2016-2017 Electives Catalog

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/comdroppadd/](https://hsccf.hsc.usf.edu/comdroppadd/) 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. **Drop/add closes 12/16/16.**
7. **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.

**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:

<table>
<thead>
<tr>
<th>Period</th>
<th>Prefix</th>
<th>Numb</th>
<th>Title</th>
<th>Site</th>
<th>1</th>
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<tbody>
<tr>
<td>4 WEEK PERIOD</td>
<td>MEL</td>
<td>xxxx</td>
<td>Elective Y</td>
<td>USFMS</td>
<td>8/3</td>
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<td>0/0</td>
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<td>8/7</td>
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<td>8/8</td>
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</table>

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:

<table>
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<tr>
<th>Period</th>
<th>Prefix</th>
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<th>Site</th>
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<tbody>
<tr>
<td>2 WEEK PERIOD A</td>
<td>MEL</td>
<td>xxxx</td>
<td>Elective 2</td>
<td>TGH</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>2 WEEK PERIOD B</td>
<td>MEL</td>
<td>xxxx</td>
<td>Elective Z</td>
<td>TGH</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>4 WEEK PERIOD</td>
<td>MEL</td>
<td>xxxx</td>
<td>Elective Z</td>
<td>TGH</td>
<td>0</td>
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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 laboratory.
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 description.
and active participation in anatomy laboratory teaching. Minimum of 5 presentations detailing a series of clinical vignettes with complete history, laboratory values, differential diagnoses and discussions are required. These vignettes must emphasize the importance
The course will demonstrate and enforce the interface between clinical and foundational science, and reinforce skills of the clinician and researcher. The course will focus on the structural relationships of the affected organs and the anatomic basis of the conditions discussed.

Goals and Objectives:

The overall goal of this course is to provide a thorough review of human head and neck anatomy. Students will be able to enhance their knowledge of topographic anatomy.

Evaluation:

Students will be evaluated on the basis of their course participation in discussion, dissection, and written presentation of a chosen and approved research project.

Written presentations must revolve around the clinical applications of the head and neck anatomy. A brief coverage of the dural sinuses, meninges, and the cranial nerves is required. A balance between text and images must be attained. A total of 15 slides is recommended, but not less than 12.

Goals and Objectives:

The overall goal of this course is to provide a thorough review of human osteology and musculoskeletal anatomy. Specifically, the gross anatomy of the back and limbs will be reviewed, 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 Presentation. 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 - 12:00 PM unless otherwise indicated.

<table>
<thead>
<tr>
<th>Class</th>
<th>Code</th>
<th>Notes</th>
<th>Location</th>
<th>Max Students</th>
<th>Credits</th>
<th>Schedule</th>
<th>Instructor</th>
<th>Type</th>
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<td>Indep Study - Anatomy</td>
<td>USFMS 1 - 11 None No Limit 0 44 2,4</td>
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<td>LVHN 1 - 11 Yr 4 Status 1 0 50 2,4</td>
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</tbody>
</table>

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 anesthesia staff on patients scheduled for surgery. Preoperative examination
tions 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, and assisting in 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, LTD's, masking patients, and intubation via direct laryngoscopy and video laryng
Invasive procedures include arterial line insertions and central line placement.

An introduction to periperal regional blocks will be included for those students that express an interest. Students will follow their patients throughout the anesthetic care.
operative recovery for continuity of care. The course is directed towards medical students who plan to enter these fields.
cts 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
<table>
<thead>
<tr>
<th>Anesthesiology Elective</th>
<th>Contact: Dr. Rosemarie Garcia Getting / 813-286-9812 / <a href="mailto:Rosemarie.GarciaGetting@moffitt.org">Rosemarie.GarciaGetting@moffitt.org</a></th>
<th>MCC</th>
<th>Yr 4 Status</th>
<th>Status</th>
<th>Yr</th>
<th>50</th>
<th>4</th>
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</table>
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, respiratory...
physiology, cardiovascular physiology, and invasive procedures.

Medical students are expected to make preoperative rounds with the anesthesiology staff on patients scheduled for surgery. Preoperative examinations and assessments
of patients are expected. Participation in the decisions of anesthetic drugs and anesthetic choice are required. Students will assist in the preparation of the patients for surgery which include starting IV’s, connecting monitoring equipment, learning the phar
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An introduction to periphereal regional blocs will be included for those students that express an interest. Students will follow their patients through the anesthetic care into the post operative recovery.
very 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.

Evaluation: Oral, practical, and/or written evaluations of medical students will include clinical performance, medical
<table>
<thead>
<tr>
<th>Year</th>
<th>Status</th>
<th>Kamba</th>
<th>Jayaku</th>
<th>Layne</th>
<th>Jackson</th>
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### Anesthesiology Elective

**T-VAH**

1st Floor

1st Contact Person: Layne Jackson
Objective:

The primary objective of this course is to introduce the student
(s) to the practical hands on approach to anesthesia with emphasis on airway management, respiratory physiology, cardiovascular physiology, perioperative management, and invasive procedures. Medical students are expected to make preoperative
round with the anesthesia 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 of operative patients and participate in the care of patients in the post-anesthetic care area.
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element of LMA s, LTD s, masking patients, and intubation via direct laryngoscopy and video laryngoscopy. Invasive procedures include arterial line insertions and central line placement. An introduction to peripheral regional blocks will be included for those students.
that expresses 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.
**Evaluation:**
Oral, practical, and/or written evaluations of medical students will include clinical performance, medical knowledge, professionalism, motivation, and ability to problem solve.

<table>
<thead>
<tr>
<th>Anesth</th>
<th>MEL 7320Z Externship - Anesthesiology</th>
<th>EXT</th>
<th>1 - 10</th>
<th>Yr 4 Status</th>
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<th>Klein, Malcolm Externship</th>
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<tr>
<td>Card</td>
<td>LVHN Consultation Cardiology</td>
<td>1 - 11</td>
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<td>44</td>
<td>2,4</td>
<td>Jacobs, Larry Clinical</td>
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</tbody>
</table>
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 assist with the integration of the general medical database with data gathered by both noni...
invasive (electrocardiography, emergency medical services, life support, ST-segment testing) and invasive hemodynamic techniques, where indicated. This course allows the student to interpret a large number of electrocardiograms under the supervision of the attending staff.
Attending review 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 dida
Card

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.
Patients referred for cardiologic consultation and will assist with the integration of the general medical database with data gathered by both noninvasive (electrocardiography, ambulatory electrocardiography, stress testing) and invasive hemodynamic techniques, where
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 teaching sessions is mandatory.
Evaluations: The faculty will make performance evaluations from data derived from clinical discussions and didactic presentations by the student.

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<tr>
<th>Card</th>
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patients in the inpatient and outpatient settings. A low student-to-instructor ratio will facilitate an enriching learning environment. Students will evaluate patients with all cardiac cases and cardiac history taking and examination skills will be
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...
catheterization and electrophysiology laboratories. Preference, exposure to other cardiac imaging 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 clerkship director. This will consist of 10-15 minutes mini-lectures provided to the student(s) several times per month. Each student will make one...
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>Specialties</th>
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<td>20044, 20044</td>
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Note: 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 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 testing) and invasive (cardiac catheterization, coronary angiography, coronary venography, cardiac pacemaker implantation) methods.
and 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 review will provide individual instruction. Attendance at various
<table>
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<tr>
<th>Cardiology Department teaching conferences is required.</th>
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<tr>
<td>Evaluation: The faculty will make performance evaluations from data derived from clinical discussions and didactic presentations by the student.</td>
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<table>
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<th>Student: Jacobs, Larry</th>
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<td>Grade: 24</td>
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<tr>
<td>Clinical LVHN 1-11 Yr 4 Status 20502,4 Jacobs, Larry</td>
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</table>
se will work with the house officers, cardiology fellow and attending cardiologists in the Acute Coronary Care Units. Emphasis is on the total evaluation of the patient with acute and critical cardiovascular disease. 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 stenosis and regurgitation, 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, supraventricular tachycardia, first degree AV block, second degree and complete AV block, 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.

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<thead>
<tr>
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<td>Status</td>
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<td>Purcell, Stephen</td>
<td>Clinical</td>
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</table>

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 LVHN. 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.
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 elective at 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.

<table>
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<tr>
<th>Derm</th>
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<th>Clinical Derm</th>
<th>8-11</th>
<th>Yr 4</th>
<th>Status</th>
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<th>0</th>
<th>40-44</th>
<th>4</th>
<th>Rodriguez-Waitkus, Paul</th>
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</thead>
</table>
| Derm | USFMS | 8 - 11 | Yr 4 | Status | 2 | 0 | 40-44 | 4 | Rodri...
with attending faculty, and attending weekly dermatology 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Type</th>
<th>Duration</th>
<th>Status</th>
<th>Seats</th>
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<th>Contact</th>
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<tbody>
<tr>
<td>Dermatology Special Topics</td>
<td>USFMS</td>
<td>1 - 11</td>
<td>None, Yr 3 only</td>
<td>1</td>
<td>0</td>
<td>Kandi Smith (<a href="mailto:ksmith3@health.usf.edu">ksmith3@health.usf.edu</a>)</td>
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<td>Dermatology Externship in Dermatology</td>
<td>EXT</td>
<td>1 - 7</td>
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<td>Dermatology Independent Study in Dermatology</td>
<td>USFMS</td>
<td>1 - 11</td>
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<tr>
<td>Emergency Medicine Research in Emergency Medicine</td>
<td>TGH</td>
<td>1 - 11</td>
<td>None</td>
<td>2</td>
<td>0</td>
<td>Jason Wilson (jason.wilson@<a href="mailto:tampaedoc@gmail.com">tampaedoc@gmail.com</a>)</td>
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</table>

Any interested students should contact Dr. Jason Wilson at jason.wilson@tampaedoc@gmail.com for more information.
This course should be completed by at least 3 months prior to the start of the elective. Students participating in the elective should be interested in pursuing a career in emergency medicine.
designed to introduce students to clinical research in the emergency department. Students will first learn the foundations and principles of human subjects research. Students will then engage in direct patient recruitment and enrollment efforts in the ED. Students can also learn about the research aspect of care in the emergency department.
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
- Understand the administrative infrastructure necessary to operationalize emergency medicine
- 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

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 inter
- 25% participation and completion of Journal Club assignment (3 articles each with journal,
25% online, open-notes/open-resource quiz on the foundations of EBM

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<tr>
<th>Emerg Med</th>
<th>TGH</th>
<th>1 -11</th>
<th>None</th>
<th>5</th>
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<th>40</th>
<th>2</th>
<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, intubation, and more. This rotation will enhance students' knowledge, help them develop history-taking ability, physical assessment, and diagnostic and management skills.
ment skills, procedural 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 pathology, the rotation is an excellent introduction to acute
The student's grade is primarily based on daily attending and primary care and primary care referrals 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 and primary care and primary care referrals of whichever field the student may be considering.
This acting internship integrates clinical skills and evidence-based medicine through didactic

| Emerg Med | LVHN | 3-8 | Yr 4 | Status | 2 | 0 | 40-44 | 4 | Worroll, 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,
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 help them learn and grow.
will be required to take a series of online open book quizzes.

Emerg Med

This acting internship integrates clinical skills and evidence-based medicine through didactic 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, and students. Students are expected to evaluate patients, address their presenting complaints,
initiate work ups, 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 approach.
<table>
<thead>
<tr>
<th>Family Med</th>
<th>MDE 8104 Complex Care in the Community</th>
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<td>LVHN 1, 3, 5, 7, 9 Yr 4 Status 2</td>
<td>0 40 4 Lecher, Abby</td>
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| Eval | Student grades are based on daily attendance evaluations, quality case presentations, attention at emergency medicine conferences and submission of two SAE examinations. |

| Eval | Student grades are based on daily attendance evaluations, quality case presentations, attention at emergency medicine conferences and submission of two SAE examinations. |
Contact: Davida Leaman Allen, PA 18101
Ph: 484-862-3067 Davida_M_Leaman@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 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 intentionally with “Superutilizers” who have multiple hospitalizations and串外 each team to the care innovations Dr. Brenner introduced in Camden.
a tangled story of poverty, isolation and co-morbidity. NHCL has partnered with Congregation United for Neighborhood Action (CU-NA), Community Exchange Time Bank and Paris 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 pattern of 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 story gatherers 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
5. Compare and contrast NHCLV Superutilizer program with other programs serving similar populations.

6. Describe the health policy implications of learnings from personal experiences including service delivery redesign, payment reform, and outcomes at local, state and federal levels.

7. 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.
end of rotation to debrief experiences and offer feedback. Students will provide the course director with weekly reflections. End of rotation assignments include a three-minute digital story created collaboratively with a patient and a final presentation to the team.
and lead the group on the topic of their choice. Graduating for this elective will be 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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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 unique
characteristic 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 Tampa city limits (i.e., Clearwater, Dade City, Dover, Largo, LeConte, Pinellas Park, Plant City, Ruskin and Tarpon Springs), AHEC will provide a roundtrip mileage stipend (at $0.445/mile).

Goals and Objectives:

- Compare and contrast the health needs and problems encountered in rural or underserved areas.
- Identify the unique opportunities and challenges to medical practice and life in a rural or underserved area.
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, and will see patients and 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,
Availability: At certain sites this elective is available to USF students only. The Department of Family Medicine and Gulf Coast AHEC will make the final arrangements. Availability at all clinical sites is per the Department of Family Medicine and Gulf Coast AHEC.
This is a rural/underserved health elective in which a student will be matched with an AHEC preceptor in the Mahoning ... 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 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.
- 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 arrange for a preceptor and the necessary arrangements. Students should consider whether they would prefer a rural or underserved urban practice prior to contacting Dr. Brohm.
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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 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, Dade City, Dover, Largo, Lealman, Pinellas Park, Plant City, Ruskin and Tarpon Springs).
Goal
s and
Objec
tives:

- Compare and contrast the health needs and problems encountered in rural or underserved areas.
- 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 hospital, emergency department, and in the community.

Evaluation:

The assigned faculty preceptor will provide an
individually evaluating 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...
C or Gulf coast South AHEC will make the final arrangements. Availability at all clinic sites is per the preceptor's approval.

<table>
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<th>40-44</th>
<th>2,4</th>
<th>Faculty at DMH</th>
<th>Clinical</th>
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</table>
This elective rotation is designed to introduce the student to the field of family health. Sites include 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).
the senior student to the unique characteristics of medical practice in a rural or underserved community. Students will be supervised by clinical family physician faculty and will gain a better understanding of providing care to a medically underserved population and
AHEC will provide a roundtrip mileage (at $.445 per mile) for sites outside Tampana city limits (i.e., Clearwater, Dade City, Dover, Lexington, Pinellas Park, Plant City, Ruskin, and Tarpon Springs).
Active:

- 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.

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 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
Availability: At certain sites in this elective, availability is limited to USF students only. The Department of Family Medicine will make final arrangements. Availability at all sites is available to USF students only.
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las (Cleawater, 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 unique characteristics of medical practice in a rural or unde
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, St. Petersburg, etc.), clinical family physician faculty will be available for training and supervision.
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 and 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, and managed care.
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 clinic rotation) and will see patients as well as help with the intake and record keeping. 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 locations opportunities are available for additional practice activities within the

Arrangements for a specific time commitment will be made through the Department of Family Medicine.
<table>
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<tr>
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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 clinic sites is per the preceptor’s approval.
HealthCare 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 physician faculty and...
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### 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 practices, including availability of organized funding for patient care, managed care, etc.

### Organization of Electives:

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). The student will observe and assist in the examination of patients, as well as 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 report. 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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Sites:
- Premier Community HealthCare Group (Dade City)
- Suncoast 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 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.
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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.

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 or evening shift.
- 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
There are a wide variety of opportunities available for students interested in international health care. This elective is designed to provide support for the overseas experience and is per the preceptor’s approval.

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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)
Identify the general and specific health care needs of a particular foreign country

Identify the role of the primary care physician in international health care

Gain additional clinical skills in the provision of primary health care
Individualized based on the form of his/her particular elective. The specific evaluation criteria will be decided in consultation with Dr. Gonzalez and/or Dr. Calle prior to scheduling the elective.

Course Requirements:

Any interested student will be evaluated in consultation with Dr. Gonzalez and/or Dr. Calle. The specific criteria will be decided in consultation with Dr. Gonzalez and/or Dr. Calle prior to scheduling the elective. 

The specific criteria will be decided in consultation with Dr. Gonzalez and/or Dr. Calle prior to scheduling the elective.
meet with Dr. Gonzalez and/or Dr. Callegar to plan the elective. Ideally, this should be done prior to the start of the academic year but MUST OCCUR AT LEAST 6 MONTHS PRIOR TO THE START OF THE ELECTIVE. An international travel packet must be complete.
d at least 3 months prior to the start of the rotation and submitted to the USF Medicine International Office. A copy must also be provided to the educational coordinator.

Emergency medical insurance is required for all electives abroad.
Objectives:

1. Integrate the student into the hospital teaching service such that the student functions at
2. Strengthen the student’s ability to develop an initial assessment and plan for patients requiring hospitalization. 
3. Educate the student regarding common medical problems requiring hospital admission, indications for in-patient procedures, discharge planning, and legal/ethical/cost considerations.

Responsibilities:
The student is expected to function as a Family
under the direction 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 disc...
harge planning. Overnight call is to be determined by the site of the AI.

Evaluation:

- 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 reserve a space in this course at Bayfront Family Medicine Residency, students must contact Kimberly Newton at (727) 893-6891.
Final

Arrangement concerning the course location/precinct will be made by the Department of Family Medicine after the student is scheduled for the elective.

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Ph:
484-862-3067

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Brohm, Veronica
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Objectives:

1. Integrate the student into the hospital teaching service such that the student functions at
2. Strengthen the student’s ability to develop an initial assessment and plan for patients req,
3. 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 discharge planning. Overnight call is to be determined by the site of the AI.

**Evaluation:**

- Fund of medical knowledge
. Quality of assessments, plans, and presentations

. Clinical decision-making skills

. Attitude, motivation, and rapport with patients and team members

Scheduling: Hosp
Any interested student should meet with Dr. Broh to plan the elective. Ideally, this should be done prior to the start of the academic year, but please make arrangements soon.
can include newborn and childcare, 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.
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nuity care sites. Students will see patients, write prescriptions and document their care as if they are a Family Medicine intern. The skills and values of "Turtle Craft," our relationship-centered approach to family medicine, will be taught.
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 or resident and attending. This includes pre-
routines 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 determined by the site of the AI.

Evaluation:

- Fund
of medical knowledge

- Quality of assessments,
  plans, and presentations

- Clinical decision-making skills

- Attitude, motivation, and rapport with patients and team members
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<th>Objective</th>
<th>Family Medicine MEL 8254 Elective in Sports Medicine</th>
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<tbody>
<tr>
<td>This</td>
<td>NOT AVAILABLE FOR VISITING STUDENTS</td>
</tr>
<tr>
<td>Contact</td>
<td>Lindy Giorlando</td>
</tr>
<tr>
<td>Phone</td>
<td>813-974-2445</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:lgiorlando@health.usf.edu">lgiorlando@health.usf.edu</a></td>
</tr>
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<tr>
<th>Course ID</th>
<th>Req</th>
<th>Description</th>
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<td>7</td>
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<td>Skin/Bones</td>
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</table>
elective will provide students an opportunity to learn sports medicine from a primary care/family medicine and orthopaedic 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-orthopedic...
even the athlete. USF offers core e-gam e in clinical part ly to run upon the have will end Stud field skul mus cs dis best the earn and one spec field chiro and phys phys ers, thal ethe with work lo Y lo run oppo an be will e ther the she of mens prob cal medi
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>Family Med</th>
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<td>Family Medicine Residency Elect</td>
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<td>Faculty Clinical</td>
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<td>Contact: Lind</td>
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<td>or mail in prior to enroling.</td>
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<td>Prior to enroling.</td>
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</table>
a

Giordano
Ph: 813-974-2445
igiodano@health.usf.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).
<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>1. Demonstrate the relationship of ambulatory care to hospital care and the effective utilization of other specialty services.</td>
<td>Health Care, Memorial Health Care, Inc., Tallahassee; St. Vincent's Medical Center, Jacksonville; Mori Plantation Health Care, Clearwater, etc.</td>
</tr>
<tr>
<td>2. Introduce the student to the relationship of Family Medicine to the medical community and the role of the Family Practitioner in that relationship.</td>
<td>The relationship of ambulatory care to hospital care and the effective utilization of other specialty consultations.</td>
</tr>
</tbody>
</table>
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 management, 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:

1. Fund of medical knowledge
2. Quality of assessment and presentation
3. Clinical judgment
as indicated by the rationale of diagnostic and management plans.

- Attitude and rapport with patients and families

- Subjective elements of interpersonal relationships, mo
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.
<table>
<thead>
<tr>
<th>Family Medicine Residency</th>
<th>Yr 4</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>MPM OWL</td>
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<td>Lab Visi</td>
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<td>PHP</td>
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</tbody>
</table>

*Faculty at Residency*

*Clinical*

*Education*
TING STUDENTS
OFFERED TO YEAR 3 STUDENTS AT MPM HC & BFM C ONLY

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

This elective for senior students may be served at any of the affiliated Family Medicine Residency.
Bayside 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 Mead 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 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 responsibilities
- 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 knowledge
- Skills in clinical practice
- Communication skills
- Teamwork and leadership
- Professionalism and ethical behavior
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Students must check with the Department of Family Medicine before seeking this elective through the Registrar's Office.
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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 Medi
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MEL 8255 Family

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Medicine Residency Elect

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Faculty Clinical
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Program


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; 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 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 management, medical records, patient education, and preventive medicine

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:

- 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 interpreters on all relationship ships, 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
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<th>Family Medicine Residency Elect</th>
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<td>TMH</td>
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<td>Family Medicine Residency Elect</td>
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<td>Faculty Clinical Program</td>
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</table>

Contact Information can be obtained through the Family Medicine Education Coordinator at 974-2445 or lgiorda@health.usf.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; Tallahassee Memorial HealthCare, Inc., Tallahassee; St. Vincent's Medical Center, Jacksonville; or Morton Plant Mease Health Care, Clearwater) and may include outpatient, inpatient, and nursing home
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 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:

- Fund of medical knowledge
- Quality of care, or other activities.
assessment and presentation

- Clinical judgment as indicated by the rationale of diagnostic and management plans
- Attitude and rapport with patients and families
- Subjectively
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 974-2445 or igiordon@h
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<th>Yr 4</th>
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<th>Faculty at Res Program</th>
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ONLY MPM HC IS AVAILABLE TO VISITING STUDENTS

OFFERED TO YEAR 3 STUDENTS AT MPM HC & BFM ONLY

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

This elective for 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; en.)
sonville; or Morton Plant Mease Health 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 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
Student must check with the Department of Family, Community, and Human Development to determine eligibility for internships and availability of family and friends to support the student.

Subjective elements of interperson relationship skills, motivation, and ability.

Students must check with the Department of Family, Community, and Human Development to determine eligibility for internships and availability of family and friends to support the student.
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 974-2445 or igiordon@health.usf.edu.

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<th>Family Med</th>
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<th>Yr 4 Status</th>
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<th>0</th>
<th>40-44</th>
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<th>Faculty at Res Program</th>
<th>Clinical</th>
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ONLY MPMHC IS AVAILABLE TO VISITING STUDENTS OFFERED TO YEAR 3 STUDENTS AT MPMHC & BFM C
Contact: Linda Giorlando
Ph: 813-974-2445
lgiorlando@health.usf.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; Tallahassee Memorial Healthcare, Inc., Tallahassee; St. Vincent’s Medical Center, Jacksonville; or Morton Plant Medical Center, Clearwater (and may include outpatient, inpatient, and 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 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
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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 interpret
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 on all relationships, motivation, and ability.
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 igiorda\n@health.usf.edu.

| Family Med | LVHN | 1 - 11 | Yr 4 | Status | 3 | 0 | 40-44 | 2,4 | Brohm, Veronica | Clinical |
Contact: Davida Leaman Allen, 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 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:

- 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
<table>
<thead>
<tr>
<th>Subject: Elements of interpersonal relationships, motivation, and ability</th>
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<tbody>
<tr>
<td>Family Med</td>
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<tr>
<td>Objective:</td>
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<tr>
<td>Provide a learning experience for students who have a demonstrated interest in the health care of the underserved</td>
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<td>USFMS</td>
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<td>None</td>
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<td>2,4</td>
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<tr>
<td>Woodard, Laurie</td>
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<tr>
<td>Clinical</td>
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ed and other community health issues

Description/Evaluation: Students will attend all PSM clinic 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 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. Students may also be assigned to work at JCHC and BORC in some rotations and precepting first and/or second year students.

<table>
<thead>
<tr>
<th>Family Med</th>
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<th>Status</th>
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<th>44</th>
<th>2,4</th>
<th>Gonzales, Eduardo</th>
<th>Clinical</th>
</tr>
</thead>
</table>

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

The aim of this elective is to reintroduce students to primary care in a Family Medicine clinic.
<table>
<thead>
<tr>
<th>Family Med</th>
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<tbody>
<tr>
<td>Objectives:</td>
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<tr>
<td>Identify and manage problems which present commonly in family medicine, emphasizing the importance of continuing care and follow up.</td>
</tr>
<tr>
<td>Identify the biological, psychological, and social factors that are relevant in the etiology of patients’ problems and integrate these factors in a treatment plan.</td>
</tr>
<tr>
<td>Improve problem solving skills.</td>
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<tr>
<td>Study the role of other health professionals in a patient’s care (consultants, social workers, nurse practitioners, physical therapists, etc.) and the relationship between them and the family physician.</td>
</tr>
<tr>
<td>Improve skills in patient education and communication.</td>
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</tbody>
</table>

**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 consultation with the student. 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 P 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 clinical 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 on a topic of
1. Project related to public medicine. Students will be encouraged to develop projects worthy of publication or presentation at a scholarly meeting.

Family Med

Contact: Lee Bloomberg
Ph: 727-467-2517

MPMHC 1 - 11 Pri Care 1 0 50 2,4 Faculty at MPMHC Clinical

Objectives:
- Familiarize the student with the practice of g
- Strengthen the student’s ability to take a tho
- Expose the student to common gynecologic

Responsibilities:
Take an active role in the assessment and management

Evaluation:
Objectives:

- To encourage the student to design and complete his or her own ideal elective within the realm of Family Medicine. This may include an in-patient acting internship, women's health, pediatrics, geriatrics, nursing home, research, Ob/Gyn, acute care, etc.
- To provide the student with housing when available.
- To introduce the student to the breadth of Family Medicine.
- Specific objectives to be determined based on elective scheduled.

Responsibilities:
The student is expected to design their elective in advance with Family Medicine faculty and to take an active role in the assessment and management of patients. For design assistance please contact Lee Blomberg at (727) 467-2517.

Evaluation:

- 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.
<table>
<thead>
<tr>
<th>Family Med</th>
<th>MEL 9999F Indep Study - Family Medicine</th>
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<th>1 - 11</th>
<th>None</th>
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<th>Faculty</th>
<th>Indep Study</th>
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<tr>
<td>Int Med</td>
<td>Allergy / Immunology</td>
<td>T-VAH</td>
<td>1 - 11</td>
<td>Adult Med, Pri Care</td>
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<td>40-44</td>
<td>2,4</td>
<td>Lockey, Richard</td>
<td>Clinical</td>
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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.
s of their specialty interests. 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. The student
will examine patients with common medical diseases such as allergic rhinoconjunctivitis, chronic rhinitis, acute and chronic sinusitis, various forms of asthma, otitis media with effusion, hypersensitivity pneumonitis, atopic eczema, contact dermatitis, urticaria and/or
angi oedema, 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
aily
be involved in outpatient care at the VA Hospital, Tampa General Hospital, H. Lee Moffitt Cancer Center, Children's Hospital, USF Adult and Pediatric Allergy/Immunology and Immune Deficiency Clinics and will attend four weekly conferences on clinical...
Allergic and immunologic problems 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.
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
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.
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Int Med

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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 care are to educate patients and their families about the respiratory system and its functions, to provide care for respiratory diseases, and to provide education and support for patients and families affected by respiratory diseases.
The research experiences at the Joy McCann Culver 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.
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.
projects in which they have an interest. 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.
COPD, 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.
The student will attend four weekly conferences on basic immunology and clinical allergy 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>10A</th>
<th>Yr 4 Status</th>
<th>No Limit</th>
<th>0</th>
<th>40</th>
<th>2</th>
<th>Chae, Sanders</th>
<th>Basic Science</th>
</tr>
</thead>
</table>
Components:

Didactics
- Basic Science Lectures
- Clinical Lectures
- Teaching Conferences
- Journal Clubs
- 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...
<table>
<thead>
<tr>
<th>Int Med Cardiov</th>
<th>USFMS 3.5.6.9, Yr 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The main objective of this course is to provide students with a comprehensive understanding of cardiovascular disease and its management.</td>
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</tr>
<tr>
<td>Schocke Basic</td>
<td>Basic Science</td>
</tr>
<tr>
<td>15</td>
<td>0</td>
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<tr>
<td>44</td>
<td>4</td>
</tr>
</tbody>
</table>
elective will be to teach the student to perform comprehensive cardiacc 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
Harvey (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 fundamentals of ECG interpretation and exposure to utilization of exercise...
cise testing, echo cardiography and catheterization.

Attendance at cardiology teaching conferences is optional.

Course objectives will be assessed by the documentation of individual's practice on the manikin as well as the three quizzes and a competitive test.
This course is designed to give students an appreciation for the relationship between basic science and clinical practice. Students will be given the option of participation in a research project if they desire to do so.

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 care. Direct observation and faculty faculty will determine knowledge, and the ability to formulate differential diagnoses and propose solutions.

Upon successful completion of this elective, the student may expect to achieve an acceptable level of competence in the management of gastrointestinal disease.
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preparation 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...
Hands-on experience in capsule endoscopy is available.

Attendance at ward and teaching rounds, outcome studies will be afforded.
clinical clinics and teaching conferences will provide a further source of learning. Emphasis will be placed on pathophysiology, clinical manifestations, diagnosis, and therapy. Emphasis will also be placed on the techniques of clinical nutrition.
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 system.

<table>
<thead>
<tr>
<th>Int Med Digest Nutrition</th>
<th>MCAH</th>
<th>Adult Med, Pri Care</th>
<th>2</th>
<th>0</th>
<th>44</th>
<th>2,4</th>
<th>Brady, Patrick</th>
<th>Clinical</th>
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MCAH 1 - 11
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 interpretation of the gastrointestinal radiographs.
There's a higher tech imaging technique and another imaging tech technique as well as aossilizing thing including endo capsule, endoscopic, upper GI, upper endoscopy, and colonoscopy, upper endoscopy, colonoscopy and polypectomy, diag.
nostic 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. Emphasis will be placed on phonology, clinical manifestations, diagnoses and therapies. 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.

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<tr>
<th>Int Med Digest Nutrition</th>
<th>TGH 1 - 11</th>
<th>Adult Med, Pri Care</th>
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<th>0</th>
<th>44</th>
<th>2,4</th>
<th>Brady, Patrick</th>
<th>Clinical</th>
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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
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There
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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. Attend ward and teaching rounds, outpatient clinics and teaching conferences will provide further source of learning.
will be placed on pathophysiology, 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.
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 interpretation of symptoms and physical findings.
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Attendance at ward and teaching rounds, outpatient clinics and teaching conferences will provide a further source of learning. Empathies will be placed on pathophysiology,
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Students will participate in a regularly scheduled conference and clinics.

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

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<tr>
<th>Int Med Digest Nutrition</th>
<th>MCAH 3 - 11</th>
<th>Adult Med, Pri Care</th>
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<th>Richter, Joel</th>
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</table>
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.
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, voice and esophageal function testing and basic interpretation of the studies. The student will be given ample time for observing specialize
and will be provided the opportunity to longitudinally follow patients they have initially seen for evaluation. They will be involved in a “team” together with the nurses, patient care coordinators, and other...
ch., 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. Endoscopic procedures are performed at the Endoscopy Units at the Morsani Center.
er for Advanced Health Care and the Moffitt Cancer 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
- 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's disease).
- Familiarize the student with a multi-disciplinary approach to evaluation and management.

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.
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.

The purpose of this elective is to give the student a broad exposure to the scope of pre-hospital emergency medical services.

Objectives:

- Gain an understanding of pre-hospital patient care by rotation with the Tampa Fire Rescue Department and Aeromed at Tampa General Hospital.
- Learn to manage common toxicological problems by rotation in the Florida Poison Control Center at Tampa General Hospital.
- 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.

Credit will be given for exceptional performance.
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>
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<tr>
<th>Int Med</th>
<th>Emerg Med</th>
<th>MEL</th>
<th>Ext</th>
<th>Yr 4 Status</th>
<th>No Limit</th>
<th>44</th>
<th>4</th>
<th>Faculty Externship</th>
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</thead>
<tbody>
<tr>
<td>Int Med</td>
<td>Emerg Med</td>
<td>MEL</td>
<td>USFMS</td>
<td>Intro to EM, Adult Med, Pri Care</td>
<td>No Limit</td>
<td>44</td>
<td>2,4</td>
<td>Faculty Indep Study</td>
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</tbody>
</table>
Upon the completion of this elective, the student should understand how to manage patients who have a variety of endocrine and metabolic diseases. Students will see in-house consultations at the VA, Tampa General, and H. Lee Moffitt.
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
It is proposed to lead 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 student fully understands the pathogenesis, diagnosis, and treatment of endocrine metabolic disorders (pituitary, thyroid, parathyroid, adrenal, gonadal, diabetic, etc).
The main emphasis is on clinical teaching of the pathology of endocrine disorders including appropriate diagnostic tests and models of therapy. This course will prepare students...
to use acquired knowledge gained in the rotation to evaluate and treat common endocrine disorders via evidence-based medicine. The student will learn how to interact with patients & their families, colleagues, and staff regarding patient care and treatment.
Objectives:

1. Evaluate an endocrine patient with history and physical, formulate an appropriate laboratory and radiologic workup, and create a suitable treatment plan.
2. Demonstrate the ability to manage diabetes mellitus type 1 and 2.
3. Demonstrate the ability to manage oral and insulin diabetes treatments as well as prevent and manage diabetic complications.
4. Discuss, evaluate and treat routine endocrine conditions including thyroid, parathyroid, adrenal, pituitary, and gonadal disorders.

Int Med Ethics / Palliative

USFMS 11 None No Limit 0 44 2,4 Nixon, Lois

The object of this elective is to provide in-depth consideration of portrayals of aging and end-of-life issues using material from 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 Masters students. The on-line class extends over a 3-month period while the MD class adheres to the traditional one-month format.

Int Med Ethics / Palliative

USFMS 11 None No Limit 0 44 2,4 Nixon, Lois

The course involves an examination of cultural factors in the analysis of social problems in medicine as expressed in art, literature, and film. The focus is on the complexity of the human condition. If attendance is a problem, students should not register for this course.

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. Where appropriate, field experience will be arranged.
- 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, view at least 4 full length films. The course is interdisciplinary and requires completion of all assignments and thoughtful discussion.

Int Med Ethics / Palliative

USFMS 11 None No Limit 0 44 2,4 Nixon, Lois

Students may arrange for independent study on topics relevant to

USFMS 11 None No Limit 0 44 2,4 Nixon, Lois
human values in medicine. 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 medical ethics, clinical ethics research, communication in medicine, medicine and literature, the history and/or philosophy of science, medicine and social problems, creative writing.
Students must commit to this course by emailing bpearce@health.usf.edu no later than October 1st.

This month-long course is designed to introduce students to the broad examination of visions and voices occurring in medicine and health, and to cross-cultural experiences. Faculty will assist students in locating appropriate faculty members to supervise their independent study.

Upon completion, 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

- None

- None

- None

- 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 work and how this relates to today's audience as well as the effect it is likely to have on individuals, groups, 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>None</th>
<th>1</th>
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<th>44</th>
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<th>Ray, Daniel</th>
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</table>

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 OACIS is provided.
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 (Schwart...
Rounds and PalM). Students will assist with inpatient consultations with precipitation 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 withdrawal of life sustaining therapies.

The fourth week will be focused on understanding the process of offering...
palliative care under the hospice medical benefit. Patients 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 recognition...
1. of the dying process, the pharmacokinetics and pharmacological effects of medication commonly used to treat symptoms in dying patients, and an introduction to the regulatory requirements for hospice.

Objectives:
- Initiate palliative care consults on patients in the hospital to include a comprehensive medical history, physical examination, laboratory results, and social, family, religious, and spiritual history. Gather a psychosocial, coping, and spiritual history.
- Provide a comprehensive assessment of patients with pain, identifying physical, psychosocial, and spiritual components of distress.
- Explain the relevant basic science, pathophysiology, associated symptoms and signs, and pharmacology.
- List indications, clinical pharmacology, alternate routes, equianalgesic conversions, and management of common side effects in opioid administration.
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 they 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). Training will be assigned to patients by the supervising faculty and will be integral involved in the assessment of the patient’s medical history, physical exam, and evaluation.
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 hospice unit at 17th and Che
Additionally, trainees will see patients who are enrolled in LVH Hospice Services at home with a member of the hospice team including oral care, social worker, nurse case manager, and medical director. They will participate in either inpatient or home-care services.
During the week, students will attend palliative care journal club, weekly hospice and palliative medicine fellowship, and ward rounds. Schaitz, Rouds and PalM S. Additionally, students will be required to read the UNIPAC series.
and landmark journal articles regarding key palliative care topics. For evaluation of students' communication skills will be through a standardized patient encounter in the simulation lab. Knowledge will be assessed through a pre-post form.
<table>
<thead>
<tr>
<th>Dr.</th>
<th>TGH 11</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
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<td>0</td>
<td>44</td>
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Walker, Robert

Clinical
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 phys
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.
the dying process, the pharmacokinetics and pharmacological effects of medication commonly used to treat symptoms in dying patients.

Objectives:

- Initiate palliative care consults on patients in the hospital to include a comprehensive medical history, physical examination, and patient and family understanding of illness and prognosis. Gather a psychosocial, spiritual and values history.
- Provide a comprehensive assessment of patients with pain identifying physical, psychosocial and spiritual components of distress.
- 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.
- 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.
- List indications, clinical pharmacology, alternate routes, equi-analgesic conversions, appropriate titration, toxicities, and management of common side effects in opioid administration.
- Communicate effectively with patients and families across a broad range of socioeconomic backgrounds.
- Communicate effectively with physicians, other health professionals, and health related agencies.
- Define patient requirements to qualify for the hospice medical benefit and other community options.

Evaluation: The student will see
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 integral involved in the assessment and management of patients.
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 students will be based on...
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., Commerc...

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ial Driver, Surveillance, Pre-Placement Work Exams, etc.), medical services mandated through OSHA and other regulatory agencies, population health considerations for work groups, preventive medicine concepts, environmental health issues, toxic exposure at work
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 P.
- Meet with Employee Assistance Program (EAP) professionals and learn about E.A.P. services.
- Observe/Work at the local health department with the Medical Director (for General Preventive Medicine).
- 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.
Attendee 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 considerations.

Objectives:

- 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 hazards of biological, chemical and physical nature.
- 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, Respiratory Protection Programs and Hearing Conservation Programs.
- Describe the requirements for a physician to become certified to provide commercial driver examinations under the Department of Transportation and the process to complete these examinations.
- Describe possible elements of an employee wellness program.
- Understand and describe issues involving vaccination to prevent illness and transmission of disease in different work settings.

Evaluation:

Students will be evaluated on a scale from "unsatisfactory" 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 and a final assessment at completion of the elective (in writing). This will include assessment on achievement of objectives listed as well.
### Occupational Medicine Elective

**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 seminars and workshops. Students are expected to attend morbidity and mortality meetings and meet associated with each of the programs listed above.

**Contact:**

Dr. Alfredo Peguero-Rivera

*Peguero-Rivera@va.gov*

**Status:**

Yr 4

**T-VAH 1 - 11**

- None
- 1
- 0
- 40
- 2, 4

**Yr 4 Status:**

- 2
- 0
- 40
- 2, 4

**Clinical**

**Williams, Rachel**

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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 in healthcare for veterans.
living in rural, remote, and underserved areas. Under the supervision of jointly affiliated VA-USF clinical faculty, students will experience CVT clinics and develop hands-on telemedicine technical expertise in the fields of infectious diseases (Hepatitis C and...
and nephrology. Research methods in quality improvement in health care also will be emphasized by use of case examples, journal articles, and actively demonstrating the importance of integrating quality of care with CVT innovation.
Tele nephrology Sessions:
Monday 1230 -1630
Tuesday 1230 -1630

Teleanemia Session:
Friday 1300 -1600

(Tele Derm and Tele Wound clinics upon availability and participant)
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 select nephrology or
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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 Cecil Textbook of Medicine (24th ed.):
     i. Vol 1 (XI: Renal and...
Genitourinary Diseases), Chapters 116-133.


IDSA/AASLD Hepatitis C Treatment Guidelines (http://www.aasl.org/publications/practice-guidelines-0)

HIV Primary Care Primer (to be
provisioned

2) Required Online VA TMS Courses:

Clinical Video Telehealth (CVT) Foundations for Teleproviders (#14170)

CVT: Core Competencies (#23393)

3) Suggested Journals: Health Affairs, Journal of Telemedicine and Telecare; Sign up for
Objectives:

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

Evaluation:

- Oral feedback will be provided at the mid-point, 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.
nts with a wide variety of medical conditions on an inpatient and outpatient basis. Students function as members of a team with a resident and attending physicians, offering care for patients in acute, ambulatory, community and long-term care settings, in order to unde...
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, gait disorder and falls, syncope, unintentional weight loss, pain syndromes, urinary incontinence, and constipation

. 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

. 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 direct observation of the geriatric attending with focus on addressing...
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 their journal entries.
nal article at the end of the rotation. Students will choose one acute hospital patient from the consultation service for continuity follow through to the post-acute rehabilitation setting and provide a written summary about the experience including: a summary of the
patients course in hospital through rehabilitation, interviews and examinations done with the patient, transition of care concerns, care plan formulations for post-rehab and their own recommendations for improvement of the system.

Evaluation: The students will be eval
uated 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.
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
condition. The selective will provide medical students the essentials of FAS and modified FAS tests for the diagnosis of hypotension, and BLU protocol for the diagnosis of lung diseases. The student will round with the providers daily and will interact...
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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:

- Understand the principles and limitations of bedside ultrasonography
- Be familiar with the use and interpretation of the technical capabilities of bedside ultrasonography
- Understand, execute and interpret the FAST and FAST modified ultrasonographic protocols in the diagnosis of hypotension
- Understand, execute and interpret the Blue and BLUE modified protocols in the diagnosis of dyspnea
- Be able to articulate quality improvement needs and outcomes relevant to the bedside ultrasonography field and/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, % sessions attended)
- Clinical knowledge and competency pattern ultrasonographic recognition post-test scoring.
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. The objectives are:

- 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" system.

Evaluation:
Supervising attending evaluations, completion of skill modules, quiz scores, presentation evaluations, etc.
This elective is designed to introduce senior students to the practice of medicine in a rural community. Under the supervision of the Suncoast Alliance (Pasco), Suncoast Community Health Centers (Hillsborough), 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 the Ms. Wenders (amaynard@health.usf.edu) in conjunction with Gulfcoast North or Gulfcoast South AHEC.

Students will function as acting interns on the general ward teams at Lehigh Valley Cedar Crest Hospital. They will be exposed to a wide variety of medical conditions including the management of chronic disease, acute illness, geriatric care, and pediatrics. Students are also encouraged to participate in the monthly journal club and the morning report rounds. This elective is part of the MEL 8334 Acting Medicine Internship.
Objectives:

1. Introduce the student to hospital based care.
2. Student will learn how to perform adequate and thorough history and physical examinations.
3. Write appropriate progress notes and all orders for therapeutic and diagnostic intervention with appropriate counter signature.
4. Participate on short call every fifth night as scheduled with the assigned team.
5. Learn and participate in internal medicine procedures including: paracentesis, thoracentesis, lumbar puncture, central line placement if available.
6. Transition patients from the Medical Intensive Care Unit.
7. Communicate inpatient management and outcomes with patient's primary care physician.
8. Participate and learn appropriate discharge planning, utilization of system based care in the management of their patients and how to do discharge summaries.
9. Learn to interpret EKG's, radiographic studies, PFT's and appropriate lab diagnostic studies.

Int Med General

MCC 1-2, 4-11 Yr 4 Status 1 0 40-64 4 Pabbathi, Smitha Clinical

Contact: Dr. Pabbathi Smitha. Pabbathi@moffitt.org 813-745-6657

Students will function as acting interns on the general ward teams at Moffitt Cancer Center.
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...
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 PGY1 year regardless of their care choice.
This rotation allows the medical student to learn by participating in the morning conference and grand rounds. Students are also encouraged to participate in the monthly journal club and the M&M conferences.
how to diagnose and treat common medical conditions and exposes the student to medical emergencies that are more common in cancer patients. During this rotation, the student will be required to attend morning report, noon conferences and Grand rounds. The
student will perform history and physical examinations with the supervision of attending physicians and residents, write daily progress notes and assist in discharge planning. No overnight call or weekend responsibilities, however students will be expected to stay late during
Certain days of the week to assist with admissions. Students will round with IHM. A inpatient service

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 for therapeutic and diagnostic intervention.
- 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 patient’s primary care physician.
- Participate and learn appropriate discharge planning, utilization of system based care in transitional patients.
- Learn to interpret EKG’s, radiographic studies, PFT’s and appropriate lab diagnostic studies.

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Students will function as acting interns on the general medicine service.

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 for therapeutic and diagnostic intervention.
- 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 patient’s primary care physician.
- Participate and learn appropriate discharge planning, utilization of system based care in transitional patients.
- Learn to interpret EKG’s, radiographic studies, PFT’s and appropriate lab diagnostic studies.
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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.
- Participate on night call every fifth night as scheduled 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 and utilization of system-based care in the management of their patients and how to do discharge summaries.
- Learn to interpret EKG’s, radiographic studies, pulmonary function tests and appropriate lab diagnostic studies.

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<td>Smitha</td>
<td>Clinical</td>
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**Contact:**

Dr. Pabbathi Smitha.
Pabbathi @moffitt.org.
Students will work directly with the Medicine attending on the Internal Medicine Consultation Service at Moffitt Cancer Center. The

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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<th>O'Brien, Kevin</th>
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This course offers the opportunity to participate in the major practice activities.
of the gene ralist. The student will be a member of the gene ralist 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 the opportunity to:

**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.

---

**Int Med General**

**TGH** 11  
Yr 4 Status 12 0 40 4 Mai, Cuc Clinical

This elective offers the fourth year medical student the opportunity to:

**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.

---

**Int Med General**

**MCC** 3  
Yr 4 Status 1 0 64 4 Pabbathi Smitha Clinical

**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. Students will attend morning report, noon conference, 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 with appropriate counter signature.
- Participate on night call every fifth night as scheduled with the assigned team.
Learn and participate in internal medicine procedures including: paracentesis, thoracentesis, lumbar puncture, central line placement.
Transition of patients from the Medical Intensive 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.

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.

### Objectives:

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

As part of the Honors Medicine Acting Internship, students will function as acting interns on the general ward teams. They will be given direct patient care clinical responsibility for both inpatients and outpatients and will participate in ward rounds, grand rounds. Students are also encouraged to participate in the monthly journal club and the M&M conferences.

### Status

TGH 3 Yr 4

O’Brien, Kevin
Clinical
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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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 hematolo
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 chemotherapy
- Differentiate between palliative care and hospice care and decide when to transition patients
- Appreciation for the importance of clinical trials 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.

Students will be given assignments. For example: Students will be given an interesting case by the attending to review. They will answer the question with support from the medical literature.

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<td>The primary focus of this rotation is the inpatient consultative service. Students will be expected to round collaboratively with a team including rotating residents, physician assistants, our ID pharmacist, as well as the attending.</td>
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</table>
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 organ 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.

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<td>Contact: Tammy Grice</td>
<td>813-844-4187</td>
<td><a href="mailto:tsgrice@gmail.com">tsgrice@gmail.com</a></td>
<td>Dr. Sally Alrabaa</td>
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Clinical experiences are directed by the 3 section leaders – Drs. Somboonwit, Casanas, and Alraabaa with 2 students max per section. Students would be together for didactic material and presentations.

Goals and Objectives: This
will combine evidence-based didactic lectures on infectious diseases (including antibiotics, infection, and epidemiology), interaction with the clinical laboratory, and rounding with patients exemplifying diseases and principles discussed.
ophy, 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 presentations.
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 review.
arch
for
clinical
rounds,
presentations,
and
discussions.

Int Med Intermus
Cont.
MCC
Adult
Med, Pri Care
Facilities included
patient populations
with bacterial
infections, urinary
tract infections,
and HIV-related
issues.

Dr. John
Greene
John Greene@moffit.org
Clinical
spec ifical ly in Bon e Marrow Trans plantation Infectious Diseases, see MEL 8362. 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 specialist.
Diseases fellow and other trainees. In 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.
Objective 1:
Provide fundamental information concerning techniques employed in diagnosing infectious diseases.

Objective 2:
Obtain an appreciation for the natural history of infectious diseases so as to better understand how therapy is affecting the course of disease in a given patient.

Objective 3:
Comprehend the process of selection of appropriate antimicrobial therapy.

Evaluation: Midway through the elective, all students will complete a formative evaluation process to assess understanding and application of course content.
will be incorporated in teaching rounds to provide
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 patient data will be incorporated in teaching rounds to provide written comments that are communicated to the student so that he/she can appreciate how his/her performance has been to that point.
1. Provide fundamental information concerning techniques employed in diagnosing infectious diseases.
2. Obtain an appreciation for the natural history of infectious disease so as to better understand
3. Comprehend the process of selection of appropriate antimicrobial therapy.

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Methods: The clinical rotations conducted are structured to permit students to function, with guidance by advanced subspecialty residents and attendances.
 ding physicians, as consultants in infectious disease. In addition to participation in bedside consultative evaluative 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 attending staff will provide regular didactic teaching, and students will participate in the teaching activity by preparing and pres
Evaluation:

The student's progress during the elective will be monitored during daily teaching rounds by the attending faculty. Midway through the elective, the student will be assessed for a conference.
formulation 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.
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<th>Int Med ID, International</th>
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**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 specialty residents and attending 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.
ds, 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 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
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
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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The goal is rotation in medicine and its major complications specifically infections. The student will be able to see various viral, bacterial, ... agents including knowledge of drug interactions between antimicrobials and immunosuppressive drugs will be demonstrated.
The validation process will be ongoing as it is crucial.
The goal of the course is to learn to recognize, treat, and prevent infectious complications in the critically ill patient. A practical approach to antibiotic choices and effective use of diagnostic studies will be stressed.

**Evaluation:**

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

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<td>Int Med Nephrology</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
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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,
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 consults in the affiliated institutions and outpatient care.
contributions 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 consultative team.
The student will be exposed to the practice of medicine on a broad interdisciplinary service that involves dietitians, social workers, clinical nurses, and others.
as well as the attending staff.

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 staff.

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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 consultations and follow-up.
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
function under supervision of the Nephrology attending staff and fellows. The student will be exposed to the practice of medicine on a broad interdisciplinary service that involves dietitians, social workers, clinical nurse specialists, as well as the attending staff.
This course is specifically designed to enhance student competency in Respiratory Pathophysiology. It will provide an in-depth review of respiratory physiology as applied to clinical scenarios. Topics will include but not limited to Adult Respiratory Distress Syndrome (ARDS), asthma, hyperbaric medicine, and airway inflammation.

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 use of references and judgment of evidence in case reports.

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:
1. List the clinical findings that are associated with a high pre-test probability of obstructive sleep apnea.
2. Compare and contrast central from obstructive sleep apnea.
3. Evaluate the business systems that are necessary for successful outcomes in the treatment of patients in #1 & #2 above.
4. Describe the various presentations of a patient that may be referred for the clinical evaluation of insomnia.
5. Compare and contrast behavioral versus medication treatment for insomnia.
6. List the most common abnormal behaviors that occur during sleep (parasomnias).
7. 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 S.

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, and TGH, and other facilities.

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 final examination.

Grades are determined by: 75% clinical evaluations and 25% by final examination.
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 the course duration. The trainee will have the opportunity to present their case and discuss relevant issues during the weekly rheumatology conference on a topic relevant to a patient seen in the clinical setting.

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 be expected to have knowledge of and perform these procedures as needed. 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, Adult Med, Pri Care, TGH 1 - 11. 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 evaluation and performance of the trainee. The trainee will be evaluated 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.

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 the course duration. The trainee will have the opportunity to present their case and discuss relevant issues during the weekly rheumatology conference on a topic relevant to a patient seen in the clinical setting.
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<th>Course</th>
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<td>Int Med</td>
<td>Pulm /Sleep Med</td>
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<td>Pulmonary Disease</td>
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**Objectives:**
- Be able to perform a history and physical exam.
- Know how to order and interpret basic laboratory tests.
- Have an understanding of the common pulmonary disorders.
- 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.

**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 xrays.
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, and their clinical performance will be used, in conjunction with the educational activities, for the final evaluation.

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Rheumatic diseases are complex multi-system diseases. All subspecialties and general internists need to be familiar with rheumatic diseases.

**Objectives:**

Be able to obtain history and perform the physical examination appropriate for rheumatic disease patients.

Be able to order and interpret pertinent X-rays and laboratory studies.

Gain an understanding of the pathogenesis, differential diagnosis, and treatment of musculoskeletal conditions.

**Methods:**

Students will work with the inpatient populations as well as the consult service in a large, multidisciplinary outpatient clinic and in a private office. Students function as part of a team consisting of a senior resident and attending rheumatologist.

**Evaluation:**

Students will work closely with the attending rheumatologist.

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Skin and Bone Medicine is a multi-disciplinary specialty.

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Contact:

Kim Harding
Ph: 813-974-2681
kharding@health.usf.edu
discipline
four-week elective
designed to enhance the student’s competence in recognition, diagnosis, and treatment of musculoskeletal, rheumatologic, and dermatologic disorders. The clinical experience, designed to gain exposure to rheumatology, sports medicine, etc. 
orthopedics (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 instr
Didactic highlights include:

- Ski
- Bio
- Surgery works providing hands-on experience.
- Injection
- Use
- Each spec used in each area.
piration workshops utilizing injection models, followed by clinical experiences to learn to perform joint injections and aspirations on patients with direct supervision.

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

- Didactics and clinical exposure to musculoskeletal diagnostic imaging.

- Online
Objective:

- Apply the skills and medical knowledge learned during the didactic sessions to evaluate patients in rheumatology, dermatology, orthopedics/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, orthopedic, and musculoskeletal diagnoses

Skin and Bones is a multi-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 provide the student with exposure to rheumatology, sports medicine, ortho
opedics (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...
n in hand s-on experienc e in variou s procedures used in each of thes e specialties.

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

Didactic highlights include:

Skin biopsy and sut
Inj ection ar d as pir ati on wo rks ho p util izi ng inj ection mo del s, foll ow ed by cli nic al ex per ience s to lea rn to per for m joi nt inj ection work shop pro viding ha nds-on ex per ience.
s and aspirations on patients with direct supervision. Opportunity to become familiar with hands-on musculoskeletal ultrasonography.
Objectives:

1. Apply the skills and medical knowledge learned during the didactic sessions to evaluate patients in rheumatology, dermatology, orthopedics, and musculoskeletal diseases.
2. Recognize the clinical, laboratory, and radiographic features of the more common rheumatologic, dermatologic, orthopedic, and musculoskeletal diseases.
3. Understand the pathophysiology of the common rheumatologic, dermatologic, orthopedic, and musculoskeletal diagnoses.
the physiology and pathologies that occur in ICU patients; and to apply scientific 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.
This course is a selective for USF senior medical students and will include a rotation through appropriate institutional therapy, and will 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 through appropriate institutional therapy, and will outline an initial course of management for patients with serious conditions requiring critical care.
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 based on...
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
ent 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
Trauma ICU, NICU, or PICU at Lehigh Valley Cedar Crest 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 cont
In addition, the students will evaluate electrocardiograph (ECG) tracings through weekly quizzes to enhance interpretation skills.

The goals of this fourth year clerkship are to improve medical knowledge and develop clinical skills.
develop an approach to the care of patients with complex, critical illnesses; to understand the physiological and pathophysiological abnormalities that occur in ICU patients; and to apply scientific principles basic to the practice of medicine in clinical management.
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.
ices 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 or Critical Care, Surgical/Trauma ICU, NICU, or PICU at Tampa General Hospital, the James A. Haley Veterans Hos
The rotation assignment will be made upon the student's chosen care path. Students will be evaluated by written, oral, and/or practical methods which include direct patient contact.
In addition, the students will evaluate electrocardiograph (ECG) tracings through weekly quizzes to enhance interpretation skills.

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<th>Interdept</th>
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Directors for BRIDGE will be eligible for this elective. Students must agree to hourly requirements and need to inform concurrent seniors of their involvement in this longitudinal course. Students should notify and obtain permission from Drs. Lucy Guar [name] and [name] for this elective.
ra (lguerr a1@health.usf.edu) or Eduardo Gonzalez (egonzal e@health.usf.edu) prior to scheduling.

This longitudinal elective would reinforce and teach the knowledge, skills and attitudes that are needed to direct a multi-disciplinary healthcare clinic. Students
will be required to lead and attend BRIDGE clinical meetings, meet with medical advisors regularly, attend and lead BRIDGE clinical presentations, help develop and present at a national meeting, organize and coordinate other specialities and organize.
nizations with in BRIDGE. 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 c.

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

Collaborate effectively with Social Work, Public Health, Physical Therapy, Nursing, Pharm.

Integrate meaningful community service with instruction and reflection to enrich the learn
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 post/presentations.
Any student interested in taking the longitudinal Bridges 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 USFMS Yearlong Status form:  

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<th>USFMS Yearlong Status</th>
<th>Year</th>
<th>4</th>
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<td>González, Eduardo</td>
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</table>
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 mentorship skills of senior medical students by involving them in the care of an underserved patient population. Students will join the volunteer medical staff at BRIDGE Clinic in caring for the university area 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 clinics.
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
- 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...

. Research Project: The clinical mentors will have the option to collaborate with directors a.

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 clinic nights and teaching sessions. An 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.

Interdept: LVHN
4 - 11 Yr 4 Status
6 0 40 2.4 Defenbaugh, Nicole

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

This elective is designed to develop students' communication skills in physicians.
Despite enrolment through embedding 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.
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:

1. Collect a patient narrative and transcribe it as a short script/play to be performed by local

2. Understand the unique physical, emotional, and cultural needs of patients by watching/audencing local actors perform narratives collected by students from the course.

3. Increase cultural competency by exposing students to patient narratives from diversified cultural backgrounds.

4. Increase interpersonal communication skills such as effective listening and reading nonverbal cues by interacting with patients (when collecting narratives) and actors (when role-playing patient encounters).

5. Learn clinical empathy skills (e.g., empathic listening). Understand emotional biases and emotional responses in different patient encounters.

6. Improve verbal and nonverbal behaviors during patient encounters by engaging in staged performances.

7. 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 staged performances of patient narratives to receive formative feedback."

The student will meet with at least one patient to collect his/her narrative.
active 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)
E)

of their collected patient narrative with a trained, medical actor from a local institution. Students will also self-assess their encounter with the patient/actor and offer written feedback of classmates' staged encounters. Upon completion of the course, students can...
Students will have an increased understanding of various communication skills used in diverse patient encounters and how to apply those skills to improve cultural competency, mutual understanding, empathy, and patient-centered care.

Evaluation:
Students will be
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.
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and summative 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
Interdept MDE 8048 Narrative Medicine

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

This elective will introduce medical

LVHN 8,10 Yr 4 Status 6 0 40 2,4 Bresnan, Kristin
Students will develop and practice skills in three main areas of narrative competence (attention, representation, and affiliation), learn to integrate these into patient-centered care.
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.
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 narratives.
- Develop narrative competence ("the ability to recognize, absorb, interpret, and be moved by the stories of illness") by practicing the core narrative clinical skills of attention, representation, and affiliation.
. 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.

Evaluatio n:
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
<table>
<thead>
<tr>
<th>Grade</th>
<th>Bloom's Taxonomy</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Knowledge</td>
<td>Understand basic concepts and present skills, and ability to show connection to social, cultural, and political contexts.</td>
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<tr>
<td>2</td>
<td>Comprehension</td>
<td>Evaluate course readings and incorporate course concepts and terms.</td>
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<td>3</td>
<td>Application</td>
<td>Show knowledge in practical situations.</td>
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<td>4</td>
<td>Analysis</td>
<td>Analyze and interpret course content.</td>
</tr>
<tr>
<td>5</td>
<td>Evaluation</td>
<td>Evaluate own performance and set goals for improvement.</td>
</tr>
<tr>
<td>6</td>
<td>Synthesis</td>
<td>Synthesize information and ideas from various sources.</td>
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</table>

Grades are determined by: 50% grade
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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<td>Contact: Paige Roth</td>
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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...
The elective will include a combination of didactic lectures (both real-time and online) covering basics of Clinical Informatics, shadowing 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...
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 O (or his/her designate).

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 and 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 through didactic and practical channels) and apply it to the projects and tasks.
This elective will introduce senior students to the practice and theory of adult education. They will teach for 70 hours in small group and clinical teaching settings. The elective is longitudinal, so teaching activities can occur throughout the senior year, tailored to students' individual schedules.

Objectives:

- Demonstrate the practice of good clinical and small group teaching
- Understand the theory of adult education
- Reflect on teaching experiences in written and verbal media
- Be able to deliver effective feedback to students

Evaluation:

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

- Collection of student teaching evaluations
- Observation of COM course leaders
- Direct observation by the elective director

Status

This elective follows a yearlong format and has no limit on completion. It is offered in Yr 4.
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.

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 LVH Multidisciplinary Simulation Center, students will have the opportunity to observe simulations, assist with developing curricula.
1. Objectives:
   - Describe principles of adult learning and experiential learning theories.
   - Describe key concepts of teaching with simulation and how to incorporate simulation into the curriculum.
   - Compare teaching with simulation versus assessing with simulation.
   - Describe the various types of simulation modalities and how to choose the modality to best meet course needs.
   - Review simulation curriculum from a student perspective and design.
   - 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 using standardized patients when building simulations and how to utilize the simulation modality.

2. Evaluation:
   - Students will be evaluated on their ability to:
     - Discuss effective debriefing and apply techniques to practice cases.
     - Discuss the effective use of video debriefing.
     - Discuss using standardized patients when building simulations and how to utilize the simulation modality.
     - Describe how to choose the modality to best meet course needs.
     - Describe the various types of simulation modalities and how to choose the modality to best meet course needs.
     - Review simulation curriculum from a student perspective and design.
     - 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 using standardized patients when building simulations and how to utilize the simulation modality.
This is a two-week rotation.

**Interdept**

LVHC-CC 1, 5-6, 8-11

**Clinical**

Incalcet Clinical

Charles
ion split between the LVH-17th Stre site in Allen town, and the LVH-Muhlenbe 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.
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tions

dental
diseases

and
treatment.

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 care.
Part of the hands-on experience may include administration of local anesthetics and non-complex extraction of teeth under direct supervision of our attending dentists. The clinical experience may also include differential diagnosis of intra-oral lesions.
ns, early detection of oral cancers, recognition of oral lesions due to the systemic administration of medications, malocclusions, orofacial pain and temporomandibular joint dysfunctions.

The student will participate with the dental residents responding to inpatient needs, early detection of oral cancers, recognition of oral lesions due to the systemic administration of medications, malocclusions, orofacial pain and temporomandibular joint dysfunctions.
Patients will consult with the professional staff for medical consultations and respond to medical consultation requests from dentists. Students will also respond to emergency calls to the Emergency Rooms along with the dental staff.
resident after regular clinic hours.

In addition, the student will attend seminars on various dentally-related topics along with the dental residents. If scheduled during the rotation, students will observe dental treatment in the Operating Room as well.
Objectives:

- Examine what hospital-based post-doctoral dental programs consist of.
- Increase knowledge of head and neck anatomy and pathology as well as understand the ramifications of systemic disease for dental treatment.
- Describe the role that dental health plays in overall patient wellness.
- 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.
- 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 each clinic session who will provide a written evaluation to the program co-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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Contact: Jamie Cooper, jcooper8@health.usf.edu

Faculty: Joanne Valeriano-Marcet, MD, jvaleria@health.usf.edu
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 treatments of
a specific rheumatologic or dermatologic disorder. The rotation will include ½ day of clinic followed by didactics, 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
study the immunopathogenesis, and the immunologic basis of these disorders through the use of specific diseases as examples. The students will also receive guidance on developing a specific research question, performing a pertinent literature search, and presenting a
journal club. 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
professional skills, communication, application of basic concepts in practice, clinical implications of basic science, discoveries of normal and disease processes, EBM.
The journal club presentation at the end of the course will be graded.

Interdept MDE 8581
Inpatient Physical Med and Rehab
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 LVH-CC.
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.
- 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:

Student
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.

<table>
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<th>TGH</th>
<th>1, 3, 5, 7-11</th>
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<th>Peredy, Tamas</th>
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<tr>
<td>Contact: Rachael Matthews Ph: 813-844-7044 Dr. Tamás Peredy</td>
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Dr. Tamás Peredy
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, occupation...
Toxicologists assist in the management of medication overdose, addiction and withdrawal states, environmental exposures and workplace hazards. Toxicologists oversee the clinical operations of a...
Poison Center.

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 Depar.
- 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 Informati
- 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.

Interdept  | LVHN  | 2 - 5, 7 - 11 | Yr 4 | Status | 1 | 0 | 40 | 4 | Cook, Matthew

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 exposures and workplace hazards. Toxicologists oversee the clinical operations of a

Objectives:

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- 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 may be available.
- The opportunity to conduct clinical or laboratory research, construct toxicology teaching.

Evaluation:

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- 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.

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SELECT 4 will occur throughout the year and will consist of two formal teaching blocks called Prologue at the beginning of Year 4 and Epilogue near the end of the year. There will also be longitudinal com
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
1. 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:****
   - Facilitate students' identification of strengths and specific areas for leadership and professional development.
   - Describe responsibilities and roles of medical students and physicians as leaders and change agents in medical education and in the evolving healthcare environment.
   - Gather formative and summative assessments of students' clinical skills that incorporate

   **Evaluation:****
   At the end of the course,
1. Have enhanced self-awareness, self-management, social awareness and relationship building
2. Acquire and become skilled at the use of reflection and other life-long learning and assessment methods that can be used to further develop emotional intelligence post-medical school
3. 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
4. Demonstrate knowledge and skills in health systems, processes related to optimizing patient care and outcomes

Interdept | USFMS | 1 - 11 | None | No Limit | 0 | 40 | 2,4 | Kiluk, Vinita | Clinical
---|---|---|---|---|---|---|---|---|---
Faculty will work with each student to design a curriculum to develop advanced proficiency in the various clinical competencies based on self-reflection of the student and the assessment of the faculty. The elective is tailored to the need of the individual student. Faculty will specifically identify, and use simulated learning, real clinical settings, study aides, and professional expertise to allow students to work on competency-based clinical skills.

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 patients with whom the student is involved
- 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 CACL and CACL 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 checklists to provide a 360° review of their performance - the student will complete self-checklists, SPs will complete a review of the student's performance of communication skills, and the elective...
Faculty will complete checklist 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-
mined from the combination of self-checklist s and faculty checklist s as well as a final self-assessment by the student on what they have accomplished during the elective and what they plan to continue to work on as lifelong learners.
for all SEL students. It will consist of a customized project or experience that results in a clearly product. This course will support the educational development of the SEL medical students by providing an opportunity for in-depth learning in one
The objective of this course is to provide an academic opportunity to students. The course will be offered once a week over a four-week period. Students will be given the equivalent of four weeks of credit for this course. It may be taken longitudinally or as a four-week block.

Objectives:

The overriding goal of this course is to provide an academic opportunity to students. The course will be offered once a week over a four-week period. Students will be given the equivalent of four weeks of credit for this course. It may be taken longitudinally or as a four-week block.
1. 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 an area 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 be used in situations outside of the hospital setting.

This is a year long elective from April through May. Activities are usually held on Saturdays, but may be held on other days as well depending on the availability of instructors and the specific activity. There is an associated fee of $35 per participant per activity, as well as 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 various outdoor environments and activities.
- 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>EXT</th>
<th>1 - 9</th>
<th>Yr 4</th>
<th>Status</th>
<th>No Limit</th>
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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 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 Spain.
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 an 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. Callegarci or Gonzalez to review the requirements.
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 symptoms.
- Being able to communicate requests when performing a general physical examination.

Students will understand the differences between various clinical settings in the country visited and compare them with the USA facilities and health system.

Students will compare medical problems and health needs from the local population with the Hispanic and non Hispanic USA population.

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

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 information presented to the directors on the
The Clinical Science Review course is a variable contact hour multi-disciplinary course for medical students. This course is for remedial work or for students returning to the clinical portion of the curriculum after an extended absence only. Emergency medical insurance is required for all electives abroad.

### Areas of Study:
- Adult Medicine Clerkship
- Maternal Newborn Pediatrics Clerkship or Women’s Health and Peds Clerkship
- Psychiatry and Neurology Clerkship
- Primary Care Clerkship
Surgical Care Clerkship

Additional areas determined as necessary by the faculty.

The course objective is to enhance clinical skills in any

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<tr>
<td>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. Included in this email, describe your personal goals that you hope</td>
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<td>10 0 40 4</td>
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<td>Faculty</td>
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to achieve during this elective. Registration requires permission of the course director(s).

Danielle Gulick: dgulick@health.usf.edu
Vinita Kiluk: vkiluk@health.usf.edu
Dawn Schocken: dshocken@health.usf.edu

This elective is designed to introduce senior medi
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 aspects of teaching in interprofessional 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.
. Demonstrate an understanding of collaboration with pre-clerkship faculty to teach MS1 and MS2 students effectively in small group and large group active learning settings.

. Deliver an effective basic science lecture, which integrates active learning principles into...

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 team
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**Jain, Sweety**

Clinical
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. II

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...
Medical Programs, Health Education & Health Promotion Programs, Network Programs, Education & Sponsorship Programs, and integrated rural development projects including women's economic empowerment through Microfinance Banking Programs and agriculture.
al prograrms.

Students will be exposed to health care disparities at an international level.
Students will be required to immerse in a different and unique culture and health care system. They will collaborate with local health care professionals and students from different countries to experience teamwork and work towards the same goals (Team Effectiveness and Communication). Students will also have the opportunity to develop a practice or system improvement project based on individual interest and experience.

Objectives:

- Expose students to a different culture and health care system in a developing country.
- Compare and contrast the health care systems in India and USA (Health Systems and Health Disparities).
- Identify the general needs of the local population through an immersion experience (Population Centered Experience).

Students will be required to immerse in a different and unique culture and health care system. They will collaborate with local health care professionals and students from different countries to experience teamwork and work towards the same goals (Team Effectiveness and Communication). Students will also have the opportunity to develop a practice or system improvement project based on individual interest and experience.
complete pre-work for the elective which will include readings, discussions on common health issues, and an thorough review of the IIMC website. Pre-work will also include video conversations with staff from IIMC, India.
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.
Students will be evaluated by the course directors at the end of the course based on their pre-work, reflection, 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
scheduled in the summer of their Year 3.

Any interested student MUST 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
Medical insurance is required for all electives abroad.

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**Molec Med**

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Objective:
The student will undertake a specific research project.

Evaluation:
Evaluation of the student will be based on the mastery of a set of research techniques, the utilization of these to investigate a research problem and the collection, evaluation, and interpretation of these experimental findings.

**Molec Med**

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<th>Course</th>
<th>USFMS</th>
<th>1-11</th>
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Objective:
The primary objective of this course is to introduce the student to the research environment. The focus is directed to a field of study that is of special interest to the student and the concurrence of the faculty. Enrollment, dates, and duration of the course are by arrangement.

Evaluation:
Evaluation will be based on a short paper or oral exam to be determined by arrangement with the instructor.

**Molec Med**

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<th>Course</th>
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Objective:
The primary objective of this course is to introduce the student to the research environment. The student will learn to participate in research activities such as literature search, problem formulation, development of methodologies, practical exercises, and seminars. The student will work as part of the research team on one of the projects current in the department.

Approval, dates, and duration of course must be arranged with a faculty mentor prior to registering.

Evaluation:
A written report will be required.

**Molec Med**

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<th>Course</th>
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Objective:
The primary objective of this course is to introduce the student to the research environment.

Approval, dates, and duration of course must be arranged with a faculty mentor prior to registering.

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 ... journal clubs, clinical correlation and paper presentations by the students selected from the 'List of Major Topics'.

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 refine skills in acute inpatient care, rehabilitation and intervention. This includes training in acute inpatient physiatry consultations at LVHN Cedar Crest and inpatient acute rehab at Good Shepherd Rehab Hospital.

Students 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. A student will be evaluated through his or her performance and achievements during the course. A pass/fail grade requires the student to complete the program. An honors grade requires the student to demonstrate mastery of the course material and complete a case presentation at a weekly conference at the completion of the program. The case presentation should address the scope of this course, the current status of the field, and an assessment of the impact of this course on the student.

**Neurology**

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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. A student will be evaluated through his or her performance and achievements during the course. A pass/fail grade requires the student to complete the program. An honors grade requires the student to demonstrate mastery of the course material and complete a case presentation at a weekly conference at the completion of the program. The case presentation should address the scope of this course, the current status of the field, and an assessment of the impact of this course on the student.
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
ome:
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
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.

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<th>Benbadis, Selim</th>
<th>Clinical</th>
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<td>Four-year medical students may spend a four-week elective in the Tampa General Hospital Comprehensive Epilepsy Program, USF clinics at Morsani and the</td>
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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 attending (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 laterализation.
Students should understand the differential diagnosis of epilepsy.

Students should understand the difference between the different types of seizures and epilepsy syndromes and their implications.
• Students should know the basics of video-EEG monitoring including its role and limitations

• Students will become familiar with identifying refractory epilepsy patients and will familiarize themselves with the non-medical treatments of epilepsy

• Students will learn the presurgical approach to patients with refractory focal epilepsies

Learning Outcomes:
Students will see the patients at TGH and the Morsani 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.

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<th>Subject</th>
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<td>0-40</td>
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<td>Kalidas, Kavita</td>
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</table>

Third or fourth-year medical students may spend a two-week elective participating in the Headache and Pain Medicine program. Participation in the program is voluntary.

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 in the treatment of headache and migraine.

MLN 1023 and 1024
Learning Outcomes:
Students will see patients at the Headache and Pain Clinics at the Tampa General Hospital Rehabilitation Building and the Lee Memorial Health System, and should understand the principles of diagnosis and management of patients with the diagnosis of headaches and migraines.

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 point injections, 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 plays 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 Lee Memorial Health System, and should understand the principles of diagnosis and management of patients with the diagnosis of headaches and migraines.

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.

Neurology

| Neurology | USFMS | 1 - 11 | None | 1 | 0 | 40 | 2,4 | Kalidas, Kavita, Clinical

Third or fourth-year medical students may spend a two- or four-week elective participating in the Headache and Pain Clinics at the Tampa General Hospital Rehabilitation Building and the Lee Memorial Health System, and should understand the principles of diagnosis and management of patients with the diagnosis of headaches and migraines.

Learning Outcomes:
Students will see patients at the Headache and Pain Clinics at the Tampa General Hospital Rehabilitation Building and the Lee Memorial Health System, and should understand the principles of diagnosis and management of patients with the diagnosis of headaches and migraines.

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.

Neurology

| Neurology | MCAH | 1 - 11 | None | 1 | 0 | 40 | 2,4 | Zesiewicz, Theresa, Clinical
Effective

must email Dr. Zesiewicz at

tzesiewi

@health.usf.edu

at the start of the academic year.

This selective will provide instruc

Objective:

- 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
- Observe with the movement disorders neurosurgeons
- Provide opportunity for participation in clinical or basic science research in movement disorders

Learning Outcomes:

Students will rotate with each of the movement disorders physicians. Students may also have the opportunity to observe clinical trial visits and injections of botulinum toxin for movement disorders.
necessary patients 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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<tr>
<th>Neurology</th>
<th>LVHN</th>
<th>1 - 11</th>
<th>Yr 4</th>
<th>Status</th>
<th>0</th>
<th>44-50</th>
<th>2,4</th>
<th>Varrato, Jay</th>
<th>Clinical</th>
</tr>
</thead>
</table>

With the course director's assistance, the student will construct a calendar of outpatient experiences which can include experiences at various sites.

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.

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<tr>
<th>Neurology</th>
<th>USFMS</th>
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<th>Status</th>
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<th>44-50</th>
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<th>Clinical</th>
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With the course director's assistance, the student will construct a calendar of outpatient experiences which can include experiences at various sites.

The department may assign students to USF Clinics, tl.

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<th>Neurology</th>
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The student must meet with the faculty member with whom they plan to work and/or Dr. Varrato to plan the elective prior to scheduling.

This elective is designed to give fourth-year students more extensive exposure to the practice of Vascular Neurology. Students will have 1-2 months of didactic presentations followed by at least 3 months experience under complete supervision of Dr. Varrato.

This pertains to the management of patients with ischemic stroke, intracerebral hemorrhage and subarachnoid hemorrhage.
Objectives:

1. Recognize the heterogenous 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
7. Identify risk factors and treatment strategies for primary and secondary prevention of 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 courses 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.

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<tr>
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<th>MEL 7320N Externship - Neurology</th>
<th>EXT</th>
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<td>Vale, Fernando</td>
<td>Clinical</td>
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</table>

Report to:
Chief Neurosurgery Resident for morning rounds at 6:30 am
Neuroscience ICU 5th Floor at Tampa General Hospital

This will be a clinical experience in which the student

...
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 problems seen on the ward. This includes the recognition of patients' problems and their treatment. The student will be expected to participate actively in medical and surgical conferences and to present patient care and research in an approximate 20-minute talk to the department faculty and fellows based on their ward performance, conference performance, and the quality of their histories and physicals.

Neurosurgery

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

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<th>Li, Mark</th>
<th>Clinical</th>
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Status: 1 - 11

Yr 4

Clinical

Li, Mark
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 base
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This rotation is considered and planned in advance. Selection can also be arranged if planned well in advance. This rotation is considered an introduction.
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.

<p>| NeuroSurg | MEL 7320V Externs | EXT | 1 - 7 | Yr 4 Status | No Limit | 0 | 44 | 4 | Faculty Externship |</p>
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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.
es are knowledge, skills, attitudes, and other attributes that ACGME expects that an incoming resident should have. Under the supervision of clinical faculty, students will obtain knowledge and skills that will help facilitate transition into residency.
Objectives:

- Demonstrate basic knowledge of normal obstetrical care and common medical complications seen in pregnancy
- Demonstrate basic knowledge of routine / uncomplicated intrapartum obstetrical care including conduct of labor
- 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 learning.

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

<table>
<thead>
<tr>
<th>Ob/Gyn</th>
<th>LVHN</th>
<th>1-2, 4-10</th>
<th>Yr 4 Status</th>
<th>2</th>
<th>0</th>
<th>60</th>
<th>4</th>
<th>Friel, Kristin</th>
<th>Clinical</th>
</tr>
</thead>
</table>
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 com-
  - 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 beni
gynecologic concepts, have a good understanding of pelvic anatomy 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 all residents and faculty who work with them. There will also be a graded patient write-up and an 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.
<table>
<thead>
<tr>
<th>Specialty</th>
<th>Location</th>
<th>Yr 4 Status</th>
<th>Duration</th>
<th>Contact Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ob/Gyn (Subspecialty Elective)</td>
<td>LVH-CC</td>
<td>1-2, 4-10</td>
<td>3</td>
<td>Craig Koller, M.Ed&lt;br&gt;<a href="mailto:Craig.Koller@lvhn.org">Craig.Koller@lvhn.org</a>&lt;br&gt;Meet with Craig Koller prior to the start of the academic year to plan the elective. This elective is offered with following subspecialties, with one spot available for each.</td>
</tr>
<tr>
<td>Urogynecology/Pelvic Reconstructive Surgery (Dr. Steven Tugbiyele)</td>
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<tr>
<td>Gynecologic Oncology (Dr. Martin Martino)</td>
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<tr>
<td>Maternal-Fetal Medicine (Dr. Kara Coassolo)</td>
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<tr>
<td>Objectives:</td>
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<tr>
<td>Provide an introduction and appreciation to an Ob/Gyn sub-specialty</td>
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<tr>
<td>Develop student independent interest and research</td>
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<tr>
<td>Provide the student with a clinical interactive opportunity with a sub-specialty attending</td>
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<tr>
<td>Evaluation:</td>
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<tr>
<td>The division director of each sub-specialty will be responsible for evaluating the student.</td>
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<table>
<thead>
<tr>
<th>Specialty</th>
<th>Location</th>
<th>Yr 4 Status</th>
<th>Duration</th>
<th>Contact Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ob/Gyn (Subspecialty Elective)</td>
<td>TGH/MCAH</td>
<td>1-11</td>
<td>2</td>
<td>James Mayer, M.D. Clinical&lt;br&gt;This elective is offered to introduce the fourth year medical students to 2 subspecialties within the field of Obstetrics and Gynecology. Students are encouraged to focus on a scholarly concentration towards publication of a case report or on-going research in an Ob/Gyn subspecialty. The department will accept 2 students per month in periods 2, 3, 4, 5, 7, 8, 9, 10. The desired specialty may not always be available, thus students must meet with Dr. James Mayer prior to the rotation to determine the specific subspecialty.</td>
</tr>
<tr>
<td>GYN Oncology</td>
<td></td>
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<tr>
<td>Female Pelvic Medicine &amp; Reconstructive Surgery</td>
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<tr>
<td>Maternal Fetal Medicine</td>
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<tr>
<td>REI (Reproductive Endocrinology &amp; Infertility)</td>
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<tr>
<td>Objectives:</td>
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<tr>
<td>Provide an introduction and appreciation to an Ob/Gyn sub-specialty</td>
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<tr>
<td>Develop student independent interest and research</td>
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<tr>
<td>Provide the student with a clinical interactive opportunity with a sub-specialty attending</td>
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<tr>
<td>Evaluation:</td>
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<tr>
<td>The division director of each sub-specialty will be responsible for evaluating the student.</td>
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</tbody>
</table>
### Evaluation:

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

### Objectives:

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

### Evaluation:

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

### Ob/Gyn Acting Internship

<table>
<thead>
<tr>
<th>Program</th>
<th>LVHN</th>
<th>Yr 4 Status</th>
<th>Status</th>
<th>TGH</th>
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</thead>
<tbody>
<tr>
<td>Ob/Gyn Acting Internship</td>
<td>LVHN</td>
<td>1-2, 4-10</td>
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<td>TGH</td>
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<tr>
<td>Ob/Gyn Acting Internship</td>
<td>LVHN</td>
<td>1-2, 4-10</td>
<td>1</td>
<td>TGH</td>
</tr>
</tbody>
</table>

The four week AI will immerse students in benign gynecology. Under the supervision of clinical faculty, students will become familiar with pelvic anatomy and the possible complications of gynecologic procedures.

Students will be assigned cases at one of the hospitals.

Objectives:

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

Evaluation:

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

### LVHN

<table>
<thead>
<tr>
<th>Yr 4 Status</th>
<th>Status</th>
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Friel, Kristin

### TGH

<table>
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<th>Status</th>
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</thead>
<tbody>
<tr>
<td>1 - 11</td>
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</tbody>
</table>

Mayer, James

### NOT AVAILABLE TO VISITING STUDENTS.

The Ob/Gyn Acting Internship is a month long concentration.

The student will be supervised by USF Department of Ob/Gyn.

Objectives:

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

Evaluation:

Students will be evaluated by the course director at the end of the course, based on clinical evaluations completed by the attending physician. Grades are determined by 75% clinical evaluations, 10% graded write up and 15% oral presentation.
<table>
<thead>
<tr>
<th>Department</th>
<th>Program Name</th>
<th>Type</th>
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<th>Start</th>
<th>End</th>
<th>Status</th>
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<th>Faculty</th>
<th>Externship</th>
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<tbody>
<tr>
<td>Ob/Gyn</td>
<td>MEL 73200 Externship - OB/GYN</td>
<td>EXT</td>
<td>1 - 9</td>
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<td>Externship</td>
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<tr>
<td>Ob/Gyn</td>
<td>MEL 99990 Independent Study - OB/GYN</td>
<td>USFMS</td>
<td>1 - 11</td>
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<td>Faculty</td>
<td>Independent Study</td>
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<tr>
<td>Oncologic Sciences</td>
<td>MCC</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>
<td></td>
</tr>
</tbody>
</table>

*Evaluation:*

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

- Ask for and appreciate constructive feedback
- Have fun
Fax: 8137455665

sophie.desseau@t@moffitt.org

The course will consist of a precept
**Objectives:**

1. In this elective, students will have an opportunity to...
2. They will have an opportunity to review the fundamental principles of oncology and the screening, as well as the diagnostic workup, treatment, rehabilitation, and surveillance of cancer patients.
3. They will have an opportunity to review the fundamental biology of cancer, carcinogenesis, epidemiology, tumor markers, and endocrinology, as well as an understanding of potential benefits and complications of multimodality therapy.
4. By the end of the rotation, students will be familiar with the natural history of common cancers (e.g. breast, lung, colorectal).
5. Students will understand the concept and significance of staging.

**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.
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, thrombosis, embolic 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
Mont, 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
**Program:**

**Objectives:**
- Introduction to comprehensive, interdisciplinary hospital-based care of cancer patients
- Learn how to perform complete history and physical examinations
- Master the art communication with writing a daily progress note as well as oral presentations
- Develop a thorough differential diagnosis in a problem-based fashion
- 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>Oncologic Sciences</th>
<th>MCC</th>
<th>1, 5-11</th>
<th>Yr 4</th>
<th>Status</th>
<th>1</th>
<th>0</th>
<th>44</th>
<th>4</th>
<th>Oberoi-Jassal, Ritika</th>
<th>Clinical</th>
</tr>
</thead>
</table>

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 the 1st, 5th-11th 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 management and care planning. This elective will also serve as a foundation for students' future clinical work.
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...
tly involved in patient care by taking histories, performing physical examinations and developing an assessment and plan, and will have advance care planning discussions with patients and participate in family meetings. Students will participate in weekly interdisciplinary
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
of interest in palliative care, graded by the attending physician. Grades are determined by:

- 40% clinical evaluation,
- 25% assessment and completion of patient interview/clinical notes and required journal article reading,
- 25% oral presentation,
- 10% professional experience.

These are evaluated and assessed by the attending physician, who can adjust the grade based on the patient's care needs.
<table>
<thead>
<tr>
<th>Oncologic Sciences</th>
<th>MCC 1-11</th>
<th>Surgical Care</th>
<th>2</th>
<th>0</th>
<th>40</th>
<th>2,4</th>
<th>Poch, Michael</th>
<th>Clinical</th>
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</thead>
</table>
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 routine work up of GU malignancies, epidemiology, biology and clinical management of
<table>
<thead>
<tr>
<th>Objective</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate patients with newly diagnosed GU malignancies or patients with risk factors for GU malignancies.</td>
<td>Prepare one topic with GU Oncology for presentation at weekly GU tumor board (10 minutes).</td>
</tr>
<tr>
<td>Learn routine post-operative care, including the surgical ward, of patients undergoing surgery for GU malignancies.</td>
<td>Participate in GU Tumor Board and Journal Club.</td>
</tr>
<tr>
<td>Learn patient-physician skills of effective communication focusing on &quot;delivering bad news&quot;.</td>
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<tr>
<td>Become familiar with routine operative management of GU malignancies as well as routine post-operative care.</td>
<td></td>
</tr>
<tr>
<td>Prepare one topic with GU Oncology for presentation at weekly GU tumor board (10 minutes).</td>
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</tbody>
</table>

**Evaluation:**
- Medical Knowledge and Practice Based Learning - Does the medical student apply knowledge to clinical situations?
- Patient Care - Does the medical student actively participate in patient care?
- Professionalism - Does the medical student act professionally (arrive on time, well-groomed, act appropriately)?
<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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</thead>
<tbody>
<tr>
<td>This elective is designed to provide exposure to the presentation, evaluation and treatment of patients with lung and esophageal cancers as well as less frequent complex thoracic malignancies. The student will gain exposure in the operating room and</td>
<td>1 -11</td>
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</tbody>
</table>
become familiar with the anatomy of the 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 clinical. From an didactic standpoint the student will join the surgical team in conference and multidisciplinary tumor boards.
Objectives:

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

Evaluation:
The student will be evaluated by the course director at the end 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.

| Oncologic Sciences | MCC | 1-11 | None | 1 | 0 | 40 | 2,4 | Otto, Kristen | Clinical |
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.
...vascular reconstruction), participate in surgical and multidisciplinary clinics, and attend tumor board conferences, and participate in patient management with the inpatient Otolaryngology team. The student will also be provided with some...
Otology and Rhinology training both in the clinical setting and in the form of didactic lectures. The rotation will take place at Moffitt Cancer Center main campus.

Objectives:

- Develop an understanding of the clinical applications of Head and Neck anatomy
- Practice taking a history on a complex head and neck cancer patient, learn the salient symptoms
- Practice head and neck physical examination skills
- Develop an appreciation for multidisciplinary care of the oncology patient
- Participate in complex head and neck surgical and reconstructive cases
- Learn basic postoperative head and neck patient assessment including assessment of flap viability
- Participate in team rounds and in-patient management with the Head and Neck Oncology team
train

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 tomorrow's meeting.
The student will be assigned to work with surgeons based on disease sites. These sites include: Breast, GI, GU, GYN, Head and Neck, Gastrointestinal, Genitourinary, Gynecologic, Head and Neck, Hepatobiliary, Thoracic, and Gastrointestinal. Students will attend office clinics (including follow-up visits and new patient exams), as well as 2 days of medical oncology and 2 days of radiation oncology, 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 of other disciplines (medical oncology, radiation oncology, pathology, etc.) in the management of cancer patients.

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.

This elective is designed for medical students who wish to gain an in-depth experience in surgical oncology. The course content includes inpatient rounds, operative procedures, and tumor boards, as well as contact with medical oncology and radiation oncology teams.
2. Introduce students to various emotional responses of patients to cancer and how best to manage these responses.

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

4. Educate students on advantages and disadvantages of 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 attending surgeons that the student worked with. The course will be designed to be satisfactory or unsatisfactory.

<table>
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<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>

Contact: Regina Mills regina.mills@moffitt.org

Dr. Michael Jaglal Michael.jaglal@moffitt.org
Objectives:

The clinical experience should allow the student to gain additional knowledge and experience in the following areas:

- Understanding of the principles of medical management evaluation and management of hematologic and cancer related problems.
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 imaging techniques

Students should be able to recommend when to order diagnostic tests and be able to interpret the laboratory test results

Pain management, palliative care and psychosocial management of patients with hematologic and neoplastic disorders

<table>
<thead>
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<th>2,4</th>
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<tr>
<td><strong>Contact (at least 8 weeks prior):</strong></td>
<td>Regina Mills</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td><a href="mailto:regina.mills@moffitt.org">regina.mills@moffitt.org</a></td>
<td></td>
</tr>
</tbody>
</table>
The objective of this elective is to attain a solid understanding of the pathophysiology, clinical manifestations, ... and didactic presentations by the student and on the performance of the student in patient care-related activities.

Objectives:

- The clinical experience should allow the student to gain.
- 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 imaging techniques.
- Multiagent chemotherapy protocols and combined modality therapies.
- Management of neutropenia and immunocompromised patients.

Bone Marrow Transplant Infectious Disease (BMT ID) rotation is conducted at Moffitt Cancer Center. The BMT ID service is provided to inpatients and outpatients at Moffitt and includes consultation with the James A. Haley VA Medical Center. The service is part of the Infectious Disease Consult Service at Moffitt Cancer Center. The service includes consultations for patients with hematopoietic malignancies and immunocompromising conditions. The service is staffed by a hematologist oncologist and a hematologist. The service includes consultations for patients with hematopoietic malignancies and immunocompromising conditions. The service is staffed by a hematologist oncologist and a hematologist. The service includes consultations for patients with hematopoietic malignancies and immunocompromising conditions. The service is staffed by a hematologist oncologist and a hematologist. 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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 to how they are progressing in the course. Feedback will be given back on the process of presentation skills and formulation of a good differential diagnosis from an ID perspective.

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<tr>
<th>Oncologic Sciences</th>
<th>MCC 1 - 11</th>
<th>Adult Med, Pri Care</th>
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<th>44</th>
<th>2,4</th>
<th>Nieder, Michael</th>
<th>Clinical</th>
</tr>
</thead>
</table>

Contact: Barbara Crawford
Barbara.Crawford@moffitt.org

The student will assist hematology/oncology fellows in...

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; and recovery from marrow and immune suppression, 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. The Cancer Center provides patient-oriented care for all types and stages of cancer using the most technologically advanced equipment with concern for quality of life and education.

This elective is designed to provide students with an understanding of the principles of radiation oncology and its role in cancer treatment. The goals of this experience are to give students a general understanding of radiation oncology, to introduce them to the clinical practice of radiation oncology, and to facilitate the development of skills necessary for the practice of medicine.

Rotation requirements:

- Read at least 10 pertinent articles from the medical literature.
- Attend all departmental conferences and multidisciplinary conferences with the preceptors.
- Participate in simulations, procedures, follow-ups, or treatments.
- 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 cancers, the role of radiation therapy in the treatment of cancer, ... radiation safety, multidisciplinary patient care, specialized treatment procedures, clinic structure and supportive care.

Students will learn how to conduct a thorough history and physical examination and how to examine patients to assess tumor response and progression.

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.
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 department.
They must present and discuss an interesting patient they have seen during their rotation at our conference during the last week of their rotation.

The course is oriented to those students who are primarily interested in the specialities.
| Ophthalmology | USFMS | 9, 11 | None, Yr 3 dates | 2 | 0 | 44 | 2,4 | Bourne, Carla | Clinical |

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 teaching conferences. They must present and discuss cases and light lecture notes.
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.
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 ophth...
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 testing
5. Learn how to triage ophthalmic complaints and learn when to refer and when to treat in a primary care setting

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<tr>
<th>Ophthalmology</th>
<th>USFMS</th>
<th>Yr 4 Status</th>
<th>44</th>
<th>2,4</th>
<th>Report to: Stacy Parker Dé<a href="mailto:rapardagerd@health.usf.edu">rapardagerd@health.usf.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-9, 11</td>
<td>1</td>
<td>0</td>
<td>Espana, Edgar</td>
<td>Clinical</td>
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</table>
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.
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.

**Ophthalmology**

Contact: Stacy Parker Dera ps spar kerd @he alth. us f. edu

Report to: Stacy Parker Dera ps in the USF Eye Instit ute First

USFMS  9, 11  None, Yr 3 dates  1  0  44  2, 4  Espana, Edgar  Clinical
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 corneal clinics and observation of corneal surgery. Clinical and
laboratory methods used in the diagnosis and treatment of external diseases of the eye will be presented. Attendance at department conferences is expected, and independent reading and investigation is encouraged. In the last week of the rotation, students will complete case depot and present their cases.
are required to present and discuss a patient they have evaluated during the course at the department case conference.

MEL 8507 Retinal

Contact: Stacey Parkerderaps@health.usf.edu

Report to: Stacey Parker in the USF Eye Institute

<table>
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<th>Status</th>
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<tr>
<td>Pavan</td>
<td>Peter</td>
<td>Clinical</td>
<td>24</td>
<td>44-70</td>
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</table>
First day of rotation

Students will evaluate patients with diabetic retinopathy, hypertensive 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 fluorescein angiography and ultrasound. 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 is 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
retinal pathology most often encountered 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.

Ophthalmic Students will evaluate patients with diabetic retinopathy, hypertensive retinopathy, senile macular

LVHN 1-11 Yr 4 Status 1 0 44-70 2,4 Kazahaya, Masayuki Clinical
degenerative
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
fluorescence
angiography
and ultrasound.
They will participate in argon and krypton laser photocoagulation, intraocular injections, scleral buckle, 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. These interested in family practice, international medicine, gynecology, and endocrinology will see the retinal pathology most often encountered in their future specialty and learn the resources that are available for evaluation.
n 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.

**Ophthal**  
Contact: Stac y Park er Deraps spar ked@he alth.usf.edu

Report to: Stac y Park er Deraps in the USF Eye Institute First day of rotation

Students will evaluate patients with diabetic retinopathy, hyper tension

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<tr>
<th>Ophthal</th>
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<th>9, 11</th>
<th>None, Yr 3 dates</th>
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<th>44-70</th>
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<th>Pavan, Peter</th>
<th>Clinical</th>
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**MIS 9321 Revised Worksheet**
ive retinopathy, senile macular degeneration, retinal detachments, intraocular tumors, and uveitis is 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.
They will participate in argon and krypton laser photocoagulation, intraocular 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 resource
that are available for evaluation. 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 the student's presentation and discussion of the patient case during the case conference.
This course is designed for students interested in ophthalmology as a career. Glaucoma is one of the most common clinical conditions observed during the 4-week elective period.

<table>
<thead>
<tr>
<th>Course</th>
<th>Start</th>
<th>End</th>
<th>Yr</th>
<th>Status</th>
<th>Dates</th>
<th>Hours</th>
<th>Rotation</th>
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<td>Richard, David, Clinical</td>
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</table>
This course is designed for students interested in ophthalmology as a career. Glaucoma is one of the most common clinical conditions in ophthalmology. Each student is expected to have an interesting patient case or the results of a research project to present at the departmental teaching conference.

| Course | Course Code | Hours | Yr | Status | Days | Credit | Faculty
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<tr>
<td>Ophthal</td>
<td>MEL7320E Externship - Ophthalmology</td>
<td>EXT</td>
<td>1 - 7</td>
<td>Yr 4</td>
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<td>44</td>
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<tr>
<td>Ophthal</td>
<td>MEL9999E Independent Study - Ophthalmology</td>
<td>USFMS</td>
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<td>Ortho</td>
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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 subspecialty of pediatric orthopaedic surgery. Working alongside USF clinical faculty, the student will experience the full range of pediatric
orthopædics from office triangle and management of common orthopaedic problems to surgical correction of complex deformity and traumatic injuries in children and adolescents. The rotation is under the direction of Children's Orthopaedic and Scoliosis Surgery Association.
COSSA, whose physicians provide the majority of orthopaedic care at All Children's Hospital in St. Petersburg.

COSSA is a multidisciplinary, patient-centered center of excellence for the treatment of all orthopaedic conditions in children, adolescents, and adults.
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 clinics 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
opae
dic\ncond\ntion\ns. T\nestud\nent\nwill\nbe\neval\nuate\nd by\nthe\natten\nd phys\ncian\ns they\nrotat\n e\nwith\n inclu\nding\n the\nSite\nDire\ctor,\nPaul\nBenf\nti,\nMD.\nThe\nstud\nent\nwill\nalso\nbe\nexpe\nced\nto\ncom\nplete\nbrie\nwrite\n-up/\ncritic\nical\nrefle\ntion\nof\nwhat\ny\nthey\nhave\nlearn\ned\nduri\ng\nthe\nrotat\nion. This
write-up will be evaluated by Dr. Benfanti.

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<th>Leffers, David</th>
<th>Clinical</th>
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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 stud...
ents to the subspecialty of orthopaedic trauma and fracture care. Under the supervision of clinical faculty, fellows and residents, the medical students will have the opportunity to practice orthopaedic trauma in a Level 1 Trauma Center. GH's orthopaedic trauma
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 in-patient 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 principals of orthopaedic trauma management. The student will be evaluated by
the trauma attending, H. Claude Sagi at the end of the elective.

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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
- 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 knowledge of the elements of the orthopaedic 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 orthopedic 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, abnormalities...
diseases.

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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This clinical preceptorship is designed to provide an in-depth experience in the practice of otolaryngology and should be extended to include observation of postoperative results in patients who have previously been treated for otolaryngological problems.

By the completion of the elective, all students will be able to demonstrate proficiency in the otolaryngological head and neck surgery.

The objective is to provide greater exposure to the field of otolaryngology than what is possible in the basic surgical curriculum and to allow opportunities to be first-hand experience in this area for students who are considering ultimate specialization in this field.

Evaluation:
The formal evaluation will be prepared by otolaryngology faculty based on the following: fund of medical knowledge, clinical skills, judgment, patient management, rapport with patients and families and subjective elements of interpersonal relationships, motivation, and ability.

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<td>BMS 7695</td>
<td>Anatomic Pathology</td>
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<td>Cornfield, Dennis</td>
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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, immunohistology and other special techniques will be illustrated in addition.
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 encouraged. Participation in conferences will be encouraged. The role of the pathologist as consultant and educator will be demonstrated.
The objective of this program is to provide educational opportunities for residents and fellows in the field of anatomic pathology. The program is designed to be based on assessment of the above objectives by members of the Department of Pathology.

**Path:**

**TGH:** 3-11  
**Yr 4 Status:** 1 0 40-44 2,4  
**Champeaux, Anne**

**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
The course is to strengthen the students in areas of anatomy 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, immunocytochemistry and other special techniques will be illustrated in addition to routine histopathology. Participation in conf
erences 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 be based on assessment of the above objective.
The objective of this course is to strengthen the students in areas of

Path

| T-VAH | 3 - 11 | Yr 4 Status | 1 | 0 | 40-44 | 2,4 | Bulkeley, William |

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

s by members of the Department of Pathology.
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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Ologist as consultant and educator will be demonstrated.

Objectives:

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- 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 be based on assessment of the above objectives by members of the Department of Pathology.
Objective:
The objective of this course is to...
The 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
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 pathologic findings.

Area of Study

Gross &
In the initial few days, students are stationed in the frozen section room where they shop and learn from the Photalogists' Assistants, Photalogy Residents, and frozen section Pat.
hologist. Time spent in the frozen section room includes participating in selection of appropriate area to examine, slide preparation 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 specimens for processing and final diagnosis.
This portion of the elective involves the processing of tissue prepared during gross examination of tissue received from the OR and clinicians. The services are divided into organ...
and the student rotares on a daily basis with a pathologist scheduled on a given service. The cases for sign-out include biopsies, large rectum species and cases from revision.
of material from outside institutions. A detailed rotation schedule with daily assignments for students is included on the monthly assignment schedule for the Patology Residents and is distributed at
the beginning of the rotation.

cytology (Signout & Intraoperative Evaluation)

During this assignment, students shadow residents and fellows on the cytology service, and signout with the cytology.
thologist on-call. They accompany the team to the clinics or floor to observe the performance of fine needle aspirations, whenever these are ordered. Time is also spent in the Cytology Prep Room learning
about the technical processes involved in producing slides for cytological diagnosis, and processes involving diagnosis of intraoperative imprint cytology for sentinel lymph nodes. Autopsy Pathology
service, the student accompanies the resident(s) to the autopsy suite when there is a postmortem examination to be performed and assists as needed.

Evaluation: The staff pathologists will evaluate the student using a
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<tr>
<th>Name</th>
<th>Contact</th>
<th>Position</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Bulkeley, William</td>
<td><a href="mailto:mmmer@health.usf.edu">mmmer@health.usf.edu</a></td>
<td>James A. Haley VA Hospital, 1D-191</td>
<td>1-311</td>
<td>044 24</td>
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certain inspecialty boards may be obtained for this elective. This program is flexibly designed to accommodate students:

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

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<tr>
<th>Path</th>
<th>T-VAH</th>
<th>Contact: Julie Zim mer jzim mer @health.usf.edu</th>
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Report to: James A. Haley VA Hospital, 1D-191
8:00 AM on the first scheduled day

Objective: The objective is to introduce

...
and abnormal biologic processes (hormonal states, infectious diseases, neoplasia) through the examination of cellular... technologists as they prepare cytologic specimens. There may be opportunities to observe procedures as well.

**Evaluation:**

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

---

**Path:**

**MCC:** 1.1411

**Yr 4**

**Status:** I 0

**Age:** 44

**Hakam, Ardeshr**
Objective:
The objective of this course is to introduce the students to the principles used by the cytopathologist to recognize normal and abnormal biological processes (normal tissues, infectious diseases, neoplasms) through the examination of cellular specimens obtained from a variety of body sites.

Areas of Study

The rotation encompasses as many areas of cytology as are practical in one month, including routine cytology as well as observe...
rving 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 frozen section Pathologist. Time spent in the frozen section room includes participating in selection of appropriate area to examine, slide preparation and finally diagnosis 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.

Cytopology preparation Students will
be rotating in the cytology preparation laboratory where they learn about the technical processes involved in producing slides for cytological 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.

Cytopathology (Sign out & Intraoperative Evaluation) During this assignment, students shadow 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
**Diagnosis of sentinel lymph nodes.**

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

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</table>

**Contact:**

Julie Zimmer
jzimmer@health.usf.edu

**Report to:**

James A. Haley
VA Hos
The student will participate in the proper use of the laboratory by the physician, which is important to the practice of medicine. Current economic emphasis places even greater importance on the proper use of the laboratory by the physician.
under supervision in 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 appropriate...
appropriate interpretive 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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<td>Objectives</td>
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<td>Learn to correlate autopsy findings with clinical information and information derived from scene investigations.</td>
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<td>Learn to complete death certificates in a manner acceptable to the Office of Vital Statistics and the World Health Organization.</td>
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<td>Learn anatomy pertinent to the future clinical practice specialty of the student.</td>
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<td>Gain an understanding of the working relationships between forensic pathologists and other professionals, including those involved in the Office of the State Attorney, the defense bar, the funeral industry, the press, and other medical specialties.</td>
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**Methods:**

- Assisted with autopsies on the first scheduled day.
- Learn to complete death certificates in a manner acceptable to the Office of Vital Statistics.
- Gain an understanding of the working relationships between forensic pathologists and other professionals.
do so of personal and social funds from suicide, accident, and natural disease by performing dissection and medical chart review under the supervision of staff pathologists.
tentative medical literature for selected cases.

Accompany staff during testimony under oath at criminal and civil trials and at depositions.

Accompany staff during death scene
e investigations (evening and night call-out optional)

Participate in departmental conferences. These comprise a working case conference thrice weekly, a pending (cause-
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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:

- 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 student’s
problem and diligence in the performance of research as signals.

Evaluating the student's judgment and critical approach as signals.

Every signal is analyzed and evaluated as significant library work so
wel l as in an aly zin g an d inter pret i ng ex per im ent al data

The stud ent will con d uct in ve stiga tive work in hu ma n or ex pe ri me ntal path ology unde r the su pe rvi si on of the sen i or in ve stiga tor. Thes e stud i es will use pri ma rily mor phologic
and molecular techniques as well as animal models.

The staff pathologists will evaluate the student using a standardized student evaluation form.
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:
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- 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 student
any library involves meaningful assessment in the face of problems and diligence in the performance of research, as signals Evaluate the student's judgment and critical approach in the literature and build a personal sense of age and ability to be prepared for the meaningful library problems.
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>Esernio-Jenssen, Debra</td>
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Contact: Kate Adams
Ph: 610-402-7712
Katherine Adams@lvhn.org

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
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troom testimony as available. Student will accompany staff on inpatient and ED consultations and on outpatient evaluations at the Child Advocacy Center. The majority of time will be spent at the CAC at LVHN, 17th & Chew.

Objectives:

- 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.

Understand 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 patients at the medical center at LVHN.

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-
<table>
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<th>Peds</th>
<th>Jenssen.</th>
<th>Contact: 727-77-4106</th>
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<td>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</td>
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| ACH | 1 - 11 | Yr 4 | Status | 1 | 0 | 40 | 4 | Quigley, Patricia | Clinical |
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 procedures.
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.
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.

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<td>Contact: Kate Adams</td>
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This elective will provide medical students with an in-depth exposure to the diagnosis and management of acute and chronic illnesses of the endocrine system in infants, children and adolescents. Students will evaluate patients primarily in
Students will see patients in the specialty center. They

Objectives:

- Differentiate between normal and pathological states related to endocrinology
- Evaluate and manage patients with presenting signs and symptoms that suggest an endocrine disease
- 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 hospital
- Effectively communicate with patients and families about endocrine conditions, including

the outpatient setting at the Pediatric Specialty Center and may occasionally join endocrinologists doing consults in the hospital.
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.
Evaluation: Direct and timely feedback will be given to students by Endocrinologists. The evaluation will be completed by Dr. Kashmer with input from Drs. Kuryan and Chacko and office clinical staff.

**Peds**
This elective is designed to introduce TGH 1 - 11 Adult Med, Pri Care, or Maternal Newborn 1 0 40 2, 4 Gieron, Maria Clinical
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...
performance in young patients and 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.
- Learn about the indications and selective use of neurodiagnostic studies such as electroencephalogram, electromyography, and 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 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:
This course will expose the student to various neurological disorders in infants and children. The student will work in an outpatient setting and inpatient consults to develop clinical skills.
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 m
supervising 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 home institution. There will not be a written exam but
en work will be assessed as part of your clinical performance.

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<th>Clinical</th>
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</table>

Contact: Kate Adams
Ph: 610-402-7712
Katherine Adams@lvhn.org

This course allows students to learn in a pediatric inpatient setting the basic principles and practice of pediatric proc
Educational sedation. Students will be able to assess, evaluate and participate in the monitoring of sedation. Emphasis is placed on the review of relevant pharmacological principles and techniques of sedative drugs and pain management.

Objectives:

- Demonstrate the ability to conduct a comprehensive pre-sedation evaluation that includes...
- 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 the patient.
- Demonstrate the ability to properly use equipment designed to monitor sedated child.

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There will be a number of projects students will perform that will be designed to allow them to enhance both their scientific literature search skills as well as their understanding of drug pharmacokinetics as it relates to patient treatment 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 preceptor with respect to diagnosis as it relates to drug selection and drug dosing.

Students will also perform drug information activities that relate to patients they are following on rounds. The preceptor will provide an overview and guidance related
Students may spend a small amount of time with a clinical staff pharmacist to get a sense of their activities and perspective.

Objectives:

- Perform scientific literature searches to: investigate questions regarding drug therapy and assessment for drug information responses.
- Provide drug information and analyze drug pharmacokinetic and pharmacodynamic properties.
- Compare and contrast the most common antibiotics for pediatric patients.

Evaluation:
The preceptor will provide feedback at frequent meetings as well as at mid-point and endpoint 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 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 based
and organization, and will be expected to diligently exert required effort to complete the assigned work, with the preceptor’s assistance as required.

Students should expect to give a PowerPoint presentation with patient case at the end of the rotation that
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 cardiology exposure and clinical or basic research in pediatric cardiology. Students will attend daily cardiology clinics at All Children’s.
Hospitals at Johns Hopkins Medicine. Emphasis will be placed on understanding of cardiac physiology and pathophysiology.

Students will participate in workup and care of card
Evidence-based practice will be taught in this course. Students will be expected to follow patients assigned to the cardiology team throughout the clerkship rotation.

Students are expected to participate in weekly morbidity and mortality conferences for inpatients undergoing diagnostic cardiac catheterization and inpatient consultation. Students will be expected to round and follow patients assigned to the cardiology team throughout the clerkship rotation.
key conferences including cardiology specific conferences as well as residents
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 ventricular outflow tract obstruction, conotruncal lesions, single ventricles, and cyanotic congenital heart disease.
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:

- **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.

- **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.

- **Sub-specialty rotations**
  - all students will observe at least one of the following: open heart surgery and learn about cardiopulmonary bypass, echocardiography, pacemakers, and implantable cardioverter defibrillators.
  - Students will lead electrocardiogram and understand the indications and limitations of long term heart rhythm monitors (events/loops)

- **Educational Conferences**
  - Participation in weekly disposition and educational conferences.

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Contac t: Kate Adams
Ph: 610-402-7712
Kath
erine
Ada
ms@lvhn.org

Objectives:

- Students will accompany an attending pediatric cardiologist to learn the essential elements.
- Students will familiarize themselves with what constitutes an innocent versus a pathologic.
- Students will understand the grading system of hear murmurs and modal auscultation for
- 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 reportin,
- Students will become familiarized with the most common pathologic entities of congenital.
- Students will see patients in an outpatient setting and will participate in history taking anc

Evaluation:
Upon completion of this elective, students should understand the principles and diagnosis of most common congenital heart
Students will be evaluated based on their level of participation and improvement over the course of the elective.

MEL 7551 AI-Inpatient Pediatrics
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 evaluation.
uation and treatment of a limited number of pediatric cases. 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.
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 acting intern in consultation with a senior.
mem ber of the pedi atric hous e staff. The student will take call with the ward team ever y four t h night.

Objectives:

• The student should be able to conduct a history and physical examination in a concise an
• The student should be aware of the diagnostic and therapeutic tools available in pediatric.
• The student should develop increasing clinical responsibility and judgment in dealing with
• The student should gain familiarity in performing certain basic procedures including venij,
• The student should be able to give the indications for admission to the hospital for childre

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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,
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.
ents will provide inpatient (TGH and/or ACH) and outpatient (USF Clinical) 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.**

This elective will aid students in their initial approach to pediatric renal disease, understanding the mechanisms involved.
sms

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of renal
diseases.

Tutorials
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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) care.
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.

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<td>Students will participate as members of the NICU clinical team consisting of faculty attendings, neonatal nurse practitioners, and pediatric residents. They will function as actin</td>
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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/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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<td>Dr. Maya Balakrishnan</td>
<td><a href="mailto:mbalakri@health.usf.edu">mbalakri@health.usf.edu</a></td>
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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 lectures/didactic session offered by the division of neonatology. Some overnight call shifts will be offered/encouraged.
Evaluation of the student's performance will be made by observing development of his/her clinical expertise and the use of informal quizzes.
The Morsani Center for Advanced Healthcare on the USF campus. Special emphasis will be placed upon diabetes care management ... and Dr. Rodriguez to learn more about care for children with chronic disease.
date of camp sessions for children with diabetes.

Objectives: 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.

This elective is designed to introduce senior students to the specialty of Internal Medicine-Pediatrics. Under the...
Objectives:

- Evaluate and treat common acute problems encountered in adults and children in a primary care setting
- Evaluate and treat chronic conditions in adults
- Perform appropriate preventative health maintenance measures in adults and children including well child care, vaccinations, anticipatory guidance, and screening tests
- Gain familiarity with procedures common to the primary care setting including arthocentesis, joint injection, and circumcision
- 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 Campus. 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.

Contact:

Dr. Sharon Dabrow
Ph: 813-259-8752
sdabrow@health.usf.edu

Contact at least one month prior

Report to:

Dr. Dabrow
Hours: 8:30-5pm each day

TGH 1-11
Adult Med or Pri Care 1 0 40-44 4 Faculty Clinical
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
sometime

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 ambulance pediatricians at the end of the rotation. Attendance at Pediatric Grand Rounds and scheduled conferences is required.

Objective: Improve knowledge of general outpatient pediatric and improve clinical case.
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This rotation allows the student to experience the broad range of primary care pediatric patient encounters.

Skills in performing histories, physicals, assessments and developing appropriate management plans.

Contact: Kate Adams
Ph: 610-402-7712
Katherine.Adams@lvhn.org

Peds MEL 8554 Primary Care - Pediatrics

LVHN 1 - 11 Yr 4 Status 1 0 40-44 4 Donoghue, Elaine Clinical
Pediatric care issues in Pediatric 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 management plans.
Primary care issues are discussed daily. Each student will present a topic relevant to ambulatory pediatrics at the end of the rotation. Attendance at Pediatric Grand Rounds and scheduled conferences is required.

Objective:
Improve
knowledge of general outpatient pediatrics and improved skills in performing histories, physicals, assessments and developing appropriate management plans.

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Contact: usfpedchiefsgmail.com

The senior medical student will serve as an
acting
with
the
resident
staff
assigned
to
the
inpatient
medical
teaching
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of
All
Children's
Hospital.
He/She
will
interview
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participate
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planning
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diagnostic
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under
the
supervision
of
residents and faculty in pediatrics.

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 every 4th night.

Objective:
Offer the student a period of intensive
When planning patient care in a supervised setting, the student's written histories and physical examinations, problem list, and plans of evaluation and therapy will be reviewed.
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 around classes and conferences...
will form the basis of the evaluation.

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The senior medical student will participate in both inpatient and outpatient clinical duties involving HIV-infected patients.

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minations, generation of problem lists, and plans for evaluation and treatment will be reviewed frequently by the ... 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 pediatician. 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.
r will be made through a faculty member after the student receives his/her elective choice.

**Students who select a 2 week rotation may only have 1 day of absence excused.**

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Contact: Ph: 727-767-4106 Gwe Harmon gharmon2@jhmi.edu
Dawn Jones
dawn.jones@jhm.edu

The student will be involved in the diagnosis, evaluation and management of patients with a spectrum of pediatric hematology and oncology disorders, both in the inpatient and outpatient settings at ACH.

In the
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 conditions.
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, pharmacology, and basic cancer therapy.
ritten histories, physical examinations and plans for evaluation and treatment will be reviewed with the attending physician.

Students will attend the weekly multidisciplinary patient care and teaching rounds and monthly tumor board as well as resident noon conferences,
Objective: Introduce the student to the clinical aspects of hematologic and oncologic care of this population of children.
“Students who select a 2 week rotation may only have 1 day of absence excused.

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*disease in children.*
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 and
therapy planning.

Students are encouraged to study the basics of hematology 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
ng, 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 stud
ent 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.
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The student will be involved in the management of patients with pediatric hematology and oncology disorders, both in the inpatient and outpatient settings.

**Objective:**

Introduce the student to the clinical aspects of hematologic and oncologic disease in children.

**Students who select a 2 week rotation may only have 1 day of absence excused.**

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**Objective:**

The goal of this elective is to acquaint the student with genetic and metabolic disorders in children.

Contact: Dr. Pope
Ph: 813-259-8772

**CMS 1 - 11**

Pri Care or Mat Newborn
Students will typically attend Genetics/Metabolic Clinics on Monday, Tuesday, and Thursday at CMS on campus and occasional CMS clinics. Students will also part...
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 clinical or see revisit cases as scheduled.
They will also be expected to give a 10-15 minute presentation at the end of the rotation on a selected topic.
Petersburg and Tampa

Objective:
The goal of this challenging elective is to familiarize the student with the clinical aspects of child development. Participating in patient evaluations via observation and direct contact and interacting with various members
of a multidisciplinary 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
This elective incorporates a variety of training, 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.
variety of clinical environments, with exposure to NICU follow-up, birth-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.
's daily noon conference. 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 expectations.

"Students who select a 2 week rotation may only have 1 day
of absence excused.

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

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</table>

This document includes text about elective experiences in allergy and immunology. It mentions a contact person, Amy Baldwin, and a location, Division of Allergy/Immunology, Children's Research Institute. The text also describes the purpose of the elective, which is to give the student experience in both outpatient settings. The table includes columns for course codes, year, status, and contact information.
The participant will assist in the diagnosis, treatment, and management of patients with a broad spectrum of immunologic, allergic, and rheumatologic conditions. The participant will work with the Pediatric Allergy and Immunology services of All Children’s Hospital in St. Petersburg, Florida. The participant will assist in the diagnosis, treatment, and management of patients with a broad spectrum of immunologic, allergic, and rheumatologic conditions.
logic diseases.

The elective will emphasize a logical approach to clinical immunologic problems, interpretation of immunology laboratory tests, and the treatment of allergic and immune disorders including autoimmunity. The student will learn about the performance and inter
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.

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Peds

Pediatric Pulmonary
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Ewig,
Jeffrey

Clinical


Obj ectiv es:

- 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
nic 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 Learner Site. Attendance at the USF Residency didactic sess
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<td>Understand and interpret basic imaging of the respiratory system and lung function testing.</td>
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<td>Possess an understanding of pulmonary physiology as it relates to common pediatric respiratory disorders.</td>
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<td>Have a familiarity with common respiratory therapeutic agents employed in pediatrics including airway clearance techniques and asthma pharmacotherapy.</td>
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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.
em, sleep-related 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 Residency didactic sessions (i.e., morning report, noon conference, etc.) is STRONGLY encouraged.

Pediatrics

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Schwartz, Michael

Clinical
Obje
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s:

- 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.
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the medically complex child with chronic respiratory problems such as having a tracheostomy tube or requiring supplemental oxygen at home.

The PICU is a multidisciplinary unit providing

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Contact: Kate Adams
Ph: 610-402-7712
Katherine Adams@lvhn.org
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...
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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 faculty.

Educational
goals will be met through discussions around 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/hers stated objectives.
disciplinary 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 organ system derived approach to patient problems.

Integration of multiple health care providers is emphasized. Students are given the responsibility for patient care under the direct supervision 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-inv
Students who select a 2-week rotation may have only 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 physiological-based organizational approach to patient problems. Integration of multiple healthcare providers is emphasized. Students are given the responsibility for patient care under the direct supervision.
The student will learn to utilize physical exam skills, laboratory data, and radiographic data. They will also 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.

“Students who select a 2-week rotation may only have 1 day of absence.”
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Contact: Ph: 727-767-4106 Gwen Harmon gharmon2@jhmi.edu
Dawn Jones dawnjones@jhmi.edu

Students will be taught to provide patient care.
n t c a r e t h a t i s c o mpassionate, appropriate and effective for the promotion of health, prevention of illness, trea

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 structures learning opportunities. Students will attend JHU SOM Pediatric Grand Rounds and ACH-JHM Grand Rounds.
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mited to sterile gowning and aseptic preparation, venipuncture, intubation, lumbar puncture,
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 workup and treatment. The student will respond...
to the results from the pediatric patient 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.
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<tr>
<th>Course</th>
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<th>Contact Person</th>
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<td>Gastroenterology/Nutrition</td>
<td>Adult</td>
<td>Wilsey, Mike</td>
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<td>813-259-8721</td>
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**Evaluation:**

The student will be expected to read about the diseases of their clinic and hospital patients. Grading for the course will be a reflection of the student's participation and daily activities.
ce. 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
Students will observe diagnostic modalities such as endoscopy, manometry, esophageal dilatation, suction rectal biopsies and pharynx. The student will be evaluated on faculty evaluations, attendance and overall performance.
### Evaluation:
The student will be expected to read about the diseases of their clinic and hospital patients. Grading for the course will be a reflection of the student's participation and daily activities.

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**Students who select a 2 week rotation may only have**
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 pediatric...
At the University of Florida, pediatric rotations will be performed at the University of Florida. In the ambulatory setting, the student will have exposure to patient ID clinics and the pediatric/adult HIV clinics.
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 article each week.

No night call is required.

**Student**
who select a 2-week rotation may only have 1 day of absence except for Dr. Bergamo, Division of Pediatric Infectious Diseases, Ph. 813-259-8638.

Please contact the department at least two weeks prior to TGH 2-11 Pri Care or Mat Newborn.

Bergamo, Dale
Clinical
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 was exposed to all areas of the hospital since consults were done in critical care areas, the general pediatric wards, and NICU. Inpatient consults on the Tampan 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. 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 article each week.

No night call is required.

“Students who select a 2 week rotation may only have 1 day of absence excused.

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<td>Cont: Kate Adams</td>
<td>Ph: 610-402-7712</td>
<td>Katherine Adams</td>
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This elective 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 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.**

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from the course director (Dr. Straub) prior to start of the elective Contact: 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 year olds, in a variety of outpatient settings. Adolescent clinics will afford students the opportunity to provide primary and specialty care to teenagers 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 in adolescents; and at a variety of other settings, learning about sports medicine.

Objectives:

5. 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 during puberty, and be able to accurately stage sexual development with Tanner staging.
- Perform a well adolescent physical and take on the role of primary care provider in working with specialists.
- 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, dysmenorrhea, menstrual disorders (DUB, DDM, etc.), sexual problems, pregnancy, obesity, psychological problems (depression, suicidality, eating disorders, substance abuse, etc.), and others.
- Recognize the common problem of poor adherence among adolescents, and encourage adolescents to become more active, responsible health care consumers.
- 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.
- 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.
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. Adolescents will afford students the opportunity to provide primary and specialty care to teenage 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 uniq
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, intracellular cytokines, and immune responses to antigens.
- Understanding the contemporary applications of measuring gene expression and systems biology.
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 preceptor

All students are eligible to apply for the Honors Course in Pediatrics. The Honors Program curriculum includes a creative scholarly project with the preceptor of the student's choice. The project and registration for the course.
must be approved by Dr. Sutsko or his designee. In addition, a clinical experience pertinent to the school activity of choice is required during the four-week block week. An interest in pursuing a career in Pediatric or International Medicine-Pediatrics is suggested.
for this elective. Depending on their elective 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 project leader.
The student will work with the study and will direct their own work.

Tanya Murphy
manchel@health.usf.edu

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Newborn

Murphy, Clinical

ACH 1 0454 Murphy, Tanya

Peds

MEL 8629 Peds Neuropsych

Contact: Dr. Tanya Murphy
727-767-8230

rotmanctr@health.usf.edu
This elective is designed to introduce senior medical students to the identification, evaluation, and treatment of children with neurological 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 behavioral therapy. A multidisciplinary approach to assessment and treatment will be emphasized.
This clinic is specialized as it serves children and adolescents with Obsessive-Compulsive disorder, Tourette syndrome, Trichotillomania, Separation anxiety, Phobias, Pediatric Autoimmune Neuropsychiatric Disorders associated with Streptococcal Infections (PAN).
and Autism spectrum disorders. Students will have the opportunity to participate in Occupational and Physical therapy assessments for youth with developmental disorders. Students will also have the opportunity to participate in therapy sessions focusing on habit reversal.
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>1 - 11</td>
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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 therape...
peut être utilisée pour certains, mais pas pour tous ;

(b) pourquoi certaines médications conduisent à des effets adverses pour certains, mais pas pour tous ;

(c) les polymorphismes génétiques des neurotransmetteurs associés à des protéines incluant les enzymes, les transporteurs et les récepteurs qui interviennent...
ate chemical
neurotransmission,
and the possible role of these alterations in the manifestation of behavioral disorders; and (d) the latest advances in our understanding of the mechanisms of action of drugs used for the treatment of psychiatric disorders.
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 pharmacology and neuropathology.


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understanding the mechanisms mediating the therapeutic effects of current psychoactive drugs. A working knowledge of how pharmacological treatments can be tailored and adapted to the individual is essential for understanding personalized medical approaches to the problem.
treatment of psychiatric disorders.

Evaluation:
Study will be evaluated by theuty of evaluation.


treat

treat
The course will provide a conceptual framework to think about brain disease following
Goals and Objectives:

At the end of the course students will:

- Understand the concept of dimensions of behavior with different classes of variables.
- Describe the circuits that represent the core aspect of these classes of variables.
- Understand the selection, implementation and limitations of modern treatment modalities.
- Integrate the basic science knowledge described with clinical applications and labor.
- 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 review, and a final scholarly project.

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<th>40-50</th>
<th>2</th>
<th>Klippel, Cory</th>
<th>Clinical</th>
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<td>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 Emergenc</td>
<td>T-VAH</td>
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<td>Yr 4</td>
<td>Status</td>
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<td>40-50</td>
<td>2</td>
<td>Klippel, Cory</td>
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</table>
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 of 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 risk.
  - 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 dependency and detoxification.
- Know and be able to list the elements required for confidentiality, involuntary hospitalization, and other legal considerations.
- 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 for an urgent psychiatric assessment.

Evaluation:

- Direct observation by supervising or other faculty.
visiting faculty and PE skis (at least weekly).

Review of medical documentation by faculty supervising the rotation (daily).

10 min. orientation on top
The grade will be comprised of 75% clinical evaluation and 25% oral presentation on a topic.

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<th>2.4</th>
<th>Stock, Saundra</th>
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This elective is designed to provide interested students with clinical and didactic training in outpatient psychiatry. The study...
ent 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. Haley Tampa VA Hospital. Specific experiences can include the
1. Adult Evaluation Clinic, the Memory Disorders Clinic, and the Child Evaluation Clinic.

2. 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 in various outpatient settings.
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 is 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 outpatient psychiatry.
Atien is psychology. 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. Haley Tampa VA Hospital. Specific
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 available.
Objective:

- Become more skilled in interviewing patients who present both medical and psychiatric problems in various outpatient settings
- 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.
<table>
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<tr>
<th>Psych</th>
<th>Prior approval from Dr. Norris required at least three months prior to the start of the elective.</th>
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<td>Norris Edward</td>
<td>Clinical</td>
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</table>
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 Disorder Clinic, and the Child Evaluation Clinic. An opportunity to gain increased understanding of crisis intervention in an outpatient setting at the...
Objectives:

- Become more skilled in interviewing patients who present both medical and psychiatric problems in various outpatient settings
- Gain an increased understanding of and develop skills in specialized evaluation and treatment situations
- 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
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
ntial 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 problems.
- 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
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, Campion, 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...
1. Learn how to evaluate and diagnose psychiatric problems, including common behavioral disorders in children.

2. Learn basic management skills of psychiatric problems, including common behavioral problems.


4. Become more familiar with the general practice of child psychiatry.

5. Enhance interviewing skills of children and their families.

6. Develop awareness of the role of child psychiatry in family medicine and pediatric practices.

Evaluation:

The supervisor will evaluate the participant's progress on the objectives through observation, feedback, and self-assessment throughout the course.
rvising 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 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
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<td>Become familiar with the multidisciplinary assessment of elderly patients</td>
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<td>-</td>
<td>Develop specialized diagnostic skills for identifying and differentiating the multiple cause</td>
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<td>-</td>
<td>Become familiar with the therapeutic rapport between physician and the patient's family or/and care giver</td>
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<td>-</td>
<td>Learn how to integrate psychiatry and medical care of the elderly</td>
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<tr>
<td>-</td>
<td>Become familiar with utilization of community resources in the care of the elderly</td>
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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.

This elective is designed to provide advanced clinical and didactic training in inpatient psychiatry. Students will participate as

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Logan, Christopher

Clinical
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 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...
se biological, psychological and social interventions during the hospitalization.

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,
- Become 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
two discharge summaries for review by faculty.

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<th>Psych</th>
<th>BPVAH 1-11</th>
<th>Adult Med, Psych/Neuro</th>
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<th>Gonzalez-Mayo, Alina</th>
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</table>

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...
pected 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 biopsychosocial formulation of the patient’s presenting problems along with providing acute, intense biological, psychological and social interventions during the hospital
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, 
- 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, Cavo, 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 through the hospital course. Students will learn to construct a biopsychosocial formulation of the patient’s presenting problems along with providing acute, intense biological...
Students will also learn to compose discharge summaries.

Close supervision, seminars, and independent study will complement the clinical activities.

Objectives:

- Examine various psychiatric conditions in greater depth while determining the best methods of treatment.
- 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 including a description of the techniques used.
This elective is designed to offer advanced experience in the evaluation, treatment, and rehabilitation of geriatric mental health conditions. It is an opportunity for students to develop their skills in a specialized area and critically assess their own performance.

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<td>Files</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
1. The student will study the clinical problem of the elderly patient and will understand the role of the geriatric psychiatrist in the multidisciplinary approach to the care of the elderly.

2. Objectives:

- Become familiar with the multidisciplinary assessment of community resources in the care of the elderly
- Learn how to integrate psychiatry and medical care of the elderly
- Develop specialized diagnostic skills for identifying and differentiating organic brain syndromes
- 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.

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The course 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 psychiatry care. Students will have clinical responsibility for diagnosis...
s, 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 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 learn
This elective is designed to offer advanced experiences in the evaluation, treatment, and rehabilitation of alcoholic and substance abuse patients, and the assessment.
and diagnosis management of other co-existing psychiatric disorders. The student will participate in a therapeutic community treatment program for chemical dependence, have direct clinical responsibilities for patient care and interact with available community resources.
The student will have the opportunity to participate in ongoing addiction research activities.

Objectives:

- Enhance diagnostic skills in chemical dependency and associated medical and psychiatric disorders
- Learn individual, group, and community treatment techniques for the chemically dependent
- Learn how to facilitate rehabilitation of chemically dependent patients
- Learn about community resources for chemically dependent patients

Evaluation:
The supervising faculty will evaluate the student's clinical performance.
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.

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 in the consultation process at TGH 1-11. Adult Med, Psych/Neuro 1 0 44-50 2.4

Hartney, Kimberly
on 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 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**

This elective is designed to provide students with a greater understanding of the interface between T-VAH 1-11 Adult Med, Psych /Neuro

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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
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 psychology and medical illness in the pediatric and adult populations. Students will assist the consultation team in interviewing medical/surgical patients at LVH-CC.
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,
1. Delirium, dementia, and other organic illnesses.

Objectives:

1. Become familiar with psychiatric diagnoses in both the adult and child populations.
2. Improve interviewing skills by performing interviews on difficult medical/surgical patients.
3. Learn to be part of a consultation/liaison team and be able to work with members of other disciplines.

Evaluation:

Faculty will evaluate the student's clinical performance according to the objective goals. The student will conduct a 10-minute presentation on a psychiatric diagnosis of interest.
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

| Psych | LVH-M | 1-11 | Yr | Status | 1 | 0 | 44-50 | 4 | Primeo, Ralph | Clinical |
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:
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<th>Fernandez, Jamie</th>
<th>Clinical</th>
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This elective is designed to introduce senior
students to the use of various forms of neural stimulation in the treatment of psychiatric disorders. Under the supervision of clinical faculty, students will have the opportunity to practice in a university neural stimulation clinic. Students will participate in the use of various forms of neural stimulation in the treatment of psychiatric disorders.
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
Objective:

- Familiarize the student with the multiple available methods for neural stimulation
- Identify the psychiatric disorders which are indications for treatment by neural stimulation
- Compare neural stimulation to the pharmacologic treatment of psychiatric disorders
- Compare the treatment response of neural stimulation to other current treatment methods
- Evaluate new patients for suitability for deep brain stimulation, transcranial magnetic stimulation
- Participate in the treatment of patients with electroconvulsive therapy, transcranial magnetic stimulation

Learning Outcomes:

The trainee will see patients at the South Tampa Center Neurotherapies Clinic, Tampa General Hospital, and other related settings. Train
ees will be provided with a training packet prior to the start of the elective pertaining to neuromulation. Upon completion of these electives, trainees should understand the principles of neuromulation, selection of appropriate patients and the implementation.
on of neuron stimulation treatment plan.

Evaluation: The trainee will work closely with the Neuron stimulation Attending who will provide the assessment.

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<th>Psych</th>
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<th>Schoenberg, Michael</th>
<th>Clinical</th>
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This elective is designed to provide interested senior medical students with an overview of...
neuropsychology, clinical neuropsychiatry, and behavioral 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...
[Inexperienced] The primary goal is to integrate the latest information from patients and families related to neuropathology, and to expose the trainees to the principles and practice of evidence-based neuropathology. Interface with psychiatry, neurology, and neurological surgery will be common. The spent


may choose to complete the elective primarily at the USF South Campus Center or at the University Psychology Center. Students with an interest in research may participate in ongoing laboratory research with epilepsy or traumatic brain injury or Alzheimer's disease.
Opportunities to publish in peer-reviewed journals 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 relationships.
- 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 exp.
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The principles of neuropathology as a science and a discipline, how to complete a basic neuropathologic evaluation, and how to provide appropriate multidisciplinary referrals for further evaluation and treatment.

Evaluation:

The training...
This elective is designed to enable the advanced student to become acquainted with the methods

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<th>Currier, Glenn</th>
<th>Research</th>
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Opportunities exist in both basic and clinical research areas including molecular genetics, neuroimmunology and cognitive medicine.

Each student will participate in seminars and research projects.
cipat e 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 to the student
- Become familiar with research methodology
- Gain an enhanced perspective of the role of behavioral principles in the practice of psych.
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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>Yr 4 Status</th>
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<th>4</th>
<th>Tan, Jun</th>
<th>Research</th>
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<tbody>
<tr>
<td>Psychiatric Research</td>
<td>1-11</td>
<td>1</td>
<td>0</td>
<td>44</td>
<td>4</td>
<td>Tan, Jun</td>
<td>Research</td>
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</table>

Prior approval from the department (the Chair of Psychiatry or Faculty supervisor for the rotation) required.
enable 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
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 objective. 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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<th>Instructor</th>
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<td>MEL 9999Y</td>
<td>Indep Study - Psychiatry</td>
<td>USFMS</td>
<td>1 -11</td>
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<td>No Limit</td>
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<td>44</td>
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<tr>
<td>Radiology</td>
<td>LVHN</td>
<td>1 -11</td>
<td>Yr 4 Status</td>
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<td>4</td>
<td>Kowal, Alexander</td>
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The student will gain one-on-one didactic and practical experience and training in the correctly ordering, protocols, and interpreting various diagnostic imaging examinations and procedures. On a case by case basis, the student...
will 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.
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 department and interdepartmental conferences, one-on-one
one didactic teaching by attending radiologists and the use of audio-visual aids including online pediatric radiology teaching files and courses.

Objectives:

- Identify and explain indications/contraindications for common pediatric radiographic tests.
- Develop clinical judgment regarding the appropriate use of radiographic examinations.
- Identify alternatives to radiography, fluoroscopy and CT in the pediatric patient.
- Identify and institute pediatric specific protocols in common examinations.
- Interpret common pediatric radiographic examinations.
- Identify and discuss imaging concerns directly applicable to the pediatric patient, including...
- Integrate information into a multidisciplinary approach to radiologic care and services.
- Communicate effectively with patients, family members, and members of the health care team.

Radiology

USFMS 2-6, 8-11 None No Limit 0 40 4 Decker, Summer Basic Science
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. Topi
During the elective inclusion of the brain, head, neck, spine, upper and lower limb, thorax, abdomen, and pelvis. With special approval by one of the course directors, students interested in focusing on the brain, spine, upper and lower limb, thorax, abdomen, and pelvis.
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.
Objective:

- Identify important anatomical structures of the head, neck, brain, and spine in different medical imaging modalities.
- 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.
- 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%...
of grade will cover the imaging anatomy of the upper and lower extremities, as well as the chest, abdomen, and pelvis.

The final examination must be proctored in person. Arrangements can be made for students to sit for a proctored exam on the
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<th>Radiology</th>
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<th>Yr 4</th>
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<th>2,4</th>
<th>Falcon, Shannon</th>
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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...
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 diagnostic...
The training will also have the opportunity to observe breast interventional procedures at Moffitt Cancer Center. Upon completion of this elective, the trainee should understand the role of imaging in the screen...
enin
g,
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management of breast pathology and have an understanding of image-guided diagnosis of breast pathology on mammography, sonography, and magnetic resonance imaging.

The trainee will give a 10-minute presentation on an interesting...
case encode 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...
Evaluations: 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 of indications and role of evidence-based medical imaging. | None, Yr 3 only | Hazelton, Todd |
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Enrollment will be subject to availability and will require prior approval of the director.

Objectives:

- The medical student will develop an appreciation of the complexity of diagnostic imaging sessions, and with a series of didactic sessions given by radiology faculty and residents.

- 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.

- 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 imaging studies:
  - increased intracranial pressure, space occupying lesions, bone, fracture, elbow joint effusion, and shoulder dislocation.

Evaluation:
Students are
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.

| Radiology | TGH | 11-11 | Yr 4 Status | 1 | 0 | 40 | 2,4 | Murtagh, Ryan | Clinical |
is designed to introduce senior students to the practice of neuroradiology, including computed tomography, magnetic resonance imaging, non-invasive neuroradiographic imaging, and neuroradiological interventional procedures. During this rotation, students will spend time with...
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1. Students will have the opportunity to attend neuroradiology lectures and multidisciplinary conferences at Tampa General Hospital.

2. Objectives:

   - 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, neoplasms, infection, etc.
   - The ability to discuss the most common neuropathologic entities
   - A basic understanding of technique and indications for cerebral angiography and other in...
ee will review neuroimaging studies with neuroimaging faculty and diagnostic radiology staff at the USF South Tampa Center for Advanced Healthcare and at Tampa General Hospital. The trainee will also participate in neuroimaging conferences during their elect
ive period. The trainee will also have the opportunity to view neuroradiography and neuroradiological procedures at Tampa General Hospital. Upon completion of this elective, the training should understand the role of imaging in the diagnosis of neuropathology.
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 housestaff who will provide the assessment.
Radiology  | TGH  | 1-11 | Yr 4 Status | 2  | 0  | 44  | 2,4  | Zwiebel, Bruce | Clinical
--- | --- | --- | --- | --- | --- | --- | --- | --- | ---
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...
EmpHASis will be placed on interventiOnal techniQUeS and their realistic place in the therapeutic armamentarium available for patient care. During this elective, a project will be undertaken under...
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<tr>
<th>Radiology</th>
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<th>1 -11</th>
<th>Yr 4 Status</th>
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<th>40</th>
<th>2,4</th>
<th>Prakash, Neel</th>
<th>Clinical</th>
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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
During this rotation, students will spend time with faculty and 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.
es in 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 med...
A fundamental understanding of basic musculoskeletal imaging with respect to pertinent anatomical structures.

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 discuss musculoskeletal imaging studies with musculoskeletal imaging faculty and house staff at the USF Morsani 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
Evaluating:
The train will work closely with the attending muscle
physicians. Have a basic understanding of imaging
diagnostics of musculoskeletal pathology on radiography,
computed tomography, and magnetic resonance imaging.

Evaluation:
culo skel etal radio logis ts and hous sta fr who will provi de the asse ssment of perf orman ce.

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<th>Radiology</th>
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<th>Hazelto n, Todd</th>
<th>Clinical</th>
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This elect ive is desi gned to provi de an intro ducti on to diag nosti c radio logy for medi cal stud ents to deve lop basi c imag ing inter pret ation skill s for clini cally impo
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:

Methods: The trainee will rotate through the following specialty areas of diagnostic radiology: body imaging...
On these rotations, the student will review diagnostic imaging studies with radiology faculty and staff at Tampa General.
Hospital and at the USF Morsani Center for Advanced Healthcare. 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.
ions. A 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 cons
Radiology

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<th>LVH-CC</th>
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<th>Yr 4 Status</th>
<th>2</th>
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<th>40-44</th>
<th>2.4</th>
<th>Kowal, Alexander</th>
<th>Clinical</th>
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</table>

This elective is designed to maximize the opportunity for a medical student to work closely on a one to one basis with radiologists.

List of both written questions and images will cover the reading assignments, didactic lectures, and important imaging diagnoses.
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, altho
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 radiologist through the day. The student can also choose to spend more time in a particular area of
Interests if requested.

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...)
- Students can expect to observe and be taught to recognize common and life threatening c...

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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The trainee will be
This elective is designed to introduce senior students to the practice of cardiac and pulmonary imaging, including radiography, computed tomography, and MRI.

Evaluated based on feedback from the various attending radiologists who have interacted with the students.
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 diagnostic procedures.
ностью процедур в заболеваниях сердца, межсосудистого вещества, плевры, бронхов и легких.

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 anatomy
- The ability to discuss the most common pathologic entities of the chest
- A basic understanding of technique and indications for imaging-guided biopsy and drainage procedures in disorders of the heart, mediastinum, pleura, airways and lungs.

Methods: The trainee will review cardiothoracic imaging studies with...
faculty and diagnostic radiology house staff at Tampa General Hospital. The trainee will also have the opportunity to view thoracic interventional procedures at Tampa General Hospital. Upon completion of this elective, the training should understand the role of imag
in the diagnosis of chest pathologies and have a basic understanding of imaging diagnoses 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.

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<th>Radiology</th>
<th>TGH</th>
<th>Yr 4 Status</th>
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<td>MEL 8711 Body Imaging</td>
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</table>
ents 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 fundamental understanding of the indications for ultrasound as well as body CT and MRI
- 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 procedures

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 of this experience, the trainee will have an understanding of the indications for imaging-guided biopsy and drainage procedures.
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.

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<th>Field</th>
<th>Program Name</th>
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<td>Faculty Indep Study</td>
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<td>Surgery</td>
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<td>Berger, Alan Clinical</td>
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expected to function on a team with residents and attending surgeons. This service generates an active schedule of operations and arteriograms daily, including vascular procedures. Additionally, the student will become familiar with work in the Non-Invasive...
### Vascular Laboratory and Interventional Radiology

**Objectives:**

1. Describe a variety of noninvasive vascular diagnosis
2. Interpret physiologic data relative to angiographic findings and clinical symptoms
3. Compare operative and non-operative therapy for a wide variety of arterial and venous diseases

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<th>Surgery</th>
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<th>60-70</th>
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<th>Misselbeck, Tim</th>
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<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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with an attending surgeon or a 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.

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The service is oriented to trauma, facial, hand, cancer and cleft palate surgery as well as reconstructive and cosmetic surgery. Exposure
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:

- Develop an understanding of the varied areas of plastic surgery.
- Participate in the evaluation of plastic surgery patients
- Participate in the treatment of plastic surgery patients
- Describe basic plastic surgery principles such as flaps, v-y advancement, etc.

Evaluation:

Students will be evaluated based
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, fiberoptic colonoscopy and the evaluation and care of colon and rectal disorders arising from systemic disease.
# 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.
- Be able to recognize and understand the treatment of immediate postoperative complications.
- Be able to recognize and treat common physiologic derangements.

# Evaluation:

Students must successfully complete each component of the course.

- Laboratory - 10%
- Performance - 10%
- Research Project - 60%
- Weekly Quizzes - 20%
- Post test - 20%
- Total - 100%
Evaluation:
Evaluation will be based on clinical performance based by direct observation.

Surgery

None, Yr 3 only

Evaluation:
Evaluation will be completed by direct observation. The students will participate in the active "hands-on" care of plastic surgery patients including in the 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. The students will participate in the active "hands-on" care of plastic surgery patients including in the 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. The students will participate in the active "hands-on" care of plastic surgery patients including in the 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. The students will participate in the active "hands-on" care of plastic surgery patients including in the operating room. Students also participate in the outpatient follow-up care of the patients. No night call is required.

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Evaluation:
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for the fourth year medical students who have 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 program.
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...
In the SEC, the student will be introduced to a variety of common surgical skills with low and high-fidelity task and other trainers. Some examples of activities include knot tying, suturing, basic laparoscopy.
Pic skills, chest tube placement, central line placement, airway management and basic robotic skills.

Objectives:

- Complete common surgical procedures using simulators and prosections
- Develop an advanced understanding of the etiology, pathogenesis and diagnostic studies
- Develop an advanced understanding of surgical treatment options and alternatives for sui
- Be able to recognize and treat immediate life threatening conditions
- 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>Surgery</th>
<th>MEL 7815 Advanced Surgical Skills</th>
<th>USFMS</th>
<th>10</th>
<th>Yr 4</th>
<th>Status</th>
<th>15</th>
<th>0</th>
<th>60-70</th>
<th>4</th>
<th>Hodes, Ashley</th>
<th>Clinical Presentations.</th>
</tr>
</thead>
</table>

This is a one-month intensive intern boot camp course designed to prepare students entering a surgical residency or ... with regards to managing patients on the floor and ICU as well as better preparing them to work in the operating room.

**Objectives:**

- Complete common surgical procedures using simulators and prosections
- Develop an advanced understanding of the etiology, pathogenesis and diagnostic studies used to diagnose and treat surgical diseases
- Develop an advanced understanding of surgical treatment options and alternatives for surgical diseases
- Be able to recognize and treat immediate life threatening conditions
- Improve their ability to treat and relieve pain and suffering

**Evaluation:**

Students will be evaluated based on laboratory performance, a final simulation exam, and attendance. Students will provide a log of their intern experiences, which will outline areas for improvement. At the end of the rotation, a summative evaluation will be submitted with each student’s grade.

<table>
<thead>
<tr>
<th>Surgery</th>
<th>MEL 7818 Peds Surgery Acting Internship</th>
<th>TGH</th>
<th>1 -11</th>
<th>Yr 4</th>
<th>Status</th>
<th>1</th>
<th>0</th>
<th>60-70</th>
<th>4</th>
<th>Paidas, Charles</th>
<th>Clinical</th>
</tr>
</thead>
</table>

This elective will provide the student with the opportunity to function as a sub-intern. Students will assist with the patient care in the pediatric surgery service. This will include participation in the care of critically ill children requiring surgical intervention, as well as the evaluation and care of children with chronic diseases requiring surgical interventions. In addition, participation in conferences, didactic lectures, and other teaching opportunities will be available.

**Objective:**

The objective of this course is a broad exposure to pediatric surgery. This will involve hands on care of the pediatric patient. Students will be directly involved with the evaluation and work up of possible renal and liver transplant recipients, and their management. This will include 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.

**Evaluation:**

Students will be evaluated based on ward performance.

<table>
<thead>
<tr>
<th>Surgery</th>
<th>MEL 7820 Surgical Transplant Elective</th>
<th>TGH</th>
<th>1 -10</th>
<th>Yr 4</th>
<th>Status</th>
<th>1</th>
<th>0</th>
<th>60-70</th>
<th>4</th>
<th>Bowers, Victor</th>
<th>Clinical</th>
</tr>
</thead>
</table>

Students will work under the direct supervision of the Director of Transplant Surgery, LifeLink Transplantation. 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, and their management. This will include 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.

**Evaluation:**

Students will be evaluated based on their ward performance.

<table>
<thead>
<tr>
<th>Surgery</th>
<th>MEL 7820 Surgical Transplant Elective</th>
<th>LVH-CC</th>
<th>1 -11</th>
<th>Yr 4</th>
<th>Status</th>
<th>1</th>
<th>0</th>
<th>60-70</th>
<th>4</th>
<th>Moritz, Michael</th>
<th>Clinical</th>
</tr>
</thead>
</table>

Students will work under the direct supervision of the Director of Transplant Surgery, LifeLink Transplantation. 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, and their management. This will include 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.

**Evaluation:**

Students will be evaluated based on their ward performance.
<table>
<thead>
<tr>
<th>Course</th>
<th>Institution</th>
<th>Year</th>
<th>Status</th>
<th>Hours</th>
<th>Type</th>
<th>Instructor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surgery</td>
<td>LVH-CC</td>
<td>1-11</td>
<td>1-2</td>
<td>0</td>
<td>60-70</td>
<td>Stirparo, Joseph</td>
<td>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>夾 描(measure) common surgical complications, preoperative preparation of the complex surgical patient, and practical application of hemodynamic monitoring.</td>
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<td>Analyze the acute phase response patients undergo with respect to their disease processes and surgical procedures with an emphasis on fluid and electrolyte balance.</td>
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<td>Examine pulmonary artery catheterization, placement of central venous catheters, and modalities of parenteral and enteral nutrition.</td>
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<td>Evaluation: Students will be evaluated based on their clinical performance.</td>
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<td>Surgery</td>
<td>TGH</td>
<td>1-11</td>
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<td>0</td>
<td>60-70</td>
<td>Illig, Karl</td>
<td>Students will participate in clinical care involving the Vascular Surgery Service at Tampa General Hospital.</td>
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<td>Surgery</td>
<td>LVH-CC</td>
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<td>60-70</td>
<td>Berger, Alan</td>
<td>Students will participate in clinical care involving the Vascular Surgery Service.</td>
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<td>Evaluation: Students will be evaluated based on their ward performance.</td>
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<td>Surgery</td>
<td>USFMS</td>
<td>1-10</td>
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<td>0</td>
<td>44</td>
<td>Illig, Karl</td>
<td>This elective is designed to allo...</td>
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</table>
w students an 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 mod
ultrasonography 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 field, participate in surgical procedures, and analyze the outcomes of arterial reconstructions.

Vascular research experience provides further development of surgical techniques and diagnostic skills as well as in-depth exposure to academic medicine.
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>Hospital</th>
<th>Year</th>
<th>Role</th>
<th>Credits</th>
<th>Hours</th>
<th>Rotation</th>
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<td>Adult Med, Surg Care</td>
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<td>Clinical</td>
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<td>Students may choose to participate on the Gold Surgery.</td>
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<td>Clinical</td>
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<td>Yr 4 Status</td>
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<td>70</td>
<td>Stirparo, Joseph</td>
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<tr>
<td>Surgery</td>
<td>MEL 9999S Indep Study - Surgery</td>
<td>No Limit</td>
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<td>0</td>
<td>44</td>
<td>Indep Study</td>
<td>Faculty</td>
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<tr>
<td></td>
<td>MEL 9999S Indep Study - Surgery</td>
<td>No Limit</td>
<td>No Limit</td>
<td>0</td>
<td>44</td>
<td>Indep Study</td>
<td>Faculty</td>
<td></td>
</tr>
</tbody>
</table>

The table above outlines the different internship programs available in Surgery. Each row represents a different program, with details such as the hospital name, year, role, credits, hours, rotation, supervisor, and type. Some programs are labeled as Clinical or Ward Performance, indicating the focus of the internship. The table also includes notes about participation, attendance requirements, and evaluation methods.
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

<table>
<thead>
<tr>
<th>Urology</th>
<th>LVH-CC</th>
<th>Yr 4 Status</th>
<th>2</th>
<th>0</th>
<th>50-70</th>
<th>2,4</th>
<th>Baccala, Angelo</th>
<th>Clinical</th>
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</table>
The 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. The clinical rotations will be designed at a level of learning appropriate for students with experience in preclinical education.
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 cystoscopic 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 urol
ogy. Students will attend and participate in all conferences and activities of the Urology Service and perform such activities assigned as a part of their added learning experience. 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 areas and to offer closer acquaintance with this field for those considering it for possible further consideration.
Future specialization.

Evaluation: Students will be evaluated based on their ward performance and oral examination.

<table>
<thead>
<tr>
<th>Urology</th>
<th>TGH/MCC</th>
<th>Yr</th>
<th>Status</th>
<th>Lockhart, Jorge</th>
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<tr>
<td></td>
<td>3-6</td>
<td>2</td>
<td>0</td>
<td>50-70 4</td>
</tr>
</tbody>
</table>

Contact: Edyth Roberts
Ph: 813-974-2445
erobert@health.usf.edu

The Department of Urology at the University of South Florida
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 advanced techniques.
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 Tampa General Hospital. The clinic rotations will be designed at a level of learning for medical students. 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.
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Students will participate in the pre-opera
tive work-up of urologi
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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 future specialization.

Evaluation:
Students will be evaluated based on their ward performance and oral examination.