MOREHOUSE
SCHOOL OF MEDICINE

CLINICAL ELECTIVES

2012 – 2013

MOREHOUSE SCHOOL OF MEDICINE
INFORMATION FOR EXTRAMURAL STUDENTS

Students matriculating at LCME accredited U.S. medical schools are eligible to apply for elective courses at Morehouse School of Medicine (MSM).

PLEASE CAREFULLY READ THE FOLLOWING

1. Students must be in good academic standing in their fourth year at their respective institutions, and have completed all required third year clinical clerkships. Internal Medicine, Pediatrics, Surgery, OB/GYN, and Surgery.

2. Students must provide a letter stating that he/she is in good academic standing and will be a 4th year student at time of the elective, has completed immunizations requirements, successfully completed HIPPA and OSHA training, health insurance and malpractice insurance coverage.

3. Students will be allowed a maximum of one elective per student per year. Assignments of visiting students will not be made until the enclosed completed application form and letter of good standing is received and not before June 1st. The dates for all electives are based on the fourth year schedule at Morehouse School of Medicine.

4. Visiting students receive academic credit from their own institutions. Since they are not considered matriculants at Morehouse School of Medicine, transcripts will not be issued for elective students at Morehouse School of Medicine. Evaluations of performance will be sent on request to the Registrar of the student's school. Evaluation form(s) should be attached to the application form.

5. No fees will be assessed of visiting students.

6. Morehouse School of Medicine does not provide student health or liability coverage for visiting students. There must be written verification for health insurance and liability coverage for any visiting students (see application form).

7. Housing is NOT available.

8. Available elective positions are assigned on a first come, first served basis.

PLEASE RETURN COMPLETED APPLICATION TO:

Jasmin Bland, Educational Specialist
Morehouse School of Medicine
720 Westview Drive, S.W.
Atlanta, GA 30310-1495
(404) 752-1836 or (404) 752-1512 fax

MOREHOUSE SCHOOL OF MEDICINE

2012-2013 Academic Year

4-Week Blocks

July 30, 2012 – August 24, 2012

August 27, 2012 – September 21, 2012

September 24, 2012 – October 19, 2012

October 22, 2012 – November 16, 2012

November 19, 2012 – December 14, 2012

January 2, 2013 – January 25, 2013

January 28, 2013 – February 22, 2013

February 25, 2013 – March 22, 2013

April 1, 2013 – April 26, 2013

TABLE OF CONTENTS

I. **COMMUNITY HEALTH AND PREVENTIVE MEDICINE**
- A. Public Health and Preventive Medicine
- C. International Health (MSM)
- D. Rural Health

II. **FAMILY MEDICINE**
- A. Maternal Child Health
- B. Geriatrics
- C. Academic Medicine
- D. Integrative Medicine

III. **MEDICINE**
- A. Cardiology
- B. Critical Care
- C. Renal Consult
- D. Ward Medicine
- E. Pulmonary Consult
- F. Infectious Disease

IV. **OBSTETRICS AND GYNECOLOGY**
- A. Advance Gynecology Surgery
- B. High Risk Obstetrics & Perinatology
- C. General Gynecology & Urogynecology
- D. Sub Internship in Obstetrics

V. **PEDIATRICS**
- A. Ambulatory Pediatrics
- B. Child Abuse and Forensic Pediatrics
- C. Adolescent & Young Adult STD Medicine
- D. Inpatient Pediatrics Acting Internship
- E. Human Sexuality
- F. South Africa (MSM)
- G. Correctional Medicine
- H. HIV/AIDS
- I. Law and Medicine

VI. **PSYCHIATRY**
- A. Community Psychiatry
- B. Child Adolescent Psychiatry
- C. Addiction Psychiatry

VII. **SURGERY**
- A. Trauma/Critical Care

VIII. **MEDICAL EDUCATION**
- A. Business in Medicine
- B. Research
- C. Service Learning

I. COMMUNITY HEALTH

AND

PREVENTIVE MEDICINE

A. PUBLIC HEALTH

DEPARTMENT: Community Health and Preventive Medicine

COURSE COORDINATOR: Beverly D. Taylor, M.D.

LOCATION: Office of the Division of Public Health

DURATION: 4 or 8 weeks

TIME OFFERED: All Months

MAXIMUM ENROLLMENT: 1

GOALS AND OBJECTIVES

This elective is designed to expose the medical student to the population approach to medical care. Students will work with special populations such as the adolescent patient, special needs of the homeless; the health concerns of the male patient, and/or health issues related to the worker.

At the end of the clerkship, the student should be able to:

1. Identify the organizational structure of a local health department
2. Explain how public health policy is developed
3. Explain how public health policy is implemented
4. Explain the clinical preventive services appropriate for patients based on basic demographic information
5. Identify adult immunizations requested to travel abroad
6. Communicate public health information to policy makers and the community

ASSIGNMENTS:

Complete the learning contract and submit to the course director's office by the end of week one of the rotation. Choose an international location where travel immunizations are required. Review the International Immunization recommendations of the CDC for the country of your choice and write a brief plan for immunization based on the travel risks. Complete the patient log. Develop a 7-10 page paper or other project that showcases the skills developed during the rotation.

For further information regarding this elective, please contact Dr. Beverly Taylor at (404) 752-1518 or btaylor@msm.edu.

B. PREVENTIVE MEDICINE

DEPARTMENT: Community Health and Preventive Medicine

COURSE COORDINATOR: Beverly D. Taylor, M.D.

LOCATION: Morehouse Family Practice Center

DURATION: 4 Weeks

TIME OFFERED: All Months

MAXIMUM ENROLLMENT: 1

GOALS AND OBJECTIVES

This elective is designed to expose the medical student to the population approach to medical care. Students will work with special populations such as the adolescent patient, special needs of the homeless; the health concerns of the male patient, and/or health issues related to the worker.

At the end of the elective, the student should be able to:

1. Identify ways that clinical preventive medicine is applied to individuals, communities and/or special populations
2. Explain the clinical preventive services appropriate for patients based on basic demographic information
3. Explain how practice policy statements are developed
4. Explain ways in which practice policy statements can be implemented
5. Identify adult immunizations required to travel abroad
6. Communicate the health information to individuals and communities

DESCRIPTION OF ACTIVITIES

The student will participate in activities in which the faculty is involved including provision of comprehensive health care. The student will attend lectures and visit community agencies, which provide preventive services as part of the learning experience. Assigned readings and a paper are required.

METHOD OF EVALUATION

There will be no examinations in this rotation. Clinical performance will be measured by the performance evaluation of the rotation provided by the Office of Student Affairs

For further information regarding this elective, please contact Dr. Taylor at (404) 752-1518 or btaylor@msm.edu.

C. INTERNATIONAL HEALTH (MSM STUDENTS ONLY)

DEPARTMENT: Community Health and Preventive Medicine

COURSE DIRECTOR: Daniel Blumenthal, M.D., MPH

PRIMARY LOCATION: Ghana

DURATION: 4-8 weeks

TIME OFFERED: All months

MAXIMUM ENROLLMENT: 4

COURSE GOALS

I. Practice medicine in its socio-cultural context.

II. Provide an overview of the host country's healthcare system while rendering healthcare services and medical aid to an underserved population.

III. Develop an appreciation of the role of cultural preferences among various populations affecting health and disease.

IV. To familiarize the preceptor/extern of working conditions of healthcare workers in environments with limited resources.

V. To describe and discuss the role and importance of non-physician practitioners (traditional healers) commonly encountered by the population in the host country.

VI. Describe and discuss the limitation in access to healthcare in developing nations.

COURSE OBJECTIVES

At the end of this course, students should be able to:

I. Develop the capability of effectively living and working in another culture. Describe and discuss whole-person, whole-family, and whole-community medicine.

II. Describe and discuss the impact of economics, law, politics, and religion on the practice of medicine in the host country.

III. Describe and discuss the role of gender differentiation, cultural taboos, birth and feeding practices, and the cultural rationale behind culturally-determined practices such as circumcision. Evaluate and report on the issues confronting the extended family system such as (a) the presence of chronically ill elders, (b) restricted financial resources to feed the family, and (c) the advantages of system as moral and mental health support.

IV. Describe and discuss the importance of a safe water supply and the competence to work with limited resources. Sharpen clinical skills, with greater reliance on history and physical examination of diagnosis in the absence of lab & x-ray capability.

V. Provide an overview of alternative healthcare systems in a resource-deficient area. Describe and discuss, insofar as possible, with the workings of traditional healers. Outline the possible benefits of alliances between traditional healers and modern healthcare workers.

VI. Describe and discuss the cost of healthcare in rural settings for common ailments treated both on an outpatient and inpatient basis exacerbated by the lack of third party payers. Describe and discuss the individual and communal hazards inherent in the unrestricted availability of some prescription drugs, especially as it pertains to the effect of antibiotic use on the prevalence of STIs and other common infectious ailments' prevalence.

DESCRIPTION OF ACTIVITIES

The preceptorship site is Korle-Bu Hospital in Accra under the auspices of the University of Ghana Medical School. Additional supervised experiences will be available in other parts of Ghana including Asesewa, the hospital, located in eastern Ghana, a 32-bed hospital within an average monthly outpatient attendance of 1,200. Students can choose experiences in, among others, Medicine, Pediatrics, Obstetrics/Gynecology, Surgery, and Community Health at Korle-Bu or other designated sites.

WEEK	**ACTIVITIES**
I	1. Orientation 2. Introductory Lectures a) The health system in Ghana b) Epidemiology of selected tropical diseases c) Public Health programs in Ghana 3. Supervised clinical experiences at in-patient wards and out-patient clinics
II	1. Visits and work experiences at outreach clinics in rural settings 2. Visits to Community Water Project and Environment Health Department
III	1. In-patient experiences on obstetric service, pediatric ward, and family planning clinic 2. Seminars
IV	1. Visit to the Mampong Center for Plant Medicine 2. Student presentation(s) and Debriefing 3. Student and Program Evaluation

METHODS OF EVALUATION

The on-site preceptor will write a 1-2 page narrative on the student's performance addressing five performance measures:

- Prompt daily attendance at all training sites.
- Active participation in learning activities.
- Degree of enhancement/improvement in knowledge and competence during the course of the elective.
- Ability to work cooperatively and courteously with the preceptor and health care team.
- Ability to establish the appropriate therapeutic bond with patients and clients.

The preceptor will assign a Pass/Fail final evaluation at the end of the narrative. If the student's work has been exceptional during the period of the elective, the preceptor can do note it.

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE:

To be arranged by the course director.

For further information regarding the elective please contact Dr. Blumenthal at 404-752-1624 or danielb@msm.edu

D. RURAL HEALTH

DEPARTMENT:	Community Health and Preventive Medicine
COURSE DIRECTOR:	Alma R. Jones, M.D., MPH, MA
LOCATION:	Various sites in Georgia, including, but not limited to, Bonaire, Fort Valley, Rome, Calhoun, and Madison
DURATION:	4 Weeks
CONTACT HOURS PER WEEK:	35 - 45
TIME OFFERED:	All Months
MAXIMUM ENROLLMENT:	Varies depending on availability of housing and preceptors

GOALS AND OBJECTIVES

1. To provide fourth year medical students an advanced rural clinical experience that will offer them the opportunity to participate in the delivery of health care to rural populations and become more knowledgeable in general about rural health issues.
2. To provide students opportunities to explore their interest in rural medical careers and thus nurture this interest.

COURSE CONTENT

Some common diseases states/conditions the student is expected to encounter

1. Adults
    a) Hypertension
    b) Diabetes mellitus
    c) Adiposity (overweight/obesity)
    d) Acute infectious disease
    e) Arteriosclerotic cardiovascular disease
    f) Pulmonary diseases (chronic obstructive pulmonary disease, bronchitis, asthma, sinusitis), allergies
    g) Degenerative joint disease/arthritis
    h) Alcohol abuse/tobacco use
    i) Injury (agricultural, serious injury automobiles accidents)
    j) Pregnancy
    k) Poisoning (pesticides, herbicides, insecticides, and solvents)

2. Children
    a) Health maintenance- growth- and development- related
    b) Fever, acute infectious diseases, cough, asthma, bronchitis
    c) Behavioral problems/related conditions

d) Learning disability
e) Adiposity (overweight/obesity)
f) Agricultural injury
g) Parasitic infections
h) Skin rashes
i) Poisoning
j) Ear pain, sore throat

METHOD OF EVALUATION

The RHE is Pass/Fail graded. No examinations will be given by the elective director.

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

To be arranged by Course Director

For further information, please contact the elective director, Dr. Jones at (404) 752-1879 or ajones@msm.edu.

II. FAMILY MEDICINE

A. MATERNAL CHILD HEALTH

DEPARTMENT: Family Medicine

COURSE DIRECTOR: Karla Booker, M.D., F.A.C.O.G.

LOCATION: South Fulton Hospital, Family Practice Clinic, Primary Care Center, W.T. Brooks, Morris Brown Infirmary, Willie J. Freeman Health Center and Teen Clinic, S.W. Physicians Group.

DURATION: 4 Weeks

TIME OFFERED: All Months

GOALS AND OBJECTIVES

1. To prepare a culturally sensitive health care provider
2. To provide experiences which will aide students in developing the knowledge base and clinical skills in evaluating, diagnosing, and managing common problems seen in children, adolescents, and child-bearing women
3. To increase the number of students choosing family medicine as a residency and to increase the number of family physicians who provide maternity care after completing a family medicine residency

DESCRIPTION OF ACTIVITIES

This elective is primarily an outpatient rotation. The student's clinical time is divided between obstetrics & gynecology, pediatrics, and family medicine. The student is assigned a prenatal patient to follow and deliver during the four-week period. The student will attend pediatric and ob/gyn grand rounds.

At the end of the elective, students will anonymously evaluate the rotation.

The student will be given a hand-held computer, which allows them to assess clinical case studies, and practice test questions.

METHOD OF EVALUATION

The course grade will be based on the following:

Clinical participation	50%
Labor & Delivery	20%
Case Presentation	20%
Patient Log	10%

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE
To be arranged by the course director.

For further information, please contact Ms. Bridgette Welch at (404) 756-1248.

B. GERIATRICS

DEPARTMENT: Family Medicine

COURSE DIRECTOR: Susan Robinson, PA-C

LOCATION: Family Practice Clinic, 505 Fairburn Road, Suite 100, Atlanta, Georgia 30331; Crestview Health & Rehabilitation Center, 2800 Springdale Road, Atlanta, Georgia 30315; Emory University/Wesley Woods Geriatric Center, 1821 Clifton Road, Atlanta, Georgia 30329.

DURATION: 4 Weeks

TIME OFFERED: All Months, except July & December

MAXIMUM ENROLLMENT: 2

GOALS AND OBJECTIVES

1. To develop physicians who are competent and knowledgeable in the delivery of quality and compassionate care to the older adult.
2. To increase the number of students choosing family medicine as a residency, who are fully prepared to provide care to an increasing geriatric population.
3. To develop physicians who have the skills necessary to implement programs and activities aimed at improving the quality of life for the older adult.

DESCRIPTION OF ACTIVITIES

This elective is an outpatient rotation. The student's clinical time will be divided between various settings including a family practice clinic, a long-term care facility, and homebound services. The student will be assigned a patient to follow throughout the rotation. Participation in didactic training such as group seminars, self-study and long-term care teaching rounds will complement the program. Visitations to various community resource agencies and programs will be performed at the student's convenience with the submission of a brief summary.

A case or topic presentation will occur during the last week of the elective.

METHOD OF EVALUATION

The course grade will be based on the following:

Clinical sessions	50%
Case Presentation	25%
Elder Home Visit	15%
Interpersonal/Professional Characteristics	10%

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE
To be arranged by the course director.

For further information, please contact Susan Robinson at (404) 756-1210 or srobinson@msm.edu

C. ACADEMIC MEDICINE

DEPARTMENT: Community Health and Preventive Medicine

COURSE COODINATOR: George Rust, M.D., MPH

LOCATION: National Center for Primary Care

DURATION: 4 weeks

TIME OFFERED: All months

MAXIMUM ENROLLMENT: 11

GOALS AND OBJECTIVES

This rotation provides students with an opportunity to learn the academic skills of teaching, writing, and research through guided study, faculty-skills workshops, and mentored individual projects. In addition, students gain exposure to academic career options and to opportunities for physicians in health services research and health policy.

DESCRIPTION OF ACTIVITIES

These are the main learning activities and projects which you will engage in during your rotation in Academic Family Medicine.

- Mentor
- Faculty Development
- Teaching Project (required)
- Writing Project (required) *or*
- Elective Project (choose one of the following three options)
- Electronic Media
- Administrative project
- Cultural Competency project

METHOD OF STUDENT EVALUATION

A pass/fail grade will be assigned on the last day of the rotation based on the performance of the student as measured on each item in the students evaluation form. Failure to attend required workshops, to complete required projects, or to meet weekly with the course director will result in no credit for the rotation, or in a failing grade.

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

To be arranged by Course Director

For further information regarding this elective, please contact Denita Walston at (404) 756-5740 or dwalston@msm.edu

D. INTEGRATIVE MEDICINE: THEORY & PRACTICE

DEPARTMENT:	Family Medicine
COURSE DIRECTOR:	James S. Lin, M.D.
LOCATION:	1513 East Cleveland Ave. Suite 500 East Point, GA 30344 (404) 152-1000+
DURATION:	4 Weeks
CONTACT HOURS PER WEEK:	7 hours/day, Monday - Friday
TIME OFFERED:	All Months except July & August
MAXIMUM ENROLLMENT:	3

GOALS

It is the purpose to familiarize medical students with the diverse forms of Complementary and Alternative Medicine and the role of Integrative Medicine in the U.S. healthcare system. Students will learn concepts of different treatment modalities and how to apply these concepts to their personal as well as their patient's well-being.

OBJECTIVES

1. Expose students to the art and science of Integrative Medicine
2. Learn the lifestyle practice: Nutrition/Mind-Body Medicine
3. Gain knowledge of the Chinese / Japanese Medicine theory of channels as related to acupuncture, herbs and herbal supplements
4. Expose students to the application of Acupressure/Shiatsu / Tuui-Na
5. Acquire a preliminary knowledge of fundamentals of five element acupuncture / acupressure
6. Learn major acupuncture points and their application in the treatment of medical Conditions
7. Learn how integration of aspects of the two systems of conventional medicine and CAM can be used to improve patient care
8. Understand the role of integrative medicine in the healthcare system
9. Embrace the bio- socio- psychological, emotional, spiritual, and environmental framework in approaching health and disease

METHOD OF EVALUATION

Each student will be evaluated at the end of each week based on the topics taught during the week. In addition, each student will present a research/case study at the end of the rotation. Student's performance will be judged as pass or fail. Attendance and active participation is required.

Learner's acquisition of knowledge by Didactic	40%
Case presentation	25%
Demonstrations/Hands on	10%
Quality and clarity of presentations	25%

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

To be arranged by Course Director

III. MEDICINE

A. CARDIOLOGY

DEPARTMENT: Medicine

COURSE COORDINATOR: Anekwe Onwuanyi, MD

LOCATION: Grady Memorial Hospital

DURATION: 4 Weeks

TIME OFFERED: All Months

MAXIMUM ENROLLMENT: 3

GOALS AND OBJECTIVES

Cardiology as a specialty or discipline emphasizes and places great importance on the skills of history taking, physical examination and diagnostic skills; and it is expected that all students master these skills. Cardiology seeks to foster various problem-solving skills through acquisition of a broad and extensive knowledge base, generation of clinical hypothesis analysis of problems and the synthesis are best learned during the fourth year Cardiology Consultant Service.

In addition, the Cardiology Consultant Service experience will teach students to take personal responsibility for the individual patient's care and follow up with the attending physician. Many more diagnostic skills will be acquired at the consultant service, which will inadvertently prepare students for a future career in cardiology and give them a very broad outlook on cardiovascular diseases and disease of the chest.

DESCRIPTION OF ACTIVITIES

1) Familiarize the student with the various cardiovascular diseases to include an understanding of the structure and function of the cardiovascular system, history and physical examination, invasive and noninvasive cardiovascular studies.

2) Formulate an appropriate differential diagnosis, diagnostic evaluation plan, final diagnosis, the therapeutic plan for different cardiovascular disease.

3) Provide a timely written consultant report that effectively addresses the specific questions asked by the consultant, addresses important areas not previously identified, and provides selected literature references pertinent to the clinical problem(s).

4) Educate medical students on cardiovascular risk factors and equip them with the risk factor intervention and counseling skills to achieve risk factor reduction.

METHOD OF EVALUATION

Oral patient presentations, patient rounds, initial evaluation and follow-up on both:

Inpatients and clinic…….50%
Written consultations and follow-up……20%
Conference group interactions……..20%
Student conference presentation.assignments……..10%

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

Piedmont Hall, The Cardiology Office, Room 505
Time: 9:00 am

For further information regarding this elective, please contact Kersni Stewart at (404) 756-1358 or kestewart@msm.edu.

B. CRITICAL CARE

DEPARTMENT: Medicine

COURSE DIRECTOR: Eric L. Flenaugh, MD, FCCP

LOCATION: Grady Memorial Hospital

DURATION: 4 Weeks

TIME OFFERED: All Months

MAXIMUM ENROLLMENT: 2

GOALS AND OBJECTIVES

The main objective for the rotation is to provide an understanding of the mechanism of disease and treatment strategies of severe illness. The goals of the course are to ensure that those rotating on the MICU service are able to:

1. Perform a history and physical with the ability to assess disease severity.
2. Determine the risks and benefits of the ICU level of care and the steps to initiate a treatment plan.
3. Formulate a treatment plan that is not only focused toward a specific problem; but also encompasses a systemic approach to the patient's illness.
4. Perform examinations, review data, and correlate changes in medications, diagnostic tests, and procedures.
5. Demonstrate the ability to select therapy that accounts for organ failure, alterations in pharmacokinetics, and drug interactions.
6. Understand and utilize hemodynamic monitoring, ventilator support, laboratory data, vaso-active medications, and interventional strategies.
7. Coordinate treatment as part of a multidisciplinary team that includes nursing staff, consultants, respiratory therapists, nutritionists, social workers, along with patients and their families.

DESCRIPTION AND RATIONALE

This is a one month rotation with the goal of providing an educational experience in the field of critical care medicine. The students rotating on the service will participate in caring for patients that have:

1. An extreme severity of illness.
2. Single or multiple organ failures.
3. A potential for complication from their disease process.
4. A limited reserve of organ function.

EVALUATION

1. Students will be evaluated based on their ability to demonstrate completion of the goals as stated above; and, at a level appropriate for their level of training. The attending physician will determine the evaluations by observing daily presentations, examinations, procedures, and reviewing chart documentation.
2. Students will be responsible for providing 2 written H&P's during the course of the month. These should provide detailed history, physical, assessment, and discussion of the patient's disease process and treatment strategies based on current literature. They should differ from the case discussed in the ICU morning reports; and not exceed 5 pages in length (typed). They are to be handed in to the attending ***prior*** to the end of the month, so that feedback can be given to the student.
3. Students will also be evaluated based on their level of participation in preparing the ICU case presentations.

METHOD OF STUDENT EVALUATION

40% from #1
45% from #2
10% from #3
5% based on professionalism, reliability, and motivation

WHEN AND WHERE TO REPORT ON FIRST DAY OF SERVICE

Grady Memorial Hospital
80 Butler Street
Atlanta, GA 30335-3801

Contact: Kersni Stewart
(404) 756-1358
kestewart@msm.edu

C. RENAL CONSULT

DEPARTMENT: Medicine

COURSE DIRECTOR: Chamberlain I. Obialo, MD

LOCATION: Grady Memorial Hospital (Primary)
Morehouse Medical Associates (Secondary)

DURATION: 4 Weeks

TIME OFFERED: All Months

MAXIMUM ENROLLMENT: 1

The principles and practice of Nephrology form the basis of the evaluation, treatment and management of renal diseases. Nephrology as a specialty or discipline emphasizes and places great importance on skills of history taking, physical examination and diagnostic skills; and it is expected that all students master these skills.

GOALS AND OBJECTIVES

1) To familiarize the resident/student with the various renal diseases to include an understanding of the structure and function of the excretory system, history and physical examination and examination of urine.
2) To formulate an appropriate differential diagnosis, diagnostic evaluation plan, final diagnosis, and therapeutic plan for different renal diseases.
3) To provide a timely written consultant report that effectively addresses the specific questions asked by the consulter, addresses important areas not previously, identified, and provides selected literature references pertinent to the clinical problem(s).
4) To educate residents/medical students on renal risk factors and equip them with factor intervention and counseling skills to achieve risk factor reduction.

DESCRIPTION OF ACTIVITIES

Inpatient services, daily rounds, pertinent reading list, one hour of didactic lecture per week by the attending physician, one-hour student presentation, completion of a consultation report per the previously established, "Guidelines for a Consultation Response," interpretation of lab tests and xrays, and participation in journal club.

WHEN AND WHERE TO REPORT ON FIRST DAY OF SERVICE

Grady Memorial Hospital
80 Butler Street
Atlanta, GA 30335-3801

Contact: Kersni Stewart
(404) 756-1358
kestewart@msm.edu

D. WARD MEDICINE

DEPARTMENT: Medicine

COURSE DIRECTOR: Myra E. Rose, MD

LOCATION: Grady Memorial Hospital

DURATION: 4 Weeks

TIME OFFERED: All Months

MAXIMUM ENROLLMENT: 2

GOALS

1) To increase the knowledge base that supports the primary diagnosis and management of common acute and chronic medical conditions seen in the subspecialty of internal medicine in the inpatient setting.
2) To develop the additional clinical judgment and interpretive skills necessary for effective independent patient evaluation and management.
3) To practice and perfect the technical skills necessary to safely perform basic diagnostic and therapeutic procedures common to the practice of general internal medicine.
4) To provide additional opportunities to master the interpersonal skills necessary to function effectively as a part of the health care team.

OBJECTIVES

The principles of internal medicine form the foundation of the diagnostic evaluation of all patients. The basic skills of history taking, physical examination, problem formulation/management, and performance of procedures that were learned in the third year clerkship serve as the foundation. The fourth year sub-internship offers the opportunity to enhance these skills under the supervision of more senior trainees and faculty attending in the department of medicine. Sub-interns are expected to assume full responsibility for the evaluation and care of their patients, subject to the guidance of a senior resident or faculty attending. This experience will prepare fourth year students for the responsibilities of the internship year and serve as a foundation for subsequent hospital based patient care.

DESCRIPTION OF ACTIVITIES

Each sub-intern is assigned to a ward medicine team that consists of two interns, a PGY-2 or PGY-3 resident, and no more than 2 third-year students. A senior level resident directly supervises the sub-intern's patient care subject to the guidance of the faculty attending. The sub-intern admits and assumes primary responsibility for three to five patients per week and performs all procedures on assigned patients, under the supervision of a senior level resident, if needed. The sub-intern is on night call every fifth night and covers their team's patients. The sub-intern is an integral part of the ward team and is encouraged to fully participate in all team activities.

METHOD OF STUDENT EVALUATION

There are no written or oral exams for this elective.

Grade Components: 40% Ward Activity

Evaluations from work rounds attending……20%
Teaching Attending……..10%
Supervising Resident……10%
40% Evaluation of written record
20% Assessment at end of rotation

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF ROTATION

Grady Memorial Hospital
80 Butler Street
Atlanta, GA 30335-3801

Contact: Kersni Stewart
(404) 756-1358
kestewart@msm.edu

E. PULMONARY CONSULT

DEPARTMENT: Medicine

COURSE DIRECTOR: Eric L. Flenaugh, MD, FCCP

LOCATION: Grady Memorial Hospital (Primary)
Morehouse Medical Associates (Secondary)

DURATION: 4 Weeks

TIME OFFERED: All Months

MAXIMUM ENROLLMENT: 2

Pulmonary medicine is the diagnosis and management of disorders of the lungs, upper airways, thoracic cavity, and chest wall. The pulmonary specialist has expertise in neoplastic, inflammatory, and infectious disorders of the lung parenchyma, pleura, and airways; pulmonary vascular disease and its effect on the cardiovascular system; and detection and prevention of occupational and environmental causes of lung disease. Other specialized areas include respiratory failure and sleep-disordering breathing.

GOALS AND OBJECTIVES

The student will be assisted by the pulmonary specialist as they learn to evaluate and manage cough, dyspnea, fever with infiltrates, mass or nodule on the chest radiograph, pleurisy, and pleural effusion. He or she will should able to diagnose and manage patients with common respiratory infections: initiate the diagnostic evaluation of respiratory neoplasm; and mange the initial approach to patients with respiratory failure, including those in intensive care units by the completion of the rotation.

The student will be assisted by the pulmonary specialist for diagnostic procedures and complicated conditions such as advanced respiratory failure.

DESCRIPTION OF ACTIVITIES

Inpatient services, daily rounds, pertinent reading list, one hour of didactic lecture per week by the attending physician, one-hour student presentation, completion of a consultation report per the previously established, “Guidelines for a Consultation Response,” interpretation of lab tests and x-rays, and participation in journal club.

METHODS OF EVALUATION

Each month, the attendings complete written evaluations based on their assessment of the following core competencies:

- Practiced Based Learning and Improvement
- Interpersonal and Communication Skills
- Professionalism
- Systems Based Practice

WHEN AND WHERE TO REPORT ON FIRST DAY OF SERVICE:

Grady Memorial Hospital
80 Butler Street
Atlanta, GA 30335-3801

Contact: Kersni Stewart
(404) 756-1358
kestewart@msm.edu

F. INFECTIOUS DISEASE

DEPARTMENT: Medicine

COURSE DIRECTOR: Harold H. Stringer, MD

LOCATION: Grady Memorial Hospital
Yellow Pod, Area 1 L, 1st Floor Clinic Building

DURATION: 4 Weeks

TIME OFFERED: All Months

MAXIMUM ENROLLMENT: 2

The overall objective of course is to acquire competence in the prevention, evaluation and management of common and classical infectious diseases.

GOALS AND OBJECTIVES

- To increase the ability of students to assess patients with infections in an efficient and effective manner.
- To assist students in the development of a differential which reflects a logical step-wise thought process.
- To familiarize students with the concept of community acquired infections versus nosocomial infections.
- To familiarize students with organisms that are commonly found in association with community acquired infections as well nosocomial infections.
- To introduce students to the efficient and proper diagnostic approaches to various infections.
- To introduce students to the rational approach to antibiotic use.

DESCRIPTION OF ACTIVITIES

Inpatient services, daily rounds, pertinent reading list, one hour of didactic lecture per week by the attending physician, one-hour student presentation, completion of a consultation report per the previously established.

METHODS OF EVALUATION

Students will be graded on 5 components which will be weighed as indicated.

- Thoroughness of history and physical 15%
- Quality of Presentation 15%
- Approach to Diagnosis 30%
- Approach to Management 30%
- Knowledge Base (as indicated by demonstration of knowledge during didactic session with attending and on rounds) 10%

WHEN AND WHERE TO REPORT ON FIRST DAY OF SERVICE:

Grady Memorial Hospital
80 Butler Street
Atlanta, GA 30335-3801

Contact: Kersni Stewart
(404) 756-1358
kestewart@msm.edu

V. OBSTETRICS AND GYNECOLOGY

A. ADVANCE GYNECOLOGY SURGERY

DEPARTMENT: Obstetrics & Gynecology

COURSE DIRECTOR: Yun Mei Fung, MD

LOCATION: Grady Memorial Hospital

DURATION: 4 weeks

TIME OFFERED: All months

MAXIMUM ENROLLMENT: 1

GOALS

1) To develop proficiency in eliciting a complete gynecologic history including menstrual, sexually transmissible infections, sexual and contraceptive history and sexual abuse history
2) To provide exposure to gynecologic issues such as chronic pelvic pain, abnormal uterine bleeding, pelvic and adnexal masses, pelvic relaxation and gynecologic cancers.
3) To enhance knowledge of pelvic anatomy
4) To encourage research in gynecology. The scope of the research will be very limited to be completed during the 4-week rotation.

OBJECTIVES

At the conclusion of the course, the student will be able to complete under supervision, a comprehensive assessment and initiate an appropriate course of management of the following medical conditions:

-gynecologic cancer
-pelvic and adnexal masses
-chronic pelvic pain
-pelvic relaxation and urinary incontinence
-abnormal uterine bleeding

TEACHING FORMAT

Clinical experiences will occur at Grady Memorial Hospital, South Eastern Gynecologic Oncology (SGO) Clinics, and Northside Hospital

METHODS OF EVALUATION

Written Evaluation from meetings	50%
Formal Oral Presentation at the end of the course	50%
Mid-Course (formative) evaluation	

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE:

Grady Memorial Hospital
80 Jesse Hill Drive
Atlanta, Georgia 30303

For more information, please contact Zandra Teamor at (404) 616-6634 or zteamor@msm.edu.

B. HIGH RISK OBSTETRICS & PERINATOLOGY

DEPARTMENT: Obstetrics & Gynecology

COURSE DIRECTOR: Yun Mei Fung, MD

PRIMARY LOCATION: Grady Memorial Hospital

DURATION: 4 weeks

TIME OFFERED: All months

MAXIMUM ENROLLMENT: 1

GOALS

1) Students will develop proficiency in eliciting a complete obstetrical history and performing a thorough physical exam.
2) Students will develop expertise in interpreting fetal heart rate strips.
3) Students will develop expertise in the diagnosis of high risk obstetrical conditions such as diabetes in pregnancy, preeclampsia and preterm labor.
4) You will be exposed to various antenatal surveillance modalities, such as biophysical profile, NST, and CST.

OBJECTIVES

To provide students with comprehensive experience in high risk obstetrics including such conditions as:

1) Diabetes in pregnancy
2) Preeclampsia/eclampsia syndrome
3) Preterm labor
4) Post term pregnancy
5) Spontaneous abortion

TEACHING FORMAT

Clinical experiences will occur at Grady Memorial Hospital (inpatient/ambulatory clinics) Comprehensive Women's Healthcare (CWH) and Morehouse Medical Associates (MMA).

METHODS OF EVALUATION

Written Evaluation from meetings	50%
Formal Oral Presentation at the end of the course	50%
Mid-Course (formative) evaluation	

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

Grady Memorial Hospital
80 Jesse Hill Drive
Atlanta, Georgia 30303

For more information, contact Zandra Teamor at (404) 616-6634 or zteamor@msm.edu.

C. GENERAL GYNECOLOGY & UROGYNECOLOGY

DEPARTMENT: Obstetrics & Gynecology

COURSE DIRECTOR: Yun Mei Fung, MD

PRIMARY LOCATION: Grady Memorial Hospital

DURATION: 4 weeks

TIME OFFERED: All months

MAXIMUM ENROLLMENT: 1

GOALS

1) Students will develop proficiency in eliciting a complete gynecologic history including menstrual, sexually transmissible infections, sexual and contraceptive history and sexual abuse history
2) Students will be exposed to gynecologic issues such as chronic pelvic pain, abnormal uterine bleeding, pelvic and adnexal masses, perimenopausal problems, pelvic relaxation and urinary incontinence.
3) Students will develop knowledge of pelvic anatomy
4) Students will be encouraged to research gynecology. The scope of the research will be very limited to be completed during the 4 week rotation.

OBJECTIVES

To provide students with comprehensive experience in gynecology including such conditions as:

1) Chronic pelvic pain
2) Abnormal uterine bleeding
3) Evaluation and management of adnexal masses
4) Pelvic relaxation and urinary incontinence

TEACHING LOCATION

Clinical experiences will occur at Grady Memorial Hospital and Midtown Urology & Midtown Urology Surgical Center.

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

Grady Memorial Hospital
80 Jesse Hill Drive
Atlanta, Georgia 30303

For more information, contact Zandra Teamor at (404) 616-6634 or zteamor@msm.edu.

D. SUB INTERNSHIP IN OBSTETRICS

DEPARTMENT: Obstetrics & Gynecology

COURSE DIRECTOR: Yun Mei Fung, MD

PRIMARY LOCATION: Grady Memorial Hospital

DURATION: 4 weeks

TIME OFFERED: All months

MAXIMUM ENROLLMENT: 1

GOALS

1) Students will develop proficiency in eliciting a complete obstetrical history, and performing a thorough physical exam.
2) Students will develop expertise in interpreting fetal heart rate strips
3) Students will develop expertise in the diagnosis of obstetrical problems and management accordingly.
4) Student will develop expertise in obstetric ultrasound scanning at ob triage.
5) Will be exposed to various intrapartum surveillance modalities, such as external or internal monitoring.
6) Will be encouraged to research general obstetrics. The scope of the research will be very limited to be completed during the 4-week rotation.
7) It will increase your knowledge of the use of medical literature and review of literature in the management of obstetrical patients.

OBJECTIVES

To provide students with comprehensive experience in gynecology including such conditions as:

1) Normal labor with or without prenatal care
2) Abnormal labor
3) Abnormal fetal presentation
4) Spontaneous abortion
5) Post term pregnancy

TEACHING LOCATION

Clinical experiences will occur at Grady Memorial Hospital.

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

Grady Memorial Hospital
80 Jesse Hill Drive
Atlanta, Georgia 30303

For more information, contact Zandra Teamor at (404) 616-6634 or zteamor@msm.edu.

V. PEDIATRICS

A. AMBULATORY PEDIATRICS

DEPARTMENT: Pediatrics

COURSE DIRECTOR: Truddie E. Darden, MD, FACP

LOCATION: Morehouse School of Medicine
Department of Pediatrics
720 Westview Dr., SW
Atlanta, GA 30310

DURATION: 4 Weeks

TIME OFFERED: All Months

MAXIMUM ENROLLMENT: 1

GOALS

To provide a broad view of the types of pediatric problems encountered in a primary out-patient care setting, to supply an approach to managing these problems, and to provide the appropriate utilization of other resources, specialists, colleagues, and services. Additionally, the student will be encouraged to broaden and extend their interests in pediatrics. The main teaching site of this clerkship will be at Morehouse Medical Associates, the faculty practice area.

OBJECTIVES

1. To strengthen the student's ability to take a pediatric history, perform a physical examination and evaluate the findings.
2. To familiarize the student with normal growth and development in infants and children.
3. To emphasize the importance of early preventive and health maintenance measures (includes knowledge of immunization schedules)
4. To develop a sound knowledge base for common childhood entities.
5. To learn the techniques of educating the patient and parent about the significance and impact of illness on their family.
6. To gain knowledge of community agencies and institutions supporting medical, social and psychological needs of children.

DESCRIPTION OF ACTIVITIES

1. The student will participate with patients with the following common childhood entities: rashes, respiratory tract infections, gastrointestinal infections, nutritional disorders, anemia, developmental disorders, asthma, immunology, and allergy.
2. The student will also gain insight to the psychosocial dynamics of the family unit and learn how to intervene in the best interest of the patient and family.
3. The student will also become knowledgeable about the referrals to the different social agencies: i.e. WIC, Georgia Department of Medical Assistance (Medicaid), Department of Family and Children's Services (DFACS), and Psychological Agencies: Child

Psychiatry, Morehouse School of Medicine and Grady Memorial Hospital; West (Fulton County) Mental Health.

METHOD OF STUDENT EVALUATION:

1. The student will be evaluated by the faculty member(s) that precepts at MMA.
    a. The evaluation will include:
    b. History taking skills
    c. The physical examination
    d. Presentation of the patient
    e. Synthesis of data
    f. Formulating and assessment and plan
    g. Addressing the social service issues
    h. Documentation of the above

2. The student's presentation of a scholarly article will be evaluated by the faculty as to:
    a. Source of article
    b. Organization
    c. Presentation of the article
    d. Knowledge of the subject

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE:

To be arranged by the course director.

For further information regarding this elective, please contact Ms. Michelle Scales at 404-756-1409 or mscales@msm.edu

B. CHILD ABUSE AND FORENSIC PEDIATRICS

DEPARTMENT: Pediatrics

COURSE DIRECTOR: Melba Johnson, MD

LOCATION: 22 Piedmont Avenue, S.E. Atlanta, GA 30303

DURATION: 4 Weeks

MAXIMUM ENROLLMENT: 1

GOALS AND OBJECTIVES

The goal of this elective is to educate the students about the many facets of child abuse from: diagnosis, medical management, Department of Family and Children Services, legal responses, forensic interviewing, and prevention.

Upon completion of this elective, the student will be able to:

1. Identify the Epidemiology of child abuse and describe why it has been called a "national epidemic"
2. Better diagnose physical abuse
1. Demonstrate some initial skills in diagnosing neglect and sexual abuse
2. Demonstrate the beginning skills in the operation of the coloposcope as an aid in the diagnosis of sexual abuse
3. Describe the various child abuse syndromes (e.g. child sexual abuse accommodation syndrome, Munchausen syndrome by proxy, shaken baby syndrome)
4. To better understand the role of substance abuse, domestic violence, and mental health problems in the context of child abuse
5. To identify Georgia and national legislation about child abuse and child abuse reporting
6. To better understand the roles of hospital social workers, Department of Family and Children Services investigators, police and prosecutors in working with child abuse and how the general physician and forensic pediatrician interfaces with them

DESCRIPTION OF ACTIVITIES

Students will participate on any hospital consultations, case consultations from community providers, attend any child abuse conferences, and follow Dr. Johnson on any GA court testimony.

METHODS OF EVALUATION

The student will keep a diary of their experiences and review it weekly with the Course Director. The student will document what they saw and did their professional and emotional reactions to the material, and the log of their readings. Discussion of their reading will be evaluated by the Course Director.

The student will be rated by the supervisors on each of their field experiences.

Physician supervisors in the clinics will rate the student's clinical performance.

The student will be rated by the course director in their evaluation of the courses.

Each student will be evaluated based on the following criteria:

Diary and discussion	35%
Field ratings	20%
Clinic ratings	25%
Case evaluation ratings	20%

Attendance at all conferences, discussions, field experiences, and clinical sessions are mandatory. A request for an excused absence must be presented to the course director with appropriate documentation of illness or other emergency. Each unexcused absence will result in a loss of 10% of the final grade.

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE:

To be arranged by the course director

For further information regarding this elective, please contact: Linda Washington at (404) 756-1374 or lwashington@msm.edu.

C. ADOLESCENT & YOUNG ADULT STD MEDICINE

DEPARTMENT: Pediatrics

COURSE DIRECTOR: Yolanda Wimberly, MD, MSc.

LOCATION: Fulton Co. Department of Health & Wellness
Communicable Disease Prevention Branch
99 Jesses Hill Jr. Drive
Atlanta, GA 30303
(404) 730 1412

Grady Health Systems
Otis Smith Health Center
2600 MLK Jr. Drive
Atlanta, GA 30310
(404) 616-0506

DURATION: 4 Weeks

CONTACT HRS/ PER WEEK: 40

TIME OFFERED: All Months

MAXIMUM ENROLLMENT: 1

COURSE GOALS

1. To allow the students the opportunity to increase their knowledge in evaluation, diagnosis, and treatment of sexually transmitted diseases.
2. To allow students the opportunity to learn various counseling techniques on STD prevention, including individual counseling and contact tracing.
3. To allow students to become more knowledgeable about community organizations that provides STD prevention and intervention services.

PRE-REQUISITES

- Knowledge of microbiology of common and uncommon STD pathogens
- Knowledge of the pathology and pathophysiology of STD microorganisms and how the host interacts with the microorganism
- Knowledge of the evaluation and treatments for various STDs
- Knowledge of how to obtain a sexual history
- Knowledge of evidence-based resources to obtain further information on STDs and HIV/AIDS

LEARNING OBJECTIVES

1. Describe the evaluation, natural history, complications, diagnosis and management of patients with the following presentations: vaginal/penile discharge, dysuria, abdominal

and/or pelvic pain, testicular pain, genital (and other skin) lesions, genital ulcerations and lymphadenopathy, request for STD screen, and exposure to STDs.

2. Describe the various screening protocols for asymptomatic STDs in males and females, including newer technologies that are emerging.
3. Describe the alterations in strategies for the following risk groups: men having sex with men, adolescents, HIV positive individuals and chemically dependent individuals, chemically dependent patients.
4. Describe the possible vertical transmission of the different STDs from pregnant women to their infants in the perinatal period and screening and management of both mothers and infants
5. Describe the role of the public health department in the identification and follow-up of STDs
6. Recognize the signs and symptoms of acute or chronic HIV/AIDS infection
7. Understand the various screening strategies for HIV infection
8. Recognize how culture and language differences can intersect with the diagnosis and management of STDs

ACTIVITIES

Most time will be spent at the Fulton County Department of Health & Wellness with one ½ day rotation through a Grady Health System neighborhood clinic and one ½ day session at a community agency that provides STD testing and counseling each week. A minimum of 6 patients will be examined per day. One day will be spent at the Division of STD Prevention at the Centers for Disease Control & Prevention. Hours will be from 8:30 a.m. – 5:00 p.m. Monday through Friday. Punctuality is mandatory.

Students are expected to participate in course discussions every Tuesday and Thursday morning, participate in Pediatric Grand Rounds and the Journal Club. Four textbooks will be provided for use during the rotation.

For more detailed information on the elective curriculum, access the MSM STD EDUCATION website at www.msmstdeducation.com. Click on "std elective" at the top.

METHODS OF EVALUATION

Weekly quizzes, post-test, and oral examination:	50%
Clinical Performance:	50%

Mid-elective feedback will be provided.

Grading System: Pass/Fail, but a grade of 70 is required to pass.

ATTENDANCE

Students will be allowed up to 2 excused absences with make-up work given. An excess of 2 excused absences will require remediation to complete course requirements. Any unexcused absences will be reviewed by the course director, but may require remediation and/or repeating the elective.

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE:

To be arranged by the course director.

For further information regarding this elective, please contact Dr. Wimberly at (404) 756-1376 or ywimberly@msm.edu.

D. INPATIENT PEDIATRICS ACTING INTERNSHIP

DEPARTMENT: Pediatrics

COURSE DIRECTOR: Yasmin C. Tyler-Hill, MD

LOCATION: Hughes Spalding Children's Hospital
Grady Health System
35 Jesse Hill Drive, SE,
Atlanta, Georgia 30303, (404) 616-6600

DURATION: 4 Weeks

CONTACT HOURS PER WEEK: 40+

TIME OFFERED: All Months

MAXIMUM ENROLLMENT: 1

GOALS & OBJECTIVES

Goal #1 Understand the continuum of care for children with acute illness

a. know through what routes children are hospitalized
b. understand ER triage
c. recognize appropriate indications for critical care management
d. learn indications for continuing hospitalization
e. know potential dispositions and follow-up

Goal #2 Understand the role of the training physician in the inpatient setting

a. recognize personal limitations and ask for assistance as appropriate
b. know how and where to seek information for patient care
c. learn how to create problem lists and prioritize tasks
d. know how to function as part of an interdisciplinary team
e. know how to provide compassionate and sensitive support to hospitalized children and their families

Objective #1
Perform the initial assessment, including differential diagnoses, and plan the initial management of children admitted to the hospital.

Objective #2
Practice management, treatment, and disposition planning for hospitalized children.

Objective #3
Monitor and document patients' progress while hospitalized, including vital signs, patient history, ordering and following-up on diagnostic tests, etc.

While it is impossible to predict what conditions will be seen, common symptoms of hospitalized patients include: failure to thrive, fever of unknown origin, respiratory distress, cardiovascular distress, infectious diseases, fever of specific source, abnormal bleeding or bruising, neurological complaints, gastrointestinal distress, endocrine issues, fractures, dermatologic or psychiatric issues, etc.

ACTIVITIES

An orientation session will be provided on the first day of the rotation. Rounding patterns and patient flow during call nights will be delineated. Student performance, expectations, call schedules, and performance evaluations will be outlined by the attending physician precepting. The senior resident will explain procedures for ordering diagnostics and obtaining consults. The student schedule will be 8:00 a.m. – 5:00 p.m. Monday through Friday, plus any call hours.

Students will participate in course discussions, resident conferences, grand rounds and special seminars as available. The course director will be responsible for special assignments given to the students. The student will be responsible for compiling a one-page, patient education handout written at a fifth grade level or below describing a common inpatient condition, distributing it to the patient's primary caregiver, and answering any of their questions.

Students should keep an active, daily journal to include the age of the patient and diagnosis. The Course Director will review the journals at the end of the elective and they must be received to receive credit for the course. All journal entries must be HIPAA compliant, with no patient identifiers that would violate privacy regulations.

METHODS OF EVALUATION

There will be no examinations. The MSM Clinical Performance Evaluation form will be used to evaluate the student's demonstrated proficiency and level of excellence in the following areas: 1) presentation and documentation of the admitting history and physical, 2) completeness of the initial databases, 3) demonstrated appreciation of relevant pathophysiology of the diagnosis, 4) familiarity with the pertinent diagnostic algorithms, 5) knowledge of the principles of therapy of the primary and secondary diagnoses, 6) interpersonal skills related to patients, families, and other health care professionals, and 7) reliability of students. Students will be evaluated by the attending and house staff.

Evaluation Weights:	80% Clinical Performance Evaluation; 20% Patient Handout Exercise
Grading system:	Pass/Fail with a grade of 75 required to Pass.

ATTENDANCE

Attendance at all assigned conferences, rounds, small group sessions, and clinical sessions is mandatory. A request for an excused absence must be presented to the course director in advance. Students are allowed 2 excused absences per rotation, but they must be requested in advance or proof of illness provided. Any unexcused absence will result in the immediate loss of 10% of the final grade. Any further unexcused absenteeism is subject to other disciplinary action.

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE:
To be arranged by the course director.

For further information regarding this elective, please contact Dr. Tyler-Hill at 404-756-1332 or ytyler-hill@msm.edu

E. HUMAN SEXUALITY

DEPARTMENT:	Pediatrics
COURSE DIRECTOR:	Yolanda Wimberly, MD, MSc.
LOCATION:	Morehouse School of Medicine Pediatrics Unit – Piedmont Hall 22 Piedmont Avenue Atlanta, GA 30303 Additional sites include: Grady Health Systems, Clark Atlanta University, and Shepard Spinal Center
DURATION:	4 Weeks
CONTACT HOURS PER WEEK:	40
TIME OFFERED:	All months
MAXIMUM ENROLLMENT:	2 (MSM students only)

GOALS

Goal #1 To increase students' knowledge of human sexuality and its many Components

Goal #2 To assist senior students in developing clinical skills (history, physical, diagnostic reasoning, assessment and management) to impact on sexual issues with patients in a primary care setting.

Goal #3 To increase senior students' appreciation of referral sources and community service organizations that assist physicians in helping patients work through their issues.

Goal #4 To understand how special issues impact on sexuality.

LEARNING OBJECTIVES & COURSE OUTLINE

C. Introduction, Biology & Clinical Approaches

A. The sexual response cycle (male & female)
B. Positive Sexuality
C. Sexuality and Medical Ethics
D. Male & Female Sexuality and Sexual Concerns
E. The Sexual History

II. Public Health and Community Health Approaches to Sexuality

A. The Call to Action on Sexual Health and the Sexual Health Program of the National Center for Primary Care
B. State of Sexuality Education and Sexuality, Politics, & Religion
C. Health Disparities in Sexuality

III. Special Issues and Populations in Sexuality
A. Sexuality and Aging
B. Adolescent Sexuality
C. Sex and Disability
D. Lesbian, Gay, Bisexual and Transgender Issues
E. Gender & Sexuality – including Transgender and Intersex Issues

IV. Issues in Sexual Dysfunction
A. Sexual Abuse and Its Impact on Sexuality
B. Sexual Offenders
C. Sexually Transmitted Diseases and the Effect on Sexuality

ACTIVITIES

Student will be exposed to patients in a clinical setting and allowed to interview patients about sexuality issues. The students will be in an STD clinic, teen clinic, Shepard Spinal Center, and in a young adult clinic. The sites are all outpatient settings. Students will see about 5 patients per week and will keep a patient log. The students will be evaluated for their clinical competency.

Students will spend Thursday mornings from 7:45 – 9:00 a.m. in the Department of Pediatrics continuing education activities including Grand Rounds and journal club. Students will spend Wednesday mornings from 8:30 – 10:00 a.m. at the Department of Psychiatry Grand Rounds.

The student will attend a program, meeting, information session, protest, performance art event, or another social activity where a call to action for sexual issues is the focus. After identifying an important area of the policy, the student will prepare a short paper (4-5 pages) in which a policy recommendation is adopted. The paper must address why the policy is needed, how the policy will improve the current situation, which groups will be opposed to the policy, and what the downside of the policy may be.

METHODS OF EVALUATION

Evaluation Weights:	Project	50%
	Attendance	30%
	Participation	20%

Grading system: Pass/Fail

ATTENDANCE

Attendance at all assigned conferences, rounds, small group sessions, and clinical sessions is mandatory. A request for an excused absence must be presented to the course director in advance. Students are allowed 2 excused absences per rotation, but they must be requested in advance or proof of illness provided. Any unexcused absence will result in the immediate loss of 10% of the final grade. Any further unexcused absenteeism is subject to other disciplinary action.

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE:

To be arranged by the course director.

For further information regarding this elective, please contact Dr. Wimberly at (404) 756-1376 or ywimberly@msm.edu.

F. SOUTH AFRICA (MSM Students Only)

DEPARTMENT:	Pediatrics
COURSE DIRECTOR:	Melba Johnson, MD
LOCATION:	Alexandra Health Center – Johannesburg, South Africa
DURATION:	4 Weeks
CONTACT HOURS PER WEEK:	48+
TIME OFFERED:	Specified Time to Be Determined
MAXIMUM ENROLLMENT:	5

GOALS

1. Acquire skills needed to take a complete medical history and perform a physical examination appropriate to this local setting.

2. Demonstrate physical diagnostic skills in the absence of technological availability.

3. Demonstrate skills in planning, implementing, and evaluating health maintenance in an international outpatient setting.

4. Understand the role of the training physician in the outpatient setting.

5. Identify common signs and symptoms related to selective diseases in this developing country.

6. Become familiar with growth and development issues and the role environmental and other factors impact the process.

7. Identify the merging of primary care at the local community level with the secondary and tertiary health resources.

8. Discuss primary care and limited resources.

9. Discuss cultural influences on health and healthy lifestyles.

10. Increase sensitivity to the practice of medicine in an international setting.

ACTIVITIES

Outpatient clinical services, maintain a patient journal, suggested readings, and patient education.

METHODS OF EVALUATION

Clinical Performance Evaluation	60%
Daily Presentations	20%
Conference Presentation	20%

G. CORRECTIONAL MEDICINE

DEPARTMENT: Pediatrics

COURSE DIRECTOR: Yolanda Wimberly, MD

LOCATION: DeKalb Youth Detention Center
2946 Clifton Springs Road
Decatur, GA 30034-3820

DURATION: 4 Weeks

CONTACT HOURS PER WEEK: 40

TIME OFFERED: All months

MAXIMUM ENROLLMENT: 2

GOALS

Goal #1 To understand the types of medical problems adolescents experience in a correctional facility.

Goal #2 To understand how to identify and manage mental health conditions which are commonly encountered.

Goal #3 To understand how immunization programs are an important part of correctional facility medicine.

Goal #4 To understand how to work as a multi-disciplinary team in the correctional facility setting.

Goal #5 To understand some of the reasons adolescents come into the correctional facility.

Goal #6 To understand the family dynamics when an adolescent is incarcerated.

Goal #7 To understand the resources in the community for adolescents upon their releases from a correctional facility.

Goal #8 To understand how the correctional facility functions.

LEARNING OBJECTIVES

I. Recognize and describe the pathophysiology and management of commonly encountered conditions including but not limited to:
   a. Allergic rhinitis
   b. Asthma

c. Atopic dermatitis
d. Urticaria
e. Diabetes
f. STD's
g. HIV
h. Acne
i. Obesity

II. Recognize and describe the pathophysiology and management of commonly encountered mental health conditions including but not limited to:
   a. Bipolar Disorder
   b. Depression
   c. Anxiety Disorder
   d. Conduct Disorder
   e. Oppositional Defiant Disorder
   f. ADHD

III. The student will recognize and describe how to deliver immunizations to adolescents that are incarcerated. The student will know the process for obtaining consent for immunizations in this setting. The student will know how to send immunization records to primary care provider upon the adolescents discharge from the facility.

IV. The student will be able to describe the process by which providers communicate about a patient in the facility.

V. The student will describe and discuss some of the reasons adolescents were placed in a correctional facility. The student will describe some prevention methods that may prevent adolescents from being incarcerated.

VI. The student will describe the process of family involvement while incarcerated.

VII. The student will describe community services available to adolescents who have been incarcerated prior.

VIII. The student will meet with the warden and other key members of the facility staff to obtain a better understanding of the system.

<u>ACTIVITIES</u>

The student will spend every first and third Thursday mornings from 7:45-9:00 a.m. with the Department of Pediatrics in the Emory FOB room 101 for Grand Rounds.

METHODS OF EVALUATION

Evaluation Weights:	Presentations	30%
	Attendance	50%
	Participation	20%

Grading system: Pass/Fail

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE:

To be arranged by the course director.

For further information regarding this elective, please contact Dr. Wimberly at (404) 756-1376 or ywimberly@msm.edu.

H. HIV/AIDS

DEPARTMENT:	Pediatrics
COURSE DIRECTOR:	Yolanda Wimberly, MD
PRIMARY LOCATION:	Grady Health Systems 99 Jesse Hill Jr., Drive Atlanta, GA 30303
DURATION:	4 Weeks
CONTACT HOURS PER WEEK:	40
TIME OFFERED:	All months
MAXIMUM ENROLLMENT:	2

GOALS

Goal #1	Describe the pathophysiology, natural history, presenting signs and symptoms, and associated opportunities infections in patients with HIV.
Goal #2	Identify the risk factors for perinatal transmission of HIV, tests for screening and confirmatory diagnosis, and indications for referral, including asymptomatic HIV infected patients.
Goal #3	Describe risk factors and symptoms that should prompt testing for HIV infection in neonates, children and adolescents.
Goal #4	Review HIV infection, the related risks of opportunistic infections, the use of laboratory parameters (e.g. CD4 counts and viral load measures) to monitor clinical course, general treatment modalities (including chemoprophylaxis), and the common complications and toxicities of anti-HIV medications.
Goal #5	Identify the indicators for referral of the patient to an infectious disease specialist.
Goal #6	Demonstrate the ability to obtain proper informed consent for HIV testing, including legal requirements in one's locale.
Goal #7	Identify the policies and guidelines for HIV/AIDS
Goal #8	Describe the various testing modalities for HIV/AIDS that are currently available.

LEARNING OBJECTIVES

Patient Care – Provide family centered patient care that is developmentally and age appropriate, compassionate, and effective for the treatment of health problems and the promotion of health.

- Gather essential and accurate information using the following clinical skills: medical interviewing, physical examination, diagnostic studies and developmental assessments.
- Make informed diagnostic and therapeutic decisions based on patient information, current scientific evidence and clinical judgment, using clinical problem-solving skills, recognizing the limits of one's knowledge and expertise, gathering appropriate information and using colleagues and consultants appropriately.
- Develop and carry out patient care plans, using principles of evidence-based decision making and appropriate prioritization, and taking into account the needs, beliefs and resources of patient and family.
- Counsel patients and families in a supportive manner so they can understand their illness or injury and its treatment, share in decision
- Provide effective preventive health care and anticipatory guidance to patients and families.

Medical Knowledge – Understand the scope of established and evolving biomedical, clinical, epidemiological and social-behavioral knowledge needed by a pediatrician; demonstrate the ability to acquire, critically interpret and apply this knowledge in patient care.

- Demonstrate that you know or can efficiently access the knowledge base needed for effective patient care.
- Critically evaluate current medical information and scientific evidence and modify your knowledge base accordingly.
- Recognize the limits of one's knowledge and expertise by seeking information needed to answer clinical questions and using consultants and referrals appropriately. Use this process to guide life-long learning plans.
- Apply current medical information and scientific evidence effectively to patient care (e.g. use an open-minded, analytical approach, sound clinical judgment, and appropriate attention to priorities).
- To allow students to become more knowledgeable about community organizations that provides HIV prevention and intervention services.

PREREQUISITES

- Knowledge of how to obtain a sexual history
- Knowledge of evidence-based resources to obtain further information on HIV/AIDS
- Completion of 3rd year of medical school

METHODS OF EVALUATION

Evaluation Weights:	Presentations	30%
	Book review	20%

Clinical Performance 50%

Grading system: Mid-elective feedback will be provided. A minimum score of 70% is required to pass the elective. The final grade submitted will be pass/fail, but students will receive their score as part of their final evaluation.

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE:

To be arranged by the course director.

For further information regarding this elective, please contact Dr. Wimberly at (404) 756-1376 or ywimberly@msm.edu.

I. LAW AND MEDICINE: THE HEALTH LAW PARTNERSHIP

DEPARTMENT:	Pediatrics
COURSE DIRECTOR:	David Levine, MD
LOCATIONS:	HeLP Legal Services Clinic at Georgia State University College of Law, Health Law Partnership at Children's at Scottish Rite, Egleston, and Hugh Spalding campuses: Department of Pediatrics offices at Morehouse School of Medicine
DURATION:	4 Weeks
CONTACT HOURS PER WEEK:	40 hours. No expected night or weekend duties other than preparing cases.
TIME OFFERED:	August - November and January - April
MAXIMUM ENROLLMENT:	4

COURSE GOALS

I. Understand the relationships between poverty, the law, and illness.

II. Understand how legal and health care professionals can collaborate to improve the health of children and families in the context of a medical-legal partnership housed at Children's Healthcare of Atlanta.

III. Understand the effectiveness of holistic medical-legal partnerships that are designed to improve the physical, social or economic environment in which many children live.

IV. Gain understanding of the laws and legal processes that govern issues relating to health and poverty. Assist lawyers and law students in understanding medical information, diagnoses, and test results in order to address more effectively the legal problems affecting the health and well-being of children.

V. Improved awareness of the barriers to inter-professional collaboration between medical and legal professional, and strategies for how to overcome such barriers.

COURSE OBJECTIVES

I. Describe the common legal issues faced by low-income families.

II. Identify patients whose situations may benefit from legal intervention in areas of law affecting access to health care. These include access to SSI benefits, housing, employment, education, guardianship, wills and advance directives, consumer protection, and other issues in health and family law that learners will encounter.

III. Identify the benefits of medical-legal collaboration and patient resources that medical-legal partnerships can provide.

IV. Identify health risks and conditions that may have legal solutions or that may be ameliorated by legal intervention.

V. Identify barriers to inter-professional communication among medical and legal professionals, including differing ethical obligations, differing expertise, professional cultures, and problem-solving styles.

ACTIVITIES

Elective time will be Monday through Friday from 9:00 a.m. until 5:00 p.m. Students will observe and participate in advocacy and problem-solving on behalf of low-income clients served by the HeLP Legal Services Clinic at Georgia State University College of Law and the Health Law Partnership. Half the time will be spent working with law students at the HeLP Legal Services Clinic. Students will attend law clinic and legislative advocacy classes relating to poverty law and service to low income clients, participate in case rounds, and be paired with a team of law students to work on cases handled in the Clinic and attend weekly supervisory meetings. The other half of the time will be spent at the hospital-based offices of the Health Law Partnership, where students may assist in client intake, observe court appearances, observe case acceptance meetings, and participate in other functions relation to the business of serving the legal needs of low-income clients whose children are being cared by the Children's Healthcare of Atlanta.

METHODS OF EVALUATION

The elective is pass-fail. Preceptors and/or Course Director will complete the HeLP Evaluation form. This documents the following desired qualities.

I. Prompt daily attendance at all sites as required.

II. Active participation in learning activities.

III. Degree of enhancement/improvement in knowledge of the legal issues faced by low-income families and the relationship between those issues and health.

IV. Ability to work collaboratively with law students, faculty, lawyers, and other professionals.

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE:

To be arranged by the course director.

For further information regarding this elective, please contact Linda Washington at (404) 756-1374 or lwashington@msm.edu.

VI. PSYCHIATRY

A. COMMUNITY PSYCHIATRY

DEPARTMENT: Psychiatry

COURSE DIRECTOR: Gail A. Mattox, MD

LOCATION: West Fulton Community Mental Health Center

DURATION: 4 Weeks

TIME OFFERED: All Months

MAXIMUM ENROLLMENT: 2

GOALS AND OBJECTIVES

To provide senior medical students with a comprehensive and advanced educational exposure to psychiatric disorders and treatments in a community clinic setting.

To provide senior medical students with advances instructional exposure to the functioning of a community mental health center as its functions interact within the medical community network.

The student will observe and become familiar with individual and group psychotherapy.

The student will gain knowledge of child and adolescent psychiatry, adult psychiatry, and geriatric psychiatry via exposure to patients in individual therapy, group therapy, day treatment and crisis intervention.

The student will gain knowledge of the biological, psychological and cultural factors affecting the presentation of mental illness within a community mental health setting.

DESCRIPTION OF ACTIVITIES

Medical students receive limited exposure to the community mental health system and its patients. These patients do often need primary medical care and interact frequently with primary care physicians. This elective will provide the student with experience in working with these patients from the psychiatric perspective and within the available resources. This elective will also provide advanced knowledge and educational exposure to a variety of mental illnesses that are not available to most medical students.

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

To be arranged by the course director

For further information regarding this elective, please contact Johnnie Thomas-Duchene at (404) 756-1445 or jtduchene@msm.edu.

B. CHILD AND ADOLESCENT PSYCHIATRY

DEPARTMENT: Psychiatry

COURSE COORDINATOR: Quentin Ted Smith, M.D.

LOCATION: Sullivan Psychiatric Services, LLC
425 Allgood Road
Stone Mountain, GA 30083
770-277-7194 or 404-508-3822

DURATION: 4 Weeks

TIME OFFERED: Arranged by Reyna Sullivan, M.D.

MAXIMUM ENROLLMENT: 1

GOALS AND OBJECTIVES

This elective will provide a concentrated opportunity for exposure to children and adolescents with a variety of psychiatric disorders. Under the guidance of a child and adolescent supervisor, students will broaden their knowledge and skills in development theory, diagnostic assessment, and behavioral, psychological, and medication treatment of children and adolescents.

DESCRIPTION OF ACTIVITIES

This elective provides experiences in a variety of therapeutic modalities essential to the management of children and adolescent including parent guidance. Each student will function as a full member of the treatment and diagnostic team under faculty supervision. Each student, with the guidance of a faculty mentor, will identify an area of interest for focused reading during the elective.

METHOD OF STUDENT EVALUATION

Student evaluation will be based on attendance, active participation in assessments, treatments, team meetings, patient care, communication, professionalism, knowledge, and completion of all assignments.

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

To be arranged by the Coordinator of Medical Student Education

For further information regarding this elective, please contact Johnnie Thomas-Duchene at (404) 756-1445 or jtduchene@msm.edu.

C. ADDICTION PSYCHIATRY

DEPARTMENT: Psychiatry

COURSE COORDINATOR: Farzana Bharmal, MD

LOCATION(S): Grady Health System Community Outreach Services, Grady Health System Drug Dependency Unit, Fulton County Drug & Alcohol Treatment Center, Atlanta Medical Center, Integrated LIFE CENTER, Newport Detox Center.

DURATION: 4 Weeks

TIME OFFERED: October – December; March - June

MAXIMUM ENROLLMENT: 1

GOALS AND OBJECTIVES

1. To provide senior medical students with an advanced educational and practical exposure to various aspects of addictive disorders in community and inpatient settings.
2. To provide a theoretical background and core competency in the diagnosis, assessment and treatment of addictive disorders.
3. To provide diagnosis, treatment and ongoing assessment of co-morbid psychiatric and medical illnesses.
4. To apply risk assessment theories in assessing the level of self harm in substance dependent and mentally ill individuals.
5. To learn to appropriately order and utilize laboratory data in the treatment and assessment of addictive disorders.
6. To help comprehend the relationship between mental illness and addiction disorders.

DESCRIPTION OF ACTIVITIES

Students will gain exposure to addictive psychiatry clinical programs and practices through observation, case assignments, case presentations, group discussions, and lectures. Formats will include:

a. Participation in addictive psychiatry team meetings and treatment planning sessions
b. Attendance at case conferences
c. Interaction with educators, counselors, and primary care physicians
d. Clinical rounds and supervision on assigned cases
e. Didactics

METHOD OF STUDENT EVALUATION

A.	Oral case presentation and case write-up (evaluated on knowledge of presented materials as well as presentation ability)	50%
B.	Clinical performance evaluation at rotation site (based on evaluation) criteria for electives	50%

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

To be arranged by the course director.

For further information regarding this elective, please contact Johnnie Thomas-Duchene at (404) 756-1445 or jtduchene@msm.edu.

VII. SURGERY

A. TRAUMA/CRITICAL CARE

DEPARTMENT: Surgery

COURSE DIRECTOR: Leslie Ray Matthews, MD

LOCATION: Grady Memorial Hospital

DURATION: 4 Weeks

TIME OFFERED: All months except June, July, and August

MAXIMUM ENROLLMENT: 2

GOALS AND OBJECTIVES

To provide an overview of the approach and management of the acutely injured (blunt and penetrating trauma) patient. At the end of the rotation, the student should:

1. Be able to recognize the different forms of shock
2. Be able to outline and correctly prioritize treatment steps
3. Be familiar with commonly used ICU monitoring devices, including A-lines Swan-ganz catheters, oximeters, and intracranial pressure monitors
4. Be able to asses a critically ill patient's nutritional status and needs
5. Understand the proposed mechanisms and risk factors for multi-organ failure
6. Grasp the essentials of systems support
7. Understand triage and treatment steps outlined in the ATLS course

DESCRIPTION OF ACTIVITIES

The course will involve OR experience, daily bedside rounds, selected specialty conferences, and course lectures. There will be a minimum of 8 call days per month. As trauma patients arrive on call days, the students will participate with the trauma team with their resuscitation evaluation and management, under the direction of the attending physician. Each student is required to generate and present a paper on a selected topic in trauma.

METHODS OF EVALUATION

Direct observation of clinical performance, quality of paper/oral presentation, and written examination.

Clinical performance	90%
Daily progress notes	50%
Presentation	45%

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

For further information regarding this elective, please contact Diana M. Clarke at 404-616-1484or dclarke@msm.edu

VIII. MEDICAL EDUCATION

A. BUSINESS OF MEDICINE

DEPARTMENT: Medical Education

COURSE DIRECTOR: Lawrence Sanders, MD, MBA

LOCATION: 125 Piedmont Hall

DURATION: 4 Weeks

TIME OFFERED: All months

MAXIMUM ENROLLMENT: 6

GOALS AND OBJECTIVES

This rotation provides students with an opportunity to learn about the business of medicine through directed readings, structured interviews, observations, and participation in meetings and related activities.

On completion of this rotation, the student will be able to:

1. Describe the billing cycle. Start with and outpatient primary care adult encounter and describe elements of coding and billing. Define accounts receivable, gross billings, net billings, and net collections.
2. Describe key routes of heath care funding in America. Compare and contrast private insurance, PPO, HMO, Medicare, and Medicaid. Even for individuals with high-option private insurance, what types of care are not covered?
3. Describe the relevant issues in corporate structure for hospitals (private, public, and for-profit) and identify at least one Atlanta area hospital for each of these and define "certificate of need", and not-for-profit.
4. Describe the elements of "overhead" and compare and contrast the differences between salaried positions income structure for practice owner/partners.
5. For a specialty identified by the student, state current malpractice rates in Georgia. Compare these to other states. Describe aspects of practice and law that impact malpractice rates.
6. Describe the processes of personnel management relevant to the medical office. Identify some key skills.
7. Discuss medical errors and describe at least three processes to decrease errors.
8. Describe and give an example of a quality improvement process.
9. Describe the staffing of a multispecialty practice such as Morehouse Medical Associates. Identify the key personnel and their roles.

DESCRIPTION OF ACTIVITIES

Design and present a quality improvement process applicable to a multi-specialty practice and use it to audit one chart or process.

For one of the competencies above, prepare a PowerPoint, video clip or other presentation (duration of at least 15 minutes) suitable for self-directed study by other medical students or residents.

METHODS OF EVALUATION

The student must satisfactorily complete and document on the correct forms the task indicated above by the last date of the rotation. There is a final oral exam that consists of the learning objectives. The student will be asked at least three of these and must provide a satisfactory response.

A pass/fail grade will be assigned.

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

To be arranged by the course director.

For further information regarding this elective, please contact Tracey Townes at (404) 756-1321 or ttownes@msm.edu

B. RESEARCH

DEPARTMENT: Medical Education

COURSE DIRECTOR: Martha Elks, MD

LOCATION: Morehouse School of Medicine

DURATION: 4- 8 Weeks (120 – 240 hours)

TIME OFFERED: All months

MAXIMUM ENROLLMENT: 6

OVERALL COURSE CONTENT

The MSM Research elective is a unique elective because it can be sponsored by any faculty member in any department. At least one month prior to the onset of the set time, students with their mentors must present to the Associate Dean for Medical Education a research proposal describing the proposed plan of activities and research and the time line for completing the required products and presentations listed below. This must be approved by the faculty mentor and a committee of 3 (includes mentor) that should include individuals knowledgeable about the project, as well as someone knowledgeable about curricular issues (Course directors or member of Curriculum committee)

This course may be taken for up to two months of elective credit with the following exceptions:

- Students who have a "C' in one or more clinical clerkships are not eligible for more than one month of credit in this elective.
- Students in combined MD-PhD and MD-MSCR programs are not eligible for more than one month of credit for this activity towards the MD degree requirements.

GOALS AND OBJECTIVES

Upon completion of this elective the student will be able to:

1. Demonstrate preparation of a background paper of at least five pages double-spaced with properly cited references reflecting the background for a research project.
2. Describe techniques used in a research project, consistent with "Material and Methods" section.
3. Present findings in a scholarly paper and poster.

DESCRIPTION OF ACTIVITIES

A course format indicating:

- **Course director, key support, and contact information**
  M. Elks, melks@msm.edu overall director
  Each student must also designate another co-director for research
- Assigned readings
- Dates, times, and subject matter to be covered on exams and scheduled quizzes and other evaluations (as relevant)

- Course faculty and support staff with contact information

METHODS OF EVALUATION

- Examinations (formal oral exam should have scored answers)
- Measurements to be used to evaluate the clinical performance and inclusion of any departmental forms used to evaluate the student
- Assignments of weights for each evaluation component
- Process to provide midcourse evaluation/feedback for students
- Availability of practice material

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

For further information regarding this elective, please contact Mary Hastie at (404) 752-1856 or mhastie@msm.edu.

C. SERVICE LEARNING

DEPARTMENT: Medical Education

COURSE DIRECTOR: Meryl McNeal, PhD

LOCATION: Morehouse School of Medicine

DURATION: 4 weeks

CONTACT HOURS: 20 (100 hr total)

TIME OFFERED: All months

MAXIMUM ENROLLMENT: 6

OVERALL COURSE CONTENT

The MSM Research elective is a unique elective because it can be sponsored by any faculty member in any department. At least one month prior to the onset of the set time, students with their mentors must present to the Course Director a service learning proposal describing the proposed plan of activities and service and the time line for completing the required products and presentations listed below. This must be approved by the faculty mentor and a committee of 3 (includes mentor) that should include individuals knowledgeable about the project, as well as someone knowledgeable about curricular issues (Course directors or member of Curriculum committee)

This course may be taken for up to two months of elective credit with the following exceptions:

Students who have a "C' in one or more clinical clerkships in the third year are not eligible for more than one month of credit in this elective.

GOALS AND OBJECTIVES

Upon completion of this elective the student will be able to:

1. Demonstrate preparation of a background paper of at least five pages double-spaced with properly cited references reflecting the background for a service learning project.
2. Describe techniques used in a service learning project, consistent with "Material and Methods" section.
3. Present findings in a scholarly paper and poster or PowerPoint series and presentation.

DESCRIPTION OF ACTIVITIES

For each month of credit, the student must:

- Prepare a scholarly paper with references (at least 10 pages, double-spaced)
- Prepare and present a minimum 15 minute presentation (poster or power point)
- Prepare and present a brief critique of a paper relevant to the service learning topic (may be written or oral presentation)

- Present relevant log of time on project documenting a minimum of 100 hours per course credit
- These must be documented by a student in a log and supervised by the service learning director

METHODS OF EVALUATION

- Examinations (formal oral exam should have scored answers)
- Measurements to be used to evaluate the clinical performance and inclusion of any departmental forms used to evaluate the student
- Assignments of weights for each evaluation component
- Process to provide midcourse evaluation/feedback for students
- Availability of practice material

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

For further information regarding this elective, please contact Dr. McNeal at 404-752-1638 or mmcneal@msm.edu