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 Courtney Johns at cjohns2@health.usf.edu 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.
- 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.
- Complete clearances found at https://www.lvhn.org/research_and_education/new_student_requirements/criminal_clearances.

**Drop/Add open 5/1/17 - 01/31/18**

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/comdopadd/ 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. Drop/add closes 01/31/18.
6. Electives Open/Closed Report - Please refer to this report when looking for courses that might have availability. This report will be updated on a weekly basis and does not reflect any pending requests still in the system. This report is meant to serve as a guideline.

- 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>
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<tbody>
<tr>
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<td>MEL</td>
<td>xxxx</td>
<td>Elective Y</td>
<td>USFS</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>7</td>
<td>0</td>
<td>0</td>
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<td>6</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>
<thead>
<tr>
<th>Period</th>
<th>Prefix</th>
<th>Numb</th>
<th>Title</th>
<th>Site</th>
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<tbody>
<tr>
<td>2 WEEK PERIOD A</td>
<td>MEL</td>
<td>xxxx</td>
<td>Elective Z</td>
<td>TGH</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
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<td>20</td>
</tr>
<tr>
<td>2 WEEK PERIOD B</td>
<td>MEL</td>
<td>xxxx</td>
<td>Elective Z</td>
<td>TGH</td>
<td>20</td>
<td>20</td>
<td>20</td>
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<td>20</td>
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<tr>
<td>4 WEEK PERIOD</td>
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<td>Elective Z</td>
<td>TGH</td>
<td>20</td>
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</table>

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 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

Calendar 17-18.pdf

<table>
<thead>
<tr>
<th>Dept</th>
<th>Division</th>
<th>Course</th>
<th>Site</th>
<th>Perio ds</th>
<th>Pre- req</th>
<th>Max Enroll</th>
<th>Min Enroll</th>
<th>Hours /Wk</th>
<th>Weeks</th>
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<td>44</td>
<td>2,4</td>
<td>Arslan, Orhan</td>
<td>Basic Science</td>
</tr>
</tbody>
</table>
Orhan Arslan, DVM, PhD
Director of Anatomy
Department of Pathology
and Cell Biology
12901 Bruce B Downs Blvd
MDC 2012
Tampa, FL 33612
(813) 974-0636
oarslan@health.usf.edu

Report to:
MDC 2510
Tuesdays and Thursdays
9:00 AM - 12:00 PM
This course entails supervised regional dissection, discussion of the clinical relevance of the identified structures, participation in gross anatomy laboratory sessions and independent case-based presentations.

**Syllabus**

Objective:
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 relationship...
onship of anatomic structures through supervised step-by-step exercises. It is expected that prospective students will be able to correlate structural organization of the human body to the interpretation of disease processes. Students will participate in teaching sessions...
Evaluation of anatomy teaching in the junior medical students in an interactive laboratory environment. Evaluation is based on completion of the assigned discussion and active participation in anatomy laboratory teaching. Minimum of 5 presentations detailing the assigned discussion and active participation in the anatomy laboratory teaching.
series of clinical vignettes with complete history, laboratory values, differential diagnosis and discussions are required. These vignettes must emphasize the importance of structural relationships of the affected organs and the anatomic basis of the conditions discussed.
Syllabus

Goals and Objectives:
The overall goal of this course is to provide a thorough review of human head and neck anatomy.

Evaluation:
Students will be evaluated on the basis of their course participation in discussion, dissections, and written presentations.

Written presentations must revolve around the clinical applications of the head and neck anatomy.

Contact:
Orhan Arslan, DVM, PhD
Director of Anatomy
Department of Pathology and Cell Biology
12901 Bruce B Downs Blvd MDC 2012
Tampa, FL 33612
(813) 974-0636
oarslan@health.usf.edu

USFMS 1, 3 - 11 None No Limit 6 40 2 Arslan, Orhan Basic Science
Students will review the osseous anatomy of the extremities, characteristics of the synovial joints through the use of relevant clinical material. The course will focus on the application of knowledge of musculoskeletal anatomy as it relates to clinical practice, common imaging studies, and surgical procedures.

Syllabus

Goals and Objectives:

The overall goal of this course is to provide a thorough review of human osteology and musculoskeletal anatomy from a functional perspective with clinical correlation. 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 knowledge base of students.
- Each presentation must encompass a detailed case history, manifestations, physical diagnosis, differential diagnosis, therapeutic methodologies and discussion.

Laboratory dissection will conducted on Tuesdays and Thursdays between 10:00 AM-
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<td>50</td>
<td>2,4</td>
<td>Schwan, Nan</td>
<td>Clinical</td>
<td></td>
</tr>
</tbody>
</table>

Contact: Nan. Schwan @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.
respiratory, cardiovascular, and invasive procedures. Medical students are expected to make preoperative rounds with the anesthesia staff on patients scheduled for surgery. Preoperative examinations and
asessments of patients are expected. Participation in the decision 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, learn
ing 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 laryngoscopy.
Invasive procedures include arterial line insertions and central line placement.

An introduction to periphereal regional blocks will be included for those students that express an interest. Students will follow their patients throughout the anesthetic care into the post
operative 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 will be tailored to the medical specialty the extern expects to enter along with others who are also preparing to enter these fields.
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.

Anesthesiology Elective

Contact: MCC 1 - 11 Yr 4 Status 1 0 50 4 Evans, Raymond

Clinical
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, perioperative management, 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 anesthesi Choice are required. Students will assist in
the preparation of the patients for surgery which include starting IV's, connecting monitoring equipment, learning the pharmacology of various anesthetic agents, and learn to problem solve basic anesthetic situations.
Emphasis on airway management
include placement of LMA s, LTD s, masking patients, and intubation via direct laryngoscopy and videolaryngoscopy. Invasive procedures include arterial line insertions and central line placement. An introduction to peripheral regional blocks will be included for those
e students that express an interest. Students will follow their patients throughout the anesthetic care into the post operative recovery for continuity of care.

The course is directed towards medical students who plan to enter Anesthesiology, Critical Care Medicine,
The course 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>Anesthesiology Elective</th>
<th>T-VAH</th>
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<th>Status</th>
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33612
1st Contact Person: Layne Jackson
Telephone: 1-813-978-5946
E-mail: Layne.Jackson@va.gov
Room: 2D-207

2nd Contact Person: Dr. Lee Lee
Telephone: 1-813-972-2000 ext. 5157
E-mail: Leland.Lee@va.gov
Room: 2C-207

Objective:
The primary obje
The 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, perioperative management, and invasive procedures.
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...
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Emp hasi

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of LMA

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making

patients,
and intubation

via direct

laryngoscopy

and videolaryngoscopy.

Invasive

procedures

includearterial

line insertions

and central

line placement.

An introduction

to peripheral

regional

anesthesia

is also

covered in

this section.
The course is directed towards medical students who plan to enter anesthesiology. Students will follow their patients through the anesthetic care process and continue their care into the postoperative recovery for continuity of care. Blocks will be included for those students that express an interest.
The course 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 medical procedures.
cted 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>
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<td>Jacobs, Larry</td>
<td>Clinical</td>
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</table>

This elective offers an opportunity to develop skills in the evaluation of patients referred for cardiology consultation. The students will participate in the evaluation of patients referred for cardiology consultation and will assist.
large a pilot intervention study was also conducted where medical data was gathered and evaluated using new techniques and existing methods, 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 weekly Cardiology Department teaching conferences is required.
### Evaluation

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

<table>
<thead>
<tr>
<th>Card</th>
<th>TGH</th>
<th>1 - 11</th>
<th>Adult Med, Pri Care</th>
<th>2</th>
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<th>44</th>
<th>2,4</th>
<th>Labovitz, Arthur</th>
<th>Clinical</th>
</tr>
</thead>
</table>

At TGH and T-VAH: This elective offers an opportunity to develop skills in the evaluation of patients.
The students will participate in the evaluation of patients referred for cardiology consultation and will assist with the integration of the general medical database with data gathered by both noni
nvasive (electrocardiography, ambulat
ory electrocardiography, stress testin
and invasive hemodynamic tech
iques, where indicated. This cou
the student to interpret a lar
umber of electrograms unde
the supervision of the atten
staff.
Attening 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 didactic presentations by the student.

<table>
<thead>
<tr>
<th>Card</th>
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</table>
the inpatient and outpatient settings. A low student-to-instructor ratio will facilitate a nourishing learning environment. Students will evaluate patients with all categories of cardiac disease, and cardiac history taking and examination skills will be honed. Additional.
tionally, students will be involved with interpretation of studies including echo cardiograms, Holter monitoring, and stress exams. Students will be given the opportunity to enhance their EKG interpretation skills and become familiar with the cardiac catheterization lab.
and electrophysiology laboratories. Per student preference, exposure to other cardiac imaging modalities including cardiology, cardiac MRI, and cardiac CT can be provided. Students will be provided with a schedule of subjects as an outline for reading.
Evaluation:
Each student will be asked to complete a cardiology subject syllabus with the clerkship director. This will consist of 10-15 minutes of mini-lectures provided to the student(s) several times per month. Each student will make one PowerPoint.
A subject decided upon at the beginning of the rotation.

<table>
<thead>
<tr>
<th>Card</th>
<th>T-VAH</th>
<th>Adult Med, Pri Care</th>
<th>2</th>
<th>0</th>
<th>44</th>
<th>2.4</th>
<th>Leonelli, Fabio</th>
</tr>
</thead>
</table>

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 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 hemodynamic techniques, where indicated. This course allows the student to interpret a large number of electrocardiogram under the supervision of the attending staff. 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 didactic presentations by the student.

<table>
<thead>
<tr>
<th>Course</th>
<th>LVHN</th>
<th>1 - 11</th>
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</table>
The course will work with the house officers, cardiology fellows, and attending cardiologists in the Acute Coronary Care Units. Experience is available in the Non-Invasive Heart.
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, ejection murmurs, aortic stenosis murmurs, and tricuspid regurgitation, and the presence or absence of peripheral vascular disease and abdominal aortic aneurysms.

- Demonstrate basic electrocardiographic skills including an understanding of basic arrhythmias such as atrial fibrillation, paroxysmal atrial tachycardia, ventricular tachycardia, atrial flutter, atrial fibrillation, and left bundle branch block, left ventricular hypertrophy, acute myocardial infarction, ischemia, WPW, and hyperkalemia.

- Infer heart size, presence of cephalization, infiltrate, pleural effusions, and pneumothorax by looking at a chest X-ray.

- Identify medical, interventional, and surgical therapies for basic cardiac syndromes such as myocardial infarction, unstable angina, chronic angina, congestive heart failure, calcific heart disease, hypertrophic hyperplasia, and arrhythmias.

- 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.

- Explain the principles of primary, secondary prevention and risk modification.

- Summarize the indications and diagnostic yield of various cardiac studies and therapeutic interventions.
<table>
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<td></td>
<td>Clinical Dermatology</td>
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<tr>
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<td>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 associated with systemic disease. Students will rotate through the offices of Advanced Dermatology. 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.</td>
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<tr>
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<th>Periods</th>
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<th>Rodriguez-Waitkus, Paul</th>
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<td>This course is designed for students interested in expanding their knowledge of dermatopathology. Students will receive didactic and case-based instruction.</td>
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</table>
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.

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<tr>
<th></th>
<th>MEL 9999L Indep Study in Dermatology</th>
<th>USFMS 1 - 11</th>
<th>None, Yr 3 only</th>
<th>1</th>
<th>0</th>
<th>40</th>
<th>2</th>
<th>Patel, Nishit</th>
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<tr>
<td>Derm</td>
<td>MEL 7320L Externship in Dermatology</td>
<td>EXT 1 - 7</td>
<td>Yr 4 Status</td>
<td>No Limit</td>
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<td>Patel, Nishit Externship</td>
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<td>Derm</td>
<td>MEL 9999L Indep Study in Dermatology</td>
<td>USFMS 1 - 11</td>
<td>Yr 4 Status</td>
<td>No Limit</td>
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<td>44</td>
<td>4</td>
<td>Patel, Nishit Indep Study</td>
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<tr>
<td>Emerg Med</td>
<td>TGH 1 - 11</td>
<td>None</td>
<td>2</td>
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<td>40</td>
<td>2, 4</td>
<td>Wilson, Jason Research</td>
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Any interested student should contact Dr. Wilson to plan the elective. This should be done 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.
The course is 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 enrolment efforts in the ED.
Student will 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.
meetings, IRB meetings, hospital feasibility meetings as well as site initiation, monitoring, or close-out visits.

Objectives:

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

Evaluation:
The student will be assessed during this rotation in four ways.
. 25% participation at assigned meetings and research shifts
. 25% observations of student motivation/achievement/abilities during patient and staff interactions
. 25% participation and completion of Journal Club assignment (3 articles each with journal club worksheet)
. 25% online, open-notes/open-resource quiz on the foundations of EBM

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<th>Emerg Med</th>
<th>TGH</th>
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<th>Zachariah, Anish</th>
<th>Clinical</th>
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<tr>
<td>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</td>
<td>1 - 9 (Yr 4)</td>
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<td>1 - 12 (Yr 3)</td>
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</table>
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, and initiate.
te work ups, and provide definitive therapies. There is also interactive simulated skill sessions ranging from suturing, central lines, lumbar puncture, and intubations.

This rotation will enrich students' knowledge, help them develop history-taking ability, physical skill
Becaus of the wide array of patients and pathology, the
rotating nature of the fellowship allows the fellow to
see a variety of patients and refine their diagnostic
and management skills, as well as help them care
for, compassionately, and empathetically in dealing
with patients and their families.
ion is an excellent introduction to acute care and primary care medicine regardless 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 evaluations but will incorporate quality case presentations, clinical skills evaluation, required attendance at emergency medicine conferences, and written testing.

| Emerg Med | LVHN | 3-8 | Yr 4 Status | 2 | 0 | 40-44 | 4 | Worriolo, Charles | Clinical |
The 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 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.
Eval

Students will be graded based on clinical evaluations from their preceptors. Additionally, students will be required to take a series of online open-book quizzes.
Based on 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 enhance students' knowledge, help them develop history-taking ability, and lead to enhanced evaluation and management skills.
eval 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:
Student grades are based on daily attending evaluations, quality case presentations, attendance at emergency medicine conferences, participation in a procedural lab, and performance on an end-of-rotation emergency medicine exam.
The Neighborhood Health Centers of the Lehigh Valley (NHCLV) is a Federally Qualified Health Center serving the underserved community.
ty 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 partnership with Dr. Jeff Brenner’s Camden Coalition of Health Care Providers to develop outreach teams and community support based on Dr. Brenner’s innovative work in Camden. Teams work intensively with “Superutilizers” who have multiple hospitalizations.
and a tangled story of poverty, isolation and co-morbidity. N HCL V has partnered with Congregations United for Neighborhood Action (CU NA), Community Exchange Time bank and Parish Nursing Coalition to meet our superutilizers when and where they need us.
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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 opportuni
ties 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 people
Develop empathy and deeper understanding by creating digital stories with patients about their lives
Develop skills in health coaching for self-management of complex health issues using motivational interviewing techniques
Describe the roles in interdisciplinary team and progression to transformation for patients engaged in program
Compare and contrast NHCLV Superutilizer program with other programs serving similar populations
Describe the health policy implications of learnings from personal experiences including service delivery redesign, payment reform, and outcomes at local, state, and federal levels
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 leadership group on the topic of their choice. Grading for this elective will be S/U (Satisfactory/Unsatisfactory). Students who complete all assignments and engage respectfully with the team and patients will be assessed.
as satisfactory by the elective director.

Any interested student must contact Dr. Lecher to plan specific goals and activities for the elective.

Family Med

CCHD 1 - 11 Yr 4 Status 1 0 40-44 2,4 Faculty at CCHD Clinical

Sites:
Premier Community HealthCare Group (Dade City), Suncoast Community Health
Care Centers (Ruskin, Dover, Plant City), Community Health Centers of Pinellas (Clearwater, Largo, Pinellas Park, St. Petersburg, Tarpon Springs), or Citrus County Health Department (Lecanto). This elective rotation is designed to introduce the senior student...
ent 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 and the tremendous.
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 and 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.
- 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...
Evaluation:
The assigned faculty member 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 will make the final arrangements. Availability at all clinic sites is per the preceptor’s approval.
**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 determine the student’s eligibility for participation. Students should consider whether they would prefer a rural or underserved urban practice prior to contacting Dr. Brohm.
City)

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

This elective rotation...

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Students
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undeserved population and the tremendous health needs that exist.

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

Organization of Elective:

- Arrangements for a specific time commitment will be made through the Department of Family Medicine in conjunction with Gulfcoast North AHEC.
- The student will accompany the physician during the course of the preceptor's schedule.
- At certain locations opportunities are available for additional practice activities within the clinic.
Evaluation:
The assigned faculty preceptor will provide an individual evaluation addressing the student's adaptability and understanding as well as knowledge, judgment, and rapport.
Availabilty:
At certain sites this elective is available to USF students only. The Department of Family Medicine and Gulf coast North AHEC will make the final arrangements. Availability at all clinic sites is per the preceptor's approval.

<table>
<thead>
<tr>
<th>Family Med</th>
<th>DMH</th>
<th>1 - 11</th>
<th>Yr 4 Status</th>
<th>1</th>
<th>0</th>
<th>40-44</th>
<th>2,4</th>
<th>Faculty at DMH</th>
<th>Clinical</th>
</tr>
</thead>
</table>
Sites:
Premier Community HealthCare Group (Dade City), Suncoast Community HealthCare Centers (Ruskin, Dover, Plant City), Community Health Centers of Pinellas (Clearwater, Largo, Pinellas Park, St. Petersburg, Tarpon Springs), or Citrus County
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.

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 in conjunction with Gulfcoast North AHEC.
- The student will accompany the physician during the course of the preceptor’s schedule.
- At certain locations opportunities are available for additional practice activities within the clinic site, will see patients, and will perform procedures assigned by the preceptor under his/her supervision.
Evaluation:
The assigned faculty preceptor will provide an individual evaluation addressing the student's adaptability and understanding as well as knowledge, judgment, and rapport.
Availabilty:
At certain sites this elective is available to USF students only. The Department of Family Medicine and Gulf coast North AHEC will make the final arrangements. Availability at all clinic sites is per the preceptor's approval.

| Family Med | SCHC | 1 - 11 | Yr 4 Status | 1 | 0 | 40-44 | 2,4 | Faculty at SCHC | Clinical |
Sites:

Premier Community HealthCare Group (Dade City),
Suncost Community Health Care Centers (Ruskin, Dover, Plant City),
Community Health Centers of Pinellas (Clearwater, Largo, Pinellas Park, St. Petersburg, Tarpon Springs), or Citrus County
Health Department (Lecanto)

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.

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 in conjunction with Gulfcoast North AHEC.
- The student will accompany the physician during the course of the preceptor’s schedule.
- At certain locations opportunities are available for additional practice activities within the clinic site, will see patients, and will perform procedures assigned by the preceptor under his/her supervision.
Evaluation:
The assigned faculty preceptor will provide an individual evaluation addressing the student's adaptability and understanding as well as knowledge, judgment, and rapport.
Availability:
At certain sites this elective is available to USF students only. The Department of Family Medicine and Gulf coast North AHEC will make the final arrangements. Availability at all clinic sites is per the preceptor’s approval.
Sites:

Premier Community Health Care Group (Dade City),
Suncoast Community Health Care Centers (Ruskin, Dover, Plant City),
Community Health Centers of Pinellas (Clearwater, Largo, Pinellas Park, St. Petersburg, Tarpon Springs), or Citrus County
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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 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.
- 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...
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 will make the final arrangements. Availability at all clinic sites is per the preceptor’s approval.

| Family Med | EXT | 1 - 9 | Yr 4 Status | 4 | 0 | 45-50 | 4 | Clinical |
NOT AVAILABLE TO VISITING STUDENTS

Gonzalez, Eduardo
There are a wide variety of opportunities available for students with an interest in international health care. This elective is designed to provide support for 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) on the health problems of a particular area
Preparation and/or presentation of a report on the student's experience

Objectives:

- 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
Evaluation:
The student's evaluation will be individualized based on the form at of his/her particular elective. The specific evaluation criteria will be decided in consultation with Dr. Gonzalez and/or Dr. Callegari prior to scheduling the elective.

Course Req
Any interested student should meet with Dr. Gonzalez and/or Dr. Callaghi to plan the elective. Ideally, this should be done prior to the start of the academic year but is not mandatory.
international travel packet must be completed 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. Any SELECT student interested in the elective will also
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MDI 8120 Acting

Family
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Internship Family Med

BFMC

1 - 7, 9
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1

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4

Gonzale Clinical
z,
Eduardo


OBJECTIVES

Contact:
Kimberly Newton
Ph: 727-893-6891

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 hospital admission, and to effectively manage the patient’s medical problems throughout the hospital admission
3. Educate the student regarding common medical problems requiring hospital admission, indications for common in-patient procedures, discharge planning, and legal/ethical/cost considerations

Responsibilities:
The student is expected to function
as a Family Medicine intern 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 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:
To reserve a space in this course at Bayfront Family Medicine Residency, students must cont...
Kimberly Newt

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Family Med

MDI 8120 Acting

Internship Family Med

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Brohm,

Veronica

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

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
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/results/imaging, and doing discharge planning. Overnight call is to be determined by
the site of the Al.

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:

Hospital AI

Any interested student MUS

Meet with Dr. Brohm to plan the elective. Ideally, this should be done prior to the start of the academic...
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ment plans, after care plans and family systems plans. They will also spend at least one week working on Family Medicine service night float.

Office-based AI - No prior approval required. Students will spend each day seeing patients and working closely with the LVH.
Family Medicine residency program faculty members and residents. The experience will take place in one of the residency’s continuity care site offices. Students will see patients, write prescriptions and document their care as if they are a Family Medicine intern. The skills and
### Values of "TurtleCraft"

Our relationship-centred approach to family medicine will be taught.

**Family Med**

**MDI 8120 Acting Internship Family Med**

**Contact:**
- **Lee Bloomberg**
- **Ph:** 727-467-2517

**Goals:**
- Integrate the student into the hospital teaching service such that the student functions at the level of an intern, managing their own patients under the supervision of a senior resident.
- Strengthen the student’s ability to develop an initial assessment and plan for patients requiring hospitalization, to transition the patient to the team, and to effectively manage the patient’s medical problems throughout the hospital admission.
- Educate the student regarding common medical problems requiring hospital admission, indications for common in-patient procedures, discharge planning, and legal/ethical/cost considerations.

**Responsibilities:**
- The student is expected to:
  - Integrate the student into the hospital teaching service such that the student functions at the level of an intern, managing their own patients under the supervision of a senior resident.
  - Strengthen the student’s ability to develop an initial assessment and plan for patients requiring hospitalization, to transition the patient to the team, and to effectively manage the patient’s medical problems throughout the hospital admission.
  - Educate the student regarding common medical problems requiring hospital admission, indications for common in-patient procedures, discharge planning, and legal/ethical/cost considerations.

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<tr>
<th>Family Med</th>
<th>MPMHC</th>
<th>Yr 4</th>
<th>Status</th>
<th>González, Eduardo</th>
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<td>Clinical</td>
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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.
consulting, imaging, and doing discourse planning. Over night 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 determine availability of elective space at Morton Plant Family Medicine Residency, contact
Lee Bloom at (727) 467-2517.

Housing may be available on a first-come, first-served basis.

Final arrangements concerning the course location/preceptor will be made by the Department of Family Medicine after the student is scheduled for the elective.
Family Med

MCAH

6

Intro to Sports Med, Derm, and Rheum

20040-50

Coris, Eric

Clinical

Objective:

This elective will provide students an opportunity to learn sports medicine from a primary care/family medicine and orthopedic perspective.

Contact:
Linda Giorlando

Ph: 813-974-2445

lgior@health.usf.edu
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 medical problems of the athlete. There will be an opportunity to work with athletic trainers, physical therapists and
chiropractors and learn the basics of musculoskeletal radiology. Students will also have the opportunity to participate in game coverage for USF athletic events as well as other professional teams in the Tampa Bay area. Students will also be expected to present a project.
Interested students must contact the Education Coordinator from the Department of Family Medicine at (813) 974-2445 or by E-mail at lgiordan@health.usf.edu prior to enrolling.

Last day to drop/add is end of Period 4.
This elective for senior students may be served at 1-7, 9-11.

Contact: Linda Gior dan@health.usf.edu
Ph: 813-244-9249

Faculty at Res Program
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 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
- 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 interplay, motivation, and ability.

Students must check with the Department of Family Medicine before selecting this elective through the Registrar’s Office.

Students are then required to...
red 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-
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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
lgior dan@health.usf.edu

This elect
For senior students may be served at any of the affiliated Family Medicine Residences (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 care, or other activities.

Objectives:

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- 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 ratio of diagnostic and management plans. Attitude and rapport with patients and families.
Subjective elements of internship, motivation, and ability. Students must check with the Department of Family Medicine through the Registrar’s Office before scheduling this elective. Students are then required to...
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Students should not expect living accommodations will be provided. Contact information can be obtained through the Family Medicine Education Coordinator at 974-
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ONLY MPM HC IS AVAILABLE TO VISITING STUDENTS OFFERED TO YEAR 3 STUDENTS AT MPM HC & BFM C ONLY

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

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- Demonstrate the organizational structure of a family medicine residency including office r.
- Demonstrate the various responsibilities and activities of the Family Medicine Resident
Evaluation:
The Family Medicine faculty will prepare a formal evaluation based on the following:

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

Attitude and rapport with patients and families
Subjective elements of interpersonal relationships, motivation, and ability

Students must check with the Department of Family Medicine before scheduling this elective through the Registrar's Office. Students are then required...
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TMH 2 - 8 Yr 4 Status 1 0 40-44 2,4 Faculty at Res Program Clinical

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

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Objectives:

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- 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 is indicated by the ration of diagnostic and management plans. Attitude and rapport with patients and families.
Subject: Elements of Interpersonal Relationship Shifts, Motivation, and Abil

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Contact: Linda Giordano
Ph: 813-974-2445
lgiodano@health.usf.edu
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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
Subject: Elements of interpreters on adolescent, 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...
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<td>Email: <a href="mailto:lgior@health.usf.edu">lgior@health.usf.edu</a></td>
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Objectives:

1. Introduce the student to the relationship of Family Medicine to the medical community
2. Demonstrate the relationship of ambulatory care to hospital care and the effective utilization
3. Improve the student’s skills and clinical judgment by a defined and supervised patient care
4. Demonstrate the organizational structure of a family medicine residency including office r.
5. Demonstrate the various responsibilities and activities of the Family Medicine Resident
Evaluation:
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- Fund of medical knowledge
- Quality of assessment and presentation
Clinical judgment as indicated by the ratio of diagnostic and management plans toward attitudes and rapport with patients and families.
Subject elements of interpreters on relatedship, motivation, and ability.

Students must check with the Department of Family Medicine before schedulin this elective through the Registrar's Office. Students are then required to check with the Registrar's Office.
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<tr>
<td>Contact: Davida Leaman Allen town, PA 18101</td>
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<td>Ph: 484-862-3067 Davida M. Leaman @lvhn.org</td>
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<td>During this elective, students will spend each day seeing patients and working closely with the LVHN Family Medicine</td>
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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...
1. The Family Medicine faculty will teach students about ambulatory care and hospital care, focusing on the effective utilization of other specialty consultations.

2. Objectives:
   - Introduce the student to the relationship of Family Medicine to the medical community and the role of Family Medicine in the medical care system.
   - Demonstrate the organizational structure of a family medicine residency including office and hospital facilities.
   - Demonstrate the student's skills and clinical judgment by a defined and supervised patient care.
   - Improve the student's skills and clinical judgment by a defined and supervised patient care.

3. Evaluation:
   - The Family Medicine faculty will prepare a form evaluation based on the following:
     - Objective:
     - Demonstrate the relationship of ambulatory care to hospital care and the effective utilization of other specialty consultations.
     - Demonstrate the organizational structure of a family medicine residency including office and hospital facilities.
     - Demonstrate the student's skills and clinical judgment by a defined and supervised patient care.
     - Improve the student's skills and clinical judgment by a defined and supervised patient care.

4. Summary:
   - Students will learn about the relationship of Family Medicine to the medical community and the role of Family Medicine in the medical care system.
   - Students will be exposed to the organizational structure of a family medicine residency including office and hospital facilities.
   - Students will develop their skills and clinical judgment through defined and supervised patient care.

5. Conclusion:
   - The course will help students understand the importance of Family Medicine in the medical care system and the role of Family Medicine in various settings.
   - Students will be prepared for their future careers in Family Medicine.

6. References:
   - Ambulatory Care and Hospital Care: A Practical Guide (2022).

7. Additional Resources:
   - Ambulatory Care and Hospital Care: Best Practices (2022).
   - Organizational Structure of Residencies: Case Studies (2021).

8. Contact Information:
   - For further inquiries, please contact the Family Medicine faculty at familymedicine@schoolofmedicine.edu.
. Fund of medical knowledge

. Quality of assessment and presentation

. Clinical judgment as indicated by the ration of diagnostic and management plans
- Attitude and rapport with patients and families

- Subjective elements of interpersonal relationships, motivation, and ability

| Family Med | USFMS | 3-11 | None | 2 | 0 | 44 | 2,4 | Woodard, Laurie | Clinical |
Objective:

Provide a learning experience for students who have a demonstrated interest in the health care of the under-served and other community health issues.

Description/Evaluation:
Students will attend all PSM P clinics and post conferences.
at Jude o 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.
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Students will be encouraged to develop projects or topics related to public medicine.
The aim of this elective is to reintroduce students to primary care in a Family Medicine clinic. Students will be assigned to work at MCAH and potentially JCHC and BORC in some rotations and precepting first and/or second year students.

Objectives:

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

Evaluation:

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

Final arrangements concerning course location/preceptor will be made by the Department of Family Medicine after the start of the rotation. Students are required to meet with Dr. Gonzalez one month prior to the start of the rotation to discuss this elective.
In order to determine availability, students are required to select and receive permission from a community preceptor prior to registering for this elective. Final arrangements concerning course location/prec...
ept will be made by the Department of Family Medicine after the student receives his/her elective choice. During this elective, students will accompany faculty members who are in private clinical practice. This experience will be primarily in the office but...
will include involvement in the care of the preceptor's patients in hospitals, nursing homes, and at home. Emphasis will be on the patient as a person and the application of knowledge of the effects of disease, lifestyle, family setting, and personality on
the development and management of the patient's problems.

Experience will be gained in the management of the wide range of problems that are present in family practice.

Objectives:

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

Evaluation:
Evaluation is based on competence, consideration, and practical approach to problems, as well as a written report.
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**Objectives:**
- Familiarize the student with the practice of gender-specific medicine, women's preventive health, and obstetrics and gynecology in a Women's Center of Excellence.
- Strengthen the student's ability to take a thorough obstetric/gynecologic and women's preventive health history and perform routine preventive gynecologic and perinatal exams.
- Expose the student to common gynecologic/obstetric procedures such as colposcopy, endometrial biopsy, IUD placement/removal, ultrasound, C-section, fetal scalp electrode placement, etc.

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

**Evaluation:**
- 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.
Objectives:
- To encourage the student to design and complete his or her own ideal elective within the realm of Family Medicine. This might include a Family Medicine 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-served basis.
Allergic and immunologic problems affect up to 20% of adults and children in the United States. As such, students rotating in allergy and immunology are exposed to a variety of common conditions seen by physicians, from idiopathic urticaria to systemic lupus erythematosus. Both adult and pediatric patients are seen in the clinic. The student will learn the pathogenesis, manifestations, and treatment of various allergic and immunologic disorders. The student will also examine patients with various other medical conditions such as hypertension, diabetes mellitus, and obesity. The student will also observe and participate in procedures such as allergy skin testing and bronchial challenge testing.

The student will primarily be involved in outpatient care at the VA Hospital, Tampa General Hospital, H. Lee Moffitt Cancer Center, and All Children’s Hospital. The student will also observe and participate in procedures such as allergy skin testing and bronchial challenge testing.

The student will also observe and participate in procedures such as allergy skin testing and bronchial challenge testing. The student will also observe and participate in procedures such as allergy skin testing and bronchial challenge testing.
pital, USF Adult and Pediatric Allergy Immunology and Immunodeficiency Clinics and will attend four weekly conferences on clinical allergy and immunology given by residents, fellows and faculty from USF College of Medicine.
Evaluation: Evaluations will be completed by the faculty members who assess the level of clinical competence attained.

Int Med Allergy /Immun LVHN 1 - 11 Yr 4 Status 1 0 40-44 2,4 Israel, Howard Clinical
The student will primarily be involved in outpatient care in private doctor’s offices.

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

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logic problems affect up to 20% of adults and children in the United States. Therefore students rotating in Allergy and Immunology are exposed to a variety of common problems important to physicians regardless of their specialty interests. Both children and adults are care...
Division of Allergy and Immunology.

Objectives: The objectives of the respiratory disease research experience at the Joy McCann Culver Airways Disease Center are to familiarize the student with some of the contemporary research methods.
The student will participate in hands-on research as it relates to respiratory syncytial virus-induced respiratory diseases and the pathogenesis of pulmonary fibrosis, arising from a wide range of allergic and immunologic diseases.
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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
The student will attend four weekly conferences on basic immunology and clinical allergy and immunology give...
n 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.

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

Clinical Activity
  - USF Cardiology Clinic

Research/Presentations
- The goal of this course is to demonstrate and enforce the interaction between clinical and foundational science, reinforcing skills of literature review and application to clinical scenarios. This understanding extends from basic electrophysiological principles on a molecular and cellular level to their clinical manifestations.
Studens will be available in the cafeteria, anywhere, and anywhere.
The major objective of this elective will be to teach the student to perform comprehensive cardiac US.
assessment, emphasizing the physical examination. The course will utilize Harvard (the teaching manikin) and actual patients. This elective will be primarily a self-study course (utilizing Harvard) with a weekly lecture from a cardiologist to review the materials and answer any questions.
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<th>Week</th>
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<td>Administer weekly quiz to assess student's progress in their self-study program.</td>
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<td>Time will also be devoted to acquiring fundamentals of ECG interpretation and exposure to utilization of exercise testing, echocardiography and cardiac catheterization.</td>
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ology 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 comprehensive written and practical examination at its conclusion.
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. Comprehensive evaluation by the faculty will be used to determine base knowledge, and the ability to formulate differential diagnoses and propose solutions.
achieved by the interpretation of symptoms and physical findings, utilization of appropriate laboratory and other diagnostic studies, knowledge of the basic therapeutic approaches, and interpretation of the gastrointestinal radiographs and other imaging techniques.
There will be a combination of direct patient contact and personal instruction. Observation of a variety of procedures including diagnostic and therapeutic upper GI endoscopy, capsule endoscopy, colonoscopy, polypectomy, diagnostic and therapeutic
ERC, flexible sigmoidoscopy, esophageal dilatation and manometry studies will be afforded. Hands-on experience in capsule endoscopy is available. Attendance at ward rounds, outpatient clinics and teaching conferences will provide a further source.
Empahys will be placed on pathophysiology, clinical manifestations, diagnosis and therapy. Empahys 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 conference and clinics.
Evaluation:
The faculty will base their performance evaluations upon clinical discussions and didactic presentations by the student.

MCAH 1-11 Adult Med, Pri Care
2 0 44 24
Bracken, Patrick

Int Med Digest Nutrition
Up on success, the student may expect to achieve an acceptable level of completion of this elective, based upon clinical discussions and presentations by the student.
of the care given at home. This will be achieved by the interpretation of symptoms and physical findings, utilization of appropriate laboratory and other diagnostic studies, knowledge of the basic therapy in the management of disorders of the gastrointestinal tract and liver.
Approaches, and interpretation of the gastrointestinal radio graphs and other imaging techniques. There will be a combination of direct patient contact and personal instruction. Observation of a variety of procedures including diagnostic and therapeutic.
upper GI panendoscopy, capsule endoscopy, colonoscopy, polypectomy, diagnostic and therapeutic ERC, flexible sigmoidoscopy, esophageal dilation and manometry studies will be afforded. Hands-on experience in capsule endoscopy is available. Attendance at
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**Evaluation:**
The faculty will base their performance evaluations upon clinical discussions and didactic presentations by the student.

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<th>Int Med</th>
<th>Digest / Nutrition</th>
<th>TGH</th>
<th>Adult Med, Pri Care</th>
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<th>44</th>
<th>2,4</th>
<th>Brady, Patrick</th>
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<tr>
<td>TGH 1 - 11</td>
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hands-on experience in capsule endoscopy is available.

Atendence at
ward and tea conflict will provide a further source of learning. Empaholics will be placed on anatomy, pathology, surgical operations, physiology, and medical manifestations, diagnoses, and therapy. Empaholics 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 conference and clinics.
**Evaluation:**
The faculty will base their performance evaluations upon clinical discussions and didactic presentations by the student.

| Int Med Digest Nutrition T-VAH 1-11 Adult Med, Pri Care 1 0 44 2,4 Brady, Patrick Clinical |
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*Upon successful completion of this elective, the student may expect to achieve an acceptable level.*
of the care of the patient in the management of disorders of the gastrointestinal tract and liver. This will be achieved by the interpretation of symptoms and physical findings, utilization of appropriate laboratory and other diagnostic studies, knowledge of the basic therapy...
approach, and interpretation of the gastrointestinal radiographs and other imaging techniques. There will be a combination of direct patient contact and personal instruction. Observation of a variety of procedures including diagnostic and therapeutic.
upper GI endoscopy, capsule endoscopy, colonoscopy, polypectomy, diagnostic and therapeutic ERC, flexible sigmoidoscopy, 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 pathophysiology, clinical manifestations, diagnosis and therapy. Emphasis will also be placed on the techniques...
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 conference and clinics.
Evaluation: The faculty will base their performance evaluations upon clinical discussions and didactic presentations by the student.
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
- Learn to manage common toxicological problems by rotation in the Florida Poison Control Center
- Be exposed to EMS Administration by accompanying the medical director of Tampa Fire and Aeromed
- Gain an understanding of resource allocation and pre-arrival instruction initiatives by rotation at Signal One Fire and Rescue Department
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.

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<th>Course/Study</th>
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<tr>
<td>Int Med</td>
<td>Emerg Med</td>
<td>MEL 9999Q Indep Study in Emergency Med</td>
<td>1 - 11</td>
<td>Intro to EM, Adult Med, Pri Care</td>
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In 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 hospitals. Students will see a variety of endocrine and metabolic diseases.
...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 detailed endo...
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 understands and can apply their tests and procedures.
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the outpatient clinic with a senior and the attending endocrinology staff. The main emphasis is on clinical teaching of the pathophysiology of endocrine disorders including appropriate diagnostic tests and modes of therapy. This course will prepare students...
ents 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 work up, 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

LVH-CC 1, 4, 5, 6, 9, 10 None 1 0 44 4 Chyu, Michael Clinical

This elective is designed to introduce the basic philosophy of palliative care and how these principles are applied to patients with advanced complex diseases. A three-week OAC IS inpatient
Rotation will consist of full participation on the inpatient service, including daily rounds, weekly interdisciplinary team meetings (IDT), weekly staff meeting, and participation in regular interdisciplinary education sessions and case presentations.
assist with inpatient consultations with precepting and support from the full inpatient team as well as a designated supervising physician.

Focus will be on assessment and treatment of pain and non-pain symptoms, fundamental skill development in patient and relati
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 in the home setting.
ng and under the hospice medical benefit in the inpatient hospice unit (IPU).

Students will participate in home visits with OACIS Nurse Practitioners, and also be in the IPU under the supervision of the hospice medical director, with guidance from the RN case manager,
and other members of the hospice team. For home-based OACIS services, 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 with goals of
For the IPU, focus will be on recognition 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, family understanding of illness and prognosis.
- 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 symptom treatment.
- List indications, clinical pharmacology, alternate routes, equianalgesic conversions, appropriate titration, toxicities, and management of common side effects in opioid administration.
- Initiate informed relationship-centered dialogues about care.
- Demonstrate empathy.
- 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 describe how it is administered.

Evaluation:

For the inpatient educational experience, the trainee will see patients at Lehigh Valley Hospital-Cedar Crest and on the consultation service.
of the OAC IS/Palliative Care Consult Service. They will actively participate in daily team rounds and weekly Interdisciplinary Rounds (IDT). Trainees will be assigned patients by the supervising faculty and will be integrally involved in the assessment of the patient.
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. In addition, students will complete daily journal entries using...
a standardized question template to process their emotional/spiritual reaction to the work that is being done.

Communication skills will be taught through didactic sessions, role play scenarios, and direct observations.

For the hospice experience, the stud
ent will see patients primarily at the inpatient hospice unit at 17th and Chew St. Additionally, if desired, trainees will see patients who are enrolled in LVH Hospice Services at home with a member of the hospice team including pastoral care, social worker, nurse...
case manager, and medical director. They will participate in either one inpatient or home-based IDT during the week. During the entire month, students will attend palliative care journal club, and weekly hospice and palliative medicine fellow education sessions.
Additionally, students will be required to read the UNIPAC series, landmark journal articles regarding key palliative care topics, and also to complete relevant CAP modules. Knowledge will be assessed through a pre-post knowledge survey and exam.
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<th>Int Med Ethics (Palliative)</th>
<th>TGH 1-6, 9-11</th>
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<th>Walker, Robert</th>
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Addition to an oral presentation given at one of the IDT rounds on a palliative care topic of interest. Finally, an overall evaluation will be completed by each member of the IDT using a competency-based assessment tool.

**References:**

Walker, Robert C. Clinical...
Contact: Dr. Howard Tuch tuch@health.usf.edu

Lourdes Rodriguez lrodrig1@health.usf.edu

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 service, including daily rounds, interdisciplinary team meetings (IDT) and participation in regular education sessions and case presentations. Students will assist with inpatient consultations with preparation and supervision from the full inpatient team as well as...
Supervision physicians. Focus will be on the assessment and treatment of pain and non-pain symptoms, coordination of care including family meetings, goals of care discussions, conflict resolution, and withdrawal of life-sustaining therapies. Focus will be on the 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.
1. Objectives:
2. Initiate palliative care consults on patients in the hospital to include a comprehensive medical history, physical examination, treatment plans, and family discussions to promote patient and family understanding of illness and prognosis.
3. Provide a comprehensive assessment of patients with pain identifying physical, psychosocial and spiritual components of distress.
4. Explain the relevant basic science, pathophysiology, associated symptoms and signs, and treatments for managing pain and other distressing symptoms in patients with terminal illness.
5. Inpatient encounters include identifying and addressing common patient, family, health care provider, and health care system barriers to effective end of life care, hospice and palliative care.
6. List indications, clinical pharmacology, alternate routes, equianalgesic conversions, appropriate titration, toxicities, and management of common side effects in opioid administration.
7. Communicate effectively with patients and families across all socioeconomic and cultural backgrounds.
8. Communicate effectively with physicians, other health professionals, and other community members.
9. Define patient requirements to qualify for the hospice medical benefit and other community-based options for patients with serious illnesses.

Evaluation:

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

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ical examples (i.e., Commercial Driver, Survival, Pre-Plant Work Exams, etc.), medical services mandated through OSHA and other regulatory agencies, population health considerations for working 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 preventive medicine services. Goal of recognizing safety and health risks, reporting results to the corporate client and assisting with remedial plans.

- 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 activities).

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

- Learn and perform travel exams (utilize the Travax system). This involves consideration of medical risks, vaccinations, medication prophylaxis, etc.

- Learn firefighter health concerns: perform firefighter exams while recognizing and utilizing NFPA 1582 standards.

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

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


- Commercial Driver exams with familiarization with regulatory requirements and other considerations.
Objectives:

1. Identify, describe evaluation and treatment of the top ten Occupational Medicine Injuries.
2. Identify several strategies to protect workers at their job location. This includes procedures to eliminate or reduce hazardous exposures (Biological, Chemical, and Physical).
3. Describe the role of OSHA, NIOSH, ANSI, EPA, ASHRAE, ACGIH, FMCSA, ASSE, CDC.
4. Learn and demonstrate how to write workplace task limitations and accommodations.
5. Describe and understand the role of Pre-Placement Employment exams and mandated Surveillance exams.
6. Describe: the role of EAP programs, Medical Review Officer physician activities, Respiratory Protection Programs, and Hearing Conservation Programs.
7. Describe the requirements for a physician to become certified to provide commercial driver examinations.
8. Describe possible elements of an employee wellness program.
9. Understand and describe issues involving vaccination to prevent illness and transmission.

Evaluation:
Students will be evaluated on a scale from "unacceptable" to "outstanding" in multiple categories by direct interaction with
a preceptor. They will be provided performance feedback within 5 days of start of the elective and a final assessment at completion of the elective (in writing). This will include assessment on achievement of objectives listed as well as other general study.
### Students should report to the James A. Haley Occupational Health Clinic at 8:00 am on the first day of the elective, as mentioned. The phone number to the clinic and Dr. Rachel Williams is (813) 972-2000 ext. 7628.

The goals of this rotation are for the student to be exposed to the workplace, work exposures, and relevant statutes. Students will learn to identify workplace and environmental hazards to reduce the risk of future injury or illness to the patient.

**Objectives:**

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

**Evaluation:**

- The student will see patients at the James A. Haley Occupational Health Clinic.

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<th>General</th>
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<th>1 - 11</th>
<th>None</th>
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<th>Williams, Rachel</th>
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Dr. Jamie Morano
Jamie.Morano@va.gov

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 health care for veterans living in rural, remote, and underserved areas. Under the supervision of jointy affiliated VA-USF clinical faculty, students will experience CVT clinics and develop hands-on telemedicine technical expertise in the fields of infectious disease...
Hepatitis C and HIV and nephrology. Research methods in quality improvement in healthcare will also be discussed, with case examples, journal articles, and actively demonstrating the importance of integrating quality of care with CVT innovation.
Teled DI Sess ions: Monday 1230-1630; Tuesday 1230-1630

Tele nephrology Sessions: Monday 0800-1200; Tuesday 1300-1630; Wednesday 0830-1100; Thursday 0830-11:00; Thursday 0830-1600
Please note, medical students will be expected to report to the VA Monday through Friday from 0800 to 1630, to rotate through all sessions above, which will be jointly evaluated upon arrival.
Telehealth is an area of rapidly growing interest and research due to its potential to enhance access to care and improve patient outcomes. Participants may choose either the nephrology or infectious disease track and will have more flexibility in their hours and research opportunities.
opportunities within Telemedicine or Telewound care may also exist for very motivated participants with advanced notice.

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

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

i. Vol 1 (XI: Renal and Genitourinary Diseases), Chapters 116-133.

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

2) Required Online VA TMS Courses:
Clinical Video Telehealth (CVT)
Foundations for Teleproviders (#14170)

CVT: Core Competencies (#23393)
Suggested Journals: Health Affairs, Journal of Telemedicine and Telecare; Sign up for Akins access at VA Medical Library (2nd floor) for full access.

Objectives:
- Compare and contrast clinical video telehealth (CVT) versus the traditional medical clinic in terms of the role of team nursing case managers, health care access, travel logistics, and continuity of care.
- Be familiar with the use and interpretation of unique technical capabilities within CVT, including use of e-stethoscopes, e-otoscopes, and e-ultrasound.
- Understand the CVT protocols for Hepatitis C and HIV; be able to list the specific screening and treatment steps for patients entering Hepatitis C care, with or without HIV co-infection.
- Understand the foundations of a nephrology continuity visit including relevant clinical scenarios such as diabetic and hypertensive nephropathy and metabolic acid-base disorders.
- Be able to articulate quality improvement needs and outcomes relevant to CVT; participate in a quality improvement presentation (students/residents).

Evaluation:
Oral feedback will be provided at the mid-point, and both oral and written evaluation will be reviewed with the participants.

Evaluation components will consist of dual evaluation by nephrology and ID faculty as applicable for clinical performance. For example, 2-week participants will be evaluated at week 1 and 2; 4-week participants will be evaluated at week 2 and 4.

The post-test will consist of a computerized exam and evaluation covering straightforward concepts on the very basics of Nephrology/Hepatitis C telemedicine as well as the basics of quality improvement concepts.

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The geriatric rotation will offer experience to observe and manage elderly patients 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, and community and long-term care settings, in order to understand the interaction of natural aging and disease as well as the techniques of assessment, therapy and chronic and acute disease.
Objectives:

1. Understand the normal anatomical and physiologic changes associated with aging and the concepts of homeostenosis and frailty.
2. Recognize the atypical presentations of illness in the geriatric patient.
3. 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.
4. Asses for and prevent the hazards of hospitalization of the geriatric patient including: 'polypharmacy', delirium, deconditioning and functional decline, malnutrition and pain syndromes.
5. Recognize the prevalence of complex and chronic disease in the elderly and its impact on function.
6. Understand and utilize the AGS Beer’s Criteria for potentially inappropriate medication use.
7. Administer and interpret the various standardized instruments used for assessment of cognitive function, psychological affect and physical function in the geriatric population.
8. Understand the various post-acute rehabilitation and long-term care settings, including the roles of the interdisciplinary team members and Medicare/Medicaid and other insurance payment options.

Students will see patients on the hospital geriatric consultation service, the ambulatory primary care and outpatient consultation service and in several...
post-acute care rehabilitation and long-term settings under the directive attendance with focus on addressing all the above listed objectives. They will participate in monthly geriatric journal club and geriatric trauma meetings. Students will
be given hard copy reading booklets. They are expected to review, and will be expected to informally present a geriatric journal article at the end of 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 patient's course in hospital through rehabilitation, interviews and examinations done with the patient, transitions of care concerns, care plan formulation.
ulations for post-rehab and their own recommendations for improvement of the system.

Evaluation: The students will be evaluated based on the ACGME competencies. Students will receive a short pre-test and post-test of geriatric cases with multiple choice
answers they are expected to complete at the beginning and again at the end of the rotation with expectation of a post-test score $\geq 80\%$ correct. Grades are determined by: 50% clinical evaluation, 25% continuity patient summary write up, 15% post-test score, 10%
This elective integrates students into the care of elderly and those who are victims of health disparity in our community. Sunrise Community Centers and the Crisis Center of Tampa Bay have operated for many years.
We propose to introduce students to the care of patients in the most vulnerable of populations. They will be assigned to the clinic 5 days a week.
per week consisting of one-third day to the Crisis Center and one-third day to senior connections and one-third to house calls. We hope that the experience in this setting will assist with problem identification and intervention, improve outcomes, reduce costs and
result in fewer hospital admissions.

Objectives:
By the end of the elective students will be able to:

- Compare and contrast the health needs and problems encountered in indigent care in the
- Compare and contrast the health needs and problems in an urban setting
- Introduce and sensitize the students to cross cultural issues in healthcare
- Understand the business application of Obamacare and intersection of poverty at the expense
- Understand reasons for involvement in Tampa social care network
- Understand firsthand what a health disparity is and be able to take steps to fix it
- Develop an understanding of the costs and complexity of dealing with poorly compliant patients
- Become knowledgeable in the importance of recognizing early onset cognitive decline, an

Evaluation:
Students will be evaluated by the course director at the end of
the course based on clinical evaluations completed by residents and faculty that worked. Some questions will be based on ACGME competencies. There will also be graded patient write-ups and an oral presentation on a topic of interest to Dr. LaMartin and staff of Sunc
The grade will be 75% of course evaluation, 10% graded write-ups, and 10% oral presentation. Students will be evaluated midway through the course by the course director or their designee and at the end of the course.
Based on medical knowledge, medical skills, and demonstrated professionalism.

This elective integrates students into the nocturnal critical care team and provides students with an overview and introduction to critical care procedures and cardiovascular.

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ultrasound.
Emphasis will be placed on the following technical skills: cardiac pulmonary ultrasound, airway management and endotracheal intubation, invasive and non-invasive ventilation, chest tube insertion, central line placement, arterial line placement, while
1. Perform focused cardiopulmonary ultrasound and present their findings in an organized fashion.

2. Understand the basic principles of sterile technique, appropriate time-out, and perform adequate informed consent.

3. Be able to assess a patient's respiratory status and develop basic airway management skills, including mask ventilation, tracheal intubation, and laryngeal mask airway insertion.

4. Be able to understand the basics of non-invasive and invasive mechanical ventilation and contraindications, and be able to determine the ventilatory modality most appropriate for real patient encounters and justify their selection.

5. Develop skills in performing critical care procedures with an emphasis on thoracentesis, paracentesis, lumbar puncture, and insertion of central venous catheters, arterial lines, swan-ganz catheters, chest tubes, dialysis catheters, and perform endotracheal intubation.

Evaluation:

Students will be evaluated on their ability to perform focused cardiopulmonary ultrasound, assess respiratory status, and perform appropriate ventilatory and airway management techniques. They will also be evaluated on their understanding of sterile technique and informed consent, as well as their ability to perform critical care procedures with proficiency and accuracy.
the main intenvis at the end of the course based on direct observation, completion of a written checklist of procedures, performance of these procedures (under supervision), medical knowledge regarding the procedures, interpersonal and communicat...
n skills, self-directed learning, and demonstrated professionalism.

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<th>Int Med</th>
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<th>1 - 11</th>
<th>Year 4 Status</th>
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<th>Cao, Kimberley</th>
<th>Clinical</th>
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This elective integrates students into the electronic medical ICU team of intensivists, nursing, and IT. Telecommunication was integrated into Tampa General Hospital in 2017, and
this system improves monitoring and augments care delivery to ICU patients from a remote location in addition to the team present within the hospital. The software continually monitors and evaluates patients' physiologic and laboratory data and allows for detection.
of early warning changes in status and allows for immediate care interventions, reduce time between problem identification and intervention, improve outcomes, reduce costs, and shorter lengths of stay.

Patient data is captured in one place, ease
The patient's physician remains in charge of care, while facilitating access to a patient record by all members of the care team. The reporting system tracks clinical outcomes, resource utilization and operational efficiency.
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1. Compare and contrast the indications for electronic medical ICUs versus standard care.

2. With supervision, begin to demonstrate the knowledge and skills centered around the limitations of eICU and its operational costs.

3. With supervision, begin to demonstrate systems-based practice skills as it relates to cost, patient safety, length of stay, and patient outcome benefits of eICU monitoring.

4. With supervision, begin to demonstrate the impact of eICU on fellow/resident training as it relates to performing common care and interpretive tasks.

5. By the end of the elective, students will be able to compare and contrast the indications for electronic medical ICUs versus standard care and demonstrate the skills necessary to evaluate and manage how eICUs function.
Students will be evaluated by the course director at the end of the course based on direct observation of medical knowledge, interpersonal and communication skills, performance of common ICU clinical management functions, self-directed learning, and
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<td>Bedside Ultrasonography</td>
<td>Contact: Dr. Alfredo Peguero-Rivera</td>
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to the practice and theory of bedside ultrasound. Bedside ultrasound is a very useful tool for diagnosis of a variety of clinical conditions. The elective will provide medical students the essentials of FAST and modified FAST exam for the diagnosis of
hypothesis, and BLU E protocol for the diagnosis of lung diseases. The student will round with the preceptors daily and will interact with patients actively.

Please note, medical students will be expected to report to the VA Monday through Friday 0800 to 1630.
During the course of the clinical rotations, participants will be encouraged to pursue the following:

**Required Visual videos as 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 (FAST)
- 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 (2nd floor) for full access

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 ultrasound field

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, attendance), clinical knowledge and competency pattern, and ultrasonographic recognition post-test scoring.

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<th>Clinical</th>
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**NOT AVAILABLE**

**VISITING STUDENTS**
This rotation is designed to fortify the student’s education in internal medicine and examine the topics of patient safety and preventable medical errors. It is anticipated that this will enable the student to develop a comprehensive understanding of medical errors, explore the 'systems' approach to medical errors, introduce the student to hospitalist medicine, examine the role of human factor engineering in the medical environment, and participate in root cause analysis processes.

Objectives:

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

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

Evaluation:
Supervising attending evaluations, completion of skill modules, quiz scores, presentation evaluations, etc.
Helm, Reuse, Allin, (Pasco), Suncoast Community Health Centers (Hillsborough), DeSoto Memorial Hospital (Arcadia), or other rural sites
This elective is designed to introduce senior students to the practice of medicine in a rural community. Under the supervision of the Clinical Faculty, students will function as acting interns on the general ward teams at Lehigh Valley Cedar Crest Hospital. They will be involved in all aspects of general medicine, including diagnosis, treatment, and patient management.

Objectives:

- Introduce the student to hospital-based care.
- Student will learn how to perform adequate and thorough history and physical examinations.
- Write appropriate progress notes and all orders for both therapeutic and diagnostic intervention with appropriate counter-signature.
- Participate on short call every fifth night as scheduled with the assigned team.
- Learn and participate in internal medicine procedures including: paracentesis, thoracentesis, lumbar puncture, and central line placement if available.
- Transition 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 EKGs, radiographic studies, PFTs, and appropriate lab diagnostic studies.

Evaluation:

Evaluation is based solely on clinical evaluations from your preceptors.

This elective must be scheduled through Anne Wenders from the AHEC office. Final arrangements for the elective must be made through Ms. Wenders (amaynard@health.usf.edu) in conjunction with Gulfcoast North or Gulfcoast South AHEC.
Contact: Dr. Pabbathi Smita. 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 PGY-1 year regardless of their career choice. Mandatory attendance, excluding patient emergencies, is expected at morning report, noon conference, and grand rounds.
Students are also encouraged to participate in the monthly journal club and the M&M conferences.

This rotation allows the medical student to learn how to diagnose and treat common medical conditions and exposes the student to medical emergencies that are
more common in cancer patients. During this rotation, the student will be required to attend morning reports, noon 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 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, lumbar puncture, 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 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 medical 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, lumbar puncture, 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 patients.
- Learn to interpret EKG’s, radiographic studies, PFT’s and appropriate lab diagnostic studies.
Students will function as acting interns on the general ward teams. They will be given direct patient care clinical responsibilities and participate in the daily teaching rounds and grand rounds. Students are also encouraged to participate in the monthly journal club and the M&M conferences.

Objectives:

- Introduce the student to hospital based care and management.
- Student will learn how to perform adequate and thorough history and physical examinations.
- Write appropriate progress notes and all orders 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 Care Unit.
- Communicate inpatient management and outcomes with patient’s primary care physician.
- Participate and learn appropriate discharge planning, utilization of system based care in the management of their patients and how to do discharge summaries.
- Learn to interpret EKG’s, radiographic studies, PFT’s and appropriate lab diagnostic studies.
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<th>Int Med</th>
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<th>Pabbathi, Smitha</th>
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**Contact:**
Dr. Pabbathi Smitha.
Pabbathi@moffitt.org
813-745-6657

**Students will work directly with the Medicine attending on the Internal Medicine Consultation Service at Moffitt Cancer Center.**

**Objectives:**
- Conduct a preoperative evaluation.
- Evaluate and treat postoperative complications such as Atrial Fibrillation, Diabetes, Hypertension.
- Approach for diagnosis and treatment of VTE in a cancer patient.
- Attend Morning Report, Noon conferences, Grand Rounds and Internal Medicine Board Review.
This course offers the opportunity to participate in the major practice activities of the general internist. The student will be a member of the general internal medicine consultation team at one of the hospitals. The consultation team evaluates and treats medical
This elective offers the fourth year medical student a review of pertinent skills for a smoother transition to residency. The following is a summary of the objectives of this course:

**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 confident in their abilities to handle various medical situations.

**Evaluation:**

Students will be evaluated on attendance, participation in case based conferences, involvement in cross cover calls, and an end of the month presentation.
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<th>Pabbathi</th>
<th>Smitha</th>
<th>Clinical</th>
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</thead>
</table>

**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.

**Objectives:**

- Introduce the student to hospital based care and management.
- Students will learn how to perform adequate and thorough history and physical examinations.
- Write appropriate progress notes and all orders for therapeutic and diagnostic intervention 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 Care Unit.
- Communicate inpatient management and outcomes with patient’s primary care physician.
- Participate and learn appropriate discharge planning, utilization of system based care in the management of their patients and how to do discharge summaries.
- Learn to interpret EKG’s, radiographic studies, and appropriate lab diagnostic studies.

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.
Students will function as acting interns on the general ward teams. They will be given direct patient care clinical responsibilities, including performing adequate and thorough history and physical examinations. Students are also encouraged to participate in the monthly journal club and the M&M conferences.

Objectives:

- Introduce the student to hospital-based care and management.
- Students will learn how to perform adequate and thorough history and physical examinations.
- Write appropriate progress notes and all orders.
- Participate on night call every fifth night as scheduled with the assigned team.
- Learn and participate in internal medicine procedures including: paracentesis, thoracentesis, lumbar puncture, and central line placement.
- Transition of patients from the Medical Intensive Care Unit.
- Communicate inpatient management and outcomes with the patient's primary care physician.
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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.
<table>
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<tr>
<th>Int Med</th>
<th>General</th>
<th>MEL 7320M Extern-Internal Medicine</th>
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<th>Faculty Externship</th>
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<tr>
<td>Int Med</td>
<td>General</td>
<td>MEL 9999M Indep Study-Internal Med</td>
<td>USFMS or LVHN</td>
<td>Adult Med, Pri Care</td>
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<td>Faculty Indep Study</td>
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<td>Int Med</td>
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This course will expose the medical student to a wide range of hematologic and oncologic disease processes. In the outpatient setting, an emphasis will be made on the proper scre
ening, pathology, 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 hematologic problems with emphasis on recovery.
gnition, 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 patient
- Appreciation for the importance of clinical trails and the process of screening patients
- Appreciation for multidisciplinary care of oncology patients

Evaluation:

- Students will be evaluated in the office/clinic by the faculty hematology/oncology attending
- Students will be given a brief multiple choice test at the start of the rotation and again at the end.
- Students will be given assignments. For example: Students will be given an interesting case
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 physician.
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 medicine, HIV, and wound care.
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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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<th>Int Med ID</th>
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<td>Yr 4 Status</td>
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<tr>
<td>Contact: Tammy Grice</td>
<td>Dr. Burt Anderson</td>
<td><a href="mailto:banderson@health.usf.edu">banderson@health.usf.edu</a></td>
<td>Anderso, Burt</td>
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Clinical experiences are directed by the 3 section leaders – Drs. Somboonwit, Casanas, and Alrabaa with 2 students max per section. Students would be together for didactic material and presentations.

Goals and Objectives: This course will combine evidence
didactic lectures on infectious diseases (including antibiotics, infection, and epidemiology), interaction with the clinical laboratory, and rounding with patients exemplifying diseases and principles discussed. Topics include pathophysiology of common infections...
tions as well as those prevalent in hospitals and the immunocompromised. Relevant immunology and microbiology principles will be stressed. Students will have opportunities and responsibilities for self-study and scholarly/case presentation.

A typical day of this r
otation 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 Frida 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 Green, 813-844-4189).
Evaluation: Students will be evaluated based on literature research for clinical rounds, presentations, and discussions.

Contact: Dr. John Greene, Greene@moffitt.org
Facilities include patient populations with bacteremias, urinary tract infections, and other infections.

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infections, pneumonias and HIV related issues. (If there is an interest specifically in Bone Marrow Transplant Infectious Diseases, see MEL 8362.) All of the sites for ID are run utilizing a team approach directed by an Infectious Diseases attending on service and
A variety of potential team members including but not limited to Infectious Diseases fellows and others.

In addition to participating in bedside consultative rounds evaluating patients, there are regular didactic teachings. Traditionally, students participate in these sessions.
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 and between teaching rounds by the attending.
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<th>Objective</th>
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<tr>
<td>Comprehend the process of selection of appropriate antimicrobial therapy.</td>
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<tr>
<td>Obtain an appreciation for the natural history of infectious disease so as to better understand the course of an infection.</td>
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<tr>
<td>Understand the process of selection of appropriate antimicrobial therapy.</td>
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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 whether therapy is affecting the course of disease in a given patient.

Comprehend the process of selection of appropriate antimicrobial therapy.
ulation: Midway through the elective a formal evaluation process results in generation of written comments that are communicated to the student so that he/she can appreciate how his/her performance has been to that point. Daily, critical review of presentation.
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John

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Provide fundamental information concerning techniques employed in diagnosing infectious diseases

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Obtain an appreciation for the natural history of infectious disease so as to better understand whethe

3.

Comprehend the process of selection of appropriate antimicrobial therapy


students to function, with guidance by advanced specialists 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, students...
ents 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.
Evaluation:

Midway through the elective form, results in gene expression can be communicated to the student so that he/she can appreciate how his/her performance has been to that point.
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<tr>
<th>Int Med Inf, Intern Med, Infect Cont: Vero Allen <a href="mailto:allen@va.gov">allen@va.gov</a></th>
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<tr>
<td><strong>Objectives:</strong></td>
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<td>1. Adult Med, Pri Care</td>
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<td>2. 20044, Sinnott, John</td>
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<td>44, 24, Sinnott, Clinical</td>
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</table>
. 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 consults
ultative 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 attendees 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 Conf...
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 communicate
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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This course offers an opportunity to practice health care in a foreign country with emphasis on tropical infectious diseases. Objectives:

The goal of this rotation is to introduce these topics:

Emergency medical insurance is required for all electives abroad.
medicine and its major complications specifically infections. The student will be able to see v
### Infections in ICU

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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### Clinical Nephrology

The objective of this elective is to expose the student to the fields of nephrology, with an emphasis on acute and chronic kidney disease, dialysis, and transplantation.

**Evaluation:**

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

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fourt
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year
medical student to the broad general principles of Clinical Nephrology. In essence, the student will be an active learner who, in collaboration with the house staff and clinical fellows, will participate in the care of patients with a variety of renal
and others, hypotensive problems. Adequate exposure to renal patients is achieved through inpatient consultations in the affiliated institutions and outpatient consultations and follow-up in the renal clinics and dialysis centers. The performance of the history and physical...
ical 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 Neophytes attending s and fellows. The student
The objective of this elective is to expose the fourth-year medical student to the practice of medicine on a broad interdisciplinary service that involves dietitians, social workers, clinical specialists, as well as the attending staff.
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 affiliated institutions and outpatient consultations and follow-up in the renal clinics and dialysis centers. The performance of the history and physical examination, form
ulation 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 attendings and fellows. The student will be exposed to
The objective of this elective is to expose the fourth year medical student to the broad interdisciplinarity of care that involves dietitians, social workers, clinical specialists, as well as the attending staff.

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Exposure to renal patients is achieved through inpatient consultations in the affiliated institutions and outpatient consultations and follow-up in the renal clinics and dialysis centers. The performance of the history and physical examination, formulation of plans for care and implementation of care, and instruction are critical aspects of patient care.
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This elective integrates students into the pulmonary transplant team. Students will participate fully in the activities.
ities of this subspecialty department in both the inpatient and outpatient setting. On day one, the student will meet with a faculty member for orientation and be given an individualized schedule assuring a well-rounded experience.

The student will round with the
pulmonary transplant attending on admitted patients at Tampa General Hospital and follow the patients daily to assist and augment the work of the pulmonary fellows on work and teaching rounds, including completion of new consults and managing daily inpatient.
Patients and Students will be expected to participate in multidisciplinary rounds with the team. If possible, students will also observe performance of flexible bronchoscopy when required. Students will also participate in outpatient clinic underr...
r the supervision of the pulmonary transplant attending with exposure to cystic fibrosis, chronic lung disease and interstitial lung disease, as well as MRB (medical review board) discussions regarding candidacy of potential patients for transplant.

Basic reading
is assigned to cover pulmonary transplant focused topics and students are expected to attend and participate in weekly Thursday afternoon pulmonary conference 3-5 pm. Students are encouraged to observe the performance of full PFTs in the PFT lab.
Objectives:
By the end of the elective students will be able to:

• Demonstrate an understanding of the diagnosis and management of cystic fibrosis, end stage lung disease, and interstitial lung disease. Students will be assessed on their ability to effectively discuss these nuances in a team based care environment.

• Understand fundamentals of transplant evaluation, immunosuppression, and post lung transplant complications. Again, students will be assessed on their ability to effectively discuss these nuances in a team based care environment.

• Develop skills to evaluate patients with different end-stage lung diseases and to counsel them about lung transplant, palliative and end-of-life care.

• Acquire knowledge of timing of proceeding with lung transplant assessment according to the different end stage lung diseases.

• Be able to communicate effectively with other physicians and health care professionals in a very efficient and timely manner as it relates to objectives 1-4 above.

• Understand the factors limiting the supply of donor organs and the role of transplant programs in managing this limited resource.

• Understand the social and economic impact of transplant on the patient and their families.

Evaluation:
Students will be evaluated by the main transplant pulmonologist at the end of the course based on direct
observation of medical knowledge, interpersonal and communication skills, self-directed learning, and demonstrated professionalism. Likewise, they will be required to demonstrate the ability to interpret clinical data and with supervision, begin to demonstrate early management.
This course is specifically designed to enhance student competency in Respiratory Pathophysiology. It will provide an in-depth review of pulmonary physiology to clinical scenarios. Topics will include but are 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 applied to clinical scenarios.

**Evaluation:**
Students will be evaluated on oral presentations, application of the principles of pulmonary physiology to clinical scenarios, recent basic science discovery, and the use of references and judgment of evidence in case reports.
The student will receive a final evaluation from the faculty preceptor with which they were assigned for the majority of rotations and trainees during the weekly rheumatology conference on a topic relevant to a patient seen in the clinical setting.

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

The trainee will be evaluated by the course director or his designee, at the end of the course, based on the clinical evaluations and the final examination. The student will have the opportunity to rotate with a variety of rheumatology faculty at sites including: USF Morsani College of Medicine, TGH, VA and TGH Sleep clinics, and in-patient consults. The student will have exposure to interpretation of sleep studies and observation of the overnight recordings.

Objectives:

1. Learn to perform knee and shoulder aspiration injection on simulation models, and have the opportunity to perform on patients in a clinical setting.
2. Understand the pathophysiology of the common rheumatologic, and musculoskeletal diagnoses.
3. Recognize the clinical, laboratory, and radiographic features of the more common rheumatologic, and musculoskeletal diseases.
4. Learn to evaluate patients in rheumatology clinic and perform an appropriate history and physical examination, design an appropriate plan of care, develop the diagnostic and therapeutic plans for the more common systemic rheumatic and musculoskeletal diseases.
5. Compare and contrast jet lag and shift work sleep disorder with advanced and delayed sleep phase disorders (circadian rhythm disorders) in adults.
6. List the most common abnormal behaviors that occur during sleep (parasomnias).
7. Compare and contrast behavioral versus medication treatment for insomnia.
8. Describe the various presentations of a patient that may be referred for the clinical evaluation of insomnia.
9. Evaluate the business systems that are necessary for successful outcomes in the treatment of patients in #1 & #2 above.
10. Compare and contrast central from obstructive sleep apnea.

Methods:

The trainee will see patients at the USF, VA and TGH Sleep clinics, and in-patient consults. The student will have the opportunity to rotate with a variety of rheumatology faculty at sites including: USF Morsani College of Medicine, TGH, VA and TGH Sleep clinics, and in-patient consults. The student will have exposure to interpretation of sleep studies and observation of the overnight recordings.

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 the final examination. The student will have the opportunity to rotate with a variety of rheumatology faculty at sites including: USF Morsani College of Medicine, TGH, VA and TGH Sleep clinics, and in-patient consults. The student will have exposure to interpretation of sleep studies and observation of the overnight recordings.
### Objectives:

1. Be able to perform a history and physical examination as it relates to pulmonary disease.
2. Know how to order and interpret basic laboratory tests such as chest X-rays, CT scans, arterial blood gases, and pulmonary function tests.
3. Have an understanding of the common pulmonary disorders, including their diagnosis and treatment.
4. Have a working knowledge of pulmonary physiology, especially as it relates to respiratory failure and the use of respiratory therapy (ventilators, oxygen, etc.).
5. Have a familiarity with a number of emergent conditions seen in the Medical Intensive Care Unit (Moffitt; not at T-VAH or TGH for this course).

### Methods:

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

### Evaluation:

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

**At TGH:**

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

**At TVAH:**

The student will work as part of the pulmonary consult team. There is a separate MICU team staffed by students participating in the senior clerkship. This site is therefore unavailable for a critical care rotation.
Rheumatology is a specialty in internal medicine devoted to the diagnosis and management of over 100 complex and interesting diseases, including musculoskeletal, and autoimmune processes. Physicians are frequently involved in the care of patients with diseases such as Vasculitis, Rheumatoid Arthritis, Psoriatic Arthritis, Ankylosing Spondylitis, Gout, Osteoporosis, and Osteoarthritis.

Objectives:

- By the end of the elective, the student is expected to be able to competently:
  - Perform a history, and musculoskeletal examination on patients presenting to the rheumatology clinic.
  - Generate a differential diagnosis in the evaluation of patients presenting with common musculoskeletal complaints.
  - Interpret relevant laboratory tests, and x-rays.
  - List the indications for arthrocentesis in general and interpret synovial fluid analysis.
  - 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 the performance of the student in the educational activities will be used, in conjunction with the clinical performance, for the final evaluation.

Rheumatic diseases are complex multi-system diseases. All subspecialties and general internists need to be familiar with the management of these diseases. Our clinics have an excellent balance of both common and rare musculoskeletal 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 who will provide the assessment.
is a multidisciplinary four-week course designed to enhance the student's competence in the recognition, diagnosis, and treatment of musculoskeletal, rheumatologic, and dermatologic disorders. The clinical experience, designed to gain exposure to rheumatology, science week.
ts, medicine, orthopedics (outpatient injury assessment and management), and dermatology, is tailored to the student’s specialty track. Unlike the third-year clerkship rotations, these clinical experiences are primarily outpatient-based.

Students are given
instruction followed by hands-on experience in various procedures used in each of these specialties.

Didactic highlights include:

- Skin biopsy and suturing workshops providing hands-on experience.

- Injection...
aspiration works utilizing injection models, followed by clinical experience to learn to perform joint injections and aspirations on patients with direct supervision.
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On line and live: acts and knowledge self-checks aiding providing a basis for increasing knowledge in these specialties serving as a great preparation for USMLE.
Objectives:

- Apply the skills and medical knowledge learned during the didactic sessions to evaluate patients.
- 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 disorders.

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Contact: Jamie Cooper
jcooper8@health.usf.edu

Faculty:
- Joanne Valeriano-Marcet, MD
- Nishit Patel, MD
- Larry Collins

This elect
This is a multidisciplinary four-week course designed to enhance the student's competence in recognition, diagnosis, and treatment of musculoskeletal, rheumatologic, and dermatologic disorders. The clinical experience, designed to provide the student with exposure to...
sure to rheumatology, sports medicine, orthopedics (outpatient injury assessment and management) and dermatology, is tailored to the student’s specialty track.

Unlike the third year clerkship rotations, these clinical experiences are primarily outpatient – base
d. Students are given instruction in and hands-on experience in various procedures used in each of these specialties.

Clinical sites include: Morsani, USF South, Tampa General Hospital, and the James A. Haley VA Hospital.

Didactic highlights include:
Skin biopsy and suturing workshops providing hands-on experience.

Injection and aspiration workshops utilizing injection models, followed by clinical experiences to learn
to perform joint injections and aspirations on patients with direct supervision.
Opportunity to become familiar with hands-on musculoskeletal ultrasound imaging.

Didactics and clinical exposure to musculoskeletal diagnostic imaging.
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Objectives:

- Apply the skills and medical knowledge learned during the didactic sessions to evaluate patients.
- 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.

Interdept | LVH-CC | Yr 4 Status | 2 | 0 | 40-80 | 4 | Schwed-Lustgarten, Daniel
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The goals of this clerkship are to develop an approach to the care of patients with complex, critical illnesses; to understand the physiological and pathologic abnormalities that occur in ICU patients; and...
apply scientific principles basic to the practice of medicine in the clinical management of complex illness. This elective is designed to introduce students to the practice of medicine in an intensive care unit. Under the supervision of clinical faculty, students gain experience in the care of critically ill patients.
ents will have the opportunity to practice in a large medical-surgical ICU (40 beds), LVH N - CC (40 beds), LVH N - Muhl (20 beds).

Upon completion of this elective, students should understand the principles of diagnosis and management of the critically ill patient with specific...
Objectives:
1. Obtain a clinical history and physical examination on a non-verbal, critically ill patient based on limited available information from pre-hospital medical personnel (i.e., EMS, ER physicians, available information).
able hospital records, and interviews with the patient's family members.

2. Compare and contrast the health needs of the critically ill patient to those encountered in the general medical ward and outpatient settings.
3. Recognize critically ill patients with shock as well as trends in vital signs and key laboratory data that identify patients with a rapidly declining, life-threatening condition or a worsening disease state that threatens a vital organ function.
4. Recognize patients with acute respiratory failure based on clinical laboratory data and become familiar with the basics of mechanical ventilation (invasive and non-invasive).
5. Analyze and become sensitized to end of life discussions with patients and /or family members.

6. Identify and describe the proper administration and use of the intensive care unit as a scarce and limited health care resource. 

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...
This course will include care of 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 will include a rotation either through a...
Medical ICU, Pulmonary/Critical Care Consult ICU, Anesthesi 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.
er path. Students will be evaluated by written, oral, and/or practical methods which include direct patient contact and simulation training. In addition, the students will evaluate electrocardiograph (ECG) tracings through weekly quizzes to enhance interpretation.
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The goals of this clerk ship 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 basic to

skills.
The practice of medicine in the clinical management of complex illness. This elective is designed to introduce students to the practice of medicine in an intensive care unit. Under the supervision of clinical faculty, students will have the opportunity to practice in a...
A medical-surgical ICU (40 beds), LVH N – Muhl (20 beds). Upon completion of this elective, students should understand the principles of diagnosis and management of the critically ill patient with specific emphasis on shock and respiratory function.
Objectives:

1. Obtain a clinical history and physical exam on a non-verbal, critically ill patient based on limited available information from pre-hospital medical personnel (i.e. EMS), ER physicians, available hospital records, and interviews.
1. Work with the patient’s family members.

2. Compare and contrast the health needs of the critically ill patient to those encountered in the general medical ward and outpatient settings.
3. Recognize critically ill patients with shock as well as trends in vital signs and key laboratory data that identify patients with a rapidly declining, life threatening condition or a worsening disease state that threatens a vital organ function.
4. Recognize patients with acute respiratory failure based on clinical laboratory data (i.e., blood gases) and become familiar with the basics of mechanical ventilation (intensive and non-intensive).
5. Analyze and become sensitized to end of life discussions with patients and/or family members.

6. Identify and describe the proper administration and use of the intensive care unit as a scarce and limited health care resource.
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 be prepared to apply critical care principles in the clinical setting.
This course will include a rotation of 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 will include a rotation...
medical ICU, pulmonary/critical care ICU, anesthesiology, critical care, coronary critical care unit, surgical/trauma ICU, NICU, or PICU at Lehigh Valley Hospital. The rotation assignment will be made based on the student's needs.
chosen care path. Students will be evaluated by written, oral, and/or practical methods which include direct patient contact and simulation training. In addition, the students will evaluate electrocardiography (ECG) tracings throughout weekly quizzes to enhance...
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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 abnor

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rmali ties that occur in ICU patients; and to apply science principles basic to the practice of medicine in the clinical management of complex illness.

After being exposed to critical care patients in a variety of disciplines, the student will demonstrate specific knowledge...
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, institute appropriate initial therapy.
py, 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 Con
The rotation assignment will be made based upon the student's chosen career path. Students will be evaluated by written, oral,
and/or practical methods which include direct patient contact and simulation training. In addition, the students will evaluate electrocardiograph (ECG) tracings through weekly quizzes to enhance interpretation skills.
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course directors of their involvement in this longitudinal course. Students should notify and obtain permission from Drs. Lucy Guerra (lgueerra1@health.usf.edu) or Eduardo Gonzalez (egonzalez@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 monthly BRIDGE clinic meetings, meet with medical advisors regularly, attend and lead BRIDGE clinic
over the year, develop a presentation/poster to present at a national meeting, organize and coordinate other specialties and organizations within BRIDGE. In all, it is expected that each student will have completed a minimum of 150 hours over the academic year.
1. Develop skills to properly manage a multidisciplinary healthcare clinic.

2. To form and nurture professional relationships with Moffitt, Hillsborough Health Department, Quest Diagnostics, Security Personnel, and Morsani.

3. Understand the Business/Finance aspect of Medicine through collaboration with Dr. Marshall and the Business Scholarly Concentration.

4. Update and renew documents for Clinic Operations including the constitution, employee contracts, fundraising documents, and banking/trust fund documents.

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

6. Collaborate effectively with Social Work, Public Health, Physical Therapy, Nursing, Pharmacy, and the College of Medicine to provide optimum care and services in a healthcare setting.

7. Integrate meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, encourage lifelong civic engagement, and strengthen communities for the common good.

Evaluation:

By the end of the elective, students should feel confident in their ability to:

- Develop skills to properly manage a multidisciplinary healthcare clinic.
- To form and nurture professional relationships with Moffitt, Hillsborough Health Department, Quest Diagnostics, Security Personnel, and Morsani.
- Understand the Business/Finance aspect of Medicine through collaboration with Dr. Marshall and the Business Scholarly Concentration.
- Update and renew documents for Clinic Operations including the constitution, employee contracts, fundraising documents, and banking/trust fund documents.
- Provide access to healthcare for patients of many different backgrounds with limited access.
- Collaborate effectively with Social Work, Public Health, Physical Therapy, Nursing, Pharmacy, and the College of Medicine to provide optimum care and services in a healthcare setting.
- Integrate meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, encourage lifelong civic engagement, and strengthen communities for the common good.
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GE Clinical elective will need to apply prior to registering. A maximum of four students can participate in the elective, so we ask that you complete the application as soon as possible. For applications contact Dr. Gonzalez.

BRIDGE Clinical Mentor Longitudinal Elective
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.
Students will join the volunteer medical staff at BRIDGE Clinic in caring for the university community, and will be expected to attend a minimum of 15 clinics. They will also mentor classes under the supervision of USF and community.
They will prepare and lead at least three teaching sessions designed to prepare lower classes for clinical encounters. Finally, they will have the opportunity to participate in a research project benefiting either the clinic or the surrounding community.
Objective:

- Identify the special challenges in working with under-served populations, cultural differences, and barriers to access of care
- Understand the unique constraints encountered by a free clinic
- Attain competency in formulating lesson plans and leading group sessions
- Improve clinical body of knowledge and gain proficiency in diagnosis, management, and physical exam skills in a primary care setting
- 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-components:

- **Weekly Clinics**: The clinical mentors are expected to attend a minimum of 15 clinic nights.
- **Clinical Teaching Sessions**: The clinical mentors will be expected to formulate and prepare small group sessions focusing on clinic flow, interview tactics, physical exam skills, and discussion of common complaints seen in clinic.
- **Research Project**: The clinical mentors will have the option to collaborate with directors and staff on an ongoing or new research project. The research project will include clinic flow, interview tactics, physical exam skills, and discussion of common complaints seen in clinic.

Evaluation:

Clinical mentors will be evaluated based on punctuality, proficiency, and professional conduct.
onalsm, respectfulness and engagement in teaching. Their performance will also be evaluated based on feedback from clinical preceptors. A PASS grade will be given to students who complete all required clinical nights and teaching sessions. An HONORS grade
will be given to students who also choose to meaningfully participate in BRIDGE leadership activities with new volunteer workshops, first year student orientation and lunch meetings, as well as with ongoing or new research projects related to BRIDGE Clinic.
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 senior medical students, together with graduate students from other disciplines, will work in small groups. The group 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
2. Summarize our understanding of error in medical practice
3. Explain the classification of medical error in at least one specialty of medical practice
4. Identify and analyze an actual patient safety problem at Tampa General Hospital
5. Perform a root cause analysis of a medical error
6. As a member of an interdisciplinary team, provide a feasible solution to a real patient safety problem

**Evaluation:**

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

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

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

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

Students will participate in "practice" interactive staged performances to identify verbal and nonverbal changes needed to improve patient care.

...
performances of patient narratives to receive formative 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...
ge 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
Upon completion of the course, students will have an increased understanding of various communication skills used in diverse 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: communication skills (e.g., listening) and how well these skills were applied during the practice encounter. A written checklist and narrative evaluation will be used during the course.
as both formative feedback (practice patient encounters) 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 patient encounter, 15% self assessment of patient encounter, 15% feedback of classmates' patient encounters.

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

This elective will introduce medical students to narrative skills in clinical practice and to the power and influence of stories in patient-centered care. Students will
develop and practice skills in the three main areas of narrative competence (attention, representation, and affiliation), learn to integrate these narrative skills into clinical settings both diagnostically and therapeutically, and strengthen their ability to perceive and to com
Students will participate in seminars that focus on critical and close reading of narrative texts, discussion and analysis of the multidisciplinary theories informing narrative medicine, skill development workshops on collecting narrative care
Objective:

- Recognize the social, cultural, familial/community, political and personal significance of illness.
- Develop narrative competence ("the ability to recognize, absorb, interpret, and be moved by the stories of illness").
- Identify key elements of narrative by conducting close readings of multiple narratives from different sources and in different venues (text, interview, etc).
- Expand interpersonal communication skills, capacity for actionable empathy, cultural competence, and moral agency through exposure to narrative and participation in narrative exercises.
- Demonstrate how to collect, analyze, write, and present a medical narrative.

Evaluation:
Students will be evaluated by the course director and faculty member at the
The course will cover oral and written narrative (patient & self) and will be evaluated for depth of understanding and applying course concepts, basic presentation skills, and ability to show connection to social, cultural, and political contexts.
readings will be evaluated on level of reflection and incorporation of course concepts and terms.

Grades are determined by:
- 50% graded write-up,
- 25% oral presentation,
- 25% responses to course readings.

If prior approval for patient narrative is not granted, alternate
The collection of patient narrative must be approved by course director.

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Contact: Paige Roth. Roth@lvhn.org
NOT E:
Any interested student must meet with Drs. Levi ck or Peife r to discuss goal s 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 elective.

This elective will be an introducti
on to Clinical Information. The elective will include a combination of didactic lectures (both real-time and online) covering basics of Clinical Information, showcasing experiences with appropriate clinical technical staff (based on the students' rotation goals), and...
individual project work. Examples of projects may include participating in ongoing research projects for potential publication; work on data warehouse and clinical/enterprise/business intelligence tools; development of EHR templates/worflows; projects to search and reorganize in the chapter part; develop many new clinical profile templates; extra work on lead ideal human
cipation in 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 designee).
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 records, and using data analysis techniques for research/quality improvement.
- Recognize database structures and translate data into useful business intelligence tools.

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

Specific project-related deliverables will be determined at the beginning of the rotation; and assessment of those deliverables will be used in the evaluation.
### MDE 8090 - Doctoring IV: Theory/Teaching

This elective will introduce senior students to the practice and theory of adult education. They will attend seminars and reflect on their teaching experiences in written and verbal media.

**Objectives:**

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

**Evaluation:**

By the end of the elective, students should feel competent to teach in both small group and clinical teaching settings. The evaluation will be based on student teaching evaluations, observation of COM course leaders, and direct observation by the elective director.

All interested students must meet with the course director 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.

### MDE 8094 - Teaching in Simulation

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

This elective is

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designed to introduce students to the art and science of simulation in healthcare and how to utilize simulation to teach effectively. The course will include didactic and experiential learning. Under the guidance of the LVHN interdisciplinary Simulation Centre.
students will have the opportunity to observe simulations, assist with designing and developing curriculum as it pertains to simulations, design and develop cases to meet course objectives and implement a simulation.

Objectives:
Describe principles of adult learning and experiential learning theories.

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

Compare teaching with simulation versus assessing with simulation.

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

Review simulation curriculum from a student perspective and design.

Design and develop an interprofessional simulation course including simulation cases, Si

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 star

Discuss utilizing moulage to add realism to simulation.
Evaluation:
Students will be evaluated by the course director at the end of the course based on professionalism, reflections, and a final project. The simulation staff and faculty will provide formative and summative evaluations throughout the course.
This is a two-week rotation split between the LVH-17th St site in Allen town and the LVH-Muhlten site in Bethlehem. Both sites support an outpatient dental clinic with a total of seven dental residents. This experience will give the LVH-CC 5-6, 8-11 Yr 4 clinical experience.
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 patient care. Part of the hands-on experience may include administration of local anesthetics and non-complicated extraction of teeth under the direct supervision of our attending dentists. The clinical experience may also include...
different diagnoses of intra-oral lesions, early detection of oral cancers, recognition of oral lesions due to the systemic administration of medications, conclusions, oro-facial pain and temporomandibular joint dysfunctions. The student will participate in these activities as part of the course curriculum.
the dental residents responding to inpatient consult requests from other departments. Students will learn when it is appropriate to consult with a dentist and how to respond to medical consult requests from dentists. Students will also respond to emergency call to
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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 as IV sedation cases.
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 role of dental health 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 to the student at the end of the rotation. Evaluations will be based on:
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This elective is designed to introduce senior student to the practice of Physical Medicine and Rehabilitation in the inpatient, LVH-CC 1 -11 Yr 4 Status 1 0 40 2,4 Piechta, Leigh-Anne

Contact: Leigh-Anne Piechta, DO Leigh-Anne B. Piechta @lvh.n.org
outpatient and consultative environment. Under the supervision of clinical faculty students will have the opportunity to see the continuum of care that physiatrists provide.

Objectives:

1. Observe how patients on acute care are evaluated and how determinations about disposition are made.
2. Follow a patient through admission on the inpatient acute rehabilitation unit. Monitor their progress.
3. Become familiar with reading notes written by physical, occupational and speech therapists.
4. Learn how determinations of dispositions upon discharge from acute inpatient rehabilitation are made.
5. See the spectrum of patients seen in the outpatient setting.
Evaluation:
Students will be evaluated by course director at the end of the course. The grade will be based on evaluations of the faculty who worked with them.

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Contact: Rachael Matthews
Ph: 813-844-7044
Dr. Tamás Pereydy
tpereydy@health.usf.edu
or tpereydy@tgh.org

Report to:
One Davis Blvd, Suite 203 (Second Floor) at 9 am on the first week day of the rotation

Medical Toxicology is best described broadly as the field of medicine with expertise in
the health effects caused by pharmaceuticals, occupational exposures and environmental agents. Toxicologists assist in the management of medication overdose, addiction and withdrawal states, environmental hazards, hazardous materials 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, frail elderly.
- Complete case studies from approximately 20 classes of drugs and poisons commonly encountered.
- Learn guiding principles of the management of acute intoxication in the Emergency Department.
- Become familiar with selected antidotes, their uses, doses, side effects and limitations.
- Develop awareness for important agents of toxinology (naturally occurring toxins). These include plants and animals, especially focusing on native venomous arthropods, reptiles and marine creatures.
- Understand diagnostic toxicology laboratory techniques, limitations and costs of both qualitative and quantitative analyses.
- Observe the clinical operation of a Poison Center. Understand the public health role of the Poison Centers.
A mandatory orientation is to be attended by the student in the first few days of the rotation.

Observation and participation in telephone consultations at the Florida Poison Information – Tampa is expected. Students will review cases referred for medical treatment and other cases of interest.

A series of standard cases accompanies independent reading assignments. Expect about 20-24 hours of small group discussion.

Attendance at a variety of teaching rounds and meetings will be required.

Participation in inpatient consultations is expected. Volumes of patients are variable month to month.

Students 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 be available.

The opportunity to conduct clinical or laboratory research, construct toxicology teaching materials...

Evaluation:

- Case study preparation will be assessed during discussions with the medical toxicologist.
- Attendance at conferences and assigned poison center shifts will be counted in the evaluation.
- A written test is **not** administered at the end of the month.
- For special arrangements involving research, writing or teaching, quality and completion will be solicited from the Poison Center staff.

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nomations, hazardous materials 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.
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- Study poisoning epidemiology specifically within populations 'at risk' such as toddlers, tf.
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- 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
A mandatory orientation is to be attended by the student in the first few days of the rotation.

Observation and participation in telephone consultations is expected. Students will review.

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 mon.

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:

- 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
- 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.
Prologue at the beginning of Year 4 and Epilogue near the end of the year. There will also be longitudinal components throughout the year. The duration of Prologue and the Epilogue will total three weeks. The one-week longitudinal portion includes 1:1 coaching between.

Pauline

John
students and their respective faculty colleagues, peer coaching, small group meetings, and formative and summative assessments of students' clinical skills. This longitudinal portion can be taken concurrently with others. Students will be given four-week
s of credit for the course. Required learning assignments include IHI web-based modules and three domain-associated activities with their corresponding written reflections.
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, students will be expected to:

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

Interdept USFMS 1 - 11 None No Limit 0 40 2,4 Kiluk, Vinita Clinical
Any student who wishes to complete this elective will need to meet with either Dr. Vinita Kiluk or Dawn Schocken to confirm elective availability and so that they can match student needs to the available resources.
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 needs of the student. Faculty will specifically 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
- Analyze their improvements in their communication skills
- Document an improvement in the flow of their history taking
- Document an improvement in the flow of their physical exam.

Methods:

Students
will participate in this elective in the CAC I and CAC 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.
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 checklists.
students and perform, area. A queue of faculty not in this elective will be trained by the elective faculty to review video-taped performances of the student to document proficiency in areas under contract. Grades will be determined from the combination
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This is a required course for all SEL students. The course includes a self-checklist and faculty checklist 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.
ECT students. It will consist of a customized project or experience that results in a scholarly product. This course will support the educational development of the SELECT medical students by providing an opportunity for in-depth learning in one of the domains.
of the SELECT program. Students will be given the equivalent of four-weeks of credit for this course. It may be taken longitudinally or as a 4 week block. Students must be enrolled by day one of their fourth year.
Objectives:
The overriding goal of this course is to provide an academic opportunity for students to explore a SELECT competency that is both interesting to them and critical to their future practice of medicine. The specific objectives are to:
Further develop self-directed learning, evaluative and critical reasoning skills

Integrate an in-depth understanding of one or more SELECT domains into medical care

Create a scholarly legacy for our academic, medical and/or general communities

Evaluation:
At the end of this course, students will be expected to have an in-depth knowledge and expertise in an area of leadership, patient-centered care, or health systems and health policy.
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 India in 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
MC was founded to give support to the medical needs of the poor people of West Bengal, India; people who have access to the medical needs of the poor 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...
al programs.

Students will be exposed to health care disparities at an international level through immersion in a different and unique culture and health care system. They will collaborate with local health care professionals and will work alongside other medical
cal students from different countries, such as Finland, Italy, Spain, New Zealand and Australia. The students will work in the outpatient clinics, in the wards and will simultaneously participate in the community programs such as Women's Peace Council, children's nutrition.
and educational sponsorship programs. They will accompany the local health care professionals to remote villages and provide outpatient care in these remote clinics. This will provide them the unique opportunity to first hand experience the health care and soci
Alarit and they will be able to reflect on their experiences. They will also have the opportunity to develop a practice or system improvement project based on individual interest and experience (with a focus on the SEL, SECT, and competencies).
Exposure to a different culture and health care system in a developing country

Experience teamwork through collaboration with students from different countries and local health care professionals (Team Effectiveness and Communication)

Compare and contrast the health care systems in India and the 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 complete pre-work for the elective, which will include readings, discussions on common health issues they will encounter, and a thorough review of the IIMC website.

During the elective, students will...
will keep a 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 journaling.
Students will be evaluated by the course director at the end of the course based on their pre-work, reflections, and final report of the individual project. Students will also be asked to complete a satisfaction survey of the experience and how they will use
what they learned from the experience.
Course Requirements:
Students must apply and will have to appear at an interview in Year 3. A maximum of 3 students will be selected each year to take this elective in the month of February. 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 to discuss individual goals for applying for an elective in international health.

Emergency medical insurance is required for all electives abroad.
All necessary paperwork needs to be completed as required. Students selected for this elective will be required to communicate promptly as needed. Cultural humility and effective communication are the cornerstones of success of this elective.
This senior medical student elective is intended to teach the practical and theoretical medical skills necessary to work in non-hospital settings such as outdoor environments. 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. Students will also have ample opportunities for students to present outdoor medicine topics to peers and junior medical students.

Examples of Activities:
- "No Lifeguard on Duty" held at Ben T. Davis Beach and learning 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 learning about Seafood Toxidromes while catching Pufferfish.

Objectives:
1. Practice medical skills to be used in situations outside of the hospital setting.
2. Gain knowledge of medical conditions related to various outdoor environments and activities.
3. Develop understanding of emergency and disaster response systems.
4. Increase students’ ability to present medical information to peers.
5. Gain practical outdoor recreational skills and exposure to local resources.

Evaluation:
Students will be evaluated by the course director at the end of the course. Students will be evaluated based on their performance in clinical settings and presentations. Presentations will be evaluated by course directors and contribute to the presentation portion of the final grade.
opportunity to participate in an established international Medical Spanish program. Participation in these programs will allow students to learn and/or improve conversational Medical Spanish and to experience the culture of a Spanish-speaking country. It is expected that
The experience will allow students to appropriately interact in a clinical setting with Spanish-speaking patients abroad and in the USA. 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 not always have scheduled classes for learning 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
Students will be able to establish communication in Spanish to the degree of:

- Understanding a patient’s needs for seeking health care and obtaining their reason
- Conducting basic medical interviews and being able to characterize the signs and
- Being able to communicate requests when performing a general physical examination
- Students will understand the differences between various clinical settings in the country
- Students will compare medical problems and health needs from local population with the
- Students will understand and be sensitive to local, family, and cultural values and be able
Evaluation

The learner's evaluation will be based on:

- Performance obtaining a clinical medical history in Spanish which may be conducted in an OSCE format before and after the experience.
A written report on the learner's experience.

Informal presentation to the directors on their experience as it relates to the cultural and medical Spanish aspects of the course.
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<tr>
<th>Interdept</th>
<th>Education</th>
<th>USFMS</th>
<th>1 - 12</th>
<th>Prior Approval, Remedial Course</th>
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<th>Faculty</th>
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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.

**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 of the listed Clinical Sciences.

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**Prior Approval, Remedial Course**

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 complete.
I'd like to work in, and why. Included in this email, describe your personal goals that you hope to achieve during this elective. Registration requires permission of the course director(s).

Vinita Kiluk: vkiluk@health.usf.edu
Dawn Schocken: dscshock1@health.usf.edu
This elective is designed to introduce senior medical 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 stud
mate materials, and interdisciplinary labs. Students will also learn the essentials of teaching in professional assessments, at the bedside as well as in large and small groups.

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

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- 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 teaching.

**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 teaching seminars
- Active collaboration with instructors to develop teaching materials.
### Interdept Interview Month

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<th>Course</th>
<th>Delivery of a well-researched lecture and well-researched small group session.</th>
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**Objective:**
- The objective of this course is to introduce the student.

**Evaluation:**
- Evaluation of the student will be based on the mastery.

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<td>The primary objective of this course is to introduce the student to the research environment. The focus is directed to the student’s interest and the concurrence of the faculty. Enrollment, dates, and duration of the course are by arrangement. Approval, dates, and duration of course must be arranged with a faculty mentor prior to registering.</td>
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This course is designed to demonstrate that most of the neurological diseases have an immune/inflammatory component, and thus, understanding of this aspect is critical in modern diagnosis and treatment of these diseases. Major topics include:

- 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., meningo-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).
| Neurology | LVHN | 1 - 11 | Yr 4 Status | 1 | 0 | 44 | 2,4 | Radecki, Jeffrey | Clinical
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | The Physical Medicine and Rehabilitation/Physiatry elective is intended to allow students the opportunity to develop and understand key concepts in the field of Physical Medicine and Rehabilitation. Students will participate in the outpatient physiatry clinic at LVHN Cedar Crest and Muhlenberg. 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. Clinical capabilities are available to assist in the patient care setting, either through direct interview or via a remote language line service. 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 will be provided. Evaluation will be based on attendance and demonstration that the educational objectives have been met. An honors grade requires the student to do a case presentation at a weekly conference.

| Neurology | T-VAH | 1 - 11 | None | 2 | 0 | 40 | 2,4 | Latlief, Gail | Clinical
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | This elective will provide the medical student with a broad and comprehensive educational experience in Physical Medicine and Rehabilitation. The curriculum is designed to enhance the student's understanding and skills in the field. Evaluation: Educational objectives, a learning booklet, and expected learning outcomes with a bibliography will be provided. Evaluation will be based on demonstration that the educational objectives have been met.

| Neurology | LVHN | 1 - 11 | Yr 4 Status | 1 | 0 | 40 | 2,4 | Varrato, Jay | Clinical
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Prior approval of Dr. Varrato is required before scheduling this elective. Evaluation:

Students will participate in the outpatient physiatry clinic at LVHN Cedar Crest and Muhlenberg. 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. Clinical capabilities are available to assist in the patient care setting, either through direct interview or via a remote language line service. 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 will be provided. Evaluation will be based on attendance and demonstration that the educational objectives have been met. An honors grade requires the student to do a case presentation at a weekly conference.
The elective is under the supervision of a Neurology attending. Students become an integral part of a team that cares for 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

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.
The elective is under the supervision of a Neurology attending. Students become an integral part of a team that cares for patients with various neurological diseases. There are opportunities for participating in research projects.

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.
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.
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<td>Benbadis, Selim</td>
<td>Clinical</td>
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</table>

The elective is under the supervision of a Neurology attending. Students become an integral part of a team that cares for patients with various neurological diseases. There are opportunities for participating in research projects.

**Objectives:**
- Master skills in obtaining neurological history.
- 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.

**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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Fourth-year medical students may spend a four-week elective in the Tampa General Hospital Comprehensive Neurology program.
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 specialize 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 available).
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 later alization. Attendance at weekly epilepsy surgery conference is mandatory. Interested students may also spend a few days at the pediatric epilepsy clinic and video-EEG monitoring unit at All Children's Hospital based on availability.
Obje ctive s:

- 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.
<table>
<thead>
<tr>
<th>Course</th>
<th>School</th>
<th>Code</th>
<th>Duration</th>
<th>Level</th>
<th>Credits</th>
<th>Contact</th>
<th>Type</th>
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<tbody>
<tr>
<td>MEL 8674 Elective in Headache &amp; Pain Medicine</td>
<td>USFMS</td>
<td>Neurology</td>
<td>TGH</td>
<td>1 - 11</td>
<td>None</td>
<td>2</td>
<td>0</td>
<td>40</td>
</tr>
</tbody>
</table>
All students enrolled in this selective must email Dr. Zesiewicz at tzesiewicz@health.usf.edu at the start of the academic year.
This elective will provide instruction in the diagnosis and treatment of movement disorders. Students will rotate with each of the movement disorders physicians.

Objectives:
Diagnose movement disorders, including Parkinson's disease, Essential Tremor, Dystonia, Ataxia, and Huntington's disease.

Experience in treatment of movement disorders, including observing botulinum toxin injection.

Observe with the movement disorders neurosurgeons.

Provide opportunity for participation in clinical or basic science research in movement disorders.

Learning Outcomes:

Students see patients at the North and South Campus Movement Disorder centers and on the consultative services at Tampa General Hospital.
urser, based largely on clinical evaluations completed by all residents and faculty who work with them.
With the course director's assistance, the student will construct a calendar of outpatient experiences which can include rotations at various locations to assist students who want a career in primary care or neurology as they prepare for outpatient delivery of care. The department may assign students to USF Clinics, the James A. Haley or Bay Pines Veteran's Hospitals, Moffitt Cancer Center, Harbourside Medical Tower, or Tampa General Hospital to complete this elective.
<table>
<thead>
<tr>
<th>Neurology</th>
<th>LVHN</th>
<th>1 - 11</th>
<th>Yr 4</th>
<th>Status</th>
<th>1</th>
<th>0</th>
<th>40-60</th>
<th>2,4</th>
<th>Varrato, Jay</th>
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<tr>
<td>Neurology</td>
<td>TGH</td>
<td>1 - 11</td>
<td>None</td>
<td>1</td>
<td>0</td>
<td>40-60</td>
<td>2,4</td>
<td>Rose, David</td>
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</table>

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. It will focus on the clinical aspects as it pertains to the management of patients with ischemic stroke, intracerebral hemorrhage and subarachnoid hemorrhage.

Objectives:

- Recognize the heterogenous nature of stroke syndromes and be able to differentiate them from non-stroke mimics
- Apply principles of evidence-based medicine to cerebrovascular diagnosis and management
- Evaluate the proper use of laboratory and neuroimaging studies in cerebrovascular diagnosis
- Appreciate the diagnostic and management algorithms in acute stroke intervention
- Understand the principles of management of acute ischemic stroke
- Understand the principles of management of acute hemorrhagic stroke
- Identify risk factors and treatment strategies for stroke prevention

Learning Outcomes:

Students will see patients at Tampa General Hospital and the South Tampa Center for Advanced Health Care. Upon completion of this elective, 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.
I work directly with one or more departmental faculty members in researching the literature, collecting clinical data and

Evaluation:

Grades will be determined by faculty evaluation and resulting paper.

<p>| Neurology | MEL 7320N Externship - Neurology | EXT | 1 - 7 | Yr 4 Status | No Limit | 0 | 44 | 4 | Faculty Externship |</p>
<table>
<thead>
<tr>
<th>School</th>
<th>MEL 9999</th>
<th>Indep Study - Neurology</th>
<th>USFMS or LVHN</th>
<th>Yr 4 Status</th>
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<th>Faculty</th>
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<td>MEL 9999</td>
<td>Indep Study - Neurology</td>
<td>USFMS or LVHN</td>
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<td>40</td>
<td>2,4</td>
<td>Faculty</td>
<td>Indep Study</td>
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**Neurology**

**MEL 9999 Indep Study - Neurology**

**USFMS or LVHN**

**Yr 4 Status**

**No Limit**

**40**

**2,4**

**Faculty**

**Indep Study**

---

**NeuroSurgeon**

**TGH**

**1 - 11**

**Yr 4 Status**

**4**

**0**

**40-70**

**4**

**Vale, Fernando**

**Clinical**

---

**NeuroSurgeon**

**LVH-CC**

**1 - 11**

**Yr 4 Status**

**1**

**0**

**40-70**

**4**

**Li, Mark**

**Clinical**

---

The student will be associated with neurosurgical 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 bedside neurological diagnosis, assisting in the neurological operating room, participating in rounds and observing angiographic and CT diagnostic procedures.

Objectives:
1. Describe common neurosurgical disorders
2. Be able to develop a differential diagnosis for a patient with neurosurgical disease
3. Assist in neurosurgical cases and procedures
4. Participate in daily rounds and evaluations of patients.

Evaluation:

Students will be evaluated based on their ward performance.

<table>
<thead>
<tr>
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<th>USFMS</th>
<th>1 - 11</th>
<th>Yr 4</th>
<th>Status</th>
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</table>

The student will be exposed to a variety of techniques currently used in neuroscience research.
including anatomic, behavioral, histologic, imaging, and physiologic assessment in laboratories currently emphasizing research in neural tissue transplantation, molecular biology, angiogenesis in brain tumors, and spinal biomechanics. Short clinical research...
Projects can also be arranged if planned well in advance.

This rotation is considered an introductory 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.

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Program Name</th>
<th>Type</th>
<th>Start</th>
<th>End</th>
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Students will be expected to demonstrate a level of skill in in-patient care.
of both gynecologic oncology in-patients and outpatients comparable to an intern completing his/her first gynecologic oncology rotation. Student will demonstrate knowledge of responsibilities of an intern by completing all intern related administrative tasks.
under supervision of chief resident and assigned faculty mentor.

Objectives:

- Will act as the primary provider (house officer): admit, develop management and diagnostic plans for the gynecologic oncology patient and have plan for initial orders for assigned patients.
- Will follow up on patient’s status and develop new management and diagnostic plans for assigned gynecologic oncology patients.
- Will be assistant surgeon for procedures as level of training allows.
- Will follow, round on, document upon, and present assigned patients on the gynecologic oncology service during daily rounds.
- Will manage a sufficient number of patients as a medical student to gain skills, attitudes, and knowledge necessary to function as the primary physician and demonstrate critical aspects of caring for oncologic patients.
- Will see patient in the ambulatory gynecologic office setting with faculty attendings when assigned.
- Will participate in and develop an understanding for the principles of robotic surgery.
- Develop communication skills regarding the care of complex patients with morbidity and mortality.
- Will research, prepare, and present a 15 minute oral presentation relating to a chosen gynecologic oncology topic during the rotation.

Evaluation:

Evaluation will be based on clinical performance in the role as acting.
The student's ability and willingness to work as an integral part of the internship to include assessment of charting skills, clinical diagnostic skills, ability to formulate differential diagnoses, oral presentation skills and oral presentation, and general work ethic.
the team will be assessed and emphasized. It will include:

- Daily Inpatient Service clinical observation
- Daily Ambulatory service clinical observation
- Daily Surgical service clinical observation
This elective is designed for senior students who have chosen to pursue a career in obstetrics & gynecology. It will specifically make sure the students meet the ACGME defined milestones. Level 1 milestones are knowledge, skills, attitudes.
and other attributes that are essential to the program.

Objectives:

- Under the supervision of clinical faculty, students will obtain knowledge and skills that will facilitate transition into residency.

Under the supervision of clinical faculty, students will obtain knowledge and skills that will facilitate transition into residency.
1. Demonstrate basic knowledge of normal obstetrical care and common medical complications.
2. Demonstrate basic knowledge of routine / uncomplicated intrapartum obstetrical care inci
3. Demonstrate basic knowledge of normal postpartum care.
4. Demonstrate basic surgical procedures and basic gynecology office procedures.
5. Demonstrates knowledge of basic abdominal and pelvic anatomy.
6. Demonstrates basic knowledge of common ambulatory gynecology problems.
Students will undergo a curriculum that addresses each of the ACG ME Level 1 Milestones. The milestones will be taught and evaluated through simulation, clinical case scenarios, and case-based learning.
Methods: Students will undergo a curriculum that addresses each of the ACG Level 1 Milestones. The milestones will be taught and evaluated through simulation, clinical case scenarios, and case-based 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 based on these evaluations done at the end of the course.
<table>
<thead>
<tr>
<th>Ob/Gyn</th>
<th>LVHN</th>
<th>5 - 11</th>
<th>Yr 4 Status</th>
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<td></td>
<td>Clinical</td>
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</table>

Cont act: Step hanie-Marie Jones

Step hanie-Marie Jones@lvhn.org

Cont act at least one week in adv ance to set up the first day meet ing to revie w expe ctati ons.

This elect ive is inten ded for thos e stud ents who wish to obtai n
This course would be most beneficial to those considering training in obstetrics and gynecology. Requests for the elective may be preferentially granted to students who express a genuine interest in gynecology and gynecologic surgery.
performing their ObGyn residency training at Lehigh Valley Health Network in the future. These students will learn to demonstrate a level of skill in patient care of both gynecology inpatients and outpatients comparable to an intern completing his
2.

Objectives:

Students will also demonstrate knowledge of responsibilities of an intern by completing all intern related administrative tasks under supervision of gynecology resident and assigned faculty member.
Will act as the primary provider (house officer): admit, develop management and diagnostic plans for assigned patients.

Will follow up on patient’s status and develops new management and diagnostic plans for assigned patients.

Will be assistant surgeon and/or participate in procedures as level of training allows.

Will follow, round on, document upon, and present assigned patients on the gynecology service.

Will manage a sufficient number of patients as an acting intern to gain skills, attitudes, and knowledge necessary to function as the primary physician and demonstrate critical aspects of caring for gynecology patients.

Will see patient in the ambulatory gynecology office setting with faculty attendings when assigned.

Will participate in and develop and understanding for the principles of gynecologic surgery.

Description of course activities:

- Oral presentation at end of rotation
- Attend OR cases assigned to you by chief gynecology resident unless assigned to clinic
- Gynecology Outpatient clinic four half days/month
- Each week, student will meet with an assigned clinical attending. During this time, can go over questions on assigned readings.
  - Week 1: Discuss expectations, Set up personal objectives for month
  - Week 2: H&P, Operative note, Postoperative Note, and Outpatient Note
  - Week 3: H&P, Operative note, Postoperative Note, and Outpatient Note
  - Week 4: Oral Case presentation & Demonstrate One Handed and Two Handed Knots
- Complete Passport
- Complete Log Sheet regarding surgeries

Absentee Policy:
Students are allowed to miss one day without having to make the shift up. Students must notify the gynecology rotation attending lead prior to any missed days.

Evaluation: Written evaluation by the chief resident and gynecology faculty assigned.
to the team.

Evaluation will be based on clinical performance in the role as active interactor, including assessment of charting skills, clinical diagnostic skills, ability to formulate differential diagnoses, oral presentation skills and oral presentation.
The student's ability and willingness to work as an integral part of the team will be assessed. Completion of rotational process will be required.
Students will be expected to demonstrate a level of skill in patient care of both urogynecology inpatients and outpatients compared to the level of skill in attending/resident evaluations, case presentation, notes & completion of passport and log.
ble to an inter complete his/her initial gynecologic rotation. Student will demonstrate knowledge of responsibilities of an intern by completing all intern-related administrative tasks under supervision of the assigned urology resident and
Objectives:

1. Will act as the primary provider (house officer): admit, develop management and diagnostic plan for the urogynecology patient and have plan for initial orders for assigned patients.

2. Will follow up on patient’s status and develops new management and diagnostic plans for assigned urogynecology patients.

3. Will be assistant surgeon and/or participate in procedures as level of training allows.

4. Will follow, round on, document upon, and present assigned patients on the urogynecology service during daily rounds.

5. Will manage a sufficient number of patients as a sub-intern to gain skills, attitudes, and knowledge necessary to function as the primary physician and demonstrate critical aspects of caring for urogynecology patients.

6. Will see patient in the ambulatory urogynecology office setting with faculty attendings when assigned.

7. Will participate in and develop and understanding of the principles of pelvic reconstructive surgery.

8. Will follow up on patient’s status and develops new management and diagnostic plans for assigned patients.

9. Will transport, document and present assigned patients on the urogynecology service during daily rounds.

10. Will be assistant surgeon and/or participate in procedures as level of training allows.

11. Will manage a sufficient number of patients as a sub-intern to gain skills, attitudes, and knowledge necessary to function as the primary physician and demonstrate critical aspects of caring for urogynecology patients.

12. Will see patient in the ambulatory urogynecology office setting with faculty attendings when assigned.

13. Will explain and develop an understanding of the principles of pelvic reconstructive surgery.

14. Will follow up on patient’s status and develops new management and diagnostic plans for assigned patients.

15. Will transport, document and present assigned patients on the urogynecology service during daily rounds.

16. Will be assistant surgeon and/or participate in procedures as level of training allows.

17. Will manage a sufficient number of patients as a sub-intern to gain skills, attitudes, and knowledge necessary to function as the primary physician and demonstrate critical aspects of caring for urogynecology patients.

18. Will see patient in the ambulatory urogynecology office setting with faculty attendings when assigned.

Evaluation:

Evaluation will be based on clinical performance in the role of acting intern to include assessment of charting skills, clinical diagnostic skills, and other skills necessary for the role of acting intern.
The student's skills, abilities to formulate differential diagnoses, oral presentation skills, and general work ethic will be assessed and emphasized. Completion of rotational...
A procedure log will be required. Evaluation areas will include:

- Daily clinical observation of Inpatient Service
- Daily clinical observation of Ambulatory Service
Written evaluation by the chief resident and urology faculty assigned to the team.

Ob/Gyn

Location: 3900 Hamilton Blvd, Suite 201, Allentown, PA

The purpose of this rotation is to advance your knowledge.

LVHN 1-11 Yr 4 Status 1 0 80 4 Coasso, Kara Clinical
in the area of Maternal Fetal Medicine. Below is the general outline of the requirements of the rotation. Your elective can be tailored; if there is something else you would like to gain exposure to, please do not hesitate to discuss this with your preceptor.
Students will be expected to demonstrate a level of skill in patient care of both high-risk obstetric patients who are inpatient and outpatient comparable to an intern completing his/her MFM rotation. Students will demonstrate knowledge of responsibilities who are inpatient.
es of an intern on MFM service by completing all related administrative tasks under supervision of assigned faculty mentor.

Objectives:

- Will gain exposure and develop a comfort level with inpatient management of MFM patients including antepartum patients in PNU with obstetrical and medical complications and complicated patients on labor and delivery.
- Will develop an understanding of the management of patients in the high-risk obstetrical clinic including those requiring pre-conceptual counseling, genetic counseling, and antepartum consultations.
- Will become familiar with principles of perinatal ultrasound and associated procedures including amniocentesis, chorionic villus sampling, and PUBs.
- Will learn about both maternal and obstetrical complication during pregnancy.

Evaluation:

Evaluation areas will include:
Daily Inpatient Service evaluation

Daily Ambulatory Service evaluation

Daily oral feedback

End of period feedback

Written feedback
The purpose of this rotation is to advance your knowledge in the area of inpatient obstetrics. Below is the general outline of the requirements of the rotation.

<table>
<thead>
<tr>
<th>Ob/Gyn</th>
<th>LVH-CC</th>
<th>5 - 11</th>
<th>Yr 4 Status</th>
<th>1</th>
<th>0</th>
<th>60</th>
<th>4</th>
<th>Diven, Liany</th>
<th>Clinical</th>
</tr>
</thead>
</table>

Completed "a nte p a r t u m" procedure passport
ive can be tailored, however, if there is something specific to which you would like to gain exposure. Please do not hesitate to discuss this with your preceptor.

Students will be expected to develop a level of skill in patient care of obstetrical patients.
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obstetric
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clinical
and
administrative
tasks
under
supervision
of
assigned
teachers.
or.

Objectives:

- Perform initial assessment of patients in the triage area by conducting history and supervision.
- In conjunction with residents and attending staff, perform ongoing assessment of intrapartum patients.
- Under supervision, perform vaginal deliveries and laceration repair.
- Participate in cesarean deliveries with level of participation at the discretion of the attending physician.
- Perform postpartum rounds with resident obstetrics team.
- May engage in antepartum teaching rounds.

Evaluation:

Evaluation areas will include:

- Daily clinical observation from Inpatient Service.
- Daily oral feedback.
name and MR # by course faculty: H&P on labor patient, intrapartum progress note, and postpartum note for SVD and C-S patients
<table>
<thead>
<tr>
<th>Name</th>
<th>Yr</th>
<th>Status</th>
<th>Port</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jones, Stephanie-Marie</td>
<td>4</td>
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</tr>
</tbody>
</table>
in-patient care of both gynecology in-patients and out-patients comparable to an intern completing his/her initial gynecologic rotation. Student will demonstrate knowledge of responsibilities of an intern by completing all intern related administrative
Objectives:

- Will act as the primary provider (house officer): admit, develop management and diagnostic plans for gynecology patients and have plan for initial orders for assigned patients.
- Will follow up on patient's status and develop new management and diagnostic plans for assigned gynecology patients.
- Will be assistant surgeon and/or participate in procedures as level of training allows.
- Will follow, round on, document upon, and present assigned patients on the gynecology service during daily rounds.
- Will manage a sufficient number of patients as an acting intern to gain skills, attitudes, and knowledge necessary to function as the primary physician and demonstrate critical aspects of caring for gynecology patients.
- Will see patient in the ambulatory gynecology office setting with faculty attendings when assigned.
- Will participate in and develop an understanding for the principles of gynecologic surgery.

Evaluation:

Evaluation will be based on clinical performance in the role as acting intern.
The student's ability and willingness to work as an integral part of the team includes assessment of charting skills, clinical diagnostic skills, ability to formulate differential diagnoses, oral presentation skills and oral presentation, and general work ethic.
will be assessed and emphasized. Completion of rotational procedure log will be required.

50% Attending/Resident Evaluations.

20% Case Presentation

20% Notes & Completion of Passport and Log

10% Oral Exam.
Evaluation areas will include:

- Daily observation of Inpatient Service, Ambulatory, Surgery
- Daily oral feedback
- End of period feedback
- Written feedback
- Oral examination
Written evaluation by the chief resident and gynecology faculty assigned to the team.
This elective is offered to introduce the fourth year medical students to 2 subspecialties within the field of Obstetrics/Gynecology. Students will be on 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.

Subspecialties available in the following areas:

- GYN Oncology
- Female Pelvic Medicine & Reconstructive Surgery
- Maternal Fetal Medicine
- REI (Reproductive Endocrinology & Infertility)

Objectives:

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

Evaluation:

The division director of each sub-specialty will be responsible for evaluating the student.
This course is for those students who wish to gain additional experience in obstetrics. Requests for the acting internship will be made on the rotation rotation request form. Please indicate something specific to which you would like to gain exposure. Please do not hesitate to discuss this with your preceptor.

Objectives:

1. Perform initial assessment of patients in the triage area by conducting history and supervised physical exams, identifying those who require admission and scheduling them for a complete obstetric evaluation.
2. In conjunction with residents and attending staff, perform ongoing assessment of intrapartum patients and manage their labor progress.
4. Participate in cesarean deliveries with level of participation at the discretion of the attending physician.
5. Perform postpartum rounds with resident obstetrics team.
6. May engage in antepartum teaching rounds.

Additionally the acting intern on this rotation will participate in ambulatory ob/gyn clinic with a designated faculty preceptor. The student should primarily focus on preconception consults, antepartum obstetric care, and postpartum follow-up.

Students are expected to demonstrate a level of skill in patient care of obstetrical patients comparable to an intern on a clinical service by completing all related clinical and administrative tasks under supervision of assigned faculty mentor.

Specific requirements:

1. Internship faculty will be responsible for the student's orientation and completion of the evaluation although it is the Acting Intern's responsibility to set all meetings with your preceptor. Please contact the preceptor at the start of the rotation.
2. Acting Intern is expected to function as a member of the obstetrics team. The team consists of the resident staff, general ob/gyn attending physicians, MFM specialist, ED resident, third year medical students, CNM, and nurses.
3. Acting Intern is expected to follow and participate in the care of designated patients. S/he will be assigned 1-3 patients by the ACTing Intern coordinator and resident on-service attending, and contributing to management decisions of these patients.
4. Acting Intern will have the opportunity and be expected to see an appropriate distribution of patients that correlates with the system of care.

Deliverables at completion of Acting Internship:

- Completed notes – may be completed in CPN and then reviewed by course faculty: H&P on labor patient, intrapartum progress note, and postpartum note for SVD and C-S patients.
- Completed oral project to be presented at morning report in second half of rotation.
- Completed procedural passport.

Call Schedule:

This course is setup with two weeks of dayfloat from Monday through Friday and two weeks of nightfloat Sunday night through Thursday night. Students may also need to use weekend call shifts to make up time missed during the rotation.

Students will attend morning educational sessions, neonatal and ultrasound conferences, grand rounds presentations, and possibly resident education series.

Deliverables at completion of Acting Internship:

- Completed notes – may be completed in CPN and then reviewed by course faculty: H&P on labor patient, intrapartum progress note, and postpartum note for SVD and C-S patients.
- Completed oral project to be presented at morning report in second half of rotation.
- Completed procedural passport.
The Ob/Gyn Acting Internship is a month-long concentrated clinical experience at Tampa General Hospital in the Bayshore Women's Hospital. The acting intern will triage, admit, and deliver those patients to whom they have been assigned.

The student will be supervised by USF Department of Ob/Gyn clinical faculty and residents that are part of the labor and delivery team. The acting intern will challenge the student to participate as an active member of the team, within the unique dynamics of labor and delivery.

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

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

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<th>MEL 73200 Externship - OB/GYN</th>
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<td>Yr 4 Status</td>
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<td>40</td>
<td>4</td>
<td>Dessureault, Sophie</td>
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</table>
The course will consist of a preceptor-based ambulatory rotation in one of the clinical programs at the Moffitt Cancer Center (e.g. Breast, GI, Thoracic, Heme) to focus their experience and also to obtain reference letters relevant to their residency program applications.

Objectives:

- In this elective, students will have an opportunity to learn the fundamental principles of oncology and the screening of cancer, as well as the diagnostic workup, treatment, rehabilitation, and surveillance of cancer patients.
- 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.
- By the end of the rotation, students will be familiar with the natural history of common cancers (e.g. breast, lung, colorectal).
- Students will understand the concept and significance of staging. They will have a basic knowledge of cancer treatment modalities, including surgery, radiotherapy, chemotherapy, immunotherapy, and endocrine therapy.
- They will have a better understanding of the causes and workup and management of individual cancer patients at the time of diagnosis and throughout the course of their disease.

Evaluation:

The student will be evaluated by the course director at the
The course is a review of the signaling transduction pathway that in "recent" years have become relevant to the study, and specialty outpatient clinic rotations will take place at their corresponding locations in the Moffitt Campus.

The course consists of:

- Basic science didactic lectures that describe the pathways and how they are relevant as targets to treat cancer (theory behind personalized medicine)
- Didactic lectures that review the methods to analyze those pathways like IHC, FISH, gene analysis (microarray, DNA sequencing,), proteomics, etc…
- Rotations through some of the Moffitt laboratories to see first hand how these technologies work.
- Outpatient clinic rounds to see patients that are benefiting of the therapeutic options provided by these advances (practice and reality behind personalized medicine)

Objectives:

- Independent Research Project will consist of a project where the students will be first provided, in advance, seminal works (minimum 2) relevant to the application of the personalized medicine concept to the care of the oncologic patient.
- Interactive case presentation where the Faculty will present real cases from their own practice where the students will be encouraged to make the diagnosis and treatment (clinical, laboratory, and imaging) with real time faculty feedback (labs, x-rays, scans, path, molecular studies).

Evaluation:

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

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

Students will rotate on the Internal Medicine and Hospital Medicine rotations.
Inpatient service at Moffitt Cancer Center. The student will have exposure to problems such as atrial fibrillation, heart failure, diabetes management, thromboembolic disease, transfusion medicine, and neutropenic fever within the context of the oncology patient.
Students will also be exposed to management 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.
consists of a resident, intern and AI in addition to social work, pharmacy, case management, and advance practice professionals.

During the month, the student is expected to attend Morning Report, Noon conference, Grand Rounds and Board review.
Objectives:

1. Introduction to comprehensive, interdisciplinary hospital-based care of cancer patients
2. Learn how to perform complete history and physical examinations
3. Master the art of communication with writing a daily progress note as well as oral presentations
4. Develop a thorough differential diagnosis in a problem-based fashion
5. Introduction to the management of many common inpatient medical problems/diagnoses
Evaluation:
Evaluation of the student will reflect the overall performance on the rotation including history and physical examination skills, constructing differential diagnosis and oral presentations by the attending physician.
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 to introduce fourth year medical students to palli...
ative care in an oncology setting. Under the supervision of clinical faculty, students will have the opportunity to rotate on the inpatient consultative service and in the outpatient palliative care clinic at H. Lee Moffitt Cancer Center. This elective will provide students...
with experience managing the complex care of patients with advanced illness and at the end of life. Students will be exposed to comprehensive interdisciplinary symptom assessment and management including chronic pain, dyspnea, nausea, constipation, anxiety, and depression. The curriculum will focus on understanding the needs of patients and families, and developing effective communication skills. The program aims to prepare students to provide holistic care for patients facing end-of-life situations.
sion, 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:
1. Describe the domains of palliative care and outline means to address each domain in serious illness.

2. Recognize how to effectively assess and manage complex symptoms including dyspnea, nausea, constipation, anxiety, depression, insomnia, and decreased appetite.

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

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

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

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

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

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

9. Recognize patients that would benefit from specialist palliative care referral.

Students will see patients on the H. Lee Moffitt Cancer Center palliative care inpatient consultation 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.
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
new
s, discuss advance care planning, and identify symptoms common at the end of life and manage them.

Eval:

Evaluation:

Students will be evaluated based on clinical evaluations completed by the course director.

There is a graded oral presentation of a
topic of interest in palliative care, graded by the attending physician. Grades are determined by:

- 40% clinical evaluations,
- 25% assessment and completion of patient interviews/clinical notes and required journal articles,
- 25% oral presentation,
- 10% professional experience and training.

The grading system is designed to ensure comprehensive and patient-centered care, recognizing the unique challenges and needs of palliative care patients.
This elective is designed to introduce senior students to the practice of Genitourinary (GU) Oncology. Under the supervision of clinical faculty, students will have the opportunity to fully integrate in the clinical aspects of...
GU oncology. Students will evaluate GU oncology patients in the outpatient setting as well as participate in the operating room and on the surgical wards. Students will become familiar with routine work up of GU malignancies, epidemiology, biology and clinical man
| Age | 1. Evaluate patients with newly diagnosed GU malignancies or patients with risk factors for GU malignancies.
|     | 2. Prepare one topic with GU Oncology for presentation at weekly GU tumor board (10 minutes).
|     | 3. Participate in GU Tumor Board and Journal Club.
|     | 4. Learn routine post-operative care, including the surgical ward, of patients undergoing surgery.
|     | 5. Learn patient-physician skills of effective communication focusing on "delivering bad news", surgical consent, and integration of patient preferences for care plans.

**Objectives:**

- Evaluate patients with newly diagnosed GU malignancies or patients with risk factors for GU malignancies.
- Become familiar with routine operative management of GU malignancies as well as routine patient care.
- Participate in GU Tumor Board and Journal Club.
- Prepare one topic with GU Oncology for presentation at weekly GU tumor board (10 minutes).
- Learn routine post-operative care, including the surgical ward, of patients undergoing surgery.
- Learn patient-physician skills of effective communication focusing on "delivering bad news", surgical consent, and integration of patient preferences for care plans.
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<th>Oncologic Sciences</th>
<th>Medical Knowledge and Practice Based Learning - Does the medical student apply knowledge?</th>
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<td>Patient Care - Does the medical student actively participate in patient care?</td>
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<td>Professionalism - Does the medical student act professionally (arrive on time, well groomed)?</td>
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<td>Communication - Does the medical student communicate effectively with attending staff, peers, patients, and other health care workers?</td>
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gain exposure in the operating room and become familiar with the anatomy, chest and cardiovascular physiology. Under the supervision of the clinical faculty, and in conjunction with surgical residents and fellows, the student will be fully integrated in the surgic...
The student will join the clinical 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 the clinic. From a didactic standpoint, the student will join the surgical team in conference and end.
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 boards.

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, subcuticular stitching, flawless knot-tying, basic thoracoscopy, basic robotic manoeuvers, insertion/removal of chest tubes.

Evaluation:
The student will be evaluated by the course director at the end elective, based on clinical evaluations completed by the faculty surgeons.
well as the surgical/medical and mid-level providers on service.
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.
**Oncologic Sciences**

This elective is designed to give medical students an experience with multidisciplinary cancer care for Head and Neck Oncology patients. In this surgically oriented rotation, students will have the opportunity to observe and assist in Head and Neck Surgery.

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<th>Otto, Kristen</th>
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and Neck cancer resection and reconstructive operations (including micromascular 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 general Otolaryngology 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:
1. Develop an understanding of the clinical applications of Head and Neck anatomy

2. Practice taking a history on a complex head and neck cancer patient, learn the salient symptoms

3. Practice head and neck physical examination skills

4. Develop an appreciation for multidisciplinary care of the oncology patient

5. Participate in complex head and neck surgical and reconstructive cases

6. Learn basic postoperative head and neck patient assessment including assessment of flap viability

7. Participate in team rounds and in-patient management with the Head and Neck Oncology team

Evaluation:
The trainee will be evaluated by the course director at the end of the rotation, with input from faculty members and residents and fellows 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 board on the last week of rotation. The final grade will be based 80% on clinical evaluation and 20% on the grand rounds lecture.
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<th>Clinical</th>
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</table>

**Contact:**

Dr. John Kiluk  
John.Kiluk@moffitt.org

**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 will provide students with exposure to every aspect of patient care including: outpatient clinics, operative procedures, inpatient rounds, and tumor boards.

The student will be assigned to work with surgeons based on disease sites. These sites include: Breast, GI, GU, GYN, Head and Neck, Gastrointestinal, Pulmonary, Nephrology, and Urology. In addition, they will also spend 2 days in Hematology-Oncology and 2 days in Radiation Oncology.

**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.
- Introduce students to various emotional responses of patients to cancer and how best to manage these responses.
- Expose students to the basics of clinical research in the care of cancer patients.
- Educate students on advantages and disadvantages 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 students, the attending surgeons that the student worked with, and the course director. The course will be designed to be satisfactory or unsatisfactory.

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<th>Jaglal, Michael</th>
<th>Clinical</th>
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Cont

Contact:
Regina Mills
regina.mills@moffitt.org

Dr. Michael Jaglal
michael.jaglal@moffitt.org

The objectives of these clinical trials are to:

- Test new treatments for patients with advanced cancer
- Evaluate the safety and efficacy of experimental therapies
- Understand the mechanisms of drug resistance

Enrollment is ongoing at Moffitt Cancer Center in Tampa, FL.

For more information, please contact Regina Mills at regina.mills@moffitt.org.
medical management evaluation and management of hematologic and cancer related problems in the outpatient setting. The student will be evaluated on the basis of the adequacy of patient evaluation and case presentations.
Objectives:

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

- Morphology, physiology, and biochemistry of blood, bone marrow, lymphatic tissue, and spleen.
- Etiology, epidemiology, natural history, diagnosis, pathology, staging, and management of a wide variety of neoplastic and hematologic disorders.
- Chemotherapeutic drugs, growth factors, and their mechanisms of action, as well as 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 interpret laboratory test results.
- Pain management, palliative care, and psychosocial aspects of patients with hematologic and neoplastic disorders.
Contact (at least 8 weeks prior):

Regina Mills
regina.mills@moffitt.org

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

1. The clinical experience should allow the student to gain additional knowledge and experience in the following areas:
   1. Morphology, physiology, and biochemistry of blood, bone marrow, lymphatic tissue, and spleen
   2. Etiology, epidemiology, natural history, diagnosis, pathology, staging, and management of a wide variety of neoplastic and hematologic disorders
   3. Chemotherapeutic drugs, growth factors, and their mechanisms of action, clinical indications, and limitations
   4. Assessment of tumor imaging by CT, MRI, and nuclear techniques
   5. Multiagent chemotherapy protocols and combined modality therapies
   6. 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 composed of physicians and trainees who provide care for patients undergoing bone marrow transplantation.

Objectives:

1. Provide fundamental information that allows for the assessment and treatment of an infectious disease.
2. Obtain an appreciation for the evolution of a patient’s care while in the hospital and understand how antimicrobial usage can affect it.
3. 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 the rotation is going. The form will be given back on the process of presentation skills and formulation of a good differential diagnosis from an ID perspective.
The student will assist hematology/oncology fellows in the primary care of patients undergoing high dose ablative therapy. The student will work directly with patients and physicians to perform laboratory testing and assist with treatments. Additionally, the student will be given opportunities to participate in patient care. An evaluation of the student's performance will be available at the end of each rotation.

Objectives:

- Have an understanding of the process of bone marrow transplantation and the associated immunobiology of immune recovery after ablative therapy and stem cell infusion.
- Identify the different types of transplantation (syngeneic, allogeneic, and autologous) and the diseases in which each type of transplantation may play a role in therapy.
- Identify common problems related to marrow transplantation such as cytopenias; infectious complications; nutrition and metabolic abnormalities; and acute and chronic toxicities, as well as outline current medical means to support patients until marrow and immune recovery.

Contact: Barbara Crawford, Barcarawford@moffitt.org
Contact: Angie Courtney
Angie.Courtney@moffitt.org
The Department of Radiation Oncology, Moffitt Cancer Center

This elective is an introduction to basic Radiation Oncology. Rotation requirements:

- Read at least 10 pertinent articles from the medical literature.
- Attend all departmental conferences and multidisciplinary conferences.
- Participate in simulations, procedures, follow-ups, or patient care as assigned by their preceptor(s).
- 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.
- Students will understand the natural history of cancers.
- Students will learn how to conduct a thorough history and physical examination.
- To enhance the clinical experience and further knowledge, students will be required to do some reading of textbooks and the medical literature as assigned by their preceptor(s).

Evaluation:

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

<table>
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<td>Madow, Brian</td>
<td>Clinical</td>
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</table>
Contact: Stacy Parker Dersparkerd@health.usf.edu

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

This course teaches the ophthalmic signs and symptoms of systemic medical disease through lectures and patient
nt examination. It includes participation in clinics as well as observation of ophthalmic surgery. Students are expected to attend departmental teaching conferences. They must present and discuss an interesting patient they have seen during their rotation at our
case conference during the last week of their rotation. The course is oriented to those students who are primarily interested in the specialties of medicine, pediatrics, neurology, and ophthalmology.

| Ophthal | USFMS | 9 - 11 | None, Yr 3 dates | 2 | 0 | 44 | 2,4 | Madow, Brian | Clinical |
Contact: Stacy Parker Deraps spar kend@health.usf.edu

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

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case conference during the last week of their rotation. The course is oriented to those students who are primarily interested in the specialities of medicine, pediatrics, neurology, and ophthalmology.
Prior Approval is Required.

Contact: Robert Thompson, Practice Manager

LVPGOPhtalmology
Students will rotate through an outpatient ophthalmic office and will be exposed to general ophthalmology. Students will learn how we use ophthalmic equipment.
and how to perform basic ophthalmic exam including direct and indirect ophthalmoscopy. Students will learn how various medical conditions such as diabetes and hypertension affect the eyes. Students will also learn how to recognize and treat primary ophthalmic eye diseases.
1. Medical conditions including dry eye syndrome, cataract, glaucoma, and macular degeneration.

Objectives:

- Learn how medical conditions affect the eyes
- Identify and treat basic ophthalmic conditions
- Perform a basic eye exam, including slit lamp exam, direct and indirect ophthalmoscopy
- Learn basics of ophthalmic equipment including topography, biometry, and visual field testing
- Learn how to triage ophthalmic complaints and learn when to refer and when to treat in a...
Report to: Stacy Parker Dexpert in the USF Eye Institute
First day of rotation

This course is designed for students interested in ophthalmology as a career. Students will participate in the cornea/external disease service. The course includes participation.
in cornea clinics and observation of corneal surgery. Clinical and laboratory 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 USFMS  | 9-10 | None, Yr 3 dates | 1 | 0 | 44 | 2,4 | Espana, Edgar | Clinical |
Contact:
Stacy Parker
Dereps
sparkerd@health.usf.edu

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

This course is designed for students interested in ophthalmology as a career. Students will participate in the cor
external disease service. The course includes participation in cornea 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
ntal 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 departme ntal case conference.
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<td>Contact: Stacy Parker Derrps <a href="mailto:sparkerd@health.usf.edu">sparkerd@health.usf.edu</a></td>
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<td>Report to: Stacy Parker Derrps in the USF Eye Institute First day of rotation</td>
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<td>Students will evaluate patients with diabetic retinopathy, hypertensive retinopathy, senile macular degeneration</td>
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ion, 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 fluorescein angiography and ultrasonography. 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 methods.
Those interested in family practice, international medicine, geriatrics, and endocrinology will see the retinal pathology most often encountered in their future specialty and learn the resources that are available for evaluation 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 Medicine 8507 Retinal Elective Students will evaluate patients with diabetic retinopathy, hypertensive retinopathy, senile macular degeneration, retinal detachments, intraocular hypertension.

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ocul\r\nantumors, 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 ultrasonography. They will participate in argon and krypton
laser photocoagulation, intraocular injections, scleral buckles, vitrectomies, and radiation therapy.

For those interested in ophthalmology as a career, this course is an opportunity to learn the most advanced diagnostic and therapeutic techniques used in
eye care today. Those interested in family practice, internal medicine, geriatrics, and endocrinology will see the retinal pathology most often encountered in their future specialty and learn the resources that are available for evaluation and treatment. In the last week of
the rotation, the student is required to present and discuss a patient they have evaluated during the course at the departmental case conference.

Evaluation: Evaluation will be determined by daily performance observed during the 4-week elective period.
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<th>Pavan, Peter</th>
<th>Clinical</th>
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Contact: Stacy Parker Derasparke@health.usf.edu

Report to: Stacy Parker Derasparke in the USF Eye Institute

First day of rotation

Students will evaluate patients with diabetic retinopathy, hypertensive retinopathy, senile macular degeneration.
neratation, 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 ultrasonography.
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. Thos e interested in family practice, internal medicine, geriatrics, and endocrinology will see the retinal pathology most often encountered in their future specialty and learn the resources that are available for evaluation.
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.
<table>
<thead>
<tr>
<th>Ophthalmology</th>
<th>USFMS</th>
<th>1 - 11</th>
<th>Yr 4 Status</th>
<th>1</th>
<th>0</th>
<th>40</th>
<th>2,4</th>
<th>Richard</th>
<th>Clinical</th>
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| Cont. Stac y Parker Derryspar kend health.usf.edu | Report to: Stacy Parker Derryspar kend in the USF Eye Institute First day of rotation | This course is designed for students interested in ophthalmology.
This course is designed for students interested in ophthalmology.

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<th>Clinical Externship</th>
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<tr>
<td>Orthopaedics</td>
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<td>40</td>
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<td>Benfanti, Paul</td>
<td>Clinical</td>
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</tbody>
</table>

Contact: Stacy Parker Derskerd, Health.usf.edu

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

Paul Benfield, MD – Site Director
Scott W. Beck, MD
Jeff B. Neustadt, MD
Gregory V. Hahn, MD
Drew Warnick, MD
Debi Mitchell – Office Coordinator
St. Pete Location
Bayboro Office Building
625 6th Avenue South, Suite 450
St. Petersburg, FL 33701
727-898-2663

Located directly across the street from the Bayfront Medical Center Emergency Room. If you will be traveling on Interstate 275, take Exit 450 South. Parking is available.

St. Pete Region St. Pete Location
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
subs pecialty of pediatric orthopedic surgery. Working alongside USF clinical faculty, the student will experience the full range of pediatric orthopedics from office evaluation and management of common orthopedic 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 Associates (COSSA), whose physicians provide the majority of orthopaedic care at All Children's Hospital in St. Pete.
rsbu
COS
is a multi-disciplinary, patient-based center of excellence for the treatment of all orthopedic conditions in children, adolescents, and young adults.

Objectives:
Students will gain knowledge and exposure to acute and chronic conditions including...
fractures, congenital anomalies, sports injuries, leg length discrepancy, metabolic disorders and spinal deformity, among other things. The student will participate in 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 orthopaedic conditions. The student will be evaluated by the attending physicians they rotate with including the Site Director, Paul.
The student will also be expected to complete a brief write-up/critical reflection of what they have learned during the rotation. This write-up will be evaluated by Dr. Benfanti.
Attendings:
Maureen Maciel, MD, Site Director
Joseph Khoury, MD
Cheryl Lawing, MD

Location:
Shriners Hospital for Children
1250 2 USF Pine Drive
Tampa, FL 33612
813-975-7117 – Office
813-975-7129 – Fax
Located on USF Main Campus
This elective is designed to introduce 3rd year medical students to the specialty of pediatric orthopedics. Working alongside USF clinical faculty, the student will experience the full range of pediatric orthopedics from office to inpatient care.
The rotation is under the direction of the physicians at the clinic. This is important for children with congenital and developmental disorders (cerebral palsy, scoliosis, skeletal deficiencies and deformities).
Shri Neres Hospital for Children.

Shrine is a pediatric specialty hospital that provides the highest quality of care to patients with neuromusculoskeletal disorders in a multidisciplinary, patient and family-centered environment.

Objectives:

Students will gain knowledge and...
Exposure to a wide variety of acute and chronic conditions including fractures, congenital anomalies, limb deficiencies and deformities, neurosensory conditions, spinal deformity, and metabolic bone diseases. The student will participate in clinical and surgical cases and study other...
well as didactic sessions and case reviews.

Evaluati

Methods:
Upon comple

This elective should have

Student understanding of the re
cognition and management of common pediatric orthopaedic conditions.

The student will be evaluated on the basis of their understanding of the material covered in this elective.
They will also be expected to complete a brief write-up/critical reflection of what they have learned during the rotation. This write-up will be evaluated by Dr. Maciel.
<table>
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<th>Ortho</th>
<th>MUS Temai</th>
<th>TGH</th>
<th>Ann Joyce</th>
<th>None, Yr 3 only</th>
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<th>Clinical</th>
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| Any interested student | 1, 9-11 | 2004 | 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 students to the subspecialty of orthopaedic trauma | 2004 | Mir, Hassan | Clinical |

Orthopaedic Trauma (TGH) 1, 9-11, None, Yr 3 only 2 0 40 2 Mir, Hassan Clinical
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.
on 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 ward, intensive care unit, and emergency department. Students will participate in twice-weekly subspecialty fracture conferences during their elective rotation.
Upon completion of this elective, the student should understand the principles of orthopaedic trauma management. The student will be evaluated by the trauma attending, H. Claude Sagi at the end of the elective.

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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 orthopaedic core lecture series on Fridays from 7 am to 11 am. Upon
completion of this elective, the trainee should understand the principles of diagnosis and management of patients with musculoskeletal trauma, abnormalities or 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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<td>This clinical preceptorship is designed to provide an in-depth experience in the practice of otolaryngology and should be followed upon their admission to the hospital. Trainees will also participate in specialty conferences and will follow them upon their admission to the hospital. They will assist at the operative procedures on selected patients and observe 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 examination and modern diagnosis and management of head and neck cancer, maxillofacial trauma, epistaxis, hoarseness, and dysphasia. The objective is to provide greater exposure to the field of otolaryngology than what is possible in the basic surgical clerkship for 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, and rapport with patients and families and subjective elements of interpersonal relationships, motivation, and ability.</td>
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</table>
Contact:
Angela Davis
Department of Education
Ph: 610-402-2554
Angela.Davis@lvhn.org

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

Objectives:

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

Evaluation:
Evaluation will be based on assessment of the above objectives by members of the Department of Pathology.

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<th>3-11</th>
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</table>

Contact: Michelle Burnham@health.usf.edu
Report to:

T-VAH: 1D-191
HCME: Main Entrance
TGH: B232

8:00 AM on the first scheduled day

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 labor.
atory technic Peace 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 corr
elation between clinical information and pathological findings. Students will observe and participate in the daily activities in Anatomic Pathology, including Forensic Pathology, practical tissue dissection, frozen section diagnosis, immunohistochemistry and other...
Special techniques will be illustrated in addition to routine histology.

Participation in conferences will be encouraged.

The role of the pathologist as consultant and educator will be demonstrated.

Objectives:

- [List of objectives]

- [List of objectives]

- [List of objectives]
1. Describe the limitations and benefits of a frozen section.
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3. Analyze important features, including pertinent molecular aspects of select cases encountered.
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5. 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.

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<td><a href="mailto:mburnham@health.usf.edu">mburnham@health.usf.edu</a></td>
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Report to:

T-VAH: 1D-191
HCME: Main Entrance
TGH: B232

8:00 AM on the first scheduled day

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Students will receive correlation between clinical information and pathological findings. Particular attention will be given to freeze sectioning, forensic pathology, and practical tissue dissociation.
nosi s, imm unoc ytoc hemi stry and othe r spec ial tech niqu es will be illus trated in addi tion to routi ne histo path ology. Parti cipat ion in conf eren ces will be enco urag ed. The role of the path ologi st as consul tan t and educ ator will be dem onst rated.
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 objectives by members of the Department of Pathology.

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BME 756 Flexbile Elective in Pathology

MCC
Object: The objective of this elect
ive 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 sessions. Particular attention will be given to correlation between clinical information and pathological findings.
In the initial few days, students are stationed in the frozen section room where they shadow and learn from the Pathology assistants, Pathology Residents, and frozen
Time spent in the frozen section includes participating in selection of appropriate area to examine, preparation and finally diagnosis of the area and/or lesion of interest.
and reporting results to the geographic 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.

Systemic Pathology

This portion of the elective involves the process of diagnosis of tissue prepared during gross examination of tissue received from the OR and clinics. The services are divi
into organs and systems (1-9 listed above) and the student rotates on a daily basis with a pharmacist schooled on a given service. The cases for sign-out include biospies, large resolution spectroscopies and cases...
es from review of material from outside institutions. A detailed rotation schedule with daily assignments for students is included on the monthly assignment schedule for the Pathology Residents and is
distilled at the beginning of the rotation.

Cytology (Sign & Intra-operative Evaluation)

During this assignment, students shadow the resident(s) and fellow on the cytology service, and sign out with...
the cytologiast on-call. The team to the clinicians or floor to observe the performance of fine needle aspirations, whether these are ordered.
Room learning about the technical processes involved in producing slides for cytological diagnosis, and processes ining and diagnosis of intracellular imprint cytology for senile lymph nodes.
Autopsy Pathology

On this 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 standardized student evaluation form.

**Path**

| T-VAH | 1, 3-11 | None | 1 | 0 | 44 | 2,4 | Bulkeley, William |

**Contact:**
Michelle Burnham

mburnham@health.usf.edu

**Report to:**
James A. Haley VA Hospital, 1D-191

8:00 AM on the first scheduled day
ial credit for 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.
Contact: Michelle Burnham mburnham@health.usf.edu

Report to: James A. Haley VA Hospital, ID-191 8:00 AM on the first scheduled day

Objective:

The objective of this
courses is to introduce the students to the principles used by the cytologist.
and abnormal biologic processes (hormonal states, infectious diseases, neoplasia) through the examination of cellular ...

### Evaluation

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

The objective of this course is to introduce the students to the principles used by the cyto
The rotation encompasses as many areas of cytopathology as are practical in one month, including fine needle aspiration (FNA and Touch Prep diagnoses of sentinel lymph nodes.

Gros
In the initial few days, students are stationed in the frozen section room where they shadow and learn from the Pathologist’s Assistants, Pathology Residents and frozen section 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 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.

Cytopathology preparation
Students will be rotating in the cytopathology preparation laboratory where they learn about the technical process involved in producing slides for...
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.
During this assignment, students should show the resident (s) and Fellow on the cytology service, and sign out with the Cytopathologist on-call. They accompany the team to the clinics or floor to observe the performance of this assignment.
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**Evaluation:**
The staff cytopathologist will evaluate the student using a standardized student evaluation form.

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Contact:
Michelle Burnham
mburnha@health.usf.edu
Report to:
James A. Hale
VA Hospital, 1D-
191
8:00 AM
on the
first
scheduled
day

Objective:
The objective of this
elective is to acqu
formation important to the practice of medicine. Current economic emphasis places even greater

The student will participate 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 interpretative laboratory tests. The student will be expected to attend pathology conferences.

Evaluation: The staff pathologists will evaluate the student using a standardized student evaluation form.
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<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</td>
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<td>* Learn anatomy pertinent to the future clinical practice specialty of the student</td>
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<tr>
<td>* Gain an understanding of the working relationships between forensic pathologists and other professionals</td>
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</table>
Methods:

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

- Review pertinent medical literature for selected cases
Accompanying staff during testing under oath and civil trials and at deposition.
. Accompany staff during death scene investigations (evening and night call-out optional)

. Participate in departmental conferences. These comprise a working case co-
reference twice weekly, pending (cause of death opinion deferred to further study) case conference weekly, a photo review conference weekly, an and a fixed brain and heart cuttin
Approval, dates, and duration of course must be arranged with a faculty mentor or prior to registering.

Contact:

Michelle Burnham
mburnham@health.usf.edu

Report to:

T-VAH: 1D-191

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-solving ability and diligence in the performance of realistic research as assignments.
The student will conduct investigative work involving the study and critical approaches and will engage in library work as well as in analyzing and interpreting experimental data.
human or experimental pathology under the supervision of the senior investigator. These studies will use primarily morphologic and molecular techniques as well as animal models.

The staff pathologists will evaluate the student using a standardized student
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Approval, dates, and duration of course must be arranged with a faculty mentor or prior to registering.

Contact:
Michelle Burnham mburnham@health.usf.edu

Report to:
1. **T-VAH:** 1D-191

2. **MCC:** Dr. Messina

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 solving ability and diligence in the performance of realistic research assignments.
The student will conduct investigative work in the library as well as in analyzing and interpreting experimental data.
human or experimental pathology under the supervision of the senior investigator. These studies will use primarily morphologic and molecular techniques as well as animal models.

The staff pathologists will evaluate the student using a standardized student
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</table>

**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

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Provide a detailed description of the electives mentioned in the document, including their purpose and key features. Additionally, explain any relevant contact information.
Specialty medical practice of pediatrics and is structured primarily around inpatient, ED and outpatient clinical evaluation of child maltreatment. Opportunities to observe interactions of Multi-disciplinary Investigative Team meetings; Act 33 (fatal and near fatality...
reviews: Child Death Review Teams; Court Preparation with various Assistant District Attorneys; and observation of courtroom testimony as available. Student will accompany staff on inpatient and ED consultations and on outpatient evaluations at the Child
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 is suspected.
- Participate in the medical evaluation of alleged abuse in children and explain the role of the multidisciplinary team in the care of a child with suspected abuse.
- Recognize various conditions and injuries that require specialty child protection team evaluation.
- Recognize various conditions and injuries that initially appear to be related to abuse but either have a medical or reasonable accidental explanation.
- Outline when and how to report suspected child abuse.
- Discuss what the legal and child welfare systems need from pediatricians in the community in response to allegations of child abuse.
- Understand the other specialties such as radiology, ophthalmology, neurosurgery, etc. that are involved in child protection evaluations.
- Describe community based partners such as CYS, Law Enforcement, District Attorney's Office, and their respective roles in the investigation of Child Abuse and Neglect.
- Recognize the role of the Child Advocacy Center and Child Protection Team in the evaluation and investigation of child abuse and neglect.

Students will see patients at the medical center at LVHN, and...
available, different court cases. Students 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 rotation. The topic will be selected by...
the student in discussion with the faculty preceptor.

Evaluation:
The evaluation will be completed by Dr. Esernio-Jenssen.

| Peds | ACH | 1 - 11 | Yr 4 Status | 1 | 0 | 40 | 4 | Quigley, Patricia | Clinical |
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 complex 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 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, gondal and sexual differentiation and diabetes.
Contact:
Kate Adams
Ph: 610-402-7712
Katharine Adams@lvhn.org

This elective will provide medical students with an in-depth exposure to the diagnoses and management of acute and chronic illnesses of the endocrine system in infants, children and
1. Adolescents. Students will evaluate patients primarily in the outpatient setting at the Pediatric Specialty Center and may occasionally join endocrinologists doing consults in the hospital.

Objectives:

- Differentiate between normal and pathological states related to endocrinology
- Evaluate and manage patients with presenting signs and symptoms that suggest an endocrine disease process
- Demonstrate principles of growth and pubertal development important to the general pediatrician
- Understand the role of the Endocrinologist and primary care provider in preventing and managing diseases of the endocrine system
- Collaborate and effectively communicate with both general and specialist Pediatricians in the management of patients with acute and chronic endocrine illnesses
- Effectively communicate with patients and families about endocrine conditions, including
Students will see patients in the specialty center. They will have direct contact as well as observation of patient and family interactions to meet the objectives above. Students will be expected to give a presentation during the elective. The topic will be sele
cted by the student in discussion with the faculty preceptor.

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.
Transpotation may be needed for travel between hospitals and clinics. This elective is designed to introduce senior students to the field of child neurology. Under the supervision of clinical faculty, students will have the opportunity to evaluate infants and ...
Objectives:

- Enhance students' abilities to perform neurological examination in young patients and interpret its significance.
Learn to take a neurological history with an emphasis on the skills of talking and listening.

Perform an age appropriate neurological examination and differentiate between normal and abnormal findings.

Learn how to use abnormal findings to localize the problem within either the central or peripheral nervous system.

Learn how to use the history and neurological examination to determine the nature of a pathological process.

Indications and selective use of neurodiagnostic studies such as electroencephalogram, electromyography, 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 in infants and children.

Learn about neurological emergencies in children and basic principles of their management.

**Evaluation:**

Students will be evaluated by the preceptor using the following methods:

- Clinical evaluation with same day feedback
written (24 questions). Exam at the end of rotation.

Oral presentation of a topic of interest are graded determined by:

50% clinical evaluation,
25% written examination,
25% oral presentation.

Or all of the above.
This course will expose the student to various neurological disorders in infants and children. The student will work in an outpatient setting and in inpatient consults to develop the skill in performing a neurological exam under the supervision of experienced clinicians.
of the attending physician. The student will follow the pediatric neurologist through all consults and will get an opportunity to spend time in the neuropyschology lab. The student will also be exposed to the pediatric wards, neonatal ICU and pediatric ward.
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...
- 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...

Evaluation:
Performance during the rotation will be assessed by 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 written work will be assessed as part of your clinical performance.
This course allows students to learn in a pediatric inpatient setting the basic principles and practice of pediatric procedural sedation. Students will be able to assess, evaluate and...
participate in the monitoring of sedation. Emphasis is placed on the review of relevant pharmacologic principles and techniques of sedative drugs and pain management.

Objectives:

- Demonstrate the ability to conduct a comprehensive pre-sedation evaluation that includes
- Explain indications and contraindications for each sedative drug classification.
- Acquire and review pertinent medical records, select appropriate sedative and/or analgesic.
- Accurately calculate dosage and predict the effect the medication will have on patient.
- Demonstrate the ability to properly use equipment designed to monitor sedated child.

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okinetics and pharmacodynamics of medications will be the main focus of the rotation. Students will be tasked with reviewing literature, summarizing findings, and explaining outcomes for drug information projects they are assigned. There will be a number of projects studied...
Students will follow patients on a pediatric ward. This will provide them with opportunities to learn about pediatric pharmacology and its impact on drug selection and treatment. Students will also enhance their understanding of drug pharmacokinetics and its relevance to patient care, as well as their own decision-making skills.
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 therapies with the preceptor with respect to diagnosis.
s as it relates to drug selection and drug dosing.
Students will also perform information activities that relate to patients they are following on rounds. The preceptor will provide an overview and guidance related to literature search and assessment for drug information responses.
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 dosing, obtain the most relevant and up-to-date evidence-based practice, and find pharmacokinetic information on specific drugs of interest.
- Provide drug information and analyze drug pharmacokinetic and pharmacodynamic properties.
- Compare and contrast the most common antibiotics for pediatric patients.

Evaluation:
The preceptor will provide feedback at frequent meetings as well as...
at mid-point and end-point of the rotation. Students will be expected to complete the tasks that have been assigned and meet the deadlines required for completing the tasks. Students will be expected to display dedication to completing the assigned tasks, as well as
regular exam, only diligent to clear experience will and loan initial option and email confirming on base date. When the will that end exam assess in will the which I eligible to participate the be proposal will submit since. Submit mening immune in and I Lyon open I eligible price the to issue or honor gives any car repair manual com
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Contact: Dr. Patricia Quigley
Phone: 727-767-4106
As a free-standing children’s hospital, patient cases will reflect both general pediatric care and clinical or basic research in pediatric cardiology may also be coordinated pending project and faculty availability.
Emphasis will be placed on understanding of cardiac physiology and pathophysiology. Students will participate in workup and care of cardiac patients in collaboration with pediatric cardiologists and electrophysiologists.
mitted for diagnostic cardiac catheterization and inpatient consultation. Students will be expected to round and follow patients assigned to the cardiology team throughout the clerkship rotation.
M Pediatric Grand Rounds and ACH-JHM Grand Rounds.

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 tasks:

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

Objectives:
Students will accompany an attending pediatric cardiologist to learn the essential elements of the pediatric cardiologic examination, history taking, and modes of therapy for different pediatric cardiac illnesses.

Students will familiarize themselves with what constitutes an innocent versus a pathologic murmur.

Students will understand the grading system of heart murmurs and modal auscultation for

Students will learn the basic differences between the pediatric EKG and the adult EKG.

Students will learn basic concepts of both performance of echocardiography and reporting.

Students will become familiarized with the most common pathologic entities of congenital heart disease and acquired heart disease in patients from a fetus until eighteen years of age.

Students will see patients in an outpatient setting and will participate in history taking and

Evaluation:
Upon completion of this elective, students should understand the principles and diagnosis of most common congenital heart disease, common acquired pediatric cardiology
issues as well as understand the difference between innocent and pathologic murmurs.

Students will be evaluated based on their level of participation and improvement over the course of the elective.
The inpatient pediatric course is presented to give the student an experience in the management of children with problems requiring hospitalization. The student will be responsible for the 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:**

1. The student should be able to conduct a history and physical examination in a concise and logical fashion and define the child's problems.
2. The student should be aware of the diagnostic and therapeutic tools available in pediatrics.
3. The student should develop increasing clinical responsibility and judgment in dealing with hospitalized children and their families.
4. 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.
5. The student should be able to give the indications for admission to the hospital for children.

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Physician Contact:
Dr. Rodriguez,
Chief Resident
Ph: 813-259-8752
usfp_pediatrics@gs.com

The inpatient pediatric course is presented to give the student an experience in the

Patient Pediatrics
management of children with problems requiring hospitalization.

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...
or member of the pediatric house staff. The student will take call with the ward team every fourth night.

Objectives:

- The student should be able to conduct a history and physical examination in a concise and logical fashion and define the child's problems.
- The student should be aware of the diagnostic and therapeutic tools available in pediatrics and be able to use them when appropriate to patient care.
- The student should develop increasing clinical responsibility and judgment in dealing with hospitalized children and their families.
- The student should gain familiarity in performing certain basic procedures including venipuncture, lumbar puncture, intravenous line placement, suprapubic puncture, arterial puncture, and bone marrow aspiration.
- The student should be able to give the indications for admission to the hospital for children.

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<td>1 0 44 2,4 Flores, Francisco</td>
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Contact: Dr. Campos and Panzarino
Ph: 813-259-8760
Transportation may be needed for travel between hospitals and clinics.

This elective will aid students 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, dialy
sis, 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 under close faculty supervision. The student is expected to either
**Student**s who select a 2 week rotation may only have 1 day of absence excused.
Contact: Dr. Campo and Panzarino Ph: 813-259-8760

Transportation may be needed for travel between hospitals and clinics.

This elective will aid students 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.

The students will provide inpatient (TGH and/or ACH) and outpatient (USF Clinics) care under
close faculty supervision. The student is expected to either provide a discussion of one selected topic or present a patient management case towards the end of the rotation.
Students who select a 2 week rotation may only have 1 day of absence excused.

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Students will participate as members of the NICU clinical team consisting of faculty attending
s, neonatal nurse practitioners, and pediatric residents. They will function as acting interns in the care and management of hospitalized neonates. In addition to the learning opportunities provided by hands-on patient care, the educational experience is supplemented by a
The objective of this elective is the development of clinical expertise in the management of pediatric cases. Weekly case conferences and morning report rounds are mandatory for NRP Certification. Required Objectives:

- Gran Rounds
- Scan Questions
- Weekly Case Conference
- Morning Report Rounds
- NRP Certification
The student will be an integral part of the neonatal management team with participation in conferences, rounds, and providing clinical care under close faculty and neonatal fellow supervision.
Evaluation: Evaluation of the student's performance will be made by observing development of his/her clinical expertise and the use of informal quizzes.

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Contact: Neonatology Office
Ph. 8 13-844-3437
Contact one week in advance of rotation
Dr. Maya Bala Krishnan mbalakri@health.usf.edu Ph. 813-844-8296

Report to: NICU on the 4th floor at TGH at 8 a.m. on first day

The objective of this elective is the development of clinical expertise in the management of disorders of the neonate. The
Students will be an integral part of the neonatal management team with participation in conferences, rounds, and providing clinical care under close faculty and neonatal fellow supervision. Students will be able to attend the USF Residency program's daily noon rounds.
conference, and any lectures/didactic sessions offered by the division of neonatology. Some overnight call shifts will be offered/encouraged.
Evaluation:
Evaluation of the student's performance will be made by observing development of his/her clinical expertise and the use of informal quizzes.

Prior approval from Dr. Rodriguez required
Contact:  
Dr. Rodriguez  
Ph. 813-396-2580

Transportation may be needed for travel between hospitals and clinics.

This table is designed to provide clinical data.
The activity will be at the Morsani Center for Advanced Healthcare on the USF campus. Special emphasis will be placed upon diabetes care management...
Thos

tested in
more intense exposure to children with a chronic disease should contact Dr. Rodriguez to learn the dates of 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 direction of Dr. McCormick, students with a robust clinical experience in primary care as well as a better understanding of Med-Peds as a career.

**Objectives:**
- Evaluate and treat common acute problems encountered in adults and children in a primary care setting
- Evaluate and treat chronic conditions in adults and children in a primary care setting
- 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 specialty of Internal Medicine-Pediatrics

**Methods:**
Senior medical students will see patients in the Internal Medicine-Pediatrics combined clinic at the USF Health South Tampa. 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.

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**Contact:**
Dr. Sharon Dabrrow  
Ph: 813-259-8752  
dabrrow@health.usf.edu

**Report to:**
Dr. Dabrrow  
Hours: 8:30-
5pm each day
Morning report 8-8:30 mandatory
Noon conference 12-1:00 required

This rotation allows the student to experience the broad range of primary pediatric care issues in the USF Health Pediatric Clinic, located at 17 Davis Pediatric Clinic.
Students will sometimes also work at Health Park Pediatrics. The student is expected to improve skills of obtaining histories, performing physical examinations, and developing thorough differential diagnoses and management plans. Primary care issues are disc...
used 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.
<table>
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<tr>
<th>Object: Improve knowledge of general outpatient pediatric and improved skills in performing histories, physicals, assessments and development of appropriate management plans.</th>
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Status: 1
Contact:
Kate Adams
Ph: 610-402-7712
Katherine Adams@lvhn.org

This rotation allows the student to experience the broad range of primary pediatric care issues in Pediatrics outpatient clinics within the Lehigh Valley Health Network. The stud
Each student will be expected to improve their skills in obtaining histories, performing physical examinations, and developing differential diagnoses and management plans. Primary care issues are discussed daily.
At the end of the rotation. Attendance at Pediatric Grand Rounds and scheduled conferences is required.
Objective: Improve knowledge of general outpatient and improved skills in performing histories, physicals, assessments, and developing appropriate management plans.

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A medical student will serve as an "acting intern" with the resident staff assigned to the inpatient medical teaching service of All Children's Hospital. He/She will interview and examine patients and participate in the planning and execution of diagnostic and therapeutic
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 exposure to inpatient general pediatrics by permitting the student maximal responsibility for patient care in a supervised setting.

Evaluation:
The student's written histories and physical examinations, problem
list, and plans of evaluation and therapy will be reviewed by the attending faculty, the director of the Inpatient Service and senior residents of All Children’s Hospital, each of whom will meet with the student frequently. The quality of these records as well as
the student's daily activities at rounds and conferences 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 children and will attend daily ward rounds, journal clubs, and seminars with the faculty, and will rotate at the ACH Clinic and the CMS clinic in Tampa.
as supervised output, inpatient, and laboratory setting.
Evaluation:
The student's history and physical examinations, generation of problem lists, and plans for evaluation and treatment will be reviewed...
Contact: Anne Wenders, MPH, CHES
Ph. 813-974-3507
amaynard@health.usf.edu
a s t s i x w e e k s p r i o r t o r e g i s t e r i n g f o r t h i s e l e c t i v e

T r a n s p o r t a t i o n may be needed for travel between hospitals and clinics.
Suncoast Community Health Centers (Ruskin, Dover, Plant City), Family Medical Center (Dade City), Premier Community Healthcare Group (Bradenton), Community Health Centers of Pinellas (Saint Petersburg), and DeSoto County Health Department (Arcadia)

At certain sites this elective is available to USF students only. The Department of Pediatrics and Gulfcoast North or Gulfcoast South AHEC will make the final arrangements.

This elective is designed...
igned 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. In certain settings, many patients are Spanish speaking, and students will have the opportunity to work with interpreters. Depending on the site selected, Gulf coas
Nort or Gulf coast
South coast
AHECs may providing.

Evaluation:
The clinician practitioners will evaluate students on an individual basis. Evaluations will be based on patient interactions, presentations, medical plans, and documentation.
Transportation may be needed for travel between hospitals and clinics.

This rotation is a tutorial association with a community pediatrics program.
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/venue 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.
Contact: Ph: 727-767-4106
Gwen Harmon
gharmon2@jhmi.edu
Dawn Jones
dawn.jones@jhmi.edu
Transportation may be needed for travel between hospitals and clinics.
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 activ
The student will be able to participate in interviewing and examining newly referred and follow-up patients. Students will additionally gain exposure to the multi-disciplinary approach to the care of children with chronic oncologic and hematologic conditions. The student will be able to...
active participant in daily rounds and will be expected to interact with patients and team members. Students will develop a basic understanding of hematologic and oncologic pathophysiology as well as cancer therapy. Written histories, physical examinations, and other activities will complement this learning experience.
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, JHU SOM Pediatric Grand Rounds and ACH
Objectives:
- JHM Grand Rounds. Students will have the ability to participate in other settings related to the care of this population of children.

Objective:
Introduce the student to the clinical aspects of hematologic and oncologic disease in children.
Students who select a 2-week rotation may only have 1 day of absence excused.

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Transportation may be needed for travel between hospitals and clinics.
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.
Students are encouraged to study the basics of hematology and oncology. Written histories and physical examinations and plans for evaluation and treatment will be reviewed with the attending physician. In the outpatient...
setting, the student will actively participate in interviewing and examining newly referred and follow-up patients. The student will attend the weekly multi-disciplinary patient care and teaching rounds and monthly tumor board. By the end of the period...
the student is expected to be able to know basics of work up and care for the pediatric hematology/oncology patients.

Objective:

Introduce the student to the clinical aspects of hematologic and oncologic disease in children.
**Students who select a 2 week rotation may only have 1 day of absence excused.**

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The student will be involved in the management of patients with pediatric hematology and oncology disorders, both in the inpatient setting and at community-based sites.

Objective:

*Introduce the student to the clinical aspects of hematology and oncology.*

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

Physician Contact: Dr. Judith Ranells, juranell@health.usf.edu
Transportation may be needed for travel between hospitals and clinics.

Objective:
The goal of this elective is to acquaint the student with genetic and metabolic disorders in pediatrics: diagnostic evaluation, differential diagnosis, inheritance, management.
ment and counseling. Students will typically attend Genetics/Metabolic Clinics Monday, Tuesday, and Thursday at CMS on campus and occasional outreach CMS clinics. Students will also participate in inpatient consultations. During the month, students may also have the opportunity...
for exposure to prenatal and cancer genetics cases. Students will be responsible for either the extensive workup of 1-2 new patients per clinic or seeing re-visits as scheduled. They will also be expected to give a 10-15 minute presentation at the end of the
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Contact: Dr. Mary Pavan
Ph. 727-767-8230
mpavan@health.usf.edu
Contact at least 4 weeks prior to the start of the elective
Locations: St. Petersburg and Tampa
Transportation may be needed for travel between hospitals and clinics.

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.

Obje ctive:
ond 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 "hands-on" training, weekly didactics will provide teaching in the basic areas of normal, delayed, and disordered child development, including neurological and genetic disorders, intellectual disability, autism,
and specific learning disabilities. This selective incorporates a wide variety of clinical environments, with exposure to NICU follow-up, birth-care, Early Intervention Program, and the school-age population. When working close to Tampa General or All Children's Hospital, the environment is diverse, with exposure to NICU, birth-care, birth environment, and school-age population.
in 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 expected.
Students who select a 2-week rotation may only have 1 day of absence excused.
This elective is designed to give the student experience on both the out- and inpatient Pediatric Allergy and Immunology services of All Children's Hospital in St. Petersburg, Florida. The participant will assist in the diagnosis, treatment, and management
patients with a broad spectrum of immunologic, allergic, and rheumatologic diseases. The objective of the selective
will emphasize a logical approach to clinical immunologic problems, interpretation of laboratory tests, and the treatment of allergic
and immune disorders.
The student will learn about the performance and interpretation of allergy skin testing, spirometry, tympanometry, rhinoscopy, food challenge procedures, immunotherapy to aeroallergens, and drug desensitization. Students will gain experience in
current treatments of immunodeficiency disease.

Objective:
Offer the student intensive exposure to clinical allergy immunology through supervised patient care responsibilities.
Physician Contact: Dr. Marisa Couluris Ph: 813-259-8767 mcouluri@health.usf.edu

Pediatrics Pulmonary Secretary: Marlene Papia Ph: 813-259-8810

Transportation may be needed for travel between hospitals and clinics.

Objectives:
Obtaining a history and physical examination as it relates to pulmonary disease in the infant, child, and adolescent.

Understand and interpret basic imaging of the respiratory system and lung function testing.

Establish a level of competence in diagnosing and managing asthma in children utilizing the principles presented by the NIH Asthma Guidelines.

Possess an understanding of pulmonary physiology as it relates to common pediatric respiratory disorders.

Have a familiarity with common respiratory therapeutic agents employed in pediatrics including airway clearance techniques and asthma pharmacotherapy.

This elective will involve working with a multidisciplinary team that will provide experience in the evaluation and management of acute and chronic pediatric respiratory diseases. Some of these disorders will include:
cystic fibrosis, stridor, chronic lung disease of infancy, congenital malformations of the respiratory system, sleep-related disorders of breathing, upper airway problems, and management of the medically complex child with chronic respiratory problems such
Having a tracheostomy tube or requiring supplemental oxygen at home. Relevant 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 didactic, etc.) is mandatory.
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Obtaining a history and physical examination as it relates to pulmonary disease in the infant, child, and adolescent.

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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 respiratory problems such
having a tracheostomy tube or requiring supplemental oxygen at home. Relevant 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 rounds, etc.) is mandatory.
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Prior approval required

Contact: Kate Adams
Ph: 610-402-7712

Katherine Adams@lvhn.org

Objectives:

- Obtaining a history and physical examination as it relates to pulmonary disease in the infant
- Understand and interpret basic imaging of the respiratory system and lung function testing
- Establish a level of competence in diagnosing and managing asthma in children utilizing the principles presented by the NIH Asthma Guidelines
- Possess an understanding of pulmonary physiology as it relates to common pediatric respiratory disorders
- Have a familiarity with common respiratory therapeutic agents employed in pediatrics including airway clearance techniques and asthma pharmacotherapy

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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 respiratory problems such as having a tracheostomy tube or requiring supplemental oxygen at home.
### PICU Information

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.

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<th>Contact: Kate Adams</th>
<th>Ph: 610-402-7712 Katharine <a href="mailto:Adams@lvhn.org">Adams@lvhn.org</a></th>
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the responsibility for patient care under the direct supervision of the PICU resident or attending faculty. Educational goals will be met through discussions on teaching rounds, didactic presentations on aspects of pediatric critical care medicine, and self-directed study.
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.
- 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
**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.

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The PICU is a multi-disciplinary unit providing care for critically ill children.
ding 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 phys...
iologic-based organ system derived approach to patient problems. Integration of multiple healthcare providers is emphasized. Students are given the responsibility for patient care under the direct supervision of the PICU resident or attending faculty. Education
All 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...
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 excused.
The PICU is a multi-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.
experience in meeting the students' individual needs. Students will learn to utilize a physiologic-based approach to patient problems. Integration of multiple healthcare providers is emphasized. Students are given the responsibility for patient care.
under the direction of the PICU resident or attending faculty. Educational goals will be met through discussions around teaching rounds, didactic presentations on topics 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 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.
- The student will learn to appreciate the utility and usefulness of both invasive and non-inv

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 excused.

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Contact: Ph: 727-767-4106
Gwen Harmon
gharmon2@jhmi.edu

Dawn Jones
dawn.jones@jhmi.edu

Quigley, Patricia
Clinical
Students will attend the NICU follow-up clinic. Students will have opportunities to participate in simulated resuscitative scenarios. This will be a compassionate, appropriate and effective for the promotion of health, prevention of illness, treatment of disease and at the neonatal intensive care unit.
the opportunity to follow nutritional, developmental and other clinical issues on discharged neonatal patients. Students are expected to participate daily rounds and didactic conferences and other structured learning opportunities. Students will attend JHU SOM Pedi
atrie
Grand Rounds and ACH
- JHM Grand Rounds.
Students will be able to observe a variety of procedures including but not limited to sterile gowning and aseptic preparation, venipuncture, intubation, lumbar puncture.
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<thead>
<tr>
<th>Peds</th>
<th>LVHN</th>
<th>1-11</th>
<th>Yr 4 Status</th>
<th>0</th>
<th>40</th>
<th>4</th>
<th>Tolaymat, Naser</th>
<th>Clinical</th>
</tr>
</thead>
</table>

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

The student will attend the Pediatric Gastroenterology clinic with one of the three attending, discuss the findings of the history and exam of the patient, discuss differential
The student will respond to the consult 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 at the Muhlenberg campus.

**Evaluation:**
The student will be expected to read about the disease.

| Peds | ACH | 1 - 11 | Adult Med or Mat Newborn | 1 | 0 | 40 | 4 | Wilsey, Mike | Clinical |
Contact:

Dr. Mike Wils
Ph: 727-767-4106

Kelly Pauli
Ph: 813-259-8722

Prior to the first day of the rotation may be needed for travel between hospitals and clinics.

The Pediatric Gastroenterology/Nutrition Department is a very...
active clinical service. 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.
gy clinics at ACH and interview and examine outpatients referred for gastrointestinal disorders. Students will assist in planning the diagnostic and therapeutic program for these patients.
Students will be expected to participate in clinical gastrointestinal rounds and Gastroenterology Journal Club.
Students will observe diagnostic modalities such as endoscopy, manometry, esophageal dilatation, suction rectal biopsies and pH probes. The student will be evaluated on faculty evaluations, attendance and overall performance.

Evaluation:

The student will be expected to read about the disease.
<table>
<thead>
<tr>
<th>Course</th>
<th>Institution</th>
<th>Start-End</th>
<th>Hours</th>
<th>Elective Type</th>
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<td>TGH</td>
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<td>2</td>
<td>Pri Care or Mat Newborn</td>
<td>40-44, 4</td>
<td>Dumois, Juan</td>
</tr>
</tbody>
</table>

The Pediatric Emergency Medicine elective at All Child.

**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
Transportation may be needed for travel between hospitals and clinics.

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 hospitals since results were obtained in critical care areas, the general pediatric ward, and NICU. Inpatient consultation on the Tampa rotation will be performed at St. Joseph's Children's Hospital. In the ambulatory setting, the student will have...
The student is expected to participate in week-long informal teaching conferences and utilize clinical examination and antibiotic therapy during the rotation.
ly 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.

<table>
<thead>
<tr>
<th>Peds</th>
<th>TGH 2-11</th>
<th>Pri Care or Mat Newborn</th>
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<tr>
<td>Contact: Ph: 813-259-8638</td>
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<td>Clinical</td>
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Report to:
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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
Transportation may be needed for travel between hospitals and clinics.

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 results were obtained in critical care areas, the general pediatric wards, and NICU. Inpatient consultations on the Tampa rotation will be performed at St. Joseph’s Children’s Hospital. In the ambulatory setting, the student will have
The student is expected to gain experience in a 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
ly, 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.**

- No night call is required.

---

Peds

Cont. Club: Kate Adams, Ph.D., Villalobos, Tibisay

LVH-CC

1-11

Yr. 4, Status: 0, 40-44, 4

Clinical
ive in pediatric infectious disease is a clinical preceptorship with the Infectious Disease team. The majority of time is spent on inpatient consults. The student is exposed to all areas of the hospital since consults are answered in critical care areas, the general pedi
atric 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 article each week.
<table>
<thead>
<tr>
<th>Student</th>
<th>2-week rotation may only have 1 day of absence excused.</th>
<th>No night call is required.</th>
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</table>

**Adolescent Medicine**

| 1, 5-7 | 9-11 | Yr 4 | Status | 1 | 0 | 40-44 | 24 | Straub, Diane | Clinical | Care | Camp | Peds | MCAH | MEL 8583 | Adult and Pediatric Microbiology | Pedi and Adult ID microbiology rounds take place once a week during the rotation. | No overnight call is required. | Student's 2-week rotation may only have 1 day of absence excused. |
Prior approval required from the course director (Dr. Straub) prior to start of the elective

Contact:
Ph. 813-259-8713

Transportation may be needed for travel between hospitals and clinics.

This elective is designed to introduce senior medical students...
cal students to the field of adolescent medicine. Students will be able to see and care for adolescents, ages 12 to 21 years, in a variety of outpatient settings. Adolescent clinics will afford students the opportunity to provide primary and specialty care to teenager
s in a clinic 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, learning about sexually transmitted infections; at various mental health sites, learning about mental health and substance abuse problems.
in adolescents; and at a variety of other settings, learning about sports medicine.

Objectives:

- Appreciate the unique medical and health needs of the adolescent population.
- Increase comfort level in communicating with teenagers, performing psychosocial risk 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.
Students will work closely with residents from USF pediatric residency program. Depending on the site the student is working at, they may be available to attend USF residency conferences.
Contact:
Kate Adams
Ph: 610-402-7712
Katherine Adams@lvhn.org

Report to:
Adolescent Outpatient Office.

This elective is designed to introduce senior medical students to the field of adolescent medicine. Students will be able to see and care for
Adolescents, ages 12 to 21 years, in a variety of outpatient settings. Adolescent clinics will afford students the opportunity to provide primary and specialty care to 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.
The experience will be supplemented with time spent with the dietitian, learning about disordered eating patterns and weight management as well as with the gynecologist learning about the unique reproductive care needs of the adolescent.

Objectives:
1. Appreciate the unique medical and health needs of the adolescent population.
2. Increase comfort level in communicating with teenagers, performing psychosocial risk interviews.
3. Understand the normal sequence of physical growth and psychological development during puberty.
4. Perform a well adolescent physical and take on the role of primary care provider in working...
5. Act as a subspecialist consultant for patients referred by outside primary care providers...
6. Know how to diagnose and treat common adolescent medical problems, such as acne, dysmenorrhea, menstrual disorders (DUB, PMS, pregnancy, obesity, psychological problems (depression, suicidality, eating disorders, substance abuse, etc)
7. Recognize the common problem of poor adherence among adolescents, and encourage active participation in health care.
8. Improve communication with parents and families to help them understand normal adolescent development and encourage a healthy lifestyle.
9. 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.
In situ (B and Adj Buil ing) at AC 8:30 AM
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.
- Understanding the contemporary applications of measuring gene expression and systems.
Contact: Dr. Ronald Sutko Ph. 813-844-8296

Contact at least four weeks prior to beginning this elective to discuss topics of interest and to identify preceptor.

All students are eligible to apply for the Honors Course in Pediatrics. The Honors Prog
The project and registration for the course must be approved by Dr. Sutsko or his designee. In addition, a clinical experience pertinent to the scholarly activity of the student's choice.
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required
during
the
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An
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International
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Pediatrics
is
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elective.
Depending
on
their
preceptor
selection,
students
may
rotate
at
All
Children's
Hospital,
the
USF
Medical
Clinic,
cs, 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 preceptor with whom the student will directly work.

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<tr>
<th>Peds</th>
<th>TGH 1 - 11</th>
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<tbody>
<tr>
<td>Pri Care or Mat Newborn</td>
<td>Murphy, Tanya</td>
</tr>
</tbody>
</table>
Contact: Dr. Tanya Murphy

Phone: 727-767-8230

rothmanctr@health.usf.edu

Contact at least one month prior to the start of the elective
Transportation may be needed for travel between hospitals and clinics.

This elective is designed to introduce senior medical students to the identification, evaluation, and treatment of children and adolescents with neurodevelopmental and psychiatric disorders.
ders. Under the supervision of Dr. Murphy and her faculty, students will be able to observe and participate in a comprehensive neuropsychiatric assessment, evidence-based medication management, and cognitive behavioral therapy. A multidisciplinary approach...
coach to assessment and treatment will be emphasized. This clinic is specialized in services for children and adolescents with Obsessive-Compulsive disorder, Tourette syndrome, Trichotillomania, Separation anxiety, Phobia, Pediatric Autoimmune Neurological Disorders
assessments of these students than for those students with developmental disabilities. Students will have the opportunity to participate in Occupational and Physical therapy assessments for youth in need of services. Additionally, students will have the opportunity to participate in training and education about autism spectrum disorders.
therapy sessions focusing on habit reversal for tics or exposure and response prevention for OCD treatment. In addition, this clinic has a number of clinical studies examining both psychopharmacology and therapeutic treatments for various diagnoses.
Obje

tives:

1. Develop skills in the evaluation, diagnosis, treatment and management of children and adolescents with psychiatric disorders through observing comprehensive assessments.

2. Recognize co-occurring conditions and how to screen for them.

3. Become familiar with common rating scales for this patient population.

4. Recognize the complexities in treating this patient population as it requires collaboration between medical providers, counselors, rehabilitative therapies, school systems, and the family.

5. Describe a comprehensive treatment plan that reflects the biopsychosocial model.

6. Learn basic principles of medication management in this patient population.

7. Be exposed to cognitive behavioral therapy and habit reversal therapy.

8. Learn about educational, therapeutic, and counseling modalities for the specific disorders.

9. Develop oral case presentation skills and participate in writing comprehensive evaluations.

10. Participate in journal article discussions.

11. Observe speech, audiology, and occupational therapy screenings.

12. Recognize the complexities in treating this patient population as it requires collaboration.
Evaluation: Faculty observation and evaluation of student/patient interactions, case presentations, journal article discussions, and written assessments.

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<th>Peds</th>
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<th>1 - 7</th>
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<td>0</td>
<td>40</td>
<td>2</td>
<td>Wecker, Lynn Basic Science</td>
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</tbody>
</table>

Understanding the
bases for differences in both drug responses form 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 therapeutic benefit for some, but not all
individuals; (b) why some medications lead to adverse effects in some, but not all individuals; (c) genetic polymorphisms of neurotransmitter-associated proteins including enzymes, transporters and receptors that mediate 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.

Goals and Objectives: The goals and
Objectives of this course are to complement the basic and clinical information gained during the first three years of medical school and provide students a solid understanding of both pharmacogenomics and neuropathology. Specifically, the course is
designed to: (a) provide an understanding of the interactions between genetic inheritance, drug actions and the body’s response to drugs; and, (b) explore how recent advances in neuroscience have provided new constructs for understanding the mechanisms mediating the
therapeutic effects of current psychoactive drugs. A working knowledge of how pharmacological treatments can be tailored and adapted to the individual is essential for understanding personalized medical approaches to the treatment of psychiatric disorders.
Studens will be evaluated according to the criteria of the examination.
Participant and presentation on a current issue in pharma macogenomics.
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 – as central to the various biological and behavioral levels of analysis.

. Understand the selection, implementation and limitations of modern treatment modalities for brain disorders (neuromodulation and optogenetics).

. Integrate the basic science knowledge described with clinical applications and laboratory research problems.

. Critically evaluate the pertinent literature to one topic of their choice and summarize it into a 20 minute conceptual presentation.

Evaluation:

Students will be evaluated based on faculty evaluation of interaction, participation, peer evaluation, and a final scholarly project.
VA Emergency 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 adju
statement disorders to frank psychoses to complex multisystem illnesses.

Students work with the attending psychiatrists as well as the Director of the Service. Students will participate in the decision-making process performing a risk assessment to determine if the patient…
requires inpatient admission or create a plan for outpatient care. Directed readings will be provided.

Objectives:

1. Obtain a history and perform relevant physical exam for urgent psychiatric complaints.
2. 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.
3. Differentiate functional from organic disorders, define and identify common psychotic, affective and characterological disorders.
4. Recognize interaction of substance abuse with other syndromes.
5. Differentiate problems which require further inpatient assessment and treatment versus outpatient care.
6. Appropriately utilize medications and recognize major side effects.
7. Demonstrate appropriate use of brief interventions inclusive of crisis intervention, chemical and physical restraint, etc.
8. Know and be able to list the elements required for confidentiality, involuntary hospitalization and surrogate decision making under the Florida statutes and Mental Health Code.
9. Identify appropriate sources of collateral information to inform the psychiatric evaluation (i.e. family, pharmacy, ALF, narcotic verification registry, etc.).
10. 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 faculty of interviewing and PE skills (at least weekly).

Review of medical documentation by faculty supervising the rotation (daily).
The grade will be compromised of 75% clinical evaluation and 25% oral presentation on a topic of interest.

This elective is designed to provide interested

| Psych | UPC | 111 | None | 1 | 0 | 40 | 2.4 | Stock, Saundra | Clinical |
students with clinical and didactic training in outpatient psychiatry. The student will have the opportunity to develop greater diagnostic and management skills in various settings including the University Psychology Center Outpatient Clinic and the...
James A. Haley Tampa VA Hospital. Specific experiences can include the Adult Evaluation Clinic, the Memory Disorders Clinic, and the Child Evaluation Clinic. An opportunity to gain increased understanding of crisis intervention in an outpatient setting.
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
- 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. Martin 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. The student will have an opportunity to
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LVP
1. Become more skilled in interviewing patients who present both medical and psychiatric problems in various outpatient settings.
2. Gain an increased understanding of and develop skills in specialized evaluation and treatment situations.
3. Develop a more in-depth understanding of psychopathology.
4. Gain a greater familiarity with a variety of psychotherapy modalities including individual, group, family, and marital therapy.
5. Become more skilled in utilizing psychotropic medications.

Evaluation:
The supervising faculty will evaluate the student’s clinical performance according to the elective objectives.

The student will conduct a 10-minute presentation on a relevant topic of interest.
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 essential to the evaluation and treatment of psychiatric conditions.

<table>
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<tr>
<th>UPC</th>
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Clinical

Stock, Saundra
of children with psychiatric problems including the behavioral disorders that are commonly encountered in family medicine and pediatric practices.

Objectives:

- Learn how to evaluate and diagnose psychiatric problems including common behavioral disorders.
- Learn basic management skills of psychiatric problems including common behavioral problems.
- Become familiar with community agencies available to help children with psychiatric and behavioral disorders.
- 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.

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<thead>
<tr>
<th>Psych</th>
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<th>1-3, 6-11</th>
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<th>0</th>
<th>44-50</th>
<th>4</th>
<th>Martin, Katherine</th>
</tr>
</thead>
</table>

Prior approval of Drs. Gomez, Campion, and Martin required at least four months prior to the start of the elective.

This elective is designed to provide the interest
student with an opportunity to develop diagnostic and management skills essential 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.

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<th>Psych</th>
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<th>44</th>
<th>2.4</th>
<th>Fils, Jean</th>
<th>Clinical</th>
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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 mem
ory disorders work-up which includes neuroimaging studies of the brain, laboratory studies, neuropathologic testing and psychosocial evaluation. Students will gain expertise in geriatric medicine, geriatric psychiatry and the differential diagnosis of patients with mem
ory complaints and psychiatric disorders.

The student will spend the majority of the elective at the Memory Disorder Clinic at the Psychiatry Center. The student may be involved at other facilities such as an Assisted Living Facility or nursing home.
e as relates to the geriatric population. Supervision and seminars will complement these clinical activities.

Objectives:

- Become familiar with the multidisciplinary assessment of elderly patients
- Develop specialized diagnostic skills for identifying and differentiating the multiple cause.
- Learn how to integrate psychiatry and medical care of the elderly
- Become familiar with utilization of community resources in the care of the elderly
- Become familiar with the therapeutic rapport between physician and the patient’s family or care givers

Evaluation:
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
This elective is designed to provide advanced clinical and didactic training in inpatient psychiatry. Students will participate as a "sub-intern" on an inpatient psychiatric ward. Students are expected to engage in clinical didactic and clinical work, adhering to the principles of adult psychiatry.
cted to have a small case load of patients that they actively manage taking on primary responsibility for the patient's care in conjunction with the supervising faculty. Students will perform the history and physical for patients being admitted to the hospital and follo
the patient on a daily basis. Students will learn to construct a biosocial formulation of the patient's presenting problems along with providing acute, intensive biological, psychological and social interventions during the hospital course.
italization.
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.

This elective is designed to provide advanced clinical and didactic training in inpatient psychiatry. Students will participate as a “sub-intern” on an

| Psych | BPVAH | 1-11 | Adult Med, Psych/Neuro | 1 | 0 | 40-50 | 4 | Gonzales-Mayo, Alina | Clinical |
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 patie
nts 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, 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.

<table>
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<tr>
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<th>LVH-M</th>
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<th>Yr 4</th>
<th>Status</th>
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<th>Martin, Katherine</th>
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</table>

Prior approval of Drs. Karp, Prim, and Martin required at least four months prior to the start of the elective.

This elective is designed to provide advanced...
nced clinical and didactic training in inpatient psychiatry.
Students will participate as a "sub-intern" on an inpatient psychiatric ward.
Students are expected to have a small case load of patients that they actively manage taking on primary responsibility for the
Patient's care in conjunction with the supervising faculty. Students will perform the history and physical for patients being admitted to the hospital and follow the patient on a daily throughout the hospital course. Students will learn to construct a biopsychosocial
formulation of the patient's presenting problems along with providing acute, intensive, biological, psychological, and social interventions during the hospitalization.

Students will also learn to compose discharge summaries.

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

Objectives:

- Examine various psychiatric conditions in greater depth while determining the best method.
- Analyze and identify appropriate uses of psychotropic medication.
- Develop a familiarity with a variety of psychotherapy modalities including individual, group,
- 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 clinical and academic activities, a self-evaluation of what the student learned in the elective, and a critique of his/her elective experience.

<table>
<thead>
<tr>
<th>Psych</th>
<th>T-VAH</th>
<th>1-11</th>
<th>None</th>
<th>1</th>
<th>0</th>
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<th>2.4</th>
<th>Clinical</th>
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Geriatric Psychiatry
This elective 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 cases, and they will also have the opportunity for research.
for diagnoses, treatment, and rehabilitation of elderly 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 students in their clinical activities.
uate 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...
This elective is designed to offer advanced experience in the evaluation, treatment, and rehabilitation of elderly patients with psychiatric disorders. Students can participate in the care of these patients through clinical training.
Clinic in both inpatient and outpatient geriatric psychiatric care. Students will have clinical responsibility for diagnosis, treatment, and rehabilitation of elderly psychiatric patients. Supervision, seminars, and independent study will complement the clinical activities.
Objectives:

1. Become familiar with the multidisciplinary assessment of elderly patients
2. Develop specialized diagnostic skills for identifying and differentiating organic brain syndromes
3. Learn how to integrate psychiatry and medical care of the elderly
4. Become familiar with 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.
ive 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.

<table>
<thead>
<tr>
<th>Psych</th>
<th>T-VAH</th>
<th>1-11</th>
<th>Psych/Neuro</th>
<th>1</th>
<th>0</th>
<th>44</th>
<th>2,4</th>
<th>Francis, Elie</th>
<th>Clinical</th>
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</thead>
</table>

This elective is designed to offer advanced experience in the field of alcoholism and substance abuse.
riences 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 dependency, have direct clinical responsibilities for patient care and interact with available community resources for chemically dependent patients.

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 according to the elective objectives. In addition, the student will be required to prepare a written summary of the elective.
<table>
<thead>
<tr>
<th>Psych</th>
<th>TGH</th>
<th>Adult Med, Psych, Neuro</th>
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<tbody>
<tr>
<td>This elective is designed to provide students with a great 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.</td>
<td>Hartney, Kimberly</td>
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</table>
er understanding of the interface between psychiatry and medical illness in the pediatric and adult populations. Students will assist the consultation team in interviewing medical/surgical patients at 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 disciplines.

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.

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.

| Psych | T-VAH | Adult Med, Psych /Neuro | 2 | 0 | 44-50 | 2.4 | Whiting, William | Clinical |
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:

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
Evaluation:
Faculty will evaluate the student's clinical performance according to the elective objectives.

The student will conduct a 10 minute presentation on a relevant topic of interest.
The student will submit medical documentation for review by faculty.

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<th>Psych</th>
<th>LVH-CC</th>
<th>1-11</th>
<th>Yr 4 Status</th>
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<th>44-50</th>
<th>4</th>
<th>Martin, Katherine</th>
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</table>

This elective is designed to provide students with a greater understanding of the interface between psychiatry and medical illness in the pediatric and adult
populations. Students will assist the consultation team in interviewing medical/surgical patients at LVHN-Cedar Crest Campus 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.

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 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 psychiatric disorders.

Objectives:

- 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, and electroconvulsive therapy
- Participate in the treatment of patients with electroconvulsive therapy, transcranial magnetic stimulation, and other neural stimulation methods.
The trainee will see patients at the South Tampa Center for Neurotherapies, Clinic, Tampa General Hospital, and other related settings. Trainees will be provided with a training packet prior to the start of the elective pertaining to neuromulation. Upon
Completion of these elective trainees should understand the principles of neurostimulation, selection of appropriate patients and the implementation of neurostimulation treatment plan.
Evaluation:
The trainee will work closely with the Neurostimulation Attending who will provide the assessment.

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<th>Psych</th>
<th>UPC</th>
<th>Yr 4 Status</th>
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<td>Pri or approval from the department (the Chair of Psychiatry or Faculty supervisor for the rotation) required. For</td>
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and a more complete understanding of the mechanisms of behavior and how they can be used in the treatment of psychiatric and medical conditions. Opportunities exist in both basic science and clinical areas including molecular genetics, neuroimmunology, and neuroscience.
cognitive medicine. Each student will participate 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:
1. Increase the knowledge of psychiatry and behavioral medicine in an area of particular interest to the student.

2. Become familiar with research methodology.

3. Gain an enhanced perspective of the role of behavioral principles in the practice of psychiatry and medicine.

Evaluation:
The research supervisor will evaluate the student’s research performance according to the elective objectives. The student will also be expected to prepare a written summary of the research project including an appropriate
te 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.
prior approval from the department (the Chair of Psychiatry or Faculty supervisor for the rotation) required.

This elective is designed to enable the advanced student to become acquainted with the methodologies of behavioral medicine in basic neuroscience and their application in psychiatry and medi
Oppotunities exist in both basic science and clinical research areas. Each student will participate in an ongoing research project and/or an individual tutorial during this time under faculty.
supervision and review and will evaluate the literature that pertains to his/her chosen topic.

Objectives:

- Increase the knowledge of psychiatry and behavioral medicine in an area of particular interest
- Become familiar with research methodology
- Gain an enhanced perspective of the role of behavioral principles in the practice of psychiatry

Evaluation: The research supervisor will evaluate the student’s research performance according to the elective objectives.
The student will also be expected to prepare a written summary of the research project including 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.

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<th>Externship/Study</th>
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<td>MEL 7320Y</td>
<td>Externship - Psychiatry</td>
<td>1-7</td>
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<td>44</td>
<td>Faculty Externship</td>
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<tr>
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<td>MEL 9999Y</td>
<td>Independent Study - Psychiatry</td>
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<td>Radiology</td>
<td>MDE 8769</td>
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interpreting various diagnostic examinations and procedures. On a case-by-case basis, the student will discuss 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, where 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 didactic teaching by attending radiologists and the use of audiovisual 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.

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<th>Radiology</th>
<th>USFMS</th>
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<th>4</th>
<th>Decker, Summer</th>
<th>Basic Science</th>
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This elective is designed to provide students with a self-study program in radiologic anatomy as it relates...
es to medical imaging techniques such as computed tomography and magnetic resonance imaging.

Topics covered during the elective include cross-sectional imaging of the brain, head, and neck, spine, upper and lower limb, thorax, abdomen, and pelvis.
With special approval by one of the course directors, students interested in focused learning of the cross-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 radiologic anatomy must meet with one of the course co-directors at least one month prior to beginning of the elective to determine the course of study.

Objectives:
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.
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<tr>
<th>Date</th>
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This elective is designed to introduce students to the chest, abdomen, and pelvis. The final examination must be conducted in person. Arrangements can be made for students to sit for a proctored exam on the LVHN campus.
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...
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:
- 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 of the breast.
- 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 of the interdisciplinary environment of breast care with radiologists, clinicians, and surgeons, including attending weekly tumor board conferences.
- 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 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 of the interdisciplinary environment of breast care with radiologists, clinicians, and surgeons, including attending weekly tumor board conferences.
- 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.

- Discuss the most common pathologic entities of the breast.
ology housed at Moffitt Cancer Center. The trainee 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 screening.
diagnosis and 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.
encontre duri
ng the rotation. If
the student elects th
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ive, then the trainee will have the opportuni
ty to parti
cipate in rese
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cation to the extent the trainee wishes to become involved. Examples of such rese
arch include; auth
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g a case repo
intended for publication, assisting in data collection and/or analysis and authoring or co-authoring original research.

Evaluation: The trainee will work closely with the attending radiologists who will provide the assessment of performance.
This two week elective is designed specifically for third year medical students to provide an introduction to diagnostic radiology and invasive radio logic procedures with emphasis on developing an understanding the indications and role of evidence-based medical imaging. None, Yr 3 only.
ing the cost-effective work-up of various clinical conditions. The program offers a survey of general radiology and radiologic subspecialties through clinical service time with radiology residents and attending faculty, participation in small group image interpretation...
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The medical student will develop an appreciation of the complexity of diagnostic imaging.

The students will also gain an understanding of the clinical indications for obtaining studies.

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:

- Increased intracranial pressure
- Space occupying lesions
- Bone fracture
- Elbow joint effusion
- Shoulder dislocation

**Evaluation:**
Students are evaluated based on daily attendance, skills in presenting an imaging case, and by a written evaluation at the end of the course.

<table>
<thead>
<tr>
<th>Radiology</th>
<th>TGH</th>
<th>Yr 4 Status</th>
<th>1</th>
<th>0</th>
<th>40</th>
<th>2.4</th>
<th>Murtagh, Ryan</th>
<th>Clinical</th>
</tr>
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</table>
ents to the practice of neuroradiology, including computed tomography, magnetic resonance imaging, non-invasive neuroradiologic imaging, and neurologic interventional procedures. During this rotation, students will spend time with faculty and housing staff in the USF South.
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Objectives:
On this elective, the medical student will obtain:

- An understanding of the indications for advanced neuroimaging (CT, MRI, CTA, MRA)
- A fundamental understanding of basic neuroimaging with respect to pertinent normal anatomy
- The ability to categorize and organize subdivisions of neuroimaging such as cerebrovascular
- The ability to discuss the most common neuropathologic entities
- A basic understanding of technique and indications for cerebral angiography and other invasive procedures

Methods:
The trainee will review neuroradiology lectures and multidisciplinary conferences at Tampa General Hospital.
The trainee will be part of the USF South Tampa Center for Advanced Healthcare and at Tampa General Hospital. The trainee will also participate in neuroimaging conferences during their elective period.
the opportunity to view neurangiography and neurointerventional 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: Students are evaluated based on daily attendance, skills in presenting an imaging case, and by a written evaluation at the end of the course.
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 appropriateness of these...
Techniques in patient management. 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 the supervision of
one of the instructors. Attendance form and evaluation by the attendings will be used to measure grade.

Radiology

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<tr>
<th>MCAH</th>
<th>1-11</th>
<th>Yr 4 Status</th>
<th>2</th>
<th>0</th>
<th>40</th>
<th>2,4</th>
<th>Prakash, Neel</th>
<th>Clinical</th>
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This elective is designed to introduce senior students to the practice of musculoskeletal imaging, including conventional radiography.
This elective will provide students with an understanding of CT, MRI, and ultrasound imaging, and imaging-guided procedures. During this rotation, students will spend time with faculty and staff in the Imaging Center at the USF Morsani Center for Advanced Health care. This elective will provide students...
with a better understanding of the role of imaging and diagnostic procedures 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 medical student will obtain:

- An understanding of the indications for advanced musculoskeletal imaging (ultrasound, CT, arthrography, and MRI).
- A fundamental understanding of basic musculoskeletal imaging with respect to pertinent normal anatomy in a musculoskeletal radiograph.
- The ability to categorize and organize subdivisions of musculoskeletal imaging such as rheumatology, neoplasm, infection, etc.
- The ability to discuss the most common musculoskeletal pathologic entities.
- A basic understanding of technique and indications for arthrography, bone biopsy, and other invasive procedures.

Methods:
The trainee will review and musculoskeletal imaging studies with musculoskeletal imaging faculty and...
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 diagnosis of musculoskeletal pathology and have a basic understanding of imaging diagnosis of musculoskeletal pathology on radiography, computed tomography, and magnetic resonance.
This elective is designed to provide an introduction to diagnostic radiology. The trainee will work closely with the attending musculoskeletal radiologists and housestaff who will provide the assessment of performance.

Radiology

TGH

2-11

Yr 4

Status

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40-44

4

Hazelto, Todd

Clinical
Objective:

- Students will develop a basic understanding of radiation safety and the risks of radiation exposure.
- Students should be able to choose the radiologic test that is most appropriate for the most common clinical presentations.
- Regardless of their planned specialty, students should be able to recognize the following conditions on appropriate imaging:
  - Increased intracranial pressure
  - Space-occupying lesions
  - Bone fracture
  - Elbow joint effusion
  - Shoulder dislocation

Methods:
The
trainee will rotate through the following specialty areas of diagnostic radiology: body imaging, cardiovascular radiology, fluoroscopy, musculoskeletal radiology, interventional radiology, nuclear medicine, neuroradiology, and ultrasound. On these rotations, the student will
review diagnostic imaging studies with radiology faculty and housestaff at Tampa General Hospital and at the USF Mors Center for Advanced Health Care. Didactic lectures covering major topics in diagnostic radiology will be provided. Through assigned readings, students will...
ents will gain knowledge of basic radiology imaging strategies for common clinical presentations. 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 radiologists and have a basic understanding of diagnostic imaging.
This elective is designed to provide assessment of performance. A final examination consisting of both written questions and images will cover the reading assignments, didactic lectures, and important imaging diagnoses.

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<th>Radiology</th>
<th>LVH-CC</th>
<th>Yr 4 Status</th>
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to maximize the opportunity for a medical student to work closely on a one to one basis with radiologists from a broad range of subspecialties within the context of a busy private practice covering a large community hospital/tertiary care center. Unlike rotat...
ions in a more traditional academic environment, the emphasis is not on didactic sessions and exams, although student-directed study is encouraged. Rather than relying on house staff for teaching over the majority of a workday, the student can expect to be taught by a
Objective:

- Students will develop an appreciation of the broad services a modern diagnostic radiology provides, including all of the major modalities (radiography, CT, MR, US, nuclear medicine) and dedicated imaging of pediatric patients.

- Students will be introduced to the concept of Appropriateness Criteria (as developed by the ACR) so that they may choose appropriate imaging examinations in the future, no matter what medical specialty they choose.

- Students can expect to observe and be taught to recognize common and life threatening conditions including tube and line complications, acute abdomen, bowel obstruction, fractures, dislocations, bowel wall thickening, abdominal masses, intracranial hemorrhage and stroke.

Methods:
The student will rotate through the following subspecialty areas of diagnostic radiology throughout the day. The student can also choose to spend more time in a particular area of interest if requested.

- Students will develop an appreciation of the broad services a modern diagnostic radiology provides, including all of the major modalities (radiography, CT, MR, US, nuclear medicine) and dedicated imaging of pediatric patients.

- Students will be introduced to the concept of Appropriateness Criteria (as developed by the ACR) so that they may choose appropriate imaging examinations in the future, no matter what medical specialty they choose.

- Students can expect to observe and be taught to recognize common and life threatening conditions including tube and line complications, acute abdomen, bowel obstruction, fractures, dislocations, bowel wall thickening, abdominal masses, intracranial hemorrhage and stroke.
While on these rotations, the student will review and analyze diagnostic imaging studies directly with the attending.
The student will be expected to attend "tumor boards and radio rounds" including pediatric and neonatal imaging 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 completion, the student should be comfortable recognizing several common and important conditions. The student should also feel more comfortable identifying
which examination is appropriate for a given clinical situation.

Evaluation: The trainee will be evaluated based on feedback from the various attending radiologists who have interaction with the student.

<table>
<thead>
<tr>
<th>Radiology</th>
<th>TGH 1-11</th>
<th>Yr 4 Status</th>
<th>2</th>
<th>0</th>
<th>40</th>
<th>2.4</th>
<th>Hazelton, Todd</th>
<th>Clinical</th>
</tr>
</thead>
</table>
| This elective is designed to intro
roduce senile students to the practice of cardiology and pulmonary imaging, including radiography, computed tomography, magnetic resonance imaging, and interventional procedures. During this rotation, students will spend time with faculty and house staff at Tam...
This elective will provide students with a better understanding of the role of imaging and diagnostic procedures in disorders of the heart, mediastinum, pleura, airways, and lungs.
Objectives:

On this elective, the medical student will obtain:

- An understanding of the indications for advanced cardiothoracic imaging (HRCT of the lungs, CTA of the heart and lungs, and cardiovascular MRI)
- A fundamental understanding of basic cardiothoracic imaging with respect to pertinent normal anatomy on cross-sectional imaging
- 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

Methods:
The trainee will review cardiothoracic imaging studies with faculty and diagnostic radiology 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 imaging in the diagnosis of chest pathology and have a basic understanding of imaging.
diagnosis of chest diseases on radiography, computed tomography, and magnetic resonance imaging. At the end of the elective, the trainee will give a 10-minute presentation on an interested case encountered during the rotation.
Evaluation:
The Trainee will work closely with the attending radiologists and house staff who will provide the assessment of performance.

Radiology

This elective is designed to introduce senior students to the practice of abdominal imaging, inclu
during this rotation, students will spend time with faculty and staff at tampa general hospital. this elective will provide students with a better understanding...
of the role of cross-sectional imaging and diagnostic procedures in disorders of the abdomen and pelvis.

Objectives:
On this elective, the senior medical student will obtain:

- A basic technical understanding of ultrasound, CT, and MRI
- An understanding of the indications for ultrasound as well as body CT and MRI
- A fundamental understanding of basic body imaging with respect to pertinent normal anatomy
- The ability to discuss the most common pathologic entities of the abdomen and pelvis
- A basic understanding of technique and indications for imaging-guided biopsy and drainage

Methods:
The trainee will review
with 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 elective, the training should unde
rstand 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, and magnetic resonance imaging.
**Evaluation:**

The trainee will work closely with the attending radiologists and housestaff who will provide the assessment of performance.

<table>
<thead>
<tr>
<th>Department</th>
<th>Program</th>
<th>Location</th>
<th>Start</th>
<th>End</th>
<th>Year</th>
<th>Status</th>
<th>Faculty</th>
<th>Externship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radiology</td>
<td>Mel 7320R Externship - Radiology</td>
<td>EXT</td>
<td>1-7</td>
<td>Yr 4</td>
<td>Status</td>
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<td>44</td>
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<tr>
<td>Radiology</td>
<td>Mel 9999R Indep Study - Radiology</td>
<td>USFMS</td>
<td>1-11</td>
<td>Yr 4</td>
<td>Status</td>
<td>No Limit</td>
<td>0</td>
<td>40</td>
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<tr>
<td>Surgery</td>
<td>LVH-CC</td>
<td>1-11</td>
<td>1</td>
<td>0</td>
<td>60-70</td>
<td>4</td>
<td>Berger, Alan</td>
<td>Clinical</td>
</tr>
</tbody>
</table>

The student is expected to function...
on a team with residents and attending surgeons. This service generates an active schedule of operations and arteriograms daily, including endovascular procedures. Additionally, the student will become familiar with work in the Non-Invasive Vascular Laboratory and inter
Objective:

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

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 with an attending

| Surgery | LVH-CC | 1 -11 | Yr 4 | Status | 1 | 0 | 60-70 | 4 | Misselbeck, Tim | Clinical |
surgical 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.

<table>
<thead>
<tr>
<th>Surgery</th>
<th>LVH-CC</th>
<th>Yr</th>
<th>Status</th>
<th>Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The service is oriented to trauma, facial, hand, cancer and cleft-palate surgery as well as reconstructive and cosmetic surgery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Stirparo, Joseph</td>
</tr>
</tbody>
</table>
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 on their ward performance.

<table>
<thead>
<tr>
<th>Surgery</th>
<th>LVH-CC</th>
<th>Yr 4 Status</th>
<th>Status</th>
<th>60-70</th>
<th>2-4</th>
<th>Sinnott, Robert</th>
<th>Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-11</td>
<td>1</td>
<td>0</td>
<td>60-70</td>
<td>2-4</td>
<td></td>
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</tr>
</tbody>
</table>

The student will participate in a busy service with colorectal surgery residents. This rotation addresses common disorders that the
student may encourage whether he or she should choose to specialize in general surgery, internal medicine or family practice. Additionally, the rotation focuses on colorectal surgery and provides opportunities in sigmoidoscopy, fiber optic colonoscopy and...
1. Understand the pathophysiology of common colorectal diseases.

2. Create a differential diagnosis of colorectal disorders.

3. Describe treatment and surgical options for colorectal disorders.

4. Observe or participate in colorectal procedures and colonoscopies.

5. Identify the relation of such disorders to systemic disease.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Yr</th>
<th>Status</th>
<th>10</th>
<th>40-60</th>
<th>4</th>
<th>Basic Science</th>
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<tbody>
<tr>
<td>USFMS Surgery MDT 8600 Adv</td>
<td>2</td>
<td>Yr 4</td>
<td>0</td>
<td>40-60</td>
<td>4</td>
<td>Sanchez Jaime</td>
</tr>
<tr>
<td>Surg Anat/Pathophysiology</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>This course is specifically designed to prepare students for surgical internship with a focus on the basic principles of surgical anatomy, disease processes, and surgical operations. Anatomic dissections will take place at the medical school gross anatomy lab.</td>
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</tbody>
</table>

**Goals and Objectives:**

At the completion of the elective, students should be able to:

- Identify general surgical anatomy as it relates to surgical disease processes and common operations using models and anatomic dissection.
- Have an advanced understanding of the etiology, anatomic pathology, and physiology of common surgical diseases.
- Have an advanced understanding of the postoperative physiologic state.
- Be able to recognize and understand the treatment of immediate life-threatening conditions in the postoperative patient.
- Be able to recognize and treat common physiologic derangements and basic complications in the postoperative patient.

**Evaluation:**

Students must successfully complete each component of the course in order to receive a passing grade for the course. Evaluation will be based on the following components:

- Laboratory: 10%
- Performance: 10%
- Research Project: 60%
- Weekly Quizzes: 20%
- Post test: 20%
- Total: 100%

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<table>
<thead>
<tr>
<th>Course</th>
<th>Yr</th>
<th>Status</th>
<th>10</th>
<th>40-60</th>
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<tbody>
<tr>
<td>TGH Surgery MDT 8600B Intro</td>
<td>1-12</td>
<td>None, Yr 3 only</td>
<td>0</td>
<td>70-80</td>
<td>2</td>
<td>Hodes, Ashley</td>
</tr>
<tr>
<td>to Surg Subspecialties</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>This elective provides students the opportunity to participate in hands-on care of surgical patients during rounds, in the operating room, and in the recovery room. In addition, participation in conferences, didactic lectures, and other teaching opportunities will be available.</td>
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</table>

**Evaluation:**

Evaluation will be based on clinical performance and direct observation. There will be no examination.

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<table>
<thead>
<tr>
<th>Course</th>
<th>Yr</th>
<th>Status</th>
<th>10</th>
<th>40-60</th>
<th>4</th>
<th>Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>TGH Surgery MEL 7803 Plastic</td>
<td>1-11</td>
<td>Yr 4</td>
<td>0</td>
<td>60-70</td>
<td>4</td>
<td>Harrington, Michael</td>
</tr>
<tr>
<td>Surg Acting Internship</td>
<td></td>
<td>Status</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This elective provides the opportunity to participate in the active “hands-on” care of plastic surgery patients including the operating room. Students also participate in the outpatient follow-up care of the patients. No night call is required.</td>
<td></td>
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</tbody>
</table>

**Evaluation:**

Evaluation will be completed by direct observation. There will be no examination.

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<table>
<thead>
<tr>
<th>Course</th>
<th>Yr</th>
<th>Status</th>
<th>10</th>
<th>40-60</th>
<th>4</th>
<th>Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-VAH Surgery MEL 7803 Plastic</td>
<td>1-11</td>
<td>Yr 4</td>
<td>0</td>
<td>60-70</td>
<td>4</td>
<td>Harrington, Michael</td>
</tr>
<tr>
<td>Surg Acting Internship</td>
<td></td>
<td>Status</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This elective provides the opportunity to participate in the active “hands-on” care of plastic surgery patients including the operating room. Students also participate in the outpatient follow-up care of the patients. No night call is required.</td>
<td></td>
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</tbody>
</table>

**Evaluation:**

Evaluation will be completed by direct observation. There will be no examination.
<table>
<thead>
<tr>
<th>Course</th>
<th>Location</th>
<th>Year</th>
<th>Status</th>
<th>Elective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surgery</td>
<td>LVH-CC</td>
<td>1-11</td>
<td>Yr 4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>This elective provides the opportunity to participate in operating room. Students also participate in the outpatient follow-up care of the patients. No night call is required. Evaluation: Evaluation will be completed by direct observation. The</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Surgery</td>
<td>LVH-CC</td>
<td>1-11</td>
<td>Yr 4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Students electing this course will work with the residents and faculty at LVHN Cedar Crest. Students will also see patients with acute abdomen, GI bleeding. In addition students will participate in the care of patients that have blunt and penetrating trauma. As a member of the trauma team, students will participate in all endeavors and become conversant in the initial, critical care and post-operative aspects of the surgical patients. At least a 1-week rotation on nights will be required. Evaluation: Students will be evaluated based on their clinical performance</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Surgery</td>
<td>TGH</td>
<td>1-11</td>
<td>Yr 4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Students electing this course will work with the residents and faculty in the Division of Trauma in the surgical ICU, physicians, nurses, and medical students. Students will participate in the care of patients with abdominopelvic trauma and abdominal/ GI bleeding. In addition students will participate in the care of patients that have blunt and penetrating trauma. As a member of the trauma team, students will participate in all endeavors and become conversant in the initial, critical care and post-operative aspects of the surgical patients. At least a 1-week rotation on nights will be required. Evaluation: Students will be evaluated based on their clinical performance</td>
<td></td>
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</tr>
<tr>
<td>Surgery</td>
<td>LVH-CC</td>
<td>9</td>
<td>Yr 4</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>This intensive elective is designed for the fourth year medical students who has a desire to enter a general surgery residency</td>
<td></td>
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</tbody>
</table>
The student will be provided a focused and structured surgical readiness curriculum that provides them with the essential skills to confidently enter a general surgery residency.

Activities will include surgical lectures, clinical and operative settings across the program.
Surgical continuum. Students will rotate through General Surgery, Surgical Intensive Care, Trauma and Robotics. Afternoon sessions will take place in our American College of Surgeons Level II accredited Surgical Education Center (SEC). 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 laparoscopic skills, chest tube placement, central line placement, airway management and basic
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 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 their clinical performance and 1-2 oral presentations.
<table>
<thead>
<tr>
<th>Course</th>
<th>Institution</th>
<th>Year</th>
<th>Status</th>
<th>Rating</th>
<th>Credit</th>
<th>Instructor</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surgery</td>
<td>USFMS</td>
<td>9</td>
<td>Yr 4</td>
<td>Status</td>
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<td>60-70</td>
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<tr>
<td>Advanced Surgical Skills</td>
<td></td>
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</tr>
</tbody>
</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:**

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

**Evaluation:**

Students will be evaluated based on laboratory performance.

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<table>
<thead>
<tr>
<th>Course</th>
<th>Institution</th>
<th>Year</th>
<th>Status</th>
<th>Rating</th>
<th>Credit</th>
<th>Instructor</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surgery</td>
<td>TGH</td>
<td>1-11</td>
<td>Yr 4</td>
<td>Status</td>
<td>1</td>
<td>0</td>
<td>60-70</td>
</tr>
<tr>
<td>Surgery Acting Internship</td>
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</tbody>
</table>

This elective will provide the student with the opportunity to function as a sub-intern. Students will assist with the ... of Medicine. Night duty will be on an on call basis in association with the residents rotating through the service.

**Objective:**

The objective of this course is a broad exposure to pediatric surgery. This will involve hands on care of the pediatric ... In addition, participation in conferences, didactic lectures, and other teaching opportunities will be available.

**Evaluation:**

Students will be evaluated based on ward performance.

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<table>
<thead>
<tr>
<th>Course</th>
<th>Institution</th>
<th>Year</th>
<th>Status</th>
<th>Rating</th>
<th>Credit</th>
<th>Instructor</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surgery</td>
<td>TGH</td>
<td>1-10</td>
<td>Yr 4</td>
<td>Status</td>
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<td>60-70</td>
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<tr>
<td>Surgery Transplant Elective</td>
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</tr>
</tbody>
</table>

Students will work under the direct supervision of the Director of Transplant Surgery, LifeLink Transplantation ... and experience in the area of transplantation immunology tissue typing and the concepts of histocompatibility antigens. This elective is designed to offer students active partic

Students will be directly involved with the evaluation of possible renal and liver transplant recipients, the perioperative care of patients, which includes the identification, management and treatment of infections, and rejection complications.

Students will receive an overview of all aspects involved in liver and renal transplantation, from donor identification through clinical transplantation and long term follow up.

**Evaluation:**

Students will be evaluated based on their ward performance.
<table>
<thead>
<tr>
<th>Location</th>
<th>Code</th>
<th>Yr</th>
<th>Status</th>
<th>Start</th>
<th>End</th>
<th>Faculty</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LVH-CC</td>
<td></td>
<td>1</td>
<td>Yr 4</td>
<td>1</td>
<td>-11</td>
<td>Moritz, Michael</td>
<td>Surgical Transplant Elective</td>
</tr>
</tbody>
</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, including 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>Location</th>
<th>Code</th>
<th>Yr</th>
<th>Status</th>
<th>Start</th>
<th>End</th>
<th>Faculty</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LVH-CC</td>
<td></td>
<td>1</td>
<td>Yr 4</td>
<td>2</td>
<td>-11</td>
<td>Stirparo, Joseph</td>
<td>Advanced Surgical Intensive Care</td>
</tr>
</tbody>
</table>

This is a clinical rotation that includes graded responsibility, as well as regular formal instruction in techniques of intensive care.

Objectives:
- Describe common surgical complications, preoperative preparation of the complex surgical patient, and practical application of hemodynamic monitoring.
- Analyze the acute phase response patients undergo with respect to their disease processes and surgical procedures with an emphasis on fluid and electrolyte balance.
- Examine pulmonary artery catheterization, placement of central venous catheters, and modalities of parenteral and enteral nutrition.

Evaluation:
Students will be evaluated based on their clinical performance.

<table>
<thead>
<tr>
<th>Location</th>
<th>Code</th>
<th>Yr</th>
<th>Status</th>
<th>Start</th>
<th>End</th>
<th>Faculty</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TGH</td>
<td></td>
<td>1</td>
<td>Yr 4</td>
<td>1</td>
<td>-11</td>
<td>Shames, Murray</td>
<td>Vascular Surgery AI</td>
</tr>
</tbody>
</table>

Students will participate in clinical care involving the Vascular Surgery Service.

Evaluation:
Students will participate in clinical care involving the Vascular Surgery Service.

<table>
<thead>
<tr>
<th>Location</th>
<th>Code</th>
<th>Yr</th>
<th>Status</th>
<th>Start</th>
<th>End</th>
<th>Faculty</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>USFMS</td>
<td></td>
<td>1</td>
<td>Surg Care</td>
<td>1</td>
<td>44</td>
<td>Shames, Murray</td>
<td>Vascular Surgery Research</td>
</tr>
</tbody>
</table>

NOT AVAILABLE TO VISITING STUDENTS.
This elective is designed to allow 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 modulating myointimal hyperplasia, color duplex ultrasound for pre- and intraoperative diagnosis, and noninvasive bypass graft surveillance. This elective provides the student with an opportunity to have hands-on experience with instruments.
ntation that map arterial and venous flow fields, participate in surgical procedures, and analyze the outcome of arterial reconstructions. Vascular research experience provides further development of surgical techniques and diagnostic skills as well as in-depth...
Exposure to academic medicine. Students 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 Surgery Conference.

<table>
<thead>
<tr>
<th>Surgery</th>
<th>TGH</th>
<th>Adult Med, Surg Care</th>
<th>2</th>
<th>0</th>
<th>70</th>
<th>4</th>
<th>Hodes, Ashley</th>
<th>Clinical Surgery</th>
</tr>
</thead>
</table>
| Students may choose to participate on the Gold Surgery.

Attendance will be required at Grand Rounds, Morbidity, and Mortality Conference, and various other conferences. The students will be responsible for learning how to perform line placement, chest tube placement, etc. with appropriate supervision. Operating room experience will also be extensive.

**Evaluation:** Students will be evaluated based on their ward performance.

<table>
<thead>
<tr>
<th>Surgery</th>
<th>BPVAH</th>
<th>Adult Med, Surg Care</th>
<th>1</th>
<th>0</th>
<th>70</th>
<th>4</th>
<th>Hodes, Ashley</th>
<th>Clinical Surgery</th>
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</table>
| Students may choose to participate on the Gold Surgery.

Attendance will be required at Grand Rounds, Morbidity, and Mortality Conference, and various other conferences. The students will be responsible for learning how to perform line placement, chest tube placement, etc. with appropriate supervision. Operating room experience will also be extensive.

**Evaluation:** Students will be evaluated based on their ward performance.
<table>
<thead>
<tr>
<th>Department</th>
<th>Program Name</th>
<th>Code</th>
<th>Start/End</th>
<th>Yr</th>
<th>Status</th>
<th>Min/Max Hours</th>
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<td>Hodes, Ashley</td>
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<td>USFMS or LVHN</td>
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<td>2,4</td>
<td>Baccala, Angelo</td>
<td>Clinical</td>
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</table>

The Department of Urology provides comprehensive, urologic patient-oriented care with concern for quality of care.
Physicians and staff provide state-of-the-art multidisciplinary patient care while striving to blend compassion, technology, and advanced techniques. The elective is an introduction to basic urology with emphases on clinical service.
designed to provide a background for students planning to practice in related specialties. The clinical rotations will be designed at a level of learning for medical students. During the rotation students will be supervised and instructed on a one-to-one basis by their
precceptor(s), fellows, residents, and other qualified faculty responsible for teaching and evaluation.

Students will participate in the pre-operative work-up of urological patients. Students will learn from attending faculty and residents alike. Participation in cystoscopy
and surgical procedures will form a significant part of the experience provided on this rotation. Students will follow patients to the operating room; assist in the procedures carried out, and will share in the responsibilities for post-operative care. Participation in this rotation is mandatory.
the evaluation and treatment of common urological problems in the outpatient clinics will give the student an overall understanding of office urology. Students will attend and participate in all conferences and activities of the Urology Service and perform such
Students will present a case report 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 future specialization.
<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Status</th>
<th>Hours</th>
<th>Location</th>
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<td>Lockhart Clinical</td>
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</table>

Students will be evaluated based on their performance and oral examination.
Prehensile, urologically patient-oriented care with concern for quality of life and education. Physicians and staff provide state-of-the-art multidisciplinary patient care while blending compassion, technology, and advanced techniques. The elective...
General Hospital. The clinical rotations will be designed at a level of learning for medical students. During the rotation students will be supervised and instructed on a one-to-one basis by their preceptor(s), fellows, residents, and other qualified faculty responsible for
Students will participate in the preoperative work-up of urologic patients. Students will learn from attending faculty and residents alike. Participation in cystoscopy and surgical procedures will form a significant part of the experience.
provided on this rotation. Students will follow patients to the operating room; assist in the procedures carried out, and will share in the responsibilities for post-operative care. Participation in the evaluation and treatment of common urologic problems in the outpatient setting.
atien\nclini\ncrs\nwill
give\nthe\nstudent\nan\noverall\nunderstanding\nof\noffice\nurology.\nStudents\nwill\nattend\nand\nparticipate\nin\nall\nconferences\nand\nactivities\nof\nthe\nUrology\nService\nand\nperform\nsuch\nactivities\nassigned\nas\npart\nof\ntheir\nad\nlearning\nexperience.\nStudents\nwill
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 future specialization.
Evaluation:
Students will be evaluated based on their ward performance and oral examination.