at CHCP</td>
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Available to USF students only.
The Department of Family Medicine and Gulf Coast North AHEC or Gulf Coast South AHEC will make the final arrangements. Availability at all clinical sites is per the preceptor's approval.
Health Care Group (Dade City), Suncost Community Health Care Centers (Ruskin, Dover, Plant City), Tampa Family Health Centers, Community Health Centers of Pinellas (Clearwater, Largo, Pinellas Park, St. Petersburg, Tarpon Springs), or Citrus Cou
This elective rotation is designed to introduce the senior student to the unique characteristics of medical practice in a rural or underserved community. Students will be supervised by clinical family medicine faculty.
will gain a better understanding of providing care to a medically underserved population and the tremendous health needs that exist. For sites outside Tampa city limits (i.e., Clearwater, Dade City, Dover, Largo, LeCanto, Pinellas Park, Plant City, Ruskin and Tarpon Springs, ...
1. Arrangements for a specific time commitment will be made through the Department of Family Medicine in conjunction with Gulfcoast North AHEC or Gulfcoast South AHEC.

2. The student will accompany the physician during the course of the preceptor’s schedule (which may involve a Saturday rotation). The student will see patients and will perform procedures assigned by the preceptor under his/her supervision. At certain locations opportunities are available for additional practice activities within the clinic site, will see patients, and will perform procedures assigned by the preceptor under his/her supervision.

3. Goals and Objectives:
   - Compare and contrast the health needs and problems encountered in rural or underserved practice to those encountered in prior urban practice rotations.
   - Identify the unique opportunities and challenges to medical practice and life in a rural or underserved community.
   - Introduce/sensitize the student to cross-cultural issues in health care.
   - Understand the mechanisms and indications for consultation and referral in rural or underserved practice settings.
   - Evaluate the business management of rural or underserved practice, including availability of organized funding for patient care, managed care, etc.

4. Evaluation:
The assigned faculty preceptor will provide a detailed evaluation and will assess the student's performance. Evaluation will be based on completion of all requirements and will include a grade.

5. AHEC...
an individual evaluation addressing the student's adaptability and understanding as well as knowledge, judgment, and rapport.

Availability: At certain sites this elective is available to USF students only. The Department of Family Medicine and Gulf coast North
AHEC or Gulf coast South AHEC will make the final arrangements. Availability at all clinic sites is per the preceptor's approval.

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Dover, Plant City), Tampa Family Health Centers, Community Health Centers of Pinellas (Clearwater, Largo, Pinellas Park, St. Petersburg, Tarpon Springs), or Citrus County Health Department (Lecanto) (Tampa).

This elective rotation is designed to intro
duce the senator to the unique characteristics of medical practice in a rural or underserved community. Students will be supervised by clinical family physicians and will gain a better understanding of providing care to a medically underserved population.
tremendous health needs that exist. For sites outside Tampa city limits (i.e., Clearwater, Dade City, Delray, Long, Lecanto, Largo, Leesburg, Plant City, Ruskin, and Tarpon Springs), AHEC will provide a round-trip mileage (at $.445/mile).
**Objectives:**

- Compare and contrast the health needs and problems encountered in rural or underserved practice to those encountered in prior urban practice rotations.
- Identify the unique opportunities and challenges to medical practice and life in a rural or underserved community.
- Introduce/sensitize the student to cross-cultural issues in health care.
- Understand the mechanisms and indications for consultation and referral in rural or underserved practice settings.
- Evaluate the business management of rural or underserved practice, including availability of organized funding for patient care, managed care, etc.

**Organization of Elective:**

- Arrangements for a specific time commitment will be made through the Department of Family Medicine in conjunction with Gulfcoast North AHEC or Gulfcoast South AHEC.
- The student will accompany the physician during the course of the preceptor’s schedule.
- At certain locations opportunities are available for additional practice activities within the clinic site, will see patients, and will perform procedures assigned by the preceptor under his/her supervision.

**Evaluation:**

The assigned faculty preceptor will provide an individual evaluation addressing the student’s adaptability and understanding as well.
as knowledge, judgment, and rapport.

Availability: At certain sites this elective is available to USF students only. The Department of Family Medicine and Gulf coast North AHEC or Gulf coast South AHEC will make the final arrangements. Availability at
all clinical sites is per the preceptor's approval.

Family Med

NOT AVAILABLE TO VISITING STUDENTS

There are a wide variety of opportunities available for students with an interest in international health care. This elective is designed to provide support for

| EXT | 1 - 10 | Yr 4 Status | 4 | 0 | 45-50 | 4 | González, Eduardo | Clinical |
USF students to obtain an international medical experience during their fourth year.

Experiences may include:

- Foreign travel and provision of medical services
- Academic study abroad (readings and lectures)
<table>
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<tr>
<th>Evaluation</th>
<th>Objective</th>
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<tbody>
<tr>
<td></td>
<td>Identify the general and specific health care needs of a particular foreign country</td>
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<td>Identify the role of the primary care physician in international health care</td>
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<tr>
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<td>Gain additional clinical skills in the provision of primary health care</td>
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</table>

**Objectives:**

1. Identify the general and specific health care needs of a particular foreign country
2. Identify the role of the primary care physician in international health care
3. Gain additional clinical skills in the provision of primary health care
will be individualized based on the format of his/her particular elective. The specific evaluation criteria will be decided in consultation with Dr. Gonzalez and/or Dr. Callegari prior to scheduling the elective.

Course Requirements: Any interested student MUST
meet with Dr. Gonzalez and/or Dr. Calle to plan the elective. Ideally, this should be done prior to the start of the academic year. An international travel packet must be complete...
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Family
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Yr 4
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Gonzale Clinical
z,
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Objectives:

- Integrate the student into the hospital teaching service such that the student functions at
- Strengthen the student’s ability to develop an initial assessment and plan for patients req.
- Educate the student regarding common medical problems requiring hospital admission, ii

Responsibilities:
The student is expected to function as a Family
Medicine intern under the direct supervision of the senior resident and attending. This includes pre-rounding on their patients, writing SOAP notes, attending morning report and teaching rounds, writing orders, following up on labs/consults/imaging, and doing discussion.
Planning.

Overnight call is to determine by the site of the AI.

Evaluation:

- Find of medical knowledge or assessment, plans, and presentations
- Clinical decision-making
ski lls

Att itude, mot iv ati on, an d rap por t wit h pat ien ts an d tea m me mb ers

Sche du lin g: To re ser ve a spac e in this cour se at Bayf ront Fami ly Medi cine Resi denc y, stud ents must con tact Kim berly Newt on at (727) 893-6891.
Final arrangement concerning the course location/will be made by the Department of Family Medicine after the student is scheduled for the elective.

Family Medicine

Cont. act: Davida Leaman
Leaman Allen Town, PA 18101
Ph: 484-862-3067

LVHN

1-11
Yr 4
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Brohm, Veronica
Clinical
Objectives:

- Integrate the student into the hospital teaching service such that the student functions at
- Strengthen the student’s ability to develop an initial assessment and plan for patients requ
- Educate the student regarding common medical problems requiring hospital admission, ri

Responsibilities:
The student is expec
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Note, attending morning report and teaching rounds, writing orders, following up on labs/consults/imaging, and doing discharge planning. Overnight call is to be determined by the site of the AI.

Evaluation:

- Fund of medical knowledge
Clinical decision-making: Attitude, motivation, and rapport with patients and team members.
Any interested student must meet with Dr. Brohm to plan the elective. Ideally, this should be done prior to the start of the academic year, but ideally, the plan should be made as soon as possible.
can include newborn and child care, and nursing home care. Students will follow their own patients on the hospital service participating in treatment plans, after care plans and family systems plans. They will also spend at least one week working on Family Medicine services.
The experience will take place in one of the residency's clinics, where students will spend each day seeing patients, working closely with the LVH Internal Medicine residency program faculty members and residents. The experience will take place in one of the residency's clinics, where students will spend each day seeing patients, working closely with the LVH Internal Medicine residency program faculty members and residents.
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<tr>
<th>Family Med. Cont.</th>
<th>MPMHC 1-11</th>
<th>Yr 4</th>
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**Objectives:**

- Integrate the student into the hospital teaching service such that the student functions at...
- Strengthen the student’s ability to develop an initial assessment and plan for patients requ...
- Educate the student regarding common medical problems requiring hospital admission, i...

**Responsibilities:**

The student is expected to function as a Family Medicine intern under the direct supervision of the senior resident and attending. This includes pre-
round on their patients, writing SOAP notes, attending morning report and teaching rounds, writing orders, following up on labs/consults/imaging, and doing discharge planning.

Overnight call is to be determined by the site of the AI.

EVAL

All the old site by site, the site by site, be is to call midnight over thing plan e hang done and going through issues/con labs on up thing will do run thing teach and in report thing making more thing after s note p SQA with its past role there on thing round...
of medical knowledge, quality of assessment, plans, and predictions. Clinical decision-making skills, attitude, motivation, and rapport with patients and teams.
To determine availability of elective space at Morton Plant Family Medicine Residency, contact Lee Blooming at (727) 467-2517. Housing may be available on a first-come, first-serve basis. Final arrangements concerning the course location.
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elective will provide students an opportunity to learn sports medicine from a primary care/family medicine and orthopedic standpoint. Senior students will have the opportunity to work in the sports medicine clinic in the USF Family Medicine and Sports Medicine Clinics.
They will also work with orthopedic surgeons in the community who are actively involved in sports medicine and the care of athletes. Students will learn the basics of the examination and assessment of musculoskeletal injuries in athletes as well as non-orthoped
medical problems of the athlete. There will be an opportunity to work with athletic trainers, physical therapists and chiropractors and learn the basics of musculoskeletal radiology. Students will also have the opportunity to participate in game coverage for USF athletic events.
ts as well as other professional teams in the Tampa Bay area. Students will also be expected to present a project in the area of sports medicine.

Interested students must contact the Education Coordinator from the Department of Family Medicine at (813) 974-2445.
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<th>Year</th>
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<th>Faculty at Res Program</th>
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Contact: Lind or by E-mail at lgiorda@health.usf.edu prior to enrolling.

Last day to drop/add is end of Period 4.

Periods:
- Period 1:
  - 1-7:9
  - 2:0
  - 4:44
  - 24
Gior dano
Ph:
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2445
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edu

This elective for senior students may be served at any of the affiliated Family Medicine Residencies (Bayfront Medical Center, St. Petersburg; Florida Hospital, Orlando; Halifax Medical Center, Daytona Beach).
1. Introduce the student to the relationship of Family Medicine to the medical community

2. Demonstrate the relationship of ambulatory care to hospital care and the effective utilization of other specialty consultations.
2. Improve the student’s skills and clinical judgment by a defined and supervised patient care experience.

3. Demonstrate the organizational structure of a family medicine residency including office, medical records, patient education, and preventive medicine.

4. Demonstrate the various responsibilities and activities of the Family Medicine Resident.

Evaluation:
The Family Medicine faculty will prepare a formal evaluation based on the following:

- Foundational knowledge and quality of assessment and presentation.
- Clinical judgment.
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Students must check with the Department of Family Medicine before scheduling this elective through the Registrar's Office. Students are then required to contact the residency site for final approval and any arrangements that need
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Students should not expect that living accommodatings will be provided. Contract information can be obtained through the Family Medicine Education Coordinator at 974-2445 or lgiordna@health.usf.edu.
This elective for senior students may be served at any of the affiliated Family Medicine Residency Program.

Contact: Linda Giorlando (Ph: 813-974-2445, lgiorlando@health.usf.edu)
ies (Bayfront Medical Center, St. Petersburg; Florida Hospital, Orlando; Halifax Medical Center, Daytona Beach; Tallahassee Memorial Healthcare, Inc., Tallahassee; St. Vincent's Medical Center, Jacksonville; or Morton Plant Mease Health Care, Clearwater) and may
1. Introduce the student to the relationship of Family Medicine to the medical community
2. Demonstrate the relationship of ambulatory care to hospital care and the effective utilization of other specialty consultations
3. Improve the student's skills and clinical judgment by a defined and supervised patient care experience
4. Demonstrate the organizational structure of a family medicine residency including office, home care, and hospital care
5. Demonstrate the various responsibilities and activities of the Family Medicine Resident

**Evaluation:**

- The Family Medicine Faculty will prepare a formal evaluation based on the following:

  1. Found of care
  2. Objective
  3. Demonstrate the relationship of ambulatory care to hospital care and the effective utilization of other specialty consultations

- Demonstrate the student's skills and clinical judgment by a defined and supervised patient care experience
- Improve the student's skills and clinical judgment by a defined and supervised patient care experience
- Demonstrate the organizational structure of a family medicine residency including office, home care, and hospital care
- Demonstrate the various responsibilities and activities of the Family Medicine Resident
Students must check with the Department of Family Medicine before scheduling this elective through the Registrar's office.

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Students are then required to contact the residence site for final approval and any arrangements that need to be made. Students should not expect living accommodations will be provided. Contract information can be obtained through the Family Medicine.

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This elective for senior students may be served at any of the affiliated Family Medicine Residency Programs (Bayfront Medical Center, St. Petersburg; Florida Hospital, Orlando; Halifax Medical Center, Daytona Beach; Tallahassee Memorial HealthCare, Inc., Tallahassee).
1. Introduce the student to the relationship of Family Medicine to the medical community
2. Demonstrate the relationship of ambulatory care to hospital care and the effective utilization
3. Improve the student’s skills and clinical judgment by a defined and supervised patient care
4. Demonstrate the organizational structure of a family medicine residency including office r.
5. Demonstrate the various responsibilities and activities of the Family Medicine Resident
The Family Medicine faculty will prepare a formal evaluation based on the following:

- Fund of medical knowledge
- Quality of assessment and presentation
- Clinical judgment as indicated by the rationale
of diagnostic and management plans

- Attitude and rapport with patients and families

- Subjective elements of interpersonal relationships, motivation, and ability

Students
must check with the Department of Family Medicine before scheduling this elective through the Registrar's Office. Students are then required to contact the residency site for final approval and to arrange any necessary arrangements.
that living accommodations will be provided. Contact information can be obtained through the Family Medicine Education Coordinator at 974-2445 or igiordon@health.usf.edu.

<table>
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<th>Yr 3 Status</th>
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Students at MPMHC & BFM C ONLY

Contact: Linda Giordano
Ph: 813-974-2445
lgior dan @he alth.usf.edu

This elective for senior students may be served at any of the affiliated Family Medicine Residencies (Bayfront Medical Center, St. Petersburg;...
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Objective:

- Introduce the student to the relationship of Family Medicine to the medical community
- Demonstrate the relationship of ambulatory care to hospital care and the effective utilization of other specialty consultations
- Improve the student’s skills and clinical judgment by a defined and supervised patient care experience
- Demonstrate the organizational structure of a family medicine residency including office management, medical records, patient education, and preventive medicine
- Demonstrate the various responsibilities and activities of the Family Medicine Resident

Evaluation:
The Family Medicine faculty will prepare a formal evaluation based on the following:

- Fundamental knowledge
- Quality of care, or other activities.
elements of interpersonal relationships, motivation, and ability

Students must check with the Department of Family Medicine before scheduling this elective through the Registrar's Office. Students are then required to contact
the residency site for final approval and any arrangements that need to be made. Students should not expect that living accommodations will be provided. Contact information can be obtained through the Family Medicine Education Coordinator at 972-2445 or ordan@h
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ONLY MPM HC IS AVAILABLE TO VISITING STUDENTS
OFFERED TO YEAR 3 STUDENTS AT MPM HC & BFM C ONLY

Contact: Linda Giordano
Ph: 813-974-2445
lgiordan@health.usf.edu

This elective is available to senior students.
ents may be served at any of the affiliated Family Medicine Residencies (Bayfront Medical Center, St. Petersburg; Florida Hospital, Orlando; Halifax Medical Center, Daytona Beach; Tallahassee Memorial HealthCare, Inc., Tallahassee; St. Vincent's Medical Center, Jacksonville; etc.).
Objective:

- Introduce the student to the relationship of Family Medicine to the medical community
- Demonstrate the relationship of ambulatory care to hospital care and the effective utilization
- Improve the student’s skills and clinical judgment by a defined and supervised patient care
- Demonstrate the organizational structure of a family medicine residency including office r.
- Demonstrate the various responsibilities and activities of the Family Medicine Resident
evaluation based on the following:

Finding medical quality of assessment and presentation clinical judgement as indicated by the ratio of diagnostic and magnitude
Students must check with the Department of Family Planners about placement, attitude and rapport with patients and families. Subjective elements of interpreters on all relationships, motivation, and ability.

Students must check with the Department of Family Planners.
Medicine before schedulin
g, this elective through the Registra' s Office. Students are then required to contact the residency site for final approval and any arrangements that need to be made. Students should not expect that living accommodations will be provided.
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Contact information can be obtained through the Family Medicine Education Coordinator at 974-2445 or lgiorda@health.usf.edu.
Contact: Linda Gior dano Ph: 813- 974- 2445 lgior dan @he alth. usf. edu

This elective for senior students may be served at any of the affiliated Family Medicine Residencies (Bay front Medical Center, St. Pete rsburg; Florida Hospital, Orlando; Halifax Medi...
Center; Daytona Beach; Tallahassee Memorial HealthCare, Inc.; Tallahassee; St. Vincent's Medical Center, Jacksonville; Morton Plant Medical Care, Clearwater and may include outpatient, inpatient, and nursing home care, or other activities.
Objectives:

- Introduce the student to the relationship of Family Medicine to the medical community
- Demonstrate the relationship of ambulatory care to hospital care and the effective utilization
- Improve the student’s skills and clinical judgment by a defined and supervised patient care
- Demonstrate the organizational structure of a family medicine residency including office and
- Demonstrate the various responsibilities and activities of the Family Medicine Resident

Evaluation:
The Family Medicine faculty will prepare a formal evaluation based on the following:

- Fund of medical knowledge
- Quality of assessment and


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Clinical judgment as indicated by the rationale of diagnostic and management plans.

Attitude and rapport with patients and families.

Subjective elements of interp
ersonal relationships, motivation, and ability

Students must check with the Department of Family Medicine before scheduling this elective through the Registrar’s Office. Students are then required to contact the residency site for final appr
oval and any arrangements that need to be made. Students should not expect that living accommodations will be provided. Contact information can be obtained through the Family Medicine Education Coordinator at 974-2445 or lgiordana@health.usf.edu.
Contact:
Davida Leaman Allen
town, PA 18101
Ph: 484-862-3067
Davida_ M. Leaman
@lvhn.org

During this elective, students will spend each day seeing patients and working closely with the LVHN Family Medicine residency program faculty members and resid
The experience will take place in the office, hospital, and community and will demonstrate the meaning of a "community of healing." The skills and values of "Turtle Craft," the name of our relationship-centered approach to family medicine, will be taught.
Come and see innovative education in action.

Objectives:

- Introduce the student to the relationship of Family Medicine to the medical community
- Demonstrate the relationship of ambulatory care to hospital care and the effective utilization
- Improve the student's skills and clinical judgment by a defined and supervised patient care
- Demonstrate the organizational structure of a family medicine residency including office r.
- Demonstrate the various responsibilities and activities of the Family Medicine Resident

Evaluation:
The Family Medicine faculty will prepare a formal evaluation based on the following:

- Fund of medical knowledge
Quality of assessment and presentation

Clinical judgment as indicated by the rationale of diagnostic and management plans

Attitude and rapport with patients and
Family Medicine

Objective:

Provide a learning experience for students who have demonstrated interest in the health care of underserved populations, on- and off-campus.

USFMS 1-11

Objectives:

1. None
2. 0
3. 44
4. 24
5. d.
6. Laurie Woodard, Clinical
Students will attend all PSM P clinicals and post-conferences at Jude Christian Health Clinic and Brandi Out reach Clinic. When more junior students are present, the elective students will attend all PSM P clinicals and post-conferences.
assume peer teaching roles.

Students are also encouraged to attend similar free clinic sessions at other community sites pending approval of the course director. Other activities include participation in the monthly Health Disparities Scholarly Concentration.
Journal club; and a written report of a topic or project related to public medicine. Students will be encouraged to develop projects worthy of publication or presentation at a scholarly meeting.

The aim of this elective is to reintroduce students to primary care in a Family Medicine clinic. Students will be encouraged to develop projects worthy of publication or presentation at a scholarly meeting. 

**Family Med**

MCAH 1 - 11 Yr 4 Status 2 0 44 2,4 González, Eduardo

Clinical

NOT AVAILABLE TO VISITING STUDENTS

Contact:
Linda Giordano
Ph: 813-974-2445
lgior@health.usf.edu

The aim of this elective is to reintroduce students to primary care in a Family Medicine clinic. Students will be encouraged to develop projects worthy of publication or presentation at a scholarly meeting.
Objectives:

- Identify and manage problems which present commonly in family medicine, emphasizing the importance of continuing care and follow up.
- Identify the biological, psychological, and social factors that are relevant in the etiology of patients' problems and integrate these factors in a treatment plan.
- Improve problem solving skills.
- Study the role of other health professionals (consultants, social workers, nurse practitioners, physical therapists, etc.) and the relationship between them and the family physician.
- Improve skills in patient education and communication.

Evaluation:

Based on competence, consideration of patients, and practical approach to problems.

Final arrangements concerning course location/preceptor will be made by the Department of Family Medicine after the selection process. Students are required to meet with Dr. Gonzalez one month prior to the start of the rotation to discuss this elective.
Description/ Evaluation:
Students will attend all PSM clinics and post conferences at Judeo Christian Health Clinic and Brandon Outreach Clinic. When more junior students are present, the elective students will assume peer teaching roles.
Students are also enco
ed to attend similar free clinics at other community sites pending approval of the course director. Other activities include participation in the monthly Health Disparities Scholarly Concentration Journal club; and a written report of a topic or...
**Objectives:**
- Familiarize the student with the practice of gender-specific medicine, women's preventive health, and obstetrics and gynecology in a Women's Center of Excellence
- Strengthen the student's ability to take a thorough obstetric/gynecologic and women's preventive health history and perform routine preventive gynecologic and perinatal exams
- Expose the student to common gynecologic/obstetric procedures such as colposcopy, endometrial biopsy, IUD placement/removal, ultrasound, C-section, fetal scalp electrode placement, etc.

**Responsibilities:**
- Take an active role in the assessment and management of patients in the hospital and office setting.

**Evaluation:**

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**Contact:**
Lee Bloomberg
Ph: 727-467-2517
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<td>Attitude, motivation, and rapport with patients and team members</td>
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<td>To determine availability of elective space, contact Lee Blomberg at 727-467-2517.</td>
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</table>

- Fund of medical knowledge
- Quality of assessments, plans, and presentations
- Clinical decision-making skills
- Attitude, motivation, and rapport with patients and team members

**Scheduling:**
To determine availability of elective space, contact Lee Blomberg at 727-467-2517. Housing may be available on a first-come, first-serve basis.
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| Int Med | Allergy/Immun | T-VAH | 1 - 11 | Adult Med, Pri Care | 2 | 0 | 40-44 | 2,4 | Lockey, Richard | Clinical |

Allergic and immunologic problems affect up to 20% of adults and children in the United States, therefore, students rotating in Allergy and Immunology are exposed to a variety of common problems important to physicians regardless.
Both children and adults are seen in the clinics.

The objective of the Allergy/Immunology experience is to familiarize the student with the pathogenesis, diagnosis, and treatment of various allergic and immunologic diseases.
will examine patients with common medical diseases such as allergic rhinocconjunctivitis, chronic rhinitis, acute and chronic sinusitis, various forms of asthma, otitis media with effusion, hypersensitivity pneumonitis, atopic eczema, contact dermatitis, urticaria and/or...
angiocaedeama, drug allergy, insect hypersensitivity, and food allergy. The student will also examine patients with immunodeficiency diseases (including HIV infection), eosinophilia, eosinophilic syndromes, and various other immunologic problems.

The student will prim
arily be involved in out-patient care at the VA Hospital, Tampa General Hospital, H. Lee Moffitt Cancer Center, All Children’s Hospital, USF Adult and Pediatric Allergy/Immunology and Immunodeficiency Clinics and will attend four weekly conferences on clini
cal allergy and immunology given by residents, fellows and faculty from USF College of Medicine.

Evaluation: Evaluations will be completed by the faculty members who assess the level of clinical competence attained.

<table>
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<tr>
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<th>Yr 4 Status</th>
<th>1</th>
<th>0</th>
<th>40-44</th>
<th>2</th>
<th>Israel, Howard</th>
<th>Clinical</th>
</tr>
</thead>
</table>

Allergic and immunologic problems
affect up to 20% of adults and children in the United States, therefore, students rotating in Allergy and Immunology are exposed to a variety of common problems important to physicians regardless of their specialty interests. Both children and adults are seen in the clinic.
The objective of the Allergy/Immunology experience is to familiarize the student with the pathogenesis, diagnosis, and treatment of various allergic and immunologic diseases. The student will examine patients with common medical diseases such as allergic rhinitis.
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The student will also examine patients with immunodeficiency diseases (including HIV infection), eosinophilia, eosinophilic syndromes, and various other immunologic problems.

The student will primarily be involved in outpatient care in private doctor's offices.
Evaluation:
Evaluations will be completed by the faculty members who assess the level of clinical competence attained.

<table>
<thead>
<tr>
<th>Int Med Allergy /Immunol</th>
<th>T-VAH 1 - 11</th>
<th>Yr 4 Status</th>
<th>1</th>
<th>0</th>
<th>44</th>
<th>4</th>
<th>Kolliputi, Narasaih</th>
</tr>
</thead>
</table>

Allergic and immunologic problems affect up to 20% of adults and children in the United States. Therefore students rotating in Respiratory Disease Research...
Allergy and Immunology are exposed to a variety of common problems important to physicians regardless of their specialty interests. Both children and adults are cared for in the Division of Allergy and Immunology.

Objectives:
The objectives of the respiratory system are to exchange gases with the environment, to protect the body from inhaled substances, and to warm and humidify the air. The respiratory system also plays a role in communication and is responsible for smell and taste.
ase research experience at the Joy McCann Culverhouse Airway Disease Center are to familiarize the student with some of the contemporary research methods relating to pathogenesis, diagnosis, and treatment of various allergic and immunologic diseases. The
student will participate in hands-on research as it relates to respiratory syncytial virus induced respiratory diseases and the pathogenesis of pulmonary fibrosis and asthma. Many other projects by the faculty are underway and the students can participate in research.
The student will also have the opportunity to participate in the asthma, allergy, and immunology clinical research unit, where up to 30 clinical research projects are ongoing at any one time. Diseases targeted for research include asthma, allergy, and immunologic conditions.
COP, allergic rhinoconjunctivitis, chronic rhinitis, acute and chronic sinusitis, nasal polyposis, atopic eczema, urticaria and angioedema, food allergy, hereditary angioedema and others. The student will learn the accepted methods used in clinical research.
arch in this state-of-the-art program.

The student will attend four weekly conferences on basic immunology and clinical allergy and immunology given by residents, fellows and faculty from USF College of Medicine. The student will present a synopsis of his
/her work in the last week of his training.

Evaluation: The faculty members and staff associated with the training program will assess the level of competence and will complete evaluations.

<table>
<thead>
<tr>
<th>Int Med</th>
<th>Cardiovascular</th>
<th>USFMS</th>
<th>Yr 4 Status</th>
<th>No Limit</th>
<th>Hours</th>
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<td></td>
<td>Chae, Sanders</td>
<td>Basic Science</td>
</tr>
</tbody>
</table>
Components:

- Didactics
  - Basic Science Lectures
  - Clinical Lectures
  - Journal Clubs
  - Teaching Conferences

- Clinical Activity
  - USF Cardiology Clinic

- Research/Presentations

Goals and Objectives:

This course is designed to...
demonstrate and enforce the interaction between clinical and foundational science, reinforcing skills of literature review...
The major objective of this Elective in Cardiology at the MEL 8351 Harvey Int Med Cardiovascular USFMS 3,5,6,9,10 Yr 4 Schocke Basic Status 15 0 44 4 n. Dawn Science
elective will be to teach the student to perform comprehensive cardiological assessment, emphasizing the physical examination. The course will utilize Harvey (the teaching manikin) and actual patients. This elective will be primarily a self-study course (utilizing
with a weekly lecture from a cardiologist to review the materials and a weekly quiz to assess the student's progress in their self-study program. Time will also be devoted to acquiring fundamental ECG interpretation and exposure to utilization of exercise.
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**Goals and Objectives:**

This course will address the relationship of innate and acquired immunity to the disordered immune response in viral hepatitis, and the pathophysiology of gastroesophageal reflux and Barrett's esophagus.

**Evaluation:**

Students will be evaluated based on direct faculty observation and feedback from patients and families during patient seminars. Students will be given the option of participation in a research project if they desire to do so.

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<tr>
<th>Course Title</th>
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<th>Year</th>
<th>Status</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Int Med Digest / Nutrition</td>
<td>USFMS 10A</td>
<td>Yr 4</td>
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<td>Basic Science</td>
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<td>Status</td>
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<td>Brady, Patrick</td>
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<td>Basic Science</td>
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<td>Int Med Digest / Nutrition</td>
<td>LVH-CC 1 - 11</td>
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<td>Clinical</td>
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<td>Status</td>
<td>44</td>
<td>2,4</td>
<td>Blanco, Paola</td>
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</table>
agement of disorders of the gastrointestinal tract and liver. This will be achieved by the interpretation of symptoms and physical findings, utilization of appropriate laboratory and other diagnostic studies, knowledge of the basic therapeutic approaches, and inter
preparation of the gastrointestinal radio graphs and other imaging techniques. There will be a combination of direct patient contact and personal instruction. Observation of a variety of procedures including diagnostic and therapeutic upper GI endoscopy, capsule.
capsule endoscopy, colonoscopy, polypectomy, diagnosis and therapeutic ERC, flexible sigmoidoscopy, esophageal dilatation and manometry studies will be afforded. Hands-on experience in capsule endoscopy is available.

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Emphasis

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nutrition.

Students
can participate in a short research project during the rotation or may elect to begin participation in a long term research project. Students will participate in a regularly scheduled conferences and clinics.

Evaluation: The faculty will base their performance evaluation...
Upon successful completion of this elective, the student may expect to achieve an acceptable level of competence in the management of disorders of the gastrointestinal tract.

<table>
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<tr>
<th>MCAH</th>
<th>Adult Med, Pri Care</th>
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This will be achieved by the interpretation of symptoms and physical findings, utilization of appropriate laboratory and other diagnostic studies, knowledge of the basic therapeutic approaches, and interpretation of the gastrointestinal radiographs.
and other imaging techniques. There will be a combination of direct patient contact and personal instruction.

Observation of a variety of procedures including diagnostic and therapeutic upper GI endoscopy, capsule endoscopy (colonoscopy, polypectomy, diagnost...
nastic and therapeutic ERC, flexible sigmoidoscopy, esophageal dilatation and manometry studies will be afforded. Hands-on experience in capsule endoscopy is available. Attendance at ward and teaching rounds, outpatient clinics and teaching conferences will
provide a further source of learning. Epidemiology will be placed on pathophysiology, clinical manifestations, diagnosis and therapy. Epidemiology will also be placed on the techniques of clinical nutrition. Students can participate in a short research project.
During the rotation or may elect to begin participation in a long term research project. Students will participate in a regularly scheduled conferences and clinics.

Evaluation: The faculty will base their performance evaluations upon clinical discussions and didactic
Upon successful completion of this elective, the student may expect to achieve an acceptable level of competence in the management of disorders of the gastrointestinal tract and liver. This will be achieved by the inter...
preparation of symptoms and physical findings, utilization of appropriate laboratory and other diagnostic studies, knowledge of the basic therapeutic approaches, and interpretation of the gastrointestinal radiographs and other imaging techniques. There will
be a combination of direct patient contact and personal instruction. Observation of a variety of procedures including diagnostic and therapeutic upper GI endoscopy, capsule endoscopy, colonoscopy, polypectomy, diagnostic and therapeutic ERC, flexible sigmoidoscopy.
Hands-on experience in capsule endoscopy is available. Attendance at ward and teaching rounds, outpatient clinics and teaching conferences will provide further source of learning.
Students can participate in a short research project during the rotation or may elect to begin studies on pathology, epidemiology, and therapy.
Students will participate in a regularly scheduled conference and clinic.

Evaluation: The faculty will base their performance evaluations upon clinical discussions and didactic presentations by the student.

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<th>Int Med Digest Nutrition</th>
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<td>Brady, Patrick</td>
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</table>
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ngs, utilization of appropriate laboratory and other diagnostic studies, knowledge of the basic therapeutic approaches, and interpretation of the gastrointestinal radiographs and other imaging techniques. There will be a combination of direct patient care and other...
act and personal instruction. Observation of a variety of procedures including diagnostic and therapeutic upper GI endoscopy, capsule endoscopy, colonoscopy, polypectomy, diagnostic and therapeutic ERCP, flexible sigmoidoscopy, esophageal dilatation and man
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clinical manifestations, diagnosis and therapy. Emphasis will also be placed on the techniques of clinical nutrition. Students can participate in a short research project during the rotation or may elect to begin participation in a long term research project.
Students will participate in a regularly scheduled conferences and clinics.

Evaluation: The faculty will base their performance evaluations upon clinical discussions and didactic presentations by the student.

This course will familiarize and engage

| Int Med Digest /Nutrition | MCAH 3 - 11 | Adult Med, Pri Care | 2 | 0 | 40 | 2,4 | Richter, Joel | Clinical |
the medical student in the basic principles and management of complex patients who are referred to a tertiary care center. This course should provide an invaluable clinical experience particularly for those who wish to pursue further training in the field.
s of ENT (otorhinolaryngology), allergy and immunology, gastrointestinal surgery (laparoscopic esophageal surgery), gastroenterology, internal medicine, radiology or neuroradiology. The student will be involved in the different aspects of patient care including: history taking...
and physical examination; diagnostic approach and planning for therapy; observation and participation in oropharyngeal, vocal, and esophageal function testing and basic interpretation of the studies. The student will be given ample time for observing specialists
and will be provided the opportunity to longituedly follow patients they have initially seen for evaluation. They will be involved in a “team” together with the nurses, patient care coordinators, spee...
pathologist, and physician members. Clinical activities are mainly based at the fully equipped Esophageal, Swallowing, and Voice Function Laboratory at the USF Health North campus with endoscopic procedures performed at the Endoscopy Units at the Morsani Center.
Objectives:

- Review and apply basic scientific principles, pathophysiology, clinical laboratory methods.
- Familiarize the senior medical student with certain procedures most commonly performed.
  - Observation of the actual procedure being performed
  - Discussion of the basic interpretation of these procedures
- Observe and participate in the discussions about the impact of test results on the therapeutic plan.

Learning Outcomes:

At the end of the rotation the student is expected to:

- Become familiar with the anatomic, radiographic, endoscopic and physiologic aspects of swallowing, esophageal and voice functions.
- Become familiar with the different aspects of abnormal or pathologic function for swallowing.
- Expose the student to evaluation and management of a wide variety of esophageal and swallowing disorders.
- Expose the student to evaluation of neurologic conditions (i.e. ALS, Parkinson disease, Huntington Chorea).
- Familiarize the student with a multi-disciplinary approach to evaluation and management.
Become familiar with the diagnostic approach and treatment options for dysphagia, voice disorders and gastroesophageal reflux diseases.

Follow several patients from initial evaluation until they have received therapy or completed the diagnostic work-up.

Become familiar with certain procedures commonly performed during evaluation and therapy for oropharyngeal, and esophageal swallowing disorders.

Become familiar with a “center” approach to complex but focused medical problems and understand the interaction between the different members of the team.

Evaluation:

- Periodic (at least once a week) feedback sessions will be provided to the student.
- The student will receive a written evaluation at the end of the month. This will be reviewed with the student by the faculty evaluator.
- Faculty performance will be evaluated by the medical student (anonymously submitted to the center director).
- Credit will be given for exceptional performance.

<table>
<thead>
<tr>
<th>Int Med</th>
<th>Emerg Med</th>
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<tr>
<td>TGH</td>
<td>1 - 11</td>
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<td>Status</td>
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<td>44</td>
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<tr>
<td>Carrubba, Catherine</td>
<td>Clinical</td>
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</table>
Be exposed to EMS Administration by accompanying the medical director of Tampa Fire and Aeromed during administrative duties.

Gain an understanding of resource allocation and pre-arrival instruction initiatives by rotation at Signal One Fire and Rescue Dispatch.

Time spent in these various areas will depend on the interests and experience of the student participating. A maximum of two students will be accommodated in each rotational block.

<table>
<thead>
<tr>
<th>Int Med</th>
<th>Emerg Med</th>
<th>MEL 7320Q Extern-Emergency Medicine</th>
<th>EXT</th>
<th>1 - 7</th>
<th>Yr 4 Status</th>
<th>No Limit</th>
<th>0</th>
<th>44</th>
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<th>Faculty Externship</th>
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<tbody>
<tr>
<td>Int Med</td>
<td>Emerg Med</td>
<td>MEL 9999Q Indep Study in</td>
<td>USFMS</td>
<td>1 - 11</td>
<td>Intro to EM, Adult Med, Pri Care</td>
<td>No Limit</td>
<td>0</td>
<td>44</td>
<td>2,4</td>
<td>Faculty Indep Study</td>
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</table>
Upon the completion of this elective, the student should understand how to manage patients who have a variety of endocrinologic and metabolic diseases.

Students will see in-house consultations at the VA, Tampa General, and H. Lee Moffit.
tt hospitals; attend daily work rounds; endocrine teaching rounds; weekly endocrine conferences; and outpatient endocrine metabolic clinics at the VA Hospital, Tampa General Hospital, and USF Medical Clinics. The student will directly participate in the performance of detail
led endocrine tests to better understand their application and interpretation. The student will participate in seminar discussions of clinically important subjects. Informal meetings between students and senior staff members will be conducted on a regular basis to assure that
The rotation on the Endocrinology services involves exposure to inpatient consultations and the understanding of the pathogenesis, diagnosis, and treatment of endocrine metabolic disorders (pituitary, thyroid, parathyroid, adrenal, gonadal, diabetic, etc).

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<th>LVH-CC</th>
<th>Yr 4</th>
<th>Status</th>
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</table>
outpatient clinical with a senior and the endocrinology staff. The main emphasis is on clinical teaching of the pathophysiology of endocrine disorders including appropriate diagnostic tests and modes of therapy. This course will prepare students...
to use acquired knowledge gained in the rotation to evaluate and treat common endocrine disorders via evidenced based medicine. The student will learn how to interact with patients & their families, colleagues, and staff regarding patient care and treatment.
**Objec**

- Evaluate an endocrine patient with history and physical, formulate an appropriate laboratory and radiologic work up, and create a suitable treatment plan.

- Demonstrate the ability to manage diabetes mellitus type 1 and 2.

- Demonstrate the ability to manage oral and insulin diabetes treatments as well as prevent complications.

- Discuss, evaluate and treat routine endocrine conditions including thyroid, parathyroid, adrenal, pituitary, and gonadal disorders.

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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tr>
<td>MDE 8053</td>
<td>Selected Topics in Humanities</td>
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</table>

The object of this elective is to provide in-depth consideration of portrayals of aging and end-of-life issues using fiction and poetry and to address a number of specialized topics, including the end-of-life decision making process. Donald Hall, view at least 4 full length films, and gather from the arts specific works dealing with the course topic.

Faculty from the College of Fine Arts will provide seminar leadership and students will be required to present assigned interpretations and critiques of works to fellow participants.

The course is scheduled to allow for co-participation by MD and Master’s students. The online class extends over a 3-month period while the MD class adheres to the traditional one-month format.

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<tr>
<th>Course Code</th>
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<tr>
<td>MDE 8054</td>
<td>Social Problems in Medicine</td>
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</table>

The course involves an examination of cultural factors in the analysis of social problems in medicine as expressed in fiction, poetry, and cultural issues. Topics that might be studied include:

- Disability
- Sociocultural barriers: language barriers, prejudice
- Policy issues for the physician: our national medical priorities (specialization vs. primary care, preventive vs. tertiary), abortion, sex education, health care reform, managed care, etc.
- Aging
- Emerging voices: other perceptions, other stories

Each student will be assigned to do specific reading assignments and several written responses to the fiction. In addition, all students will be expected to present on at least one film dealing with a course topic. Students may arrange for independent study on topics relevant to the course.

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<th>Course Code</th>
<th>Course Name</th>
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<tr>
<td>MDE 8056</td>
<td>Medical Humanities &amp; Health Values</td>
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Students may arrange for independent study on topics relevant to the course. The course is interdisciplinary and requires completion of all assignments and thoughtful discussion.

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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tr>
<td>MDE 8057</td>
<td>Ethics &amp; Palliative Care</td>
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</table>

Students may arrange for independent study on topics relevant to the course. The course is interdisciplinary and requires completion of all assignments and thoughtful discussion.
The faculty member who will supervise the study must approve a plan for such study. The plan will indicate the objectives of the study, the activities to be undertaken in pursuit of the objectives, and the means of evaluating the study.
Relevant topics include religion in medicine, medical ethics, legal aspects of medicine, clinical ethics research, communication in medicine, medicine and literature, the history and/or philosophy of science, medicine and social problems, creative writing, and art.
This month-long course is designed to introduce students to a broad examination of visions and voices occurring in medicine and health, and cross-cultural experience. Faculty will assist students in locating appropriate faculty members to supervise their independent study. Students will have first-hand experiences with theatre, music, historical markers, available writers, art film, aging concerns, depression, and gender perspectives are among the topics addressed in our assignments and seminars. Upon completion, students will be able to understand and articulate the following:

- None
Recognize and identify specific representations from the arts that extend and illuminate ranges of illness and suffering.

Evaluate the reasons for the production of specific works for today's audience as well as the effect it is likely to have on the audience. How do these works contribute to political or social perspective or circumstances, and what does a play such as Rent or Night Mother contribute to our understanding of human condition?

Understand how catastrophic events (911) are responded to and interpreted by writers and artists.

Consider the historical place of Bellevue Hospital in medical history. Meet with the Bellevue Literary Review Editor.

Experience a full day of programming by faculty at the NYU Medical School. Hands-on experience provided for the NYU Literature/Medicine Database.

Optional one night excursion to Philadelphia.

Note: MD Students and MBMH students will be admitted to this course.

Three weeks of course time occurs at USF, one week occurs in NYC. Students are responsible for all NYC expenses and travel arrangements.

<table>
<thead>
<tr>
<th>Int Med</th>
<th>Ethics/Palliative</th>
<th>LVH-CC</th>
<th>MDE 8150 Intro to Palliative Med and Hospice</th>
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<tbody>
<tr>
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<td>This elective is designed to introduce the basic philosophy of palliative care and how these principles are applied to patients with advanced complex diseases. A three-week OAC IS</td>
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1 0 44 4 Ray, Daniel
Inpatient rotation will consist of full participation on the inpatient consulting service, including daily rounds, weekly interdisciplinary team meetings (IDT), weekly staff meeting, and participation in regular interdisciplinary education sessions and case presentations (Schwartz...
Rou nds and PalM S), Students will assist with inpatient consultations with precepting and support from the full inpatient team as well as a designated supervising physician. Focus will be on assessment and treatment of pain and non-pain symptoms, fundamental
skill
development in patient and relationship-centered care, and coordination of care including family meetings, goals of care discussions, conflict resolution, and with the withdrawal of life-sustaining therapies.
The fourth week will be focused on understanding the process of offering...
ing palliative care under the hospice medical benefit. Students will participate in home visits under the supervision of the hospice medical director and the guidance of the RN case manager and other members of the hospice team. Focus will be on the recognition
Section: Objectives

1. Initiate palliative care consults on patients in the hospital to include a comprehensive medical history, physical exam, and discussion of goals of care.
2. Provide a comprehensive assessment of patients with pain identifying physical, psychosocial, and spiritual components of distress.
3. Explain the relevant basic science, pathophysiology, associated symptoms and signs, and management of pain.
4. In patient encounters, identify and address common patient, family, health care provider, and health care system barriers to effective symptom treatment.
5. List indications, clinical pharmacology, alternate routes, equianalgesic conversions, and management of common side effects in opioid administration.

Section: Palliative Care Consults

- Medical history:
  1. Past medical history
  2. Presenting symptoms
  3. Family history
  4. Social history
- Physical examination:
  1. Vital signs
  2. Cardiac assessment
  3. Respiratory assessment
- Symptom assessment:
  1. Pain assessment
  2. Non-pain symptom assessment
- Goal of care discussion:
  1. Goal of treatment
  2. Goal of life
- Recommendations:
  1. Medications
  2. Non-pharmacological interventions
  3. Referrals
5. Initiate informed relationship-centered dialogues about care.

6. Demonstrate empathy.

7. Communicate effectively with patients and families across a broad range of socioeconomic backgrounds.

8. Communicate effectively with physicians, other health professionals, and health related agencies.

9. Define patient requirements to qualify for the hospice medical benefit and describe how these benefits are delivered through an interdisciplinary team.

Evaluation:

For the inpatient educational experience, the trainee will see patients at Lehigh Valley Hospital–Cedar Crest and on the consultation services of the OACIS/Palliative Care Consult Service. They will actively
participate in daily team rounds and weekly Interdisciplinary Rounds (IDT). Trainees will be assigned patients by the supervising faculty and will be integrally involved in the assessment of the patient's medical history, physical exam, and evaluation of patient care.
and family understanding of illness and prognosis. They will actively participate in family meetings regarding goals of care and treatment plans. In addition, students will complete daily journal entries using a standardized question template to process their emotional/spiritual
react to the work that is being done. Communication skills will be taught through didactic sessions, role play scenarios, and direct observations.

For the hospital experience, the student will see patients at the inpatient hospital unit at 17th and Che.
St. Additiona-illy, trainees will see patients who are enrolled in LVH Hospice Services at home with a member of the hospice team including past oral care, social worker, nurse case manager, and medical director. They will participate in either one inpatient or hom-
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serie
s, and landmark journal articles regarding key palliative care topics.

Formal evaluation of students' communication skills will be through a formal standardized patient encounter in the simulation lab. Knowledge will be assessed through a pre-post know
knowledge exam in addition to an oral presentation given at one of the IDT rounds on a palliative care topic of interest. Finally, an overall evaluation will be completed by each member of the IDT using a competency-based assessment tool.
This elective is designed to introduce the basic principles and practice of palliative care. A 2-4 week inpatient rotation will consist of full participation on the inpatient consultation...
g service, including daily rounds, interdisciplinary team meetings (IDT) and participation in regular education sessions and case presentations. Students will assist with inpatient consultations with precepting and supervision from the full inpatient team as well as supervising physical therapy.
Focus will be on the assessment and treatment of pain and non-pain symptoms, coordination of care including family meetings, goals of care discussions, conflict resolution, and withdrawal of life sustaining therapies. Focus will be on the recognition of...
the dying process, the pharmacokinetics and pharmacological effects of medications commonly used to treat symptoms in dying patients.

Objectives:

1. Initiate palliative care consults on patients in the hospital to include a comprehensive medical history, physical examination, and functional assessment to facilitate an initial patient and family understanding of illness and prognosis. Gather a psychosocial, spiritual and values history.

2. Provide a comprehensive assessment of patients with pain identifying physical, psychosocial and spiritual components of distress.

3. Explain the relevant basic science, pathophysiology, associated symptoms and signs, and diagnostic options useful in differentiating among different etiologies of pain and non-pain syndromes.

4. In patient encounters, identify and address common patient, family, health care provider and health care system barriers to effective end of life care, hospice and palliative care.

5. List indications, clinical pharmacology, alternate routes, equi-analgesic conversions, appropriate titration, toxicities, and management of common side effects in opioid administration.

6. Communicate effectively with patients and families across a broad range of socioeconomic backgrounds.

7. Communicate effectively with physicians, other health professionals, and health related agencies.

8. Define patient requirements to qualify for the hospice medical benefit and other community based options for patients with serious illnesses.

Evaluation:
The student will see
patients at Tampa General Hospital on the Palliative Care Consult Service. The student will actively participate in daily team rounds and scheduled didactic sessions. Trainees will be assigned patients by the supervising faculty and will be integrally involved in the assessment.
ssment of the patient's medical history, physical exam, and evaluation of patient and family understanding of illness and prognosis. They will actively participate in family meetings regarding goals of care and treatment plans. Evaluation of student will be based on
Performance of above responses.

This elective is designed to introduce senior students to Occupational Medicine specialty care and services. This will encompass common work injury assessment and care, specialized physical exams (i.e., Companim LVH-CC 5-7, 10 Yr 4 Status 1 0 40 2 Pellosie, Carmine).
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and assessing individuals for capability to perform work tasks.

The following are experiences which may be included during the rotation:

- Personal one on one time with multiple practitioners providing occupational medicine and

- Meet with Employee Assistance Program (EAP) professionals and learn about E.A.P. service.

- Observe/Work at the local health department with the Medical Director (for General Preventive Medicine activities).

- Observe and/or learn about Aviation Exams and the special considerations of the aerospace environment.

- Learn and perform travel exams (utilize the Travax system). This involves consideration of

- Learn firefighter health concerns: perform firefighter exams while recognizing and utilizing

- Projects, as assigned, to utilize data for short research topics.
Objectives:

- Attendance at quarterly “Safety Peer Group” meeting if present when scheduled (a topic expert presents on a pertinent safety and health issue – attended by corporate and governmental agency representatives with local OSHA participation)
- Commercial Driver exams with familiarization with regulatory requirements and other consi

- Identify, describe evaluation and treatment of the top ten Occupational Medicine Injuries or Illnesses
- Identify several strategies to protect workers at their job location. This includes procedures to eliminate or reduce hazardous exposures (Biological, Chemical and Physical)
- Describe the role of OSHA, NIOSH, ANSI, EPA, ASHRAE, ACGIH, FMCSA, ASSE, CDC,
- Learn and demonstrate how to write workplace task limitations and accommodations.
- Describe and understand the role of Pre-Placement Employment exams and mandated surveillance exams.
- Describe: the role of E.A.P. programs, Medical Review Officer physician activities, Res,
- Describe the requirements for a physician to become certified to provide commercial driver exams.
- Describe possible elements of an employee wellness program.
- Understand and describe issues involving vaccination to prevent illness and transmission.

Evaluation:
Students will be evaluated on a scale from "unacceptable" to "outstanding" in multiple categories by
direct interaction with a preceptor. They will be provided performance feedback within 5 days of start of the elective. On completion of the elective (in writing), this will include the effect of the start of days 5 with back boost on the adaptive performance. It will be written in this episode of after three
The goals of this rotation are for the student to be exposed to the workplace, work exposures, and relevant statutes, ... will learn to identify workplace and environmental hazards to reduce the risk of future injury or illness to the patient.

Objectives:

- Gain exposure to complete patient histories, with an emphasis on occupation and exposure
- Gain exposure to the selection of appropriate diagnostic studies in relation to the occupational injury or exposure
- Review relevant occupational IT, databases, guidelines or other resources when providing a summary to the clinical preceptor
- Gain exposure to legal and regulatory authority relating to protection and promotion of the public's health
- Assess individual risk for occupational/environmental disorders

Evaluation:

The student will see patients at the James A. Haley or Bay Pines VA Occupational Health clinics. The teaching methods include clinics, GAP, telehealth, and preceptor feedback. The student will be expected to attend the morbidity and mortality meetings and meeting associated with each of the programs listed above.

Int Med  General  T-VAH  1 - 11  None  1  0  40  2,4  Williams, Rachel  Clinical

Contact: Dr. Alfredo Peguero-Rivera  Alfredo.Peguero-Rivera@va.gov

Dr. Jamie Mora
This elective will introduce medical students to the practice and theory of the brave new world of clinical video telehealth (CVT). The Veterans Administration has been a national leader in CVT to improve access to health care for veterans.
ans living in rural, remote, and underserved areas. Under the supervision of jointly affiliated VA-USF clinical faculty, students will experience CVT clinics and will develop hands-on telemedicine technical expertise in the fields of infectious diseases (Hepatitis C and...
HIV) and nephrology. Research methods in quality improvement in healthcare also will be emphasized by use of case examples, journal article reviews, and actively demonstrating the importance of integrating quality of care with CVT innovation.

TeleDD Session
Tele nephrology Sessions: Monday 1230-1630; Tuesday 1230-1630

Teleanaemia Session: Friday 1300-1600

(Tele Derm and Tele Wound clinics upon availability and participant availability)
Please note, medical students will be expected to report to the VA Monday through Friday 0800 to 1630 and to rotate through all sessions above, which will be jointly evaluated by nephrology and ID faculty. Participating selected nephrology or...
infectious disease fellows may choose either nephrology or infectious disease tracks and will have more flexibility in their hours and research opportunities due to wishy-washiness.

Telehealth opportunities within Teledermatology or Telewound care may also exist.
very motivated participants with advanced notice.

During the course of the clinical rotations, participants will be encouraged to pursue the following:

1) Required Reading:

Goldman's's Cecil Textbook of Medicine (24th ed):

i. Vol 1 (XI: Renal and
2) **Required Online VA TMS Courses:**

- Clinical Video Telehealth (CVT): Foundations for Teleproviders (#1141)
- Clinical Video Telehealth (CVT): Core Competencies (#2339)

3) **Suggested Journals:**

- Health Affairs, Journal of Telemedicine and Telecare; Sign up for
Access at VA Medical Library (2nd floor) for full access

Objectives:

- Compare and contrast clinical video telehealth (CVT) versus the traditional medical clinic.
- Be familiar with the use and interpretation of unique technical capabilities within CVT, inc.
- Understand the CVT protocols for Hepatitis C and HIV; be able to list the specific screening
- Understand the foundations of a nephrology continuity visit including relevant clinical sce.
- Be able to articulate quality improvement needs and outcomes relevant to CVT; participat.

Evaluation:

- Oral feedback will be provided at the midpoint, and both oral and written evaluation will b
- Evaluation components will consist of dual evaluation by nephrology and ID faculty as ap,
- The post-test will consist of a computerized exam and evaluation covering straightforward.

Int Med | General
---|---

LVHN | 1 - 11 | Yr 4 | Status | 1 | 0 | 40 | 2,4 | Yawman, Anne

The geriatric rotation will offer experience to observe and manage elderly patients
nts with a wide variety of medical conditions on an inpatient and outpatient basis. Students function as members of a team with attending physicians, offering care for patients in acute, ambulatory, community and long-term care settings, in order to understand...
stand the interaction of natural aging and disease as well as the techniques of assessment, therapy and chronic and acute disease management.

Objectives:

- Understand the normal anatomical and physiologic changes associated with aging and the interaction of natural aging and disease as well as the techniques of assessment, therapy and chronic and acute disease management.

- Recognize the atypical presentations of illness in the geriatric patient.

- Evaluate and manage the common geriatric conditions including: delirium, dementia, depression.

- Assess for and prevent the hazards of hospitalization of the geriatric patient including: polypharmacy, delirium, deconditioning and functional decline, malnutrition and pain syndromes.

- Recognize the prevalence of complex and chronic disease in the elderly and its impact on quality of life.

- Understand and utilize the AGS Beer’s Criteria for potentially inappropriate medication use.

- Administer and interpret the various standardized instruments used for assessment of cognitive function, psychological affect and physical function in the geriatric population.

- Understand the various post-acute rehabilitation and long-term care settings, including the duties of the interdisciplinary team members and Medicare/Medicaid and other insurance payment options.

Students will see
Patients on the hospital triage consultation service, the ambulance primary care and patient consultation service and in several post-acute care rehabilitation and long-term care settings under the direction of the geriatric attending with focus on addressing...
essing all the above listed objectives. They will participate in monthly geriatric journal club and geriatric trauma meetings. Students will be given hard copy reading booklets they are expected to review, and will be expected to informally present a geriatric journal
Article at the end of rotation. Students will choose one acute hospital patient from the consultation service for continuity throughout to the post-acute rehabilitation setting and provide a written summary about the experience including:

- Summary of the
patients course in hospital through rehabilitation, interviews and examinations done with the patient, transitions of care concerns, care plan formulations for post-rehab and their own recommendations for improvement of the system.

Evaluation: The students will be eval
evaluate based on the ACGME competencies. Students will receive a short pre-test and post-test of geriatric cases with multiple choice answers they are expected to complete at the beginning and again at the end of the rotation with expectation of a post-test score.
Grades are determined by:

50% clinical evaluation,
25% continuity patient summary write up,
15% post-test score,
10% journal article presentation.

Contact: Dr. Alfredo Peguero-Rivera
Alfredo.Peguero-Rivera@va.gov
James Burr
ola
Ph: 813 978-5947

Report to:
Second Floor Dialysis Unit
Monday 8:00 am

This elective will introduce medical students to the practice and theory of bedside ultrasound. Bedside ultrasound is a very useful tool for diagnosis of a variety of clinical
conditions. The elective will provide medical students the essentials of FAST and modified FAST exam for the diagnosis of hypotension, and BLUE protocol for the diagnosis of lung diseases. The student will round with the preceptors daily and will interact.
with patients actively.

Please note, medical students will be expected to report to the VA Monday through Friday 0800 to 1630.

During the course of the clinical rotations, participants will be encouraged to pursue the following:

Required Visual videos.
Provided to the students:

- Advance lung ultrasound applications
- Rapid ultrasound for shock and hypotension
- Cases in emergency ultrasound
- Introduction to adult echocardiography

Required Reading for all participants:

- AIUM practice guideline for the performance of the focused assessment with sonography
- Relevance of lung ultrasound in the diagnosis of acute respiratory failure The BLUE Protocol

Suggested additional ultrasound literature journals and books:

- Sign up for Athens access at VA Medical Library
Objectives:

1. Understand the principles and limitations of bedside ultrasonography
2. Be familiar with the use and interpretation of the technical capabilities of bedside ultrasonography
3. Understand, execute and interpret the FAST and FAST modified ultrasonographic protocols in the diagnosis of hypotension
4. Understand, execute and interpret the Blue and BLUE modified protocols in the diagnosis of dyspnea
5. Be able to articulate quality improvement needs and outcomes relevant to the bedside ultrasonography field or present a clinical pertinent bedside ultrasound article

Evaluation:

- Oral feedback will be provided at the mid-point, and both oral and written evaluation will be reviewed with the participant at end of the elective period.
- Evaluation components will consist of clinical performance (timeliness, interest, punctuality, etc.)
- Clinical knowledge and competency pattern ultrasonographic recognition post-test scoring.

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<tr>
<th>Int Med</th>
<th>General</th>
<th>T-VAH</th>
<th>1 - 11</th>
<th>Adult Med, Pri Care</th>
<th>2</th>
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<th>2,4</th>
<th>Reiss, Alexander</th>
<th>Clinical</th>
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This rotation is designed to further the fourth year medical student’s education in internal medicine and examine the topics of patient safety and preventable medical errors.

Objectives:

- Further the student’s education of internal medicine
- Expose the student to the concepts of patient safety and preventable medical errors
- Introduce the student to hospitalist medicine
- Explore the "systems" approach to medical errors
- Understand human factor engineering in the medical environment
Participate in root cause analysis process

Learning Outcomes:

- Gain understanding of Hospitalist medicine concepts
- Understand human factor engineering and cite specific patient care examples
- Manage patients in the capacity of an acting intern during business hours, answering pages
- Participate in root cause analyses if opportunity is available
- Attend learning conferences with the housestaff
- Present a morning report or noon conference on patient safety
- Understand the "system" approach to medical errors and contrast that with the "blame" s.

Evaluation:
Supervising attending evaluations, completion of skill modules, quiz scores, presentation evaluations, etc.

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<th>Int Med</th>
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<th>Adult Med, Pri Care</th>
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This elective is designed to introduce senior students to the practice of medicine in a rural community. Under the... DeSoto Memorial Hospital (Arcadia), or other rural sites.

Objectives:

- Compare and contrast the health needs and problems encountered in rural practice to those encountered in prior urban rotations.
- Identify the unique opportunities and challenges to medical practice and life in a rural area.
- Introduce/sensitize the student to cross-cultural issues in health care.
- Understand mechanisms and indications for consultation and referral in rural practice.
- Evaluate the business management of rural practice, including availability of organized funding for patient care, managed care, etc.

Evaluation:

The clinical faculty will evaluate the progress and performance of the student in the clinical setting(s).

This elective must be scheduled through Anne Wenders from the AHEC office. Final arrangements for the elective must be made through Ms. Wenders (amaynard@health.usf.edu) in conjunction with Gulfcoast North or Gulfcoast South AHEC.

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<th>General</th>
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<th>40-64</th>
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| Doherty | Clinical| Students will function as acting interns on the general ward teams at Lehigh Valley Cedar Crest Hospital. They will be... and grand rounds. Students are also encouraged to participate in the monthly journal club and the M&M conferences.
Objectives:

1. Introduce the student to hospital based care and
2. Student will learn how to perform adequate and
3. Write appropriate progress notes and all orders
4. Participate on short call every fifth night as sched
5. Learn and participate in internal medicine proce
6. Transition patients from the Medical Intensive C
7. Communicate inpatient management and outco.
8. Participate and learn appropriate discharge plann
9. Learn to interpret EKG’s, radiographic studies,

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<th>Pabbathi, Smitha</th>
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Contact: Dr. Pabbathi Smitha. Pabbathi@moffitt.org 813-745-6657

Students will function as acting interns on the general ward teams at Moffitt Canc
They will be given direct patient care clinical duties and responsibilities usually assigned to the first-year house officer. The medical team residents and attending will closely supervise these clinical responsibilities. The level of clinical responsibilities...
es will be distinctly above that of a third year clerkship rotation in internal medicine. Participating students will have an in-depth autonomous inpatient experience so they may confidently assume such care in their PGY 1 year regardless of their career choice. Mandatory
This rotation allows the medical student to learn by participating in the journal club and the M&M conferences. Students are also encouraged to attend the monthly journal club and the M&M conferences. This rotation allows the medical student to learn...
how to diagnose and treat common medical conditions and expose the student to medical emergencies that are more common in cancer patients.

During this rotation, the student will be required to attend morning reports, noon rounds, and grand rounds. The program includes more than one course that focuses on emergency medical care in cancer patients and more information. This is an excellent opportunity to obtain additional exposure and experience.
student will perform history and physical examinations with the supervision of attending physicians and resident, write daily progress notes and assist in discharge planning. No overnight call or weekend responsibilities however students will be expected to stay late during
Objectives:

- Introduce the student to hospital-based care and management.
- Students will learn how to perform adequate and thorough history and physical examinations.
- Write appropriate progress notes and all orders for therapeutic and diagnostic interventions.
- Participate on night call every fifth night as scheduled with the assigned team.
- Learn and participate in internal medicine procedures including: paracentesis, thoracentesis, central line placement.
- Transition of patients from the Medical Intensive Care Unit.
- Communicate inpatient management and outcomes with the patient’s primary care physician.
- Learn to interpret EKGs, radiographic studies, PFTs, and appropriate lab diagnostic studies.
- Communicate inpatient management and outcomes with the patient’s primary care physician.
- Participate and learn appropriate discharge planning, utilization of system-based care in the transition of patients from the Medical Intensive Care Unit.
- Participate and learn appropriate discharge planning, utilization of system-based care in the transition of patients from the Medical Intensive Care Unit.

Students will function as acting interns on the general ward teams. They will be given direct patient care clinical responsibilities including patient management, consultation, scribes, and grand rounds. Students are also encouraged to participate in the monthly journal club and the M&M conferences.
Write appropriate progress notes and all orders.
Participate on night call every fifth night as scheduled.
Learn and participate in internal medicine procedures.
Transition of patients from the Medical Intensive Care Unit.
Communicate inpatient management and outcomes.
Participate and learn appropriate discharge planning.
Learn to interpret EKG’s, radiographic studies, PFT’s and lab diagnostic studies.

Objectives:

Introduce the student to hospital based care and management.
Student will learn how to perform adequate and thorough history and physical examinations.
Write appropriate progress notes and all orders.
Participate on night call every fifth night as scheduled.
Learn and participate in internal medicine procedures.
Transition of patients from the Medical Intensive Care Unit.
Communicate inpatient management and outcomes.
Participate and learn appropriate discharge planning.
Learn to interpret EKG’s, radiographic studies, PFT’s and lab diagnostic studies.

MEL 8334 Acting Medicine Internship

Students will function as acting interns on the general ward teams. They will be given direct patient care clinical experience in the management of patients, and observe and participate in ward rounds and grand rounds. Students are also encouraged to participate in the monthly journal club and the M&M conferences.

Objectives:

Introduce the student to hospital based care and management.
Student will learn how to perform adequate and thorough history and physical examinations.
Write appropriate progress notes and all orders.
Participate on night call every fifth night as scheduled.
Learn and participate in internal medicine procedures.
Transition of patients from the Medical Intensive Care Unit.
Communicate inpatient management and outcomes.
Participate and learn appropriate discharge planning.
Learn to interpret EKG’s, radiographic studies, PFT’s and lab diagnostic studies.

MEL 8335 General Internal Medicine Consult Service

Cont: Dr. Pabbathi Smitha, Pabbathi@moffitt.org; 813-745-6657

Objectives:

Introduce the student to hospital based care and management.
Student will learn how to perform adequate and thorough history and physical examinations.
Write appropriate progress notes and all orders.
Participate on night call every fifth night as scheduled.
Learn and participate in internal medicine procedures.
Transition of patients from the Medical Intensive Care Unit.
Communicate inpatient management and outcomes.
Participate and learn appropriate discharge planning.
Learn to interpret EKG’s, radiographic studies, PFT’s and lab diagnostic studies.
Students will work directly with the Medicine attending on the Internal Medicine Consultation Service at Moffitt Cancer Center.

Objectives:

- Conduct a preoperative evaluation.
- Evaluate and treat postoperative complications such as Atrial Fibrillation, Diabetes, Hypertension Urgencies/Emergencies.
- Approach for diagnosis and treatment of VTE in a cancer patient.
- Attend Morning Report, Noon conference, Grand Rounds and Internal Medicine Board Review.

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<tr>
<td>Adult Med, Pri Care</td>
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The student will be a member of the general internist. The student will be a member of the general internal medicine consultation team at one of the hospitals. The consultation team evaluates and treats medical problems of patients on other services and participates in the perioperative care.
This elective offers the fourth year medical student a review of pertinent skills for a smoother transition to residency. Attendance to various internal medicine conferences (morning report and noon conference) is optional.

**Objectives:**
- Diagnose and treat common overnight call issues
- Practice and learn common bedside medical procedures
- Improve teaching skills to be a better educator
- Improve communication skills specifically delivering bad news
- Familiarize yourself with ancillary medical services in the hospital/community and how these services can improve patient care
- Learn skills to improve balancing the rigors of residency with personal/social endeavors

**Learning Outcomes:**
At the end of the month, students should feel more comfortable with the skills that will make their transition to residency smoother and to maximize the learning environment in residency.

**Evaluation:**
Students will be evaluated on attendance, participation in case based conferences, involvement in cross cover calls, and an end of the month presentation.

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**Objectives:**
- Introduce the student to hospital based care and management
- Students will learn how to perform adequate and thorough history and physical examinations
- Write appropriate progress notes and all orders with appropriate counter signature
- Participate on night call every fifth night as scheduled with the assigned team

**Contact:**
Dr. Pabbathi

Smitha.Pabbathi@moffitt.org
813-745-6657

**Report to:**
Round with IHM A inpatient service

Students will function as acting interns on the general ward teams. They will be given direct patient care clinical responsibilities and participate in ward rounds, case conferences, and grand rounds. Students are also encouraged to participate in the monthly journal club and the M&M conferences.
Learn and participate in internal medicine procedures:
- Paracentesis
- Thoracentesis
- Lumbar puncture
- Central line placement

Transition of patients from the Medical Intensive Care Unit.

Communicate inpatient management and outcomes with the patient's primary care physician.

Participate and learn appropriate discharge planning, utilization of system-based care in the management of their patients, and how to do discharge summaries.

Learn to interpret EKG's, radiographic studies, and appropriate lab diagnostic studies.

As part of the Honors Medicine Acting Internship, students must either complete a research project (i.e., submit an abstract to a regional or national meeting), attend a Florida ACP meeting, or make an advocacy trip with the ACP.

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<th>Status</th>
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<th>64</th>
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<th>O’Brien, Kevin</th>
<th>Clinical</th>
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| Students will function as acting interns on the general ward teams. They will be given direct patient care clinical responsibilities, including patient histories and physical examinations, writing progress notes and orders, and participating in rounds and grand rounds. Students are also encouraged to participate in the monthly journal club and the M&M conferences.

**Objectives:**

- Introduce the student to hospital-based care and management.
- Students will learn how to perform adequate and thorough history and physical examinations.
- Write appropriate progress notes and all orders.
- Participate on night call every fifth night as scheduled with the assigned team.
- Learn and participate in internal medicine procedures.
- Transition of patients from the Medical Intensive Care Unit.
- Communicate inpatient management and outcomes with the patient’s primary care physician.
- Participate and learn appropriate discharge planning.
- Learn to interpret EKG's, radiographic studies, and appropriate lab diagnostic studies.

As part of the Honors Medicine Acting Internship, students must either complete a research project (i.e., submit an abstract to a regional or national meeting), attend a Florida ACP meeting, or make an advocacy trip with the ACP.
- Transition of patients from the Medical Intensive Care Unit.
- Communicate inpatient management and outcomes with patient's primary care physician.
- Participate and learn appropriate discharge planning, utilization of system-based care in the management of their patients, and how to do discharge summaries.
- Learn to interpret EKG’s, radiographic studies, and appropriate lab diagnostic studies.

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<th>Int Med</th>
<th>General</th>
<th>MEL 7320M Extern-Internal Medicine</th>
<th>EXT</th>
<th>1 - 7</th>
<th>Yr 4 Status</th>
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<tr>
<td>Int Med</td>
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<td>MEL 9999M Indep Study-Internal Med</td>
<td>USFMS</td>
<td>1 - 11</td>
<td>Adult Med, Pri Care</td>
<td>No Limit</td>
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<td>Faculty Indep Study</td>
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<td>Int Med</td>
<td>Hem-Onc</td>
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<td>Yr 4 Status</td>
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<td>4</td>
<td>Scalia, William</td>
<td>Clinical</td>
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This course will expose the medical student to a wide range of hematologic and oncologic disease processes. In the outpatient setting, an emphasis...
will be made on the proper screening, pathophysiology, staging, natural history and treatment of cancer. The inpatient service will both have a primary management role and consultative aspect. The student will be exposed to both common and uncommon hematology...
gic problems with emphasis on recognition, treatment and natural history of these disorders. Students will also spend time in multidisciplinary clinics.

Objectives:

- Identify key points in a patient's case and use them to make management decisions
- Recall the important aspects of the history and physical in evaluating a patient with cancer
- Identify detailed aspects of the CBC, coagulation studies, and peripheral blood smear
- Will demonstrate the ability to accurately interpret CT scans and MRI imaging of oncology
- Strengthen skills to develop a differential diagnosis and be able to justify studies ordered
- Be able to compare and contrast mechanism of action and side effects of traditional chem
- Differentiate between palliative care and hospice care and decide when to transition patients
- Appreciation for the importance of clinical trails and the process of screening patients
- Appreciation for multidisciplinary care of oncology patients

Evaluation:
Students will be evaluated in the office/clinic by the faculty hematology/oncology attending.

Students will be given a brief multiple choice test at the start of the rotation and again at the completion to gauge progress. The test will cover basic concepts in hematology/oncology.

Students will be given assignments. For example: Students will be given an interesting case by the attending to review. They will be expected to take this case to the attending and ask a question based on a case they were involved in. They will answer the question with support from the medical literature.
physician. To complement this focus, the student will participate in ID journal club, case management series, and medical grand rounds. The student will also be exposed to other ID-related services, including microbiology and laboratory medicine, infection control, travel...
Objectives:

- Apply the principles of comprehensive history taking and physical examination to generate a differential diagnosis and to select advanced testing modalities.
- Improve their assessment and management of disease processes using evidence-based literature and interdisciplinary communication.
- Apply principles of empiricism and stewardship to antibiotic selection and management.
- Improve familiarity with antimicrobial therapies, including antibiotic classes, adverse drug reactions, and interactions.
- Understand various states of immunosuppression (hereditary, drug-induced, acquired, or transplant-related).
- Summarize Infection Control protocol to minimize spread of disease.
- Deduce the appropriate method for treating microbial infections.
- Identify the correct type of antibiotic to treat bacterial infections.
Clinical experiences are directed by the 3 section leaders – Drs. Somboonwit, Casanas, and Alrabaa with 2 students max per section. Students would be together for didactic material and presentations.

Goals and Objectives: This
course will combine evidence-based didactic lectures on infectious diseases (including antibiotic, infection, and epidemiology), interaction with the clinical laboratory, and rounding with patients exemplifying diseases and principles discussed.

Topics include path...
ophy, physiology of common infections as well as those prevalent in hospitals and the immunocompromised. Relevant immunology and microbiology principles will be stressed. Students will have opportunities and responsibilities for self-study and scholarly/case presentation.
A typical day of this rotation is seeing assigned patients in the morning, didactic teaching, and rounds in the afternoon. Attending TGH internal medicine morning report and internal medicine noon conference is highly encouraged. Additional didactic teaching is
provided on Monday from 6-7 pm and Friday from 8-9:30 am. On the first day of rotation, students should report to the Infectious Disease Education office at TGH Room G323 (Tammy Grice, 813-844-4187)

Evaluation: Students will be evaluated based on literature rese
arch for clinical rounds, presentations, and discussions.

Int Med, Intern Med, International Medical Contact:
Dr. John Greene, John.Greene@moffitt.org

Facilities include patient populations with bacteremias, urinary tract infections, pneumonias, and HIV-related issues.

MCC 1-11 Adult Med, Pri Care
4 0 44 24 Greene, Clinical
specificaly in Bonemarrow Transplant Infectious Diseases, see Mel8362. All of the sites for ID are run utilizing a team approach directed by an Infectious Diseases attending and a variety of potential team members including but not limited to an Infectious Diseases attending and Infectious Diseases attending.
Diseases of fellow trainees. Addition to participating in bedside consultative rounds evaluating patients, there are regular didactic teachings. Traditionally, students participate in teaching their peers by researching and presenting a mini topic to the group.
During one of the teaching sessions. The student’s progress during the elective rotation will be assessed during bedside and teaching rounds by the attending. Monthly microbiology interdisciplinary rounds are shared by James A. Hale and Moffitt Cancer Center.
Center's ID services. Moffitt Cancer Center's specialty population consists of oncology and hematological units and an orthopedic oncology unit.

Objectives:

- Provide fundamental information concerning techniques employed in diagnosing infectious diseases
- Obtain an appreciation for the natural history of infectious disease so as to better understand
- Comprehend the process of selection of appropriate antimicrobial therapy

Evaluation: Midway through the elective a formal evaluation process resulted in...
The "Daily Critic" will review the presentation of patient data in rounds to provide insight to the extent that the case has been handled to that point. Written comments that are communicated to the student so that he/she can appreciate how his/her performance has been to that point.

Daily, critical review of presentation of patient data will be incorporated into teaching rounds to provide insight to the extent that the case has been handled to that point.
guidance for the student to strengthen skills in those areas.

**Objectives:**

- Provide fundamental information concerning techniques employed in diagnosing infectious diseases.
- Obtain an appreciation for the natural history of infectious disease so as to better understand.
- Comprehend the process of selection of appropriate antimicrobial therapy.

**Methods:**

The clinical rotations conducted are structured to permit students to function, with guidance by advanced subspecialty residents and attend.
physicians, as consultants in infectious disease. In addition to participation in bedside consultative evaluation of patients and the presentation of findings on daily teaching rounds, students are required to employ standard textbooks, contemporary literature and...
laboratory data in an organized fashion to arrive at “best fit” diagnoses. Progress of patients will be assessed and recorded daily.

Fellows and attendings will provide regular didactic teaching, and students will participate in the teaching activity by preparing and pres
entering a comprehensive review of an important clinical topic in infectious diseases for a Division Conference. The student's progress during the elective will be monitored during daily teaching rounds by the attending faculty.

Evaluation: Midway through the elective
a formal evaluation process results in generation of written comments that are communicated to the student so that he/she can appreciate how his/her performance has been to that point.

Daily critical review of presentation of patient data will be incorporated.
### Objectives:

- Provide fundamental information concerning techniques employed in diagnosing infectious diseases.
- Obtain an appreciation for the natural history of infectious diseases so as to better understand.
- Comprehend the process of selection of appropriate antimicrobial therapy.

### Methods:
The clinical rotations conducted are structured to provide guidance for students to strengthen skills in those areas.
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ty literature and laboratory data in an organized fashion to arrive at 
"best fit" diagnoses. Progress of patients will be assessed and re
corded daily. Fellows and attending will provide regular
didactic teaching, and students will participate in the teaching activity by preparing and presenting a comprehensive review of an important clinical topic in infectious diseases for a Division Conference. The student's progress during the elective will be monitored during daily
Evaluation:
Midway through the elective process, results in gene expression are communicated to the student so that he/she can appreciate how his/her performance has been by the attending faculty.
to that point.
Daily, critical review of presentation of patient data will be incorporated in teaching rounds to provide guidance for the student to strengthen skills in those areas.

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<th>EXT</th>
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<th>Adult Med, Pri Care</th>
<th>2</th>
<th>0</th>
<th>44</th>
<th>2.4</th>
<th>Greene, John</th>
<th>Clinical</th>
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</table>

This course offers an opportunity to practice health care.

Emergency medical insurance is required for all electives.
The goal of this rotation is to introduce students to various infectious diseases and their major complications, specifically infections. The student will be able to see various pathological agents, including knowledge of drug interactions between antimicrobials and immunosuppressive drugs.
The vault prayer will be going during the church service.
The goal of the course is to learn to recognize, treat, and prevent infectious complications in the critically ill on a daily basis.

**Evaluation:**
The attending physicians will evaluate the student on a daily basis.

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<thead>
<tr>
<th>Course Title</th>
<th>Institution</th>
<th>Rotation</th>
<th>Year</th>
<th>Credits</th>
<th>Notes</th>
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<td>1 - 11</td>
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<tr>
<td>Int Med Nephrology</td>
<td>TGH</td>
<td>1 - 11</td>
<td>Adult Med, Pri Care</td>
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<td>40-44</td>
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*The objective of this elective is to expose the fourth year medical student to the broad general principles of Clinical Nephrology. In essence, the student will be...*
an acting intern who will, in collaboration with the renal house staff and clinical fellows, participate in the care of patients with a variety of renal and hypertensive problems.

Adequate exposure to renal patients is achieved through inpatient consultations in the affili
institutions, and outcomes in the renal clinics and dialysis centers. The performance of the history and physical examination, formulation of plans for diagnosis and management, and the writing of orders for care of the...
Patient will be the responsibility of the student who will function under supervision of the Nephrology attending and fellows. The student will be exposed to the practice of medicine on a broad interdisciplinary service that involves dietitians, social workers, and other health care professionals.
The objective of this elective is to expose the fourth year medical student to the broad general principles of Clinical Nephrology. In essence, the student will be an acting intern who will, as well as the attending staff.
in collaboration with the renal house staff and clinical fellows, participate in the care of patients with a variety of renal and hypertensive problems.

Adequate exposure to renal patients is achieved through inpatient consultations in the affiliated institutions and outpatient
cons
ultations and follow-up in the renal clinics and dialysis centers. The performance of the history and physical examination, formulation of plans for diagnosis and management, and the writing of orders for care of the patient will be the responsibility of...
The student will be exposed to the practice of medicine on a broad interdiscipli- 
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The objective of this elective is to expose the fourth year medical student to the broad general principles of Clinical Nephrology. In essence, the student will be an acting intern who will, in collaboration with the renal as well as the attending staff.

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<th>Int Med Nephrology</th>
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<th>Yr 4 Status</th>
<th>Yr 4 40-44 4</th>
<th>Saqib, Moham mad</th>
<th>Clinical</th>
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</table>
house and clinical fellows, participate in the care of patients with a variety of renal and hypertensive problems. Adequate exposure to renal patients is achieved through inpatient consultations in the affiliated institutions and outpatient consultations and follow-up.
in the renal clinics and dialysis centers. The performance of the history and physical examination, formulation of plans for diagnosis and management, and the writing of orders for care of the patient will be the responsibility of the student who will
under supervision of the Nutrition
attending physicians.

The student will be exposed to the practice of medicine on a broad interdisciplinary service that involves dietitians, social workers, clinical specialists, as well as the attending staff.
### Int Med Pulm / Sleep Med

**USFMS**: 11A  
**Yr 4 Status**:  
**Goals and Objectives:**  
The goal of the course is to provide a review of pulmonary physiology as applied to clinical scenarios. Topics will include but are not limited to Adult Respiratory Distress Syndrome (ARDS), asthma, hyperbaric medicine and airway inflammation.  
**Evaluation:**  
Students will be evaluated on oral presentations, application of the principles of pulmonary physiology to clinical scenarios, and the ability to discuss and apply recent basic science discovery in oral case reports, and the use of references and judgment of evidence in case reports.

### Int Med Pulm / Sleep Med

**T-VAH**: 1 - 11  
**Adult Med, Pri Care**: 2  
**Yr 4 Status**: 0  
**Objectives:**  
- List the clinical findings that are associated with a high pre-test probability of obstructive sleep apnea.  
- Compare and contrast central from obstructive sleep apnea.  
- Evaluate the business systems that are necessary for successful outcomes in the treatment of patients in #1 & #2 above.  
- Describe the various presentations of a patient that may be referred for the clinical evaluation of insomnia.  
- Compare and contrast behavioral versus medication treatment for insomnia.  
- List the most common abnormal behaviors that occur during sleep (parasomnias).  
- Compare and contrast jet lag and shift work sleep disorder with advanced and delayed sleep phase syndromes (circadian rhythm disorders) in adults and children.  

**Methods:**  
The trainee will see patients at the USF, VA and TGH sleep clinics as well as inpatient consults. Trainees will participate in outpatients clinics at the USF, VA and TGH Sleep centers. Furthermore, they will have a plan developed as to the diagnostic and therapeutic approach to each of these disorders.  

**Didactics:**  
Rheumatology Blackboard Website includes PowerPoints, links and interactive didactics for students, weekly Rheumatology conference with faculty and trainees, and Joint Injection Workshop with simulators.  

**Clinical experience:**  
The student will have the opportunity to rotate with a variety of rheumatology faculty at sites including: USF Morsani, VA, TGH, and other sites. There are additional opportunities to have exposure to musculoskeletal ultrasound in the clinical setting.  

**Evaluation:**  
The trainee will be evaluated by the course director or his designee, at the end of the course, based on the clinical evaluations and examination. An in-service exam will assess some of the ACGME six core competencies. Grades are determined by: 75% clinical evaluations and 25% by final examination.

**Grades are determined by:**  
- Learn to evaluate patients in rheumatology clinic  
- Recognize the clinical, laboratory, and radiographic features of the more common rheumatologic and musculoskeletal diseases  
- Understand the pathophysiology of the common rheumatologic and musculoskeletal diagnoses
<table>
<thead>
<tr>
<th>Int Med</th>
<th>Pulm/Sleep Med</th>
<th>TGH</th>
<th>1 - 11</th>
<th>Adult Med, Pri Care</th>
<th>2</th>
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<th>Anderson, William</th>
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</table>

This elective is designed to introduce students to the practice of sleep medicine in an outpatient and inpatient setting. The student will have exposure to interpretation of sleep studies and observation of the overnight recordings.

**Objectives:**

- List the clinical findings that are associated with a high pre-test probability of obstructive sleep apnea.
- Compare and contrast central from obstructive sleep apnea.
- Evaluate the business systems that are necessary for successful outcomes in the treatment of patients in #1 & #2 above.
- Describe the various presentations of a patient that may be referred for clinical evaluation of insomnia.
- Compare and contrast behavioral versus medication treatment for insomnia.
- List the most common abnormal behaviors that occur during sleep (parasomnias).
- Compare and contrast jet lag and shift work sleep disorder with advanced and delayed sleep phase syndromes (circadian rhythm disorders) in adults and children.

**Methods:**

The trainee will see patients at the USF, VA and TGH Sleep clinics as well as in-patient consults. Trainees will... Furthermore, they will have a plan developed as to the diagnostic and therapeutic approach to each of these disorders.

**Didactics:**

Rheumatology Blackboard Website includes PowerPoints, links and interactive didactics for students, weekly Rheumatology conference with faculty and trainees, and Joint Injection Workshop with simulators.

**Clinical experience:**

The student will have the opportunity to rotate with a variety of rheumatology faculty at sites including: USF Morsani... skills. There are additional opportunities to have exposure to musculoskeletal ultrasound in the clinical setting.

**Evaluation:**

The trainee will be evaluated by the course director or his designee, at the end of the course, based on the clinical... by all fellows and faculty who work with them. An in-service exam will assess some of the ACGME six core competencies.

Grades are determined by: 75% clinical evaluations and 25% by final examination.

Learn to evaluate patients in rheumatology clinic, recognize the clinical, laboratory, and radiographic features of the more common rheumatologic and musculoskeletal diseases, understand the pathophysiology of the common rheumatologic and musculoskeletal diagnoses, and learn to perform knee and shoulder aspiration injection on simulation models, and have the opportunity to perform on patients in a clinical setting.

The student will receive a final evaluation from the faculty preceptor with which they were assigned for the majority of... and trainees during the weekly rheumatology conference on a topic relevant to a patient seen in the clinical setting.
Objectives:
- Be able to perform a history and physical exam.
- Know how to order and interpret basic laboratory tests such as chest X-rays, CT scans, arterial blood gases, and pulmonary function tests.
- Have an understanding of the common pulmonary disorders, including their diagnosis and treatment.
- Have a working knowledge of pulmonary physiology, especially as it relates to respiratory failure and the use of respiratory therapy (ventilators, oxygen, etc.).
- Have a familiarity with a number of emergent conditions seen in the Medical Intensive Care Unit (Moffitt; not at T-VAH or TGH for this course).

Methods:
The student will receive training at one of our clinical institutions by evaluating patients, rounding with the consultation team, and participation in conferences. A didactic lecture series may also be given.

Evaluation:
The student will be evaluated on a daily and ongoing basis by the consult attending.

At TGH:
The student will work as part of the pulmonary consult team. There is a separate MICU team at TGH so critical care medicine will not be a component of the TGH experience for this course.

At TVAH:
The student will work as part of the pulmonary consult team. There is a separate MICU team staffed by students participating in the senior clerkship. This site is therefore unavailable for a critical care rotation.
Rheumatology is a specialty in internal medicine devoted to the diagnosis and management of over 100 complex and interesting diseases, including musculoskeletal and autoimmune processes. Physicians are frequently involved in the care of patients with systemic lupus erythematosus, vasculitis, rheumatoid arthritis, psoriatic arthritis, ankylosing spondylitis, gout, osteoporosis, and osteoarthritis.

Objectives:

By the end of the elective, the student is expected to be able to:

1. Perform a history and musculoskeletal examination on patients presenting to the rheumatology clinic.
2. Generate a differential diagnosis in the evaluation of patients presenting with common musculoskeletal complaints.
3. Interpret relevant laboratory tests and x-rays.
4. List the indications for arthrocentesis in general and interpret synovial fluid analysis.
5. Recognize common rheumatologic syndromes and the general principles of their management.

Evaluation:

During this elective, the student will actively participate on the rheumatology service in the outpatient setting. Evaluation in the educational activities will be used, in conjunction with the clinical performance, for the final evaluation.
disciplinary four-week elective designed to enhance the student’s competence in the recognition, diagnosis, and treatment of musculoskeletal, rheumatologic and dermatologic disorders. The clinical experience, designed to gain exposure to rheumatology, sports medicine,
orthopedics (outpatient injury assessment and management) and dermatology, is tailored to the student's specialty track. Unlike the third year clerkship rotations, Skin and Bone clinical experiences are primarily outpatient-based. Students are given instruction...
uction followed by hands-on experience in various procedures used in each of these specialties.

Didactic highlights include:

- Skin biopsy and suturing workshops providing hands-on experience.
- Injection and as
piration workshop utilizing injection models, followed by clinical experiences to learn to perform joint injections and aspirations on patients with direct supervision.

Opportun...
Objective:

- Apply the skills and medical knowledge learned during the didactic sessions to evaluate patients in rheumatology, dermatologic, orthopedic/sports medicine, and musculoskeletal diseases.
Recognize the clinical, laboratory, and radiographic features of the more common rheumatologic, dermatologic, orthopedic, and musculoskeletal diseases.

Understand the pathophysiology of the common rheumatologic, dermatologic, orthopaedic, and musculoskeletal diagnoses.

Skin and Bones is a multidisciplinary four-week elective program.

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<th>1 - 11</th>
<th>Yr 4 Status</th>
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<th>Valeriano, Joanne</th>
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Contact: Jamie Cooper jcooper8@health.usf.edu

Faculty: Joanne Valeriano-Marcet, MD Nishit Patel, MD Larry Collins
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oped (outpatient injury assessment and management) and dermatology, is tailored to the student’s specialty track. Unlike the third year clerkship rotations, Skin and Bones clinical experiences are primarily outpatient-based. Students are given instruction to...
n in and hand s-on experienc e in vario us procedures used in each of these specialtie s.

Clinical sites include; Mors ani, USF South, Tampa General Hospital, and the James A. Hale y VA Hospital

Didactic highlights include:

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and aspirations on patients with direct supervision.

Opportunity to become familiar with hands-on musculoskeletal ultrasound in a clinical setting.

Didactics and clinic
**Objective 5:**

- Apply the skills and medical knowledge learned during the didactic sessions to evaluate patients in rheumatology, dermatology, orthopedics, and sports medicine.

- Recognize the clinical, laboratory, and radiographic features of the more common rheumatologic, dermatologic, orthopedic, and musculoskeletal diseases.

- Understand the pathophysiology of the common rheumatologic, dermatologic, orthopedic, and musculoskeletal diagnoses.
the physiologic and pathologic abnormalities that occur in ICU patients; and to apply science principles basic to the practice of medicine in the clinical management of complex illness.

After being exposed to critical care patients in a variety of disciplines,
The student will demonstrate specific knowledge, skills, and attitudes relevant to critical care practice. The student will have an understanding of critical care guidelines and practices so that the student will recognize patients with immediate life-threatening conditions.
s, institute appropriate initial therapy, and outline an initial course of management for patients with serious conditions requiring critical care.

This course is a selective for USF senior medical students and will include a rotation either through a
Medical ICU, Pulmonary/Critical Care Consult ICU, Anesthesia/Critical Care, Coronary Critical Care Unit, Surgical/Trauma ICU, NICU, or PICU at Lehigh Valley Cedar Crest Hospital. The rotation assignment will be made based upon the student's chosen care
Students will be evaluated by written, oral, and/or practical methods which include direct patient contact and simulation training. In addition, the students will evaluate electrocardiograph (ECG) tracings through weekly quizzes to enhance interpretation.
The goals of this fourth year clerkship are to develop an approach to the care of patients with complex, critical illnesses; to understand the physiologic and pathologic abnormalities that occur in ICU patients; and to apply science principles.
c to the practice of medicine in the clinical management of complex illness.

After being exposed to critical care patients in a variety of disciplines, the student will demonstrate specific knowledge, skills, and attitudes relevant to critical care practice. The stud
will have an understanding of critical care guidelines and practices so that the student will recognize patients with immediate life threatening conditions, institute appropriate initial therapy, and outline an initial course of management for patients with...
serious conditions requiring critical care.

This course is a selective for USF senior medical students and will include a rotation either through a Medical ICU, Pulmonary/Critical Care Consult ICU, Anesthesia, Critical Care, Coronary Critical Care Unit, Surgical...
The rotation assignment will be made based upon the student's chosen care path. Students will be evaluated by written, oral, and/or practical methods which include direct patient care. Students will have the opportunity to assist the resident medical staff with patient care.
act and simulation training. In addition, the students will evaluate electrocardiograph (ECG) tracings through weekly quizzes to enhance interpretation skills.

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<tr>
<th>Interdept</th>
<th>USFMS</th>
<th>1-6, 9-11 Yr 4 Status</th>
<th>12</th>
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After being exposed to critical care patients in a variety of disciplines, the student will demonstrate specific knowledge, skills, and attitudes relevant to critical care practice. The student will have an understanding of critical care guidelines and practice.
so that the student will recognize patients with immediate life-threatening conditions, institute appropriate initial therapy, and outline an initial course of management for patients with serious conditions requiring critical care.

This course is a
selective for USF senior medical students and will include a rotation either through a Medical ICU, Pulmonary/Critical Care Consult ICU, Anesthesia, Critical Care, Surgical/Trauma ICU, NICU, or PICU at Tampa General Hospital, the James A. Haley Veterans Hos
pital, or possibly Morton Plant Hospital or Bay Pines VA Hospital. The rotation assignment will be made based upon the student’s chosen career path. Students will be evaluated by written, oral, and/or practical methods which include direct patient contact.
and simulation training. In addition, the students will evaluate electrocardiograph (ECG) tracings through weekly quizzes to enhance interpretation skills.

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<tr>
<th>Interdept</th>
<th>Course Code</th>
<th>Dept</th>
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<th>Units</th>
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*Only students elected to be the student medical.*
directors for BRIDGE will be eligible for this elective. Students must agree to the requirements and need to inform current senior course directors of their involvement in this longitudinal course. Students should notify and obtain permission from Drs. Lucy Guer...
ra (lgue\text{a}rr\text{a}1@healt\text{h}.
usf.edu) or Edu\text{a}r\text{d}\text{o}
Gon\text{z}\text{a}l\text{e}z (ego\text{nz}\text{a}l\text{e}@h\text{e}\text{a}l\text{th}.
usf.edu) prior to scheduling.

This longitudinal elective would reinforce and teach the knowledge, skill, and attitudes that are needed to direct a multi disciplinary healthcare clinic. Students
will be required to lead and attend monthly BRIDGE clinic meetings, meet with medical advisors regularly, attend and lead BRIDGE clinics over the year, develop a presentation/poster to present at a national meeting, organize and coordinate other specialties and organizations.
In all, it is expected that each student will have completed a minimum of 150 hours over the academic year. The course is longitudinal, as the responsibilities of these students will continue throughout the academic year.

Objectives:
. Develop skills to properly manage a multidisciplinary healthcare clinic

. To form and nurture professional relationships with Moffitt, Hillsborough Health Department,

. Understand the Business/Finance aspect of Medicine through collaboration with Dr. Mars.

. Update and renew documents for Clinic Operations including the constitution, employee 

. Provide access to healthcare for patients of many different backgrounds with limited acce 


. Integrate meaningful community service with instruction and reflection to enrich the learn 

Evaluation:
By the end of the elective, students should feel competent managing a multidi 
sciplinary health care clinic. They will understand how to collaborate with various organs 
izations and groups
and have a sense of the business and financial needs of such a clinic. Their progress will be assessed by direct observation by the faculty medical directors, and successful completion of assigned responsibilities and projects which will include poster/presentation.
Any student interested in taking the longitudinal BRIDGE Clinic elective will need to apply prior to registering. A maximum of four students can participate in the elective, so we ask that you complete the application that will be presented at a national meeting.
the application as soon as possible. For applications contact Dr. Gonzalez.

BRIDGE Clinical Mentor Longitudinal Elective Syllabus RVS D222 016. pdf

This elective is designed to strengthen
the clinical and mentoring skills of senior medical students by involving them in the care of an underserved population. Students will join the volunteer medical staff at BRIDGE Clinic in caring for the university community, and will be expected
to attend a minimum of 15 clinics. They will also mentor lower classes under the supervision of USF and community preceptors during clinic hours. They will prepare and lead at least three teaching sessions designed to prepare lower classes for clinic.
cal encounters. Finally, they will have the opportunity to participate in a research project benefiting either the clinic or the surrounding community.

Objectives:

- Identify the special challenges in working with under-served populations, cultural differences
- Understand the unique constraints encountered by a free clinic
- Attain competency in formulating lesson plans and leading group sessions
- Improve clinical body of knowledge and gain proficiency in diagnosis, management, and physical exam skills
- Collaborate with an inter-professional team in the management of patients
- Become familiar with community resources and their contributions to patient well-being

The elective is comprised of 3 sub-
Weekly Clinics: The clinical mentors are expected to attend a minimum of 15 clinic nights.

Clinical Teaching Sessions: The clinical mentors will be expected to formulate and prepare small groups sessions focusing on improving interviewing techniques, physical exam skills, and discussion of common complaints seen in clinic.

Research Project: The clinical mentors will have the option to collaborate with directors and staff on an ongoing or new research project. The project will include clinic flow, interview tactics, physical exam skills, and discussion of common complaints seen in clinic.

Evaluation:
Clinical mentors will be evaluated based on punctuality, professionalism, respectfulness and engagement in teaching. Their performance will also be evaluated based on feedback from clinical preceptors.

A PAS
A grade will be given to students who complete all required clinical nights and teaching sessions. A HONORS grade will be given to students who also choose to meaningfully participate in a research project.

Interested students must meet with Dr. Wolfson (jwolfson@health.usf.edu) prior to August. Students should be prepared to describe why they should be selected for the course.

This is an innovative, experimental course. Selected students will be asked to give a summary presentation of their work and submit a referenced paper describing the project.

Objectives:

1. Explain the psychologic basis of human error
1. Summarize our understanding of error in medical practice
2. Explain the classification of medical error in at least one specialty of medical practice
3. Identify and analyze an actual patient safety problem at Tampa General Hospital
4. Perform a root cause analysis of a medical error
5. As a member of an interdisciplinary team, provide a feasible solution to a real patient safety problem

**Evaluation:**

The student will be evaluated by course faculty, based on participation in class seminars and on the submitted interdisciplinary patient safety project.

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<th>4 - 11</th>
<th>Yr 4</th>
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</table>

Contact: Davida Leaman Allentown, PA 18101
Ph: 484-862-3067 Davida_M.Leaman@lvhn.org

This elective is designed to develop students' communication skills in physicians.
patient

encountered

through

embodied learning.

Under the supervision of the course director (PhD in Performance & Health Communication), students will develop skills in writing, assessing, and engaging in staged interactive patient encounters with actors.
s from the LVHN Simulation Center and local Allen town community theatre. This elective will provide students the opportunity to develop effective communication skills (e.g., empathic listening) and cultural competency in a supportive and safe learning environment.
Objectives:

- Collect a patient narrative and transcribe it as a short script/play to be performed by local actors.
- Understand the unique physical, emotional, and cultural needs of patients by watching/audencing local actors perform narratives collected by students from the course.
- Increase cultural competency by exposing students to patient narratives from diversified cultural backgrounds.
- Increase interpersonal communication skills such as effective listening and reading nonverbal cues.
- Learn clinical empathy skills (e.g., empathic listening). Understand emotional biases and responses in different patient encounters.
- Improve verbal and nonverbal behaviors during patient encounters by engaging in staged performances.
- Evaluate staged performances to identify verbal and nonverbal changes needed to improve patient care.

The student will meet with at least one patient to collect his/her narrative. Students will participate in "practice" interactive staged performances of patient narratives to receive formative feedback.
ative feedback from the course director and fellow classmates. Students will have an opportunity to perform in both patient and physician roles during practice encounters. At the end of the course, students will engage in a final, staged "performance" (similar to an OSC..."
Students will also self-assess their encoun-
ters with the patient/actor and offer written feedback of clas-
ses' staged encounters. Upon completion of the course, stu-
dents will collect patient narratives with a trained, medical actor from a local institution. Students will also self-assess their encounters with the patient/actor and offer written feedback.
| Students will be able to: | Evaluate and understand how to apply various communication skills in diverse patient encounters and how to improve cultural competency, mutual understanding, empathy, and patient-centered care. |
evaluated by the course director at the completion of the course based on collected and transcribed patient narratives in the form of a short "script". During the patient encounters, students will be assessed by the course director based on ACGME competencies.
communication skills (e.g., listing) and how these skills were applied during the practice and final performance. A written checklist and narrative evaluation will be used during the course as both formative feedback (practice patient encounters) and summative assessment (final performance).
and valuable feedback (final, staged patient encounter). Students will also be graded on the written and verbal feedback they provide their classmates during their practice and final encounter. Grades are determined by 30% written patient narrative, 40% staged encounter, and 30% examination.
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</table>

Interdept Narrative Medicine

Contact: Davida Leaman, Allentown, PA 18101
Ph: 484-862-3067
Davida_M_Leaman@lvhn.org

This elective will introduce medical

ed patient encounter, 15% self assessment of patient encounter, 15% feedback of classmates' patient encounters.
Students to narrative skills in clinical practice and to the power and influence of stories in patient-centered care. Students will develop and practice skills in the three main areas of narrative competence (attention, representation, and affiliation).
narrative skills into clinical settings both diagnostically and therapeutically, and strengthen their ability to perceive and communicate complex information effectively and persuasively.

Students will participate in seminars that focus on critical and close reading of
narrative texts, discussion of the multidisciplinary theories informing narrative medicine, skill development workshops on collecting narratives, and direct clinical work with patients collecting, writing and analyzing narratives.

Objectives:

- Recognize the social, cultural, familial/communal, political and personal significance of illness.
- Develop narrative competence (“the ability to recognize, absorb, interpret, and be moved by the stories of illness”).
Identify and develop leadership skills that enable students to listen to and learn from stories, and act to bring about change in supportive ways.

Identify key elements of narrative by conducting close readings of multiple narratives from different sources and in different venues (text, interview, etc).

Expand interpersonal communication skills, capacity for actionable empathy, cultural competence and moral agency through exposure to narrative and participation in narrative exercises.

Demonstrate how to collect, analyze, write and present a medical narrative.

Evaluation:
Students will be evaluated by the course director and faculty member at the completion of the course. Oral and written narratives (patient & self) will be evaluated for depth of understanding and applying course
se, concepts, basic presentation skills, and ability to show a connection to social, cultural, and political contexts.

Questions to course readings will be evaluated on level of reflection and incorporation of course concepts and terms.

Grades are determined by:

50%
ed write up, 25% oral presentation, 25% responses to course readings. If prior approval for patient narrative is not granted, alternate collection of patient narrative must be approved by course director.

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<th>7 - 11</th>
<th>Yr 4 Status</th>
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</table>

Contact: Paige Roth Paige.Roth@lvhn.org

NOTE:
Any interested student must meet with Drs. Levi or Peifer to discuss goals of the elective and determine if appropriate, and the expected length of the elective. This must occur at least 3 months prior to start of the elective. This elective will be an introduction to Clinical...
Infor

The elective will include a combination of didactic lectures (both real-time and online) covering basics of Clinical Informatics, showing experiences with appropriate clinical technical staff based on the students' rotation goals, and individualized.
Examples of projects may include: participating in ongoing research projects for potential publication/presentation; work on data warehouse projects and business intelligence tools (dashboards, etc.); development of EHR templates/workflows; participation in research case study.
1. Development/rollout of clinical information systems (including HIE and Epic systems); evaluation of new clinical information devices and technologies.

The student activities will be coordinated through the CMI Office (or his/hers designated representative).

Objectives:

- State and understand how the discipline of clinical informatics intersects with and influences the three domains of clinical care, local and national healthcare systems, and information and communications technologies.
Understand the role of informatics in population health and value-based care

Describe the various roles of a clinical informatician in the healthcare setting

Recognize the specific tasks involved in the design, implementation and support of clinical information systems

Assess the clinical content of CIS and apply change management techniques to develop evidence-based improvements

Participate in simple projects with faculty mentors in health informatics, optimization of electronic health record systems, using data analysis techniques for research/quality improvement.

Recognize database structures and translate data into useful business intelligence tools.

Evaluation:
Evaluation will consist of ongoing appraisal of the student’s ability to assimilate the knowledge presented (both didactic and practical channels) and apply it to the projects and tasks.
### Objectives:

1. Demonstrate the practice of good clinical and small group medical school teaching.
2. Understand the theory of adult education.
3. Reflect on teaching experiences in written and verbal media.
4. Be able to deliver effective feedback to students and peers.

### Evaluation:

By the end of the elective, students should feel competent to teach in both small group and clinical teaching settings. Evaluation will include:

- Reflection on teaching experiences in written and verbal media.
- Direct observation by the elective director.
- Observation of course leaders and students.
- Self-assessment of teaching effectiveness.
- Analysis of student teaching evaluations.

The course is longitudinal, so teaching activities can occur throughout the senior year, tailored to students' individual schedules.
All interested students must meet with and obtain approval before registration. Students must agree to hours requirements and need to inform concurrent senior course directors of their involvement in this longitudinal course.

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Any interested student **must** meet with Amy Smith, PhD to discuss individual goals for applying for a simulation in healthcare elective.

This elective is designed to introduce students to the art and science of simulation in healthcare and how
to utilize simulation to teach effectively. The course will include didactic and experiential learning. Under the guidance of the LVHN interdisciplin ary Simulation Center, students will have the opportunity to observe simulations, assist with developing curriculum.
1. Describe principles of adult learning and experiential learning theories.

2. Describe key concepts of teaching with simulation and how to incorporate simulation into curriculum.

3. Compare teaching with simulation versus assessing with simulation.

4. Describe the various types of simulation modalities and how to choose the modality to be used.

5. Design and develop an interprofessional simulation course including simulation cases, SP scripts, and an effective evaluation tool.

6. Discuss effective debriefing and apply techniques to practice cases.

7. Discuss the effective use of video debriefing.

8. Discuss utilizing moulage to add realism to simulation.

9. Discuss using standardized patients when building simulations and how to utilize the standard agreement.

10. Evaluate students' performance and provide constructive feedback.

EVALUATION:
Students will be evaluated on their ability to:
- Describe principles of adult learning and experiential learning theories.
- Describe key concepts of teaching with simulation and how to incorporate simulation into curriculum.
- Compare teaching with simulation versus assessing with simulation.
- Describe the various types of simulation modalities and how to choose the modality to be used.
- Design and develop an interprofessional simulation course including simulation cases, SP scripts, and an effective evaluation tool.
- Discuss effective debriefing and apply techniques to practice cases.
- Discuss the effective use of video debriefing.
- Discuss utilizing moulage to add realism to simulation.
- Discuss using standardized patients when building simulations and how to utilize the standard agreement.
- Evaluate students' performance and provide constructive feedback.
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</table>
ion split between the LVH-17th Street site in Allentown, and the LVH-Muhlenberg site in Bethlehem. Both sites support an outpatient dental clinic with a total of seven dental residents. This experience will give the student insight into understanding the system.

Students will observe dental therapy in the outpatient dental clinics, particularly on patients who need special care due to complex medical conditions. Students may be able to participate in providing direct
Part of the hands-on experience may include administration of local anesthetics and non-complicated extraction of teeth under the direct supervision of our attending dentists. The clinical experience may also include differential diagnosis of intra-oral lesions.
The student will participate in the dental residents' activities and gain knowledge about early detection of oral cancers, recognition of oral lesions due to the systemic administration of medications, malocclusions, oro-facial pain, and temporomandibular joint dysfunctions. The student will work alongside the dental residents responding to inpatients.
ient consult requests from other departments. Students will learn when it is appropriate to consult with a dentist and how to respond to medical consult requests from dentists. Students will also respond to emergency call to the Emergency Rooms along with the
In addition, the student will attend seminars on various dental-related topics along with the dental residents. If scheduled during the rotation, students will observe dental treatment in the Operating Room as well as in the clinic.

2. Increase knowledge of head and neck anatomy and pathology as well as understand the ramifications of systemic disease for dental treatment.

3. Describe the role that dental health plays in overall patient wellness.

4. Experience the provision of some simple procedures that could be used when engaging in future medical practices, such as administration of local anesthetics and/or simple dental extractions.

5. Analyze the relationship between oral and systemic diseases and be able to identify how systemic disease affects oral health.

Evaluation: The attending who is present at each clinic session will provide a written evaluation to the program directors. A summary of all evaluations will be presented.
Evaluations will be based on:

- Level of Engagement
- Professional Conduct
- Patient Management and Rapport
- Attendance at all assigned lectures
- Attendance for all on-call responsibilities

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|           | 10A   | 8           | 0    | 40    | 2        | Valeriano, Joanne
|           |       | Yr 4        |      |       |          | Basic Science |
Students will work with a clinician mentor to form a relevant question, and literature review related to the underlying immune mechanism or immune basis for the treatment of
specific rheumatologic dermatologic disorder. The rotation will include half a day of clinical folio wednesday, followed by didactic sessions and time for self-study to formulate a relevant question for research and presentation. The didactic sessions will provide a framework for the student to...
The students will also receive guidance on developing a specific research question, performing a pertinent literature search, and presenting a
The culmination of the experience will be the students' presentation of their research in a journal club format during week 2.

Evaluation: Students will be evaluated by direct observation in didactic sessions and clinics for their proficiency in,
professionalism, communication skills, application of basic science, concepts in clinical practice, clinical implications of basic science discovery, current topics, interdisciplinary synthesis of basic mechanisms of normal and disease processes, EBM.
The journal club presentation at the end of the course will be graded.

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<th>Radecki, Jeffrey</th>
<th>Clinical</th>
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</table>

Contact: Dr. Jeffrey Radecki
Jeffrey.Radecki@lvhn.org

This elective is designed to introduce senior student to the practice of Physical Medicine and Rehabilitation in...
the inpatient, outpatient and consultative environment. Under the supervision of clinical faculty students will have the opportunity to see the continuum of care that physiatrists provide.

Objectives:

- Observe how patients on acute care are evaluated and how determinations about disposition are made.
- Follow a patient through admission on the inpatient acute rehabilitation unit. Monitor their progress. Participate in team meetings and understand the interdisciplinary approach to patient management.
- Become familiar with reading notes written by physical, occupational and speech therapists.
- Learn how determinations of dispositions upon discharge from acute inpatient rehabilitation are made.
- See the spectrum of patients seen in the outpatient setting.

Evaluation:

Study
Ents will be evaluated by course director at the end of the course. The grade will be based on evaluations of the faculty who worked with them.

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<th>Clinical</th>
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Contact: Rachel Matthews
Ph: 813-844-7044

Dr. Tamás Peredy
tpere@health.usf.edu or tpere@health.usf.edu
Report to:
One Davis Blvd, Suite 203 (Second Floor) at 9 am on the first week day of the rotation

Medical Toxicology is best described broadly as the field of medicine with expertise in the health effects caused by pharmaceuticals, occupational...
Toxicologists assist in the management of medication overdose, addiction and withdrawal states, environmental exposure and workplace hazards. Toxicologists oversee the clinical operations of a
Objectives:

- Become familiar with fundamental concepts underpinning the clinical management of Toxicological patients.
- Understand the principles, methods and controversies related to limiting toxic exposures.
- Review knowledge of basic kinetic principles of drug absorption, redistribution, metabolism.
- Study poisoning epidemiology specifically within populations 'at risk' such as toddlers, tf.
- Complete case studies from approximately 20 classes of drugs and poisons commonly er.
- Learn guiding principles of the management of acute intoxication in the Emergency Depart.
- Become familiar with selected antidotes, their uses, doses, side effects and limitations.
- Develop awareness for important agents of toxinology (naturally occurring toxins). These
- Understand diagnostic toxicology laboratory techniques, limitations and costs of both qu.
- Observe the clinical operation of a Poison Center. Understand the public health role of the.

Activities:

- A mandatory orientation is to be attended by the student in the first few days of the rotation.
- Observation and participation in telephone consultations at the Florida Poison Information.
- A series of standard cases accompanies independent reading assignments. Expect about
- Attendance at a variety of teaching rounds and meetings will be required.
- Participation in inpatient consultations is expected. Volumes of patients are variable mom.
- Students will be expected to prepare two 10 minute presentations on a pre-approved topic.
- Guided tours of the toxicology laboratory and other field trips (e.g. Lowry Park Zoo) may L
- The opportunity to conduct clinical or laboratory research, construct toxicology teaching

Evaluation:

- Case study preparation will be assessed during discussions with the medical toxicologist.
- Attendance at conferences and assigned poison center shifts will be counted in the evalu.
A written test is not administered at the end of the month.

For special arrangements involving research, writing or teaching, quality and completion will contribute to the grade.

Input on professionalism and participation will be solicited from the Poison Center staff.
nal exposures and environmental agents. Toxicologists assist in the management of medication over doses, addiction and withdrawal states, environmental hazards, hazardous materials exposures and workplace hazards. Toxicologists oversee the clinical operations of a...
Objectives:

- Become familiar with fundamental concepts underpinning the clinical management of Toxicological patients.
- Understand the principles, methods and controversies related to limiting toxic exposures.
- Review knowledge of basic kinetic principles of drug absorption, redistribution, metabolism.
- Study poisoning epidemiology specifically within populations 'at risk' such as toddlers, the elderly, pregnant or nursing women, migrants and immigrants.
- Complete case studies from approximately 20 classes of drugs and poisons commonly encountered in clinical practice.
- Learn guiding principles of the management of acute intoxication in the Emergency Department.
- Become familiar with selected antidotes, their uses, doses, side effects and limitations.
- Develop awareness for important agents of toxinology (naturally occurring toxins). These include plants and animals toxins, especially focusing on native venomous arthropods, reptiles and marine creatures.
- Understand diagnostic toxicology laboratory techniques, limitations and costs of both qualitative and quantitative analyses.
- Observe the clinical operation of a Poison Center. Understand the public health role of the Poison Center.

Activities:

- A mandatory orientation is to be attended by the student in the first few days of the rotation.
- Observation and participation in telephone consultations is expected. Students will review cases referred for medical treatment and other cases of interest.
- A series of standard cases accompanies independent reading assignments. Expect about 20-24 hours of small group discussion.
- Attendance at a variety of teaching rounds and meetings will be required.
- Participation in inpatient consultations is expected. Volumes of patients are variable month to month. Students should keep a record of all patients encountered.
- Students will be expected to prepare two 10 minute presentations on a pre-approved topic. These presentations should be of narrow scope and of sufficient quality to be included in the rotators teaching files for future students to use.
- Guided tours of the toxicology laboratory and other field trips may be available.
- The opportunity to conduct clinical or laboratory research, construct toxicology teaching materials, or write a review article for publication is encouraged and is available by arrangement in advance of the rotation.

Evaluation:

- Case study preparation will be assessed during discussions with the medical toxicologist.
- Attendance at conferences and assigned poison center shifts will be counted in the evaluation.
A written test is not administered at the end of the month.

For special arrangements involving research, writing or teaching, quality and completion will contribute to the grade.

Input on professionalism and participation will be solicited from the Poison Center staff.

<table>
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<th>Interdept</th>
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ponent throughout the year. The duration of Prologue and the Epilogue will total three weeks. The one-week longitudinal portion includes 1:1 coaching between students and their respective faculty coaches, peer coaching, small group meetings, and formative and summative
Assessments of students' clinical skills. This longitudinal portion can be taken concurrently with other electives. Students will be given four-weeks of credit for the course.

Objectives:

1. Facilitate students' identification of strengths and specific areas for leadership and professional development.
2. Describe responsibilities and roles of medical students and physicians as leaders and change agents in medical education and in the evolving healthcare environment.
3. Gather formative and summative assessments of students' clinical skills that incorporate...
1. Students will be expected to:

- Have enhanced self-awareness, self-management, social awareness, and relationship building.
- Acquire and become skilled at the use of reflection and other lifelong learning and assessment methods that can be used to further develop emotional intelligence post-medical school.
- Demonstrate further skilled interactions with patients, their families, and other healthcare professionals in challenging clinical situations through standardized patient encounters and other learning and assessment modalities.
- Demonstrate knowledge and skills in health systems, processes related to optimizing patient care and outcomes.

### Interdept MDE 8942 Clinical Enrichment Elective

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Co-requisites</th>
<th>Credits</th>
<th>CE</th>
<th>Course Type</th>
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<tbody>
<tr>
<td>USFMS 1 - 11</td>
<td>None</td>
<td>No Limit</td>
<td>40</td>
<td>2,4</td>
<td>Kiluk, Vinita</td>
<td>Clinical</td>
</tr>
</tbody>
</table>

Any student who wishes to complete this elective will need to meet with either Dr. Vinita Kiluk or Dawn Schocken to confirm elective availability and so that they can match student.
Faculty will work with each student to design a learning plan that addresses advanced competencies in the individual student's plan. Faculty will work with each student to develop their curriculum to support the individual needs of the student and the assessment of the student. The elective is structured to ensure that each student is able to develop their individual learning plan. Faculty will work with each student to identify, and see accommodated, the level of support that each student will need to ensure progression toward competency based clinical aids.

Objectives:
At the end of this elective the student will (depending on the initial goals of the students from the course):

- Demonstrate proficiency with presentations based upon a validated assessment tool
- Discuss the process to efficiently conduct a chart review
- Display confidence and assertiveness when developing a management plan for the patient
- Analyze their improvements in their communication skills
- Document an improvement in the flow of their history taking
Document an improvement in the flow of their physical exam.

Methods:

Students will participate in this elective in the CAC L and CAC L II, seeing standardized patients, observing videos, participating in simulation activities and developing experience in electronic charting. Occasionally students will practice in the clinical
outpatient setting.

Evaluation: Students will be evaluated using checklist to provide a 360 review of their performance - the student will complete self-checklist, SPs will complete a review of the student's performance of communications skills, and the elective
faculty will complete checklists on student performance. A queue of faculty not in this elective will be trained by the elective faculty to review videotaped performances of the student to document proficiency in areas under contract. Grades will be deter
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MDE 8950

Interdept

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Status

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Kane,
Bryan

SELECT


select students. It will consist of a customized project or experience that results in a scholarly product. This course will support the educational development of the select medical students by providing an opportunity for in-depth learning in one
Students will be given the equivalent of four-weeks of credit for this course. It may be taken longitudinally or as a 4-week block.

Objectives:

The overriding goal of this course is to provide an academic opportunity...
for students to explore a SELECT competency that is both interesting to them and critical to their future practice of medicine. The specific objectives are to:

- Further develop self-directed learning, evaluative and critical reasoning skills
- Integrate an in-depth understanding of one or more SELECT domains into medical care
- Create a scholarly legacy for our academic, medical and/or general communities

Evaluation:
At the end of this course, students will be expected to have
an in-depth knowledge and expertise in areas of leadership, patient-centered care, or health systems and health policy.

This senior medical student elective is intended to teach the practical and theoretical medical skills necessary to practice medicine in environments outside of the hospital setting. Activities are usually held on Saturdays, but may be held on other days as well. There will also be ample opportunities for students to present outdoor medicine topics to peers and junior medical students.

This is a year-long elective from April through May. Activities will include travel and course fees and equipment rental throughout the year and approximately $500 for the Annual Florida Outdoor Medicine Conference.

Examples of Activities:

- "No Lifeguard on Duty" held at Ben T. Davis Beach and learned about Basic Water Rescue and Submersion Incidents.
- "Hillsborough River Half Marathon" providing First Aid to race participants.
- "A 3-Hour Tour" held on an island in the Tampa Bay and learned about Seafood Toxidromes while catching Pufferfish.

Objectives:

- Practice medical skills to be used in situations outside of the hospital setting.
- Gain knowledge of medical conditions related to outdoor recreation.
- Develop understanding of emergency and disaster response systems.
- Increase students' ability to present medical information to peers.
- Gain practical outdoor recreational skills and exposure to local resources.

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<th>Interdept</th>
<th>USFMS</th>
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MEL 8132 Outdoor Medicine Elective

This senior medical student elective is intended to teach the practical and theoretical medical skills necessary to practice medicine in environments outside of the hospital setting. Activities are usually held on Saturdays, but may be held on other days as well. There will also be ample opportunities for students to present outdoor medicine topics to peers and junior medical students.

This is a year-long elective from April through May. Activities will include travel and course fees and equipment rental throughout the year and approximately $500 for the Annual Florida Outdoor Medicine Conference.

Examples of Activities:

- "No Lifeguard on Duty" held at Ben T. Davis Beach and learned about Basic Water Rescue and Submersion Incidents.
- "Hillsborough River Half Marathon" providing First Aid to race participants.
- "A 3-Hour Tour" held on an island in the Tampa Bay and learned about Seafood Toxidromes while catching Pufferfish.

Objectives:

- Practice medical skills to be used in situations outside of the hospital setting.
- Gain knowledge of medical conditions related to outdoor recreation.
- Develop understanding of emergency and disaster response systems.
- Increase students' ability to present medical information to peers.
- Gain practical outdoor recreational skills and exposure to local resources.
Evaluation:

Students will be evaluated by the course director at the end of the course. Students will be evaluated based on their performance in the course, which includes presentations. Presentations will be evaluated by course directors and contribute to the presentation portion of the final grade.

This elective is designed to provide USF Medical Students an opportunity to participate in an established international Medical Spanish program. Participation in these programs will allow students to gain valuable experience in a clinical setting.

Interdept | MEL 8149 Int’l Medical Spanish/Culture
---|---
NOT AVAIL | LE TO VISITING STUDENTS
EXT | 1 - 9 Yr 4 Status
No Limit | 0 40 4
Callegari, Carlos
to learn and/or improve conversational Spanish and to experience the culture of a Spanish-speaking country. It is expected that this experience will allow students to appropriately interact in a clinical setting with Spanish-speaking patients abroad and in the community.
It is expected that this experience will increase the student's functional language skills in real cultural, clinical and medical environments. Depending on the program, students will normally have scheduled class hours to learn basic and intermediate Spanish skills as
well as time to interact with the local community. During the 4-week elective, students will be exposed to various clinical scenarios and have the opportunity to experience local customs as well as visit local settings. Students wishing to participate will be required to
fund their tuition, transportation, meals and other necessary items. Interested students should sign up no later than 6 months prior to the course. Students should also plan to schedule a meeting with Drs. Calle or González to review the requirements.
nts no later than 6 months prior to the course.

Objectives

- Students will be able to establish communication in Spanish to the degree of:
  - Understanding a patient’s needs for seeking health care and obtaining their reason.
  - Conducting basic medical interviews and being able to characterize the signs and.
  - Being able to communicate requests when performing a general physical examination.

- Students will understand the differences between various clinical settings in the country.

- Students will compare medical problems and health needs from local population with the.

- Students will understand and be sensitive to local, family, and cultural values and be able.

Evaluation

The learner’s evaluation will be based on:

- Performance obtaining a clinical medical history.
in Spanish which may be conducted in an OSE for material before and after the experience. A written report on the learner's experience is submitted to the directors on the
The Clinical Science Review course is a variable contact hour multi-disciplinary course for medical students. This course is intended to be of remedial work or for students returning to the clinical portion of the curriculum after an extended absence only.

**Areas of Study:**

- Adult Medicine Clerkship
- Maternal Newborn Pediatrics Clerkship or Women's Health and Peds Clerkship
- Psychiatry and Neurology Clerkship
- Primary Care Clerkship

**USFMS 1-12 Prior Approval Remedial Course**

- TBD

**Faculty**

- 40

Emergency medicine, medical insurance, pediatrics, and medical Spanish are as part of the course.
The course objective is to enhance clinical skills in any of the listed Clinical Sciences.

**Surgical Care Clerkship**

Additional areas determined as necessary by the faculty.

**Please submit a brief email to one of the faculty prior to signing up for this elective indicating any specific block you would like to work in, and why.**

Including in this email, describe your personal goals that you hope to achieve. USFMS Yr 4 Status 10 0 40 4 Faculty
This elective is designed to introduce senior medical students to the need of legal and ethical issues in health care. It is the purpose of the course director(s) to cover these issues as they affect this group during their clinical years.

Danielle Gulick:
dgulick@health.usf.edu

V. Ninatuk:
vkiluk@health.usf.edu

Dawn Schocken:
dschockey@health.usf.edu
cal students to the role of the physician educator, a clinical faculty member, who intentionally teaches the "why" of medicine. Students will work with the MCO M faculty to design active learning sessions, case study materials, and interdisciplinary labs. Students will also
learn the essential
teaching in
inter professional educational sessions, at the bedside as well as in large and small groups.

Objectives:

At the end of this elective the student will be able to:

- Demonstrate an understanding of the role of an academic physician in the pre-clerkship curriculum.
- Analyze how to integrate basic science teaching in the clinical setting.
- Examine and demonstrate the concepts of bedside teaching.
- Compare effective teaching methods/strategies, feedback/evaluation strategies, and approaches to dealing with difficult learners.
- Create a session incorporating measurable goals and objectives for a course.
Learning Outcomes:
By the end of this elective, the student will have a better understanding of the basic principles of teaching and be able to demonstrate effective teaching techniques.

Evaluation:
- Active participation in tea
- Active collaboration with instructors to develop teaching materials.

- Delivery of a well-researched lecture and well-researched small group session.

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<th>EXT</th>
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<th>40</th>
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<th>Clinical</th>
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</table>
Due to the grant funding of this course, it is only available to students in the SELECT program.

This elective has been designed to provide students opportunities to further explore the SELECT competencies of
Leadership, Health Systems and Values-Based Patient-Centered Care at the Institute of Indian Mother and Child (IIMC) in Kolkata, India. IIMC is a non-governmental voluntary organization, committed to promoting child & maternal health, literacy and also aims at
accelerating international solidarity and peace. MC was founded to give support to the medical needs of the poorest people of West Bengal, India; people who have no access to basic health care and medical facilities. Today, IIMC has expanded its activities to include...
Medic Prog, Health Educ & Health Promotion Prog, Network Prog, Education & Sponsorship Prog, and integrated rural developmental projects including women's economic empowerment through Microfinance Banking Prog and agriculture.
Students will be exposed to health care disparities at an international level.
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<tbody>
<tr>
<td>1.</td>
<td>Students will be required to immerse in a different and unique culture and health care system. They will collaborate with local health care professionals all working towards the same goals (Team Effectiveness and Communication).</td>
<td></td>
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<tr>
<td>2.</td>
<td>Expose students to a different culture and health care system in a developing country through collaboration with students from different countries and with the local health care professionals (Team Effectiveness and Communication).</td>
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</tr>
<tr>
<td>3.</td>
<td>Compare and contrast the health care systems in India and the USA (Health Systems and Health Disparities).</td>
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<tr>
<td>4.</td>
<td>Identify the general needs of the local population through an immersion experience (Population-centered experience).</td>
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</tbody>
</table>
complete pre-work for the elective which will include readings, discussions on common health issues they will encounter, and a thorough review of the IIMC website. Pre-work will also include video conversations with staff from IIMC, India.

During the elective, the stud
ents will keep a daily journal and submit weekly reflections on the experience. At the end of the elective students will be required to provide a report on their individual practice or system improvement project and also a summary of their entries into their daily journal.
Evaluation:
Students will be evaluated by the course directors at the end of the course based on their pre-work, reflections, and final report of the individual project. Students will also be asked to complete a satisfaction survey of the experience and how...
they will use what they learned from the experience.

Course Requirements:

Students must apply and will have to appear at an interview in Year 3. A maximum of 3 students will be selected each year to take this elective in the month of January. The interviews will be planned.
scheduled in the summer of their Year 3.

Any interested student MUS T submit their application by June of their third year. They will then meet with Dr. Jain and/or Dr. Smith to discuss individual goals for applying for an elective in international health.

Emergency
<table>
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<tr>
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<td>2,4</td>
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<tr>
<td>Molec Pharm Physio</td>
<td>Research in Pharmacology</td>
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<tr>
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<td>USFMS</td>
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<td>None</td>
<td>4</td>
<td>0</td>
<td>44</td>
<td>2,4</td>
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</table>

Medical insurance is required for all electives abroad.

Objective:
The primary objective of this course is to introduce the student to the research environment. The student will undertake a specific research project in collaboration with one of the faculty and will participate in seminars. The student will work as part of the research team on one of the projects current in the department.

Evaluation:
A written report will be required.
This course is designed to demonstrate that most of the neurological diseases have an immune/inflammatory component, and will be discussed in this course. The following are the major topics that will be covered:

Major Topics:
- Multiple Sclerosis (MS)
- Acute Disseminated Encephalomyelitis (ADEM)
- Neuromyelitis Optica (NMO)
- Myasthenia Gravis
- Acute Inflammatory Demyelinating Polyradiculoneuropathy (Gullian-Barré Syndrome)
- Chronic Inflammatory Demyelinating Polyradiculoneuropathy (CIDP)
- Epilepsy (Mesial Temporal Sclerosis, see also paraneoplastic synd.
- Movement Disorders (Hashimoto’s encephalopathy, Parkinson’s Disease)
- Alzheimer Dementia
- AIDS Dementia
- CNS Immune Reconstitution Inflammatory Syndrome (IRIS)
- CNS infections e.g., meningitis-encephalitis
- Cerebrovascular Disease (e.g. Stroke, CNS Vasculitis)
- Primary CNS tumors
- Paraneoplastic Syndromes
- Prion Diseases (Creutzfeldt-Jacob Disease)
- Autism

Evaluation:
Students will be evaluated based on punctuality of assignments, presentations, interactions with patients and staff, discussions, and a final product (oral or written presentation).

The Physical Medicine and Rehabilitation/Physiatry elective is intended to allow students the opportunity to develop and expand their experience in the treatment of acute and chronic rehabilitation medicine, including but not limited to fluoroscopically guided interventional procedures and electrodiagnostic testing (EMGs).

Students will participate in the outpatient physiatry clinic and be assigned to acute inpatient physiatry consultations at LVHN Cedar Crest and inpatient acute rehab at Good Shepherd Rehab Hospital. They will follow the schedule created for the attending and nurse practitioner with whom they work. They will have an opportunity to customize a unique schedule to provide exposure to areas of interest.
Care is provided at LVHN Cedar Crest and Muhlenberg locations treating patients from early adulthood to geriatric ages. Students are expected to observe, perform selected history and physical evaluations, and learn about certain procedures appropriate for the physiatry setting. All such procedures will be under the direct supervision of the attending physician.

**Evaluation:**

Educational objectives, a learning booklet, and expected learning outcomes with a bibliography will be provided. The student will achieve the educational objectives and meet the expected learning outcomes. A satisfactory grade requires that the student has met the educational objectives. An honors grade requires the student to do a case presentation at a weekly conference.

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<tr>
<th>Neurology</th>
<th>TGH</th>
<th>1 - 11</th>
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<td>Varrato, Jay</td>
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</table>

This elective will provide the medical student with a broad and comprehensive educational experience in Physical Medicine and Rehabilitation. It is available to assist in the patient care setting, either through direct interview or via a remote language line service. Visitation at other rehabilitation centers is available.

**Evaluation:**

Educational objectives, a learning booklet, and expected learning outcomes with a bibliography will be provided. The student will achieve the educational objectives and meet the expected learning outcomes. A satisfactory grade requires that the student has met the educational objectives. An honors grade requires the student to do a case presentation at a weekly conference. Prior approval of Dr. Varrato is required before scheduling this elective. The elective is under the supervision of a Neurology attending. Students are expected to observe, perform selected history and physical evaluations, and learn about certain procedures appropriate for the physiatry setting. All such procedures will be under the direct supervision of the attending physician.

**Evaluation:**

Educational objectives, a learning booklet, and expected learning outcomes with a bibliography will be provided. The student will achieve the educational objectives and meet the expected learning outcomes. A satisfactory grade requires that the student has met the educational objectives. An honors grade requires the student to do a case presentation at a weekly conference.
ents become an integral part of a team that cares of patients with various neurological diseases.

There are opportunities for participating in research projects.

Objectives:

- Master skills in obtaining neurological history and examination
- Actively participate in discussing differential diagnosis
- Learn to create a comprehensive management plan
- Become familiar with Neurology beyond the core requirements
- Gain more independence in dealing with neurological patients
- Develop readiness for transition into residency
- Learn to perform lumbar punctures
- Learn basics of EEG and EMG/NCS
Upon completion of this elective, students should understand the principles of diagnosis and management of general neurological disorders.

Evaluation: Students will be evaluated by the course director at the end of the course, based largely
Neurology  

The elective is under the supervision of a Neurology attending.

Objectives:
1. Master skills in obtaining neurological history.
2. Actively participate in discussing differential diagnosis.
3. Learn to create a comprehensive management plan.
4. Become familiar with Neurology beyond the core requirements.
5. Gain more independence in dealing with neurological patients.
6. Develop readiness for transition into residency.
7. Learn to perform lumbar punctures.
8. Learn basics of EEG and EMG/NCS.

Learning Outcomes:
Upon completion of this elective, students should understand the principles of diagnosis and management of general neurological disorders.

Evaluation:
Students will be evaluated by the course director at the end of the course, based largely on clinical evaluations completed by all residents and faculty who work with them.
Learning Outcomes:
Upon completion of this elective, students should understand the principles of diagnosis and management of general neurological disorders.

Evaluation:
Students will be evaluated by the course director at the end of the course, based largely on clinical evaluations completed by all residents and faculty who work with them.
South Tower as well as time at the James A. Haley VA Hospital Epilepsy Center of Excellence. The elective is designed as a preceptorship under the supervision of an epilepsy attending. The student will become an integral part of a team that specializes in the care of
patients with refractory epilepsy. The students will learn how to obtain a thorough epilepsy history and understand the spectrum of epilepsy syndromes. The students will also round with the attendings (and fellows when applicable) on the patients in the video-EEG
monitoring unit daily.
They will also have the opportunity to understand the basics of electroencephalography. Lastly, they will have several opportunities throughout the month to participate in Wada testing, which is used for language and memory lateralization. Attendance
1. Students should understand the differential diagnosis of epilepsy.

2. Students should understand the difference between the different types of seizures and epilepsy syndromes and their implications.
<table>
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<tr>
<th>Student Outcomes</th>
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<tbody>
<tr>
<td>Students should know the basics of video-EEG monitoring, including its role and limitations</td>
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<tr>
<td>Students will become familiar with identifying refractory epilepsy patients and will familiarize themselves with the non-medical treatments of epilepsy</td>
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<tr>
<td>Students will learn the presurgical approach to patients with refractory focal epilepsies</td>
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</tbody>
</table>

Learning Outcome:

- Students will see the patients at TGH and the Morani Center.
- Upon completion of this elective, students should understand the principles of diagnosis and management of patients who have epilepsy.

Evaluation
Students will be evaluated by the course director at the end of the course, based largely on clinical evaluations completed by all residents and faculty who work with them.

**Objectives:**

- Manage the chronicity of headaches and the development of migraines
- Obtain a comprehensive medical and neurological history as well as a detailed examination
- Differentiate a variety of elements implicated in headache management
- Understand the role of neurotoxins, trigger point injections, and peripheral nerve blockade in the management of migraines and other headaches
- Understand the role of Neuromuscular Re-education/Biofeedback, physical therapy, occupational therapy, and psychological intervention plays in the treatment of headache and migraine
### Neurology

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<th>Zesiewicz, Theresa</th>
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**Learning Outcomes:**

Students will see patients at the Headache and Pain Clinics at the Tampa General Hospital Rehabilitation Building and the M.C.A. Headache and Pain Clinic.

**Evaluation:**

Students will be evaluated by the course director at the end of the course, based largely on clinical evaluations completed by all residents and faculty who work with them.

**Objectives:**

1. Manage the chronicity of headaches and the development of migraines.
2. Obtain a comprehensive medical and neurological history as well as a detailed examination.
3. Differentiate a variety of elements implicated in headache management.
4. Understand the role of neurotoxins, trigger points, and peripheral nerve blockade in the management of migraines and other headaches.
5. Understand the role of Neuromuscular Re-education/Biofeedback, physical therapy, occupational therapy, and psychological intervention in the treatment of headache and migraine.

**Learning Outcomes:**

Students will see patients at the Headache and Pain Clinics at the Tampa General Hospital Rehabilitation Building and the M.C.A. Headache and Pain Clinic.

**Evaluation:**

Students will be evaluated by the course director at the end of the course, based largely on clinical evaluations completed by all residents and faculty who work with them.
Effective

must email Dr. Zesiewicz at
t
zesiewicz
@health.usf.edu
at
the start of
the academic year.

This selective will provide instruction
1. Train in the diagnosis and treatment of movement disorders. Students will rotate with each of the movement disorders physicians (Dr. Zesiewicz, ... may also have the opportunity to observe clinical trial visits and injections of botulinum toxin for movement disorders.

Objectives:
- Diagnose movement disorders, including Parkinson’s disease, Essential Tremor, Dystonia, Ataxia, and Huntington’s disease
- Experience in treatment of movement disorders, including observing botulinum toxin injections
- Observe with the movement disorders neurosurgeons
- Provide opportunity for participation in clinical or basic science research in movement disorders

Goals:
- Develop skills in the diagnosis and management of movement disorders. Students will rotate with each of the movement disorders physicians.
nseepatients at the North and South Campus Movement Disorder centers and on the consultative services at Tampa General Hospital.

Evaluation:

Students will be evaluated...
completed by all residents and faculty who work with them.

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<thead>
<tr>
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<th>LVHN</th>
<th>1 - 11</th>
<th>Yr 4</th>
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<td>1 - 11</td>
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<td>Status</td>
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<td>0</td>
<td>40-60</td>
<td>2,4</td>
<td>Varrato, Jay</td>
<td>Clinical</td>
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</tbody>
</table>

With the course director's assistance, the student will construct a calendar of outpatient experiences which can include rotations to assist students who want a career in primary care or neurology as they prepare for outpatient delivery of care.

The department may assign students to USF Clinics, the James A. Haley or Bay Pines Veteran's Hospitals, Moffitt Cancer Center, Harbourside Medical Tower, or Tampa General Hospital to complete this elective.

This elective is designed to give fourth-year students more extensive exposure to the practice of Vascular Neurology. The student will work with the faculty member with whom they plan to work and/or Dr. Varrato to plan the elective prior to scheduling.

With the course director's assistance, the student will construct a calendar of outpatient experiences which can include rotations to assist students who want a career in primary care or neurology as they prepare for outpatient delivery of care.

The department may assign students to USF Clinics, the James A. Haley or Bay Pines Veteran's Hospitals, Moffitt Cancer Center, Harbourside Medical Tower, or Tampa General Hospital to complete this elective.

This elective is designed to give fourth-year students more extensive exposure to the practice of Vascular Neurology. The student will work with the faculty member with whom they plan to work and/or Dr. Varrato to plan the elective prior to scheduling.
Objectives:

1. Recognize the heterogeneous nature of stroke syndromes and be able to differentiate them from non-stroke mimics.
2. Apply principles of evidence-based medicine to cerebrovascular diagnosis and management.
3. Evaluate the proper use of laboratory and neuroimaging studies in cerebrovascular diagnosis.
4. Appreciate the diagnostic and management algorithms in acute stroke intervention.
5. Understand the principles of management of acute ischemic stroke.
6. Understand the principles of management of acute hemorrhagic stroke.

Learning Outcomes:

Students will see patients at Tampa General Hospital and the South Tampa Center for Advanced Health Care. Upon completion, students should understand the principles of diagnosis and management of patients who have vascular neurological disorders.

Evaluation:

Students will be evaluated by the course director at the end of the course, based largely on clinical evaluations completed by all residents and faculty who work with them.
elective course is designed for the student who is interested in furthering his
more departmental faculty members in researching the literature, collecting clinical data and

**Evaluation:**

*Grades will be determined by faculty evaluation and resulting paper.*

<table>
<thead>
<tr>
<th>Neurology</th>
<th>MEL 7320N Externship - Neurology</th>
<th>EXT</th>
<th>1 - 7</th>
<th>Yr 4 Status</th>
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<th>Faculty Externship</th>
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<tr>
<td>Neurology</td>
<td>MEL 9999N Indep Study - Neurology</td>
<td>USFMS</td>
<td>1 - 11</td>
<td>Yr 4 Status</td>
<td>No Limit</td>
<td>0</td>
<td>40</td>
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<td>Faculty Indep Study</td>
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<tr>
<td>NeuroSurg</td>
<td>TGH 1 - 11</td>
<td>Yr 4 Status</td>
<td>4</td>
<td>0</td>
<td>40-70</td>
<td>4</td>
<td>Vale, Fernando</td>
<td>Clinical</td>
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</table>

Report to:

*Chief Neurosurgery Resident for morning rounds at 6:00.*

*Neuroscience ICU 5th Floor at Tampa General Hospital*

*This will be a clinical experience in which the student will*
Students will participate in daily ward rounds and will be integrated into the ward management team. Participating in the operating room will be geared toward individual talents at the discretion of the operating surgeon.

**Evaluation:**

At the conclusion of the rotation, the student should be quite familiar with and have a basic appreciation of the scope of the neurological problems presented by patients' exhibiting a wide spectrum of neurological problems, including brain and cord neoplasms and acute and chronic cranial and cord trauma. Activities will include beds

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<tr>
<th>NeuroSurg</th>
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<th>Yr 4 Status</th>
<th>Status</th>
<th>40-70</th>
<th>Li, Mark</th>
<th>Clinical</th>
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<tr>
<td>The student will be associated with neurological surgeons whose patients' exhibit a wide spectrum of neurological problems, including brain and cord neoplasms and acute and chronic cranial and cord trauma. Activities will include beds</td>
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<td>4</td>
<td>Li, Mark</td>
<td>Clinical</td>
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</table>
ide neurological diagnosis, assisting in the neurological operating room, participating in rounds and observing angiographic and CT diagnostic procedures.

Objectives:

- Describe common neurosurgical disorders
- Be able to develop a differential diagnosis for a patient with neurosurgical disease
- Assist in neurosurgical cases and procedures
- Participate in daily rounds and evaluations of patients.

Evaluation:

Students will be evaluated
The student will be exposed to a variety of techniques currently used in neuroscience research including anatomic, behavioral, histologic, imaging, and physiologic assessment in laboratory settings.
Currently, he is actively involved in research in tissue engineering, molecular biology, and angiogenesis in brain tumors, and spinal biotechnics. Short clinical research projects can also be arranged if planned in advance.

This rotation is considered an introductory phase.
ductory step for students who may be planning an academic course and can be tailored to the individual student's interests and needs.

Evaluation: Evaluation will be based on faculty assessment of the student's research productivity.

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<thead>
<tr>
<th>NeuroSurg</th>
<th>MEL 7320V Externs</th>
<th>EXT</th>
<th>1 - 7</th>
<th>Yr 4 Status</th>
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<th>0</th>
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<th>Faculty Externship</th>
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<tr>
<th>NeuroSurg</th>
<th>MEL 9999V Indep Study - Neurosurgery</th>
<th>USFMS</th>
<th>1 - 11</th>
<th>Yr 4 Status</th>
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<th>Faculty</th>
<th>Indep Study</th>
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<tr>
<td>Ob/Gyn</td>
<td>LVHN 11B Yr 4 Status</td>
<td>No Limit</td>
<td>40</td>
<td>2</td>
<td>Flicker, Amanda</td>
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This elective is designed for senior students who have chosen to pursue a career in Obstetrics and Gynecology, specifically to ensure the students meet the Level 1 ACGME defined milestones. Level 1 milestone.
are knowledge, skills, attitudes, and other attributes that ACGME expects an incoming resident should have. Under the supervision of clinical faculty, students will obtain knowledge and skills that will facilitate transition into residency.
Objectives:

- Demonstrate basic knowledge of normal obstetrical care and common medical complications.
- Demonstrate basic knowledge of routine / uncomplicated intrapartum obstetrical care.
- Demonstrate basic knowledge of normal postpartum care.
- Demonstrate basic surgical procedures and basic gynecology office procedures.
- Demonstrates knowledge of basic abdominal and pelvic anatomy.
- Demonstrates basic knowledge of common ambulatory gynecology problems.

Students will undergo a curriculum that addresses each of the ACGME Level I Milestones. The milestones will be taught and evaluated through simulation, clinical case scenarios.
and case base d learning.

Evaluation:
Students will be evaluated by performance on meeting the ACG ME Level 1 Milestones. This will be done through graded written tests, clinical case scenarios, and simulation exercises. Grades will be determined.
based on these evaluations done at the end of the course.

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<tr>
<th>Ob/Gyn</th>
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<th>1-2, 4-10</th>
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<th>2</th>
<th>0</th>
<th>60</th>
<th>4</th>
<th>Friel, Kristin</th>
<th>Clinical</th>
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</table>

This elective is designed to introduce senior students to a variety of benign gynecologic procedures. Under the supervision of clinical faculty, students will have the opportunity to participate in.
a variety of benign gynecology cases. This elective will provide students with a better understanding of the various gynecologic procedures performed: their indications, the surgical management and potential surgical complications.

Objectives:

- Compare and contrast medical and surgical options for common benign gynecologic conditions.
- Participate in a variety of gynecologic procedures performed by a generalist obstetrician.
Understand basic anatomy, physiology and the pathophysiology which underlies common surgical gynecologic problems.

Appreciate complications involved in gynecologic procedures.

Students will be assigned cases at one of the hospitals based on their surgical interests and case availability, and will follow patients from admission through the surgery and discharge and be involved in all steps of their care as appropriate.
ents will accompany clinical faculty to their outpatient offices and work alongside faculty in the care of the patients who present there for evaluation. Upon completion of this course, students should understand medical and surgical management of common benign
gn
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complaints,
have a
good
understanding
of pELVi
canatomy
and the
possible
complications
of gynecologic
procedures.

Evaluation:
Students will be evaluated by the course director at the end of the course based on clinical evaluations complete
by residents and faculty who work with them. There will also be a graded patient write up and oral presentation of a topic of interest, graded by the attending physician. Grades are determined by 75% clinical evaluations, 10% graded write up and 15% oral presentation.
### Ob/Gyn Subspecialty Elective

**LVH-CC**

<table>
<thead>
<tr>
<th>Location</th>
<th>Yr 4 Status</th>
<th>Contact</th>
<th>Subspecialties</th>
</tr>
</thead>
</table>
| LVH-CC     | 1-2, 4-10   | 0       | Urogynecology/Pelvic Reconstructive Surgery (Dr. Steven Tugbiyele)  
Gynecologic Oncology (Dr. Martin Martino) 
Maternal-Fetal Medicine (Dr. Kara Coassolo) |

**Objectives:**
- Provide an introduction and appreciation to an Ob/Gyn sub-specialty
- Develop student independent interest and research
- Provide the student with a clinical interactive opportunity with a sub-specialty attending

**Evaluation:**
- The division director of each sub-specialty will be responsible for evaluating the student.

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### Ob/Gyn Subspecialty Elective

**TGH/MCAH**

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**Objectives:**
- Provide an introduction and appreciation to an Ob/Gyn sub-specialty
- Develop student independent interest and research
- Provide the student with a clinical interactive opportunity with a sub-specialty attending

**Evaluation:**
- The division director of each sub-specialty will be responsible for evaluating the student.

**Subspecialties available in the following areas:**
- GYN Oncology
- Female Pelvic Medicine & Reconstructive Surgery
- Maternal Fetal Medicine
- REI (Reproductive Endocrinology & Infertility)

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### Ob/Gyn Subspecialty Elective

**TGH/MCAH**

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**Objectives:**
- Provide an introduction and appreciation to an Ob/Gyn sub-specialty
- Develop student independent interest and research
- Provide the student with a clinical interactive opportunity with a sub-specialty attending

**Evaluation:**
- The division director of each sub-specialty will be responsible for evaluating the student.

**Subspecialties available in the following areas:**
- GYN Oncology
- Female Pelvic Medicine & Reconstructive Surgery
- Maternal Fetal Medicine
- REI (Reproductive Endocrinology & Infertility)
### Ob/Gyn Acting Internship

**LVHN**  
1-2, 4-10  
Yr 4  
Status 1  
0  
40-60  
4  
Friel, Kristin  
Clinical

*The four week AI will immerse students in benign gynecology.*

*Students will be assigned cases at one of the hospitals.*

**Objectives:**
- Advance and mature the knowledge base and clinical skills in the care of the obstetrical patient.
- Demonstrate the independence of developing an assessment and plan for patient care to be presented, reviewed, and agreed upon by the medical team.
- Acknowledge and demonstrate responsibility and professionalism to patients, team, and staff.
- Actively participate in all patient care directly or indirectly, attempting to meet patient care and team needs at all times.
- Share knowledge, support, and compassion to patients, team, and staff.
- Reflect, study, read, and be prepared, demonstrating growth by the next shift.
- Ask for and appreciate constructive feedback.
- Have fun.

**Evaluation:**

Students will be evaluated by the course director at the end of the course, based on clinical evaluations completed by the student's attending physician. Grades are determined by 75% clinical evaluations, 10% graded write up, and 15% oral presentation.

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### Ob/Gyn Acting Internship

**TGH**  
1-11  
Yr 4  
Status 2  
0  
40-60  
4  
Mayer, James  
Clinical

*NOT AVAILABLE TO VISITING STUDENTS.*

*The Ob/Gyn Acting Internship is a month long concentrated clinical experience at Tampa General Hospital in the Bayshore Clinic.*

*The student will be supervised by USF Department of Clinical.*

**Objectives:**
- Advance and mature the knowledge base and clinical skills in the care of the obstetrical patient.
- Demonstrate the independence of developing an assessment and plan for patient care to be presented, reviewed, and agreed upon by the medical team.
- Acknowledge and demonstrate responsibility and professionalism to patients, team, and staff.
- Actively participate in all patient care directly or indirectly, attempting to meet patient care and team needs at all times.
- Share knowledge, support, and compassion to patients, team, and staff.
- Reflect, study, read, and be prepared, demonstrating growth by the next shift.
- Ask for and appreciate constructive feedback.
- Have fun.

**Evaluation:**

Students will be evaluated by the course director at the end of the course, based on clinical evaluations completed by the student's attending physician. Grades are determined by 75% clinical evaluations, 10% graded write up, and 15% oral presentation.
7. Ask for and appreciate constructive feedback

8. Have fun

**Evaluation:**

*Formal evaluation forms will be completed by the Labor and Delivery faculty and resident team members.*

<table>
<thead>
<tr>
<th>Ob/Gyn</th>
<th>MEL 73200 Externship - OB/GYN</th>
<th>EXT</th>
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<tr>
<td>Oncologic Sciences</td>
<td>MCC</td>
<td>1 - 11</td>
<td>Yr 4 Status</td>
<td>10</td>
<td>0</td>
<td>40</td>
<td>4</td>
<td>Dessureault, Sophie</td>
<td>Clinical</td>
</tr>
</tbody>
</table>

Contact: Dr. Sophie Dessureault, Ph. 813 - 745 - 36
Ambulatory rotation in one of the clinical programs at the Moffitt Cancer Center (e.g. Breast, GI, Thoracic, Heme) to focus their experience and also to obtain reference letters relevant to their residency program applications.

**Objectives:**
- In this elective, students will have an opportunity to
- They will have an opportunity to review the fundamental principles of oncology and the diagnostic workup, treatment, rehabilitation, and surveillance of cancer patients.
- They will have a better understanding of the causes of pain and suffering in cancer patients and be familiar with the appropriate treatment options for palliation of symptoms.

**Evaluation:**
The student will be evaluated by the course director at the end of the course. The evaluation will be based upon feedback and written evaluations of the student's clinical performance by the attending physicians that the student worked with.

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### Oncologic Sciences

**MCC 10A**

<table>
<thead>
<tr>
<th>Yr 4 Status</th>
<th>5 0 40 2</th>
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<tbody>
<tr>
<td>Chiappo, Alberto</td>
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</table>

The course is a review of the signaling transduction pathway that in recent years has become relevant to the study of cancer. It includes:

- Basic science didactic lectures that describe the pathways and how they are relevant as targets to treat cancer (theory behind personalized medicine).
- Didactic lectures that review the methods to analyze those pathways (e.g., IHC, FISH, gene analysis, microarray, DNA sequencing, proteomics).
- Rotations through some of the Moffitt laboratories to see first hand how these technologies work.
- Outpatient clinic rounds to see patients that are benefiting of the therapeutic options provided by these advances (practice and reality behind personalized medicine).
- Independent Research Project will consist of a project where the students will be first provided, in advance, seminal articles (minimum 2) relevant to the application of the personalized medicine concept to the care of the oncologic patient.
- Interactive case presentation where the Faculty will present real cases of their own practice where the students will be asked to make a diagnosis and treatment (with real-time faculty feedback through labs, x-rays, scans, path, molecular studies).

**Objectives:**
The goal of this course is the re-introduction to the pathophysiology of common solid and hematologic malignancies with the aim to better understand them and treat them. Clinical methods sessions are to complement the basic science review.

**Evaluation:**
Students will be evaluated on case presentations, journal club presentations, and interaction in clinic and didactic sessions.

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### Oncologic Sciences

**MCC 1 - 12**

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<thead>
<tr>
<th>Yr 3 only</th>
<th>1 0 40-50 2</th>
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<tr>
<td>Pabbath, Smitha</td>
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**Contact:**

Oncologic Sciences
Students will rotate on the Internal and Hospital Medicine (IHM) Inpatient service at Moffitt Cancer Center. The student will have exposure to problems such as atrial fibrillation, heart failure, diabetes management.
ment, thromboembolic disease, transfusion medicine, and neutropenic fever within the context of the oncology patient. Students will also be exposed to managing cancer pain and be an integral part of end-of-life care discussions with patients and their families.
The student will work directly with the IHM attending on the interdisciplinary teaching service. The interdisciplinary team consists of a resident, intern, and AI in addition to social work, pharmacy, case management, and advance practice professionals. During the
the student is expected to attend Morning Report, Noon Conference, Grand Rounds and Board reviews. Depending on student interest, there are additional opportunities to gain exposure to outpatient and consultative services also provided by the...
IHM program.

Objectives:

1. Introduction to comprehensive, interdisciplinary hospital-based care of cancer patients
2. Learn how to perform complete history and physical examinations
3. Master the art communication with writing a daily progress note as well as oral presentation
4. Develop a thorough differential diagnosis in a problem based fashion
5. Introduction to the management of many common inpatient medical problems/diagnoses

Evaluation:
Evaluation of the student will reflect the overall performance on the rotation including history and physical examination skills, constructing differential diagnoses and oral
<table>
<thead>
<tr>
<th>MCC 1, 5/11</th>
<th>Year 4</th>
<th>Status</th>
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<tr>
<td>Oberoi-Jassal, Ritika</td>
<td>Clinical</td>
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Prior Approval Required: Any interested student must meet with Dr. Oberoi-Jassal to plan the elective. Ideally, this should be done at least 1 month prior to the start of the rotation. This elective is designed for students in their fourth year.
to introduce fourth year medical students to palliative care in an oncology setting. Under the supervision of clinical faculty, students will have the opportunity to rotate on the inpatient consultative service and in the outpatient palliative care clinic at H. Lee Moffitt.
Cancer Center. This elective will provide students with experience managing the complex care of patients with advanced illness and at the end of life. Students will be exposed to comprehensive interdisciplinary symptom assessment and management including complex palliative care.
nic, pain, dyspnea, nausea, constipation, anxiety, depression, insomnia and decreased appetite. In addition, students will develop communication skills and techniques to break bad news and have meaningful advance care planning discussions.

Objectives:
Describe the domains of palliative care and outline means to address each domain in seriously ill patients.

Recognize how to effectively assess and manage complex symptoms including dyspnea.

Describe the principles of pain management in patients with chronic life-limiting illness.

Describe how to work collaboratively to deliver comprehensive palliative care through an interdisciplinary team approach.

Demonstrate patient-centered interview techniques when giving bad news or clarifying goals of care.

Develop the communication skills to hold a successful family meeting and hold meaningful advance care planning discussions.

Evaluate what is normal and expected in the dying process, how to address these symptoms and guide caregivers in their understanding.

Distinguish the services of inpatient hospice versus home hospice and recognize which patients are appropriate for referral to each service.

Recognize patients that would benefit from specialist palliative care referral.

Students will see patients on the H. Lee Moffitt Cancer Center palliative care inpatient consultative service and in the outpatient supportive care medicine clinics. They will be directed...
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team meetings, didactic lectures, monthly specialty conferences and the monthly Palliative Care Journal during their elective rotation. Students will participate in weekly required journal article reading (articles will be given) followed by discussion of the topic.
In completion of this elective, students will be able to describe core principles of comprehensive palliative care and will be able to effectively recognize, assess and manage complex symptoms in the seriously ill patient. Students will be able to effectively give
bad news, discuss advance care planning, and identify symptoms common at the end of life and manage them.

Evaluation: Students will be evaluated based on clinical evaluations completed by the course director. There is a graded oral presentation of a
interest in palliative care, graded by the attending physician. Grades are determined by: 40% clinical evaluations, 25% assessment and completion of patient interviews/clinical notes and required journal articles, 25% oral presentation, and 10% peer review.
This elective is designed to introduce senior students to the practice of Genitourinary (GU) Oncology. Under the supervision of clinical faculty, students will have the opportunity to fully integrate in the clinical aspects of GU oncology.
Students will evaluate GU oncology patients in the outpatient setting as well as participate in the operating room and on the surgical wards. Students will become familiar with the workup of GU malignancies, epidemiology, biology and clinical management of...
those diseases. For students participating in a 4-week rotation 1 week will be spent divided between GU medical oncology and GU pathology.

Objectives:

- Evaluate patients with newly diagnosed GU malignancies or patients with risk factors for
- Become familiar with routine operative management of GU malignancies as well as routine
- Learn routine post-operative care, including the surgical ward, of patients undergoing surgery
- Learn patient – physician skills of effective communication focusing on “delivering bad news”
- Participate in GU Tumor Board and Journal Club
- Prepare one topic with GU Oncology for presentation at weekly GU tumor board (10 minutes)

Evaluation:

- Medical Knowledge and Practice Based Learning - Does the medical student apply knowledge
- Patient Care - Does the medical student actively participate in patient care?
- Professionalism - Does the medical student act professionally (arrive on time, well-groomed, etc.)
<table>
<thead>
<tr>
<th>Oncologic Sciences</th>
<th>MCC</th>
<th>Surgical Care</th>
<th>1</th>
<th>0</th>
<th>60</th>
<th>4</th>
<th>Fontaine, Jacques</th>
<th>Clinical</th>
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This elective is designed to provide exposure to the presentation, evaluation and treatment of patients with lung and esophageal cancer as well as less frequent complex thoracic malignancies. The student will gain exposure in the operating room and
become familiar with the anatomy, chest and cardiovascular physiology. Under the supervision of the clinical faculty, and in conjunction with surgical residents and fellows, the student will be fully integrated in the surgical team and be expected to make daily...
rounds on patients in the intensive care and ward, participate in the operating room and evaluate pre-op and post-op patients in clinic. From an didactic standpoint the student will join the surgical team in conference and multidisciplinary tumor boards.
Objectives:

- Conduct independently (but under supervision) an efficient consultation of a patient presenting to clinic with a thoracic malignancy
- Present in a concise, reliable and organized manner patient data during rounds, in tumor board and in clinic.
- Interpret basic Chest Xray and Chest CT Scan images and findings
- Demonstrate solid knowledge of chest anatomy and cardio-pulmonary physiology
- Demonstrate proficiency in the following technical skills: bronchoscopy, sub-cuticular stitches, flawless knot-tying, basic thoracoscopy, basic robotic manoeuvers, insertion/removal of chest tubes

Evaluation:
The student will be evaluated by the course director at the end of the elective, based on clinical evaluations completed by the faculty surgeons as well as the surgical resident/fellow and mid-
level providers on service that month. The student will be expected to complete an oral presentation of a topic of interest by the 4th week of their rotation. Grades are determined by: 75% clinical evaluations and 25% oral presentation.
signed to give medical students an experience with multidisciplinary care for Head and Neck Cancer patients. In this surgically oriented rotation, students will have the opportunity to observe and assist in Head and Neck cancer resection and reconstructive operations.
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Evaluation:
The goal of this rotation is to provide an understanding of the clinical applications of Head and Neck anatomy and to develop skills in taking a history, physical examination, and patient assessment. The rotation will take place at Moffitt Cancer Center main campus.

Objectives:
1. Develop an understanding of the clinical applications of Head and Neck anatomy.
2. Practice taking a history on a complex head and neck cancer patient, learning the salient symptoms associated with head and neck cancer.
3. Practice head and neck physical examination skills.
4. Develop an appreciation for multidisciplinary care of the oncology patient.
5. Participate in complex head and neck surgical and reconstructive cases.
6. Learn basic postoperative head and neck patient assessment including assessment of flap viability.
7. Participate in team rounds and in-patient management with the Head and Neck Oncology team.

Rotation: The rotation will take place at Moffitt Cancer Center main campus.
The student will be evaluated by the course director at the end of the rotation, with input from faculty members and residents with whom the student has worked. The student will also be asked to prepare a "grand rounds" style lecture to be presented at the end of the rotation.
1. The final grade will be based 80% on clinical evaluation and 20% on the grand rounds lecture.

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<th>Status</th>
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<td>1 - 11</td>
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<td>Dr. John Kiluk</td>
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<td><a href="mailto:John.Kiluk@moffitt.org">John.Kiluk@moffitt.org</a></td>
</tr>
</tbody>
</table>

Prior Approval Required:
Students interested in a Surgical Oncology elective at Moffitt need to contact John Kiluk to plan their rotation. Timing of the elective may be dependent on availability of faculty that can be influenced by national meetings and vacations.

The elective is designed for medical students who wish to gain an in depth experience in surgical oncology. The course will cover every aspect of patient care including: outpatient clinics, operative procedures, inpatient rounds, and tumor boards.

Objectives:
- Expose students to the role of the surgeon in the diagnosis, management, and surveillance of cancer patients.
- Expose students to the importance other disciplines (medical oncology, radiation oncology, pathology, etc) play in the management of cancer patients.

The student will be assigned to work with surgeons based on disease sites. These sites include: Breast, GI, GU, GYN, Head and Neck, Soft Tissue.

This elective consists of approximately four weeks in every site, with two weeks spent at the site assigned cashier, as well as 2 days of medical oncology and 2 days of radiation oncology.

Clinical

Kiluk, John

Yr 4 Status
10 0 80 2,4
Introduce students to various emotional responses to cancer and how best to manage these responses.

Expose students to the basics of clinical research in the care of cancer patients.

Educate students on advantages and disadvantages to different diagnostic tests, surgical choices, chemotherapy regimens, radiation, and screening techniques.

**Evaluation:**

The student will be evaluated by the course director at the end of the course. The evaluation will be based upon feedback from the students as well as input from the attending surgeons that the student worked with. The course will be designed to be satisfactory or unsatisfactory.
Objectives:
The clinical experience should allow the student to gain medical management evaluation and management of hematologic and cancer related problems in the outpatient setting. The student will be evaluated on the basis of the adequacy of patient evaluation and case presentations.
<table>
<thead>
<tr>
<th>Oncologic Sciences</th>
<th>MCC</th>
<th>1 - 11</th>
<th>Adult Med, Pri Care</th>
<th>1</th>
<th>0</th>
<th>40</th>
<th>2,4</th>
<th>Jaglal, Michael</th>
<th>Clinical</th>
</tr>
</thead>
</table>

- Morphology, physiology, and biochemistry of blood
- Etiology, epidemiology, natural history, diagnosis
- Chemotherapeutic drugs, growth factors and their mechanisms of action
- Assessment of tumor imaging by CT, MRI and nuclear imaging techniques
- Students should be able to recommend when to order diagnostic tests and interpret laboratory test results
- Pain management, palliative care and psychosocial management of patients with hematologic and neoplastic disorders

Contact (at least 8 weeks prior):
Regina Mills
regina.mills@moffitt.org

Dr.
The objective of this elective is to attain a solid understanding of the pathophysiology, clinical manifestations, and management of neoplastic and hematologic disorders. The clinical experience should allow the student to gain additional knowledge and experience in the following areas:

- Morphology, physiology, and biochemistry of blood, bone marrow, lymphatic tissue, and spleen
- Etiology, epidemiology, natural history, diagnosis, pathology, staging, and management of a wide variety of neoplastic and hematologic disorders
- Chemotherapeutic drugs, growth factors, and their mechanisms of action, clinical indications, and limitations
- Assessment of tumor imaging by CT, MRI, and nuclear techniques
- Multiagent chemotherapy protocols and combined modality therapies
- Management of neutropenia and immunocompromised patients

<table>
<thead>
<tr>
<th>Oncologic Sciences</th>
<th>MCC</th>
<th>1 - 11</th>
<th>Adult Med, Pri Care</th>
<th>1</th>
<th>0</th>
<th>44</th>
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<th>Baluch, Aliyah</th>
<th>Clinical</th>
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</thead>
<tbody>
<tr>
<td>Contact: Dr. Aliyah Baluch</td>
<td>@moffitt.org</td>
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</table>

Bone Marrow Transplant Infectious Disease (BMT ID) rotation is conducted at Moffitt Cancer Center. The BMT ID service is... session between the ID services of the James A. Haley VA and Moffitt alongside Moffitt's microbiology laboratory.
Objectives:

- Provide fundamental information that allows for the assessment and treatment of an infectious disease.
- Obtain an appreciation for the evolution of a patient's care while in the hospital and understand how antimicrobial usage can affect it.
- Gain insight into the process of selecting antimicrobials and creating durations of therapy.

Evaluation:

Midway through the elective, there will be an informal evaluation process to allow the student to get early feedback as well as constructive guidance. The student will have an opportunity to improve presentation skills and refine the development of the differential diagnosis from the Infectious Disease (ID) perspective.

Objectives:

- Have an understanding of the process of bone marrow transplantation and the associated immunobiology of immune recovery after ablative therapy and stem cell infusion.

The student will assist hematology/oncology fellows in the primary care of patients undergoing high dose ablative therapy. Feedback will be given although an evaluation of the student's performance will be available at the end of each rotation.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>MCC</th>
<th>1 - 11</th>
<th>Adult Med, Pri Care</th>
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</table>

The student will assist hematology/oncology fellows in the primary care of patients undergoing high dose ablative therapy. Feedback will be given although an evaluation of the student's performance will be available at the end of each rotation.

Objectives:

- Have an understanding of the process of bone marrow transplantation and the associated immunobiology of immune recovery after ablative therapy and stem cell infusion.
Identify the different types of transplantation (syngeneic, allogeneic, and autologous) and the diseases in which each type of transplantation may play a role in therapy.

Identify common problems related to marrow transplantation such as cytopenias; infectious complications; nutrition and support issues; reactivation of latent infection; metabolic disturbances; and graft vs. host disease; as well as outline current medical means to support patients until marrow and immune recovery.

The Department of Radiation Oncology, Moffitt Cancer Center

This elective is an introduction to basic Radiation Oncology with emphasis on clinical service designed to provide a foundation for students in Radiation Oncology.

Rotation requirements:

- Read at least 10 pertinent articles from the medical literature.
- Attend all departmental conferences and multidisciplinary meetings.
- Participate in simulations, procedures, follow-ups, or tumor board conferences.
- Present a 15 minute PowerPoint talk on a topic defined with the assistance of the faculty preceptor.

Objectives:

- Medical Students will participate in all aspects of Radiation Oncology including clinical treatment planning, treatment delivery, medical physics, dosimetry, simulation, and port film evaluation.
Students will understand the natural history of cancer.

Students will learn how to conduct a thorough history and physical examination.

To enhance the clinical experience and further knowledge, students will be required to do some reading of textbooks and the medical literature as assigned by their preceptor(s).

**Evaluation:**

At the completion of the elective, training faculty and students will complete performance evaluations.

<table>
<thead>
<tr>
<th>Oncologic Sciences</th>
<th>MEL 7320G Externship - Radiation Oncology</th>
<th>EXT</th>
<th>1 - 7</th>
<th>Yr 4 Status</th>
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<th>40</th>
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<tr>
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<td>MEL 9999G Indep Study - Radiation Oncology</td>
<td>USFMS</td>
<td>1 - 11</td>
<td>Yr 4 Status</td>
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<td>Faculty</td>
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<td>USFMS</td>
<td>1-9, 11</td>
<td>Yr 4 Status</td>
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<td>0</td>
<td>44</td>
<td>2,4</td>
<td>Bourne, Carla</td>
<td>Clinical</td>
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</tr>
</tbody>
</table>

Contact: Stacy Parker Dera @health.usf.edu

Report to: Stacy Parker Dera at the USF Eye Institute on the first day of the program.
This course teaches the ophthalmic signs and symptoms of systemic disease through lectures and patient examination. It includes participation in clinics as well as observation of ophthalmic surgery. Students are expected to attend departmental sessions.
They must present and discuss an interesting patient they have seen during their rotation at our case conference during the last week of their rotation. The course is oriented to those students who are primarily interested in the specialties.
<table>
<thead>
<tr>
<th>Ophthalmology</th>
<th>USFMS</th>
<th>9, 11</th>
<th>None, Yr 3 dates</th>
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<th>0</th>
<th>44</th>
<th>2,4</th>
<th>Bourne, Carla</th>
<th>Clinical</th>
</tr>
</thead>
</table>

Contact: Stacy Parker Deras sparkerd@health.usf.edu

Report to: Stacy Parker Deras in the USF Eye Institute First day of rotation

This course teaches the ophthalmic signs
and symptoms of systemic medical disease through lectures and patient examination. It includes participation in clinics as well as observation of ophthalmic surgery. Students are expected to attend departmental teaching conferences. They must present and discuss
an interesting patient they have seen during their rotation at our case conference during the last week of their rotation. The course is oriented to those students who are primarily interested in the specialties of medicine, pediatrics, neurology, and ophthalmology.
<table>
<thead>
<tr>
<th>Yr</th>
<th>Status</th>
<th>Person</th>
<th>Clinical</th>
<th>Practice Manager</th>
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<tbody>
<tr>
<td>4</td>
<td></td>
<td>Saad, Christine</td>
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<td>Thompson, Robert</td>
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</tbody>
</table>
Students will rotate through an outpatient ophthalmic office and will be exposed to general ophthalmology. Students will learn how we use ophthalmic equipment and how to perform basic ophthalmic procedures.
Students will learn how to recognize and treat primary ophthalmic conditions including dry eye syndrome.
1. Learn how medical conditions affect the eyes
2. Identify and treat basic ophthalmic conditions
3. Perform a basic eye exam, including slit lamp exam, direct and indirect ophthalmoscopy
4. Learn basics of ophthalmic equipment including topography, biometry, and visual field tests
5. Learn how to triage ophthalmic complaints and learn when to refer and when to treat in a primary care setting

Oncal: Learn how medical conditions affect the eyes
Identify and treat basic ophthalmic conditions
Perform a basic eye exam, including slit lamp exam, direct and indirect ophthalmoscopy
Learn basics of ophthalmic equipment including topography, biometry, and visual field tests
Learn how to triage ophthalmic complaints and learn when to refer and when to treat in a primary care setting

Contact: Stacy Parker Dera ps sparkerd@health.usf.edu
Report to: Stacy Parker Dera ps in the USF Eye Institute First day

USMS 1-9, 11 Yr 4 Status 1 0 44 2,4 España, Edgar Clinical
This course is designed for students interested in ophthalmology as a career. Students will participate in the corneal/external disease service. The course includes participation in corneal clinics and observation of corneal surgery. Clinical and laboratory
atory methods used in the diagnosis and treatment of external diseases of the eye will be presented. Attendance at departmental conferences will be expected, and independent reading and investigation is encouraged. In the last week of the rotation, students are...
required to present and discuss a patient they have evaluated during the course at the departmental case conference.

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<th>Ophthalmic</th>
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<th>9, 11</th>
<th>None, Yr 3 dates</th>
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<th>Espana, Edgar</th>
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Contact: Stacy Parker Dersparker@health.usf.edu
Report to: Stacy Parker Dersps in the USF Eye Institute First
This course is designed for students interested in ophthalmology as a career. Students will participate in the cornea/external disease service. The course includes participation in cornea clinics and observation of corneal surgery. Clinical
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<th>Ophthal</th>
<th>USFMS</th>
<th>1-9, 11</th>
<th>Yr 4 Status</th>
<th>1</th>
<th>0</th>
<th>44-70</th>
<th>2,4</th>
<th>Pavan, Peter</th>
<th>Clinical</th>
</tr>
</thead>
</table>

Contact: Stacy Parker Deras<br>sparkerd@health.usf.edu

Report to: Stacy Parker Deras in the USF Eye Institute
First day of rotation

Students will evaluate patients with diabetic retinopathy, hypertensive retinopathy, senile macular degeneration, neovascularization, retinal detachments, intraocular tumors, and uveitis at the USF Eye Institute using direct and indirect ophthalmoscopy and slit lamp.
examination of the fundus. Students will learn the interpretation of fundus fluor esce in angiography and ultrasonography. They will participate in argon and krypton laser photocoagulation, intraocular injections, scleral buckles, vitrectomies, and radiation therapy.
For those interested in ophthalmology as a career, this course offers an opportunity to learn the most advanced diagnostic and therapeutic techniques used in eye care today. Those interested in family practice, international medicine, geriatrics, and endocrinology will see this course as an opportunity to learn more about these areas as well.
retinal pathology most often encode in their future specialty and learn the resources that are available for evaluation and treatment. In the last week of the rotation, the student is required to present and discuss a patient they have evaluated during the
course at the departmental case conference.

Evaluation: Evaluation will be determined by daily performance observed during the 4-week elective period.

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<th>Ophthalm</th>
<th>LVHN</th>
<th>1-11</th>
<th>Yr 4</th>
<th>Status</th>
<th>1</th>
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<th>44-70</th>
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<td>Students will evaluate patients with diabetic retinopathy, hypertensive retinopathy, senile macular...</td>
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</table>
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They will participate in argon and krypton laser photocoagulation, intracocular injections, scleral buckles, vitrectomies, and radiation plaque therapy. For those interested in ophthalmology as a career, this course is an opportunity to learn the most advanced diagnostic
and therapeutic techniques used in eye care today. Those interested in family practice, internal medicine, geriatrics, and endocrinology will see the retinal pathology most often encountered in their future specialty and learn the resources that are available for evaluation.
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Evaluation: Evaluation will be determined by daily performance observed.
<table>
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<tr>
<th>Ophthalmology</th>
<th>USFMS</th>
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<th>None, Yr 3 dates</th>
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<th>44-70</th>
<th>2,4</th>
<th>Pavan, Peter</th>
<th>Clinical</th>
</tr>
</thead>
</table>

During the 4-week elective period.

Contact: Stacey Parker Derasperd@health.usf.edu

Report to: Stacey Parker Derasperd in the USF Eye Institute First day of rotation

Students will evaluate patients with diabetic retinopathy, hypertension
ive retinopathy, senile macular degeneration, retinal detachments, intraocular tumors, and uveitis at the USF Eye Institute using direct and indirect ophthalmoscopy and slit lamp examination of the fundus. Students will learn the interpretation of fundus fluor escein
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Evaluation: Evaluation will be deter...
This course is designed for students interested in ophthalmology.

**Ophthalmology**

**Contact:** Stacy Parker Dera sparker@health.usf.edu

**Report to:** Stacy Parker Dera sparker in the USF Eye Institute First day of rotation

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Department</th>
<th>Dates</th>
<th>Year</th>
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<th>Hours</th>
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<td>Richard, David</td>
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This course is designed for students interested in ophthalmology.
This course is designed for students interested in ophthalmology.

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<tr>
<th>Ophthal</th>
<th>MEL 7320E Externship - Ophthalmology</th>
<th>EXT</th>
<th>1 - 7</th>
<th>Yr 4 Status</th>
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<th>Faculty Externship</th>
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<td>Ophthal</td>
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<td>1 - 11</td>
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<td>Faculty Indep Study</td>
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<td>2</td>
<td>Leffers, David Clinical</td>
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</table>
directly across the street from Bayfront Medical Center Emergency Room. If you will be traveling on Interstate 275, take exit 22 (old exit #9) to Sixth Street South and turn right on 6th Street. Our building is on the right hand side, north of Bayfront Hospital and west...
of
the
new
All
Children's
Hospital.

Description:
This elective is designed to introduce 3rd year medical students to the specialty of pediatric orthopaedic surgery. Working alongside USF clinical faculty, the student will experience the full range of pediatric orthopaedic surgery.
The rotation is under the direction of Children’s Orthopaedic and Scoliosis Surgery Association.
ciate s (COSSA), whose physicians provide the majority of orthopaedic care at All Children's Hospital in St. Petersburg. COSSA is a multidisciplinary, patient-based center of excellence for the treatment of all orthopaedic conditions in children, adolescents,
and young adults.

Objectives: Students will gain knowledge and exposure to acute and chronic conditions including fractures, congenital anomalies, sports injuries, leg length discrepancy, metabolic disorders and spinal deformity, among other things. The
student will participate in clinicals and surgery, as well as didactic sessions and case reviews.

Evaluation Methods: Upon completion of this elective, the student should have a basic understanding of the recognition and management of common pediatric orth
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Thi
write-up will be evaluated by Dr. Benfanti.

Any interested student MUST email Ann Joyce prior to the elective to receive TGH instructions at least 60 days in advance of the elective. This elective is designed to introduce 3rd year medical student.

<table>
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<th>Ortho</th>
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<th>1, 9-11</th>
<th>None, Yr 3 only</th>
<th>2</th>
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<th>40</th>
<th>2</th>
<th>Leffers, David</th>
<th>Clinical</th>
</tr>
</thead>
</table>

MUS TGH 000 Intro to Orthopaedic Trauma
ents to the specialty of orthopaedic trauma and fracture care. Under the supervision of clinical faculty, fellows and residents, medical students will have the opportunity to practice orthopaedic trauma in a Level 1 Trauma Center. TGH's orthopaedic trauma
The program has received disease-specific certification from The Joint Commission. This elective will provide students with a better understanding of orthopaedic practice, improvement measurement plans, patient education, research, and how clinical staff from different medical
Disciplines work together for the benefit of the patient.

Objectives:

- Evaluate patients with traumatic musculoskeletal injuries.
- Observe the reattachment of severed limbs or digits.
- Observe the repair of traumatic upper/lower extremity fractures.
- Learn the principles of fracture reduction and cast application.

Evaluation:

The student will see patients at Tampa General Hospital on the inpatient wards, intensive care unit, and emergency department.
Students will participate in twice-weekly subspecialty fracture conferences during their elective rotation. Upon completion of this elective, the student should understand the principles of orthopaedic trauma management. The student will be evaluated on their understanding of this content.
the trauma attending, H. Claude Sagi at the end of the elective.

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<tr>
<th>Ortho</th>
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<th>1-11</th>
<th>Yr 4</th>
<th>Status</th>
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<th>0</th>
<th>40-70</th>
<th>4</th>
<th>Letson, G. Douglas</th>
<th>Clinical</th>
</tr>
</thead>
</table>

Students will also have the opportunity to work with the faculty and residents of the Department of Orthopaedics & Sports Medicine. Students on this rotation will experience the clinical and
Surgical treatment of benign and malignant disease, sports medicine injuries and trauma of the musculoskeletal system.

Objectives:
- Understand the anatomy and physiology of the musculoskeletal system, with emphasis on the upper and lower extremities and joints.
- Accurately diagnose, properly manage, and appropriately consult for common orthopedic conditions and emergencies.
- Understand which x-rays are appropriate to order for each common condition, and how to interpret them.
- Demonstrate understanding of aspiration and injection techniques.
- Explain the treatment of simple and complex fractures, bone infection and neoplasms.
- Demonstrate understanding of the management of complex soft tissue injuries as they relate to the musculoskeletal system.
- Demonstrate understanding of the orthopedic examination of the injured patient.
- Understand the multidisciplinary role of the Orthopedic Surgeon, Physician Assistant, Nurse, Operating Room Team, Physical Therapist and Athletic Trainers in the provision of coordinated, safe and high quality Orthopaedic care.

Learning outcomes:
- Students will participate in...
the
weekly
orthopaedic
core
lecture
series
on
Fridays
from
7 am
- 11 am.
Upon
completion
of
this
elective,
the
trainee
should
understand
the
principles
of
diagnosis
and
management
of
patients
with
musculoskeletal
trauma,
anomalies
or
Evaluation: Evaluations will be done on an individual basis by the clinical preceptors and will be based on patient interaction, case presentations, medical plans, and documentation.

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<tr>
<th>Ortho</th>
<th>MEL 9999U</th>
<th>USFMS</th>
<th>1 - 7</th>
<th>Yr 4 Status</th>
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This clinical preceptorship is designed to provide an in-depth experience in the practice of otolaryngology and should be an integral part of the student's training. Trainees will also participate in specialty conferences and will follow them upon their admission to the hospital. By the completion of the elective, all students will be able to demonstrate proficiency in the otolaryngological head and neck surgery services of Tampa General Hospital, Tampa VA Hospital, and H. Lee Moffitt Cancer Center.

By the completion of the elective, all students will be able to demonstrate proficiency in the modern diagnosis and management of head and neck cancer, maxillofacial trauma, epistaxis, hoarseness, and dysphasia. The objective is to provide greater exposure to the field of otolaryngology than what is possible in the basic surgical curriculum. For students who are considering ultimate specialization in this field, the objective is to provide first-hand experience in this area.

Evaluation:
The formal evaluation will be prepared by otolaryngology faculty based on the following: fund of medical knowledge, clinical skills and judgment, interpersonal relationships, motivation, and ability to work independently.

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<tr>
<th>Specialty</th>
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<td>2,4</td>
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</table>

Contact: Angela Davis
Division of Education
Ph: 610-402-2554
Ang
The objective of this course is to strengthen the students in areas of anatomic pathology relevant to the practice of clinical medicine. The student will observe the daily activities of laboratory technicians and pathologists’ assistants, attend
d autopsies, and examine surgical specimens under supervision. He/she will be expected to attend all Pathology Conferences and participate in microscopic sign-out sessions. Particular attention will be given to correlation between clinical information and pathology...
Students will observe and participate in the daily activities in Anatomic Pathology, including Forensic Pathology. Practical tissue dissection, frozen section diagnosis, immunocytochemistry and other special techniques will be illustrated in addition.
to routine histopathology. Participation in conferences will be encouraged. The role of the pathologist as consultant and educator will be demonstrated.

Objectives:

- Describe the limitations and benefits of a frozen section.
- Analyze the role of the pathologist in different professional activities.
- Analyze important features, including pertinent molecular aspects of select cases encountered.
- Demonstrate appropriate handling and processing of a tissue specimen from its receipt in the pathology gross room until its status as a finished product on a glass slide.
- Identify major histologic abnormalities in different organ systems.

Evaluation:

Evaluation will
The objective of this activity is to be based on assessment of the above objectives by members of the Department of Pathology.

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Report to:

Path BMS 7663
Anatomic Pathology

Contact: Julie Zimmer
jzimmer@health.usf.edu

Rep
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to:

The objective of this
The course is to strengthen the students in areas of anatomic pathology relevant to the practice of clinical medicine. The student will observe the daily activities of laboratory technicians and pathologists' assistants, attend autopsies, and examine surgical specimens.
under supervision. He/she will be expected to attend all Pathology Conferences and participate in microscopic sign-out sessions. Particular attention will be given to correlation between clinical information and pathological findings.

Students will observe and participate...
e in the daily activities in Anatomic Pathology, including Forensic Pathology. Practical tissue dissection, frozen section diagnosis, immunocytchemistry and other special techniques will be illustrated in addition to routine histopathology. Participation in conf
ferences will be encouraged. The role of the pathologist as consultant and educator will be demonstrated.

Objectives:

1. Describe the limitations and benefits of a frozen section.
2. Analyze the role of the pathologist in different professional activities.
3. Analyze important features, including pertinent molecular aspects of select cases encountered.
4. Demonstrate appropriate handling and processing of a tissue specimen from its receipt in the Pathology gross room until its status as a finished product on a glass slide.
5. Identify major histologic abnormalities in different organ systems.

Evaluation:
Evaluation will be based on assessment of the above objective.
The objective of this course is to strengthen the students in areas of

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Contact:
Julie Zimmer
jzimmer@health.usf.edu

Report to:

T-VAH: 1D-191
HCME: Main Entrance
USF-MS: MDC 2049 (unless prior arrangements have been made)
TGH: B232

8:00 AM on the first scheduled day
anatomic pathology relevant to the practice of clinical medicine. The student will observe the daily activities of laboratory technicians and pathologists' assistants, attend autopsies, and examine surgical specimens under supervision. He/she will be expected to...
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Forensic Pathology. Practical tissue dissociation, frozen section diagnosis, immunohistochemistry and other special techniques will be illustrated in addition to routine histopathology. Participation in conferences will be encouraged. The role of the path...
1. Evaluate the role of the pathologist in different professional activities.
2. Describe the limitations and benefits of a frozen section.
3. Demonstrate appropriate handling and processing of a tissue specimen from its receipt.
4. Identify major histologic abnormalities in different organ systems.
5. Analyze important features including pertinent molecular aspects of select cases encountered.

Objectives:
- Describe the limitations and benefits of a frozen section.
- Analyze the role of the pathologist in different professional activities.
- Demonstrate appropriate handling and processing of a tissue specimen from its receipt.
- Identify major histologic abnormalities in different organ systems.
- Analyze important features including pertinent molecular aspects of select cases encountered.
Objective:
The objective of this MCC is to...
Elective is to gain experience regarding the practice of pathology for those students considering a career in pathology. Partial credit for certain specialty boards may be obtained for this elective. This program is flexibly designed to accommodate students wishing to...
have a combined anatomic and clinical pathology elective experience. The student will observe the daily activities of anatomic and clinical laboratory technologists, technicians and pathologists’ assistants, attend autopsies, and examine surgical specimens under...
supervisor. He/she will be expected to attend all pathology conferences and participate in microscopic sessions. Particular attention will be given to correlation between clinical information and pathological findings.

Areas of Study

- Gross
- Histology
- Immunohistochemistry
- Molecular Pathology
- Cytology
- Neuropathology
- Gastroenterology
- Pulmonary Pathology
- Renal Pathology
- Genitourinary Pathology
- Gynecologic Pathology
- Pediatric Pathology
- Ophthalmic Pathology
- Dermatopathology
- Tumor Markers
- Staining Techniques
- Special Techniques
- Microscopy
- Image Analysis
Frozen Section Pathology

In the initial few days, students are stationed in the frozen section room where they shadow and learn from the Pathologist's Assistants, Pathology Residents and frozen section Pathologists.
Tim spoke in the frozen section room including participating in selection of appropriate area to examine, preparing and finally diagnosis of the area and/or lesion of interest and reporting...
results to the surgeo in the operating room (OR). Time is also spent in observing gross examination and appropriate sectioning of a variety of simple to complex specimens for processing and final diagnosis.
sis.
Systemic Pathology

This portion of the elective involves the process of diagnosis of tissue prepared during gross examination of tissue received from the OR and clinics. The services are divided into organ
systems (1-9 listed above) and the student rotates on a daily basis with a pathologist scheduled on a given service. The cases for sign-out include biopsies, large resection specimens and cases from review...
A detailed rotation schedule with daily assignments for students is included on the monthly assignment schedule for the Pathology Residents and is distributed at
the beginning of the rotation.

Cytology (Signout & Intraoperative Evaluation)

During this assignment, students shadow the residents and fellows on the cytology service, and signout with the cytology service.
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on-call.
The
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accompanied
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team
to
the
clinics
or
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observe
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performance
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fine
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aspirations,
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are
ordered.

Time
is
also
spented
in
the
Cytology
Prep
Room
learning
about the technical processes involved in producing slides for cytologic diagnosis, and processes involving diagnosis of intraoperative imprints for sentinel lymph nodes.
The staff psychologists will evaluate the student using a
<table>
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<th>Path</th>
<th>T-VAH</th>
<th>1, 3-11</th>
<th>None</th>
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<th>44</th>
<th>2,4</th>
<th>Bulkeley, William</th>
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</thead>
</table>

**Contact:**

Julie Zimmer

jzimmer@health.usf.edu

**Report to:**

James A. Haley VA Hospital, 1D-191

8:00

Am on the first scheduled day

**Objective:**

T

standardized student evaluation form.
ology for those students considering a career in pathology. Partial credit for
Path

TVAH 1.3.11
None 1
0 44
24 Bulkeley, William

Evaluation

The staff pathologists will evaluate the student using a standardized student evaluation form.
Report to: James A. Hale
VA Hospital, 1D-191
8:00 AM on the first scheduled day

Objective:
The objective of this report is to

mal and abnormal biologic processes (hormonal states, infectious diseases, neoplasia) through the examination of cellular...

**Evaluation:**

The staff cytologist will evaluate the student using a standardized student evaluation form.

**Path:**

**MCC:** 1411

**Yr:** 4

**Status:** 1

**P:** 0

**Age:** 44

Hakam, Ardeshir
Objective:
The objective of this course is to introduce the students to the principles used by the cytopathologist to recognize normal and abnormal tissue processes (normal vs. abnormal tissues, diseases, etc.) through the examination of cellular specimens obtained from a variety of sites.

Areas of Study

The rotation encompasses as many areas of cytopathology as are practical in one month, including routine cytopathology as well as obser...
Riving pathologist performed Fine Needle Aspirations (FNA) and Touch Prep diagnosis of sentinel lymph nodes.

Gross & Frozen Section Pathology

In the initial few days, students are stationed in the frozen section room where they shadow and...
learn from the Pathologist's Assistant, Pathology Residents and froze in section Pathologist. Time spent in the frozen section room includes participating in selecting an appropriate area to examine, slide preparation and finally diagnoses of the area and/or lesion.
n of interest and reporting results to the surgeon in the operating room (OR).

Time is also spent in observing gross examination and appropriate sectioning of a variety of simple to complex specimens for processing and final diagnosis.

CytoLOGY preparation

Students will
be rotat in the cytology preparation laboratory where they learn about the technical processes involved in producing slides for cytologic diagnosis and processing. Here they observe various methods of processing cytology specimens (e.g., FNA smears and various...
fluids, including urine and pleural fluids among others), routine staining used for each and cell block preparation. Cytology (Signout & Intraoperative Evaluation) During this assignment, students should show the resident(s) and fellow on the cytology
service, and sign out with the Cytopathologist on-call. They accompany the team to the clinics or floor to observe the performance of fine needle aspirations, whenever these are ordered. They also participate in intraoperative imprint cytology slide preparation and
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</table>

Julie Zimermer
jzimer@health.usf.edu

Julia

Hang

Sent

Staff cytopathologist will evaluate the student using a standardized student evaluation form.

Report to: James A. Haley

VA Hospital

Julie Zimermer

Contact: T. VAH 1, 3-11
8:00 AM on the first schedule day

Objective: The objective of this elective is to acquire...
The student will participate in the practice of medicine. Current economic emphasis places even greater importance to the practice of medicine.
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vi
several areas of the clinical laboratory of his/her choice such as clinical chemistry, microbiology, hematology, etc. The student will have the opportunity to work closely with the senior and resident staff. Major concentration will be on...
opriate interpretative laboratory tests.
The student will be expected to attend pathology conferences.

Evaluation: The staff pathologists will evaluate the student using a standardized student evaluation form.

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<tr>
<th>Path</th>
<th>HCME</th>
<th>Prior approval required</th>
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<td>44, 2, 4</td>
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</tbody>
</table>
Julie Zim
jzim@health.usf.edu

Report to:
Hillsborough County Medical Examiner, Main Entrance 8:00 AM on the first scheduled day

Objectives:

- Learn to correlate autopsy findings with clinical information and information derived from scene investigations.
- Learn to complete death certificates in a manner acceptable to the Office of Vital Statistics and the World Health Organization.
- Learn anatomy pertinent to the future clinical practice specialty of the student.
- Gain an understanding of the working relationships between forensic pathologists and other professionals, including those in the Office of the State Attorney, the defense bar, the funeral industry, the press, and other medical specialties.

Methods:

- Assist with autopsies on the...
bodies of persons dead from suicide, accident, and natural disease by performing dissections and medical chart review under the supervision of staff pathologists.

Review per
investigations (evening and night-out option)

Participants in the experimental group were working on the problem which can be solved with the help of computer...
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<td>Bulkeley</td>
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</table>
Contact:

Julie Zimmer
jzimmer@health.usf.edu

Report to:

T-VAH: 1D-191

USF-MS: MDC 2049 (unless prior arrangements have been made)

8:00 AM on the first scheduled day

Objectives:
The primary objectives of this course are to teach the basic principles of investigative work with emphasis on:

1. Formulation of a specific hypothesis
2. Critical analysis of pertinent literature
Development of an appropriate experimental design to test the hypothesis

Appreciation of methodological limitations and pitfalls

Analysis and interpretation of experimental data

Evaluation:

- Monitoring the student's interest, initiative, and progress through daily interactions and at weekly research conferences

- Evaluating the student's
problem solving ability and diligence in the performance of research as signals. Evaluating the student's judgment and critical approach in signaling library work as
wel as in analyzing and interpreting experimental data

The student will conduct investigative work in human or experimental pathology under the supervision of the senior investigator. These studies will use primarily morphologic
and molecular techniques as well as animal models.

The staff pathologists will evaluate the student using a standardized student evaluation form.

| Path | MCC | Approval date, and duration of course must be arranged with a faculty mentor or prior to registering. | 1-6, 8-11 | None | 1 | 0 | 44 | 4 | Messina, Jane |
Cont
act:
Julie
Zim
mer
jzim
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@he
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usf.
edu

Report to:

T-VAH:
1D-191

USF-MS:
MDC 2049 (unless prior arrangements have been made)

8:00 AM on the first scheduled day

Objectives:
The primary objectives of this course are to teach the basic principles of investigative work with emphasis on:

Formulation of a specific hypothesis
Critical analysis of pertinent literature

Development of an appropriate experimental design to test the hypothesis

Appreciation of methodological limitations and pitfalls

Analysis and interpretation of experimental data

Evaluation:

Monitoring the student's interest, initiative, and progress through daily interactions and at weekly research conferences

Evaluating the stu
dealing with the problem solving ability and diligence in the performance of realistic research assignments.

- Evaluating the student's judgment and critical approach in assigned library
work as well as in analyzing and interpreting experimental data.

The student will conduct investigative work in human or experimental pathology under the supervision of the senior investigator. These studies will use primarily
The staff pathologists will evaluate the student using a standardized student evaluation form.

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<td>LVHH 1 - 11 Yr 4 Status 1 0 40 4</td>
<td>Esernio-Jenssen, Debra Clinical</td>
<td>United States</td>
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</table>
This elective is designed to provide a basic structure of child abuse pediatrics as a specialty medical practice of pediatrics and is structured primarily around inpatient, ED and outpatient clinical evaluation of
child maltreatment.

Opportunities to observe interactions of Multidisciplinary Investigative Team meetings; Act 33 (fatal and near fatality reviews; Child Death Review Teams; Court Preparation with various Assistant District Attorneys; and observation of court

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- State the elements of a history and physical that are critical when non accidental trauma i.
. Participate in the medical evaluation of alleged abuse in children and explain the role of the multidisciplinary team in the care of a child with suspected abuse.

. Recognize various conditions and injuries that require specialty child protection team evaluation.

. Recognize various conditions and injuries that initially appear to be related to abuse but either have a medical or reasonable accidental explanation.

. Outline when and how to report suspected child abuse.

. Discuss what the legal and child welfare systems need from pediatricians in the community in response to allegations of child abuse.

. Understand the other specialties such as radiology, ophthalmology, neurosurgery, trauma.

. Describe community based partners such as CYS, Law Enforcement, District Attorney’s Office.

. Recognize the role of the Child Advocacy Center and Child Protection Team in the evaluation of child abuse and neglect.

Students will see patients at the medical center at LVHN, and when available, different court cases. Students will have direct contact as well as observation of patient and family interaction.
actions to meet the objectives above. Students will be expected to give a presentation during the rotation. The topic will be selected by the student in discussion with the faculty preceptor.

Evaluation: The evaluation will be completed by Dr. Esernio.
This course offers the student in-depth exposure to a wide variety of endocrine related problems and diseases in children and adolescents.

Students will gain an understanding of the management of common and com
plex endocrine diseases in children of all ages. Medical management and understanding of growth physiology, sexual maturation and other hormonal processes/diseases will be emphasized. Students will additionally gain insight into the appropriate laboratory/diagnostic approaches.
nastic tests necessary to diagnose and evaluate common endocrine diseases in children.

Students will be expected to attend regularly scheduled research conferences and clinical conferences as well as JHU SOM Pediatric Grand Rounds and ACH - JHM Grand Rounds.
Rounds.

Students will have the opportunity to see and provide care for children with disorders including pituitary, thyroid, bone/mineral, adrenal, growth, puberty, gonadal and sexual differentiation and diabetes.

Peds MDE 8430 Pediatric Endocrinology

Contact: Kate Adams
Ph: 610-402-7712

Katherine, Laurissa

LVH CC 1 - 11 Yr 4 Status 1 0 40 4 Kashmeer, Laurissa Clinical
This elective will provide medical students with an in-depth exposure to the diagnoses and management of acute and chronic illnesses of the endocrine system in infants, children and adolescents. Students will evaluate patients primarily in
Outpatient setting at the Pediatric Specialty Center and may occasionally join endocrinologists doing consults in the hospital.

Objectives:

- Differentiate between normal and pathological states related to endocrinology
- Evaluate and manage patients with presenting signs and symptoms that suggest an endocrine disease process
- Demonstrate principles of growth and pubertal development important to the general pediatrician
- Understand the role of the Endocrinologist and primary care provider in preventing and managing diseases of the endocrine system and in counseling and screening individuals at risk for these diseases
- Collaborate and effectively communicate with both general and specialist Pediatricians in the management of patients with acute and chronic endocrine illnesses
- Effectively communicate with patients and families about endocrine conditions, including

Students will see patients in the specialty center. They
will have direct contact as well as observation of patient and family interactions to meet the objectives above. Students will be expected to give a presentation during the elective. The topic will be selected by the student in discussion with the faculty.
precceptor.

Evaluation: Direct and timely feedback will be given to students by Endocrinologists. The evaluation will be completed by Dr. Kashmir with input from Drs. Kuryan and Chacko and office clinical staff.

| Peds | TGH | 1 - 11 | Adult Med, Pri Care, or Maternal Newborn | 1 | 0 | 40 | 2, 4 | Gieron, Maria | Clinical |
senior students to the field of child neurology. Under the supervision of clinical faculty, students will have the opportunity to evaluate infants and children with neurological problems in outpatient clinics and hospital settings. This elective will enhance students' ability to...
Perform neurological examination in young patients and interpret its significance.

Objectives:

- Learn to take a neurological history with an emphasis on the skills of talking and listening.
- Perform an age appropriate neurological examination and differentiate between normal and abnormal findings.
- Learn how to use abnormal findings to localize the problem within either the central or peripheral nervous system.
- Learn how to use the history and neurological examination to determine the nature of a pathological process.
- Indications and selective use of neurodiagnostic studies such as electroencephalogram, electromyography, nerve conduction study, computerized brain tomography, magnetic resonance imaging, and angiogram.
- Diagnose and understand the pathophysiology of, and know how to manage common neurological conditions of infants and children.
- Learn about neurological emergencies in children and basic principles of their management.

Evaluation:
Students will be evaluated by the preceptor using the following methods:
Clinical evaluation with same day feedback

Written (24 questions) examination at the end of rotation

Oral presentation of a topic of interest

Grades are determined by:
### Peds MDE 8470 Child Neurology

This course will expose the student to various neurological disorders in infants and children. The student will work in an outpatient setting and in inpatient consults to develop clinical skills.

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50% clinical evaluation, 25% written examination, and 25% oral presentation.
lop the skill in performing a neurological exam under the supervision of the attending physician.

The student will follow the pediatric neurologist throughout all consultations and will get an opportunity to spend time in the neurophysiology lab. The student will
also be exposed to the pediatric wards, neonatal ICU and pediatric ICU patients and be responsible for participating in all follow-up care.

Objectives:

- Demonstrate an approach for taking a proper history and neurological exam and be able to localize pathology in the nervous system.
- Justify the approach and use it to formulate an appropriate differential diagnosis.
- Identify the role laboratory data, neurophysiology, and neuroimaging have on the diagnosis.
- Discuss and effectively communicate treatment or therapy options with patients, family members, and other members of the health care team.

Evaluation:
Performance during the rotation will be assessed by
supervisng faculty with input from members of the clinical team. You will be assessed based on the objectives listed above. Visiting students will be assessed according to evaluations provided by their homestitution. There will not be a written exam but...
This course allows students to learn in a pediatric inpatient setting the basic principles and practice of pediatric procedures.
1. Students will be able to assess, evaluate, and participate in the monitoring of sedation.

EmpHASIS is placed on the review of relevant pharmacologic principles and techniques of sedative drugs and pain management.

OBJECTIVES:

- Demonstrate the ability to conduct a comprehensive pre-sedation evaluation that includes a focused history and physical exam.

- Explain indications and contraindications for each sedative drug classification.
- Acquire and review pertinent medical records, select appropriate sedative and/or analgesia.
- Accurately calculate dosage and predict the effect the medication will have on patient.
- Demonstrate the ability to properly use equipment designed to monitor sedated child.

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assigns. There will be a number of projects students will perform that will be designed to allow them to enhance both their scientific literature searching skills as well as their understanding of drug pharmacokinetics as it relates to patient treatments and decision making.
Students will follow patients on a pediatric medical team on a rotating schedule provided by the preceptor. Students will concentrate on drug selection and dosing based on disease state management and available evidence-based data. Students will discuss therapy.
pies with the precaution with respect to diagnosis as it relates to drug selection and dosing.

Students will also perform drug information activities that relate to patients they are caring for on rounds.

The precaution will provide an overview and guidance related...
Perform scientific literature searches to: investigate questions regarding drug therapy and dosage, obtain the most relevant and up-to-date evidence based practice, and find pharmacokinetic information on specific drugs of interest.

Provide drug information and analyze drug pharmacokinetic and pharmacodynamic properties.

Compare and contrast the most common antibiotics for pediatric patients.
The preparatory will provide feedback at frequent meetings as well as at mid-point and end-point of the rotation. Students will be expected to complete the tasks that have been assigned and meet the deadlines required for completing the tasks. Students will be expected to attend meetings and meetings will be held to assess and evaluate progress.
to display dedication to completing the assigned tasks, as well as communicating any questions or issues to the preceptor openly and in a timely manner. Students will provide the preceptor with multiple written assignments that will be evaluated base
Students are expected to give a Powerpoint presentation with a patient case at the end of the rotation.
will be graded based on content, organization, and professional demeanor.

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As a free-standing children’s hospital, patient cases will reflect both general pediatric care. Students will attend daily cardiology clinics at All Children’s.
Hospitals Johns Hopkins Medicine. Emphasis will be placed on understanding of cardiac physiology and pathophysiology.

Students will participate in workshops and care of cardiac patients.
Students are expected to participate in weekly sessions including those admitted for diagnostic cardiac catheterization and inpatient consultation. Students will be expected to round and follow patients assigned to the cardiology team throughout the clerkship rotation.
Clinical cardiology:

1. Understand the evaluation and treatment of heart murmurs, chest pain, palpitations, dizziness, and syncope.
2. Understanding the evaluation and treatment of various forms of congenital heart disease: including septal defects, left and right heart failure, coarctation of the aorta, ventricular septal defects, aortic and mitral valve regurgitation, aortic and mitral valve stenosis, hypoplastic left heart, and single ventricles.
3. Understand the basic principles of electrocardiograms and be able to interpret and have a treatment strategy for basic arrhythmias.

Clinically these objectives will be achieved by the following tasks:

1. **Outpatient cardiology clinics**
   - daily cardiology clinics are held at All Children’s Hospital in St. Petersburg and multiple outpatient care centers (Tampa, USF, Sarasota, Pasco, Brandon, Lakeland, East Lake and Ft. Myers.

2. **Inpatient Service**
   - Students will participate in work-up and care of cardiac patients including those in the cardiac ICU, neonatal ICU, and inpatient consults on the general medicine floors or emergency room.

3. **Sub-specialty rotations**
   - all students will observe at least one of the following: open heart surgery and learn about cardiopulmonary bypass, adult cardiology, interventional cardiology, echocardiography, and nuclear cardiology.
   - Students will lead electrocardiogram and understand the indications and limitations of long term heart rhythm monitors (events/loops)

4. **Educational Conferences**
   - Participation in weekly disposition and educational conferences.
OBJECTIVES:

Students will accompany an attending pediatric cardiologist to learn the essential elements of the pediatric cardiologic examination, history taking, and modes of therapy for different pediatric cardiac illnesses.

Students will familiarize themselves with what constitutes an innocent versus a pathologic murmur.

Students will understand the grading system of heart murmurs and modal auscultation for innocent and pathologic murmurs.

Students will learn the basic differences between the pediatric EKG and the adult EKG.

Students will learn basic concepts of both performance of echocardiography and reporting.

Students will become familiarized with the most common pathologic entities of congenital heart disease.

Students will see patients in an outpatient setting and will participate in history taking and physical examination.

EVALUATION:

Upon completion of this elective, students should understand the principles and diagnosis of most common congenital heart disease.
disease, common acquired pediatric cardiology issues as well as understand the difference between innocent and pathologic murmurs.

Students will be evaluated based on their level of participation and improvement over the course of the elective.
The inpatient pediatric course is presented to give the student an experience in the management of children with problems requiring hospitalization.

The student will be responsible for the eval

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The student will care for these patients as an acting intern in consultation with a senior member of the pediatric house staff. The student will take call with the ward team every fourth night.
**Objectives:**

- The student should be able to conduct a history and physical examination in a concise and logical fashion and define the child's problems.
- The student should be aware of the diagnostic and therapeutic tools available in pediatrics.
- The student should develop increasing clinical responsibility and judgment in dealing with patients.
- The student should gain familiarity in performing certain basic procedures including venipuncture, lumbar puncture, intravenous line placement, suprapubic puncture, arterial puncture, and bone marrow aspiration.
- The student should be able to give the indications for admission to the hospital for children.

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Physician Contact:
Dr. Rodriguez, Chief Resident
Ph: 813-259-8752
usfpediatricchiefs@gmail.com

The inpatient pediatric course is presented to give the student an experience in the man
The student will have the responsibility for the evaluation and treatment of a limited number of pediatric cases. The student will care for these patients as an active intern in consultation with a senior pediatrician.
member of the pediatric house staff. The student will take call with the ward team every fourth night.

Objectives:

- The student should be able to conduct a history and physical examination in a concise and logical fashion and define the child’s problems.
- The student should be aware of the diagnostic and therapeutic tools available in pediatrics and be able to use them when appropriate for patient care.
- The student should develop increasing clinical responsibility and judgment in dealing with hospitalized children and their families.
- The student should gain familiarity in performing certain basic procedures including venipuncture, lumbar puncture, intravenous line placement, suprapubic puncture, arterial puncture, and bone marrow aspiration.
- The student should be able to give the indications for admission to the hospital for children.

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in their initial approach to pediatric renal disease, understanding the mechanisms of renal injury and evaluation and therapy of renal diseases.

Tutorials are offered at least twice a week, covering topics such as proteinuria, hematuria, developmental anomalies,
One topic covered may be the association of urinalysis findings with various urinary tract infections, acute and chronic glomerulonephritis, nephrotic syndrome, acute and chronic renal failure, lupus erythematosus, hypertension, dialysis, and transplantation. Other topics may also be covered as determined by student preference.
ents will provide inpatient (TGH and/or ACH) and outpatient (USF Clinics) care under close faculty supervision. The student is expected to either provide a discussion of one selected topic or present a patient management case towards the end of the rotation.
**Students who select a 2 week rotation may only have 1 day of absence excused.**

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<td>Contact: Dr. Campos and Panzarino Ph: 813-259-8760</td>
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This elective will aid students in their initial approach to pediatric renal disease, understanding the mechanisms.
sms of renal injury and evaluation and therapy of renal diseases.

Tutorials are offered at least twice a week, covering topics such as proteinuria, hematuria, developmental anomalies, urinary tract infection, acute and chronic glomerulonephritis, nephrotic syndrome...
acute and chronic renal failure, lupus erythematosus, hypertension, dialysis, and transplantation.

Other topics may also be covered as determined by student preference.

The students will provide inpatient (TGH and/or ACH) and outpatient (USF Clinics)
The student is expected to either provide a discussion of one selected topic or present a patient management case towards the end of the rotation. **Students who select a 2-week rotation may only have 1 day of...**
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Students will participate as members of the NICU clinical team consisting of faculty attendings, neonatal nurse practitioners, and pediatric residents. They will function as acting

abse nce excused.
In the care and management of hospitalized neonates.

In addition to the learning opportunities provided by hands-on patient care, the educational experience is supplemented by didactic lecture series for medical students/residents, biweekly morning report.
case conference and weekly Pediatric Grand Rounds.

Objective:
The objective of this elective is the development of clinical expertise in the management of disorders of the neonate. The student will be an integral part of the neonatal management team.
participation in conferences, rounds, and providing clinical care under close faculty and neonatal fellowship supervision.

Evaluation:
Evaluation of the student's performance will be made by observing development of his/her clinical expertise and the use of
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Contact: Neonatology Office

Ph. 813-844-3437
Contact one week in advance of rotation

Dr. Maya Balakrishnan
mbalakrishnan@health.usf.edu
Ph. 813-844-8296

Report to: NICU on the 4th floor at TGH 8 a.m. on first day

The
The objective of this elective is the development of clinical expertise in the management of disorders of the neonate. The student will be an integral part of the neonatal management team with participation in conferences, rounds, and providing clinical care under close
Students will be able to attend the USF residency program's daily noon conference and any resident teaching daily. Some overnight call shifts will be offered/encouraged.
Evaluation:
Evaluation of the student’s performance will be made by observing development of his/her clinical expertise and the use of informal quizzes.

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<td>Contact: Dr. Rodriguez Ph. 813-396-2580</td>
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n the Morsani Center for Advanced Healthcare on the USF campus. Special emphasis will be placed upon diabetes care management. Those interested in more intensive exposure to children with chronic disease should contact Dr. Rodriguez to learn more.
**Objective:**
The objective is to provide clinical exposure to childhood diabetes and improve understanding of the basic clinical disorder and the problems associated with routine home management.

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This elective is designed to introduce senior students.
Objectives:

1. Evaluate and treat common acute problems encountered in adults and children in a primary care setting.
2. Evaluate and treat chronic conditions in adults and children in a primary care setting.
3. Perform appropriate preventative health maintenance measures in adults and children including well child care, vaccinations, anticipatory guidance, and screening tests.
4. Gain familiarity with procedures common to the primary care setting including arthocentesis, joint injection, and circumcision.
5. Gain appreciation for the speciality of Internal Medicine-Pediatrics.

Methods:

Senior medical students will see patients in the Internal Medicine-Pediatrics combined clinic at the USF Health South Tampa and TGH. Students will also have the opportunity to see patients in an inpatient setting.

Evaluation:

Ongoing as well as summative final assessment will be provided by supervising faculty. Students will also be required to prepare and present a primary care topic during their rotation.
Morning report 8-8:30 mandatory
Noon conference 12-1:00 required

This rotation allows the student to experience the broad range of primary pediatric care issues in the USF Health Pediatric Clinic, located at 17 Davis Pediatric Clinic. Students will
sometimes also work at HealthPark Pediatrics. The student is expected to improve skills of obtaining histories, performing physical examinations, and developing thorough differential diagnoses and management plans. Primary care issues are discussed daily.
Each student will present a topic relevant to ambulatory pediatricians at the end of the rotation. Attendance at Pediatric Grand Rounds and scheduled conferences is required.

Objective: Improve knowledge of general outpatient pediatric care and improve patient care.
oved skill in performing histories, physcials, assemmets and developing appropriate management plans.

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Contact: Kate Adams
Ph: 610-402-7712
Katherine Adams@lvhn.org

This rotation allows the student to experience the broad range of prim
ary pediatric care issues in Pediatrics outpatient clinics within the Lehigh Valley Health Network. The student is expected to improve skills of obtaining histories, performing physical examinations, and developing thorough differential diagnoses and man
Prim ary care issu es are disc usse d daily.
Each stud ent will pres ent a topic rele vant to amb ulato ry pedi atric s at the end of the rotation.
Atte ndan ce at Pedi atric Gran d Rou nds and sche dule d conf eren ces is requi red.

Objec tive:
Impr ove
knowledge of general outpatient pediatrics and improved skills in performing histories, physicals, assessments, and developing appropriate management plans.

Contact: usfpmed@ gmail.com

The senior medical student will serve as an ACH 1-11 Yr 4 Faculty Clinical
"acting intern" with the resident staff assigned to the inpatient medical teaching service of All Children's Hospital. He/She will interview and examine patients and participate in the planning and execution of diagnostic and therapeutic programs under the supervision of
The student will participate actively in teaching rounds, journal clubs, and seminars as a junior house staff member. Night call is no more frequent than ever 4th night.

Objective: Offer the student a period of intensive study.
Exposure to inpatient general pediatrics by permitting the student maximal responsibility for patient care in a supervised setting.

Evaluation: The student's written histories and physical examinations, problem list, and plans of evaluation and therapy will be reviewed.
wed by the attending faculty, the director of the Inpatient Service and senior residents of All Children's Hospital, each of whom will meet with the student frequently. The quality of these records as well as the student's daily activities at rounds and conferences
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Report to: 
Dr. Carina Rodriguez 
Division of Pediatric Infectious Disease
medical student will participate in both inpatient and outpatient clinical duties involving HIV-infected children and adolescents. This includes attending rounds, journal clubs, and seminars with the faculty, and will rotate at the ACH Clinic and the CMS clinic in Tampa.
Laboratory setting.

Evaluation:
The student's history and physical examination, generation of problem lists, and plans for evaluation and treatment will be reviewed as well as the student's daily activities at rounds and clinics and conferences will form the basis of the evaluation.
Contact: Anne Wenders, MPH, CHES
Phone: 813-974-3507
Email: maynard@health.usf.edu

Pri Care or Mat Newborn
six weeks prior to registering for this selective

Suncoast Community Health Centers (Ruskin, Dover, Plant City), Family Medical Center (Dade City), Premi
USF students only. The Department of Pediatrics and Gulf coast North or Gulf coast South AHEC will make the final arrangements.

This elective is designed to familiarize the student with general outpatient pediatric care in a rural migrant health center.
All students will be under the supervision of a precepting physician participating in well child care as well as acute walk-in care. This rotation will provide students with a better understanding of rural medicine and the tremendous health needs of rural and migrant populations.
lations. In certain settings, many patients are Spanish speaking, and students will have the opportunity to work with interpreters. Depending on the site selected, Gulf coast North or Gulf coast South AHECs may provide housing.

Evaluation: The clinician preceptors
will evaluate students on an individual basis by. Evaluations will be based on patient interaction, presentations, medical plans, and documentation.

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This rotation is a tutorial association with a community pediatrician. The student will see patients in the physician's office, may be on call for emergencies, will accompany the physician on hospital rounds, and will participate in appropriate hospital conferences.
and seminars. The experience should broaden the scope of the student interested in the community practice of pediatrics.

Objective:

Provide a realistic view of community pediatric practice.

Final arrangements concerning the course location/precceptor.
Students who select a 2-week rotation may only have 1 day of absence excused.
The student will be involved in the diagnostic, evaluation, and management of patients with a spectrum of pediatric hematology, oncology, and other disorders, both in the inpatient and outpatient settings at ACH.
outpatient setting, the student will actively participate in interviewing and examining newly referred and follow-up patients. Students will additionally gain exposure to the multidisciplinary approach to the care of children with chronic oncologic and hematologic diseases.
The student will be an active participant in daily rounds and will be expected to interact with patients and team members. Students will develop a basic understanding of hematology, oncology, pathology, and chemotherapy.
n histories, physical examinations and plans for evaluation and treatment will be reviewed with the attending physician. Students will attend the weekly multidisciplinary patient rounds and monthly tumor boards as well as resident noon conferences.
Students will have the ability to participate in other settings related to the care of this population of children.

Objective:

Introduce the student to the clinical aspects of hematologic and oncologic...
**Students who select a 2-week rotation may only have 1 day of absence excused.**
The student will be involved in the management of patients with pediatric hematology and oncology disorders, both in the inpatient and outpatient settings. For inpatient services, the student will participate in the AM rounds and assist with diagnostic procedures.
therapy planning.

Students are encouraged to study the basics of hemato poiesis and cancer chemotherapy. Written histories and physical examinations and plans for evaluation and treatment will be reviewed with the attending physician. In the outpatient setting
the student will actively participate in interviewing and examining newly referred and follow-up patients. The student will attend the weekly multidisciplinary patient care and teaching rounds and monthly tumor board. By the end of the period the student will...
ent is expected to be able to know basics of work up and care for the pediatric hematology/oncology patients.

Objective:

Introduce the student to the clinical aspects of hematologic and oncologic disease in children.

“Students who select a 2
### Peds

**LVHN**
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**Objective:**

> The student will be involved in the management of patients with pediatric hematology and oncology disorders, both in the hospital and outpatients. The student is expected to be able to know basics of work up and care for the pediatric hematology/oncology patients.

**Students who select a 2 week rotation may only have 1 day of absence excused.**

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### Peds

**CMS**
- Pri Care or Mat Newborn
- 1
- 0
- 44
- 4

**Objective:**

> The goal of this elective is to acquaint the student with genetic and metabolic disorders.

**Physician Contact:**
- Dr. Pope
- Ph: 813-259-8772

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pediatrics: diagnostic evaluation, differential diagnosis, inheritance, management and counseling. Students will typically attend Genetics/Metabolic Clinics Monday, Tuesday, and Thursday on campus and occasional CMS clinics. Students will also partake...
inpatient consultations. During the month, students may also have the opportunity for exposure to prenatal and cancer genetics cases. Students will be responsible for either the extensive workup of 1-2 new patients per clinic or seen as scheduled.
They will also be expected to give a 10-15 minute presentation at the end of the rotation on a selected topic.

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| CMS/ACH | Pri Care or Mat Newborn |
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| Locations: St. CMS/ACH | 44 |
| & | 2,4 |
| Pavan, Mary | Clinical |
Objective: The goal of this challenging task is to acquaint the student with the clinical aspects of child development. Participating in patient evaluations via observation and direct contact and interacting with various members of the family is to familiarize the student with the clinical aspects of child development.
of a multi-disciplinary team will facilitate an understanding of the diversity of the field. Students will learn to administer basic screening tests and to assess the many aspects of development, which contribute to diagnosis and intervention. In addition to "han
ds-on training, weekly didactics will provide teaching in the basic areas of normal, delayed, and disordered child development, including neurological and genetic disorders, intellectual disability, autism, and specific learning disabilities. This elective incorporates a
wide variety of clinical environments, with exposure to NICU follow-up, birth to age 3 Early Intervention Program, and the school-age population. When working closely to Tampa General or All Children’s Hospital, the student is expected to attend the pediatric residency.
The objectives of this elective can be met via a research track, a clinical track, or a literature review/writing track. **There is no night or weekend coverage expected.** Students who select a 2-week rotation may only have 1 day.
of absence excused.

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Contact: Amy Baldwin
Ph. 727-553-1258

Report to: Division of Allergy/Immunology
Children's Research Institute (Band-Aid Building) at ACH
8:30 AM

This elective is designed to give the student experience on both the outpatient
The participant will assist in the diagnosis, treatment, and management of patients with a broad spectrum of immunologic, allergic, and rheumatic diseases.
The elective will employ a logical approach to clinical immunology problems, interpretation of immunology laboratory tests, and the treatment of allergic and immune disorders including autoimmunity. The student will learn about the performance and interpretation of these laboratory tests and the rational use of immunosuppressive therapies.
Preparation of allergy skin testing, spirometry, tympanometry, rhinoscopy, food challenge procedures, immunotherapy to aeroallergens, and drug desensitization. Students will gain experience in current treatments of immunodeficiency disease.

Objective: Offer the student...
ent intensive exposure to clinical allergy immunology through supervised patient care responsibilities.

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<td>Physician Contact: Dr. Marisa Couluris Ph: 813-259-8767 <a href="mailto:mculuri@health.usf.edu">mculuri@health.usf.edu</a></td>
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<td>Pediatrics Pulmonary Secretary: Marlene Papia Ph: 813-</td>
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Objectives:

- Obtaining a history and physical examination as it relates to pulmonary disease in the infant, child, and adolescent.
- Understand and interpret basic imaging of the respiratory system and lung function testing.
- Establish a level of competence in diagnosing and managing asthma in children utilizing the principles presented by the NIH Asthma Guidelines.
- Possess an understanding of pulmonary physiology as it relates to common pediatric respiratory disorders.
- Have a familiarity with common respiratory therapeutic agents employed in pediatrics including airway clearance techniques and asthma pharmacotherapy.

This elective will involve working with a multidisciplinary team that will provide experience in the evaluation and management of acute and chronic pediatric respiratory diseases.

Some of
These disorders will include: cystic fibrosis, stridor, chronic lung disease of infancy, congenital malformations of the respiratory system, sleep-related disorders of breathing, upper airway problems, and management of the medically complex child with chronic illness.
respiratory problems such as having a tracheostomy tube or requiring supplemental oxygen at home. Pertinent literature will be discussed and will be available for review on the Moodle Pediatric Learning Site. Attendance at the USF residency didactic sessions...
- Objects:
  - Obtain a history and physical examination as it relates to pulmonary disease in the infant.
  - Understand and interpret basic imaging of the respiratory system and lung function testing.
  - Establish a level of competence in diagnosing and managing asthma in children utilizing the principles presented by the NIH Asthma Guidelines.
  - Possess an understanding of pulmonary physiology as it relates to common pediatric respiratory disorders.
  - Have a familiarity with common respiratory therapeutic agents employed in pediatrics including airway clearance techniques and asthma pharmacotherapy.

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sleeper disorders of breathing, upper airway problems, and management of the medically complex child with chronic respiratory problems such as having a tracheostomy tube or requiring supplemental oxygen at home. Pertinent literature will be discussed.
and will be available for review on the Moodle Pediatric Learning Site.

Attendance at the USF Residents didactic sessions (i.e., morning report, noon conference, etc.) is STRONGLY encouraged.

**Pediatric Pulmonary Disease**

Prior approval required.

Contact: Kate Adams

LVH-CC
1-5, 7-8, 10-11

Yr 4
0

40-44
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Schwartz, Michael
Clinical
Ph: 610-402-7712
Katherine
Adams@lvhn.org

Objectives:

- Obtaining a history and physical examination as it relates to pulmonary disease in the infant.
- Understand and interpret basic imaging of the respiratory system and lung function testing.
- Establish a level of competence in diagnosing and managing asthma in children utilizing the principles presented by the NIH Asthma Guidelines.
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<tr>
<td>Logan</td>
<td>Sabrina</td>
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The PICU is a multi-disciplinary unit providing care for medically complex children with chronic respiratory problems such as having a tracheostomy or requiring supplemental oxygen at home.
acute care for pediatric patients with a wide variety of medical and surgical problems.
The goals and objectives for this elective are intentionally broad to allow for a learning experience in meeting the student’s individual needs. Students will learn to utilize a physiological...
ic-based system derived approach to patient problems.
Integration of multiple healthcare providers is emphasized. Students are given the responsibility for patient care under the direct supervision of the PICU resident or attending faculty. Educational
goals will be met through discussions on teaching rounds, didactic presentations on aspects of pediatric critical care medicine, and self-directed study on individual patients.

In addition to the learning opportunities provided by hands-on patient care, the educational
experience is supplemented by a didactic lecture series for medical students, biweekly morning report case conference and weekly Pediatric Grand Rounds. Medical students will be on call overnight on an average of once weekly during the rotation.

Objectives:
The student will learn to utilize physical exam skills, laboratory data, and radiographic data to assess the physiologic stability and severity of illness in pediatric ICU patients.

The student will learn to incorporate accumulated data with critical thinking skills to both assess a patient's condition and institute a treatment plan.

The student will learn to appreciate the utility and usefulness of both invasive and non-invasive physiologic monitoring and support.

Evaluation:
Final evaluations will be based on the guidelines presented on the evaluation form and the degree to which the student has met his/her stated objectives.
disciplined unit providing acute care for pediatric patients with a wide variety of medical and surgical problems.

The goals and objectives for this elective are intentionally broad to allow for a learning experience in meeting the student's individual needs. Students will...
learn to utilize a physiological-based system derived approach to patient problems. Integration of multiple healthcare providers is emphasized. Students are given the responsibility for patient care under the direction of the PICU resident or attending.
Educational goals will be met through discussions on teaching rounds, didactic presentations on aspects of pediatric critical care medicine, and self-directed study on individual patients.

Objectives:

- The student will learn to utilize physical exam skills, laboratory data, and radiographic data.
- The student will learn to incorporate accumulated data with critical thinking skills to both...
- The student will learn to appreciate the utility and usefulness of both invasive and non-invasive...
Students who select a 2-week rotation may only have 1 day of absence excused.
The PICU is a multidisciplinary unit providing acute care for pediatric patients with a wide variety of medical and surgical problems. The goals and objectives for this elective are intentionally broad to allow for a learning experience in meeting the student’s
Individual needs. Students will learn to utilize a physiologic-based organ system derived approach to patient problems. Integration of multiple healthcare providers is emphasized. Students are given the responsibility for patient care under the direct supervision.
on of the PICU resident or attending faculty. Educational goals will be met through discussions on teaching rounds, didactic presentations on aspects of pediatric critical care medicine, and self-directed study on individual patients.

Objectives:

- The student will learn to utilize physical exam skills, laboratory data, and radiographic data.
- The student will learn to incorporate accumulated data with critical thinking skills to both...
The student will learn to appreciate the utility and usefulness of both invasive and non-invasive physiologic monitoring and support.

Evaluation:
Final evaluations will be based on the guidelines presented on the evaluation form and the degree to which the student has met his/her stated objectives.

Students who select a 2-week rotation may only have 1 day of absence.
<table>
<thead>
<tr>
<th>Peds</th>
<th>Contact: Ph: 727-767-4106 Gwenn Harmon <a href="mailto:gharmon2@jhmi.edu">gharmon2@jhmi.edu</a></th>
<th>ACH</th>
<th>1 - 11</th>
<th>Yr 4</th>
<th>Status</th>
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<th>0</th>
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<th>Clinical</th>
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</table>

Students will be taught to provide patient...
nt care that is compassionate, appropriate and effective for the promotion of health, prevention of illness, treat

Students will attend the NICU follow-up clinic. Students will have the opportunity to follow nutritional, developmental and other clinical issues on discharged neonatal patients. Students are expected
to participate daily rounds and didactic conferences and other structured learning opportunities. Students will attend JHU SOM Pediatric Grand Rounds and ACH JHM Grand Rounds.

Students will be able to
limited to sterile gowning and aseptic preparation, venipuncture, intubation, lumbar puncture, bladder catheterization, umbilical line placement.

Contact:
Kate Adams
Ph: 610-402-7712
Katherine.Adams@lvhn.org
The student will attend the Pediatric Gastroenterology clinic with one of the attending physicians. They will discuss the findings of the history and exam of the patient, discuss differential diagnoses, and develop an appropriate plan for work up and treatment. The student will respond...
ond to the consults from the pediatric inpatient and discuss the consult with the attending. Additionally, the student may observe gastrointestinal procedures (upper endoscopy and colonoscopy). These outpatient procedures are done at the Pediatric Ambulatory Center.
er at the Muhlenberg campus.

Evaluation:
The student will be expected to read about the diseases.

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<thead>
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The Pediatric Gastroenterology/Nutrition Department is a very active clinical service.

Contact: Dr. Mike Wilsey Ph: 727-767-4106

Kelly Paulina Ph: 813-259-872 Contact prior to the first day of the rotation.
Students will participate in the evaluation and management of children with gastrointestinal disease. Students will interview and examine outpatients and inpatients referred for pediatric gastrointestinal disorders. Students will attend daily gastroenterology clinics at ACH.
and interview and examine outpatients referred for gastrointestinal disorders. Students will assist in planning the diagnostic and therapeutic program for these patients.

Students will be expected to participate in clinical gastrointestinal rounds and Gastroenterology
Journal Club.

Students will observe diagnostic modalities such as endoscopy, manometry, esophageal dilation, suction rectal biopsies and Ph probes. The student will be evaluated on faculty evaluations, attendance and overall performance.
<table>
<thead>
<tr>
<th>Course</th>
<th>Institution</th>
<th>Contact</th>
<th>Rotation</th>
<th>Year</th>
<th>Units</th>
<th>Clinic</th>
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<td>All Children's Hospital and/or Tampa General Hospital</td>
<td>TGH 813-627-5973 or 813-627-5906 ACH 813-259-8725</td>
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<td><strong>Students who select a 2 week rotation may only have</strong> 1 day of absence excused.</td>
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**The Pediatric Emergency Medicine elective at All Children's Hospital.**

**The Pediatric Emergency Medicine elective at Tampa General Hospital.**

**Students who select a 2 week rotation may only have** 1 day of absence excused.

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<tr>
<th>Course</th>
<th>Institution</th>
<th>Contact</th>
<th>Rotation</th>
<th>Year</th>
<th>Units</th>
<th>Clinic</th>
<th>Instructor</th>
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<tr>
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<td>TGH 813-627-5973 or 813-627-5906 ACH 813-259-8725</td>
<td>1 - 11</td>
<td>Pri Care or Mat Newborn</td>
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</table>

**The Pediatric Infectious Diseases elective at All Children's Hospital.**

**The Pediatric Infectious Diseases elective at Tampa General Hospital.**

**Students who select a 2 week rotation may only have** 1 day of absence excused.

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<tr>
<th>Course</th>
<th>Institution</th>
<th>Contact</th>
<th>Rotation</th>
<th>Year</th>
<th>Units</th>
<th>Clinic</th>
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<tbody>
<tr>
<td>Pediatric Infectious Diseases elective</td>
<td>All Children's Hospital and/or Tampa General Hospital</td>
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**The Pediatric Infectious Diseases elective at All Children's Hospital.**

**The Pediatric Infectious Diseases elective at Tampa General Hospital.**

**Students who select a 2 week rotation may only have** 1 day of absence excused.
Report to:
SJH
Dr. Dale Bergamo
Division of Pediatric Infectious Diseases
Ph. 813-259-8800
Please contact the department at least two weeks prior to starting elective.

ACH Drs. Juan Dumois and David Berman
ACH Pediatric Infectious Disease Ph. 813-259-8725

This elect
ive in pediatric infectious disease is a clinical preceptorship with the Infectious Disease team.

The majority of time is spent on inpatient consults. The student is exposed to all areas of the hospital since consults are answered in critical care areas, the general pedi
Inpatient consults on the Tampa rotation will be performed at St. Joseph's Children's Hospital. In the ambulatory setting, the student will have exposure to the outpatient ID clinic and the pediatric/adolescent HIV clinic.
Laboratory utilization and antibiotic therapy are emphasized during the rotation. Informal teaching conferences are held frequently. The student is expected to participate in the weekly journal club, presenting an article each week. No night call is required.

**Student**
| Peds | TGH | 2-11 | Pri Care or Mat Newborn | 1 | 0 | 40-44 | 4 | Bergamo, Dale |

Contact: Ph. 813-259-8638

Report to: SJH Dr. Dale Bergamo Division of Pediatric Infectious Diseases Ph. 813-259-8800

Please contact the department at least two weeks prior

s who select a 2 week rotation may only have 1 day of absence excused.
This elective in pediatric infectious disease is a clinical fellowship with the Infectious Disease team. The majority of time is spent on inpatient consults.
student is exposed to all areas of the hospital since consults are done in critical care areas, the general pediatric wards, and NICU. Inpatient consults on the Tampa rotation will be performed at St. Joseph's Children's Hospital. In the emergency
The student will have exposure to providing care for patients with clinical and pediatric/adolescent HIV clinical microbiological laboratory utilization and antibiotic therapy are emphasized during the rotation. Informal teaching conferences are held frequently. The student is
<table>
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<th>Days</th>
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<td>Wed</td>
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No night call is required. Students who select a 2-week rotation may only be excused 1 day of absence each week.
This elective in pediatric infectious disease is a clinical preceptorship with the Infectious Disease team.

The majority of time is spent on inpatient consultations. The student is exposed to all areas of the hospital since consults are answered in critical care.
areas, the general pediatric wards, and NICU. Microbiological laboratory utilization and antibiotic therapy are emphasized during the rotation. Informal teaching conferences are held frequently. The student is expected to participate in weekly journal club, presenting an
articled each week.

Combined Pediatric and Adult ID microbiology rounds take place once during the rotation.

No night call is required.

**Students who select a 2 week rotation may only have 1 day of absence excused.**
from the course director (Dr. Straub) prior to start of the elective:
Ph. 813-259-8713

This elective is designed to introduce senior medical students to the field of adolescent medicine. Students will be able to see and care for adolescents, ages 12 to
21 years, in a variety of outpatient settings. Adolescent clinics will afford students the opportunity to provide primary and specialty care to teenager in a clinical setting, while students can also participate in adolescent health care in school-based clinics.
at both high school and college settings.

In Tampa, the experience will be supplemented with time spent at the Healthy Weight Clinic, learning about the care of teens with eating disorders; at the Hillsborough County Health Department and USF HIV clinic,
1. Learning about sexually transmitted infections; at various health sites, learning about mental health and substance abuse problems; and at a variety of other settings, learning about sports medicine.

Objectives:

- Appreciate the unique medical and health needs of the adolescent population.
- Increase comfort level in communicating with teenagers, performing psychosocial risk in...
1. Understand the normal sequence of physical growth and psychological development during puberty, and be able to accurately stage sexual development with Tanner staging.

2. Perform a well adolescent physical and take on the role of primary care provider in working with specialists.

3. Act as a subspecialist consultant for patients referred by outside primary care providers.

4. Know how to diagnose and treat common adolescent medical problems, such as acne, dysmenorrhea, menstrual disorders (DUB, amenorrhea), and sexual transmitted infections.

5. Recognize the common problem of poor adherence among adolescents, and encourage them to become more active, responsible health care consumers.

6. Improve communication with parents and families to help them understand normal adolescent development and confidentiality. Help parents facilitate their teens in taking a more active role in their health care.

7. Learn about the importance of and how to assist with a successful transition from pediatric to adult health care for all adolescents and young adults, especially those with chronic medical conditions and special health care needs.

Students will work closely with residents from USF pediatrics, and depending on the site the student is working at, they may be available to attend the USF Residency program conferences.
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<tr>
<td>Cont act: Kate Adams Ph: 610-402-7712 Katherine <a href="mailto:Adams@lvhn.org">Adams@lvhn.org</a></td>
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Adolescents, ages 12 to 21 years, in a variety of outpatient settings. Adolescents will afford students the opportunity to provide primary and specialty care to teens in a clinical setting, while students can also participate in adolescent health care in...
School-based clinics, at both high school and college settings.

The experience will be supplemented with time spent with the dietician, learning about disordered eating patterns and weight management as well as with the gynecologist learning about the unique
Objectives:

- Appreciate the unique medical and health needs of the adolescent population.
- Increase comfort level in communicating with teenagers, performing psychosocial risk int
- Understand the normal sequence of physical growth and psychological development duri.
- Perform a well adolescent physical and take on the role of primary care provider in workin
- Act as a subspecialist consultant for patients referred by outside primary care providers,
- Know how to diagnose and treat common adolescent medical problems, such as acne, dy
- Recognize the common problem of poor adherence among adolescents, and encourage a.
- Improve communication with parents and families to help them understand normal adole
- Learn about the importance of and how to assist with a successful transition from pediatr.
This elective offers an opportunity...
for fourth year medical students and immunology residents to have hands-on experience using modern techniques in the laboratory. These include:

- Learning to use ELISA and immune based assays to quantify soluble proteins and cytokines.
- Application of flow cytometry analysis to measure immune cell activation and differentiation and immune responses to antigens.
- Understanding the contemporary applications of measuring gene expression and systems biology in the clinical setting.

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<th>Sutsko, Ronald</th>
<th>Clinical</th>
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</table>
Contact:
Dr. Ronald Sutsko
Ph. 813-844-8296

Contact at least four weeks prior to beginning this elective to discuss topics of interest.
interest and to identify precceptor

All students are eligible to apply for the Honors Course in Pediatrics. The Honors Program curriculum includes a creative scholarly project with the precceptor of the student's choice. The project and registration for the course
se must be approved by Dr. Sutsko or his designee. In addition, a clinical experience pertinent to the scholarly activity of choice is required during the four-week block. An interest in pursuing a career in Pediatrics or Internal Medicine-Pediatrics is suggested.
for this elective. Depending on their preceptor selection, students may rotate at All Children's Hospital, the USF Medical Clinics, or Tampa General Hospital.

Objectives:

- Scholarly project presentation at noon conference or publication
- Exposure to related clinical experience

Evaluation:
An evaluation form will be submitted by the pre...
The student will directly work.

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Contact: Dr. Tanya Murphy

Phone: 727-767-8230

manctr@health.usf.edu
month prior to the start of the elective

This elective is designed to introduce senior medical students to the identification, evaluation, and treatment of children and adolescents with neurodevelopmental and psychiatric disorders. Under the supervision of Dr. Murphy and
her faculty, students will be able to observe and participate in a comprehensive neuropsychiatric assessment, evidence-based management, and cognitive behavior therapy. A multidisciplinary approach to assessment and treatment will be emphasized.
This clinic is specialize as it serves children and adolescents with Obsessive-Compulsive disorder, Tourette syndrome, Trichotillomania, Separation anxiety, Phobia, Pediatric Autoimmune Neuropsychiatric Disorder Associated with Streptococcal Infections (PANS)
DAS), and Autism spectrum disorders. Students will have the opportunity to participate in Occupational and Physical therapy assessments for youth with developmental disorder. Students will also have the opportunity to participate in therapy sessions focusing on habit reversal for tics.
or exposure and response prevention for OCD treatment. In addition, this clinic has a number of clinical studies examining both psychopharmacology and therapeutic treatments for various diagnoses.

Objectives:

- Develop skills in the evaluation, diagnosis, treatment and management of children and adolescents
- Recognize co-occurring conditions and how to screen for them
- Become familiar with common rating scales for this patient population
- Recognize the complexities in treating this patient population as it requires collaboration
- Describe a comprehensive treatment plan that reflects the biopsychosocial model
Learn basic principles of medication management in this patient population

Be exposed to cognitive behavioral therapy and habit reversal therapy

Learn about educational, therapeutic, and counseling modalities for the specific disorders

Develop oral case presentation skills and participate in writing comprehensive evaluation.

Participate in journal article discussions

Observe speech, audiology, and occupational therapy screenings

| Evaluation: | Faculty observation and evaluation of student/patient interactions, case presentations, journal article discussions, and written assessments. |

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<td>Faculty Indep Study</td>
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Understanding the basis for differences in both drug responses forms the basis for treatment selection in psychiatric disorders. This course will explore and expand knowledge and applications of:

(a) why specific medications may have a therapy
peutic benefit for some, but not all individuals;
(b) why some medications lead to adverse effects in some, but not all individuals;
(c) genetic polymorphisms of neurotransmitter-associated proteins including enzymes, transporters and receptors that medi
and the possible role of these alterations in the manifestation of behavioral disorders; and (d) the advances in our understanding of the mechanisms of action of drugs used for the treatment of psychiatric disorders.
Goals and Objectives:
The goals and objectives of this course are to complement the basic and clinical information gained during the first three years of medical school and provide students a solid understanding of both pharmacogenomics and neurosurgery.
harm acolyte. Specifically, the course is designed to: (a) provide an understanding of the interactions between genetic inheritance, drug actions, and the body's response to drugs; and, (b) explore how recent advances in neuroscience have provided new constructs for...
understanding the mechanisms mediating the therapeutic effects of current psychoactive drugs. A working knowledge of how pharmaceutical treatments can be tailored and adapted to the individual is essential for understanding personalized medical approaches to the.
treatment of psychiatric disorders.

Evaluation:

Study will be evaluated by an independent ethics committee.
The course will provide a conceptual framework to think about brain disease following the National Institutes of Mental Health's NIH Precision Medicine Initiative (PMI). All students will be required to present a small conceptual paper on a topic of their choice related to course materials.
Goals and Objectives:

At the end of the course students will:

1. Understand the concept of dimensions of behavior with different classes of variables
2. Describe the circuits that represent the core aspect of these classes of variables
3. Understand the selection, implementation and limitations of modern treatment modalities
4. Integrate the basic science knowledge described with clinical applications and labor.
5. Critically evaluate the pertinent literature to one topic of their choice and summarize

Evaluation:

Students will be evaluated based on faculty evaluation of interaction, participation, peer

<table>
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<th>Yr 4 Status</th>
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This elective gives the student the unique opportunity to participate in the evaluation, diagnosis, and the short-term treatment planning for patients in the JAH VA Emergency Psychiatry.
Room. Under close supervision by the faculty and staff of this service, the student gains experience in interviewing, diagnosing, and managing the acute psychiatric patient. The student sees a very wide range of pathology from adjustment disorders...
Students work with the attending psychiatrists as well as the Director of the Service. Students will participate in the decision-making process performing a risk assessment to determine if the patient requires inpatient care.
admission or create a plan for outpatient care. Directed readings will be provided.

Objectives:

- Obtain a history and perform relevant physical exam for urgent psychiatric complaints.
- Conduct a thorough mental status assessment inclusive of:
  - A comprehensive assessment for dangerousness inclusive of suicide and violence
  - Use of the MoCA to screen for cognitive deficits.
- Differentiate functional from organic disorders, define and identify common psychotic, affective and characterological disorders.
- Recognize interaction of substance abuse with other syndromes.
- Differentiate problems which require further inpatient assessment and treatment versus outpatient care.
- Appropriately utilize medications and recognize major side effects.
- Demonstrate appropriate use of brief interventions inclusive of crisis intervention, chemical
- Know and be able to list the elements required for confidentiality, involuntary hospitalization.
- Identify appropriate sources of collateral information to inform the psychiatric evaluation.
- Demonstrate the ability to document a psychiatric history, mental status exam and medical decision making.

Evaluation:

- Directed observation by supervisor.
visiting faculty of interviewing and PE liaison (at least weekly).

Review of medical documentation by faculty supervision of rotation (daily).

10 minute orientation on top.
ic of interest

The grade will be compromised of 75% clinical evaluation and 25% oral presentation on a topic.

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<th>UPC</th>
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<th>Stock, Saundra Clinical</th>
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will have an opportunity to develop greater diagnostic and management skills in varied outpatient settings including the University of Pennsylvania Psychology Center and the James A. Haley Tampa VA Hospital. Specific experiences can include...
Adult Evaluation Clinic, the Memory Disorders Clinic, and the Child Evaluation Clinic. An opportunity to gain increased understanding of crisis intervention in an outpatient setting at the Tampa VA Hospital is also available.

Objectives:

Become more skilled in interviewing patients who present both medical and psychiatric problems.
Gain an increased understanding of and develop skills in specialized evaluation and treatment situations (family, child, and adult).

Develop a more in-depth understanding of psychopathology.

Gain a greater familiarity with a variety of psychotherapy modalities including individual, group, family, and marital therapy.

Become more skilled in utilizing psychotropic medications.

**Evaluation:**

The supervising faculty will evaluate the student's clinical performance according to the elective objectives.

The student will conduct a 10 minute presentation on a relevant topic of interest.

The student
will submit medical documentation for review by faculty.

Prior approval from Dr. Norris required at least three months prior to the start of the elective.

This elective is designed to provide interested students with clinical and didactic training in outp
The student will have an opportunity to develop greater diagnostic and management skills in various settings including the University Psychiatry Center Outpatient Clinic and the James A. Haley Tampa VA Hospital.
experiences can include the Adult Evaluation Clinic, the Memory Disorder Clinic, and the Child Evaluation Clinic. An opportunity to gain increased understanding of crisis intervention in an outpatient setting at the Tampa VA Hospital is also avail
Objectives:

1. Become more skilled in interviewing patients who present both medical and psychiatric problems in various outpatient settings
2. Gain an increased understanding of and develop skills in specialized evaluation and treatment situations (family, child, and adult)
3. Develop a more in-depth understanding of psychopathology
4. Gain a greater familiarity with a variety of psychotherapy modalities including individual, group, and family therapy
5. Become more skilled in utilizing psychotropic medications

Evaluation:

The supervising faculty will evaluate the student's clinical performance according to the following objectives.

- Conduct a 10-minute presentation on a relevant topic
of interest.

The student will submit medical documentation for review by faculty.

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<tr>
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Prior approval from Dr. Norris is required at least three months prior to the start of the elective.

This elective is designed to provide interested students with clinical experience.
cal and didactic training in outpatient psychiatry. The student will have an opportunity to develop greater diagnostic and management skills in varied outpatient settings including the University Psychiatry Center Outpatient Clinic and the James A. Hale...
Specific experiences can include the Adult Evaluation Clinic, the Memory Disorders Clinic, and the Child Evaluation Clinic. An opportunity to gain increased understanding of crisis intervention in an outpatient setting at the...
Objectives:

1. Become more skilled in interviewing patients who present both medical and psychiatric problems in various outpatient settings.
2. Gain an increased understanding of and develop skills in specialized evaluation and treatment situations (family, child, and adult).
3. Develop a more in-depth understanding of psychopathology.
4. Gain a greater familiarity with a variety of psychotherapy modalities including individual, group, family, and marital therapy.
5. Become more skilled in utilizing psychotropic medications.

Evaluation:
The supervising faculty will evaluate the student’s clinical performance according to the elective objectives.

The student will conduct a 10-minute...
The student will submit medical documentation for review by faculty.

This elective is designed to provide the interested student with an opportunity to develop diagnostic and management skills.

| Psych | UPC | 1, 4-11 | None | 1 | 0 | 40 | 2,4 | Stock, Saundra | Clinical |
1. Evaluate the evaluation and treatment of children with psychiatric problems including common behavioral disorders that are commonly encountered in family medicine and pediatric practices.

**Objectives:**

- Learn how to evaluate and diagnose psychiatric problems including common behavioral disorders in children.
- Learn basic management skills of psychiatric problems including common behavioral problems.
- Become familiar with community agencies available to help children with psychiatric and behavioral problems.
- Become more familiar with the general practice of child psychiatry.
- Enhance interviewing skills of children and their families.

**Evaluation:**

The
The supervising faculty will evaluate the student's clinical performance according to the elective objectives.

The student will conduct a 10 minute presentation on a relevant topic of interest.

The student will submit medical documentation for review by faculty.
Prior approval of Drs. Gomez, Campon, and Norris required at least four months prior to the start of the elective.

This elective is designed to provide the interested student with an opportunity to develop diagnostic and management skills essential for the start of the elective.

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Status

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4-50
4

Nordis, Edward
Clinical
to the evaluation and treatment of children with psychiatric problems including the behavioral disorders that are commonly encountered in family medicine and pediatric practices.

Objectives:

- Learn how to evaluate and diagnose psychiatric problems including common behavioral disorders
- Learn basic management skills of psychiatric problems including common behavioral problems
- Become familiar with community agencies available to help children with psychiatric and behavioral problems
- Become more familiar with the general practice of child psychiatry
- Enhance interviewing skills of children and their families

Evaluation: The supervisor will assess the participant's progress through clinical observations, feedback from other professionals, and self-assessment reports.
The student will conduct a 10-minute presentation on a relevant topic of interest. The student will submit medical documentation for review by faculty.
This elective is designed to provide interested senior medical students with an advanced experience in the evaluation and treatment of Memory Disorder Clinic patients. The psychiatric evaluation will allow the senior student to become proficient in
the diagnostic work-up of the patient with a memory complaint and with the memory disorders work-up which includes neuroimaging studies of the brain, laboratory studies, neuropathologic testing and psychosocial evaluation. Students will gain expertise in
geriatric medicine, geriatric psychiatry and the differential diagnosis of patients with memory complaints and psychiatric disorders.

The student will spend the majority of the elective at the Memory Disorders Clinic at the Psychiatry Center. The student may
be involved at other facilities such as an Assisted Living Facility or nursing home as relates to the geriatric population. Supervision and seminars will complement these clinical activities.

Objectives:

- Become familiar with the multidisciplinary assessment of elderly patients
- Develop specialized diagnostic skills for identifying and differentiating the multiple cause.
- Learn how to integrate psychiatry and medical care of the elderly
- Become familiar with utilization of community resources in the care of the elderly
- Become familiar with the therapeutic rapport between physician and the patient’s family
The student’s clinical performance will be evaluated by the supervising faculty according to the elective objectives. In addition, the student will be required to prepare a written summary of the elective experience including a description of clinical and
academic activities, a self evaluation of what the he/she learned on the elective, and a critique of his/her elective experience.

**Psych**

This elective is designed to provide advanced clinical and didactic training in inpatient psychiatry. Students will participate as T-VAH 1-11 Adult Med, Psych/Neuro 2 0 40-50 4 Logan, Christopher Clinical
"sub-inter
non
on
inpatient
psychiatric ward. Students are expected to have a small case load of patients that they actively manage taking on primary responsibility for the patient’s care in conjunction with the supervising faculty. Students will perform..."
history and physical for patients being admitted to the hospital and followed the patient on a daily through the hospital course. Students will learn to construct a biopsychosocial formulation of the patient's presenting problems along with providing acute, intensive, and follow-up care.
students will also learn to compose discharge summaries.

Close supervision, seminars, and independent study will complement the clinical activities.

Objectives:

- Develop a more in depth understanding of psychopathology
Become more skilled in the use of psychotropic medication
Gain a greater familiarity with a variety of psychotherapy modalities including individual, 
Becomes more skilled in the interviewing of psychiatric patients

Evaluation:
The supervising faculty will evaluate the student's clinical performance according to the elective objectives.

The student will conduct a 10 minute presentation on a relevant topic of interest.

The student will submit
### Psych MEL 8611 AI: Psych: Adv Adult Inpatient

**Description:** This elective is designed to provide advanced clinical and didactic training in inpatient psychiatry. Students will participate as a "sub-intern" on an inpatient psychiatric ward. Students are expected to engage in call, clinical training, and provide advanced care.

| BPVAH | Adult Med, Psych/Nerve | 1-11 | 0 | 4-30 | 4 | González-Mayo, Alina | Clinical |
cted to have a small case load of patients that they actively manage taking on primary responsibility for the patient’s care in conjunction with the supervising faculty. Students will perform the history and physical for patients being admitted to the hospital and follo
the patient on a daily throughout the hospital course. Students will learn to construct a biological, psychological and social interventions during the hospital stay.
Stud ents will also learn to compose discharge summaries. Close supervision, seminars, and independent study will complement the clinical activities.

Objectives:

- Develop a more in depth understanding of psychopathology
- Become more skilled in the use of psychotropic medication
- Gain a greater familiarity with a variety of psychotherapy modalities including individual, 
- Become more skilled in the interviewing of psychiatric patients

Evaluation:
The supervising faculty will eval
uate the student’s clinical performance according to the elective objectives.

The student will conduct a 10 minute presentation on a relevant topic of interest.

The student will submit two discharge summaries for review by faculty.
Prior approval of Drs. Karp, Cavers, Lerman, and Norris required at least four months prior to the start of the elective.

This elective is designed to provide advanced clinical and didactic training in inpatient psychiatry. Students will participate as a “sub” -
"intern" on an inpatient psychiatric ward. Students are expected to have a small case load of patients that they actively manage taking on primary responsibility for the patient's care in conjunction with the supervising faculty. Students will perform the history and
physical for patients being admitted to the hospital and follow the patient on a daily throughout the hospital course. Students will learn to construct a biopsychosocial formulation of the patient's presenting problems along with providing acute, intense biological
1. Examine various psychiatric conditions in greater depth while determining the best method of treatment for these conditions.

2. Analyze and identify appropriate uses of psychotropic medication.
Develop a familiarity with a variety of psychotherapy modalities including individual, group, and family psychotherapy.

Develop effective interviewing skills used when working with psychiatric patients.

Evaluation:
The supervising faculty will evaluate the student's clinical performance according to the elective objectives. In addition, the student will be required to prepare a written summary of the elective experience.
ription of clinical and academic activities, a self-evaluation of what the student learned in the elective, and a critique of his/her elective experience.

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<td>Geriatric Psychiatry</td>
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of elderly patients with psychiatric disorders. Students can participate in both inpatient and outpatient geriatric psychiatry care. Students will have clinical responsibility for diagnosis, treatment, and rehabilitation of elderly psychiatry patients. Supervision, seminars, and
independent study will complement the clinical activities.

Objectives:

- Become familiar with the multidisciplinary assessment of elderly patients
- Develop specialized diagnostic skills for identifying and differentiating organic brain syndromes
- Learn how to integrate psychiatry and medical care of the elderly
- Become familiar with utilization of community resources in the care of the elderly

Evaluation: The supervising faculty will evaluate the student’s clinical performance according to the elective objectives. In addition, the student will
be required to prepare a written summary of the elective experience including a description of clinical and academic activities, a self-evaluation of what the student learned in the elective, and a critique of his/her elective experience.
This is designed to offer advanced experience in the evaluation, treatment, and rehabilitation of elderly patients with psychiatric disorders. Students can participate in both inpatient and outpatient geriatric psychiatric care. Students will have clinical responsibility for diagnosis.
Objectives:

1. Become familiar with the multidisciplinary assessment of elderly patients.
2. Develop specialized diagnostic skills for identifying and differentiating organic brain syndromes.
3. Learn how to integrate psychiatry and medical care of the elderly.
4. Become familiar with the utilization of community resources in the care of the elderly.

Evaluation:

The supervising faculty will evaluate the student's performance in the course of the study.
ent's clinical performance according to the elective objectives. In addition, the student will be required to prepare a written summary of the elective experience including a description of clinical and academic activities, a self-evaluation of what the student learned
This elective is designed to offer advanced experiences in the evaluation, treatment, and rehabilitation of alcoholic and substance abuse patients, and the assessment of their needs.
and diagnosis management of other co-existing psychiatric disorders. The student will participate in a therapeutic community treatment program for chemical dependency, have direct clinical responsibilities for patient care and interact with available community
resou rces for ch e mica lly depe ndent pa tie nts. The stud ent will have the oppor tunity to parti cipate in ongo ing addi ction rese arch activ ites.

Ob jectiv es:

- Enhance diagnostic skills in chemical dependency and associated medical and psychiatri
- Learn individual, group, and community treatment techniques for the chemically depende.
- Learn how to facilitate rehabilitation of chemically dependent patients
- Learn about community resources for chemically dependent patients

Eval uatio n: The supe rvisi ng facul ty will eval uate the stud ent’ s clini cal perf
ormance according to the elective objectives. In addition, the student will be required to prepare a written summary of the elective experience including a description of clinical and academic activities, a self-evaluation of what the student learned in the elective,
and a critique of his/her elective experience.

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This elective is designed to provide students with a greater understanding of the interface between psychiatry and medical illness in the pediatric and adult populations. Students will assist the consultant...
on team in interview medical/surgical patients at Tampa General Hospital. Students will be asked to evaluate patients and ascertain how the patient's medical illness is affected by psychological factors. They will be exposed to a wide range of psychology including...
mood disorders, conversion disorders, psychotic disorders, delirium, dementias, and other organic illnesses.

Objectives:

- Become familiar with psychiatric diagnoses in both the adult and child populations
- Improve interviewing skills by performing interviews on difficult medical/surgical patients
- Learn to be part of a consultation/liaison team and be able to work with members of other

Evaluation:
Faculty will evaluate the student's clinical performance according to the elective objectives.
The student will conduct a 10-minute presentation on a relevant topic of interest.

The student will submit medical documentation for review by faculty.

| Psych | T-VAH | 1-11 | Adult Med, Psych/Neuro | 2 | 0 | 44-50 | 2.4 | Weissman, Mark | Clinical |
psychiatry and medical illness in the pediatric and adult populations. Students will assist the consultation team in interviewing medical/surgical patients at Tampa General Hospital. Students will be asked to evaluate patients and ascertain how the patient's medical illness
is affected by psychological factors. They will be exposed to a wide range of psychopathology including mood disorders, conversion disorders, psychotic disorders, delirium, dementias, and other organic illnesses.

Objectives:

- Become familiar with psychiatric diagnoses in both the adult and child populations
- Improve interviewing skills by performing interviews on difficult medical/surgical patients
- Learn to be part of a consultation/liaison team and be able to work with members of other
n: Faculty will evaluate the student's clinical performance according to the elective objectives.

The student will conduct a 10 minute presentation on a relevant topic of interest.

The student will submit medical documentation for review by faculty.
This elective is designed to provide students with a greater understanding of the interface between psychiatry and medical illness in the pediatric and adult populations. Students will assist the consultation team in interviewing medical/surgical patients at LVH-CC 1-11 Yr 4 Status 1 0 44-50 4 Primolo, Ralph Clinical
Students will be asked to evaluate patients and ascertain how the patient's medical illness is affected by psychological factors. They will be exposed to a wide range of psychopathology including mood disorders, conversion disorders, psychotic disorders,
delirium, demencias, and other organic illnesses.

Objectives:

- Become familiar with psychiatric diagnoses in both the adult and child populations
- Improve interviewing skills by performing interviews on difficult medical/surgical patients
- Learn to be part of a consultation/liaison team and be able to work with members of other

Evaluation:
Faculty will evaluate the student’s clinical performance according to the elective objectives.

The student will conduct a 10 minute presentation on a
relevant topic of interest.

The student will submit medical documentation for review by faculty.

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adult populations. Students will assist the consultation team in interviewing medical/surgical patients at Tampa General Hospital. Students will be asked to evaluate patients and ascertain how the patient's medical illness is affected by psychological factors. They will be
Exposed to a wide range of psychopathology including mood disorders, conversion disorders, psychotic disorders, delirium, dementias, and other organic illnesses.

Objectives:

- Become familiar with psychiatric diagnoses in both the adult and child populations
- Improve interviewing skills by performing interviews on difficult medical/surgical patients
- Learn to be part of a consultation/liaison team and be able to work with members of other

Evaluation:

Faculty will evaluate the student's clinical perf
Psych

This elective is designed to introduce students to

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The student will conduct a review for a relevant topic of interest. The student will present a 10-minute oral presentation on the topic. The student will submit medical documentation for review by faculty.
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initial evaluation of patients for neural stimulation. Students will also take part in the neural stimulation treatment of suitable patients. This elective will provide students with a better understanding of the current use of neural stimulation for the treatment of
Objectives:

1. Familiarize the student with the multiple available methods for neural stimulation
2. Identify the psychiatric disorders which are indications for treatment by neural stimulation
3. Compare neural stimulation to the pharmacologic treatment of psychiatric disorders
4. Compare the treatment response of neural stimulation to other current treatment methods
5. Evaluate new patients for suitability for deep brain stimulation, transcranial magnetic stimulation, and electroconvulsive therapy
6. Participate in the treatment of patients with electroconvulsive therapy, transcranial magnetic stimulation, and deep brain stimulation

Learning Outcomes:
The trainee will see patients at the South Tampa Center for Neurotherapies Clinic, Tampa General Hospital, and other related settings. Training will include direct patient care and supervision by licensed healthcare providers.
ees will be provided with a training packet prior to the start of the elective pertaining to neuromuscular stimulation. Upon completion of these elective, trainees should understand the principles of neuromuscular stimulation, selection of appropriate patients and the implementation...
on of neuromodulation treatment plan.

Evaluation: The trainee will work closely with the Neuromodulation Attending who will provide the assessment.

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<th>Psych</th>
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<th>Schoenberg, Michael</th>
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This elective is designed to provide interested senior medical students with an overview of
neuropsychology, clinical neuropsychiatry, and behavior neurology. Advanced training and exposure to neuropsychology will be offered. Students will have the opportunity to be involved in individual and team evaluations of patients with cognitive and behavioral disorders.
due to known or suspected neurological disease. The student will be an integral part of the evaluation team obtaining exposure on how to identify neurological issues and problems, conducting bedside neurological evaluations, obtaining collateral
teral information from patients and families related to neuropsychological dysfunction, and exposure to the principals and practice of evidenced-based neuropsychology practice. Interface with psychiatry, neurology, and neurological surgery will be common. The stud
Students may choose to complete the elective primarily at the USF South Campus Center or at the University Psychiatry Center. Students with an interest in research may participate in ongoing laboratory research with epilepsy or traumatic brain injury or Alzheimer's disease.
ase/Mild Cognitiv e Impairme nt (MCI).
Opportunitie s to publish in peer-revie wed jour nal s can be made available.

Objectives:

- Become more skilled in the evaluation of patients with neuropsychological dysfunction.
- Increased understanding of neuropsychology and the science of brain-behavior relations.
- Become familiar with bedside neuropsychological assessment
- Become familiar with evidenced based neuropsychology practice and identify when more
- Become involved in and gain an understanding of collaborative, interdisciplinary research.
- Motivated students may prepare a publication for peer-reviewed journal based on the exper...
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will work closely with Neuropsychology Attending who will provide the assessment.

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<th>Yr 4 Status</th>
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<th>Currier, Glenn</th>
<th>Research</th>
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</table>

This elective is designed to enable the advanced student to become acquainted with the methods from the department (the Chair of Psychiatry or Faculty supervisor for the rotation) required. For
odologies of behavioral medicine in basic neuroscience and their application in psychiatry and medicine. Opportunities exist in both basic science and clinical research areas including molecular genetics, neuroimmunology and cognitive medicine. Each student will parti...
cipate in an ongoing research project and/or an individual tutorial during this time under faculty supervision and review and will evaluate the literature that pertains to his/her chosen topic.

Objectives:

- Increase the knowledge of psychiatry and behavioral medicine in an area of particular interest
- Become familiar with research methodology
- Gain an enhanced perspective of the role of behavioral principles in the practice of psych.

Evaluation:
The research
will evaluate the student’s research performance according to the elective objectives. The student will also be expected to prepare a written summary of the research project including an appropriate review of the relevant literature and a description...
on of the student's research activities. In addition, the student will provide the elective supervisor with a written critique of his/her elective experience.

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<th>Psych</th>
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<th>1-11</th>
<th>Yr 4 Status</th>
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<th>Research</th>
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Prior approval from the department (the Chair of Psychiatry or Faculty supervisor for the rotation) required.

This elective is designed to
enable the advanced student to become acquainted with the methodologies of behavioral medicine in basic neuroscience and their application in psychiatry and medicine. Opportunities exist in both basic science and clinical research areas including molecular gene...
tics, neuromunology and cognitive medicine. Each student will participate in an ongoing research project and/or an individual tutorial during this time under faculty supervision and will evaluate the literature that pertains to his/her chosen topic.
Objectives:

- Increase the knowledge of psychiatry and behavioral medicine in an area of particular interest to the student
- Become familiar with research methodology
- Gain an enhanced perspective of the role of behavioral principles in the practice of psychiatry

Evaluation:
The research supervisor will evaluate the student's research performance according to the elective objectives. The student will also be expected to prepare a written summary of the research project.
including an appropriate review of the relevant literature and a description of the student's research activities. In addition, the student will provide the elective supervisor with a written critique of his/her elective experience.

<p>| Psych  | MEL 7320Y Externship - Psychiatry | EXT | 1 - 7 | Yr 4 Status | No Limit | 0 | 44 | 4 | Faculty Externship |</p>
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<tr>
<th>Radiology</th>
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The student will gain one-on-one didactic and practical experience and training in the correct ordering, protocolling and interpreting various diagnostic imaging examinations and procedures. On a case by case basis, the student will gain one-on-one didactic and practical experience and training in the correct ordering, protocolling and interpreting various diagnostic imaging examinations and procedures.
ent will discover and discuss the imaging findings and formulate age-specific differential diagnoses tailored to pediatric patients. The student will observe and participate in various invasive procedures in fluoroscopy, ultrasound, CT and interventional radiology/angiography.
phy, when applicable to the pediatric patient.

The student will also gain exposure to nuclear medicine and PET/CT imaging when applicable to the pediatric patient.

The course of study will also include departmental and interdepartmental conferences, one-on-one...
one didactic teaching by attending radiologists and the use of audiovisual aids including online pediatric radiology teaching files and courses.

Objectives:

1. Identify and explain indications/contraindications for common pediatric radiographic tests.
2. Develop clinical judgment regarding the appropriate use of radiographic examinations.
3. Identify alternatives to radiography, fluoroscopy and CT in the pediatric patient.
4. Identify and institute pediatric specific protocols in common examinations.
5. Interpret common pediatric radiographic examinations.
6. Identify and discuss imaging concerns directly applicable to the pediatric patient, including radiation exposure, child life assistance, and sedation.
7. Integrate information into a multidisciplinary approach to radiologic care and services.
8. Communicate effectively with patients, family members, and members of the health care team.
This elective is designed to provide students with a self-study program in radiological anatomy as it relates to medical imaging techniques such as computed tomography and magnetic resonance imaging. Topics
during the elective include cross-sectional imaging of the brain, head and neck, spine, upper and lower limb, thorax, abdomen, and pelvis. With special approval by one of the course directors, students interested in focused learning of the cros
sectional anatomy of a specific body region may select the two week elective.

Any student interested in a focused self study program in a particular area of radiological anatomy must meet with one of the course co-directors at least one month prior to beginning...
Objectives:

1. Identify important anatomical structures of the head, neck, brain, and spine in different medical imaging modalities.
2. Identify important anatomical structures of the musculoskeletal system of the upper and lower extremities as well as the chest, abdomen, and pelvis in different medical imaging modalities.
3. Identify important anatomical structures within the chest, abdomen, and pelvis in different medical imaging modalities.

Evaluation:
A midterm examination (50% of grade) will cover the radiological anatomy of the brain, head, and neck, and spine, and a final examination (50%
The final examination must be performed in person. Arrangements can be made for students to sit for a proctored exam on campus. Students are allowed to take the exam during any exam period.
Radiology

This elective is designed to introduce senior medical students to the role and practice of breast imaging and intervention, including mammography, sonography, magnetic resonance imaging, and interventional breast procedures. During

MCC 1, 4-11 Yr 4 Status 1 0 40 2,4 Falcon, Shannon
this rotation, students will spend time with faculty, residents and fellows at Moffitt Cancer Center. This elective will provide students with a better understanding of the role of diagnostic imaging and image-guided diagnostic procedures in disorders of the
breast.

Objectives: On this elective, the senior medical student will obtain:

- Develop an understanding of the effects of screening mammography on population based survival rates and the current recommendations for screening mammography
- Discuss the most common pathologic entities of the breast
- Develop a sound understanding of how to interpret a screening mammogram using the BI-RADS lexicon
- Understand when a diagnostic mammogram, ultrasound or MRI is indicated in the evaluation
- Observe mammograms and breast ultrasounds being performed and interpreted
- Understand the strengths and limitations of the various breast imaging techniques
- Describe image guided breast procedures and their indications
- Develop an understanding for the interdisciplinary environment of breast care with radiologists
- Follow a patient from image guided needle localization to lumpectomy
- Have the opportunity to be involved in research for publication if a 4 week elective is chosen

Methods: The trainee will review breast imaging studies with faculty and diagnose...
c radio logy hous estaf t at Moffit t Canc er Cent er. T he trainee will also have the opportuni ty to obse rve brea st inter venti onal proc edur es at Moffit t Canc er Cent er. Upo n com pleti on of this elect ive, the traini nee shou ld unde rstan d the role of imag ing in the scre
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The trainee will give a 10-minute presentation on an inter
case encoded during the rotation. If the student selects the 4-week elective, then the trainee will have the opportunity to participate in research for publication to the extent the trainee wishes to become involved. Examples of such research include authoring a case
report intended for publication, assisting in data collection and/or analysis and authoring or co-authoring original research.

Evaluation: The trainee will work closely with the attending radiologists who will provide the assessment of performance.
| Radiology | This two week elective is designed specifically for third year medical students to provide an introduction to diagnostic radiology and invasive radiologic procedures with emphasis on developing an understanding the indications and role of evidence-based medical imaging. | None, Yr 3 only | Hazleton, Todd |
ing in the cost-effective work-up of various clinical conditions. The program offers a survey of general radiology and radiologic subspecialties through clinical service time with radiology residents and attending faculty, participation in small group image interpretation...
1. Enrolment will be subject to availability and will require prior approval of the director.

2. The medical student will develop an appreciation of the complexity of diagnostic imaging including an understanding of the types of studies which are available and the information they can provide.

3. The students will also gain an understanding of the clinical indications for obtaining studies, the relative risk/benefit of radiologic procedures and the basic technical aspects of how examinations are performed.

4. The student will develop an understanding of the differences between, and interactions among, each of the imaging specialties and the operation of these radiologic subspecialties in the context of modern radiologic and medical practice.

Regardless of their planned specialty, students should be able to recognize the following conditions on appropriate images:

- Solid tumors
- Bone, fracture
- Elbow joint effusion
- Shoulder dislocation
- Increased intracranial pressure
- Space occupying lesions

Evaluation:

Students are evaluated collectively or on an individual basis. Regardless of their planned specialty, students should be able to recognize the following conditions on appropriate images:

- Solid tumors
- Bone, fracture
- Elbow joint effusion
- Shoulder dislocation
- Increased intracranial pressure
- Space occupying lesions
evaluated based on daily attendance, skills in presenting an imaging case, and by a final written examination covering the didactic material presented during the course and recognition of common clinical conditions on diagnostic imaging.

<table>
<thead>
<tr>
<th>Radiology</th>
<th>TGH</th>
<th>1-11</th>
<th>Yr 4 Status</th>
<th>1</th>
<th>0</th>
<th>40</th>
<th>2,4</th>
<th>Murtagh, Ryan</th>
<th>Clinical</th>
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</thead>
</table>
is
designed
to
introduce
senior
students
to
the
practice
of
neuroradiology,
including
computed
tomography,
magnetic
resonance
imaging,
non-invasive
neurovascular
imaging,
and
neurological
interventional
procedures.
During
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rotation,
students
will
spend
time
with...
faculty and housestaff in the USF South Tampa Center for Advanced Healthcare and at Tampa General Hospital. This elective will provide students with a better understanding of the role of imaging and diagnostic procedures in disorders of the nervous system.
Students will have the opportunity to attend neuroradiology lectures and multidisciplinary conferences at Tampa General Hospital.

Objectives: On this elective, the medical student will obtain:

- An understanding of the indications for advanced neuroimaging (CT, MRI, CTA, MRA)
- A fundamental understanding of basic neuroimaging with respect to pertinent normal anatomy
- The ability to categorize and organize subdivisions of neuroimaging such as cerebrovascular
- The ability to discuss the most common neuropathologic entities
- A basic understanding of technique and indications for cerebral angiography and other invasive procedures
The trainee will review neuroradiology studies with neuroradiology faculty and diagnostic radiology faculty at the USF South Tampa Center for Advanced Health Care and at Tampa General Hospital. The trainee will also participate in neuroradiology conferences during their elective year.
The trainee will also have the opportunity to view neurangraphy and neurological procedures at Tampa General Hospital. Upon completion of this elective, the training should understand the role of imaging in the diagnosis of neurology.
and have a basic understanding of imaging diagnosis of neuropathology on computed tomography, and magnetic resonance imaging.

Evaluation: The trainee will work closely with the attending neuroradiologists and house staff who will provide the assessment.
<table>
<thead>
<tr>
<th>Radiology</th>
<th>TGH</th>
<th>1-11</th>
<th>Yr 4 Status</th>
<th>2</th>
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<th>44</th>
<th>2.4</th>
<th>Zwiebel, Bruce</th>
<th>Clinical</th>
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<td>of perfor ma nce.</td>
<td>Diagnostic and therapeutic methodologies in vascular radiology will be studied in this elective. The primary objective of this elective is to introduce the student to this specialized area of radiology and to help him/her evaluate the appropriate</td>
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<th>1-11</th>
<th>Yr 4</th>
<th>Status</th>
<th>2</th>
<th>0</th>
<th>40</th>
<th>2,4</th>
<th>Prakash, Neel</th>
<th>Clinical</th>
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<tbody>
<tr>
<td>This elective is designed to introduce senior students to the practice of musculoskeletal imaging, including conventional radiography, computed tomography, magnetic resonance imaging, and imaging-guided proc</td>
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During this rotation, students will spend time with faculty and house staff in the Imaging Center at the USF Morsani Center for Advanced Healthcare. This elective will provide students with a better understanding of the role of imaging and diagnostic procedures.
Disorders of the musculoskeletal system. Students will have the opportunity to attend musculoskeletal imaging lectures and conferences at USF, Tampa General Hospital, and the H. Lee Moffitt Cancer Center.

Objectives: On this elective, the senior medi
An understanding of the indications for advanced musculoskeletal imaging (ultrasound, CT, arthrography, and MRI)

A fundamental understanding of basic musculoskeletal imaging with respect to pertinent normal anatomy in a musculoskeletal radiograph

The ability to categorize and organize subdivisions of musculoskeletal imaging such as rheumatology, neoplasm, infection, etc.

The ability to discuss the most common musculoskeletal pathologic entities

A basic understanding of technique and indications for arthrography, bone biopsy, and other invasive procedures.

Methods:
The trainee will review and musculoskeletal imaging studies with musculoskeletal imaging faculty and staff at the USF Morrisani Center for Advanced Healthcare. The trainee will...
also participate in musculoskeletal and orthopedic imaging conferences during their elective period. A presentation on a topic in musculoskeletal imaging will be required. Upon completion of this elective, the training should understand the role of imaging in the
Evaluation: The trainee will work closely with the attending mus...
culo skel etal radio logis ts and hous estaf f who will provi de the asse ssment of perf orma nce.

<table>
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<tr>
<th>Radiology</th>
<th>TGH</th>
<th>2 -11</th>
<th>Yr 4 Status</th>
<th>7</th>
<th>5</th>
<th>40-44</th>
<th>4</th>
<th>Hazelton, Todd</th>
<th>Clinical</th>
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</thead>
</table>
rtant pathology and to provide a foundational knowledge of imaging algorithms for common clinical presentations.

Objectives:

- Students will develop a basic understanding of radiation safety and the risks of radiation exposure.
- Students should be able to choose the radiologic test that is most appropriate for the most common clinical presentations.
- Regardless of their planned specialty, students should be able to recognize the following conditions on appropriate radiologic imaging:
  - Increased intracranial pressure, space occupying lesions, bone, fracture, elbow joint effusion, and shoulder dislocation.

Methods: The trainee will rotate through the following subspecialty areas of diagnostic radiology:

- Body imaging
ing, cardiology, fluoroscopy, musculoskeletal radiology, interventional radiology, nuclear medicine, neuroradiology, and ultrasound.

On these rotations, the student will review diagnostic imaging studies with radiology faculty and housestaff at Tampa General.
Hospital and at the USF Morsani Center for Advanced Health care. Didactic lectures covering major topics in diagnostic radiology will be provided. Through assigned readings, students will gain knowledge of basic radiology imaging strategies for common clinical presentations.
PowerPoint presentation by the student on a topic in diagnostic radiology will be required. Upon completion of this elective, the student should understand the role of imaging in medical diagnosis and have a basic understanding of the imaging.
diagnosis of pathology on radiography, computed tomography, and magnetic resonance imaging.

Evaluation: The trainee will work closely with attending diagnostic radiologists and house staff who will provide assessment of performance. A final examination consists
This elective is designed to maximize the opportunity for a medical student to work closely with radiologists for a medical student call. It will cover the reading assignments, case studies, and important diagnostic imaging.

Radiology

LW-CC 1-11

Yr 4

40-44

Kowal, Alexander

Clinical
ts from a broad range of subspecialties within the context of a busy private practice covering a large community hospital/tertiary care center. Unlike rotations in a more traditional academic environment, the emphasis is not on didactic sessions and exams, although...
student-directed study is encouraged. Rather than relying on house staff for teaching over the majority of a workday, the student can expect to be taught by a radio logist throughout the day. The student can also choose to spend more time in a particular area of
Objectives:

- Students will develop an appreciation of the broad services a modern diagnostic radiology department provides, including all of the major modalities (radiography, CT, MR, US, nuclear medicine) and dedicated imaging of pediatric patients.
- Students will be introduced to the concept of Appropriateness Criteria (as developed by the ACR) so that they may choose appropriate imaging examinations in the future, no matter what medical specialty they choose.
- Students can expect to observe and be taught to recognize common and life threatening conditions including tube and line placement, bowel obstruction, fractures, dislocations, bowel wall thickening, abdominal masses, intracranial hemorrhage, and stroke.

Methods:
The student will rotate through the following subspecialty areas of diagnostic radiology: plain film, fluoroscopy, body CT, ultrasound, nuclear medicine, musculoskeletal radiology, pediatric radiology.
logy, breast imaging and interventional radiology. While on these rotations, the student will review and analyze diagnostic imaging studies directly with the attending radiologists of the department. The student will be expected to attend tumor boards and radiology rounds.
including pediatric and neonatal rounds. A curriculum will be provided, outlining various books and online resources available for independent study. There is an assigned text the student is expected to read over the course of the rotation. Upon
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This elective is designed to introduce senior students to the practice of cardiac and pulmonary imaging, including radiography, computed tomography, and ultrasound.
hy, magnetic resonance imaging, and interventional chest procedures. During this rotation, students will spend time with faculty and house staff at Tampa General Hospital. This elective will provide students with a better understanding of the role of imaging and diag
nostaic procedures in disorders of the heart, mediastinum, pleura, airways and lungs.

Objectives: On this elective, the medical student will obtain:

- An understanding of the indications for advanced cardiothoracic imaging (HRCT of the lungs, CTA of the heart and lungs, and cardiovascular MRI)
- A fundamental understanding of basic cardiothoracic imaging with respect to pertinent nc
- The ability to discuss the most common pathologic entities of the chest
- A basic understanding of technique and indications for imaging-guided biopsy and draina
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tive, the traini
ng should unde
rstand the role of imag
ing in the diagnosis of chest pathology and have a basic understanding of imaging diagnosis of chest diseases on radiography, computed tomography, and magnetic resonance imaging. At the end of the elective, the trainee will give a 10-minute presentation.
ion on an interested case encountered during the rotation.

Evaluation:
The trainee will work closely with the attending radiologists and housestaff who will provide the assessment of performance.

<table>
<thead>
<tr>
<th>Radiology</th>
<th>TGH</th>
<th>1-11</th>
<th>Yr 4 Status</th>
<th>2</th>
<th>0</th>
<th>40</th>
<th>2.4</th>
<th>Kedar, Rajendra</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEL 5771 Body Imaging</td>
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<td>Clinical</td>
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</tbody>
</table>
to the practice of abdominal imaging, including ultrasound, computed tomography, magnetic resonance imaging, and interventional body procedures. During this rotation, students will spend time with faculty and staff at Tampa General Hospital. This elective
will provide students with a better understanding of the role of cross-sectional imaging and diagnostic procedures in disorders of the abdomen and pelvis.

Objectives:
On this elective, the senior medical student will obtain:

- A basic technical understanding of ultrasound, CT, and MRI
- An understanding of the indications for ultrasound as well as body CT and MRI
- A fundamental understanding of basic body imaging with respect to pertinent normal anatomy.
The ability to discuss the most common pathologic entities of the abdomen and pelvis

- A basic understanding of technique and indications for imaging-guided biopsy and drainage

**Methods:**
The trainee will review body imaging studies with faculty and diagnostic radiology staff at Tampa General Hospital. The trainee will also have the opportunity to view body interventional procedures at Tampa General Hospital. Upon completion...
pletion of this elective, the training should understand the role of imaging in the diagnosis of abdominal and pelvic pathology and have a basic understanding of imaging diagnosis of abdominal and pelvic diseases on ultrasound, computed tomography.
hy, and magnetic resonance imaging.

Evaluation: The trainee will work closely with the attending radiologists and house staff who will provide the assessment of performance.

<table>
<thead>
<tr>
<th>Program</th>
<th>Code</th>
<th>Title</th>
<th>Abbreviation</th>
<th>Type</th>
<th>Status</th>
<th>Limit</th>
<th>Faculty</th>
<th>Externship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radiology</td>
<td>MEL 7320R</td>
<td>Externship - Radiology</td>
<td>EXT</td>
<td>1 - 7</td>
<td>No Limit</td>
<td>0</td>
<td>44</td>
<td>4</td>
</tr>
<tr>
<td>Radiology</td>
<td>MEL 9999R</td>
<td>Indep Study - Radiology</td>
<td>USFMS</td>
<td>1 - 11</td>
<td>No Limit</td>
<td>0</td>
<td>40</td>
<td>2,4</td>
</tr>
<tr>
<td>Surgery</td>
<td>MEL K335</td>
<td>LVH-CC - Vascular Surgery</td>
<td>LVH-CC</td>
<td>1 - 11</td>
<td>Yr 4 Status</td>
<td>1</td>
<td>0</td>
<td>60-70</td>
</tr>
</tbody>
</table>

Berger, Alan  
Clinical
entis expected to function on a team with residents and attending surgeons. This service generates an active schedule of operations and angiograms daily, including endovascular procedures. Additionally, the student will become familiar with work in the Non-Invasive
Vascular Laboratory and Interventional Radiology.

Objectives:

- Describe a variety of noninvasive vascular diagnosis
- Interpret physiologic data relative to angiographic findings and clinical symptoms
- Compare operative and non-operative therapy for a wide variety of arterial and venous diseases

<table>
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<tr>
<th>Surgery</th>
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<th>Status</th>
<th>1</th>
<th>0</th>
<th>60-70</th>
<th>4</th>
<th>Misselbeck, Tim</th>
<th>Clinical</th>
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<tbody>
<tr>
<td>Students will participate in pre-operative evaluation, assist at surgery and procedures and be involved in post-operative management in a one-on-one relationship.</td>
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</table>
with an attending surgeon or resident. Because of the size and complexity of this division, which includes open heart and thoracic activities, it is recommended that the student discuss personal goals with the chief of the division before starting the course.

Objectives:
- Participate in pre-operative evaluation of the patient.
- Participate in the post-operative management of the patient.
- Assist with designated procedures in the operative suite.

**Evaluation:**
Students will be evaluated based on their ward performance.

<table>
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<tr>
<th>Surgery</th>
<th>LVH-CC</th>
<th>Yr 4</th>
<th>Status</th>
<th>1</th>
<th>0</th>
<th>60-70</th>
<th>2,4</th>
<th>Stirparo, Joseph Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>The service is oriented to trauma, facial, hand, cancer and cleft palate surgery as well as reconstructive and cosmetic surgery. Exposure</td>
<td>1-11</td>
<td>1</td>
<td>0</td>
<td>60-70</td>
<td>2,4</td>
<td>Stirparo, Joseph Clinical</td>
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</tbody>
</table>
1. To the Regional Burn Center located at Lehigh Valley Health Network is also provided.

The student will work with attending surgeons and plastic surgery residents.

Objectives:
1. Develop an understanding of the varied areas of plastic surgery.
2. Participate in the evaluation of plastic surgery patients.
3. Participate in the treatment of plastic surgery patients.
4. Describe basic plastic surgery principles such as flaps, V-Y advancement, etc.
5. Evaluation: Students will be evaluated based on their participation and understanding of the course.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Objective</th>
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</table>
The student will participate in a busy service with colorectal surgery residents. This rotation addresses common disorders that the student may encounter whether he or she should choose to specialize in general surgery.
internal medicine or family practice. Additionally, the rotation focuses on colon-rectal surgery and provides opportunities in sigmoidoscopy, fiber optic colonoscopy and the evaluation and care of colon and rectal disorders arising from systemic disease.
### Objectives
- Develop an understanding of the pathophysiology of common colorectal diseases.
- Create a differential diagnosis of colorectal disorders.
- Describe treatment and surgical options for colorectal disorders.
- Observe or participate in colorectal procedures and colonoscopies.
- Identify the relation of such disorders to systemic disease.

### Evaluation:
Students will be evaluated based on their ward performance.

### Goals and Objectives:
At the completion of the elective, students should be able to:

- Identify general surgical anatomy as it relates to surgical disease.
- Have an advanced understanding of the etiology, anatomic pathology, and physiology of common surgical diseases.
- Have an advanced understanding of the postoperative physiologic state.
- Be able to recognize and understand the treatment of immediate life-threatening conditions in the postoperative patient.
- Be able to recognize and treat common physiologic derangements and basic complications in the postoperative patient.

### Evaluation:
Students must successfully complete each component of the course in order to receive a passing grade for the course. The evaluation criteria include the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
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<tbody>
<tr>
<td>Laboratory</td>
<td>10%</td>
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<tr>
<td>Performance</td>
<td>10%</td>
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<tr>
<td>Research Project</td>
<td>60%</td>
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<tr>
<td>Weekly Quizzes</td>
<td>20%</td>
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<tr>
<td>Post test</td>
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<tr>
<td>Total</td>
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**Surgery**

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<tr>
<th>USFMS</th>
<th>Yr 4 Status</th>
<th>Sanchez, Jaime</th>
<th>Basic Science</th>
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<tbody>
<tr>
<td>2</td>
<td>10 0 40-60 4</td>
<td>TGH 1-12</td>
<td>70-80 2 Hodes, Ashley</td>
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</table>

This course is specifically designed to prepare students for surgical internship with a focus on the basic principles and practice of colorectal surgery. Anatomical dissections will take place at the medical school gross anatomy lab.

### Goals and Objectives:
At the completion of the elective, students should be able to:

- Identify general surgical anatomy as it relates to surgical disease.
- Have an advanced understanding of the etiology, anatomic pathology, and physiology of common surgical diseases.
- Have an advanced understanding of the postoperative physiologic state.
- Be able to recognize and understand the treatment of immediate life-threatening conditions in the postoperative patient.
- Be able to recognize and treat common physiologic derangements and basic complications in the postoperative patient.

### Evaluation:
Students must successfully complete each component of the course in order to receive a passing grade for the course. The evaluation criteria include the following:

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<tr>
<th>Component</th>
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<td>Research Project</td>
<td>60%</td>
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<td>Weekly Quizzes</td>
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<td>Post test</td>
<td>20%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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This elective provides the student the opportunity to participate in hands-on care of surgical patients during rounds, in the operating room, and in the intensive care unit. In addition, participation in conferences, didactic lectures and other teaching opportunities will be available.
Presentation of an Elective Session - Clinical Performance Evaluation

**Evaluation:**

Evaluation will be based on clinical performance based by direct observation.

**Surgery**

**TGH/MCC** 1 - 11 Yr 4 Status 3 0 60-70 4 Harrington, Michael

This elective provides the opportunity to participate in operating room. Students also participate in the outpatient follow-up care of the patients. No night call is required.

**Evaluation:**

Evaluation will be completed by direct observation. This elective is designated as clinical elective.

**T-VAH** 1 - 11 Yr 4 Status 1 0 60-70 4 Harrington, Michael

This elective provides the opportunity to participate in clinical learning.

**Evaluation:**

Evaluation will be completed by direct observation. This elective is designated as clinical elective.

**LVH-CC** 1 - 11 Yr 4 Status 1 0 60-70 4 Stirparo, Joseph

This elective provides the opportunity to participate in clinical learning.

**Evaluation:**

Evaluation will be completed by direct observation. This elective is designated as clinical elective.

**LVH-CC** 1 - 11 Yr 4 Status 2 0 60-70 4 Stirparo, Joseph

Students electing this course will work with the residents and faculty in the Division of Trauma in the surgical ICU, as a member of the trauma team, students will participate in the care of patients that have blunt and penetrating trauma.

As a member of the trauma team, students will participate in the care of patients that have blunt and penetrating trauma.

**Evaluation:**

Students will be evaluated based on their clinical performance.

**TGH** 1 - 11 Yr 4 Status 1 0 60-70 4 Ciesla, David

Students electing this course will work with the residents and faculty in the Division of Trauma in the surgical ICU, as a member of the trauma team, students will participate in the care of patients that have blunt and penetrating trauma.

As a member of the trauma team, students will participate in the care of patients that have blunt and penetrating trauma.

**Evaluation:**

Students will be evaluated based on their clinical performance.
for the fourth year medical students who has a desire to enter a general surgery residency program. The student will be provided a focused and structured surgical readiness curriculum that provides them with the essential skills to confidently enter a general surgery
residency.

Activities will include surgical lectures, clinical and operative settings across the surgical continuum. Students will rotate through General Surgery, Surgical Intensive Care, Trauma and Robotics. Afternoon sessions will take place in our American College of...
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Objectives:

1. Complete common surgical procedures using simulators and prosections
2. Develop an advanced understanding of the etiology, pathogenesis and diagnostic studies for surgical diseases
3. Develop an advanced understanding of surgical treatment options and alternatives for surgical diseases
4. Be able to recognize and treat immediate life-threatening conditions
5. Improve their ability to treat and relieve pain and suffering

Evaluation:

Students will be evaluated based on their clinical performance and 1-2 oral
<table>
<thead>
<tr>
<th>Course</th>
<th>Institution</th>
<th>Year</th>
<th>Status</th>
<th>Hedons</th>
<th>Hours</th>
<th>Clinical Status</th>
</tr>
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<tbody>
<tr>
<td>Surgery</td>
<td>USFMS</td>
<td>10</td>
<td>Yr 4</td>
<td>0</td>
<td>60-70</td>
<td>Clinical</td>
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<tr>
<td>This is a one-month intensive intensive boot camp course</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>Complete common surgical procedures using simulators and prosections</td>
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<tr>
<td>Develop an advanced understanding of the etiology, pathogenesis and diagnostic studies used to diagnose and treat surgical diseases</td>
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<tr>
<td>Develop an advanced understanding of surgical treatment options and alternatives for surgical diseases</td>
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<td>Be able to recognize and treat immediate life threatening conditions</td>
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<tr>
<td>Improve their ability to treat and relieve pain and suffering</td>
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<tr>
<td><strong>Evaluation:</strong></td>
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</tr>
<tr>
<td>Students will be evaluated based on laboratory performance</td>
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<tr>
<td>Surgery</td>
<td>TGH</td>
<td>1-11</td>
<td>Yr 4</td>
<td>1</td>
<td>60-70</td>
<td>Clinical</td>
</tr>
<tr>
<td>This elective will provide the student with the opportunity to function as a sub-intern. Students will assist with the care of patients in the pediatric surgical service.</td>
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<tr>
<td><strong>Objective:</strong></td>
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<tr>
<td>The objective of this course is a broad exposure to pediatric surgery. This will involve hands on care of the pediatric population.</td>
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<tr>
<td><strong>Evaluation:</strong></td>
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<tr>
<td>Students will be evaluated based on ward performance</td>
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<tr>
<td>Surgery</td>
<td>TGH</td>
<td>1-10</td>
<td>Yr 4</td>
<td>1</td>
<td>60-70</td>
<td>Clinical</td>
</tr>
<tr>
<td>This elective is designed to offer students active participation in organ procurement, the harvesting and preservation of kidneys and livers, and an understanding of the role of the organ sharing networks. Students will be directly involved with the evaluation and work up of possible renal and liver transplant recipients, which includes the identification, management and treatment of infections, and rejection complications. Students will receive an overview of all aspects involved in liver and renal transplantation, from donor identification through clinical transplantation and long term follow up.</td>
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<td><strong>Evaluation:</strong></td>
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<tr>
<td>Students will be evaluated based on ward performance.</td>
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<tr>
<td>Surgery</td>
<td>LVH-CC</td>
<td>1-11</td>
<td>Yr 4</td>
<td>1</td>
<td>60-70</td>
<td>Clinical</td>
</tr>
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<tr>
<td><strong>Evaluation:</strong></td>
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<tr>
<td>Students will be evaluated based on ward performance.</td>
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</tbody>
</table>
Students will receive an overview of all aspects involved in liver and renal transplantation, from donor identification through clinical transplantation and long term follow up.

**Evaluation:**
Students will be evaluated based on their ward performance.

<table>
<thead>
<tr>
<th>Surgery</th>
<th>LVH-CC</th>
<th>Yr 4</th>
<th>Status</th>
<th>2</th>
<th>0</th>
<th>60-70</th>
<th>4</th>
<th>Stirparo, Joseph</th>
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</thead>
<tbody>
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<td>Clinical</td>
</tr>
</tbody>
</table>

This is a clinical rotation that includes graded responsibility, as well as regular formal instruction in techniques of organ procurement.

**Objectives:**

- Describe common surgical complications, preoperative preparation of the complex surgical patient, and practical application of hemodynamic monitoring.
- Analyze the acute phase response patients undergo with respect to their disease processes and surgical procedures with an emphasis on fluid and electrolyte balance.
- Examine pulmonary artery catheterization, placement of central venous catheters, and modalities of parenteral and enteral nutrition.

**Evaluation:**
Students will be evaluated based on their clinical performance.

<table>
<thead>
<tr>
<th>Surgery</th>
<th>TGH</th>
<th>Yr 4</th>
<th>Status</th>
<th>1</th>
<th>0</th>
<th>60-70</th>
<th>4</th>
<th>Illig, Karl</th>
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<tbody>
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<td></td>
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<td>Clinical</td>
</tr>
</tbody>
</table>

Students will participate in clinical care involving the Vascular Surgery Service at Tampa General Hospital.

**Evaluation:**
Students will be evaluated based on their ward performance.

<table>
<thead>
<tr>
<th>Surgery</th>
<th>LVH-CC</th>
<th>Yr 4</th>
<th>Status</th>
<th>1</th>
<th>0</th>
<th>60-70</th>
<th>4</th>
<th>Berger, Alan</th>
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<tbody>
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<td></td>
<td>Clinical</td>
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</tbody>
</table>

Students will participate in clinical care involving the Vascular Surgery Service.

**Evaluation:**
Students will be evaluated based on their ward performance.

<table>
<thead>
<tr>
<th>Surgery</th>
<th>USFMS</th>
<th>Surg Care</th>
<th>1</th>
<th>0</th>
<th>44</th>
<th>4</th>
<th>Illig, Karl</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Research</td>
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</table>

This elective is designed to allow visiting students.
students and exposure to research in vascular diagnosis and fundamental problems in vascular disease. Current ongoing research projects include in-situ replacement of infected vascular prostheses, immune response to bacterial biofilms, hemodynamic factors in disease, and...
utilizing myointimal hyperplasia, color duplex ultrasound for pre- and intraoperative diagnosis, and noninvasive bypass graft surveillance. This elective provides the student with an opportunity to have hands-on experience with instrumentation that maps arterial and venous...
us flow fields, participate in surgical procedures, and analyze the outcome of arterial reconstructions. Vascular research experience provides further development of surgical techniques and diagnostic skills as well as in-depth exposure to academic medicine. Stud
ents will be expected to read and participate in one area of research with effort rewarded by co-authorship on any data they generate that is published.

Evaluation: Students will be evaluated based on their laboratory performance and an oral presentation at the Vascular
<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
<th>Year</th>
<th>Type</th>
<th>Status</th>
<th>Contact Person</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surgery</td>
<td>TGH</td>
<td>1-11</td>
<td>Adult Med, Surg Care</td>
<td>2</td>
<td>0</td>
<td>70</td>
</tr>
<tr>
<td>Students may choose to participate on the Gold Surgery.</td>
<td>Attendance will be required at Grand Rounds, Morbidity, and Mortality Conference, and various other conferences.</td>
<td>Students will be evaluated based on their ward performance.</td>
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<tr>
<td>Surgery</td>
<td>BPVAH</td>
<td>1-11</td>
<td>Adult Med, Surg Care</td>
<td>1</td>
<td>0</td>
<td>70</td>
</tr>
<tr>
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<td>Attendance will be required at Grand Rounds, Morbidity, and Mortality Conference, and various other conferences.</td>
<td>Students will be evaluated based on their ward performance.</td>
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<tr>
<td>Surgery</td>
<td>T-VAH</td>
<td>1-11</td>
<td>Adult Med, Surg Care</td>
<td>1</td>
<td>0</td>
<td>70</td>
</tr>
<tr>
<td>Students may choose to participate on the Gold Surgery.</td>
<td>Attendance will be required at Grand Rounds, Morbidity, and Mortality Conference, and various other conferences.</td>
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</tr>
<tr>
<td>Surgery</td>
<td>LVH-CC</td>
<td>1-11</td>
<td>Yr 4 Status</td>
<td>2</td>
<td>0</td>
<td>70</td>
</tr>
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<td>Students may choose to participate on the several services.</td>
<td>Attendance will be required at Grand Rounds, Morbidity, and Mortality Conference, and various other conferences.</td>
<td>Students will be evaluated based on their ward performance.</td>
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<tr>
<td>Surgery</td>
<td>MEL 7320S Externship - Surgery</td>
<td>EXT</td>
<td>1-7</td>
<td>Yr 4 Status</td>
<td>No Limit</td>
<td>0</td>
</tr>
<tr>
<td>Surgery</td>
<td>MEL 9999S Indep Study - Surgery</td>
<td>USFMS</td>
<td>1-10</td>
<td>Surg Care</td>
<td>No Limit</td>
<td>0</td>
</tr>
</tbody>
</table>
The Department of Urology provides comprehensive, urologic patient-oriented care with concern for quality of life and education. Physicians and staff provide state-of-the-art multidisciplinary patient care while striving to blend compassion, technology and...
The elective is an introduction to basic urology with emphases on clinical service designed to provide a background for students planning to practice in related specialties. The clinical rotations will be designed at a level of learning for individual growth and development.
Students will participate in the pre-operative work-up and during the rotation, students will be supervised and instructed on a one-to-one basis by their preceptor(s), fellows, residents, and other qualified faculty responsible for teaching and evaluation.

Students will participate in the pre-operative work-up.
of urologic patients. Students will learn from attending faculty and residents alike. Participation in cystoscopy and surgical procedures will form a significant part of the experience provided on this rotation. Students will follow patients to the operating room;
assist in the procedures carried out, and will share in the responsibilities for post-operative care. Participation in the evaluation and treatment of common urological problems in the outpatient clinics will give the student an overall understanding of office urology.
Stud ents will attend and part ic ipate in all con fer en ces and ac tivities of the Urology Ser vice and per form such ac tivities as signed as a part of their added learn ing expe rience. Stud ents will pre sent a case to the week ly con fer ence for urology res id ents and fac ulty.
during the last week of the rotation.

Objectives:
The objectives of this rotation are to provide exposure to the field of Urology as a background for practice in other areas and to offer closer acquaintance with this field for those considering it for possible
Evaluation: Students will be evaluated based on their ward performance and oral examination.

<table>
<thead>
<tr>
<th>Urology</th>
<th>TGH/MCC</th>
<th>3 - 6</th>
<th>Yr 4 Status</th>
<th>2</th>
<th>0</th>
<th>50-70</th>
<th>4</th>
<th>Lockhart, Jorge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact: Edyth Roberts Ph: 813-974-2445 <a href="mailto:erobert@health.usf.edu">erobert@health.usf.edu</a></td>
<td>The Department of Urology, at the University of South Florida</td>
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</tbody>
</table>
Physicians and staff provide state-of-the-art multidisciplinary patient care while striving to blend compassion, technology, and advanced techniques.

The approach is provider-centered with a focus on comprehensive patient care and education.
elective is an introduction to basic urology with emphasis on clinical service designed to provide a background for students planning to practice in related specialties. Students will be assigned to preceptors and rotate at the H. Lee Moffitt Cancer Center,
and the Tamapa General Hospital. The clinical rotations will be designed at a level of learning for medical students. During the rotation, students will be supervised and instructed on a one-on-one basis by their preceptors, fellows, residents, and other qualified faculty.
responsibility for teaching and evaluation.

Students will participate in the pre-operative work-up of urological patients. Students will learn from attending faculty and residents alike. Participation in cystoscopy and surgical procedures will form a significant part of
the experience provided on this rotation. Students will follow patients to the operating room; assist in the procedures carried out, and share in the responsibilities for postoperative care. Participation in the evaluation and treatment of common urologic problems...
lems in the outpatient clinic will give the student an overall understanding of urology. Students will attend and participate in all conferences and activities of the Urology Service and perform such activities assigned as a part of their additional learning experience.
e. Students will present a case to the weekly conference for urology residents and faculty during the last week of the rotation.

Objectives: The objectives of this rotation are to provide exposure to the field of Urology as a background for practice in other
r areas and to offer closer acquaintance with this field for those considering it for possible future specialization.

Evaluation: Students will be evaluated based on their ward performance and oral examination.