



ELECTIVES CATALOG

Mission

We exist to:

- Improve the health and well-being of individuals and communities
- Increase the diversity of the health professional and scientific workforce
- Address primary health care through programs in education, research, and service

With emphasis on people of color and the underserved urban and rural populations in Georgia, the nation, and the world.

Overview

Morehouse School of Medicine (MSM) is located in Atlanta, GA., was founded in 1975 as the Medical Education Program at Morehouse College. In 1981, MSM became an independently chartered institution. MSM is among the nation's leading educators of primary care physicians and was recently recognized as the top institution among U.S. medical schools for our social mission. Our faculty and alumni are noted in their fields for excellence in teaching, research and public policy. MSM is accredited by the Accreditation Council for Continuing Medical Education, Accreditation Council for Graduate Medical Education, Council on Education for Public-Health, Liaison Committee on Medical Education and Southern Association of Colleges and Schools.



INFORMATION FOR EXTRAMURAL STUDENTS

Students matriculated at an 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 must provide a copy of recent immunization records.**
4. **Students must provide a copy of recent criminal background report.**
5. **Students must provide a copy of recent drug screen report.**
6. 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.
7. 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.**
8. No fees will be assessed of visiting students.
9. 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 (provide copy).**
10. Housing is NOT available.
11. Available elective positions are assigned on a first come, first served basis.

PLEASE RETURN COMPLETED APPLICATION TO:

Isaiah Kettles, MHA, Clinical Science Curriculum Manager
Morehouse School of Medicine
720 Westview Drive, S.W., Building B, Atlanta, GA 30310-1495
(404) 752-1510 or (404) 752-1512 fax

MOREHOUSE SCHOOL OF MEDICINE

2021- 2022 Academic Year

4-Week Blocks

- | | |
|-----------------------------------|-----------------------------------|
| 1. July 6, 2021 – July 30, 2021 | 7. Jan. 3, 2022 – Jan. 28, 2022 |
| 2. Aug. 2, 2021 – Aug. 27, 2021 | 8. Jan. 31, 2022 – Feb. 25, 2022 |
| 3. Aug. 30, 2021 – Sept. 24, 2021 | 9. Feb. 28, 2022 – Mar. 25, 2022 |
| 4. Sept. 27, 2021 – Oct. 22, 2021 | 10. Mar. 28, 2022 – Apr. 22, 2022 |
| 5. Oct. 25, 2021 – Nov. 19, 2021 | 11. Apr. 25, 2022 – May 20, 2022 |
| 6. Nov. 22, 2021 – Dec. 17, 2021 | 12. May 23, 2022 – June 17, 2022 |

TABLE OF CONTENTS

I. COMMUNITY HEALTH AND PREVENTIVE MEDICINE

- A. Human Sexuality
- B. Preventive Medicine
- C. Health Equity Leadership Development

II. FAMILY MEDICINE

- A. Academic Medicine
- B. Family Medicine Sub-Internship
- C. Geriatrics
- D. Integrative Medicine
- E. Maternal Child Health
- F. Reproductive Health
- G. Rural Health

III. MEDICINE

- A. Ambulatory Adult Medicine
- B. Cardiology
- C. Clinical Neurology
- D. Critical Care
- E. Hematology & Oncology
- F. Infectious Disease
- G. Internal Medicine Sub-Internship
- H. Neurology Research
- I. Pulmonary Consult
- J. Renal Consult
- K. Emergency Medicine at CHI
- L. Clinical Neurology at CHI

IV. OBSTETRICS AND GYNECOLOGY

- A. Advance Gynecology Surgery
- B. General Gynecology & Urogynecology
- C. High Risk Obstetrics & Perinatology

- D. Obstetrics Sub-Internship

V. PEDIATRICS

- A. Adolescent & Young Adult STD Medicine
- B. Ambulatory Pediatrics
- C. Child Abuse and Forensic
- D. Law and Medicine
- E. Pediatrics Infectious Disease
- F. Pediatrics Sub-Internship

VI. PSYCHIATRY

- A. Academic Psychiatry
- B. Addiction Psychiatry
- C. Child and Adolescent Psychiatry
- D. Community Psychiatry
- E. Forensic Psychiatry

VII. SURGERY

- A. General Surgery Sub-Internship
- B. Trauma/Critical Care
- C. Surgery Internship Boot Camp

VIII. MEDICAL EDUCATION

- A. Business in Medicine
- B. Clinical Anesthesiology
- C. Emergency Medicine
- D. Global Health International (India)
- E. Health Policy & Advocacy
- F. Radiology
- G. Research
- H. Service Learning
- I. Ultrasound Simulation using an iCloud Based Platform

COMMUNITY HEALTH & PREVENTIVE MEDICINE



A. HUMAN SEXUALITY

DEPARTMENT:	Community Health and Preventive Medicine
COURSE DIRECTOR:	Carey Roth Bayer, EdD, MEd, BSN, RN, CSE
LOCATION:	Morehouse School of Medicine – various locations Clark Atlanta University Clinic, other clinical & community locations (Virtual)
DURATION:	4 Weeks
CONTACT HOURS PER WEEK:	40
TIME OFFERED:	October, December, February, & March (only)
MAXIMUM ENROLLMENT:	10 (MSM students only)

COURSE DESCRIPTION

This course provides students with advanced training in human sexuality throughout the lifespan. In addition to building knowledge and skills related to human sexuality and patient care, students will also spend time assessing how personal values related to human sexuality may impact patient care.

COURSE GOALS

By the completion of the course, students will be able to:

1. Recognize the role sexuality may play in patients' lives throughout the lifespan
2. Demonstrate skills for addressing sexuality with diverse patient populations
3. Assess personal values related to sexuality and providing culturally competent care

LEARNING OBJECTIVES (KNOWLEDGE)

By the completion of the course, students will be able to:

1. Identify at least 3 strategies for addressing sexuality with patients across the lifespan
2. Identify at least 3 resources for information on addressing sexuality with patients across the lifespan

LEARNING OBJECTIVES (SKILLS)

By the completion of the course, students will be able to:

1. Demonstrate sexual history-taking with at least 1 live and/or simulated patient
2. Lead a journal club discussion on a sexual health topic related to patient care
3. Navigate the publication process by developing a letter to the editor/commentary for a journal related to a sexual health article

LEARNING OBJECTIVES (ATTITUDES)

By the completion of the course, students will be able to:

1. Identify personal values on at least 5 sexual health topic areas as they relate to patient care
2. Articulate at least 2 strategies for providing culturally sensitive care when physician-patient values differ related to sexuality

COURSE FORMAT

This course is a combination of self-directed activities, experiential activities, discussions, journal club presentations, and clinical experiences. Preparation and active participation are essential for passing this course.

Content areas covers include: Conceptualizing Human Sexuality; Sexual History-Taking; Sexual Response Cycles; Sexual Orientations & Gender Identities; Pediatrics Sexuality; Disabilities & Chronic Conditions; Body Image; Self-Esteem, & Sexual Self-Esteem; Values, Attitudes, Beliefs; Sexuality & Aging; Sexual Assault; Sexual Pharmacology; Erotica & Kink.

CLASS REQUIREMENTS

Class Preparation and Participation

Active class preparation and participation is essential and required. Given the format of this course, students are required to come to class on time with readings and assignments complete. At times, additional conferences, seminars, ground rounds, and other experiential sessions may be included in the course to help expand students' exposure to sexual health content in the clinical environment. When these experiences occur, students will be expected to attend and be prepared to discuss the clinical implications relevant to the experience.

Film Review

Students will review at least one film of their choosing per week throughout the course. During the review, they will analyze the piece to determine its relevance to clinical practice and discuss the analysis with the class.

Clinical Experiences

Students will complete at least two clinical learning experiences observing and practicing addressing sexuality with patients under the supervision of Drs. Yolanda Wimberly (Clark Atlanta Clinic). Students will follow all MSM policies and procedures relevant to student presence and activities in clinical settings and other professional environments. Students will participate in patient-provider simulations to practice sexual history-taking.

Journal Club Presentation

During the course, students will lead one journal club presentation related to a current journal article on an aspect of human sexuality. The presentation will cover a summary of the article, an analysis of the strengths and areas for improvement in the article, and an analysis of how the article can be applied to patient care. The presentation will also include an interactive discussion with the audience. Presentation dates will be set at the beginning of the course.

Letter to the Editor/Commentary Assignment

Throughout this course, students are challenged to think critically about the intersections of human sexuality and patient care. Students will critically analyze a peer-reviewed, professional article of interest and develop a Letter to the Editor or Commentary. Further instructions for the assignment are outlined at the end of the syllabus. All letters to the Editor/Commentaries and supporting documentation are due by the end of the course.

Evaluation & Grading

All elements of the course are equally weighted. Students must pass all elements in order to pass the course. A pass/fail grade will be assigned based on performance throughout the rotation. Failure to attend learning experiences, complete required projects, and meet regularly with Dr. Bayer will result in a failing grade and no credit for the rotation. Evaluation feedback will be given throughout the course verbally and electronically. An overall assessment as well as written feedback on the journal club presentation and Letter to the Editor/Commentary assignment will also be given. In addition, students must complete an evaluation of the course before receiving their grade.

WHERE & WHEN TO REPORT ON THE FIRST DAY

To be arranged by the Course Director. Contact Dr. Carey Roth Bayer, cbayer@msm.edu, 404-752-8694 for further information.

B. PREVENTIVE MEDICINE

DEPARTMENT: Community Health and Preventive Medicine

COURSE DIRECTOR: Dr. Carey R. Bayer

LOCATION: Morehouse Family Practice Center

DURATION: 4 Weeks

TIME OFFERED: October, December, February & March

MAXIMUM ENROLLMENT: 10

GOALS

A. Provide the medical student with an intensive experience in which he/she may acquire knowledge, skills, experience related to preventing premature death and disability related to the leading health concerns of underserved communities.

B. Prepare medical student to identify risk factors, recognize the appropriate screening modalities to be used for an individual patient and/or a community, and assist the patient/community in the maintenance of health through periodic health screening.

C. Reinforce the students' ability to assess a community's health needs and assist that community in developing appropriate interventions.

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

WEEKLY SCHEDULE (subject to change)

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	9:00am orientation (MSM NCPC) Research/Independent study	Clinical site	AM: session with course faculty Research/Independent study 1:30 PM Clinical site	Clinical site	AM: Research/Independent study PM: 1. Due: Learning Contract 2. Due: Travel Medicine Assignment 3. Preventive Medicine Residency seminar series/didactic sessions
2	Research/Independent study	Clinical site	AM: session with course faculty Research/Independent study 1:30 PM Clinical site	Clinical site	AM: Research/Independent study PM: 1. Due: Outline of culminating project 2. Preventive Medicine Residency seminar series/didactic sessions

3	Research/Independent study	Clinical site	AM: session with course faculty Research/Independent study 1:30 PM Clinical site	Clinical Site	AM: Research/Independent study PM: Preventive Medicine Residency seminar series/didactic sessions
4	Research/Independent study	Clinical site	AM: session with course faculty Research/Independent study 1:30 PM Clinical site	Clinical site	AM: Research/Independent study PM: 1. Due: a) Student presentation of culminating project to preventive medicine b) PATIENT LOG and c) evaluation of the elective 2. Preventive Medicine Residency seminar series/didactic sessions

For further information regarding this elective, please contact mdumeddocuments@msm.edu.

C. NAME OF ELECTIVE:

DEPARTMENT: Community Health and Preventive Medicine

COURSE DIRECTOR: Kisha Holden, Ph.D.

LOCATION: Morehouse School of Medicine Main Campus, NCPC, Suite 216A

DURATION: 4 Weeks

TIME OFFERED: All Months

MAXIMUM ENROLLMENT: Minimum of 3 per block

GOALS AND OBJECTIVES

Goals

This course will encourage student's critical thinking and increase their literacy about leadership principles. The course will cover topics relative to leadership constructs, leadership styles, community engagement, organizational culture, and communication approaches that may be applied to patient care as well as working with diverse communities. Learners will receive instruction in leadership development and application of methods/techniques. Also, the identification of educational resources and opportunities to facilitate student involvement in diverse scholarly leadership activities will be provided.

Objectives

1. To delineate a basic understanding of leadership concepts.
2. To acquaint learners with the various types of leadership styles with strategies for applicability to diverse clinical/community settings aimed to address health disparities and advance health equity.
3. To increase learner's knowledge about ethical issues in leadership
4. To provide exposure to opportunities for participation in at least one scholarly leadership opportunity

Patient Care

This course will better equip learners with approaches for compassionate patient engagement and working with various communities (pool of potential patients).

Medical Knowledge

The focus of this course is not to improve medical knowledge other than to improve an awareness of selected pioneer health equity champions and leaders.

Interpersonal and Communication Skills

This course will include a module that supports the development of interpersonal and communication skills which are essential elements to excellent leadership.

Professionalism

This course will offer important aspects (i.e., poise, etiquette, accountability, appropriate conflict resolution etc.) of professionalism which are key components of ideal leadership.

1. Description of the course and general overview of the subject matter

Health Equity Leadership Development is a course designed to bolster understanding and acquisition of leadership skills to help actualize the vision of Morehouse School of Medicine (MSM)—leading the creation and advancement of health equity; and its strategic plan vision imperative to prepare future health leaders and learners. Moreover, in an Institute of Medicine report (<https://www.nap.edu/catalog/1091/the-future-of-public-health>) it was noted that “the need for leaders cannot be left to chance alone”. This concept reinforces the ideology that training and expansion of competencies relative to leadership are an essential critical aptitude necessary for providing stellar guidance for future health paradigms.

2. Course Format

The four-week elective course will meet once per week for 2.5 hours. It will include an offering of didactic lectures, interactive vignettes/scenarios role play, videos and selected multimedia modalities to encourage student learning.

Course Content: Selected Topics

- Principles of Leadership
- Leadership Styles
- Ethical Servant Leadership Approaches to Advance Health Equity
- Leadership for Academic-Community Coalition Building
- Diverse Community Engagement
- Leadership and Organizational Culture
- Constructive Communication and Interpersonal Interactions
- Effective Leadership of Conflict Resolution in Challenging Situations

Readings

- Ethical Leadership: The Quest for Character, Civility, and Community: The Quest for Character, Civility and Community by Dr. Walter Flucker
- Organizational Culture and Leadership by Edgar Schein
- 150 Years of ObamaCare by Daniel Dawes, JD
- Going The Distance, The Making of A National Health Disparities Research Enterprise by Dr. John Ruffin
- Good to Great by Jim Collins

3. Course Policies & Evaluation

- All students enrolled in the course are expected to attend class. If a class is missed, the student(s) will be responsible accessing materials previously presented via audio recording of the class session.
- Assessment of student’s participation in two leadership development vignettes using a scoring rubric will be applied
- A final written examination will be given to students. course. Grades will be provided based on performance by using the following criteria:

A: 90-100

B: 80-89

C: 74-79

~Fail-scores below 74

- Standard general department forms will be used for student and course director evaluations

4. Statement of Support

As the Couse Director, I attest to providing availability of practice test questions, clinical case simulations, and/or computer-based programs to which the students have access.

5. Course evaluation forms

I attest that all course evaluation forms will be appropriately completed by students and turned in to the Dean's Office on appointed dates.

The subcommittee recommends that all lecture outlines, handouts, worksheets, etc., be considered as teaching work products separate from the course syllabus. Instructors are free to employ whatever methods they prefer in the delivery of instruction. As a practical matter, the learning objectives contained in the syllabus should represent an outline of material to be covered in a particular lecture topic.

The subcommittee recommends that a copy of the syllabus be on reserve in the multimedia center and in the Dean's Office to be available for students to review them.

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 Yvonne Kirkland at (404) 752-1541 or ykirkland@msm.edu.

FAMILY MEDICINE



A. ACADEMIC MEDICINE

DEPARTMENT:	Family Medicine
COURSE COODINATOR:	Dominic Mack, M.D., MBA
LOCATION:	National Center for Primary Care
DURATION:	4 weeks
TIME OFFERED:	All months
MAXIMUM ENROLLMENT:	10

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- meet with mentor in your discipline at least once during rotation to discuss academic career paths in this specialty
- Faculty Development- participate in faculty development program Tuesday s afternoon (workshop topics vary by month of rotation)
- Teaching Project (required)- prepare a clinical mini-lecture (10 minutes) with slides or overheads
- Writing Project (required)- prepare a written abstract of a case presentation, clinical review topic, or mini-research for presentation at a regional or national meeting OR prepare a 3-5 page mini-grant proposal, including background, objectives, proposed methods, evaluation methods, and budget OR review literature and available data sources to up-date one of the NCPC monographs (Georgia's uninsured, High-Disparity Health Conditions, etc.)
- Elective Project (**choose one of the following three options**)
- Electronic Media- design/develop a brief self-instructional course (PowerPoint) for medical student/residents OR design/develop a page of relevant material for the NCPC web site OR design/develop a PDA-based program
- Administrative project- develop an Excel spreadsheet financial budget, or develop a practice business plan, OR develop a quality improvement project
- Cultural Competency project- develop a video vignette, script, cultural OSCE case-study, web-links on specific cultural competency topic, etc.

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 student's 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 Shanae Lee at (404) 756-8907 or shalee@msm.edu.

B. FAMILY MEDICINE SUBINTERNSHIP

DEPARTMENT:	Family Medicine
COURSE COODINATOR:	Dolapo Babalola, M.D.
LOCATION:	1513 E Cleveland Ave., Building 100- Suite 300A East Point, GA 30344 (404) 756-1211
DURATION:	4 weeks
TIME OFFERED:	All months (except July and August)
MAXIMUM ENROLLMENT:	1

We offer you an opportunity to learn about the profession and practice of family medicine in both ambulatory and hospital setting. This experience will provide in-depth exposure to family medicine, resulting in an increased understanding for its depth and breadth through the following methods

- Working with special populations
- Participating in a service-learning experience and
- Exploring interdisciplinary team and public health

GOALS

- To prepare culturally sensitive health care providers who are knowledgeable of the principles of family medicine
- To provide experiences which will aid students in developing the knowledge base and clinical skills to diagnose and manage common acute and chronic problems seen in Family Medicine
- To provide experiences which will aid the student in developing the knowledge base and skill to provide age and gender appropriate health maintenance
- To provide experiences which will allow the students to improve their skills in history taking, performing physical exams, and developing reasonable differential diagnoses; and to develop management plans appropriate for their level of training
- To establish an empathetic rapport with patients and the community to foster partnerships conducive to promoting health, preventing diseases and establishing a therapeutic alliance
- To teach students to appreciate the differences between outpatient and in-patient care in terms of patient autonomy, the importance of lifestyle, family, community, and environmental, sociocultural, and socioeconomic factors

OBJECTIVES

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

1. Perform a focused history and physical examination based on the presenting symptom
2. Develop a differential diagnosis that includes both common and dangerous etiologies
3. Apply clinical decision rules to diagnosis and treatment
4. Propose initial diagnostic and/or treatment plans for the common cause of each core acute presentation

TEACHING FORMAT

- First week: hospital care with weekend call
- Second and third week: ambulatory care
- Fourth week: presentations, procedures, exam

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. Each student will be evaluated on each of the following areas:

- | | |
|---|-----|
| • Clinic | 25% |
| • Inpatient | 25% |
| • FM Cases (100 questions) | 15% |
| • Quality Improvement Presentation | 15% |
| • Evidence Based Medicine Research (paper and evaluation) | 15% |
| • Professionalism | 5% |

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 Rosalyn Stubbs at (404) 756-6679 or rstubbs@msm.edu

C. GERIATRICS

DEPARTMENT: Family Medicine

COURSE DIRECTOR: TBA

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: TBA

MAXIMUM ENROLLMENT: 1

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 Bridgette Welch at (404) 756-1248 or bwelch@msm.edu

D. INTEGRATIVE MEDICINE: THEORY & PRACTICE

DEPARTMENT: Family Medicine

COURSE DIRECTOR: Folashade Omole, M.D. FAAFP

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: 2

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

LEARNING & SERVICE ACTIVITIES

Setting	Location	Time/Day
Didactic Lectures & Discussion	1513 East Cleveland Avenue East Point, GA 30344	Monday -Thursday 9:30 AM -12:30 PM
Noon Conference		Wednesday 12:30-1:30 PM
Research Case Studies		Fridays 10:00 AM-12:30 PM
Clinical Observations @ Drs. Lin, Omole		Monday-Friday 2:00-4:30 PM
*Weekly Quiz		*Friday 3:30 PM

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.

For further information regarding this elective, please contact Bridgette Welch at (404) 756-1248 or bwelch@msm.edu

E. MATERNAL CHILD HEALTH

DEPARTMENT:	Family Medicine
COURSE DIRECTOR:	TBA
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:	TBA
MAXIMUM ENROLLMENT:	1

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 or bwelch@msm.edu

F. NAME OF ELECTIVE: Reproductive Health

DEPARTMENT: Family Medicine

COURSE DIRECTOR: Dr. Marissa Lapedis

LOCATION: Grady Family Planning Clinic - 80 Jesse Hill Jr DR SE- 2nd floor, Planned Parenthood
Cobb: 220 Cobb Pkwy N Suite 500, Marietta, GA 30062, **East Atlanta:** 440 Moreland Ave SE, Atlanta, GA 30316

DURATION: 4 Weeks

TIME OFFERED: All months except July, April, May, June

MAXIMUM ENROLLMENT: 1 per block

GOALS AND OBJECTIVES

- 1) Students will develop proficiency in eliciting a complete history including menstrual, sexual and contraceptive history.
- 2) Students will become familiar with patient-centered contraceptive counseling and contraceptive resources (ie. MEC, contraceptive technology, bedsider.org, rhap).
- 3) Students will learn and practice patient centered options counseling around pregnancy, medication abortion, procedural abortion, and early pregnancy loss.
- 4) Students will have the opportunity to observe and participate in IUD insertion and removal, contraceptive implant insertion and removal through workshops. In the clinical setting they will have the opportunity to observe and participate in IUD insertion and removal, contraceptive implant insertion and removal, colposcopy, IUI, IVF and gender affirming care.
- 5) Students will be exposed to reproductive health and gynecologic issues such as abnormal uterine bleeding, vaginal discharge, STI exposure, PREP, infertility, abortion, early pregnancy loss. Students will develop knowledge of pelvic anatomy and dermatologic manifestations of STIs.
- 6) Students will learn about the importance of language when interviewing and counseling patients. They will practice creating an open and non-judgmental setting when conducting histories and counseling about reproductive health options.
- 7) Students will learn about reproductive health related organizations in metro Atlanta and participate in self-directed learning around health policies that affect reproductive health.
- 8) Students will participate in self-directed learning and modules on contraceptive counseling, LARC insertion/removal, abortion counseling and procedures, options counseling, PREP, trauma informed care and gender affirming care.

Course Policies & Evaluation

Student responsibilities: Participation in self-study modules and flipped classroom, role-playing counseling (options, contraception), quizzes and case discussions. Attend all clinic sessions and participate in history taking, physical exam, lab interpretation and microscopy and coming up with assessments/plans.

The student will attend (virtually) a community event by a local organization and write a brief reflection on the event. This can be a meeting, information session, protest, performance art event, or another social activity where a call to action for reproductive issues is the focus.

The student will identify a recent or historical policy affecting the practice of reproductive health. They will prepare a short presentation (10 slides) on the history, any relevant statements from medical organizations, funding around the policy and effect on patients. They will present this at Family Medicine didactics the last week of the rotation.

Grading

1. Methods of Evaluation:

a. Quizzes - Multiple choice, matching, short answer

b. Evaluation Weights:

- Modules/Quizzes 25%
- Reflection: 5% - Course Eval: 5 % (just needs to complete it to get 5%)
- Presentation: 5%
- Attendance 40% - Didactics participation/attendance: 20%

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 Rosalyn Stubbs at (404) 756-6679 or rstubbs@msm.edu

G. RURAL HEALTH

DEPARTMENT:	Family Medicine
COURSE DIRECTOR:	Dolapo Babalola, M.D., FAAFP
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

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.

OBJECTIVES

At the end of the courses, the student will be able to:

1. Discuss the assessment and management of medical and medical-related problems commonly seen in a rural medical practice.
2. Summarize a variety of treatments provided and procedures performed by rural primary care physicians that are less likely to be provided/performed by urban/suburban primary care physicians.
3. Discuss the impact of the following on the health status of rural residents and rural communities as well as the relationship of these factors to the delivery of health care in rural environments: socioeconomic status, lifestyle behaviors, race/ethnicity, cultural values, community support, and family structure/support.
4. List at least five health and health-related problems that are uniquely, or most commonly, seen in rural communities.
5. Discuss a minimum of five factors faced by rural Americans that create disparities in health care that are not found in urban areas.
6. Identify the kind and location of health-related resources commonly found in rural communities.
7. Describe two ways that he/she has strengthened or expanded his/her patient-centered communication skills, explaining whether unique communication skills are needed in rural practices versus urban/suburban practices.
8. Discuss the types of practice and other medical career opportunities available in rural communities.

METHOD OF EVALUATION

The RHE is Pass/Fail graded. If the student enrolls in this course as the required senior selective, RHSE, it is a letter grade. 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.

TYPICAL DAILY CLINICAL SCHEDULE

8:00 AM – 9:00 AM	Hospital rounds
9:00 AM – 12:30 PM	Patient care
12:45 PM – 2:00 PM	Lunch
2:00 PM – 5:00 PM	Patient care
5:30 PM – 6:45 PM	Hospital rounds

For further information, please contact Bridgette Welch at (404) 756-1248 or bwelch@msm.edu.

INTERNAL MEDICINE



A. ADULT AMBULATORY MEDICINE

DEPARTMENT:	Medicine
COURSE DIRECTOR:	Marvin L. Crawford, M.D.
PRIMARY LOCATION:	Grady Memorial Hospital
DURATION:	4 weeks
TIME OFFERED:	All months
MAXIMUM ENROLLMENT:	2

GOALS & OBJECTIVES

Goal 1. To acquaint students with common problems seen in the outpatient settings.

Objective: Upon completion of the rotation, the student will be able to:

1.1 Discuss the pathophysiology diagnosis, natural history and treatment of common diseases seen principally in the Ambulatory setting.

1.2 Demonstrate the ability to determine whether an acute illness can be handled in the outpatient setting.

1.3 Discuss prevention of diseases and health maintenance.

1.4 Recognize the roles of lifestyle on disease and health maintenance.

1.5 Recognize the role of lifestyle on disease states

1.6 Discuss the issues of cost-effective medicine.

Goal II. To develop interviewing, data collecting, and interpretive skills for the outpatient setting.

Objective: After completion of the clerkship, the student will be able to:

2.1 Demonstrate the ability to do a problem-oriented interview.

2.2 Interview a patient in a sensitive and efficient manner.

2.3 Obtain data that can be used for risk modification and, thus, disease prevention.

2.4 Communicate, diagnosis and treatment plans with the patient and family members using understandable language.

2.5 Present the history, physical exam, lab data, x-ray data, and special studies in a succinct and organized manner.

2.6 Generate a prioritized problem list from the gathered data.

2.7 Complete comprehensive and problem focused workups.

GOAL III. Identify the most encountered problems in Ambulatory Medicine.

Objective: Upon completion of course, student should be able to:

3.1 Discuss the differential diagnosis, pathophysiology, and treatment of the most important problems encountered in ambulatory medicine including:

a. Chest pain, palpitations, hypertension

- b. Abdominal pain, nausea and vomiting, and GI bleeding
- c. Headache
- d. Back pain, joint pain, musculoskeletal pain, and weakness
- e. Syncope, seizures, dizziness
- f. Dyspnea, cough, and hemoptysis
- g. Edema
- h. Weight loss and weight gain
- i. Diarrhea, constipation, and malabsorption
- j. Jaundice, hepatomegaly, ascites
- k. Acid-base and electrolyte imbalances
- l. Sexual dysfunction, sexually transmitted diseases
- m. Lymphadenopathy and splenomegaly
- n. HIV related illness
- o. Rashes and itching

- p. Common infectious diseases (UTI's pharyngitis, URI's)
- q. Allergic manifestations
- r. Psychosocial problems and substance abuse
- s. Breast pain, lumps, and discharge
- t. Geriatric problems
- u. Domestic violence/spouse abuse

3.2 Student should be able to perform the following procedures at least once.

1. Urinalysis
2. Stool guaiac
3. Throat culture
4. Pap smear
5. Place a PPD and control
6. Obtain a vaginal specimen for KOH/wet prep

GOAL IV. To develop the interpersonal skills necessary to function effectively as a part of the health care team

Objective: Throughout the course of the clerkship the student will demonstrate to supervising housestaff and attending physicians:

- 4.1 Honesty in ALL situations
- 4.2 Appropriate verbal and nonverbal communication skills with patients and other members of the health care team
- 4.3 Proper respect for all members of the health care team including supervisors, colleagues, nurses, and other allied health professionals
- 4.4 Concern for each patient's dignity, privacy, and comfort
- 4.5 The ability to relate to patients professionally
- 4.6 The ability to communicate with patients as a person rather than as "cases" or "diseases"

CLINICAL

Each student will be assigned 6 or more clinic sessions and 2-3 hours library sessions per week. A Morehouse School of Medicine (MSM) Internal Medicine attending will precept the students. The attendings will assign students 2 to 3 patients per session. Students will be given a time limit of 30 minutes for history and physical examination of a clinic patient. The time constraints in outpatient setting will be stressed as well as patient satisfaction. The student should record a follow-up visit in the problem-oriented fashion and a new patient in the full H&P fashion with a problem list, diagnosis and plans. To avoid untenable delays, student will present outside patient's presence. The attending will re-do the pertinent exam, correcting the student as needed, and will discuss the findings, diagnosis and plans with the student.

METHODS OF EVALUATION

Each student will be evaluated by their clinic preceptors. These evaluations will be compiled into summary reports by the course director. The standardized Morehouse School of Medicine Clinical Evaluation form will be used to report the grades.

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 RaShonda Carter at 404-756-1304 or rcarter@msm.edu.

B. CARDIOLOGY

DEPARTMENT:	Medicine
COURSE COORDINATOR:	Anekwe Onwuanyi, M.D.
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 RaShonda Carter at (404) 756-1304 or rcarter@msm.edu.

C. CLINICAL NEUROLOGY

DEPARTMENT: Medicine

COURSE DIRECTOR: Chantale Branson, M.D.

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

DURATION: 4 Weeks

TIME OFFERED: All Months

MAXIMUM ENROLLMENT: 1

COURSE GOALS

The goal of the neurology rotation is to prepare students to identify diseases and situations in which neurological evaluation is appropriate so that students understand as a practitioner when neurological consultation is appropriate and when emergent neurological intervention is needed. Specifically, the goals are:

1. Acquire knowledge of common neurological diseases through lecture or reading assignments.
2. Be exposed to various neurological diseases with the demonstrated bedside history, physical and discussion.
3. Perform a detailed history, physical examination and provide a differential diagnosis.

LEARNING OBJECTIVES

At the end of this elective, the student should have acquired knowledge of the following diseases through lecture or reading assignments:

- | | |
|---|--|
| 1. Stroke and TIA | 6. Headache |
| 2. Hemorrhage | 7. Dizziness |
| 3. Status Epileptics (SE) | 8. Multiple Sclerosis |
| 4. Dementia of Alzheimer Type (Fronto-temporal/Lewy Body Disease) | 9. Back Pain/Spinal Cord Diseases/Lower Motor Neuron Disease |
| 5. Alterations in Consciousness | 10. Peripheral Neuropathy |

INSTRUCTIONAL FORMAT

The neurology component will have a "2 week intensive" wherein students will attend neurology clinics with MSM neurologist at the MMA site and Grady site. The other aspect of the course is that students will be directed to certain patients with specific neurologic diseases.

Recommended textbook:

Lange Clinical Neurology by Roger P. Simon, David Greenburg and Michael J. Aminoff

METHOD OF EVALUATION

The neurology elective is a Pass/Fail course (Pass = 75% or more; Fail = less than 75%)

WORK SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Neuro Branson Grady	Neuro Branson Grady	Neuro/Sleep Branson Grady	Neuro Research Grady	Neuro Branson/Research Howell Mill/Grady
NOON	Lunch	Lunch	Lunch	Lunch	Lunch
PM	Neuro Branson Grady	Neuro Branson Grady	Neuro/Sleep Branson Grady	Neuro Research Grady	Neuro Branson/Research Howell Mill/Grady
PLEASE NOTE: Times for attending rounds may vary					

WHEN AND WHERE TO REPORT ON FIRST DAY OF SERVICE:

Grady Memorial Hospital
80 Jesse Hill Jr. Drive SE
Atlanta, GA 30335-3801

For further information regarding this elective, please contact RaShonda Carter at (404) 756-1304 or rcarter@msm.edu.

D. CRITICAL CARE

DEPARTMENT:	Medicine
COURSE DIRECTOR:	Eric L. Flenaugh, M.D., F.C.C.P.
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

For further information regarding this elective, please contact RaShonda Carter at (404) 756-1304 or rcarter@msm.edu.

E. HEMATOLOGY AND ONCOLOGY

DEPARTMENT: Medicine

COURSE COORDINATOR: Sanjay Jain, M.D.

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 hematological and oncological disorders. The goals of the course are to ensure that those rotating on the Hematology/Oncology service are able to:

1. Perform a history and physical with the ability to assess diseased organ sites/systems.
2. Become proficient in the review of peripheral blood smears, and be able to correlate the underlying clinical presentation with the findings on the smear.
3. Become familiar with bone marrow morphology during microscope rounds on hematology service.
4. Formulate a treatment plan that is not only focused toward a specific problem; but also encompasses a systemic approach to the patient's illness.
5. Perform examinations, review data, and correlate changes in medications, diagnostic tests, and procedures (including bone marrow aspirations/biopsies).
6. Become proficient in the review of imaging studies, and become familiar with the histology of different solid tumor states. Pathology will be reviewed during rounds when permissible, and is always reviewed in the multitude of interdisciplinary tumor boards which the students are also expected to attend.
7. Understand the rationale used to select therapy that accounts for the desired outcomes in specific malignant states, the narrow therapeutic window associated with several of the regimens, and the emerging role of biological and targeted therapies in the treatment of cancer.
8. Understand the basis of the design and conduct of clinical trials in Hematology and Oncology.
9. Coordinate treatment as part of a multidisciplinary team that includes nursing staff, consultants, surgery, radiation oncology, nutritionists, social workers, along with patients and their families.

WEEKLY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8AM-9AM	Morning Report	Morning Report	Morning Report	Morning Report	Morning Report
9AM-12Noon	Hem/Onc Clinic (Jain)	Hem/Onc Clinic (Rose)			Hem/Onc Clinic (Jain)

12Noon-1PM	Noon Conference	Noon Conference	Grand Rounds	Noon Conference	Noon Conference
1PM-5PM	Hem/Onc Clinic (Jain)			Hem/Onc Clinic (Jain)	

METHOD OF EVALUATION

1. Students will be evaluated based on their ability to demonstrate completion of the outlined goals per syllabus 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. Student evaluations will be divided into the following categories; ***General Performance; Clinical Judgment; Medical Knowledge; and, Clinical Skills.***
3. Students will be responsible for providing eight written H&P's during the course of the month. These should provide a detailed history, physical, assessment, and discussion of the patient's disease process and treatment strategies based on current literature.
4. **Students evaluations will be weighted as follows:**
 - a. 40% from # 1
 - b. 45% from # 3
 - c. 10%
 - d. 5% based on professionalism, reliability, and motivation.

For further information regarding this elective, please contact RaShonda Carter at (404) 756-1304 or rcarter@msm.edu.

F. INFECTIOUS DISEASE

DEPARTMENT: Medicine

COURSE DIRECTOR: Mesfin Fransua, M.D.

LOCATION: Grady Memorial Hospital
Yellow Pod, Area 1 L, 1st Floor Clinic Building
80 Jesse Hill Jr. Drive, SE
Atlanta, GA 30303

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

For further information regarding this elective, please contact RaShonda Carter at (404) 756-1304 or rcarter@msm.edu.

G. INTERNAL MEDICINE SUB-INTERNSHIP

DEPARTMENT: Medicine

COURSE DIRECTOR: Marvin L. Crawford, M.D.

LOCATION: Grady Memorial Hospital

DURATION: 4 Weeks

TIME OFFERED: All Months

MAXIMUM ENROLLMENT: 2-3

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

For further information regarding this elective, please contact RaShonda Carter at (404) 756-1304 or rcarter@msm.edu.

H. RESEARCH NEUROLOGY

DEPARTMENT: Medicine

COURSE DIRECTOR: Chantale Branson, M.D.

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

DURATION: 4 Weeks

TIME OFFERED: All Months

MAXIMUM ENROLLMENT: 1

COURSE GOALS

The goal of the research elective in Neurology include obtaining experience in research methods. The specific objective will vary according to the project. The projects can range from learning the basics of clinical research, such as reviewing journal articles, participating in ongoing clinical research with world-renown Neurologist at Morehouse School of Medicine, developing your own personal clinical study, including IRB-approval and publications. The individual goals will be established during the first day of the rotation.

You may finish your chosen project during your rotation, which will be reviewed during the midweek assessment. Your completed work will include 2 or the 3 goals reported below with the expectation to complete all 3 goals.

1. Acquire the ability to analyze the most recent research studies for neurological disorders.
2. Provide either a mock or actual outline for clinical research study. This can be in the form of an AIMs page for grant applications.
3. Present the completed work that is presented, either as a poster, grand rounds, neurology research chalk talks, or (best by far) a peer-reviewed publication.

LEARNING OBJECTIVES

The student will follow the objectives listed for the specific focus and/or specialty area. At the end of this elective, the student should be able to:

1. Demonstrate preparation of an outline for a background paper with properly cited references reflecting the background for a research project.
2. Describe technique used to research project, consistent with "Materials and Methods" section.
3. Present findings in a scholarly paper and poster.

INSTRUCTIONAL FORMAT

The neurology component will have a 4-week research elective wherein students will attend biweekly journal club, weekly clinical research meetings, review a peer review article, begin the framework for either a clinical research study or systematic review article about a Neurological disorder. The student will work on or participate in any on-going clinical research at Morehouse School of Medicine.

METHOD OF EVALUATION

The students will be evaluated based on: Review of clinical research attempted or completed at the end of 4 weeks or 2 months.

WORK SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Neuro Branson Grady	Neuro Branson Grady	Neuro/Sleep Branson Grady	Neuro Research Grady	Neuro Branson/Research Howell Mill/Grady
NOON	Lunch	Lunch	Lunch	Lunch	Lunch
PM	Neuro Branson Grady	Neuro Branson Grady	Neuro/Sleep Branson Grady	Neuro Research Grady	Neuro Branson/Research Howell Mill/Grady
PLEASE NOTE: Times for attending rounds may vary					

WHEN AND WHERE TO REPORT ON FIRST DAY OF SERVICE:

Grady Memorial Hospital
80 Jesse Hill Jr. Drive SE
Atlanta, GA 30335-3801

For further information regarding this elective, please contact RaShonda Carter at (404) 756-1304 or rcarter@msm.edu.

I. PULMONARY CONSULT

DEPARTMENT:	Medicine
COURSE DIRECTOR:	Eric L. Flenaugh, M.D., F.C.C.P.
LOCATION:	Grady Memorial Hospital
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 manage 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

For more information, please contact RaShonda Carter at (404) 756-1304 or rcarter@msm.edu.

J. RENAL CONSULT

DEPARTMENT:	Medicine
COURSE DIRECTOR:	Chamberlain I. Obialo, M.D.
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 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 x-rays, 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

For further information regarding this elective, please contact RaShonda Carter at (404) 756-1304 or rcarter@msm.edu.

K. Emergency Medicine at CHI

DEPARTMENT: Internal Medicine/UME-Academic Programs and Affiliations

COURSE COORDINATOR: Robert Wingfield

LOCATION: Chattanooga, Tennessee, CHI Memorial Hospital

DURATION: 4 Weeks

TIME OFFERED: All Months

MAXIMUM ENROLLMENT: 1

GOALS AND OBJECTIVES

The goal of the neurology rotation is to prepare the student to identify diseases and situations in which neurological evaluation is appropriate so that the student understands as a practitioner when neurological consultation is appropriate and when emergent neurological intervention is needed.

Goal 1: Acquire knowledge of common neurological diseases through lecture or reading assignments.

Goal 2: Be exposed to various neurological diseases with the demonstrated bedside history, physical and discussion.

Goal 3: Perform a detailed history, physical examination and provided a differential diagnosis

DESCRIPTION OF ACTIVITIES

The goal is to teach and demonstrate the neurological examination, understanding neurological emergencies and basic concepts for all clinicians. The neurology component of the Internal Medicine Clerkship will emphasize the neurologic history and exam with the correlation of abnormal findings to specific CNS locations; the diagnosis and treatment of common neurologic disorders; the indications and interpretations of neurologic studies, i.e., EEG, EMG, MRI, CT, lumbar puncture etc.

Housing will be provided near CHI where students will rotate. There is an onsite MSM program manager.

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 student's evaluation form.

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 Robert Wingfield at (404) 756-6667 or rwingfield@msm.edu.

L. NAME OF ELECTIVE: Clinical Neurology at CHI Memorial Hospital

DEPARTMENT: Internal Medicine/UME-Academic Programs and Affiliations

COURSE COORDINATOR: Robert Wingfield

LOCATION: Chattanooga, Tennessee at CHI Memorial Hospital

DURATION: 4 Weeks

TIME OFFERED: All Months

MAXIMUM ENROLLMENT: 1

GOALS AND OBJECTIVES

The goal of the neurology rotation is to prepare the student to identify diseases and situations in which neurological evaluation is appropriate so that the student understands as a practitioner when neurological consultation is appropriate and when emergent neurological intervention is needed.

Goal 1: Acquire knowledge of common neurological diseases through lecture or reading assignments.

Goal 2: Be exposed to various neurological diseases with the demonstrated bedside history, physical and discussion.

Goal 3: Perform a detailed history, physical examination and provided a differential diagnosis

DESCRIPTION OF ACTIVITIES

The goal is to teach and demonstrate the neurological examination, understanding neurological emergencies and basic concepts for all clinicians. The neurology component of the Internal Medicine Clerkship will emphasize the neurologic history and exam with the correlation of abnormal findings to specific CNS locations; the diagnosis and treatment of common neurologic disorders; the indications and interpretations of neurologic studies, i.e., EEG, EMG, MRI, CT, lumbar puncture etc.

Housing will be provided near CHI where students will rotate. There is an onsite MSM program manager.

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 student's evaluation form.

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 Robert Wingfield at (404) 756-6667 or rwingfield@msm.edu.

OBSTRETICS AND GYNECOLOGY



A. ADVANCE GYNECOLOGY SURGERY

DEPARTMENT: Obstetrics & Gynecology

COURSE DIRECTOR: Hedwige Saint-Louis, M.D., MPH, F.A.C.O.G.

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 Selena Phibbs at (404) 616-0155 or sphibbs@msm.edu

B. GENERAL GYNECOLOGY & UROGYNECOLOGY

DEPARTMENT: Obstetrics & Gynecology

COURSE DIRECTOR: Hedwige Saint-Louis, M.D., MPH, F.A.C.O.G.

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, please contact Selena Phibbs at (404) 616-0155 or sphibbs@msm.edu

C. HIGH RISK OBSTETRICS & PERINATOLOGY

DEPARTMENT: Obstetrics & Gynecology

COURSE DIRECTOR: Franklyn Geary, M.D.

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, please contact Selena Phibbs at (404) 616-0155 or sphibbs@msm.edu

D. SUB INTERNSHIP IN OBSTETRICS

DEPARTMENT:	Obstetrics & Gynecology
COURSE DIRECTOR:	Hedwige Saint-Louis, M.D., MPH, F.A.C.O.G.
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, please contact Selena Phipps at (404) 616-0155 or sphipps@msm.edu.

PEDIATRICS



A. ADOLESCENT & YOUNG ADULT STD MEDICINE

DEPARTMENT: Pediatrics

COURSE DIRECTOR: TBA

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: 1-2

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 Undergraduate Medical Education, mdumedocuments@msm.edu.

B. AMBULATORY PEDIATRICS

DEPARTMENT: Pediatrics

COURSE DIRECTOR: Alejandro Shepard, MD, MPH

LOCATION: Morehouse School of Medicine (MHC)
1800 Howell Mill Road, Suite 550
Atlanta, Georgia 30318
(404) 756-1413

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.

SCHEDULE

The student(s) will spend five (5) days a week in the ambulatory care setting. 4 ½ days will be spend doing General Pediatric Ambulatory Care at MHC and the 5th will be to research topics seen and presentation at the end of the course.

	Monday	Tuesday	Wednesday	Thursday	Friday
AM					
7:30 - 8:30				Grand Rounds	
8:30 - 8:45	Topic Discussion and Project Preparation and EBM from prior week	MHC	MHC	MHC	Topic Discussion
8:45 - 12:15	MHC	MHC	MHC	MHC	MHC
	Levine	Chin	Chin	Chin/Thomas	Chin
PM					
1:30 - 5:00	MHC	MHC	MHC	MHC	MHC
	Obijuru	Lewis	Lewis	Lewis	Lewis

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 Dr. Alejandro Shepard at (404) 756-1333 or ashepard@msm.edu.

C. CHILD ABUSE AND FORENSIC PEDIATRICS

DEPARTMENT:	Pediatrics
COURSE DIRECTOR:	TBA
LOCATION:	22 Piedmont Avenue, S.E. Atlanta, Georgia 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 colposcope 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 Undergraduate Medical Education, mdumedocuments@msm.edu.

D. LAW AND MEDICINE: THE HEALTH LAW PARTNERSHIP

DEPARTMENT:	Pediatrics
COURSE DIRECTOR:	David Levine, M.D., F.A.A.P.
LOCATIONS:	HeLP Legal Services Clinic at Georgia State University College of Law, Health Law Partnership at Children's at Scottish Rite, Eggleston, 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:	3

COURSE GOALS

1. Understand the relationships between poverty, the law, and illness.
2. 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.
3. Understand the effectiveness of holistic medical-legal partnerships that are designed to improve the physical, social or economic environment in which many children live.
4. 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.
5. Improved awareness of the barriers to inter-professional collaboration between medical and legal professional, and strategies for how to overcome such barriers.

COURSE OBJECTIVES

1. Describe the common legal issues faced by low-income families.
2. 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.

3. Identify the benefits of medical-legal collaboration and patient resources that medical-legal partnerships can provide.
4. Identify health risks and conditions that may have legal solutions or that may be ameliorated by legal intervention.
5. 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 Dr. David Levine at 404.756.1386 or delevine@msm.edu.

E. PEDIATRIC INFECTIOUS DISEASE

DEPARTMENT: Pediatrics

COURSE DIRECTOR: Thomas G. Fox, M.D.

LOCATIONS: Children's Healthcare of Atlanta at Scottish Rite
1001 Johnson Ferry Road
Atlanta, Georgia 30342

Various other sites.

DURATION: 4 Weeks

CONTACT HOURS PER WEEK: 40-50 hours

TIME OFFERED: All months

MAXIMUM ENROLLMENT: 1

COURSE GOALS

1. Gain understanding of the fundamental concepts in pediatric infectious diseases by evaluating pediatric inpatients with suspected or confirmed infections and participating in the development and execution of management plans with the ID team.
2. Develop history taking, physical examination, and presentation skills through patient interactions and direct interactions with precepting faculty.
3. Promote critical thinking skills in the development of broad differential diagnoses and management plans.
4. Understand the role of the pediatric subspecialist in providing consultative care.
5. Develop and hone note-writing skills through the documentation of H&P's and progress notes in the electronic medical record.

COURSE OBJECTIVES

1. Understand the fundamentals of antimicrobials
2. Appreciate the importance of antimicrobial stewardship
3. Demonstrate an understanding of the clinical presentation, diagnostic workup, and management of core pediatric infectious disease topics.
4. Demonstrate an understanding of the value of vaccinations by learning about individual immunizations and the design and rationale behind recommended immunization schedules.
5. Gain an appreciation for the importance of the clinical microbiology laboratory in the management of inpatients with infectious diseases.
6. Learn how to operate as a subspecialty consultant in the hospital.

SCHEDULE

On any given day, students should expect to arrive between 7-8 AM depending upon clinical workload. They will be dismissed between 5-6 PM, also depending on the demands of the day. Monday – Friday, no weekend call.

METHODS OF EVALUATION

The elective is 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. Thomas G. Fox at 404.785.4852 or thomas.gordon.fox@emory.edu.

F. PEDIATRICS SUB-INTERNSHIP

DEPARTMENT: Pediatrics

COURSE DIRECTOR: Lori M. Singleton, M.D., F.A.A.P.

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 as elective AND/OR a grade of 75 required to Pass for selective.

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. Lori Singleton at 404.756.1376 or lsingleton@msm.edu.

PSYCHIATRY



A. ACADEMIC PSYCHIATRY

DEPARTMENT:	Psychiatry
COURSE COORDINATOR:	Brian McGregor, M.D.
LOCATION(S):	VAMC/Fort McPherson- VA Women's Center of Excellence for Specialty Care 1701 Hardee Ave., S.W. Atlanta, GA 30310
DURATION:	4 Weeks
TIME OFFERED:	All months
MAXIMUM ENROLLMENT:	2

This elective is designed expose students to the career path of academic psychiatry via mentored research experience, didactic activities, career development, and integration with an academic clinical service.

GOALS

The goal of this rotation is to provide culturally tailored consultative care to the women veteran population and expose learners to an inter-professional, integrated practice setting.

OBJECTIVES

A. Patient Care-students should be able to demonstrate their ability to:

1. Evaluate and manage women veteran patients across a wide range of diagnoses.
2. Organize and summarize findings to generate a differential diagnosis and initial formulation.
3. Perform comprehensive diagnostic examination with flexibility appropriate to the consultative setting.
4. Assess patient safety including suicidal and homicidal ideation.
5. Obtain relevant collateral information from secondary sources.
6. Organize formulation around comprehensive models of phenomenology that take etiology into account
7. Create a treatment plan that applies an understanding of psychiatric, neurologic, and medical comorbidities and links treatment to formulation.
8. Appropriately select evidence-based somatic treatment options (including second- and third-line agents for patient's whose symptoms are partially or non-response)

9. Use various psychotherapeutic approaches including supportive, behavioral and cognitive techniques for initial engagement in care.

B. Medical Knowledge- the student should be able demonstrate the ability to:

1. Demonstrate sufficient knowledge to identify and treat major psychiatric conditions throughout the life cycle that are present in the women veteran population.
2. Demonstrate an understanding of psychotropic selection based on current practice guidelines or treatment algorithms for common psychiatric disorders.
3. Recognize and describe VA institutional policies and procedures.
4. Display knowledge sufficient to determine the appropriate level of care for patients expressing or who may represent, danger to self and/or others in the veteran population.
5. Describe and give 3 examples of common activities engaged in by clinical psychiatry faculty.
6. Conduct an effective search of the recent medical literature using available online searching tools

C. Systems-based practice-students are expected to:

1. Assists primary treatment team in identifying unrecognized clinical care issues.
2. Coordinate patient access to community and VA-system resources.
3. Coordinate care with existing care managers.
4. Work effectively with an interdisciplinary team.

D. Practice Based Learning-students are expected to:

1. Select appropriate evidence-based information tool (VA practice guidelines, Up to Date, PubMed, etc) to meet self-identified learning goals.
2. Formulate a searchable question from a clinical question and reviews findings with supervisor.
3. Give informal didactic to other learners of the training team on mental health issues when clinically relevant

E. Professionalism – students are expected to:

1. Demonstrate capacity for self-reflection, empathy, and curiosity about and openness to different beliefs and points of view, and respect for diversity.
2. Recognize ethical issues in practice and effectively discuss, analyze, and manage these in common clinical situations.
3. Display increasing leadership in and autonomy in taking responsibility for ensuring patients receive the best possible care.
4. Demonstrate an increased awareness of personal strengths, limitations, emotional well-being and boundaries, and seek assistance when needed.

F. Interpersonal and Communication skills-students are expected to:

1. Develop therapeutic relationships in complicated situations.
2. Actively participate in team-based care (7:55am morning huddle, didactics)
3. Welcome feedback from peers and supervisors.
4. Sustain working relationships in the face of conflict.
5. Consistently engage patient and their family in shared decision-making.

DESCRIPTION OF ACTIVITIES

1. MENTOR

Meet with your mentor at least once during the rotation to discuss academic career paths in this specialty.

2. FACULTY DEVELOPMENT

Participate in Faculty Development Program Tuesday afternoons 1-4pm (workshop topics vary by month of rotation).

3. CLINICAL CASE/TEACHING PRESENTATION

Prepare a brief clinical teaching session (5-7 minutes) using a case example from a patient seen at the VA Women's Center of Excellence

4. WRITING PROJECT

Prepare a written abstract of a case presentation, clinical review topic, or mini-research project for presentation at a regional or national meeting

5. INDEPENDENT STUDY

Complete and discuss required readings of journal articles on principles of academic psychiatry

6. DIDACTIC SESSIONS

Participate in Wednesday morning Didactic Sessions in the Department of Psychiatry, and Thursday afternoon Didactic Sessions at the Women's Center of Excellence for Specialty Care

7. CLINICAL ROTATION (see below)

DESCRIPTION OF CLINICAL SERVICES AND OVERVIEW

The clinical experience working at the Women's Center of Excellence for Specialty Care (W-COE) occurs on Thursdays. The W-COE serves as an inter-professional training environment involving trainees in psychiatry, family medicine, preventive medicine, OB/GYN, internal medicine, dermatology, ophthalmology, PA, and NP training programs. The psychiatric clinical service in the W-COE is an assessment and consultation service within the Ft. McPherson Primary Care CBOC serving women veterans only. Students participate in the Thursday morning clinic, noon didactic series, afternoon walk in hours, and can join ongoing quality improvement activities.

AVERAGE AND MAXIMUM CASE LOADS

Students have the opportunity to evaluate between 4 and 6 patients per half day based on referral status (new or follow-up).

SAMPLE WEEKLY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Mentored Research	Independent Study	Didactics Dept of Psychiatry	VA Women's Clinic	Writing Time
PM	Mentored Research	Faculty Development Course (NCPC)	Didactics Dept of Psychiatry (Buggyworks)	Didactic and Walk in-clinic/independent Study	Writing Time

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

On the first Monday of the elective, students are to meet with Dr. McGregor at 9:00am for orientation. Dr. McGregor will contact students in advance to confirm exact meeting location.

For further information regarding this elective, please contact Christopher Almond at (404) 752-1876 or calmond@msm.edu.

B. ADDICTION PSYCHIATRY

DEPARTMENT:	Psychiatry
COURSE COORDINATOR:	Farzana Bharmal, M.D.
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:	1-2

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 Christopher Almond at (404) 752-1876 or calmond@msm.edu.

C. 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:	August – July
MAXIMUM ENROLLMENT:	1
CONTACT HOURS:	35

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 Christopher Almond at (404) 752-1876 or calmond@msm.edu.

D. COMMUNITY PSYCHIATRY

DEPARTMENT:	Psychiatry
COURSE DIRECTOR:	Aalok Chandora, M.D.
LOCATION:	Grady "Intake Clinic", Grady Outpatient Continuity Clinic, Grady Assertive Community Treatment Team, and/or Grady Psych-OB Clinic Building
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

On the first day of the elective, report to Dr. Chandora at IDP at 900AM, second floor clinic.

METHOD OF EVALUATION

Oral case presentation and write-up (evaluated on knowledge of presented materials as well as presentation ability.	50%
Clinical performance evaluation at elective site (based on faculty evaluation).	50%

SCHEDULE

Monday – Friday 9:00AM – 5:00PM

For further information regarding this elective, please contact Christopher Almond at (404) 752-1876 or calmond@msm.edu.

E. FORENSIC PSYCHIATRY

DEPARTMENT: Psychiatry

COURSE DIRECTOR: Sarah Vinson, M.D.

LOCATION: Grady Ambulatory Psychiatry Services (primary site)
10 Park Place
Atlanta, GA 30310

Additional sites: Fulton Jail Competency, Georgia Regional Hospital of Atlanta, and Barton Juvenile Defender Clinic

DURATION: 4 Weeks

TIME OFFERED: All Months except June – August

MAXIMUM ENROLLMENT: 1

GOALS

This course aims to provide the rotator with an overview of the legal system, key topics that lay at the interface of psychiatry and the law, and practical aspects of providing treatment to patients with legal system involvement or who are at high risk for it. Medical students with an interest in public sector work will likely encounter a significant number of patients with involvement in the criminal justice system. This experience will allow medical students to better appreciate their patients' experiences, as well as develop an understanding of the roles of physicians in the criminal justice system process as treaters vs. forensic evaluators.

OBJECTIVES

By the end of the course, rotators will be able to:

- Discuss the prevalence of mental illness in the incarcerated population.
- Discuss the challenges of providing treatment in correctional settings.
- Demonstrate proficiency in communicating with legal authorities/entities such as courts, probation officers, lawyers, etc.
- Recognize the challenges faced by the severely persistently mentally ill that place them at elevated risk for criminal justice system involvement.
- Explain the potential impact of mental illness on a defendant's alleged crime.
- Explain appropriate professional boundaries between physicians and patients/staff and explain the potential impact of mental illness in boundary violations.
- Describe core differences between the juvenile justice system and the adult corrections system.
- Describe psychiatric disability, the social security disability application process, and its relevance to severely persistently mentally ill patients.
- Describe the difference between the roles of treatment provider and forensic consultant.
- List the key components of a forensic evaluation.
- Identify the racial and ethnic disparities in the criminal justice system.

METHOD OF EVALUATION

A. Clinical Performance: 80%

B. Submission of Final Forensic Report: 15%

The rotator must submit a final forensic report (report type and topic to be decided on with input from Course Directors). The report must be submitted by the last Monday of the rotation.

C. Brief Presentation (15 minutes): 5%

The rotator will make a brief presentation on a relevant and current psycho-legal issue (to be decided on with input from Course Directors): The presentation must be completed by the last Thursday of the rotation.

WEEKLY SCHEUDLE

Day of Week	Monday	Tuesday	Wednesday	Thursday	Friday
AM	(8:00a -10:00a) 10 Park Place Clinic- Didactics	(8:30a-12:00p) FCJ Competency Restoration Pod vs. BMI of Atlanta*	Independent Study	(8:30a-11:30a) FCJ Competency Restoration Pod	(9:00a-12:00p) Inter-disciplinary forensic Group Supervision
Lunch	12-1 pm	12-1 pm	12-1 pm	12-1 pm	12-1 pm
PM	(11:00a- 5:00p) ACT Team	(1:00p-5:00p) Barton Legal Clinic vs. FCJ Competency Restoration Pod vs. BMI of Atlanta*	Independent Study	(1:00p-5:00p) GRHA Forensic Unit 3 (Didactics, Evaluations & Supervision)	(1:00p-5:00p) Independent Study

*ACT= Assertive Community Treatment

*FCJ = Fulton County Jail

*BMI= Behavioral Medicine Institute of Atlanta

*GRHA= Georgia Regional Hospital of Atlanta

DIDACTICE & SUPERVISION SCHEDULE

There are 7 scheduled interactive didactic lectures for this rotation. Didactics will occur on Monday mornings and Thursday afternoons and will be conducted by Monifa S. Seawell, M.D. Monday morning didactics will occur at 10 Park Place, 2nd Floor clinic. Thursday afternoon didactics will occur at Georgia Regional Hospital, Secure Unit 3. Rotators will be provided with required readings, which they should complete before didactic lectures. Rotators will be provided with a calendar specifying the exact dates of all didactics, in advance of their rotation start date.

Friday supervision will occur at the Emory University School of Medicine Faculty Office Building (49 Jesse Hill, Jr. Drive SE Atlanta, GA 30303) in the 3rd Floor conference room.

For further information regarding this elective, please contact Christopher Almond at (404) 752-1876 or calmond@msm.edu.

SURGERY



A. GENERAL SURGERY SUB-INTERNSHIP

DEPARTMENT: Surgery

COURSE DIRECTOR: Brandon Henry, MD

LOCATION: Grady Memorial Hospital
80 Jesse Hill Jr. Drive SW
Atlanta, GA 30303

DURATION: 4 Weeks

TIME OFFERED: All months

MAXIMUM ENROLLMENT: 1

OVERVIEW

While on the General Surgery rotation, the student will become familiar with the pathophysiologic mechanisms of many disease processes. Emphasis will be placed on the diagnostic work up of those diseases and the treatment algorithms associated with their management. The student will become very familiar with the pre-operative, intra-operative, and post-operative care of a surgical patient.

GOALS

This clerkship is designed to help the student acquire the basic surgical skills needed by a physician. To achieve this goal, the department has three clinical goals for this course. At the successful completion of this course each student will have...

1. An improved fund of knowledge of basic and complex surgical disorders.
2. Advanced decision making for the management of patients with surgical illness.
3. The improved clinical and technical skills required for the intraoperative assistance and peri-operative support of the surgical patient.

DESCRIPTION OF ACTIVITIES

Students on the General Surgery Service will participate in daily AM rounds, weekly clinics, elective and emergency OR cases, departmental conferences, and daily educational "sessions." Participation is mandatory in each of these areas.

METHODS OF EVALUATION

P/F as elective and letter grade as required experience.

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

Grady Memorial Hospital
80 Jesse Hill Jr., Drive, SE, Suite 2C
Atlanta, GA 30303

*The education office is located at Grady Memorial Hospital in Room 2C136.

For further information regarding this elective, please contact Christina Fields at 404-616.1424 or cfields@msm.edu

B. TRAUMA/CRITICAL CARE

DEPARTMENT:	Surgery
COURSE DIRECTOR:	Richard Sola, M.D.
LOCATION:	Grady Memorial Hospital 80 Jesse Hill Jr. Drive SW Atlanta, GA 30303
DURATION:	4 Weeks
TIME OFFERED:	All months
MAXIMUM ENROLLMENT:	1

OVERVIEW

During the SICU/Trauma sub-internship you will rotate on one of the SICU teams for two weeks and one of the trauma teams for two weeks. The SICU teams consist of first and second year residents from general surgery and emergency medicine, as well as nurse practitioners and a weekly rounding attending. As part of the team, you will participate in daily ICU rounds. You will be responsible for pre-rounding on and presenting patients during attending rounds, under the supervision of the residents. You will also have the opportunity to participate in common ICU procedures, including insertion and maintenance of central line and hemodynamic monitoring devices, endotracheal intubation and mechanical ventilation, bronchoscopy, chest tube placement, and bedside tracheostomy and PEG placement. Bedside teaching by both attendings and residents occurs during rounds and throughout the day.

GOALS

1. Provide effective and timely diagnostic and therapeutic interventions for the critically ill patient.
2. Present complex patients in a clear, organized and system-based fashion.
3. Become an effective member of a multi-disciplinary ICU team.
4. Demonstrate competence in communication skills, professionalism and medical ethics as regards to complex and critically ill patients.
5. Perform an accurate initial evaluation of multiple-injured trauma patients; formulate an initial assessment and plan based on the clinical presentation.

DESCRIPTION OF ACTIVITIES

Students will rotate on the trauma team for two weeks and the SICU service for two weeks. While on the SICU service, they will participate in daily trauma morning report, ICU rounds, and departmental conferences including trauma morbidity and mortality, and daily educational “sessions”. On the trauma service, student will also participate in daily trauma morning report, as well daily rounds with the trauma team, and they will take trauma call every third night with their team.

ON CALL

1. The student will not take any overnight or weekend call while on the SICU portion of the rotation. Their hours will be 6a to 6p Monday through Friday. While on the trauma portion, the student will take 24-hour call every third day with their trauma team.
2. Post call, the student should not take any new tasks/assignments by 7 AM the following morning. They will attend morning report and ensure appropriate hand off of their patients to the daytime

team. The student should get time to wrap up existing responsibilities and should leave no later than 10 AM the following morning.

3. The student should check out with the senior or chief resident prior to leaving.

METHODS OF EVALUATION

Clinical performance	80%
Presentation	10%
Professionalism	10%

Recommended reading: The ICU Book 4th edition by Paul Marino

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

Grady Memorial Hospital
80 Jesse Hill Jr., Drive, SE, Suite 2C
Atlanta, GA 30303

*The education office is located at Grady Memorial Hospital in Room 2C136.

For further information regarding this elective, please contact Christina Fields at 404-616.1424 or cfields@msm.edu

C. NAME OF ELECTIVE: Surgery Internship Bootcamp

DEPARTMENT: Surgery

COURSE DIRECTOR: Erica Sutton, MD

LOCATION: Virtual/face to face as possible

NUMBER OF CONTACT HOURS PER WEEK: 15-20

DURATION: 4 Weeks

TIME OFFERED: March (only)

MAXIMUM ENROLLMENT: 12 per block

GOALS AND OBJECTIVES

Upon completion of the course the student should be able to demonstrate knowledge and skills in the following [MSM Program objective]:

- Normal & abnormal airway anatomy [1a].
- Endotracheal intubation [1a].
- Normal and abnormal radiographic appearance of tubes, catheters and other medical devices [1a, 2c].
- Advanced Cardiac Life Support [1a, 1b, 2d]
- Standard components of preoperative evaluation [2a,2b].
- Sterile technique and universal precautions [1b].
- Suture basic and complex wounds and tie surgical knots [].

CLASS REQUIREMENTS

Clinical Preparation and Participation

To be successful students should allow 1 hour of study and/or practice outside of class time each day.

Attendance:

Participation	Students are expected to be in class every day. Clean scrubs are acceptable for this course. Students will be expected to contribute to discussion and learning by answering/asking questions and contributing ideas.
Practicum experience	For each practicum experience, students will be assigned a faculty proctor who will demonstrate the skill at hand and help them perform the skill. They will then notate if the student has demonstrated the skill correctly.

Skills evaluation	At the end of each activity, students will be observed performing each skill taught using simulation models.
Changes to the schedule	Changes may be made to the schedule due to the availability of guest speakers. All changes will be communicated via email.
Communication	Email will be used to communicate schedule changes, to post faculty assignments.

Patient Log

Not applicable

b. Oral Examination

Not applicable

c. Verbal Presentation

Not applicable

d. EVALUATION & GRADING:

Elements of the course are weighted as follows:

Participation	60%
Basic Airway Cognitive quiz (5%)	
Intermediate Airway Cognitive quiz (5%)	
Airway skills verification (10%)	
Death on the Wards (10%)	
Suture Clinic (10%)	
Advanced Cardiac Life Support (10%)	
Patient handoff checklist (5%)	
Informed Consent checklist (5%)	
Mock Call	40%

Final grade:

Honors = 90 to 100

Pass = 70 to 89

Fail = Below 70

Students must complete and pass all course elements with an average grade of 70% or greater in order to pass the course.

Evaluation feedback will be given virtually at the end of the course. Students may request feedback or seek input from the course director at any time during the course.

In addition, students must complete an evaluation of the course before receiving their grades.

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 Pam Woods at (404) 756-8958 or pwoods@msm.edu

MEDICAL EDUCATION



A. BUSINESS OF MEDICINE

DEPARTMENT: Medical Education

COURSE DIRECTOR: Michelle Nichols, M.D., MS, FAAFP

LOCATION: Piedmont Hall
Suite 125 Conference Room
22 Piedmont Avenue
Atlanta, GA 30310

DURATION: 4 Weeks

TIME OFFERED: August – October, March & April

MAXIMUM ENROLLMENT: 5

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 an 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 health 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 and 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

This elective meets every Tuesday and Thursday. The dialogue sessions for this elective take place in the conference suite 125 in Piedmont Hall starting at 11:00am.

For further information regarding this elective, please contact Dr. Nichols at (404) 756-1414 or mnichols@msm.edu

B. CLINICAL ANESTHESIOLOGY

DEPARTMENT: Medical Education

COURSE DIRECTOR: Jigar Tataria, M.D.

LOCATION: Atlanta VA Medical Center
1670 Clairmont Road
Decatur, GA 30030
404.321.6111 x6270

DURATION: 4 Weeks

TIME OFFERED: All months

MAXIMUM ENROLLMENT: 1

STUDENT EXPECTATIONS (Pertaining to Safety and Infection Control in the Perioperative Environment)

1. All students **must** wear eye protection when participating in any activity in which contamination is possible. This includes starting IVs and other lines, intubation, watching over the surgical field. If in doubt, wear eye protection.
2. All students must practice proper hand hygiene before and after each patient encounter.
3. All students must assume responsibility for their sharps and properly dispose of sharps.
4. All students must avoid recapping needles.

STUDENT RESPONSIBILITIES

Pre-Operative Responsibilities:

1. Perform a full in-patient pre-anesthetic evaluation under the guidance of an anesthesiology attending or resident. Please refer to the Pre-anesthetic evaluation section of the Learning Objectives document. A copy of this evaluation must be submitted at the end of the week.
2. Start an IV. Please document on case log.

Intra-Operative Responsibilities:

1. Assist resident with room set-up. This should include a machine check and preparation of appropriate anesthetic medications.
2. Place ASA monitors on patient and assist with placement of any additional invasive monitors
3. Assist resident and attending with induction of anesthesia and management of the airway. Please document all airway procedures performed on case log.
4. Assist with positioning the patient.
5. Assist resident with maintenance of anesthesia.
6. Assist resident and attending with emergence of anesthesia including extubation.

Post-Operative Responsibilities:

1. Assist resident with transport to PACU and participate in sign-out report of patient to the PACU nurse. Please document on case log that you personally performed one PACU sign-out.
2. Perform a post-operative visit within 24-48 hours on a patient who was admitted after surgery. Please document in case log.

Case Goals:

Minimal Number of cases and procedures to perform and/or observe during the week
Please document all cases and procedures in case log

1. Observe/Assist cases done under:
 - General Anesthetics – 5
 - MAC – 1
 - Regional – 1
 - Arterial line Placement – 1
 - Central Venous Line Placement – 1
2. Personally perform/attempt:
 - IV – 3
 - Mask Ventilation – 5
 - Intubation – 3

Conference Attendance:

Morning Didactics:

Items to submit on Friday after Case Conference:

- Typed case-based problem set responses
- Procedure logs
- Evaluations forms
- Discussion Topics Sheet
- Anesthesiology textbooks

*Failure to submit any of the above will result in an incomplete or failing grade.

METHODS OF EVALUATION

Evaluations	60%
Problem Set	20%
Discussion Group Participation	10%
Case Log	5%
Discussion Topics Form	5%

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

On the first Monday of the elective, report to the OR front desk on the 2nd floor between 6:45 – 7:00AM. Ask the person manning the front desk to overhead page Dr. Tataria or Dr. Fishman.

SCHEDULE

Monday – Thursday: 7:00am – 3:00pm – in the OR at the designated site
Friday: 7:00am – Noon – in the OR at the designated site
1:00pm – Case Discussion

For further information regarding this elective, please contact Dr. Tataria at 404.321.6111 x6270 or jigar.tataria@va.org.

C. EMERGENCY MEDICINE

DEPARTMENT:	Medical Education
COURSE DIRECTOR:	Douglas Ander, M.D.
LOCATION:	Grady Memorial Hospital, Emory University Hospital, Emory University Midtown Hospital, CHOA at Eggleston, Scottish Rite and/or at Hugh Spalding.
DURATION:	2
TIME OFFERED:	All months Except March - May
MAXIMUM ENROLLMENT:	2 (MSM students only)

GOALS AND OBJECTIVES

The overall goal of the Emergency Medicine clerkship is to synthesize the knowledge and skills you have gained during your third-year rotations and apply it to the evaluation of the *undifferentiated* patient that presents to the emergency department, paying particular attention to performing *simultaneous* evaluation and management when indicated. You will learn to recognize and treat immediate life-threatening illness, and compose a differential diagnosis in order of threat to life and health. You will witness and understand the need to make time-critical decisions with limited or incomplete data. This clerkship will push you to formulate an assessment, as well as a therapeutic and diagnostic plan on every patient you see. You will become advocates for your patients. You will understand how public health behaviors (seatbelt/helmet use, tobacco/alcohol/drugs, domestic violence, etc.) manifest in the emergency department, and recognize the valuable counseling opportunity that we often have.

DESCRIPTION OF ACTIVITIES

During the rotation you are required to have an experience from each of these categories. You will also receive additional didactic instruction on these and other topics.

- Abdominal/pelvic pain
- Alteration/loss of consciousness
- Chest pain
- Fracture
- Gastrointestinal bleeding
- Headache
- Resuscitation
- Shock
- Shortness of breath
- Vaginal bleeding
- Wound care

METHODS OF EVALUATION

A written composite evaluation and final grade for the rotation will be completed within 4 weeks of receiving all the required information. Non-Emory students are responsible for every component of our curriculum in order to receive a passing grade.

SCHEDULE

You are required to do 13 clinical shifts and 1 EMS ride-along. The shifts will be divided between 5 hospitals. In order to have a similar experience each month the students will be divided into 2 groups. All ED shifts are 8 hours, either morning (7A), afternoon/evening (3P), or overnight (11P). Students complete approximately 3-4 overnight shifts and 3-4 weekend shifts. Post-graduate duty-hour regulations are followed for our students. Pre-hospital shift is a 12-hour shift riding on ambulance with Grady EMS.

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

To be determined by course director.

For further information regarding this elective, please contact Nanette Rushing, nlrushi@emory.edu

D. GLOBAL HEALTH INTERNATIONAL

DEPARTMENT:	Medical Education
COURSE DIRECTOR:	Rajagopala Sridaran, Ph.D.
LOCATION:	Health India Foundation in Chennai, India
DURATION:	4 Weeks
TIME OFFERED:	All months
MAXIMUM ENROLLMENT:	4

GOAL

1. Learn the fundamentals of Integrative Medicine.
2. Provide an overview of the host country's healthcare system, challenges in rendering healthcare services with limited resources.
3. Develop an appreciation of the role of cultural preferences among various populations affecting health and disease.
4. To observe and learn the fundamentals of practice of traditional medicine.
5. Understand the role of food and home remedies in traditional medicine.
6. Understand the role of non-pharmacological therapies and non-physician practitioners in traditional medicine.

LEARNING OBJECTIVES

- Understand the basics Siddha Medicine and Ayurveda (anatomy, physiology, and classification of diseases)
- Describe and discuss the impact of economics, law, politics, and religion on the practice of medicine in India
- Describe and discuss the role of cultural taboos
- Describe and discuss the role of traditional medicine in current era
- Learn the common food habits of the local population
- Discuss the fundamentals of Varma therapy (stimulation of energy points)

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

To be determined by course director.

For further information regarding this elective, please contact Dr. Rajagopala Sridaran rsridaran@msm.edu (404) 752-1684.

E. HEALTH POLICY & ADVOCACY

DEPARTMENT:	Medical Education
COURSE DIRECTOR:	Megan Douglas, JD Starla Hairston Blanks, MBA, MPH
LOCATION:	Georgia Capital Morehouse School of Medicine
DURATION:	4 Weeks
TIME OFFERED:	January - March (coincides with the GA legislative session)
MAXIMUM ENROLLMENT:	10-12

GOAL

The goal of the rotation is to provide learners with knowledge of the policymaking process and the leadership skills needed to develop meaningful community partnerships and to inform policies to improve the health of their patients and communities.

While medical students are trained and prepared with the necessary clinical and professional skills, there are a few opportunities for training in health policy. Understanding how health policy is developed and implemented is important to physician leadership development. Aligned with Morehouse School of Medicine's vision to lead in the creation and advancement of health policy, the goal of this elective is to expose medicine students to the intersection of health policy and health equity and prepare them for leadership roles advocating for policies that advance health equity.

LEARNING OBJECTIVES

By the end of the course, students will be able to:

- Describe the policymaking process from planning to implementation to evaluation, including opportunities for advocacy;
- Identify community and practice-level factors that need to be addressed in order to maximize community health and advance health equity;
- Promote leadership among medical students in health policy and health equity via experiential learning and mentorship;
- Analyze a piece of legislation for its impact on health, especially with regard to underserved and vulnerable populations;
- Inform policy stakeholders, including legislators, patients, communities and other health professionals of the impact of policies on health and/or the need for policies to improve health;
- Discuss policy priorities and impacts with community members, policymakers and organizations.

COURSE DELIVERABLES

- Community Mapping – policy integration/solutions proposed – 25%
- Policy Analysis – 15%
- Advocacy “Scavenger Hunt” – 5%
- Advocacy writing – LTE, blog post, editorial, reflective journal – 20%
- Legislator discussion – 10%
- Final presentation – 15 minutes, policy analysis and/or community mapping – 25%

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

To be determined by course director.

For further information regarding this elective, please contact Ms. Megan Douglas at (404) 756-5275 or mdouglas@msm.edu or Ms. Starla Hairston Blanks, (404) 752-1977 or shairston-blanks@msm.edu.

F. RADIOLOGY

DEPARTMENT:	Medical Education
COURSE DIRECTOR:	Amanda Corey, M.D., FACR
LOCATION:	Atlanta VA Medical Center 1670 Clairmont Road Decatur, GA 30033 404.321.6111 x 2360
DURATION:	4
TIME OFFERED:	All months Except July and August
MAXIMUM ENROLLMENT:	1

GOALS AND OBJECTIVES

- Provide an introduction to Diagnostic Radiology with guidelines to assist in learning how to review diagnostic imaging examinations
- Help gain an understanding of the role that the various imaging modalities and their specific examinations can/should play in the overall management of the patient
- Provide fundamental knowledge of the relative indications and contraindications of diagnostic imaging examinations
- Help gain an appreciation of the role that radiologists can and should play as consulting members of the medical team

DESCRIPTION OF ACTIVITIES

At the conclusion of the rotation the student should be able to:

- Describe an appropriate, logical approach to the review of the different imaging modalities (i.e. plain films, CT, ultrasound, and MRI)
- Recognize basic anatomy via plain films, CT ultrasound, and MRI
- Understand the strengths and weaknesses of the various modalities and the clinical setting each might best be utilized
- Understand the role the radiologist can/should play as a consulting member of the medical team

METHODS OF EVALUATION

Students will be evaluated on professionalism/timeliness, adherence to schedule, interpersonal skills. Effective mastery of learning objectives based on oral examinations. (Pass/Fail)

WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE

To be determined by course director.

For further information regarding this elective, please contact Undergraduate Medical Education, mdumedocuments@msm.edu.

G. RESEARCH

DEPARTMENT:	Medical Education
COURSE DIRECTOR:	Martha L. Elks, M.D., PhD.
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 timeline 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

For further information regarding this elective, please contact Martha Elks at (404) 752-1881 or melks@msm.edu.

H. SERVICE LEARNING

DEPARTMENT:	Medical Education
COURSE DIRECTOR:	Desiree Rivers, Ph.D.
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 timeline 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

To be determined by course director.

For further information regarding this elective, please contact Dr. Rivers at 404-752-1619 or drivers@msm.edu

I. ULTRASOUND SIMULATION USING AN iCloud BASED PLATFORM

DEPARTMENT:	Medical Education
COURSE DIRECTOR:	Yun Mei Fung, M.D.
LOCATION:	Morehouse School of Medicine Simulation Center, National Center for Primary Care
DURATION:	4 weeks
CONTACT HOURS:	40
TIME OFFERED:	All months
MAXIMUM ENROLLMENT:	4

COURSE GOALS

- To help students understand the basic ultrasound physics including ultrasound wave production, propagation within media and image production
- To help students understand advanced ultrasound physics including variations in ultrasound transducer waver production, artifact production, and thermos mechanical heat production with a basic understanding of associated relative risks
- To help students understand ultrasound machine knobology, transducer and image acquisition techniques
- To help students understand image acquisition limitations and methods to overcome challenges to image acquisition
- To help students identify basic anatomy given respective acoustic properties
- To help students understand utilization of ultrasound during basic procedural guidance
- To help students identify general indications for specific focused ultrasound examinations and the proper timeline in the clinical scenario for their use
- To help students recognize ultrasonographic findings of pathological conditions
- To help students acquire comprehensive ultrasound training and practice hands-on case students on simulation model using Live-Scan technology and equipment

COURSE OBJECTIVES

At the completion of the course, the student will understand the principles of ultrasound indications, acquisition and interpretation of the following scenarios:

- FAST (Focused Assessment with Sonography in Trauma) protocol
- RUSH (Rapid Ultrasound in Shock) protocol
- Early and late pregnancy
- Ultrasound guided procedures including peripheral venous access, femoral line placement, internal jugular vein and subclavian vein cannulation

ULTRASOUND SIMULATOR

The ultrasound simulation platform used in this elective is an iCloud-based platform which provides an integrated ultrasound training solution that offers engaging didactive courses, hands-on training and knowledge assessment. Its Live-Scan system transforms life volunteers and mannequins into ultrasound training cases with real pathological conditions.

METHODS OF EVALUATION

Written evaluation from Director of Simulation Center	50%
Identification of ultrasound component of gross anatomy	50%
Mid-course evaluation	Formative
Evaluation of the course by the student available at the end of course	

For further information regarding this elective, please contact Dr. Fung at 404-756-8945 or yfung@msm.edu