Fourth Year Electives
2019-2020

Louisiana State University Health Sciences Center
School of Medicine at Shreveport
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NEUROSURGERY
  Neurosurgery Service ESURG
  Neurosurgery Research ENSRS

OBSTETRICS/GYNECOLOGY
  Clinical OB/GYN - EA Conway, Monroe, LA EOBGD
  Gyn Oncology EOBON
  Reproduction Endocrinology and Infertility EOREI

OPHTHALMOLOGY
  Clinical Elective in Ophthalmology - Career Interest EOPTA
  Clinical Elective in Ophthalmology - Non-Career Interest EOPTB

OTOLARYNGOLOGY/HEAD & NECK SURGERY
  Research in Otolaryngology EOTOR

PATHOLOGY
  Anatomic and Clinical Pathology EPATH

PEDIATRICS
  Pediatric Cardiology EPEDH
  Pediatric Endocrinology EPEDD
  Pediatric Gastroenterology EPEDB
  Pediatric Infectious Diseases EPEDN
  Pediatric Hematology/Oncology EPEDC
  Neonatal Intensive Care EPEDE
  Pediatric Critical Care EPEDR
  Pediatric Pulmonary Diseases EPEDA
  Pediatric Study/Research EPEDP
  Introduction to Child Protection Medicine EPEDK
  Pediatric Rheumatology EPEDS
  Pediatric Nephrology EPENP

PHARMACOLOGY, TOXICOLOGY AND NEUROSCIENCE
  Research in Pharmacology EPHAC
  Research in Biochemical, Molecular, or Clinical Toxicology EPHAD

PSYCHIATRY
  Child and Adolescent Psychiatry EPSYB
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<td>Interventional Radiology</td>
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<td>Clinical Science Review</td>
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Fourth Year Manual

Part I
Electives
Goals:

The purpose of this elective is to allow:

- Students access to multiple experiences dealing with medical education with the goal of advancing their skills as a teacher and obtaining awareness of the fundamental parts of the Medical Education Curriculum.
- Students access to a variety of educational and administrative activities including planning, developing, evaluating and delivering an instructional module in medical education curriculum development.

Objectives:

Upon completion of this course, the student should be able to:

- Analyze the components of a Standardize Patient (SP) exam and Simulation teaching sessions by completing a case and evaluation of their own.
- Identify education literature relevant to their individual goals/objectives.
- Apply information from readings and lectures to develop a structured teaching session, including goals, objectives, and evaluations by completing a scholarly project that highlights all of the above.
- Observe and be an active member of the medical education team including participation in any ongoing curriculum development.
- Build a scholarly activity of their choice that incorporates skills learned in the Medical Education Elective to improve LSU-Health Shreveport. (projects listed below)

NOTE: This is a student-driven elective and by its nature is in constant flux depending upon the identified needs of medical students. Students are expected to be self-motivated and committed in their approach to this course. FACTTS is recommended to be taken prior to this course or options to simulation may be limited. Please see Christi Rinaudo prior to registration.

Required Readings:

- Developing Goals and Objectives; Valerie Landau 2001
- Every Physician is a Teacher; Diane Birnbaumer, MD
  - http://www.acep.org/uploadedFiles/ACEP/Practice_Resources/faculty_development/TU158.pdf
- Instruction to Instructional Design
  - http://www.itma.vt.edu/modules/spring03/instrdes/lesson6.htm
- Curriculum Development for Medical Education: A Six Step Approach; Kern, Thomas, Hughes
AHEC Program
Office
Rural Primary Care (AHEC)

ELECTIVE DIRECTOR(S): Dr. Wanda H. Thomas  PHONE: 318.675.5770
ADMINISTRATIVE CONTACT: Shirley L. Wilson  PHONE: 318.675.8963
AHEC Program Office, (Shreveport Program Office) Medical School, Rm. 5-306
DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: Non-Metropolitan Communities in Louisiana
MAXIMUM NUMBER OF STUDENTS: Maximum of seven students per AHEC site per block
ELECTIVE OFFERED DURING BLOCKS: Blocks 1-11
COURSE CODE: EAHEC

Complete Application REQUIRED for registration. Only students with confirmed placement will be allowed to complete rotation under AHEC.

Available on the web at http://www.lsuhschreveport.edu/Education/othertraining/ahec

NOTE: THIS ELECTIVE MAY NOT BE DROPPED WITHIN 1 MONTH OF THE STARTING DATE.

Goal: The student will have the opportunity to observe and participate in all aspects of the practice of primary care medicine in a variety of rural settings. The student will gain both knowledge and insight into the practice of primary care medicine in a rural setting.

OBJECTIVE 1: The student will obtain and write a problem focused history on a patient. He will then describe the problem focused physical exam findings and the management plan developed. The preceptor will critique the write up and give formal written feedback.

OBJECTIVE 2: The student will compare and contrast how common disease processes are diagnosed and managed in an academic institution as opposed to a rural primary care setting. One of the disease processes will be written up and turned into the program office upon completion of the rotation.

OBJECTIVE 3: The student will learn to differentiate between documentation requirements for billing and reimbursement for rural primary care settings and those required in an academic/hospital setting.

OBJECTIVE 4: The student will create a successful community practice planned based on his experience in a rural primary care clinic. The practice plan will include time management, the doctor-patient relationship, office management and medical economics, medico-legal issues and risk reduction, appropriate referral practices, and continuing education. This practice plan will be reviewed and critiqued by the preceptor and the AHEC program office.

OBJECTIVE 5: Students will be able to argue whether the location of the patient population affects the health of the patient based on experiencing the health care delivery model in both a community setting and a hospital/campus setting.

OBJECTIVE 6: At the conclusion of the rotation, the student will be able to formulate an enhanced differential diagnosis of a chief complaint. This will be accomplished by through reading, other self-learning modalities, and practical knowledge gained during the rotation.

OBJECTIVE 7: Students will select one of 6 core topics; Inter-professional Education, Behavioral Health Integration, Social Determinants of Health, Cultural Competency, Practice Transformation or Current and emerging health issues as a topic of discussion based on one’s rotation in a rural or underserved primary care practice. At a designated time all Selective/Elective students will share their experiences and the better understanding they gained of one of the core topics during the rotation.

Nearing the completion of the academic year, students will attend a luncheon to discuss one of the before mentioned
objectives. Please have your answers prepared so that a meaningful discussion may ensue.

**Project Assessment:**

Assessment of the new goal and objectives will be done via My Evaluation. This is a school based assessment system which teachers/preceptors use. It is based on ACGME requirements.

**Resources for Learning:**

- Participating Faculty: Course Director, practicing local or AHEC Primary Care Physicians
- Texts: Recommendations of the preceptor; *whatever the fundamental text book is for the specialty such as Nelsons Textbook of Pediatrics for those doing a rotation with a Pediatrician*
- Hands-on-Experience: Supervised evaluation of the patients seen in the primary care setting.
- Website: [www.lsushcreveport.edu/ahec](http://www.lsushcreveport.edu/ahec); on Moodle, *we need to list the text books relevant to each primary care specialty*

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**HOURS PER WEEK**

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<tr>
<th>Conf</th>
<th>Ward</th>
<th>Lab</th>
<th>Library</th>
<th>Preceptor</th>
<th>Clinic</th>
<th>Lecture</th>
<th>Reading</th>
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**TOTAL NUMBER OF HOURS PER WEEK:** 40+
Anesthesiology
Clinical Correlations in Anesthesiology

ELECTIVE DIRECTOR(S): Evangelyn Okereke, M.D.
PHONE: 318.675.7585
DURATION OF ELECTIVE: 2 Weeks or 4 Weeks
LOCATION OF ELECTIVE: OR
MAXIMUM NUMBER OF STUDENTS: 3 (combined total for both 2 or 4 week)
ELECTIVE OFFERED DURING BLOCKS: All except I
COURSE CODES: EANEA (4 week code) – EANEB (2 week code)

OBJECTIVES

The medical student will be exposed to:

- Techniques of preoperative evaluation to recognize those patients and situations that pose an increased anesthetic risk;
- Optimal preoperative therapy for such patients to minimize this risk;
- The characteristics of commonly used anesthetic agents and techniques and their risks and complications, and;
- The principles and skills involved in airway management, intraoperative fluid therapy, and the proper use of intraoperative monitors.

GOALS

To be able to follow a patient from pre-op to recovery and be able to evaluate patient for potential risk factors.

SPECIFIC DUTIES OF SENIOR STUDENTS

A student will be assigned to a full-time mentor. Under his/her guidance, the student will evaluate a patient, design an anesthetic, conduct the anesthetic, and evaluate the patient’s postoperative care. As more skill and understanding is gained, more responsibility for the care of the patient will be delegated.

One week – OB
One week – Neuro
One week – Cardiac Thoracic & Vascular surgery
One week – Peds/Regional
Attend at least one lecture on APS during their rotation

READING ASSIGNMENTS


HOURS PER WEEK

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<td>HRS</td>
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TOTAL NUMBER OF HOURS PER WEEK: 45
Cellular Biology and Anatomy
Three Dimensional Anatomy

ELECTIVE DIRECTOR(S): Sumitra Miriyala, Ph.D.
PHONE: 318.675.5312 8-217
DURATION OF ELECTIVE: 2 Weeks
LOCATION OF ELECTIVE: Human Anatomy Lab (8-333)
MAXIMUM NUMBER OF STUDENTS: 6/Block
ELECTIVE OFFERED DURING BLOCKS: 3-9 only
COURSE CODE: EANAB

THIS COURSE IS DESIGNED FOR STUDENTS ENTERING SURGICAL SPECIALTIES AND SUBSPECIALTIES OR RADIOLOGY

OBJECTIVE

The student will demonstrate the ability to visualize a specific anatomical region in three dimensions by performing a complete dissection in one of five anatomical regions (head & neck, thorax, abdomen, pelvis-perineum, or joints), then correlate the dissection with axial sections of the area as viewed in the Netanatomy atlas.

GOAL

The student, through cadaveric dissection and exploration of axial sections, will gain a detailed understanding of the three dimensional anatomy of a specific region of the body.

TEXTS

Anatomy Atlas: Netter, Grants or Thieme
Axial Section Atlas: Netanatomy.com
Anatomage Table

SPECIFIC DUTIES OF SENIOR STUDENTS

The student will demonstrate their dissection to the Anatomy Course Director and will take an oral quiz where the student will identify all structures in the dissected area including the vascular and nerve supply and duct systems. The student will also identify and demonstrate the three dimensional relationships between the identified structures on the dissected area and on the axial sections of the area provided by the Netanatomy atlas and Anatomage Table.

It is the student’s responsibility to contact Dr. Sumitra Miriyala (smiriy@lsuhsc.edu) prior to the first day of the course to schedule a brief orientation meeting regarding the specific dissection and expectations. Please include your specialty in this initial email.

HOURS PER WEEK

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<tr>
<th>CONF</th>
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<th>TOTAL NUMBER OF HOURS PER WEEK</th>
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<td>15 HRS</td>
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<td>5</td>
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11
Primary Goals:

The primary goal of this rotation is to teach medical students how to recognize and manage acute life-threatening conditions. Our secondary goal is to develop the diagnostic skills necessary to evaluate patients with common symptoms such as chest pain or abdominal pain. Other goals of this four-week elective in Emergency Medicine are to enhance the student’s:

1. Knowledge of the fundamental principles of medicine
2. Understanding of the fundamental concepts and skills learned in the 3rd year clerkships
3. Basic knowledge of the pathophysiology, clinical presentation, assessment and treatment and interpretation of diagnostic tests of major and common disease problems presenting to the emergency department
4. Skills of medical history taking and general physical examination
5. Foundation for continuing education and lifelong learning skills

These objectives will be accomplished by having the student participate as a member of the health-care team under the direct supervision of Emergency Department (ED) faculty. The student will be expected to become familiar with the following skills:

- Initial evaluation (history and physical examination) of a patient presenting to the ED with undifferentiated non-urgent, urgent or emergent illness or injury.
- Basic steps of resuscitation and stabilization of patients
- Development of a differential diagnosis for common presenting complaints in the ED setting such as:
  - Chest pain
  - Shortness of Breath
  - Dizziness
  - Headache
  - Abdominal pain
  - Minor trauma

  - Fever
  - Dysuria
  - Hematuria
  - Vomiting
  - Sore throat
  - Altered mental status

Specific Objectives:

1. Students will provide primary contact with patients under direct faculty supervision.
   - Students will be under the supervision of ED faculty who are always present in the Emergency Care Center
   - The history, physical examination and differential diagnosis will be presented to the faculty at each patient encounter. This will establish a teaching dialogue between faculty and student.

2. Medical history and physical examination skills will be improved.
   - The opportunity for bedside teaching regarding history-taking and physical examination skills will be available at each student/patient encounter.

3. Students will learn to perform a focused history and physical examination pertinent to what is needed for their patients.
   - The concept of a focused history and physical examination as it relates to the “Chief Complaint” is integral to the practice of Emergency Medicine and will be taught to all students.
   - Students will be taught to perform a rapid but thorough physical examination.

4. General medical knowledge and disease-specific information for common and major medical problems treated
• Students will utilize a variety of resources including standard texts and computer-based resources to enhance their knowledge of specific disease processes as they are encountered.
• Hands-on workshops will be presented covering a variety of Emergency Medicine topics:
  ♦ “Wound care and suturing techniques”
  ♦ “Basic Splinting”
  ♦ “Intubation and Emergency Airway Skills”
  ♦ “Cervical Spine Evaluation”
  ♦ “Emergency Procedures”
  ♦ “Medical Record Documentation”
• Students will also attend the weekly department lecture series covering Core Emergency Medicine topics
  ♦ Altered Mental Status
  ♦ Approach to Poisoning
  ♦ Approach to Trauma
  ♦ Chest Pain
  ♦ Shock
  ♦ Respiratory Failure
  ♦ Common Infections
  ♦ Emergency Psychiatry
  ♦ Abdominal Pain in the Emergency Department
  ♦ Gynecologic Disorders and Emergencies
  ♦ Medical-Legal Aspects of Emergency Medicine
  ♦ ENT & Dental Emergencies
  ♦ Urologic Disorders and Emergencies
  ♦ Pediatric Emergencies
  ♦ Dermatology in the Emergency Department

5. Students will learn about aspects of preventative medical care.
• The student will be educated on follow-up instructions and patient education regarding their disease process at the conclusion of each patient encounter.
• The importance of immunization status and recommendations regarding rabies, tetanus and influenza will be emphasized during the rotation.
• Breaking the Cycle of Domestic Violence – awareness, recognition and prevention of intimate partner abuse, child abuse and elder neglect/abuse will be highlighted during this rotation

6. Learn documentation requirements.
• In addition to the documentation workshop, each student chart will be reviewed by a faculty member prior to disposition of the patient from the Emergency Department.

7. Exposure to effects of social, cultural and societal problems and issues on health.
• During the rotation the student will interact with various organizations:
  ♦ LSUHSC Social Services
  ♦ LSUHSC Pastoral Care
  ♦ Adult and Child Protective Services
  ♦ YWCA Spouse Abuse and Domestic Violence Program
  ♦ The Rape Crisis Center
  ♦ STEPS Chemical Dependency Detox Program
  ♦ Animal Control Center
  ♦ Louisiana Poison Control Center
  ♦ Shreveport/Bossier Rescue Mission
  ♦ Alcoholic’s Anonymous

**Resources for learning:**

**Participating Faculty:**
• All Emergency Department Faculty Attendings

**Texts:**
• Study Guide of Emergency Medicine- Judith Tintinalli.
• Emergency Medicine- Concepts and Clinical Practice- Peter Rosen.
• 5-Minute Emergency Medicine Consult.
e-Medicine, web-based emergency medicine text- Adler and Plantz. (This peer reviewed, web-based text will be utilized at the bedside at the time of each patient encounter. This will foster the development of lifelong learning skills in the student.)

Workshops:

- “Wound care and suturing techniques” – will provide students with the basic skills required for management of routine wounds seen in the ED setting.
- “Basic Splinting” – will teach students how to apply splinting material and manage many common orthopedic injuries.
- “Intubation and Emergency Airway Skills” – this workshop will teach students to recognize situations of potential airway compromise and develop the motor skills required to obtain a secure airway in the emergent situation.
- “Cervical Spine Evaluation” – will explore physical examination findings, mechanisms of injury and radiographic evaluation of the cervical spine in the trauma setting.
- “Emergency Procedures” – will teach indications, contraindications, risks, complications, techniques and landmarks for several emergency procedures including central venous access, lumbar puncture, thoracostomy and arterial access.
- “Medical Record Documentation” – this workshop will introduce the student to the computerized documentation system utilized in the ED and emphasize important medical/legal aspects of ED charting.
- Lumbar puncture workshop

Hands-on Experience:

- Bedside supervision of physical examinations and simple procedures will be provided by the Faculty after the student has shown proficiency in the practice workshops.


Self-Directed Learning:

- Each student will be required to demonstrate independent life-long learning skills by presenting a brief case-based, oral presentation to a faculty member prior to completion of the rotation.

Evaluation:

Objective

- A skills completion form will be maintained and checked as the student masters each required skill in the workshops listed above.
- Subjective – a comprehensive faculty evaluation form will be completed for each student at the conclusion of the selective.

Learning Environments:

- Emergency Department Clinical Area
- Small group workshops
- Library
- Conferences
- One-on-One Faculty Interaction
Family Medicine and Comprehensive Care  
Primary Care – Community Hospital  
Residency Site: Alexandria, LA  

COURSE DIRECTOR(S): Tammy Davis, M.D.  
PHONE: 318.675.5347  
ELECTIVE DIRECTOR(S): Robert Moore, M.D., Program Director  
CONTACT: Christy Hay  
DURATION OF ELECTIVE: 4 Weeks  
LOCATION OF ELECTIVE: LSU FMRP-301 Fourth Street, Suite 3-H, Alexandria, LA  
MAXIMUM NUMBER OF STUDENTS: 2  
ELECTIVE OFFERED DURING BLOCKS: 2-11  
COURSE CODE: EFAME  

NOTE: THIS ELECTIVE MAY NOT BE DROPPED WITHIN 2 MONTHS OF THE STARTING DATE.  

Goal  
The student will have the opportunity to observe and participate in all aspects of the practice of primary care medicine in a variety of rural settings. Practices are broad in scope and may include introduction to medical specialties from a primary care perspective; depending on site. AHEC support may be possible.  

Objectives: The student will:  
• provide detailed and comprehensive care in a community hospital setting with faculty supervision.  
• To specifically:  
  * describe the unique situation and setting of the community hospital and associated practice of family medicine.  
  * work with LSUHSC-S residents and faculty in the community hospital and Family Practice Center, seeing all types of patients as a junior colleague.  
  * recognize dermatological problems.  
  * recognize and treat a large variety of medical problems.  
  * recognize and treat a variety of pediatric problems.  
  * list indications for and use of cryotherapy.  
  * list indications for and proficient use of myofascial injections.  
  * participate/perform excisional treatment of common family practice skin problems under observation of the attending.  
  * participate/perform endoscopy under observation of the attending.  

Typical activities include initial work-up, management, and treatment of patients; hospital and nursing home rounds, observation and assisting during surgical procedures; and exposure to business aspects of the practice of medicine. All activities are under the direct supervision of the preceptor. Office and call schedules are determined by preceptor. The student physician will have an opportunity to evaluate community hospital medical care to determine the likelihood of a career in this type of medicine.  

READING ASSIGNMENTS - As assigned by individual preceptors Refer to SIFMB for additional information.  

HOURS PER WEEK  
CONF  ✓ HRS  WARD  ✓ HRS  LAB  ✓ HRS  LIBRARY  ✓ HRS  
ER  ✓ HRS  CLINIC  ✓ HRS  LECTURE  ✓ HRS  READING (included in Ward hours)  ✓ HRS  
TOTAL NUMBER OF HOURS PER WEEK:  41 (call: 12 hrs/wk)
Family Medicine and Comprehensive Care  
*OH-LSU Monroe Senior Elective Program*

| COURSE DIRECTOR: Tammy Davis, M.D. | PHONE: 318.675.5347 |
| ELECTIVE DIRECTOR(S): Eull Luther, M.D. | CONTACT: Christy Hay |
| DURATION OF ELECTIVE: 2 Weeks | |
| LOCATION OF ELECTIVE: Ochsner-LSU Health Medical Center, Monroe, LA | |
| MAXIMUM NUMBER OF STUDENTS: 8 | MINIMUM NUMBER OF STUDENTS: 1 |
| ELECTIVE OFFERED DURING BLOCKS: All | Contact Crawford Plummer for Housing |
| COURSE CODE: EFAM | 318.330.7626 / mplumm@lsuhsc.edu |

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**Family Medicine Conway Experience**

Conway Medical Center in Monroe is affiliated with LSU Health Sciences Center in Shreveport. Rotations are designed to give students as much clinical responsibility as they are prepared to assume. On-site supervision is available to students at all times from both faculty and residents. Frequent conferences and teaching rounds are held. Specific responsibilities are assigned by the chief of the service at the beginning of each student’s rotation.

**Goal:** Familiarity with scope of medicine commonly managed by FM Faculty and House Officers at Conway

**Objectives:**

The student will:

- provide detailed and comprehensive care in a community hospital setting with faculty supervision.

- To specifically:

  * describe the unique situation and setting of the community hospital and associated practice of family medicine.
  * work with LSUHSC-S residents and faculty in the community hospital and Family Practice Center, seeing all types of patients as a junior colleague.
  * recognize dermatological problems.
  * recognize and treat a large variety of medical problems.
  * recognize and treat a variety of pediatric problems.
  * list indications for and proficient use of myofascial injections.
  * participate/perform a variety of procedures under supervision of the FM attending.

**Family Medicine:** This rotation takes place in the Family Medicine Center, our model family practice clinic located adjacent to the hospital. Students work one-on-one with a Family Medicine physician, seeing a wide variety of family Medicine patients. There are no required night or weekend responsibilities.

**Internal Medicine:** Students are assigned to a panel of patients on an inpatient team, on which they round daily, write progress notes, and make diagnostic and therapeutic decisions in conjunction with faculty and residents. They take night call with their assigned team, evaluate Medicine consultations in the Emergency Room and perform admission histories and physical examinations. Students round on their patients on half of the weekend days and holidays during their rotation.

**Pediatrics:** Students are assigned to either the Pediatric ward or the nursery, and round daily on weekdays on their assigned patients, write progress notes, and make diagnostic and therapeutic decisions in conjunction with the faculty and residents. They see patients in the ambulatory Pediatric clinic every day — morning and afternoon. They take call one night per week, and are responsible for evaluating Pediatric consultations in the Emergency Room and performing admission histories and physical examinations. There are no required weekend duties.

**General Surgery:** This is a busy general surgery service, including outpatient clinics, operating room, and inpatient service. Night and weekend responsibilities are determined by the chief resident at the beginning of each student’s rotation.

Housing can be provided for students, and should be requested prior to rotation to ensure adequate accommodations.
Family Medicine and Comprehensive Care

OH-LSU Monroe Elective Program

**COURSE DIRECTOR(S):** Tammy Davis, M.D.  
**PHONE:** 318.675.5347  
**ELECTIVE DIRECTOR(S):** Eulil Luther, M.D.  
**CONTACT:** Christy Hay  
**DURATION OF ELECTIVE:** 4 Weeks  
**LOCATION OF ELECTIVE:** Ochsner-LSU Health Hospital – Monroe, LA  
**MAXIMUM NUMBER OF STUDENTS:** 8  
**MINIMUM NUMBER OF STUDENTS:** 1  
**ELECTIVE OFFERED DURING BLOCKS:** All  
**COURSE CODE:** EFAMK

Family Medicine Conway Experience

Conway Medical Center in Monroe is affiliated with LSU Health Sciences Center in Shreveport. Rotations are designed to give students as much clinical responsibility as they are prepared to assume. On-site supervision is available to students at all times from both faculty and residents. Frequent conferences and teaching rounds are held. Specific responsibilities are assigned by the chief of the service at the beginning of each student’s rotation.

**Goal:** Familiarity with scope of medicine commonly managed by FM Faculty and House Officers at Conway

**Objectives:**

The student will:
- provide detailed and comprehensive care in a community hospital setting with faculty supervision.
- To specifically:
  - describe the unique situation and setting of the community hospital and associated practice of family medicine.
  - work with LSUHSC-S residents and faculty in the community hospital and Family Practice Center, seeing all types of patients as a junior colleague.
  - recognize dermatological problems.
  - recognize and treat a large variety of medical problems.
  - recognize and treat a variety of pediatric problems.
  - list indications for and proficient use of myofascial injections.
  - participate/perform a variety of procedures under supervision of the FM attending.

**Family Medicine:** This rotation takes place in the Family Medicine Center, our model family practice clinic located adjacent to the hospital. Students work one-on-one with a Family Medicine physician, seeing a wide variety of family Medicine patients. There are no required night or weekend responsibilities.

**Internal Medicine:** Students are assigned to a panel of patients on an inpatient team, on which they round daily, write progress notes, and make diagnostic and therapeutic decisions in conjunction with faculty and residents. They take night call with their assigned team, evaluate Medicine consultations in the Emergency Room and perform admission histories and physical examinations. Students round on their patients on half of the weekend days and holidays during their rotation.

**Pediatrics:** Students are assigned to either the Pediatric ward or the nursery, and round daily on weekdays on their assigned patients, write progress notes, and make diagnostic and therapeutic decisions in conjunction with the faculty and residents. They see patients in the ambulatory Pediatric clinic every day — morning and afternoon. They take call one night per week, and are responsible for evaluating Pediatric consultations in the Emergency Room and performing admission histories and physical examinations. There are no required weekend duties.

**General Surgery:** This is a busy general surgery service, including outpatient clinics, operating room, and inpatient service. Night and weekend responsibilities are determined by the chief resident at the beginning of each student’s rotation.

Housing can be provided for students, and should be requested prior to rotation to ensure adequate accommodations.
Family Medicine and Comprehensive Care
Outpatient Clinics and Procedures- Family Practice Center

Primary Goals:

To provide students experience in the application of essential family medicine skills, attitudes, and knowledge in family practice clinic and clinic procedural settings.

Specific Objectives:

• Students will develop their skills in obtaining problem pertinent medical history and physical exam findings relative to the common disorders encountered in family practice.
• Students will be able to compare family medicine problem-solving in a variety of ambulatory settings, especially as it relates to the evaluation and management of common medical disorders.
• Students will be able to discuss documentation requirements in a variety of ambulatory settings.
• Students will be able to discuss how the following relate to successful clinical practice: The doctor-patient relationship, continuity of care, the health care team, appropriate consultations, and preventive care.
• Students will be able to compare the effects of social and cultural variables on the health of patients in a variety of clinical settings.
• Students will extend their knowledge of fundamental principles of medicine and specific disease entities through conferences, reading and other self-study learning modalities; and will be able to discuss practical applications of that information.
• Students will extend their skills base and knowledge of common primary care procedures, and their application to family practice.

Resources for Learning:

• Participating Faculty: Course director, LSUHSC family physicians.
• Texts: As recommended by assigned preceptor.
• Workshops: Periodic small group discussions and didactic conferences with Family Practice residents.
• Hands-on Experience: Supervised evaluation and management of clinic patients in an outpatient setting.
• Computer Assisted Instruction: Library research.
• Directed Readings: As recommended by assigned preceptor.
• Self-Directed Learning: Focused review of topics directly related to patient care, utilizing library and online resources.

Evaluation:

Students will receive a passing grade if they complete all required activities as presented above, and demonstrate the professional attributes essential to the practice of medicine. These professional attributes include: Appropriate grooming, punctuality, attendance at all required activities unless appropriately excused, a respectful and caring approach to patients, adherence to stated and applied rules of conduct, and appropriate interactions with all faculty and staff. This list is not all-inclusive. The course director will complete evaluation forms with input from ward attending and residents. The course director will determine the final grade. Students at risk of failing will be handled on a case-by-case basis; they will be notified personally and/or in writing of any concerns in a timely fashion, and will be offered a reasonable opportunity to improve their performance.

NOTE: This elective may not be dropped within 2 months of the starting date.
The course director will ensure achievement of all objectives by all students, primarily by their participation in regular small group discussions. The course director may develop and require students to complete self-study and evaluation forms when necessary to document achievement of course objectives.
Director Fourth Year Department Courses: Tammy Davis, MD

Elective Director: Michael B. Harper, MD, MBA; Professor and Chairman of Family Medicine;

Administrative Contact: Christy Hay, 675-5347,

Location: Kenya

Number of Students per 4 week block: 8

Elective available during block for 2020: Block 8 and 10

Non-LSUHSC Students allowed: No

Course Code: EGLOB

**Primary Goals of Elective:** To provide medical training in global health for students at LSU Health Shreveport. To sharpen participants’ interviewing and physical exam skills, and their understanding of cost-constrained care, while nurturing cultural sensitivity and demonstrating the importance of public health. To foster health career development for LSU Health students interested in global health and the care of underserved populations in the US. To encourage ongoing collaboration between students and a wide array of health professionals working to improve global health through education, research, and service.

**Specific Objectives:**

- Students will enhance their medical history and physical examination skills as the provider of first contact for 10-20 patients a day under the supervision of LSU Health faculty. Minimum contact hours per week: 30.
- Students will gain skills in the use of a medical translator for gathering historical information and for communicating with patients who speak a different language.
- Students will enhance their clinical decision making skills by learning to effectively manage patients with minimal reliance on expensive technology and pharmaceuticals commonly used in the teaching hospital.
- Students will develop greater cultural sensitivity, and an appreciation of diverse customs and life experiences.
- Students will observe and discuss the interrelationship between health and infrastructure, culture, politics, and economic stability in Sub-Saharan Africa.
- Students will be able to outline common hazards to international travel, and will strictly follow established safety guidelines.
- Students will gain knowledge and skills in the identification and management of common tropical diseases.
- Students will demonstrate their ability to find, organize, and effectively present medical information on a selected topic to their colleagues.

**Resources for Learning:**
- Participating faculty
- Hands-on experience
- Computer Assisted Instruction: Medical Informatics
- Directed readings

**Special features of this selective:**

This elective is a four week block in western Kenya. Students will see patients in mobile clinics approximately 30-40 hours per week under the direct supervision of LSU Health faculty members. A Kenya health care team will also be present at each clinic to offer assistance. Each student will see 10-20 patients per day. They will take histories with assistance of translators, perform physical exams, make a clinical diagnosis and develop a treatment plan for each patient. The method of instruction will be the same preceptor model used in the Comprehensive Care Clinic on the LSU Health campus. A hand written clinic note will be generated for each patient and the data from the clinics will be compiled on an Excel spread sheet to document the experience.

Detailed policies regarding allowed activities, travel restrictions, and other safety measures as approved by the office of risk management will be completed by each student.

**Evaluation:**

Faculty will give formative verbal feedback to students daily and complete written summative evaluations at midpoint of the elective and upon completion of the elective.

Each student will be required to prepare and give a presentation to the group during the elective on a tropical medicine topic. Students will choose from a list of topics selected by the faculty prior to the elective. Particular emphasis will be placed on malaria, typhoid fever, and other common diseases seen in Western Kenya.

Students will be required to prepare a reflective essay that describes their experience and addresses one or more topics from a list of options.

The final grade will be pass/fail
**General Research Elective**

ELECTIVE DIRECTOR(S): Ellen Friday MD  
DURATION OF ELECTIVE: 4 Weeks  
LOCATION OF ELECTIVE: LSU Health Sciences Center  
MAXIMUM NUMBER OF STUDENTS: 1  
MINIMUM NUMBER OF STUDENTS: 1  
COURSE CODE: ESRH  
PHONE:  
MUST HAVE PRIOR CONSENT TO SCHEDULE  
Not offered during Blocks 5 and 6

**GOALS**

Independent research under the direction of an identified faculty member

**OBJECTIVES**

1. Identification of a specific research question to be addressed prior to enrolling in the elective.  
2. Completion of a written report summarizing the research conducted during the rotation.  
3. Additional project-specific objectives to be assigned by the faculty research mentor.

**SPECIFIC DUTIES OF SENIOR STUDENTS**

To be determined by faculty mentor in conjunction with elective director.

**READING ASSIGNMENTS**

To be assigned by faculty mentor depending on the assignment

**Evaluation**

After review of research work by research mentor and elective director, student will receive a pass/fail grade.

It is important to note that this elective cannot be used for the 8 weeks of independent research time required for the Research Distinction track, as it is to be used for fulfillment of academic credit.

**TOTAL NUMBER OF HOURS PER WEEK:** 32
**Internal Medicine**

*Introduction to Dermatology*

**ELECTIVE DIRECTOR(S):** David Walsworth, M.D.  
**DURATION OF ELECTIVE:** 4 Weeks  
**LOCATION OF ELECTIVE:** VA Medical Center  
**ADMINISTRATIVE CONTACT:** M’Liss Sella, msella@lsuhsc.edu  
**PHONE:** 318-675-5915, Room 6-328  
**MAXIMUM NUMBER OF STUDENTS:** 1  
**COURSE CODE:** EMEDC  
**NON-LSUHSC STUDENTS ALLOWED:** No

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**Prerequisite:**

Complete VA background check and fingerprinting at least 30 days prior to start of rotation.

**Primary Goals of Selective:**

To provide a comprehensive experience in caring for and managing patients with dermatologic disorders in the outpatient setting.

**Specific Objectives:**

1. Students will attend clinic each weekday.
2. Students will read about the conditions pertaining to their patients and present to the attending physician the pathophysiology, diagnosis, and treatment plans.
3. Students will attend the weekly Dermatology conferences and Internal Medicine Grand Rounds.
4. Students will purchase a small hand lens of at least 5X magnification and use to examine skin lesions
5. Students will assist the Dermatology faculty in cutaneous surgery

**Attendance:**

Students must be present every weekday. Students are allowed two excused absences during the four week rotation for interviews. This excused absence must be approved by the attending physician. Any additional absences must be approved by the attending physician and course director and must be made up before the semester is completed. Documentation of such interviews must be provided to the course director. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the course director.

**Resources for Learning:**

The student is expected to use general reference material such as *Harrison’s Principles of Internal Medicine* and specialty texts to achieve a basic understanding of their patients’ diseases and their practical management. The resources of the fellows, residents, attending physician and consulting physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.

**Participating Faculty:** Course Director, Dermatology Faculty  
**Texts:** Harrison’s Principles of Internal Medicine, Dermatology Texts as assigned by Dermatology faculty  
**Hands-on Experience:** Supervised evaluation and management of patients with dermatologic disorders in the inpatient and outpatient setting  
**Self-Directed Learning:** Focused review of topics directly related to the management of patients seen using the library and online resources.

**Evaluation:**

Students will receive an informal formative evaluation from the attending physician at the end of the first two weeks of the rotation. Students will receive a summative evaluation in MyEvaluations by the attending physician.
Internal Medicine/Cardiology
Introduction to Clinical Cardiology

ELECTIVE DIRECTOR(S): Narendra Duddyala, M.D. nduddy@lsuhsc.edu
ADMINISTRATIVE CONTACT: Liz Antee lantee@lsuhsc.edu PHONE: 318.675.5941, Room 6-243
DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: LSU Health Sciences Center
MAXIMUM NUMBER OF STUDENTS: 2
ELECTIVE OFFERED DURING BLOCKS: All
COURSE CODE: EMEDB

NON LSUHSC STUDENTS: LCME and UQ Ochsner only

Primary Goals of Elective:
To provide a comprehensive experience in caring for and managing patients with cardiology disorders in the inpatient and outpatient settings.

Specific Objectives:
6. Students will complete and document in Epic the history and physical exam of each patient assigned to them on the Cardiology consult service and in the Cardiology clinic as well as all problem lists and treatment plans.
7. Students will perform an H&P on each new patient assigned to them and present the information to their attending.
8. Student will read about the conditions pertaining to their patients and present to the attending physician the pathophysiology, diagnosis, and treatment plans.
9. Students will read and interpret at least two electrocardiography (EKG) tests on patients on the Cardiology consult service and present the findings to their attending.
10. Students will read and interpret at least two echocardiology tests on patients on the Cardiology consult service and present the findings to their attending.
11. Students will perform and interpret at least two Cardiology stress tests on patients on the Cardiology consult service and present the findings to their attending.
12. Students will attend the weekly Cardiology conferences and Internal Medicine Grand Rounds.

Attendance:
Students must be present every weekday. Students are allowed two excused absences for interviews during the four week rotation. This excused absence must be approved by the attending physician. Any additional absences must be approved by the attending physician and course director and must be made up before the semester is completed. Documentation of such interviews must be provided to the course director. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the Course Director.

Resources for Learning:
The student is expected to use general reference material such as Harrison’s Principles of Internal Medicine and specialty texts to achieve a basic understanding of their patients’ diseases and their practical management. The resources of the fellows, residents, attending physician and consulting physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.
Participating Faculty: Course Director, Cardiology Faculty and Fellows
Texts: Harrison’s Principles of Internal Medicine, Electrocardiography by Marriott, Echocardiography by Feigenbaum
Hands-on Experience: Supervised evaluation and management of patients with cardiology disorders in the inpatient and outpatient settings.
Self-Directed Learning: Focused review of topics directly related to the management of patients seen using the library and online resources.

Evaluation:
Students will receive an informal formative evaluation from the attending physician at the end of the first two weeks of the rotation. Students will receive a summative evaluation by the attending physician.

READING ASSIGNMENTS
Textbook: Electrocardiography by Marriott; Echocardiography by Feigenbaum
Internal Medicine/Hematology/Oncology
Hematology/Oncology Consult

ELECTIVE DIRECTOR: Gary Burton, M.D.  gburto@lsuhsc.edu
ADMINISTRATIVE CONTACT: Bridget Hall, bcarr@lsuhsc.edu  PHONE: 318.813.1057

DURATION OF ELECTIVE: 4 weeks
LOCATION OF ELECTIVE: Ochsner LSU Health
MAXIMUM NUMBER OF STUDENTS: 1
ELECTIVE OFFERED DURING BLOCKS: All
COURSE CODE: EMEDG  NON-LSUHSC STUDENTS ALLOWED: LCME and UQ Ochsner only

Primary Goals of Elective:
To provide a comprehensive experience in caring for and managing patients with cancer and hematological disorders in the inpatient and outpatient setting.

Specific Objectives:
1. Students will complete and document in Epic the history and physical exam of each patient assigned to them on the Hematology/Oncology inpatient consult service as well as all problem lists and treatment plans.
2. Students will perform an H&P on each new patient assigned to them and present the information to their attending.
3. Students will read about the conditions pertaining to their patients and present to the attending physician the pathophysiology, diagnosis, and treatment plans.
4. Students will attend the weekly Hematology/Oncology grand rounds and the weekly Clinical Management Conference and Internal Medicine Grand Rounds.

Attendance:
Students must be present every weekday. Students are allowed two excused absences for interviews during the four week rotation. This excused absence must be approved by the attending physician and course director. Any additional absences must be approved by the attending physician and course director and must be made up before the semester is completed. Documentation of such interviews must be provided to the course director. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the Course Director.

Resources for Learning:
The student is expected to use general reference material such as Harrison’s Principles of Internal Medicine and specialty texts to achieve a basic understanding of their patients’ diseases and their practical management. The resources of the fellows, residents, attending physician and consulting physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.

Participating Faculty: Course Director, Hematology/Oncology Faculty and Fellows
Texts: Harrison’s Principles of Internal Medicine, Hematology/Oncology texts as assigned by Hematology/Oncology Faculty
Hands-on Experience: Supervised evaluation and management of patients with cancer and hematological problems in the inpatient and in the outpatient setting
Self-Directed Learning: Focused review of topics directly related to the management of patients seen using the library and online resources.

Evaluation:
Students will receive an informal formative evaluation from the attending physician at the end of the first two weeks of the rotation. Students will receive a summative evaluation by the attending physician at the end of the rotation.

HOURS PER WEEK
CONF _______ HRS  WARD_______ HRS  LAB_________ HRS  LIBRARY _________HRS
OR _______ HRS  CLINIC_______ HRS  LECTURE_______ HRS  READING _________ HRS

TOTAL NUMBER OF HOURS PER WEEK: 40
Internal Medicine/Hematology/Oncology

Hematology/Oncology In-Patient Service

ELECTIVE DIRECTOR: Gary Burton, M.D.  gburto@lsuhsc.edu
ADMINISTRATIVE CONTACT: Bridget Hall, bcarr@lsuhsc.edu  PHONE: 318.813.1057
DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: Ochsner LSU Health
MAXIMUM NUMBER OF STUDENTS: 1
ELECTIVE OFFERED DURING BLOCKS: All
COURSE CODE: EMEDT  NON-LSUHSC STUDENTS ALLOWED: LCME and UQ Ochsner

Primary Goals of Elective:

To provide a comprehensive experience in caring for and managing patients with cancer and hematological disorders in the inpatient setting.

Specific Objectives:

1. Students will complete and document in Epic the history and physical exam of each patient assigned to them on the Hematology/Oncology Subspecialty Wards as well as all patient orders and daily progress notes.
2. Students will perform an H&P on each new patient assigned to them and present the information to their attending.
3. Students will read about the conditions pertaining to their patients and present a fifteen minute didactic talk twice a week to the attending physician and the Hematology/Oncology ward team about the pathophysiology, diagnosis, and treatment plans.
4. Students will attend the weekly Hematology/Oncology grand rounds and the weekly Clinical Management Conference and Internal Medicine Grand Rounds
5. Students will be present and round with their team every week day and one weekend day each week.

Attendance:

Students must be present every weekday and one weekend day each week. Students are allowed two excused absences for interviews during the four week rotation. These excused absences must be approved by the attending physician. Any additional absences must be approved by the attending physician and course director and must be made up before the semester is completed. Documentation of such interviews must be provided to the course director. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the Course Director.

Resources for Learning:

The student is expected to use general reference material such as the Washington Manual of Therapeutics and Harrison’s Principles of Internal Medicine and specialty texts to achieve a basic understanding of their patients’ diseases and their practical management. The resources of the ward team resident, attending physician, Pharm. D., dietician, and consulting physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.

   Participating Faculty: Course Director, Hematology/Oncology Ward Team Attending Physician, Hematology/Oncology Fellows
   Texts: Harrison’s Principles of Internal Medicine, Hematology/Oncology texts as assigned by Hematology/Oncology Faculty
   Hands-on Experience: Supervised evaluation and management of patients with cancer or hematological disorders in the inpatient setting
   Self-Directed Learning: Focused review of topics directly related to the management of patients seen using the library and online resources.

Evaluation:

Students will receive an informal formative evaluation from the attending physician at the end of the first two weeks of the rotation. Students will receive a summative evaluation by the attending physician at the end of the rotation.

READING ASSIGNMENTS

Hematology and Oncology Chapter in a major textbook of Medicine and in the Washington Manual of Medical Therapeutics. Computerized cases will be assigned.
**Internal Medicine/Hematology/Oncology**  
*Hematology/Oncology Out-Patient Service*

**ELECTIVE DIRECTOR:** Gary Burton, M.D.  
**ADMINISTRATIVE CONTACT:** Bridget Hall  
**PHONE:** 318.813.1057  
**DURATION OF ELECTIVE:** 4 weeks  
**LOCATION OF ELECTIVE:** Feist Weiller Cancer Center  
**MAXIMUM NUMBER OF STUDENTS:** 1  
**ELECTIVE OFFERED DURING BLOCKS:** All  
**COURSE CODE:** EMEDQ  
**NON-LSUHSC STUDENTS ALLOWED:** LCME and UQ Ochsner

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**Primary Goals of Elective:**

To provide a comprehensive experience in caring for and managing patients with cancer and hematological disorders in the outpatient setting.

**Specific Objectives:**

1. Students will complete and document in Epic the history and physical exam of each patient assigned to them in the Heme/Onc clinic as well as all problem lists and treatment plans.
2. Students will perform an H&P on each new patient assigned to them and present the information to their attending.
3. Students will read about the conditions pertaining to their patients and present to the attending physician the pathophysiology, diagnosis, and treatment plans.
4. Students will perform at least one of the following procedures: paracentesis, thoracentesis, bone marrow aspiration/biopsy, spinal taps or fine needle aspiration of superficial tumors and document the procedure in Myevaluations.
5. Students will attend the weekly Hematology/Oncology grand rounds and the weekly Clinical Management Conference and Internal Medicine Grand Rounds.

**Attendance:**

Students must be present every weekday. Students are allowed one excused absence during the two week rotation for interviews. This excused absence must be approved by the attending physician. Any additional absences must be approved by the attending physician and the course director and must be made up before the semester is completed. Documentation of such interviews must be provided to the course director. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the course director.

**Resources for Learning:**

The student is expected to use general reference material such as *Harrison’s Principles of Internal Medicine* and specialty texts to achieve a basic understanding of their patients’ diseases and their practical management. The resources of the fellows, residents, attending physician and consulting physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.

Participating Faculty: Course Director, Hematology/Oncology Clinic Faculty and Fellows  
**Texts:** *Harrison’s Principles of Internal Medicine* and Hematology/Oncology Texts as assigned by Hematology/Oncology faculty  
**Hands-on Experience:** Supervised evaluation and management of patients with cancer in the outpatient setting  
**Self-Directed Learning:** Focused review of topics directly related to the management of patients seen using the library and online resources.

**Evaluation:**

Students will receive an informal formative evaluation from the attending physician at the end of the first two weeks of the rotation. Students will receive a summative evaluation by the attending physician at the end of the rotation.

**HOURS PER WEEK**

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**TOTAL NUMBER OF HOURS PER WEEK:** 40
Internal Medicine/Infectious Diseases
Clinical Rounds in Infectious Diseases

ELECTIVE DIRECTOR(S): Andrew Chandranesan, M.D., ajoelecl@lsuhsc.edu
Administrative Contact: Maureen Moore, mmoore@lsuhsc.edu

DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: LSU Health Sciences Center
MAXIMUM NUMBER OF STUDENTS: 2
ELECTIVE OFFERED DURING BLOCKS: All

COURSE CODE: EMED
NON-LSUHSC STUDENTS ALLOWED: LCME and UQ Ochsner

Primary Goals of Elective:
To provide a comprehensive experience in caring for and managing patients with infectious disease disorders in the inpatient and outpatient setting.

Specific Objectives:
1. Students will complete and document in Epic the history and physical exam of each patient assigned to them on the Infectious Diseases consult service and in the Infectious Diseases clinic well as all problem lists and treatment plans.
2. Students will perform an H&P on each new patient assigned to them and present the information to their attending.
3. Students will read about the conditions pertaining to their patients and present to the attending physician the pathophysiology, diagnosis, and treatment plans.
4. Students will attend the weekly Infectious Disease conferences and Internal Medicine Grand Rounds.

Attendance:
Students must be present every weekday. Students are allowed two excused absences for interviews during the four week rotation. This excused absence must be approved by the attending physician. Any additional absences must be approved by the attending physician and course director and must be made up before the semester is completed. Documentation of such interviews must be provided to the course director. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the course director.

Resources for Learning:
The student is expected to use general reference material such as Harrison’s Principles of Internal Medicine and specialty texts to achieve a basic understanding of their patients’ diseases and their practical management. The resources of the fellows, residents, attending physician and consulting physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.

Participating Faculty: Course Director, Infectious Disease Faculty and Fellows
Texts: Harrison’s Principles of Internal Medicine. Infectious Disease Texts as assigned by ID faculty
Hands-on Experience: Supervised evaluation and management of patients with infectious diseases in the inpatient and outpatient setting
Self-Directed Learning: Focused review of topics directly related to the management of patients seen using the library and online resources.

Evaluation:
Students will receive an informal formative evaluation from the attending physician at the end of the first two weeks of the rotation. Students will receive a summative evaluation by the attending physician.

HOURS PER WEEK

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TOTAL NUMBER OF HOURS PER WEEK: 40
Internal Medicine/Division of Nephrology
Introduction to Clinical Nephrology

ELECTIVE DIRECTOR(S): Kenneth Abreo, M.D. kabreo@lsuhsc.edu
ADMINISTRATIVE CONTACT: Catherine Bowers, ctaylo1@lsuhsc.edu  PHONE: 318.675.7402, Room 6-317
DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: LSU Health Sciences Center
MAXIMUM NUMBER OF STUDENTS: 2
ELECTIVE OFFERED DURING BLOCKS: All
COURSE CODE: Emedn  NON-LSUHSC STUDENTS ALLOWED: LCME, UQ Ochsner, Caribbean, International

Primary Goals of Elective:
To provide a comprehensive experience in caring for and managing patients with acute and chronic kidney disease in the inpatient and outpatient setting.

Specific Objectives:
1. Students will complete and document in Epic the history and physical exam of each patient assigned to them on the Nephrology consult service and in the Nephrology clinic as well as all problem lists and treatment plans.
2. Students will perform an H&P on each new patient assigned to them and present the information to their attending.
3. Students will read about the conditions pertaining to their patients and present to the attending physician the pathophysiology, diagnosis, and treatment plans.
4. Students will attend the weekly Nephrology conferences and Internal Medicine Grand Rounds.

Attendance:
Students must be present every weekday. Students are allowed two excused absences for interviews during the four week rotation. This excused absence must be approved by the attending physician. Any additional absences must be approved by the attending physician and course director and must be made up before the semester is completed. Documentation of such interviews must be provided to the course director. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the course director.

Resources for Learning:
The student is expected to use general reference material such as Harrison’s Principles of Internal Medicine and specialty texts to achieve a basic understanding of their patients’ diseases and their practical management. The resources of the fellows, residents, attending physician and consulting physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.

Participating Faculty: Course Director, Nephrology Faculty and Fellows
Texts: Harrison’s Principles of Internal Medicine
Hands-on Experience: Supervised evaluation and management of patients with acute and chronic kidney disease in the inpatient and outpatient setting
Self-Directed Learning: Focused review of topics directly related to the management of patients seen using the library and online resources.

Evaluation:
Students will receive an informal formative evaluation from the attending physician at the end of the first two weeks of the rotation. Students will receive a summative evaluation by the attending physician.

HOURS PER WEEK
CONF 2 HRS  WARD 32 HRS  LAB _______ HRS  LIBRARY 2 HRS
OR _______ HRS  CLINIC 4 HRS  LECTURE _______ HRS  READING 4 HRS
TOTAL NUMBER OF HOURS PER WEEK: 40
Internal Medicine/Pulmonary

Pulmonary Diseases

ELECTIVE DIRECTOR(S): Robert Walter, M.D., and Robert Holladay, M.D.
ADMINISTRATIVE CONTACT: Vicki Gallagher, vjohn1@lsuhsc.edu
PHONE: 318.675.5920, Room 6-341
DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: LSU Health Sciences Center
MAXIMUM NUMBER OF STUDENTS: 2
ELECTIVE OFFERED DURING BLOCKS: All
COURSE CODE: EMEDM

Primary Goals of Elective:
To provide a comprehensive experience in caring for and managing patients with pulmonary disorders in the inpatient and outpatient setting.

Specific Objectives:
1. Students will complete and document in Epic or the VA Electronic Medical Record system the history and physical exam of each patient assigned to them on the Pulmonary consult service and in the Pulmonary clinic well as all problem lists and treatment plans.
2. Students will perform an H&P on each new patient assigned to them and present the information to their attending.
3. Students will read about the conditions pertaining to their patients and present to the attending physician the pathophysiology, diagnosis, and treatment plans.
4. Students will attend the weekly Pulmonary conferences and Internal Medicine Grand Rounds.

Attendance:
Students must be present every weekday. Students are allowed two excused absences for interviews during the four week rotation. This excused absence must be approved by the attending physician. Any additional absences must be approved by the attending physician and course director and must be made up before the semester is completed. Documentation of such interviews must be provided to the course director. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the course director.

Resources for Learning:
The student is expected to use general reference material such as Harrison’s Principles of Internal Medicine and specialty texts to achieve a basic understanding of their patients’ diseases and their practical management. The resources of the fellows, residents, attending physician and consulting physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.

Participating Faculty: Course Director, Pulmonary Faculty and Fellows
Texts: Harrison’s Principles of Internal Medicine and Pulmonary specialty texts as assigned by Pulmonary faculty.
Hands-on Experience: Supervised evaluation and management of patients with infectious diseases in the inpatient and outpatient setting
Self-Directed Learning: Focused review of topics directly related to the management of patients seen using the library and online resources.

Evaluation: Students will receive an informal formative evaluation from the attending physician at the end of the first two weeks of the rotation. Students will receive a summative evaluation by the attending physician.

HOURS PER WEEK

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TOTAL NUMBER OF HOURS PER WEEK: 40
Internal Medicine/Division of Gastroenterology

Clinical Gastroenterology

ELECTIVE DIRECTOR(S): Paul A. Jordan, M.D.  pjorda1@lsuhsc.edu
ADMINISTRATIVE CONTACT: M’Liss Sella, msella@lsuhsc.edu  PHONE: 318-675-5915, Room 6-328
DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: LSU Health Sciences Center
MAXIMUM NUMBER OF STUDENTS: 2
ELECTIVE OFFERED DURING BLOCKS: All
COURSE CODE: EMEDE  NON-LSUHSC STUDENTS ALLOWED: LCEM, UQ Ochsner, Caribbean and International

Primary Goals of Elective:
To provide a comprehensive experience in caring for and managing patients with gastrointestinal disorders in the inpatient and outpatient setting.

Specific Objectives:
1. Students will complete and document in Epic or the VA Electronic Medical Record system the history and physical exam of each patient assigned to them on the Gastroenterology consult service and in the Gastroenterology clinic well as all problem lists and treatment plans.
2. Students will perform an H&P on each new patient assigned to them and present the information to their attending.
3. Students will read about the conditions pertaining to their patients and present to the attending physician the pathophysiology, diagnosis, and treatment plans.
4. Students will attend the weekly Gastroenterology conferences and Internal Medicine Grand Rounds.

Attendance:
Students must be present every weekday. Students are allowed two excused absences for interviews during the four week rotation. This excused absence must be approved by the attending physician. Any additional absences must be approved by the attending physician and course director and must be made up before the semester is completed. Documentation of such interviews must be provided to the course director. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the course director.

Resources for Learning:
The student is expected to use general reference material such as Harrison’s Principles of Internal Medicine and specialty texts to achieve a basic understanding of their patients’ diseases and their practical management. The resources of the fellows, residents, attending physician and consulting physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.

Participating Faculty: Course Director, Gastroenterology Faculty and Fellows
Texts: Harrison’s Principles of Internal Medicine, Endocrine Texts as assigned by Endocrine faculty
Hands-on Experience: Supervised evaluation and management of patients with endocrine and metabolic disorders in the inpatient and outpatient setting
Self-Directed Learning: Focused review of topics directly related to the management of patients seen using the library and online resources.

Evaluation:
Students will receive an informal formative evaluation from the attending physician at the end of the first two weeks of the rotation. Students will receive a summative evaluation by the attending physician.
Internal Medicine
Lifestyle Medicine Outpatient Rotation

ELECTIVE DIRECTOR(S): Jennifer Singh, M.D.
DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: LSUHSC Partners in Wellness Clinic; Feist Weiller Cancer Center
ADMINISTRATIVE CONTACT: M’Liss Sella, mSELLA@LSUHSC.EDU PHONE:318-675-5915, Room 6-328
MAXIMUM NUMBER OF STUDENTS: 1
COURSE CODE: EMEDL
NON-LSUHSC STUDENTS ALLOWED: No

Prerequisite: none

Primary Goals of Selective:
To provide a comprehensive experience in applying nutrition and lifestyle interventions to treat and reverse disease in the outpatient setting.

Specific Objectives:
1. Students will attend clinic one half day weekly in Dr. Singh’s private faculty Lifestyle Medicine clinic.
2. Students will read about the conditions pertaining to patients and present to the attending physician the pathophysiology, diagnosis, and nutrition and lifestyle treatment plans.
3. Students will attend conferences, both at LSUHealth and online as available and at Dr. Singh’s discretion, covering topics pertinent to further learn the Lifestyle Medicine Core Competencies; will attend Internal Medicine Grand Rounds and MedPeds Grand Rounds.
4. When not attending clinical services or conferences, students will pursue a course of study outlined by Dr. Singh to gain knowledge and skill in the Core Competencies of Lifestyle Medicine.

Attendance:
Students must be present every weekday from 8:00 am – 5:00 pm. Students are allowed two excused absences during the four week rotation for interviews. This excused absence must be approved by the attending physician. Any additional absences must be approved by the attending physician and course director and must be made up before the semester is completed. Documentation of such interviews must be provided to the course director. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the course director.

Resources for Learning:
The student is expected to use general reference material such as Harrison’s Principles of Internal Medicine and specialty texts to achieve a basic understanding of their patients’ diseases and their practical management. The resources of the fellows, residents, attending physician and consulting physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.

Participating Faculty: Course Director, Jennifer Singh, M.D.; other faculty TBA
Texts: How Not To Die, Michael Greger, M.D.
Harrison’s Principles of Internal Medicine

Hands-on Experience: Cooperative evaluation and management of patients in Dr. Singh’s private clinic applying nutrition and lifestyle interventions to manage and reverse disease; cooperative evaluation and management of patients in other clinics where application of nutrition and lifestyle interventions are being used; experiences in other disciplines critical to the Lifestyle Medicine model – occupational therapy, physical therapy, mental health conferences, health coaching, dietician / nutrition and culinary medicine.

Self-Directed Learning: Focused review of topics directly related to the management of patients seen using the library and online resources as directed by Dr. Singh.

Evaluation:
Students will receive an informal formative evaluation from the attending physician at the end of the first two weeks of the rotation. Students will receive a summative evaluation in MyEvaluations by the attending physician.
Internal Medicine/Pediatrics
Combined Subspecialty Elective

ELECTIVE DIRECTOR(S): Lauren Beal, M.D. emitch1@lsuhsc.edu
ADMINISTRATIVE CONTACT: M’Liss Sella, msella@lsuhsc.edu Phone: 318-675-5915, Room 6-328
LOCATION OF ELECTIVE: LSU Health Sciences Center
DURATION OF ELECTIVE: 4 Weeks
MAXIMUM NUMBER OF STUDENTS: 1
ELECTIVE OFFERED DURING BLOCKS: All
COURSE CODE: EMEDP
NON-LSUHSC STUDENTS ALLOWED: LCME and UQ Ochsner

Primary Goals of Elective:
To provide a comprehensive experience in caring for and managing adult and pediatric patients in an adult and pediatric subspecialty

Specific Objectives:
1. Students will complete and document in Epic the history and physical exam of each patient assigned to them on the particular subspecialty service as well as all problem lists and treatment plans.
2. Students will perform an H&P on each new patient assigned to them and present the information to their attending.
3. Students will read about the conditions pertaining to their patients and present to the attending physician the pathophysiology, diagnosis, and treatment plans.
4. Students will attend Internal Medicine/Pediatrics Continuity clinic one half day per week.
5. Students will attend the weekly conferences for the particular subspecialty service.

Attendance:
Students must be present every weekday. Students are allowed two excused absences for interviews during the four week rotation. This excused absence must be approved by the attending physician. Any additional absences must be approved by the attending physician and course director and must be made up before the semester is completed. Documentation of such interviews must be provided to the course director. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the Course director.

Resources for Learning:
The student is expected to use general reference material such as Harrison’s Principles of Internal Medicine and specialty texts to achieve a basic understanding of their patients’ diseases and their practical management. The resources of the fellows, residents, attending physician and consulting physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.

Participating Faculty:  Course Director, Internal Medicine/Pediatrics Faculty
Texts:  Harrison’s Principles of Internal Medicine
Hands-on Experience:  Supervised evaluation and management of adult and pediatric patients in an adult and pediatric subspecialty
Self-Directed Learning:  Focused review of topics directly related to the management of patients seen using the library and online resources.

Evaluation:
Students will receive an informal formative evaluation from the attending physician at the end of the first two weeks of the rotation. Students will receive a summative evaluation by the attending physician at the end of the four week rotation.

HOURS PER WEEK
Completely dependent on the chosen electives. See individual elective descriptions.

TOTAL NUMBER OF HOURS PER WEEK  40
Internal Medicine  
Research Elective

ELECTIVE DIRECTOR(S): Steven Conrad MD  
DURATION OF ELECTIVE: 4 Weeks  
LOCATION OF ELECTIVE: LSU Health Sciences Center  
MAXIMUM NUMBER OF STUDENTS: 1  
MINIMUM NUMBER OF STUDENTS: 1  
ELECTIVE OFFERED DURING BLOCKS: All  
COURSE CODE: EMEDR  
MUST HAVE PRIOR CONSENT TO SCHEDULE  
Not offered during Blocks 5 and 6

GOALS

Independent research in the department of Medicine under the direction of a previously identified Department faculty member who may or may not be the elective director

OBJECTIVES

4. Identification of a specific research question to be addressed prior to the start of the elective.
5. Completion of a written report summarizing the research conducted during the rotation.
6. Additional project-specific objectives to be assigned by the faculty research mentor.

SPECIFIC DUTIES OF SENIOR STUDENTS

To be determined by faculty mentor in conjunction with elective director.

READING ASSIGNMENTS

To be assigned by faculty mentor depending on the assignment

Evaluation

After review of research work by research mentor and elective director, student will receive a pass/fail grade.

It is important to note that this elective cannot be used for the 8 weeks of independent research time required for the Research Distinction track, as it is to be used for fulfillment of academic credit.

HOURS PER WEEK

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TOTAL NUMBER OF HOURS PER WEEK: 32
Neurology
Adult Neurology

ELECTIVE DIRECTOR(S): Erik Burton, M.D.
PHONE: 318.675.7760

DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: LSU Health Sciences Center and/or VAMC
MAXIMUM NUMBER OF STUDENTS: 2
MINIMUM NUMBER OF STUDENTS: NA
ELECTIVE OFFERED DURING BLOCKS: All, by arrangement
COURSE CODE: ENEAU

OBJECTIVES AND/OR GOALS
This is a one month clinical elective on the adult neurology service or special clinical and/or research assignments can be arranged. The clinical rotation includes participation in consult rounds at LSU Health Sciences Center as well as participation in both general and specialty neurology clinics. Special instruction in neurological diagnostic testing can be incorporated into the rotation and this may include: EEG, EEG Telemetry, EMG, sleep studies, carotid ultrasound and evoked response. This rotation will be individually arranged through the Chairman of Neurology (Dr. Robert Schwendimann).

SPECIFIC DUTIES OF SENIOR STUDENTS
See patients under supervision of faculty in clinic and on consultation services. Attend and participate in teaching conferences and rounds. Reading assignments will be given designed to fit the elective. With special arrangements, the student can be involved in a specific research project.

READING ASSIGNMENTS
Reading assignments will be given designed to fit the elective content.

HOURS PER WEEK
CONF 5 HRS  WARD 10 HRS  LAB _____ HRS  LIBRARY _____ HRS
OR _____ HRS  CLINIC 15 HRS  LECTURE _____ HRS  READING 10 HRS
TOTAL NUMBER OF HOURS PER WEEK: 40
Primary Goals of Elective:
To acquire an extended knowledge of the principles of Sleep Medicine and the practice thereof within an academic outpatient Sleep Medicine specialty clinic.

Specific Objectives:
The student will be able to:
1. (PC) Demonstrate the ability to obtain and document a comprehensive sleep medicine history.
2. (MK) Demonstrate an understanding of the basic neuroanatomy of Sleep and Wake, with a knowledge of the neurotransmitters and structures involved.
3. (MK) Demonstrate an ability to discuss the “two-process model” of sleep-wake regulation, and describe how this may be used to understand perturbations of sleep and wake.
4. (MK, PC) Discuss the mechanisms by which sleep apnea can contribute to cardiovascular risk.
5. (PC) Demonstrate the ability to perform and document a physical exam with an emphasis on the upper airway, to establish presence of features predisposing to sleep apnea.
6. (PC, MK) Be able to discuss the pharmacologic principles and patient-relevant issues (such as adverse effects of) various types of medications used to treat daytime sleepiness.
7. (PC, MK) Be able to discuss the pharmacologic principles and patient-relevant issues (such as adverse effects of) various types of medications used as hypnotics.
8. (PC, MK) Discuss the various types of sleep diagnostic studies, including full-night polysomnogram, split night polysomnogram, titration polysomnogram, out of center sleep testing, actigraphy, and sleep logs, and be able to discuss when these should be used.
9. (PC, MK) Discuss diagnostic criteria for common sleep medicine problems, such as obstructive sleep apnea, restless legs syndrome, narcolepsy, idiopathic hypersomnia, and REM behavior disorder.
10. (PC, MK) Demonstrate the ability to perform a positive airway pressure (PAP) follow up visit, and discuss a methodical approach to troubleshooting PAP intolerance.
11. (I&CS) Communicate pertinent patient information relevant to Sleep Medicine problems to supervising providers in an efficient and logical way.
12. (SBP) Discuss health care delivery issues as related to underserved and unfunded patients with Sleep Medicine problems.
13. (PBL&I) Use online resources in investigation of clinical questions, to improve patient care, and support personal education.
14. (P) Attend all clinics and conferences attended by the clinic team and keep the team informed of their whereabouts at all times.
15. (I&CS, P, MK, PBL&I) Demonstrate the ability to present a Sleep Medicine-pertinent subject in an academic setting (Sleep Medicine Grand Rounds).
16. (MK, PC) Describe and recognize common signals used in formal polysomnographic testing, and recognize the common scored events in such studies, such as obstructive and central apneas, hypopneas, respiratory effort related arousals, and periodic limb movements of sleep.
17. (MK, PC) Describe the features of different sleep stages, and recognize these patterns on a standard polysomnogram.
SPECIFIC DUTIES OF SENIOR STUDENTS

- Students will be expected to function in a sub-intern capacity, and will be paired with a Sleep Medicine fellow for the month. Depending on the individual student’s abilities, students may see patients independently, and present cases to an attending. Documentation of these encounters will be reviewed by the attending faculty, and will be expected to be professional, accurate, concise, and relevant.
- Senior students will be expected to present an hour-long presentation at Sleep Medicine Grand Rounds in the last week of their elective. Topic will be determined during the first week of the elective.
- Students must come to the lab during testing hours to observe at least one setup, along with the initial portion of the sleep testing.
- Students will be evaluated by faculty and fellows using a standardized competency based evaluation form, and will be given a standardized test at the end of the block. Grand Rounds presentations will be given guided feedback.

Required Reading
   Chapters: 3, 4, 5, 6, 7, 8, 9, 10, 13, 14A&B, 18A&B, 21, 22
International Classification of Sleep Disorders, 3rd Ed. (2014)

HOURS PER WEEK
This is a Monday-Friday 8am-5pm experience. No night call and no weekend call is required. The exception to this is that all rotating students must come in to the Sleep Lab during testing hours (8pm) to observe at least one polysomnographic setup, along with the initial portion of a sleep study (typically we like students to see at least one REM cycle!). This is a vital portion of the rotation, as it will help “de-mystify” the experience of sleep diagnostic testing. This experience lasts 2-3 hours typically.

CONF 1 HRS  WARD 0 HRS  LAB 12 HRS  LIBRARY 4 HRS
OR 0 HRS  CLINIC 16 HRS  LECTURE 0 HRS  READING variable HRS

TOTAL NUMBER OF HOURS PER WEEK: ~40
Neurosurgery Department
Neurosurgery Service Elective

ELECTIVE DIRECTOR(S): Christina Notarianni, M. D.
DURATION OF ELECTIVE: 4 Weeks
ADMINISTRATIVE CONTACT: Cody Hanna
LOCATION OF ELECTIVE: LSUHSC, Willis Knighton Hospitals
MAXIMUM NUMBER OF STUDENTS: 2
ELECTIVE OFFERED DURING BLOCKS: ALL
COURSE NUMBER: ESURG

*** We will not consider visiting student applicants for this elective. Visiting students should apply for the inpatient acting internship selective.*

Goals and Objectives:
The student will gain more in depth knowledge on the management of neurosurgical patients with a variety of neurosurgical conditions

- Correctly perform comprehensive neurological examinations and correlate their findings to pathologic conditions in outpatient and inpatient settings.
  - The student will participate daily on inpatient rounds at LSU and examine patients daily, reporting to the chief resident
  - The student will participate in at least one outpatient clinic with an attending every week, taking a history and physical exam under the direction of the attending surgeon.
- Understand the basic steps of common neurosurgical operative procedures for cranial and spinal conditions by participating in surgery daily.
- Correctly explain and if possibly perform the steps of brain death evaluation.
- Present one patient at the weekly case conference whereby a powerpoint presentation of the brief history, exam and imaging studies are presented with a brief discussion of the pathologic condition.

The student will demonstrate professionalism and gain understanding of basic aspects of a neurosurgery practice.

- Participate in all daily morning rounds with the neurosurgical team at LSUHSC, including film review and examination of inpatient ICU and floor neurosurgical patients under the supervision of neurosurgical chief residents.
- Document attendance to the weekly neurosurgery case conference on Wednesday afternoons where residents present a neurosurgical case including history, physical exam, imaging studies, and intervention with a literature review on the disease topic.
- Participation in faculty and resident clinics, including workups of patients during clinic.

Specific Duties of Senior Students:
- Active daily participation on morning rounds with residents and faculty
- Daily participation during wards and intraoperative activities
- Active participation of weekly faculty and/or resident clinics
- Attendance of weekly departmental conferences
- Self directed reading

Reading Resources for Rotation:
- Textbooks:
  1. Greenberg Handbook of Neurosurgery
  2. Essential Neurosurgery by Andrew Kaye
Evaluation

A final evaluation will encompass the student’s performance on rounds, skills in performing a neurological examination, fundamentals of knowledge, performance in case conference presentation, and professionalism. Professionalism is defined as punctuality, interaction with faculty, staff, and patients, and maturity. There will be no written or oral examination.

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TOTAL NUMBER OF HOURS PER WEEK: _______
Neurosurgery Department
Neurosurgery Research Elective

ELECTIVE DIRECTOR(S): Christina Notarianni, M. D.
DURATION OF ELECTIVE: 4 Weeks
ADMINISTRATIVE CONTACT: Cody Hanna
LOCATION OF ELECTIVE: LSUHSC, Willis Knighton Hospitals
MAXIMUM NUMBER OF STUDENTS: 2
ELECTIVE OFFERED DURING BLOCKS: ALL
COURSE NUMBER: ENSRS
MUST HAVE PRIOR CONSENT TO SCHEDULE – Information is outlined in Moodle

Objectives and Goals:

The student will conduct an approved research project under the direction of neurosurgery faculty.

- The student will learn how to complete IRB approval and assist in IRB approval for their project
- The student will learn how to collect and maintain data for evaluation
- The student will understand basic statistical analysis of their data under the supervision of departmental faculty
- The student will learn how to write a medical research paper. He/She will be expected to produce an abstract and manuscript for faculty approval on their project
- If the research is an ongoing project or uncompleted at the end of the elective, the student will be present a powerpoint presentation of their current data and the goals of the completion of the study during one of the weekly case conferences.

Reading Assignments
Will be directed under the supervision of the faculty advisor

Grading
A final evaluation will be based on participation in the project, punctuality, maturity, and production of a manuscript at the end of the elective.

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TOTAL NUMBER OF HOURS PER WEEK: 40
Primary Goals of Elective:

This advanced clinical OB/GYN elective is designed to provide the student interested in entering OB/GYN residency with a more in-depth experience in a clinical setting. Both inpatient and outpatient patient care is involved. The experience will include high-risk obstetrics, vaginal deliveries, assisting in gynecological surgery, outpatient gynecological care/procedures and coordination of care with the health-care team.

Student must arrange this elective by speaking to Dr. Sherry Luther PERSONALLY. This is not a Family Medicine elective, but is arranged in coordination with the E.A. Conway Department of Family Medicine so that adequate housing may be assured. Housing is provided, as available.

Specific Objectives:

The student will be able to:

1) (PC, I & CS) Gather essential and accurate information about their patient and present it in an ordered meaningful way with a logical management plan.
2) (PC) Obtain accurate histories, perform thorough physical exams and develop comprehensive management plans for various medical conditions complicating pregnancy such as diabetes, hypertension and sickle cell disease.
3) (PC) Obtain accurate histories, perform thorough physical exams and develop comprehensive management plans that require hospitalization such as premature labor, Preterm Premature Rupture of Membranes, preeclampsia, intrauterine growth restriction and others.
4) (PC) Learn the evaluation process of the progress of labor and the application of internal fetal monitoring devices.
5) (PC) Perform directly supervised deliveries of uncomplicated pregnancies.
6) (PC) Make informed recommendations about diagnostic and therapeutic interventions (surgical and non-surgical) based on patient information and preferences.
7) (PC) Participate in surgical procedures as an assistant to the primary surgeon.
8) (PC) Understand and perform normal post operative care and follow up of surgical patients.
9) (PC, MK) Diagnose, evaluate and treat common ambulatory gyn problems, such as pelvic pain and irregular bleeding.
10) (PC, MK) Perform thorough and accurate well woman exams, to include breast and pelvic exam.
11) (PC) Understand when to use and how to perform common gyn office procedures such as wet prep and endometrial biopsy.
12) (MK) Demonstrate knowledge of gynecologic anatomy.
13) (MK) Evaluate and interpret lab abnormalities and formulate a response to them.
14) (MK) Evaluate antepartum and intrapartum states of mother and fetus.
15) (MK) Understand significant physiological changes of pregnancy as they are affected by medical diseases.
16) (I and CS) Present patient information and assessment to other members of the team, in an organized manner with attention to pertinent details and logical management plan.
17) (I and CS) Counsel and educate patients and their families in clinical, preoperative, operative and post operative setting.
18) (SBP) Work with health care professionals including those from other disciplines to provide patient-focused care.
19) (SBP) Understand health care delivery issues as related to the underserved female population.
20) (PBL&I) Use information technology to access information
21) (P) Work effectively and harmoniously with all members of the OB/GYN service
22) (P) Demonstrate punctuality, appropriate dress and demeanor for patient interaction
23) (P) Be present and on time for all assigned activities, and let team know where they are at all times

Resources for Learning:

Participating Faculty: Drs. Luther, Menefee and Pharr
Text: Williams Obstetrics, Williams Gynecology

Evaluation:

Students will be evaluated by faculty and residents who are assigned during the specific block period using a standardized competency based evaluation form based on the above objectives.

<table>
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<th>HOURS PER WEEK</th>
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<td>CONF __________ HRS  WARD __________ HRS  LAB __________ HRS  LIBRARY __________ HRS</td>
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<td>OR __________ HRS  CLINIC __________ HRS  LECTURE __________ HRS  READING __________ HRS</td>
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<td>TOTAL NUMBER OF HOURS PER WEEK: __________</td>
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</table>
Primary Goals of Elective:
To obtain advanced clinical and surgical experience in inpatient and outpatient care of gynecologic oncology patients.

Specific Objectives:
The student will be able to:

1. (PC) Gather essential and accurate information about their patient.

2. (PC, MK) Identify and discuss common gynecologic malignancies, most cancer pathologic types, and general recommendations for treatment.

3. (PC, MK) Apply staging criteria to make informed recommendations about diagnostic and therapeutic interventions based on patient information and preferences, up to date scientific evidence and clinical judgment.

4. (I&CS, MK) Counsel and educate patients and their families concerning their specific gyn malignancy.

5. (MK) understand anatomic relationships as specific to different gyn malignancies and surgical techniques.

6. (P, SBP) Work constructively with all members of the healthcare team in order to arrange appropriate follow up, consults requested or surveillance for gyn onc patients.

7. (P, SBP) Attend Tumor board to observe the team interaction of physicians and specialists to create management strategies for these tumor patients.

8. (P) Demonstrate punctuality, appropriate demeanor, professionalism, compassion and personal appearance for patient interactions.

Resources for Learning:
Participating Faculty: Destin Black, M.D., Robin Lacour, M.D.
Residents on rotation will provide didactic lectures on gyn onc topics.
Recommended Resource: Berek and Hacker’s Gynecologic Oncology, 6th edition

Evaluation:
The senior student will be evaluated by the faculty and/or residents who are assigned to the specific block period using a standard competency based evaluation form based on the above objectives.
The course is pass/fail.
Obstetrics/Gynecology
Reproduction Endocrinology and Infertility

Elective Director: David Vandermolen, M.D. Phone: 318 841-5800
SENIOR CLERKSHIP DIRECTOR: Mila Shah-Bruce M.D. PHONE: 318.675.5379

Duration of Elective: 2 weeks.
Location of Elective: Ark-La-Tex Fertility and Reproductive Medicine/Willis Knighton Medical Center
Maximum number of students: 1
ELECTIVE AVAILABLE DURING BLOCKS: ALL
Course Code: EOREI

Primary Goals of Elective:
To obtain an advanced understanding of clinical, surgical, and assisted reproductive technology care of reproductive endocrinology and infertility patients.

Specific Objectives:
1. (P, MK) Perform efficient and comprehensive history and physical exams.
2. (P,MK) Understand the hypothalamic-pituitary-ovarian-endometrial axis and applies that understanding to logical history, exam, differential diagnosis, and diagnostic evaluations.
3. (PBL&I) Understand and review the outcome measures used in reproductive medicine including various types of pregnancies and rates, outcome measures for various treatments including controlled ovarian hyperstimulation and in vitro fertilization, and outcome databases such as that of the Society of Assisted Reproductive Technology (SART) for in vitro fertilization outcomes.
4. (SBP) Understand the use and coordination of other care providers in preconceptual care and perioperative care.
5. (I&CS) Learn and demonstrate the effective and sensitive communication skills required in taking reproductive histories and exams, discussing reproductive care options, and in discussing and informing patients of reproductive care outcomes, positive and negative.
6. (PC) Apply appropriate evaluations and treatments for reproductive health conditions, medical, surgical, and with assisted reproductive technologies.
7. (MK) Understand the diagnosis, differential diagnosis, laboratory and imaging evaluations, roles of medical and surgical therapies, and of assisted reproductive technologies, and when each are applicable to problems of abnormal puberty, abnormal menses, hyperprolactinemia, hyperandrogenism, PCOS, endometriosis and pelvic pain, recurrent pregnancy loss, infertility, and menopause conditions.

Resources for Learning:
Participating faculty: Dr. David Vandermolen
Residents on rotation will provide case based learning discussions
Students will observe office care, surgical care, and assisted reproductive technologies including reproductive laboratory procedures
Text: Clinical Gynecologic Endocrinology and Infertility, 8th Ed. Fritz and Speroff

Evaluation:
The medical student will be evaluated by the faculty and/or residents who are assigned to rotation during the same time as the medical student. The evaluation will be done using a standardized competency form based on the above objectives. The course is pass/fail.

HOURS PER WEEK

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<th>CONF</th>
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TOTAL NUMBER OF HOURS PER WEEK: _______
Ophthalmology
Clinical Elective in Ophthalmology – Career Interest

ELECTIVE DIRECTOR(S): Thomas B. Redens, M.D.
PHONE: 318.675.5012
DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: LSU Health Sciences Center Eye Clinic
MAXIMUM NUMBER OF STUDENTS: 5
MINIMUM NUMBER OF STUDENTS: 1
ELECTIVE OFFERED DURING BLOCKS: I-III
COURSE CODE: EOPTA

**This elective requires that students keep an attendance log. Each student will be responsible for obtaining a physician’s signature each time he/she reports to work at the Eye Clinic. Blank attendance logs may be obtained from Moodle. **

OBJECTIVES AND/OR GOALS

The elective is designed for those students interested in Ophthalmology as a career. Blocks I-III are reserved for this elective to qualify students for ophthalmology match. The course will offer the student an in-depth experience in the various facets of Ophthalmology:

1. Patient work-up and management under supervision of residents and faculty.
2. Training in the use of many specific ophthalmic equipment and techniques will be offered.

SPECIFIC DUTIES OF SENIOR STUDENTS

Direct patient work-up and care under supervision. A half hour presentation to the Department is a requisite. This will be measured by the evaluations completed after the required presentation and the evaluation form provided by the Registrar’s office.

READING ASSIGNMENTS

*General Ophthalmology*, Vaughn et al., Appleton and Lange

**HOURS PER WEEK**

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<thead>
<tr>
<th>CONF</th>
<th>2 HRS</th>
<th>WARD</th>
<th>HRS</th>
<th>LAB</th>
<th>HRS</th>
<th>LIBRARY</th>
<th>HRS</th>
<th>OR</th>
<th>5 HRS</th>
<th>CLINIC</th>
<th>30 HRS</th>
<th>LECTURE</th>
<th>3 HRS</th>
<th>READING</th>
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**TOTAL NUMBER OF HOURS PER WEEK:** 40+
**Ophthalmology**

*Clinical Elective in Ophthalmology – Non-Career Interest*

**ELECTIVE DIRECTOR(S):** Thomas B. Redens, M.D.  
**PHONE:** 318.675.5012

**DURATION OF ELECTIVE:** 2-4 Weeks

**LOCATION OF ELECTIVE:** LSU Health Sciences Center Eye Clinic

**MAXIMUM NUMBER OF STUDENTS:** 3  
**MINIMUM NUMBER OF STUDENTS:** 1

**ELECTIVE OFFERED DURING BLOCKS:** 4-11

**COURSE CODE:** EOPTB (4 week code)  EOPTB2 (2 week code)

**This elective requires that students keep an attendance log. Each student will be responsible for obtaining a physician's signature each time he/she reports to work at the Eye Clinic. Blank attendance logs may be obtained from Moodle.**

**OBJECTIVES AND/OR GOALS**

A 2-4 week clinical elective in ophthalmology for students interested in more exposure to eye diseases but not considering ophthalmology as a career. Blocks IV-XI are available for this elective.

1. The students will be exposed to a broad variety of ocular disorders, the natural course of the disease, differential diagnosis and therapy. This activity will be measured by the patient log, the evaluations from residents and faculty after the mini-grand round presentation and the evaluation form at the end of the rotation.

2. The students will also gain more experience in the work-up of ocular disease and the instruments commonly used in this work-up. This activity will be measured by the patient log, the evaluations from residents and faculty after the mini-grand round presentation and the evaluation form at the end of the rotation.

**SPECIFIC DUTIES OF SENIOR STUDENTS**

The duties will depend upon the interest of the student with the ultimate objective that the student assumes evaluation and management of the patient’s condition under supervision of resident and faculty. At the end of the elective, the student will give a mini-grand round presentation to the residents and faculty.

**READING ASSIGNMENTS**

*General Ophthalmology*, Vaughn et al., Appleton and Lange

**HOURS PER WEEK**

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<tr>
<th>CONF</th>
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<td>5 HRS</td>
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**TOTAL NUMBER OF HOURS PER WEEK:** 40+
**Otolaryngology/Head & Neck Surgery**  
*Research in Otolaryngology*

ELECTIVE DIRECTOR(S): Cherie-Ann Nathan, M.D.  
PHONE: 318.675.6262  
DURATION OF ELECTIVE: 4 Weeks  
LOCATION OF ELECTIVE: LSU Health Sciences Center  
MAXIMUM NUMBER OF STUDENTS: 4  
ADMINISTRATIVE CONTACT: Amy Ray, Rm. 9-203  
MINIMUM NUMBER OF STUDENTS: 1  
ELECTIVE OFFERED DURING BLOCKS: All  
COURSE CODE: EOTR  
MUST HAVE PRIOR CONSENT TO SCHEDULE

**PRIMARY GOAL OF THE ELECTIVE**

Independent research in the Department of Otolaryngology under the direction of an identified Departmental faculty member.

**SPECIFIC OBJECTIVES**

1. Identification of a specific research question to be addressed during the elective.  
2. Completion of a research report (approximately 250 words) summarizing the research completed during the rotation. If research is to be submitted for presentation (poster or oral) or publication, this report can consist of any of the following: the abstract, actual poster in PPT format, or draft of manuscript.  
3. Additional project specific objectives to be assigned by the faculty research mentor.

**READING ASSIGNMENTS**

To be assigned by the faculty mentor depending on the research project.

**HOURS PER WEEK**

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<thead>
<tr>
<th>Activity</th>
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<th>0-4 Hrs</th>
<th>Ward</th>
<th>0-20 Hrs</th>
<th>Lab</th>
<th>0-20 Hrs</th>
<th>Library</th>
<th>5-10 Hrs</th>
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<tr>
<td>OR</td>
<td>0-10 Hrs</td>
<td>CLINIC</td>
<td>0-10 Hrs</td>
<td>LECTURE</td>
<td>0-4 HRS</td>
<td>READING</td>
<td>10-20 HRS</td>
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**TOTAL NUMBER OF HOURS PER WEEK:** 40
DESCRIPTION
The student participates in the following: dissection, gross description, microscopic description, and diagnosis of surgical pathology specimens; frozen section procedures; intradepartmental subspecialty and educational conferences; autopsies, and rotations through the Clinical Pathology laboratory. Pathology textbooks and other literature are available in the department for student use. The student attends all conferences in the pathology department and documents attendance on a log sheet. Clinical correlation with pathological findings is stressed. Time is made available for the student to review areas of special interest in pathology. Reading assignments will be suggested after discussion with the student.

1. GOAL: Become familiar with the different subspecialties of Pathology (AP & CP)
   OBJECTIVES:
   a. Attendance at morning/afternoon sign-out, didactic lectures, and journal/research club, and other conferences.
   b. Participation in all activities of surgical pathology including frozen sections, specimen examination and reporting, conferences, and autopsies.
   c. Rotation through and completion of tasks in each of the areas of Clinical Pathology as listed on the log sheet
   d. Daily communication with the Director

2. GOAL: Gain an understanding of the pathologist's role in patient care and management decision making.
   OBJECTIVES:
   a. Observation of intra-operative consultation, fine-needle aspiration, blood transfusion and plasmapheresis to understand how specimens are obtained, preserved, examined, processed, diagnosed, and reported.
   b. Attendance at tumor board conferences to understand expected components of a surgical pathology report and acceptable turn-around times for patient reports.
   c. Completion of the log sheet as each case type is observed.

3. GOAL: Gain competency in gross examination and processing of routine specimens and identify common pathologic lesions.
   OBJECTIVES:
   a. Observation of gross examination of different organs at intra-operative consultation, as well as in the gross room.
   b. Identification of various tissues and organ structures.
   c. Attendance at daily slide review with residents.
   d. Attendance at surgical microscopic sign-out on assigned days.
   e. Completion of the log sheet as each case type is observed.

4. GOAL: Understand the three phases of laboratory diagnostics (i.e., pre-analytical, analytical, post-analytical).
   OBJECTIVES:
   a. Interpretation of laboratory test results in microbiology, hematology, chemistry, and blood bank.
   b. Daily communication with the Director

5. GOAL: Become familiar with and be able to perform common procedures (e.g. H&E & DQ staining) OBJECTIVES:
   a. Observation and participation in staining of slides during intra-operative consultations and fine-needle aspirations.
   b. Attendance in the histology laboratory, learning the basics of tissue processing and slide preparation
   c. Attendance in the microbiology laboratory, learning how to process and read Gram stains.
   d. Completion of the log sheet as each task is performed.
6. GOAL: Students will demonstrate their knowledge of disease pathophysiology and the role of pathology in patient care

OBJECTIVES:

a. Presentation to the AP/CP faculty and residents, based on an interesting case or topic encountered during their LSU experience

RECOMMENDED READING:

1. Rubin’s Pathology: Rubin, Strayer
   or Robbins Pathologic Basis of Disease, Robbins, Cotran, Kumar
2. Quick Compendium of Clinical Pathology, Mais (Department Copy)
3. The Practice of Surgical Pathology, Molavi (Department Copy)

SCHEDULE: The 4-week rotation includes 12 days in AP (frozen, gross, microscopy, sign-out, cytopathology, and forensics) and 8 days in CP (Blood bank, Hematology, Chemistry, Point-of-Care, Molecular, Microbiology). First day: report to Dr. Flowers (room 2-318B at 8:30 a.m. and a schedule will be provided at that time. Meet with either director before leaving (5:00 p.m.) on a daily basis.

ATTENDANCE: To accommodate students’ travel needs for post-graduate interviews, during the timeframe from October 1st through January 30th, 1 excused absence will be allowed per week of the rotation. A copy of the student’s travel itinerary must be submitted to the course directors in order to be considered an excused absence. During the remainder of the academic year, only 2 excused absences will be allowed during this rotation. Excused absences over the allowed limit, and all unexcused absences must be made up in order to receive credit for the rotation. The requirements for making up lost time will be assigned at the discretion of the director.

ASSESSMENT: Comprised of attendance, daily completion of assignments/rotation requirements, periodic question and answer sessions with staff, and the final presentation.

APPROVAL: For all internal and external applicants, a letter of intent and CV must be sent to Ms. LaChance for review prior to scheduling a rotation.

HOURS PER WEEK

CONF ___ 5 ___ HRS WARD_____ HRS  LAB 10 HRS  LIBRARY ___10___ HRS
OR _____HRS  CLINIC_____ HRS  LECTURE _____5____ HRS  READING 10 HRS

TOTAL NUMBER OF HOURS PER WEEK ____40____
**Goals:**
1. Perform history, physical examination, as well as oral and written presentations appropriate for pediatric cardiology
2. Develop appropriate communication and ability to interact with patients, families, and peers
3. Prioritize and organize work effectively
4. Apply ancillary studies appropriately to patient care and be able to reassess the problem after applying studies with the clinical presentation
5. Exhibit professionalism in patient and colleague interaction. Be a role model for peers.
6. Develop efficient interaction as a “team player” and support the clinical service

**Objectives:**

**Patient Care**
- Become familiar with the basic cardiac history and physical examination in children and how to differentiate functional from pathologic murmurs
- Learn to recognize the components of a normal ECG and common ECG and rhythm abnormalities; be able to approach the CXR in evaluation of pediatric heart evaluation; be exposed to the basic utilization of echocardiography and Doppler evaluation of the heart.
- Understand the appropriate testing to support the clinical problem and apply appropriately
- Develop basic evidence based treatment and follow up protocols for specific cardiac disease

**Medical Knowledge**
- Familiarize the senior student with common problems seen in pediatric cardiology
- Learn the common congenital and acquired cardiac lesions presenting in pediatrics
- Develop basic understanding of cardiac physiology and hemodynamics particularly as applied to congenital heart disease
- Learn the basics of therapy for congestive heart failure, arrhythmias, acquired cardiac conditions and the management of common congenital heart defects

**Interpersonal and Communication Skills**
- Communicate effectively with patients and families at the appropriate level for their background and acuity of illness
- Communicate in a comfortable and reassuring manner, alleviating concern and anxiety as possible
- Organize and clearly present patient notes at a level compatible with complexity and care
- Provide basic level summary and education to patients and families regarding the cardiac problem

**Professionalism**
- Be timely and dependable in duties on the cardiology rotation
- Exhibit honesty, respect, compassion, accountability, and integrity in interacting with the patients/families, the cardiology team, other professionals, and ancillary personnel
- Be a role model for the developing physician and their peers

**Practice-Based Learning and Improvement**
- Demonstrate self-directed learning habits – regular reading and review of cardiology topics; interact at an appropriate level for rounds and discussions; develop presentations on topics for the team; incorporate feedback in a system to resolve deficiencies and improve self
- Assess resources that utilize evidence based practices to enhance patient care. Be appropriately critical of controversial evaluation and care recommendations.

**Systems-Based Practice**
- Develop appropriate utilization of ancillary support testing, consultation, and referral for services such as specialty care, social work, OT/PT, nutrition, and respiratory therapy

**SPECIFIC DUTIES OF SENIOR STUDENTS**
- Attend all pediatric cardiology clinics (M, T, Th, F)
Answer pediatric cardiology consultations with the attending and provide continuity of follow up
Reading of ECG’s, holter evaluations, echocardiogram and Doppler studies with the attending
Attend selected consultations in off-site hospitals
Attend exercise tests and other non-invasive testing as directed
Attend morning report, pediatric grand rounds, and pediatric conferences as available
Present topic review and literature search as requested
Sit in on didactic lectures on variety of subjects during rotation
Interact and share workload with other students and pediatric residents on rotation

READING ASSIGNMENTS
• Park, MK  The Pediatric Cardiology handbook, (provided)
• Park, MK  How to Read Pediatric ECG’s
• Driscoll, DJ  Fundamentals of Pediatric Cardiology
• Appropriate sections of Nelson’s Essentials of Pediatrics
**Pediatrics**

*Pediatric Endocrinology*

**DIRECTOR:** Neslihan Gungor, M.D.

**CONTACT:** Margaret Fletcher 318.675.6070

**LOCATION:** Medical School, 4-312

**DURATION:** 2 Weeks

**MAX # OF STUDENTS:** 2

**BLOCKS OFFERED:** All

**COURSE CODE:** EPEDD2

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**Goals:**

1. Focusing histories, physicals, and oral and written communication appropriately.
2. Sharing information effectively with a patient and family.
3. Prioritizing and organizing work effectively.
4. Continuing to think about and re-assess the patient during the course of their disease.
5. Functioning as a “team player” with residents, attendings, nurses, ancillary staff and all others involved in the care of the patient.

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**Objectives:**

**Patient Care**

- Independently collect focused and comprehensive, developmentally appropriate patient histories and physical examinations.
- Develop a prioritized and inclusive problem list.
- Summarize interval patient information and rationale for ongoing clinical management.
- Suggest appropriate diagnostic tests for the patient’s chief complaint and other medical problems.

**Medical Knowledge**

- Identify criteria for admission and discharge from the hospital.
- Describe the signs and symptoms that suggest deterioration or improvement of a patient’s clinical condition.
- List drugs of choice and rationale for their use in common pediatric illnesses.
- Identify contraindications to therapeutic drug use in children of different ages and/or diagnoses.
- Calculate fluid and electrolyte requirements for children based on weight, caloric expenditure, diagnosis, and fluid status.

**Interpersonal and Communication Skills**

- Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds.
- Provide education and patient instructions to patients and families, using written or visual methods, taking into account their health literacy level.
- Write organized, appropriately focused, and accurate patient notes.

**Professionalism**

- Demonstrate personal accountability, integrity, compassion, respect, altruism, and empathy when interacting with all members of the health care team, patients and their families, in order to provide the best patient care.
- Demonstrate punctuality and ability to complete patient care tasks efficiently.

**Practice-Based Learning and Improvement**

- Demonstrate self-directed learning in daily practice
  - Identify strengths, deficiencies, and limits in one’s knowledge and clinical skills through self-evaluation
  - Develop a plan for improvement, perform appropriate learning activities, solicit and incorporate feedback
- Demonstrate evidence-based clinical practice
  - Access appropriate resources to answer clinical questions
  - Critically appraise relevant literature and incorporate it into patient care

**Systems-Based Practice**

- Demonstrate the appropriate utilization of consultants, including social workers, nutritionist, physical therapists, etc.

**SPECIFIC DUTIES OF SENIOR STUDENTS**

- Attend clinics and conferences.
- Write notes on patients seen.
- See consult patients.

**READING ASSIGNMENTS**

- Individualized to student needs.
**Goals:**
1. Focusing histories, physicals, and oral and written communication appropriately.
2. Sharing information effectively with a patient and family.
3. Prioritizing and organizing work effectively.
4. Continuing to think about and re-assess the patient during the course of their disease.
5. Functioning as a “team player” with residents, attendings, nurses, ancillary staff and all others involved in the care of the patient.

**Objectives:**
**Patient Care**
- Independently collect focused and comprehensive, developmentally appropriate patient histories and physical examinations
- Develop a prioritized and inclusive problem list
- Summarize interval patient information and rationale for ongoing clinical management
- Suggest appropriate diagnostic tests for the patient’s chief complaint and other medical problems

**Medical Knowledge**
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- Describe the signs and symptoms that suggest deterioration or improvement of a patient’s clinical condition
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- Identify contraindication to therapeutic drug use in children of different ages and/or diagnoses
- Calculate fluid and electrolyte requirements for children based on weight, caloric expenditure, diagnosis, and fluid status

**Interpersonal and Communication Skills**
- Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds
- Provide education and patient instructions to patients and families, using written or visual methods, taking into account their health literacy level
- Write organized, appropriately focused, and accurate patient notes

**Professionalism**
- Demonstrate personal accountability, integrity, compassion, respect, altruism, and empathy when interacting with all members of the health care team, patients and their families, in order to provide the best patient care
- Demonstrate punctuality and ability to complete patient care tasks efficiently

**Practice-Based Learning and Improvement**
- Demonstrate self-directed learning in daily practice
  - Identify strengths, deficiencies, and limits in one’s knowledge and clinical skills through self-evaluation
  - Develop a plan for improvement, perform appropriate learning activities, solicit and incorporate feedback
- Demonstrate evidence-based clinical practice
  - Access appropriate resources to answer clinical questions
  - Critically appraise relevant literature and incorporate it into patient care

**Systems-Based Practice**
- Demonstrate the appropriate utilization of consultants, including social workers, nutritionists, physical therapists, etc.

**SPECIFIC DUTIES OF SENIOR STUDENTS**
- Interview and see all patients with gastrointestinal or liver disease on the wards and in the nursery.
- Attend GI subspecialty clinic, meetings and all conferences relating to Gastrointestinal Diseases.
- Read and discuss what was read with the course director.

**READING ASSIGNMENTS**
- To be assigned. There are several pediatric GI texts kept in the division office.
Goals:
1. Focusing histories, physicals, and oral and written communication appropriately.
2. Sharing information effectively with a patient and family.
3. Prioritizing and organizing work effectively.
4. Continuing to think about and re-assess the patient during the course of their disease.
5. Functioning as a "team player" with residents, attendings, nurses, ancillary staff and all others involved in the care of the patient.

Objectives:

Patient Care
- Independently collect focused and comprehensive, developmentally appropriate patient histories and physical examinations
- Develop a prioritized and inclusive problem list
- Summarize interval patient information and rationale for ongoing clinical management
- Suggest appropriate diagnostic tests for the patient’s chief complaint and other medical problems

Medical Knowledge
- Identify criteria for admission and discharge from the hospital
- Describe the signs and symptoms that suggest deterioration or improvement of a patient’s clinical condition
- List drugs of choice and rationale for their use in common pediatric illnesses
- Identify contraindications to therapeutic drug use in children of different ages and/or diagnoses
- Calculate fluid and electrolyte requirements for children based on weight, caloric expenditure, diagnosis, and fluid status

Interpersonal and Communication Skills
- Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds
- Provide education and patient instructions to patients and families, using written or visual methods, taking into account their health literacy level
- Write organized, appropriately focused, and accurate patient notes

Professionalism
- Demonstrate personal accountability, integrity, compassion, respect, altruism, and empathy when interacting with all members of the health care team, patients and their families, in order to provide the best patient care
- Demonstrate punctuality and ability to complete patient care tasks efficiently

Practice-Based Learning and Improvement
- Demonstrate self-directed learning in daily practice
  - Identify strengths, deficiencies, and limits in one’s knowledge and clinical skills through self-evaluation
  - Develop a plan for improvement, perform appropriate learning activities, solicit and incorporate feedback
- Demonstrate evidence-based clinical practice
  - Access appropriate resources to answer clinical questions
  - Critically appraise relevant literature and incorporate it into patient care

Systems-Based Practice
- Demonstrate the appropriate utilization of consultants, including social workers, nutritionist, physical therapists, etc.

SPECIFIC DUTIES OF SENIOR STUDENTS
- See consults and follow the patients throughout their hospital stay. Write initial consult and follow-up progress notes.
- Attend daily rounds with the faculty attending
- Attend Peds ID Clinic on Wednesday (LSU) and Thursday (WK) mornings
- Attend all daily Pediatric Department conferences and Infectious Disease Journal Club weekly.
- Participate in a small project during the elective period (i.e., chart review, literature review).

READING ASSIGNMENTS
Based on assigned patients and topics, utilizing current textbooks, journals and online resources.
**Pediatrics**

*Pediatric Hematology/Oncology*

**DIRECTOR:** Majed Jeroudi, M.D.

**CONTACT:** Cheryl Gafford 318.626.2001

**LOCATION:** Feist-Weiller Cancer Center, Room B118

**DURATION:** 4 Weeks or 2 Weeks

**MAX # OF STUDENTS:** 2

**BLOCKS OFFERED:** All

**COURSE CODE:** EPEDC (4 week code) OR EPEDC2 (2 week code)

**Goals:**
1. Focusing histories, physicals, and oral and written communication appropriately.
2. Sharing information effectively with a patient and family.
3. Prioritizing and organizing work effectively.
4. Continuing to think about and re-assess the patient during the course of their disease.
5. Functioning as a “team player” with residents, attendings, nurses, ancillary staff and all others involved in the care of the patient.

**Objectives:**

**Patient Care**
- Independently collect focused and comprehensive, developmentally appropriate patient histories and physical examinations.
- Develop a prioritized and inclusive problem list.
- Summarize interval patient information and rationale for ongoing clinical management.
- Suggest appropriate diagnostic tests for the patient’s chief complaint and other medical problems.

**Medical Knowledge**
- Identify criteria for admission and discharge from the hospital.
- Describe the signs and symptoms that suggest deterioration or improvement of a patient’s clinical condition.
- List drugs of choice and rationale for their use in common pediatric illnesses.
- Identify contraindications to therapeutic drug use in children of different ages and/or diagnoses.
- Calculate fluid and electrolyte requirements for children based on weight, caloric expenditure, diagnosis, and fluid status.

**Interpersonal and Communication Skills**
- Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds.
- Provide education and patient instructions to patients and families, using written or visual methods, taking into account their health literacy level.
- Write organized, appropriately focused, and accurate patient notes.

**Professionalism**
- Demonstrate personal accountability, integrity, compassion, respect, altruism, and empathy when interacting with all members of the health care team, patients and their families, in order to provide the best patient care.
- Demonstrate punctuality and ability to complete patient care tasks efficiently.

**Practice-Based Learning and Improvement**
- Demonstrate self-directed learning in daily practice
  - Identify strengths, deficiencies, and limits in one’s knowledge and clinical skills through self-evaluation
  - Develop a plan for improvement, perform appropriate learning activities, solicit and incorporate feedback
- Demonstrate evidence-based clinical practice
  - Access appropriate resources to answer clinical questions
  - Critically appraise relevant literature and incorporate it into patient care

**Systems-Based Practice**
- Demonstrate the appropriate utilization of consultants, including social workers, nutritionist, physical therapists, etc.

**SPECIFIC DUTIES OF SENIOR STUDENTS**
- See new consults and present on rounds.
- Attend pediatric hematology/oncology clinics.
- Attend scheduled lectures/conferences in general pediatrics and pediatric hematology/oncology.
- Case based learning.
- Prepare a written review on 1 topic in pediatric hematology/oncology to be completed by the end of the rotation

**READING ASSIGNMENTS**
From texts provided by elective director or through literature review on topics relating to patients seen during the rotation.

55
Goals
1. Understand the principles of managing neonates with serious illnesses
2. Perform initial stabilization of the infant

Objectives

Patient care
- Attended & or actively participated in the resuscitation and initial stabilization of babies at or post-delivery, specifically to establish and maintain airway and respiratory support and thermal neutral environment.
- Obtain focused histories, physical examination, and written and oral communication appropriate to the infant’s condition.
- Develop a prioritized and inclusive problem list.
- Suggest appropriate diagnostic tests for the patient’s chief complaint and other problems.
- Summarize interval patient information and rationale for ongoing clinical management.
- Continuing to think about and re-assess the patient during the course of their disease.

Medical knowledge
- Identify criteria for admission and discharge from NICU.
- Describe the signs and symptoms that suggest deterioration or improvement of a patient’s clinical condition.
- List drugs of choice and rationale for their use in common illnesses in patients admitted to NICU.
- Identify contraindications to therapeutic drug use in children of different ages and/or diagnoses.
- Calculate fluid and nutrition requirements for neonates based on weight, diagnosis, and clinical status.

Interpersonal and Communication Skills
- Communicate effectively with families across a broad range of socioeconomic and cultural backgrounds.
- Provide education and instructions to families, using written or visual methods, taking into account their health literacy level.
- Write organized, appropriately focused, and accurate patient notes.

Professionalism
- Demonstrate personal accountability, integrity, compassion, respect, altruism, and empathy when interacting with all members of the health care team, patients and their families, in order to provide the best patient care.
- Demonstrate punctuality and ability to complete patient care tasks efficiently.

Practice-Based Learning and Improvement
- Demonstrate self-directed learning in daily practice.
- Identify strengths, deficiencies, and limits in one’s knowledge and clinical skills through self-evaluation.
- Develop a plan for improvement, perform appropriate learning activities, solicit and incorporate feedback.
- Demonstrate evidence-based clinical practice
  - Access appropriate resources to answer clinical questions.
  - Critically appraise relevant literature and incorporate it into patient care.

Systems-Based Practice
- Demonstrate the appropriate utilization of consultants, including social workers, nutritionist, physical therapists, etc.
- Functioning as a “team player” with residents, attendings, nurses, ancillary staff and all others involved in the care of the patient.

SPECIFIC DUTIES OF THE SENIOR STUDENT
- Attend teaching rounds, all educational sessions for neonatology, observe and assist as appropriate in resuscitation and other procedures
- Follow assigned patients daily under the direct supervision of a Neonatology Faculty.
- Undertake procedures under the direct supervision of a Senior Pediatric Resident or NNP as assigned by Faculty.

READING ASSIGNMENTS
Handouts which cover specific areas are given prior to the rotation. The student is recommended to take the Neonatal Resuscitation Program provider course before the elective if possible.
Pediatrics
Pediatric Critical Care

DIRECTOR: Rebecca Green, M.D.
CONTACT: Dr. Green 318.518.3915
LOCATION: Hospital PICU, SJ
DURATION: 2 weeks
MAX # OF STUDENTS: 1
BLOCKS OFFERED: All
COURSE CODE: EPEDR2

**Arrive at 8 am in PICU on the first day of rotation.**

Goals:
1. Focusing histories, physicals, and oral and written communication appropriately.
2. Sharing information effectively with a patient and family.
3. Prioritizing and organizing work effectively.
4. Continuing to think about and re-assess the patient during the course of their disease.
5. Functioning as a “team player” with physicians, nurses, ancillary staff and all others involved in the care of the patient.

Objectives:
Patient Care
- Independently collect focused and comprehensive, developmentally appropriate patient histories and physical examinations
- Develop a prioritized and inclusive problem list
- Summarize interval patient information and rationale for ongoing clinical management
- Suggest appropriate diagnostic tests for the patient’s chief complaint and other medical problems

Medical Knowledge
- Identify criteria for admission and discharge from the intensive care unit
- Describe the signs and symptoms that suggest deterioration or improvement of a patient’s clinical condition
- List drugs of choice and rationale for their use in common pediatric illnesses
- Identify contraindications to therapeutic drug use in children of different ages and/or diagnoses
- Calculate fluid and electrolyte requirements for children based on weight, caloric expenditure, diagnosis, and fluid status

Interpersonal and Communication Skills
- Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds
- Provide education and patient instructions to patients and families, using written or visual methods, taking into account their health literacy level
- Write organized, appropriately focused, and accurate patient notes

Professionalism
- Demonstrate personal accountability, integrity, compassion, respect, altruism, and empathy when interacting with all members of the health care team, patients and their families, in order to provide the best patient care
- Demonstrate punctuality and ability to complete patient care tasks efficiently

Practice-Based Learning and Improvement
- Demonstrate self-directed learning in daily practice
  - Identify strengths, deficiencies, and limits in one’s knowledge and clinical skills through self-evaluation
  - Develop a plan for improvement, perform appropriate learning activities, solicit and incorporate feedback
- Demonstrate evidence-based clinical practice
  - Access appropriate resources to answer clinical questions
  - Critically appraise relevant literature and incorporate it into patient care

Systems-Based Practice
- Demonstrate the appropriate utilization of consultants, including social workers, nutritionist, physical therapists, etc.

SPECIFIC DUTIES OF SENIOR STUDENTS
- Follow one PICU patient - presenting that patient on rounds - being responsible for that patient’s care.
- Read and discuss topics related to the student’s patient and to general PICU topics.
- Attend Pediatric and Critical Care conferences daily.
- If desired - may be called at night for interesting patients.

READING ASSIGNMENTS
- Selected articles
- Textbook of Pediatric Critical Care - selected chapters
Goals:
1. Focusing histories, physicals, and oral and written communication appropriately.
2. Sharing information effectively with a patient and family.
3. Prioritizing and organizing work effectively.
4. Continuing to think about and re-assess the patient during the course of their disease.
5. Functioning as a “team player” with residents, attendings, nurses, ancillary staff and all others involved in the care of the patient.

Objectives:

Patient Care
- Independently collect focused and comprehensive, developmentally appropriate patient histories and physical examinations.
- Develop a prioritized and inclusive problem list.
- Summarize interval patient information and rationale for ongoing clinical management.
- Suggest appropriate diagnostic tests for the patient’s chief complaint and other medical problems.

Medical Knowledge
- Identify criteria for admission and discharge from the hospital.
- Describe the signs and symptoms that suggest deterioration or improvement of a patient’s clinical condition.
- List drugs of choice and rationale for their use in common pediatric illnesses.
- Identify contraindications to therapeutic drug use in children of different ages and/or diagnoses.
- Calculate fluid and electrolyte requirements for children based on weight, caloric expenditure, diagnosis, and fluid status.

Interpersonal and Communication Skills
- Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds.
- Provide education and patient instructions to patients and families, using written or visual methods, taking into account their health literacy level.
- Write organized, appropriately focused, and accurate patient notes.

Professionalism
- Demonstrate personal accountability, integrity, compassion, respect, altruism, and empathy when interacting with all members of the health care team, patients and their families, in order to provide the best patient care.
- Demonstrate punctuality and ability to complete patient care tasks efficiently.

Practice-Based Learning and Improvement
- Demonstrate self-directed learning in daily practice
  - Identify strengths, deficiencies, and limits in one’s knowledge and clinical skills through self-evaluation
  - Develop a plan for improvement, perform appropriate learning activities, solicit and incorporate feedback
- Demonstrate evidence-based clinical practice
  - Access appropriate resources to answer clinical questions
  - Critically appraise relevant literature and incorporate it into patient care

Systems-Based Practice
- Demonstrate the appropriate utilization of consultants, including social workers, nutritionist, physical therapists, etc.

Specific Duties of Senior Students
- Attend all relative rounds, clinics, and lectures with the Elective Director. A schedule will be given the first day of the rotation or emailed sooner at your request, if available.

Reading Assignments
- Pediatric pulmonary chapter in any Pediatric text
- Asthma guidelines found on NHLBI website
- Additional reading may be given at start of rotation
**MUST HAVE PRIOR CONSENT TO SCHEDULE**

Goals:
1. Understanding the similarities and differences between clinical research and routine patient care.
2. Sharing research-related information effectively with other clinicians and staff.
3. Prioritizing and organizing work effectively.
4. Functioning as a "team player" with attendings, ancillary staff and others involved in research studies.

Objectives:

Research Project
- Develop hypotheses for evaluation during the rotation using clinical, translational or basic science techniques, as appropriate.
- Independently collect data for a clinical research project or quality improvement project in Pediatrics

Knowledge
- Identify key principles for the ethical conduct of clinical research.
- Identify the common ethical conflicts presented by clinical research and the measures that can be implemented to protect subjects.

Interpersonal and Communication Skills
- Write organized, appropriately focused, and accurate research notes
- Organize data into presentable formats (digital, poster, oral presentation).

Professionalism
- Demonstrate personal accountability and respect when interacting with members of the research team.
- Demonstrate punctuality and ability to complete research-related tasks efficiently.

Systems-Based Practice
- Demonstrate the appropriate utilization of research infrastructure to answer clinical questions.

SPECIFIC DUTIES OF SENIOR STUDENTS
- The senior student will work directly under the supervision of a member of the Pediatric faculty on a clinical, translational or basic research project.

READING ASSIGNMENTS
- Arranged with faculty advisors specific to project area.
Goals:
1. Focusing histories, physicals, and oral and written communication appropriately.
2. Sharing information effectively with a patient and family.
3. Prioritizing and organizing work effectively.
4. Continuing to think about and re-assess the patient during the course of their disease.
5. Functioning as a “team player” with residents, attendings, nurses, ancillary staff and all others involved in the care of the patient.

Objectives:

Patient Care
- Independently collect focused and comprehensive, developmentally appropriate patient histories and physical examinations
- Develop a prioritized and inclusive problem list
- Summarize interval patient information and rationale for ongoing clinical management
- Suggest appropriate diagnostic tests for the patient’s chief complaint and other medical problems

Medical Knowledge
- Identify criteria for admission and discharge from the hospital
- Describe the signs and symptoms that suggest deterioration or improvement of a patient’s clinical condition
- Identify contraindications to therapeutic drug use in children of different ages and/or diagnoses

Interpersonal and Communication Skills
- Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds
- Provide education and patient instructions to patients and families, using written or visual methods, taking into account their health literacy level
- Write organized, appropriately focused, and accurate patient notes

Professionalism
- Demonstrate personal accountability, integrity, compassion, respect, altruism, and empathy when interacting with all members of the health care team, patients and their families, in order to provide the best patient care
- Demonstrate punctuality and ability to complete patient care tasks efficiently

Practice-Based Learning and Improvement
- Demonstrate self-directed learning in daily practice
- Identify strengths, deficiencies, and limits in one’s knowledge and clinical skills through self-evaluation
- Develop a plan for improvement, perform appropriate learning activities, solicit and incorporate feedback
- Demonstrate evidence-based clinical practice
- Access appropriate resources to answer clinical questions
- Critically appraise relevant literature and incorporate it into patient care

Systems-Based Practice
- Demonstrate the appropriate utilization of consultants, including social workers, nutritionist, physical therapists, etc.

SPECIFIC DUTIES OF SENIOR STUDENTS
The senior student will work directly under the supervision of a member of the Pediatric faculty.
Pediatrics
Pediatric Rheumatology

DIRECTOR: Sarwat Umer, M.D.
CONTACT: Carole Woodruff  318.675.5955
LOCATION: Medical School, 6-318
DURATION: 4 weeks and 2 weeks
MAX # OF STUDENTS: 2
BLOCKS OFFERED: All except 6 & 7
COURSE CODE: EPEDS (4 week code) EPEDS2 (2 week code)

Goals:
1. Focusing histories, physicals, and oral and written communication appropriately.
2. Sharing information effectively with a patient and family.
3. Prioritizing and organizing work effectively.
4. Continuing to think about and re-assess the patient during the course of their disease.
5. Functioning as a “team player” with residents, attendings, nurses, ancillary staff and all others involved in the care of the patient.

Objectives:
Patient Care
- Independently collect focused and comprehensive, developmentally appropriate patient histories and physical examinations in the context of childhood rheumatic diseases.
- Develop a prioritized and inclusive problem list.
- Summarize interval patient information and rationale for ongoing clinical management.
- Suggest appropriate diagnostic tests for the patient’s chief complaint and other medical problems.

Medical Knowledge
- Recognize common conditions presenting with musculoskeletal pain in children
- Improve knowledge of diagnostic tests used in pediatric rheumatology
- Review pathophysiology, diagnosis and management of rheumatic diseases in children, including JIA, juvenile dermatomyositis, SLE, vasculitis and auto-inflammatory diseases
- Become familiar with the use and complications of immunosuppressive medications including biologic agents

Interpersonal and Communication Skills
- Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds.
- Provide education and patient instructions to patients and families, using written or visual methods, taking into account their health literacy level.
- Write organized, appropriately focused, and accurate patient notes.

Professionalism
- Demonstrate personal accountability, integrity, compassion, respect, altruism, and empathy when interacting with all members of the health care team, patients and their families, in order to provide the best patient care.
- Demonstrate punctuality and ability to complete patient care tasks efficiently.

Practice-Based Learning and Improvement
- Demonstrate self-directed learning in daily practice
  o Identify strengths, deficiencies, and limits in one’s knowledge and clinical skills through self-evaluation
  o Develop a plan for improvement, perform appropriate learning activities, solicit and incorporate feedback
- Demonstrate evidence-based clinical practice
  o Access appropriate resources to answer clinical questions
  o Critically appraise relevant literature and incorporate it into patient care

Systems-Based Practice
- Review normal musculoskeletal physical exam
- Differentiate arthralgia from arthritis
- Demonstrate the appropriate utilization of consultants, including social workers, physical and occupational therapists

SPECIFIC DUTIES OF SENIOR STUDENTS
- Pediatric rheumatology clinics are held on Monday afternoons and Tuesday all day. There is a multidisciplinary rheumatology clinic with physical and occupational therapy at Shriners’ Hospital on the first Wednesday of every month. The student also attends Pediatric Grand Rounds and other appropriate Departmental conferences. There are case discussions, core lectures and journal club with adult and pediatric rheumatology on Fridays. Students are encouraged to present a topic or case presentation during their rotation. There may be opportunities to participate in a small project or case report during the elective period.
• Rounds made daily with the faculty attending. All rheumatology consults are seen and informal teaching sessions are conducted. Students follow each case, see consults initially and write consultation and progress notes under the direction and guidance of the faculty attending. There may be opportunities for observing arthrocentesis and intra-articular steroid injection therapy.

READING ASSIGNMENTS

A reading list of recent review articles in pediatric rheumatology will be provided.
Pediatrics

Pediatric Nephrology

DIRECTOR: Radhakrishna Baliga, M.D.
CONTACT: Jolinda Carlton, 318.675.8631
LOCATION: Medical School, S-243
DURATION: 2 weeks
MAX # OF STUDENTS: 1
BLOCKS OFFERED: All
COURSE CODE: EPENP2

Goals:
1. Focusing histories, physicals, and oral and written communication appropriately.
2. Sharing information effectively with a patient and family.
3. Prioritizing and organizing work effectively.
4. Continuing to think about and re-assess the patient during the course of their disease.
5. Functioning as a “team player” with residents, attendings, nurses, ancillary staff and all others involved in the care of the patient.

Objectives:

Patient Care
- Independently collect focused and comprehensive, developmentally appropriate patient histories and physical examinations.
- Develop a prioritized and inclusive problem list.
- Summarize interval patient information and rationale for ongoing clinical management.
- Suggest appropriate diagnostic tests for the patient’s chief complaint and other medical problems.

Medical Knowledge
- Identify criteria for admission and discharge from the hospital.
- Describe the signs and symptoms that suggest deterioration or improvement of a patient’s clinical condition.
- List drugs of choice and rationale for their use in common pediatric illnesses.
- Identify contraindications to therapeutic drug use in children of different ages and/or diagnoses.
- Calculate fluid and electrolyte requirements for children based on weight, caloric expenditure, diagnosis, and fluid status.

Interpersonal and Communication Skills
- Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds.
- Provide education and patient instructions to patients and families, using written or visual methods, taking into account their health literacy level.
- Write organized, appropriately focused, and accurate patient notes.

Professionalism
- Demonstrate personal accountability, integrity, compassion, respect, altruism, and empathy when interacting with all members of the health care team, patients and their families, in order to provide the best patient care.
- Demonstrate punctuality and ability to complete patient care tasks efficiently.

Practice-Based Learning and Improvement
- Demonstrate self-directed learning in daily practice
  o Identify strengths, deficiencies, and limits in one’s knowledge and clinical skills through self-evaluation
  o Develop a plan for improvement, perform appropriate learning activities, solicit and incorporate feedback
- Demonstrate evidence-based clinical practice
  o Access appropriate resources to answer clinical questions
  o Critically appraise relevant literature and incorporate it into patient care

Systems-Based Practice
- Demonstrate the appropriate utilization of consultants, including social workers, nutritionist, physical therapists, etc.

SPECIFIC DUTIES OF SENIOR STUDENTS
- Attend all scheduled conferences.
- Attend all scheduled clinics and participate in patient care.
- See patient consults under the supervision of faculty attendings.
- Review available literature on topics related to patients seen on the service.
- Read and discuss assigned topics with one specific topic presentation per rotation.

READING ASSIGNMENTS
- Pediatric Nephrology-Avner. Chapters provided by course director and copy available in Peds library.
- Literature review for self-study.
Pharmacology, Toxicology and Neuroscience
Research in Pharmacology

ELECTIVE DIRECTOR(S): Ronald Klein, Ph.D.  PHONE: 318.675.7850
DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: 5-203
MAXIMUM NUMBER OF STUDENTS: 4  MINIMUM NUMBER OF STUDENTS: 1
ELECTIVE OFFERED DURING BLOCKS: 2-11
COURSE CODE: EPHAC
Must have approval prior to enrolling in course – please see information In Moodle

Course Objectives
* Demonstrate/conduct the stages of basic research including hypothesis and design, data acquisition, and statistical analysis, in the fields of pharmacology/toxicology/neuroscience.

* Collect, organize, graph, and critically interpret pharmacology/toxicology/neuroscience data.

* Describe suitable methodologies for answering the research question, and critically evaluate the advantages and disadvantages of alternate technical approaches.

* Integrate clinical experiences with basic science by mastery of the current knowledge on the disease being studied, and novel therapeutic strategies under study.

* Present research findings to peers, physicians, and scientists.

Primary goals of the course

Independent research in the Department of Pharmacology, Toxicology and Neuroscience under the direction of participating departmental faculty (e.g., Dr. Klein, Dr. Goeders, and others). The goal is to gain some hands-on research experience and also master the background and terminology of the overall problem/field being studied in terms of human health and disease and clinical relevance.

Specific objectives required for the student to meet the goal(s) of the course
To be assigned by the faculty research mentor. A mix of both laboratory experimentation and scholarly study of the literature and other sources, to achieve set objectives as determined by the mentor and the student.

Necessary resources for learning
Texts on Pharmacology, Toxicology, and Neuroscience, pertinent review and research articles from the journals, book chapters, other online and current media resources.

Outcome and evaluation measures
The laboratory notebook and a 3-5 page laboratory report will be used to help assess the student’s knowledge, skills, and professionalism (punctual attendance, maturity, interaction with faculty and other staff, etc.). Participation at scheduled lab meetings and potentially at research poster sessions on campus will help hone the student’s communication and overall professional skills.

HOURS PER WEEK
CONF ___ HRS  WARD_____ HRS  LAB __40___ HRS  LIBRARY __2__ HRS
OR _____ HRS  CLINIC_____ HRS  LECTURE _____ HRS  READING __2__ HRS
TOTAL NUMBER OF HOURS PER WEEK: __44__

64
Goals:
1. Understanding the similarities and differences between clinical and basic research.
2. Sharing research-related information effectively with other clinicians and scientists.
3. Prioritizing and organizing work effectively.
4. Functioning as a "team player" with others involved in research studies.

Objectives:
Research Project
- Participate in research projects that involve basic mechanistic studies or clinical studies on new antidotes for toxic alcohol poisonings
- Develop hypotheses for evaluation during the rotation, as appropriate.
- Independently collect data for a research project

Knowledge
- Become proficient in basic research techniques including cell culture, membrane transport, measurement of toxicity parameters, as well as analysis using gas chromatography and high pressure liquid chromatography
- Identify key principles for the ethical conduct of research.

Interpersonal and Communication Skills
- Work together with a research team.
- Write organized, appropriately focused, and accurate research lab notebook
- Organize data into presentable formats (digital, poster, oral presentation).

Professionalism
- Demonstrate personal accountability and respect when interacting with members of the research team.
- Demonstrate punctuality and ability to complete research-related tasks efficiently.

SPECIFIC DUTIES OF SENIOR STUDENTS
The first duty will be to consult with the elective director to discuss the research interest of the student. After that, the direction of the elective towards an individual or cooperative project will be chosen. Then, the student will work in the director’s laboratory daily. Daily duties would depend on the actual analysis going on at that time. Ancillary duties would be reading and library research to prepare the project design and to develop any techniques needed to carry out the project.

READING ASSIGNMENTS
As needed for the research project.

HOURS PER WEEK
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TOTAL NUMBER OF HOURS PER WEEK: 40
Psychiatry
Child and Adolescent Psychiatry

ELECTIVE DIRECTOR(S): Marc Colon, M.D.  PHONE: 318.675.6045
DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: Brentwood Hospital and LSUHSC Outpatient Clinic/Faculty Clinic
MAXIMUM NUMBER OF STUDENTS: 1  MINIMUM NUMBER OF STUDENTS: 1
ELECTIVE OFFERED DURING BLOCKS: All
COURSE CODE: EPSYB

OBJECTIVES AND/OR GOALS
The student will be exposed to some of the information about child development and child and adolescent psychopathology. Attempts will be made to offer both verbal and written sources of learning in these areas. In addition to the didactic exposure, the student will have the opportunity to observe and then perform interviews with families, children and adolescents. These interviews may then be followed up with subsequent visits by the student in order to get some mini-exposure to continued evaluation. Along with learning evaluations and interview techniques, the student will have the opportunity to observe adolescent group therapy process at Brentwood Hospital, as well as be exposed to children and adolescents in therapy at the LSUHSC Outpatient Clinic. The student will be at these two locations during the month and will be under direct faculty supervision during that time.

SPECIFIC DUTIES OF SENIOR STUDENTS
1. Students will participate in patients’ interviews on initial (new patient) and follow up clinic visits under faculty and resident supervision.
2. Students will improve medical and psychiatric history skills, physical exam, and mental status exam skills
3. Students will learn to adapt the history, physical exam, and mental status exam to what is needed for different patients.
4. General medical and psychiatric knowledge and disease-specific information for common and major medical and psychiatric problems treated in the outpatient setting will be gained through conferences, seminars, and self-directed learning modalities.
5. Students will learn about aspects of preventative medical and psychiatric care
6. Students will learn documentation requirements.

No more than 3 days during the 4 week rotation can be taken for interviews unless approved in advance by director. ANY absences in excess of 3 days will be required to be made up before the evaluation will be completed and turned in.

RESOURCES FOR LEARNING
The student will participate in the evaluation and treatment of at least one patient daily. The student will follow a minimum of 3 patients weekly during the course of the selective. The student will have individual supervision weekly. Faculty will observe at least one patient interview during the rotation.

Participating Faculty: Rita Horton, M.D./Lee Stevens, M.D./Ed Leatherman, M.D.
Texts: Synopsis of Psychiatry by Kaplan and Sadock
Workshops: y
Hands-on Experience: clinic and hospital
Computer Assisted Instruction: on-line
Directed Readings: y
Self-Directed Learning: y

HOURS PER WEEK
CONF __ HRS  WARD_____ HRS  LAB _____ HRS  LIBRARY ___HRS
OR _____ HRS  CLINIC_____ HRS  LECTURE _____HRS  READING ___HRS
TOTAL NUMBER OF HOURS PER WEEK: 40
Radiology
Diagnostic Radiology

Elective Director: Eduardo Gonzalez-Toledo, MD. Co-Director: Carlos Previgliano, MD
PHONE: 318-675-6280 or 318-675-7196
Duration of Elective: 4 weeks
Location of Elective: Ochsner LSU Health
Maximum Number of Students: 2 Minimum Number of Students: 1
Elective Offered During Blocks: All
Course Code: ERADA

Primary Goal of Elective:
To familiarize the senior medical student with all of the different areas of Diagnostic Radiology, including the different imaging modalities, and what these areas have to offer.

Specific Objectives for this Elective:
1) To give the student a basic understanding of the performance and interpretation of examinations in general diagnostic radiology as well as in specialty areas such as Interventional Radiology to include angiography, Ultrasound, Nuclear Medicine, Fluoroscopy, CT and Magnetic Resonance Imaging (MRI).
2) Read Out Sessions: Introduction to the interpretation and evaluation of routine radiographs (chest, abdomen, bone) as well as other radiographic examinations to include GU and GI examinations.
3) To become familiar with Radiology as a clinical tool.
4) To develop a basic approach in evaluating the Chest X-ray.

Resources Necessary for Learning:
The daily read out sessions with the radiology resident and the assigned faculty on that service.

READING ASSIGNMENTS
References: Clinical Radiology the Essential, by Daffner
Basic Radiology, by Chen, Pope and Ott

Assessment:
1) Professionalism: Punctual attendance, maturity, and interaction with faculty and residents.
2) Participation during the read out sessions and when asked questions.
3) Develop a 5 minute work-up of an interesting case with a summary of the pertinent clinical presentation, pathophysiology and pertinent imaging studies to be presented to the elective director, Dr. Massey, at the end of the rotation.

Brief Description of Activities:
1) A basic schedule will be provided to the student at the beginning of the rotation. This can be modified after discussion with the elective director, Dr. Massey, but the student is expected to adhere to the overall schedule. This schedule must be initialed each day by the service attending you are working with that day.
2) Attendance during the performance and interpretation of radiographic procedures in the various areas during the rotation to begin at 8:30 am each day.
3) Attendance at all noon Departmental Teaching Conferences is expected. Sign in on the attendance sheet in the conference room.
4) Your schedule can be rearranged to emphasize the areas specific to the student’s future plans after discussing this with the elective director, Dr. Massey.
5) No more than 2 days / 2 wk rotation can be taken for interviews unless approved by the elective director.
Primary Goal of Elective:
To give the senior medical student a basic understanding of the performance and interpretation of angiography and interventional techniques. Additionally, to have hands-on experience with image-guided interventions.

Specific Objectives for this Elective:
1. To give the student a basic understanding of the indications for the various Interventional procedures done.
2. To give the student an understanding of interventional techniques.
3. To show the interventional management of common pathologies such as abscess drainages, stent placements and biopsies using CT and Ultrasound guidance.

Resources Necessary for Learning:
The daily patient rounding and performance of the procedures with the radiology resident and the assigned faculty on this service.

READING ASSIGNMENTS
Will be suggested by the resident and Dr. Ahuja.

Assessment:
1. Professionalism: Punctual attendance, maturity, and interaction with faculty and residents.
2. Participation during the procedures, presentation of the patient to the faculty before the procedure, and when rounding on the patients in the hospital or in the clinic.

Brief Description of Activities:
1. The student will work directly with the resident and staff on the angiography/interventional service. This will include pre-procedure consultations, performing and interpreting examinations, consultation for clinic patients and post-procedure follow-up.
2. The student will be able to assist in cases and perform simple procedures under supervision.
3. The student is expected to make rounds and present the patients to the faculty prior to the procedure and during the follow-up of the patients.
4. The student will report to the Angiography Suite (1-G) at 7:30 a.m. until at least 4:00 p.m.
5. The student will attend the daily Radiology noon conferences.

HOURS PER WEEK
CONF 10 HRS WARD _____ HRS LAB 30 HRS LIBRARY _____ HRS
OR _____ HRS CLINIC _____ HRS LECTURE _____ HRS READING _____ HRS
TOTAL NUMBER OF HOURS PER WEEK: 40
Radiology

Neuroradiology

ELECTIVE DIRECTOR(S): Eduardo Gonzalez- Toledo, M.D., Ph.D.  PHONE: 318.675.6229
DURATION OF ELECTIVE: 2 or 4 weeks
LOCATION OF ELECTIVE: LSUHSC-Shreveport
MAXIMUM NUMBER OF STUDENTS: 2 (1 for 2 weeks & 1 for 4 weeks)  MINIMUM NUMBER OF STUDENTS: 1
ELECTIVE OFFERED DURING BLOCKS: All
COURSE CODE: ENER (4 week code) ENER (2 week code)

Primary Goal of Elective:
To familiarize the senior medical student with the subspecialty area of Neuroradiology, including the different imaging modalities available, especially CT and MRI.

Specific Objectives for this Elective:
1. To give the student a basic understanding of the computed tomography (CT) and magnetic resonance (MRI) anatomy of the brain and spine.
2. To give the student an understanding of CT and MRI techniques.
3. To show CT and MR images of the most common pathologies in neurological and neurosurgical patients.

Resources Necessary for Learning:
The daily read out sessions with the radiology resident and the assigned faculty on this service.

READING ASSIGNMENTS

Assessment:
1. Professionalism: Punctual attendance, maturity, and interaction with faculty and residents.
2. Participation during the read out sessions and when asked questions.

Brief Description of Activities:
1) To attend the Neuroradiology read out sessions from 9 a.m. to 11 a.m. and 2 p.m. to 4 p.m.
2) To attend the daily Radiology noon conferences as well as the monthly Neuroanatomy/Neuroradiology and Neuropathology/Neuroradiology conferences.
3) To meet with the elective director, Dr. Gonzalez-Toledo, for dedicated teaching on anatomy and pathology topics.
4) To collect at least 10 cases representing the most common pathologies on a CD.

HOURS PER WEEK
CONF 5 HRS  WARD_____ HRS  LAB _____ HRS  LIBRARY 10 HRS
OR _____ HRS  CLINIC 20 HRS  LECTURE _____ HRS  READING 5 HRS
TOTAL NUMBER OF HOURS PER WEEK: 40
Radiology
Radiation Oncology

ELECTIVE DIRECTOR(S):  Dr. Lane Rosen
PHONE:  318-212-4639
DURATION OF ELECTIVE:  4 weeks
LOCATION OF ELECTIVE:  Willis-Knighton – Contact Dr. Rosen
MAXIMUM NUMBER OF STUDENTS:  1
ELECTIVE OFFERED DURING BLOCKS:  All
COURSE CODE:  ERAON

PRIMARY GOALS:
The medical student will be expected to:
* See new consults and participate in follow-up clinics with careful attending supervision.
* Learn basic and introductory radiation planning, physics, and biology.
* Work on a paper or research project with publication intent. (Depending upon interest)
* Attend tumor boards and conferences.
* Become familiar with the latest in radiation technologies.
* Learn how to appropriately discuss malignancy and end-of-life issues with patients.

SPECIFIC DUTIES OF SENIOR STUDENTS/OBJECTIVES:
This is a serious elective for students interested in a career in radiation oncology or an oncology branch. Basic radiation therapy, chemotherapy, and surgical (gynecologic, breast, urologic, neurosurgical, and head and neck) concepts related to oncology care will be incorporated. The course will emphasize the role of radiation therapy and multi-disciplinary care and patient management. Didactic and one-on-one teaching and patient interaction is utilized during this strenuous rotation.
The student will be expected to attend all conferences and procedures as required by the course director.
The student will become familiar with the basic practice of radiation oncology.

READING ASSIGNMENTS:
Coia – Intro to Radiation Oncology (provided)
Perez – Radiation Oncology (provided during the course)

ASSESSMENT METHODS:
* Knowledge will be assessed through one-on-one physician-student encounters.
* Professionalism, attendance, and patient interaction will be graded at course completion using a numeric scale.

HOURS PER WEEK:  30 to 60 dependent upon case load and procedures.
**Department of Radiology**

**Radiology Research Elective**

ELECTIVE DIRECTOR(S): Horacio D’Agostino, MD

PHONE: (318)675-6247/6227

DURATION OF ELECTIVE: 4 Weeks

LOCATION OF ELECTIVE: LSU Health Sciences Center

MAXIMUM NUMBER OF STUDENTS: 4

MINIMUM NUMBER OF STUDENTS: 1

ELECTIVE OFFERED DURING BLOCKS: All Blocks

COURSE CODE: ERARE Must have prior approval before scheduling – please see Moodle for more information

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**GOALS**

Student(s) will conduct independent research under the supervision of a faculty member in the Department of Radiology.

**OBJECTIVES**

1. Prior to the beginning of this course, the student will choose a faculty mentor and work with them to develop a research hypothesis in one of the following types of research: clinical, transitional, or basic science. Additionally, they will determine methodology related to their project, including literature review, writing the abstract or manuscript, and where the student will submit their project.

2. By the end of the course, the student will submit and review their project to their mentor a minimum of two times.

3. By the end of the course, the student will compose either an abstract, manuscript, or PowerPoint oral presentation related to their project, revise it with the faculty mentor a minimum of 2 times.

4. By the end of the course, the student will compose an abstract, manuscript, or PowerPoint oral presentation and submit it to one or more of the following: national or regional conference, peer-reviewed journal, Biannual Department of Radiology Research Symposium, an oral presentation for a Departmental meeting (e.g., grand rounds), or an oral presentation to their faculty mentor.

**ASSESSMENT METHOD**

The student will have a checklist to complete each task that must be signed by the faculty mentor. By the end of the 4-week elective, the student must complete the checklist, which includes: meeting with mentor to discuss methodology (1 meeting), presenting literature review findings to mentor (2 meetings), meeting with mentor to refine abstract, manuscript, or oral presentation (2 meetings), and submitting their project to either national or regional conference, peer-reviewed journal, Biannual Department of Radiology Research Symposium, an oral presentation for a Departmental meeting (e.g., grand rounds), or an oral presentation to their faculty mentor.

The course will have a pass/fail designation that will be decided by their mentor. The student will be provided a checklist for objectives #1 - #4 and they must fulfill each objective in order to pass the course.

**SPECIFIC DUTIES OF SENIOR STUDENTS**

The student will develop a research hypothesis with the assistance of a faculty mentor.

The student will prioritize their time and prioritize their research duties in an efficient manner.

The student will work and communicate with faculty, residents, ancillary staff, and others involved in the research project.
The student will attend all Department of Radiology research presentations and meetings during their 4-week elective.

If using human data, the student must undergo SHIELDS and IRB training and obtain IRB approval for their project well in advance of starting the elective.

The faculty research mentor may assign additional project-specific objectives.

**READING ASSIGNMENTS**

To be determined by the faculty mentor during or prior to the elective.

**RESEARCH DISTINCT TRACK**

It is important to note that this elective cannot be used for the 8-weeks of independent research time required for the Research Distinct Track. This is not ‘independent’ research time as it is for the fulfillment for academic credit.

<table>
<thead>
<tr>
<th>HOURS PER WEEK</th>
<th>CONF  2 HRS</th>
<th>WARD 0 HRS</th>
<th>LAB (If applicable to research) 10 (minimum) to 30 (maximum) HRS</th>
<th>LIBRARY 10-20 HRS</th>
<th>OR 0 HRS</th>
<th>CLINIC 0 HRS</th>
<th>LECTURE 0 HRS</th>
<th>READING 10-20 HRS</th>
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<tbody>
<tr>
<td>TOTAL NUMBER OF HOURS PER WEEK</td>
<td>40 (minimum less excusable absences) to 50 (maximum)</td>
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Surgery
Plastic and Reconstructive Surgery

GOALS
- To provide opportunities for the student to become familiar with the initial evaluation of the plastic surgery patient.
- To provide opportunities for the student to become familiar with the general principals of operative and nonoperative management of the plastic surgery patient and complex wound care.
- To enable the student to participate as an acting intern in the preoperative, intraoperative and postoperative care of the patients on the Plastic Surgery service.
- To provide additional experience for the senior student to evaluate the pursuit of a Plastic Surgical career.

OBJECTIVES
- The student will electronically document SOAP notes daily on hospitalized patients.
- The student will compare the student’s assessments and plans to those actually implemented and understand the difference.
- The student will see patients in plastic surgery clinics, electronically document their findings, and present their findings and recommendations to senior staff.

SPECIFIC DUTIES OF SENIOR STUDENTS
1. The student will be expected to attend Plastic Surgery OR cases.
2. The supervising House Staff Resident will assign the senior student to the patients on the Plastic Surgery service. He will be responsible for the work of the preoperative and postoperative care of the Plastic Surgery patients.
3. The student will be expected to attend the Plastic Surgery Clinics and the Diabetic Foot Clinics, participating in patient care and treatment at all times.

READING ASSIGNMENTS
Reading assignments will be those pertinent to the care of the patients on the plastic surgery service, Plastic Surgery text, “Grabb and Smith’s Plastic Surgery” Textbook, Plastic Surgery journals, and texts of the diabetic foot and journal articles of the diabetic foot. Participation in our monthly journal club is important.

FORMATIVE EVALUATION
At the beginning of the second week of the elective, the student will be prompted by the secretary, Mrs. Debbie Thornhill, to pick up a Formative Evaluation Form and expedite completion. Once completed, it must be returned to Mrs. Thornhill for review. If additional feedback is desired or required, Dr. Richardson will accommodate.

OUTCOME AND EVALUATION MEASURES
At the end of the course, the course director will submit an evaluation of the student’s performance. It will include references to knowledge, skill, and professionalism. Professionalism will be measured in terms of punctual attendance, maturity, approach to the patient, and interaction with faculty and other staff. The student should have spent time learning processes like: entering orders, scheduling cases, providing informed consent, medication doses and IV fluids for acute care.
issues, and answering consults. The student should be actively involved in inpatient consult patients, emergency room consults, applying wound care dressings such as the VAC, be able to evaluate a wound and describe it, be involved in the clinics, and scrub in on operative cases. It is important that the student be prepared for the case and be familiar with the patient’s history and why they are undergoing the surgery at that time. The student cannot come into operating room without any familiarity of the patient case. The student is expected to present a patient seen in a pertinent, professional fashion.

<table>
<thead>
<tr>
<th>HOURS PER WEEK</th>
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<tbody>
<tr>
<td>CONF</td>
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<tr>
<td>OR</td>
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<tr>
<td>TOTAL NUMBER OF HOURS PER WEEK:</td>
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</table>
General Surgery
Entering Surgery Residency Preparatory Elective

ELECTIVE DIRECTOR(S): Chiranjiv Virk, MD
PHONE: 675.6154
ADMINISTRATIVE CONTACT: Debbie Thornhill 675.6126, Room 3-303
DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: LSU Health Sciences Center
MAXIMUM NUMBER OF STUDENTS: none
MINIMUM NUMBER OF STUDENTS: 5
ELECTIVE OFFERED DURING BLOCKS: only offered in block 10
COURSE CODE: ESUME

GOALS:
1. To prepare fourth year medical student entering surgery residency (General Surgery and Surgical Subspecialties)
2. To teach basic administrative, technical and patient care skills essential to be successful during internship and beyond
   (The curriculum will focus on the application of accumulated knowledge and not to duplicate what was learned during clerkship and sub-internship rotations)

OBJECTIVES:
1. Establish the fundamentals of basic perioperative care of the surgical patient
2. Demonstrate proficiency in performing bedside procedure and minor procedure in operating room.
3. Understand and demonstrate the principle of professionalism
4. Demonstrate interpersonal and communication skills that result in effective information exchange with patients, families and professional health care staff
5. Develop effective strategy for practice based learning and improvement, utilize and analyze scientific literature for evidence based practice.
6. Understand the role of risk management, medical legal, ethics, and system based practice

RESOURCES FOR LEARNING:
- Participating Faculty: All LSU Health Surgery faculty and residents
- Resources: http://lib.sh.lsuhs.edu/portals/surgery/

EVALUATION:
1. Attendance required 5 days a week
2. Final examination based on didactic materials
3. Practical skills set examination
4. Evaluation of mock clinical experience and OSCE exam
Specific Features of this Elective:
This 2-week elective web-based rotation will utilize scientifically researched and approved modules on Dermatology. Students may complete the assigned coursework from any Internet accessible location.

Goals
The primary course goal is to provide students with a basis in dermatology so they may be competent in their future training. A secondary goal of the course is to provide an educational medium while students are pursuing interviews.

Objectives
At the end of this 2-week rotation each student will be able to:

- Develop a systematic approach to the skin examination
- Perform a full body skin examinations in a clinical setting
- Recognize and describe various dermatological conditions seen in the clinical setting.
- Recommend an initial treatment plan for a patient presenting with a specific dermatological condition
- Describe the various morphologies of inflammatory disorders
- Describe the various morphologies of infectious skin disorders
- Recognize the utility of KOH examination and interpreting the results
- Describe the morphology of reactive disorders
- Differentiate the manifestations of Stevens-Johnson syndrome, toxic epidermal necrolysis, and drug-induced hypersensitivity syndrome
- Identify and describe the morphology of benign and malignant neoplasms.
- Determine when to refer a patient for further evaluation by a dermatologist
- Develop an effective self-study approach

Evaluation:
This is a Pass/Fail - Must Pass course. All course requirements must be completed by the end of the Block in which the course is taken. After completion of all portions of the assigned 2-week course, students will take a multiple choice exam ending with a cumulative score of 75% or greater. Should a student’s cumulative score fall below 75%, he/she will repeat courses at a chosen location. Students are only allowed to repeat the exam once. Failure to pass the exam on a total of two attempts will lead to repeating the entire course.
Professional Burden on student: While this course has been designed to aid students in pursuing interviews and travel, it is also to foster skills in lifelong independent learning. Before you begin the rotation you are recommended to do the following:

1. Reflect upon your individual goal for this rotation
2. Review the course requirements on the first day of the rotation so you know how much time you will need to dedicate.
3. Review your travel plans, Internet availability in advance, all of the material can be downloaded to your computers and if you are going to be traveling, it is your responsibility to ensure that you have the ability to review your course work before you leave.

Professional attributes are as important in this rotation as in others. Failure to complete course requirements within the specified duration will be considered unprofessional.

Software requirements: Most of these modules have versions in PowerPoint, PDF or webinars that require a flash player version. Please make sure you have the appropriate software to review the information

Resources for Learning
Welcome to the web based dermatology course. Following are your assignments:

Use the American Academy of Dermatology website:
http://www.aad.org/education/medical-student-core-curriculum/learners-guide-for-students

Medical Student Core Curriculum
Review goals and objectives for the curriculum (in left hand column on website).

Once goals & objectives have been reviewed click on “Suggested Order of Modules”. You will follow the suggested order for the two week course. This is a self-paced course and you can do as many or as few modules a day as you like.

Quiz
You will be able to take the quiz any time during the last three days (Friday, Saturday or Sunday) of the course. The quiz will be a 30 question multiple choice exam assigned to you in ExamSoft. Once you start the quiz, you will have 1 hour to complete it. If you have conflicts with the available quiz dates, you should contact Ms. Jackson to make arrangements for the exam to be given on a different date.
Specific Features of this Elective:

This 2-week elective web-based rotation involves self-paced, and self-directed learning. Students may complete the assigned coursework from any Internet accessible location.

Goals

The major course goal is to achieve competence in Basic Electrocardiography Skills. A secondary goal of the course is to explore self-directed learning so students may be able to further their education while interviewing.

Objectives

At the end of this 2 week rotation each student will be able to:

- Analyze an EKG correctly.
- Recognize the rate, rhythm and axis of EKGs
- Describe the normal morphology of each waveform in each lead
- Diagnose abnormalities like LVH, RVH, on the EKG
- Diagnose the various manifestations of ischemia on an EKG
- Differentiate between left and right bundle branch blocks
- Describe the appearance of different electrolyte abnormalities on the EKG
- Differentiate various wide and narrow complex tachycardia
- Differentiate between the AV blocks
- Interpret the rhythm
- Use time management techniques effectively
- Develop an effective system of independent learning

Evaluation:

This is a Pass/Fail - Must Pass course. All course requirements must be completed by the end of the Block in which the course is taken. After completion of all portions of the assigned 2-week course, students will take a multiple choice exam ending with a cumulative score of 75% or greater. Should a student’s cumulative score fall below 75%, he/she will repeat courses at a chosen location. Students are only allowed to repeat the exam once. Failure to pass the exam on a total of two attempts will lead to repeating the entire course.

Professional Burden on student: While this course has been designed to aid students in pursuing interviews and travel, it is also to foster skills in lifelong independent learning. Before you begin the rotation you are recommended to do the following:

1. Reflect upon your individual goal for this rotation
2. Review the course requirements on the first day of the rotation so you know how much time you will need to dedicate.
3. Review your travel plans, Internet availability in advance, all of the material can be downloaded to your computers and if you are going to be traveling, It is your responsibility to ensure that you have the ability to review your course work before you leave.

Professional attributes are as important in this rotation as in others. Failure to complete course requirements within the specified duration will be considered unprofessional.
Resources for Learning
Welcome to the web based ECG course:

http://www.fammed.wisc.edu/medstudent/pcc/ecg/ecg.html

- Please complete all lessons on the UW-Madison Website (Videos Not Required)

http://ecg.bidmc.harvard.edu/maven/displist.asp

- Complete case numbers 4, 9, 10, 25, 36, 58, 57, 81

Quiz
You will be able to take the quiz any time during the last three days (Friday, Saturday or Sunday) of the course. The quiz will be a multiple choice exam assigned to you in ExamSoft. Once you start the quiz, you will have 1 hour to complete it. If you have conflicts with the available quiz dates, you should contact Ms. Jackson to make arrangements for the exam to be given on a different date.
Web-Based Elective

Genetics elective

Course Director: Ryan Jones, M.D.
Elective Category: Online
Administrative Contact: Crystal Morton
Number of Students Per 2 Week Block: 20
Course Code: EWGEN

Elective Available During Blocks: 4 – 7 only
Non-LSUHSC Students Allowed: No

Specific Features of this Elective:
This 2-week elective web-based rotation will utilize scientifically researched and approved modules on Genetics. Students may complete the assigned coursework from any Internet accessible location.

Evaluation:
This is a Pass/Fail - Must Pass course. All course requirements must be completed by the end of the Block in which the course is taken. After completion of all portions of the assigned 2-week course, students will take a multiple choice exam ending with a cumulative score of 75% or greater.
Should a student’s cumulative score fall below 75%, he/she will repeat courses at a chosen location. Students are only allowed to repeat the exam once. Failure to pass the exam on a total of two attempts will lead to repeating the entire course.

Professional Burden on student: While this course has been designed to aid students in pursuing interviews and travel, it is also to foster skills in lifelong independent learning. Before you begin the rotation you are recommended to do the following:

4. Reflect upon your individual goal for this rotation
5. Review the course requirements on the first day of the rotation so you know how much time you will need to dedicate.
6. Review your travel plans, Internet availability in advance, all of the material can be downloaded to your computers and if you are going to be traveling, it is your responsibility to ensure that you have the ability to review your course work before you leave.

Professional attributes are as important in this rotation as in others. Failure to complete course requirements within the specified duration will be considered unprofessional.

Software requirements: Most of these modules have versions in either PowerPoint, PDF or webinars that require a flash player version. Please make sure you have the appropriate software to review the information

Resources for Learning
Welcome to the web based genetic course. Following are your assignments:

Use the given links to go through the following diseases:

<table>
<thead>
<tr>
<th>Disease</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaucher disease</td>
<td><a href="http://nordphysicianguides.org/gaucher-disease/">http://nordphysicianguides.org/gaucher-disease/</a></td>
</tr>
<tr>
<td>Infantile spasms</td>
<td><a href="http://nordphysicianguides.org/infantile-spasms/">http://nordphysicianguides.org/infantile-spasms/</a></td>
</tr>
<tr>
<td>Myelofibrosis</td>
<td><a href="http://nordphysicianguides.org/myelofibrosis/">http://nordphysicianguides.org/myelofibrosis/</a></td>
</tr>
<tr>
<td>Pompe disease</td>
<td><a href="http://nordphysicianguides.org/pompe-disease/">http://nordphysicianguides.org/pompe-disease/</a></td>
</tr>
</tbody>
</table>
Use the link below to go through the following webinars/pdfs and fact sheets. The objectives for each activity are stated in the beginning:

http://www.geneticsinprimarycare.org/Provider%20Education/Pages/gpci-webinars.aspx

1. Integrating Genetics in Primary Care—Why Does it Matter?
2. Building an Accurate Family History, Constructing a Pedigree—An Overview for Primary Care
3. Ordering the Right Tests—Genetics in Primary Care
4. Genetics Evaluation, Referrals, and More—What To Do Next (only PDFs)
5. Myths of Primary Care Providers and Patients/Families Regarding Genetics—Setting the Record Straight
6. Heard About Genetic Counseling? What Does it Mean for You, Patients and Families? (only PDFs)
7. Genetics Across the Lifespan—Putting It All Together (only PDFs)
8. Epigenetics—What Your Patients are Asking, What You Need to Know (only PDFs)

Quiz
You will be able to take the quiz any time during the last three days (Friday, Saturday or Sunday) of the course. The quiz will be a multiple choice exam assigned to you in ExamSoft. Once you start the quiz, you will have 1 hour to complete it. If you have conflicts with the available quiz dates, you should contact Ms. Jackson to make arrangements for the exam to be given on a different date
Specific Features of this Elective:

This 2-week elective web-based rotation involves self-paced, and self-directed learning. Students may complete the assigned coursework from any Internet accessible location.

Should there be a question regarding an image or diagnosis, the course director is available for trouble-shooting via email, telephone or in-person.

Goals and Objectives

The major course goal is to provide students with a foundation in basic radiology so they may familiarize themselves with commonly performed exams and be competent as interns.

A secondary goal of the course is to provide an educational medium while they are pursuing interviews.

Objectives

- Order a Radiologic investigation using an appropriate manner
- Order the most appropriate radiological exam for the clinical indication
- Recognize a technically adequate Chest radiograph, including most commonly performed views
- Describe the normal anatomy on radiographs of the chest and abdomen
- Diagnose common abnormalities on a chest radiograph, with at least 2 differential diagnosis
- Differentiate the radiological manifestations of various common lung pathologies
- Understand normal radiographic views for musculoskeletal exams
- Utilize radiological investigations in the setting of trauma
- Familiarize oneself with radiologic findings in arthritis
- Familiarize oneself with the most common ultrasound applications in the ER
- Recognize the solid organs on CT of the abdomen
- Use time management techniques effectively
- Develop an effective system of independent learning

Requirements

Going to Moodle and reading the information about the course is number one. This is a Pass/Fail - Must Pass course. All course requirements must be completed by the end of the block in which the course is taken. After completion of all portions of the assigned 2-week course, students will take a multiple choice exam ending with a Quiz score of 75% or greater.

Should a student’s Quiz score fall below 75%, he/she will repeat course in the following block. Students will not be allowed to repeat the exam during the block. You will receive an incomplete if you fail to pass the quiz. Please keep in mind; if you take the late block in December and do not pass the Quiz, then the incomplete may interfere with financial aid.

Professional Burden on student: While this course has been designed to aid students in pursuing interviews and travel, it is also to foster skills in lifelong independent learning. Before you begin the rotation you are recommended to do the following:

1. Reflect upon your individual goal for this rotation
2. Review the course requirements on Moodle the first day of the rotation so you know how much time you will need to dedicate. You will NOT receive an email repeating what is on Moodle. You will only receive an email with the Quiz password so you may take it during the
rotation.

3. Review your travel plans and Internet availability in advance. All of the materials are on the internet and most require the use of the LSUHSC SFS VPN (instructions for access can be found here http://lib.sh.lsuhsc.edu/node/21). In addition, a current ExamSoft account is needed. If you are going to be traveling, it is your responsibility to ensure that you have the ability to review your course work before you leave.

Professional attributes are as important in this rotation as in others. Failure to complete course requirements within the specified duration will be considered unprofessional.

The examination for this course is based on the following modules. YOU are REQUIRED to review these on your own and be ready to take the test at the appropriate time.

**Emergency Ultrasound** - The VPN is NOT required to access this resource.

**AccessMedicine > Basic Radiology, 2e** The VPN is required to access this resource.

You will only need to access the designated sections in the chapters below.

<table>
<thead>
<tr>
<th>Chapter 1. Scope of Diagnostic Imaging</th>
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<tbody>
<tr>
<td>Scope of Diagnostic Imaging: Introduction</td>
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<table>
<thead>
<tr>
<th>Chapter 3. Imaging of the Heart and Great Vessels</th>
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<tbody>
<tr>
<td>Imaging of the Heart and Great Vessels: Introduction</td>
<td>Techniques and Normal Anatomy Technique Selection</td>
</tr>
<tr>
<td>Exercise 3-1. Increased Heart Size</td>
<td>Exercise 3-2. Alterations in Cardiac Contour Exercise 3-3. Pulmonary Vascularity</td>
</tr>
<tr>
<td>Exercise 3-4. Vascular Abnormalities</td>
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<tr>
<th>Chapter 4. Radiology of the Chest</th>
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<tbody>
<tr>
<td>Radiology of the Chest: Introduction</td>
<td>Techniques Technique Selection</td>
</tr>
<tr>
<td>Exercise 4-1. The Opaque Hemithorax</td>
<td>Exercise 4-2. Lobar Atelectasis Exercise 4-3. Airspace Diseases</td>
</tr>
<tr>
<td>Exercise 4-4. Diffuse Lung Opacities</td>
<td>Exercise 4-5. Airway Disease Exercise 4-6. Solitary Pulmonary Nodule</td>
</tr>
<tr>
<td>Exercise 4-14. Pulmonary Vascular Disease</td>
<td>Exercise 4-15. Interstitial Lung Disease</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Chapter 7. Imaging of Joints</th>
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<tbody>
<tr>
<td>Techniques and Normal Anatomy</td>
<td>Technique Selection</td>
</tr>
<tr>
<td>Exercise 7-1. Congenital Joint Disorders</td>
<td>Exercise 7-4. Arthritides</td>
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<tr>
<th>Chapter 8. Plain Film of the Abdomen</th>
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<tbody>
<tr>
<td>Plain Film of the Abdomen: Introduction</td>
<td>Technique and Normal Imaging Technique Selection</td>
</tr>
</tbody>
</table>
Please make sure that you know how to access the library material off campus.

**Quiz**

You will be able to take the quiz any time during the assigned time of the elective. The quiz must be completed by the Sunday after the last Friday of the course.

It is a multiple choice quiz.

The Quiz must be completed in 60 minutes and is timed by ExamSoft and you may only download and take the quiz once. If you fail to pass, then the next opportunity to take the test will be the following rotation. You will receive an incomplete.

The Quiz has been revised for the 2017-2018 year.
GOALS:
Students will complete a course of independent study in order to maximize the successful passage of the United States Medical Licensure Examination (USLME), Step 2 Clinical on the first attempt.

OBJECTIVES:
By completion of the course the student will:

1. Participate in a program of independent and self-directed studying and learning of clinical sciences
2. Schedule a personal counseling session with the Assistant Dean for Student Affairs if identified as an “at risk student” for failure of USLME Step 2, Clinical Knowledge. (The Dean of Academic Affairs will notify the student of their risk category.)
3. Take the Comprehensive Clinical Science Self-Assessment prior to taking USLME Step 2, Clinic Knowledge examination with achievement of a passing score.
4. Report the CCSSA score to the Dean of Academic Affairs.

SPECIFIC DUTIES OF SENIOR STUDENTS:

Independent study for ULSME, Step 2, Clinical Knowledge
Successful Completion of the Comprehensive Clinical Science Self-Assessment Exam from NBME.

READING ASSIGNMENTS
To be determined by each individual student.

HOURS PER WEEK

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<tr>
<th>CONF</th>
<th>HRS</th>
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<th>HRS</th>
<th>LAB</th>
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<th>LIBRARY</th>
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Oral and Maxillofacial Surgery

Clerkship in Reconstructive Oral and Maxillofacial Surgery

ELECTIVE DIRECTOR(S): Jennifer E. Woerner, DMD, MD, FACS; David Kim, DMD, MD, FACS; Andrew Meram DDS, MD
PHONE: 318-675-6036
DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: LSU Health Sciences Center/Willis Knighton Medical Center/VA
MAXIMUM NUMBER OF STUDENTS: 3
MINIMUM NUMBER OF STUDENTS: 1
ELECTIVE OFFERED DURING BLOCKS: All
COURSE CODE: EREOM

GOALS
- The goal of this block is for Oral and Maxillofacial Surgery Tracked medical students to learn the management of different types of maxillofacial defects.

OBJECTIVES
- During this course each student will:
  - Maintain a patient log documenting the different types of maxillofacial trauma patients that the student is involved in. Below are the required number and type of patients that the student needs to participate in during the rotation:
    - 2 patients with mandibular defects
    - 2 patients with maxillary defects
    - 1 patient with scalp defect
    - 2 patients undergoing microvascular free flap reconstruction
    - 2 patients undergoing regional flap reconstruction
  - Attend and participate in the operating room at least once a week in the surgical reconstructive treatment of patients with maxillofacial defects
  - Recognize and be able to treatment plan to the head and neck fellows and attendings during clinic the most appropriate reconstructive procedure to achieve an optimum functional outcome in each of the following patients:
    - following respective surgery for tumors, osteoradionecrosis
    - of congenital and developmental conditions
    - of secondary deformity
  - Make a 20 minute presentation to the faculty and residents at the end of the rotation on a maxillofacial reconstructive topic

SPECIFIC DUTIES OF SENIOR STUDENTS
- Active evaluation of patients in the in-patient and out-patient setting, under supervision of residents and faculty
- Participating in Reconstructive Oral and Maxillofacial Surgery cases in the operating room and assisting when appropriate

READING ASSIGNMENTS
- Flaps and Reconstructive Surgery, Fu-Chan Wei and Samir Mardini (2009)
- Multidisciplinary Head and Neck Reconstruction: A Defect Oriented Approach, Mark Urken (2009)

HOURS PER WEEK

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Oral and Maxillofacial Surgery

Clerkship in Outpatient Oral and Maxillofacial Surgery

ELECTIVE DIRECTOR(S): Jennifer E. Woerner, DMD, MD, FACS
PHONE: 318-675-6036

DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: LSU Health Sciences Center/ Willis Knighton

MAXIMUM NUMBER OF STUDENTS: 3
MINIMUM NUMBER OF STUDENTS: 1

ELECTIVE OFFERED DURING BLOCKS: All
COURSE CODE: EOOMS

GOALS
- The goal of this block is for Oral and Maxillofacial Surgery Tracked medical students to learn outpatient assessment and management of routine office-based oral and maxillofacial diseases.

OBJECTIVES
- During the course each student will:
  - Maintain and document a patient log
  - Perform and document at least 5 Head and Neck Exams under the supervision of a senior resident
  - Perform and document at least 10 local anesthesia blocks (mandibular inferior alveolar nerve blocks, lingual nerve blocks, greater palatine blocks)
  - Perform and document assistance in extraction of at least 20 a total of unerupted and impacted teeth
  - Assist in the management of soft and hard tissue recontouring of 15 pre-prosthetic patients.
- Understand the different methods of oral rehabilitation (non-implant and implant treatment plans). Document and give 5 case presentations on treatment planning of partially and fully edentulous patients to the supervising attending in clinic.

SPECIFIC DUTIES OF SENIOR STUDENTS
- Active evaluation of patients in the out-patient setting, under supervision of residents and faculty
- Participating in Oral and Maxillofacial Surgery Outpatient surgery cases in the Oral and Maxillofacial Surgery department clinics.

READING ASSIGNMENTS

HOURS PER WEEK

CONF  3 HRS  WARD  5 HRS  LAB  _______ HRS  LIBRARY  ____ HRS
OR  ____ HRS  CLINIC  16 HRS  LECTURE  _______ HRS  READING  ___ HRS
TOTAL NUMBER OF HOURS PER WEEK:  40
GOALS
• The goal of this block is for Oral and Maxillofacial Surgery Tracked medical students to learn the management of maxillofacial trauma from the assessment stage through the rehabilitation stage.

OBJECTIVES
• During this course each student will:
  o Maintain a patient log documenting the maxillofacial trauma patients that the student is involved in. Below are the required number and type of patients that the student needs to participate in the care of during the rotation
    • 10 patients with mandible fractures
    • 5 patients with midfacial/zygomatic complex fractures
    • 5 patients with orbital floor fractures
  o Attend and participate in the operating room at least twice a week in the surgical treatment of patients with maxillofacial trauma
  o Participate in in-house call with the OMFS service at least once a week during the rotation
  o Demonstrate their knowledge to upper level residents and attendings of the work up, such as the reading of plain radiographs, CT scans, and laboratory studies, and current approaches to management of maxillofacial trauma during OMFS trauma clinic on Mondays and Tuesdays at the Ambulatory Care Center

SPECIFIC DUTIES OF SENIOR STUDENTS
• Active evaluation of patients in the in-patient and out-patient setting, under supervision of residents and faculty
• Participating in Oral and Maxillofacial Surgery Trauma cases in the operating room and assisting when appropriate

READING ASSIGNMENTS
• Oral and Maxillofacial Trauma (4th edition), Fonseca, R.

HOURS PER WEEK
CONF _3 HRS  WARD _5 HRS  LAB _________ HRS  LIBRARY ___ HRS
OR _16 ___ HRS  CLINIC _16 ___ HRS  LECTURE _________ HRS  READING ___ HRS
TOTAL NUMBER OF HOURS PER WEEK: _______ 40
GOALS

- The goal of this block is for Oral and Maxillofacial Surgery Tracked medical students to learn the management of premalignant and malignant diseases of the head and neck region from the assessment stage through the rehabilitation stage.

OBJECTIVES

- During this course each student will:
  - Maintain a patient log documenting the premalignant disease Head and Neck patients and malignant disease Head and Neck patients that student is involved in. Below are the required number and type of patients that the student needs to participate in during the rotation
    - 5 patients with pre-malignant disease of the head and neck
    - 5 patients with active malignant disease of the head and neck
    - 5 patients on follow up regimen with a history of malignant disease of the head and neck
  - Attend and participate in the operating room at least once a week in the surgical treatment of premalignant and malignant diseases of the head and neck region
  - Accurately stage at least 10 cancer patients using the NCCN guidelines for cancer care for the supervising resident and attending when presenting patients during OMFS Head and Neck cancer clinics on Friday afternoon at the ambulatory care center.

SPECIFIC DUTIES OF SENIOR STUDENTS

- Active Evaluation or patients in the in-patient and out-patient setting, under supervision of residents and faculty
- Participating in Oral and Maxillofacial Oncology cases in the operating room and assisting when appropriate
- Attendance at Tumor Board

READING ASSIGNMENTS


HOURS PER WEEK

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TOTAL NUMBER OF HOURS PER WEEK: ___
GOALS
• The goal of this block is for Oral and Maxillofacial Surgery Tracked medical students to learn the management of common diseases and facial deformities of pediatric Oral and Maxillofacial Surgery patients.

OBJECTIVES
• During this course each student will:
  o Maintain a patient log documenting the craniofacial deformity patients and pediatric Oral and Maxillofacial diseases that they were involved in. Below are the required number and type of patients that the student needs to participate in during the rotation
    ▪ 5 patients with cleft lip
    ▪ 5 patients with cleft palate
    ▪ 5 patients with positional plagiocephaly
    ▪ 2 patients with craniosynostosis
  o Attend and participate in the operating room at least once a week in the surgical treatment of pediatric patients with craniofacial deformities
  o Demonstrate their knowledge to upper level residents and attendings of the current approaches to antenatal investigation for craniofacial disorders when seeing these patients with the fellows and attendings in clinic
  o Demonstrate their knowledge of the relationship between form, function, and growth in pediatric craniofacial deformities and the staged reconstructive surgeries needed to minimize growth disturbances when seeing these patients with the fellows and attendings in clinic
  o Give a 30 minute presentation at the end of the rotation on the OMFS Thursday morning conference on a craniofacial syndrome with its associated deformities and the treatment

SPECIFIC DUTIES OF SENIOR STUDENTS
• Active Evaluation or patients in the in-patient and out-patient setting, under supervision of residents and faculty
• Participating in Pediatric Oral and Maxillofacial Surgery cases in the operating room and assisting when appropriate
• Attendance at Plagiocephaly, Craniofacial and Cleft Clinics

READING ASSIGNMENTS
• Kaban L, Troulis MJ. Pediatric Oral and Maxillofacial Surgery. 2nd Ed. Saunders 2004

HOURS PER WEEK

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LECTURE HRS

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OTHER REQUIRED SELECTIVES

- FACTTS (Advanced Diagnostic Skills)  FACTTS
- Web-Based Nutrition course  SNUTR
**Academic Affairs**

**FACTTS (Advanced Diagnostic Skills)**

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Peggy Murphy Ph.D.

SELECTIVE CATEGORY:

SELECTIVE DIRECTORS: Peggy Murphy Ph.D.

ADMINISTRATIVE CONTACT:

LOCATION: LSU Health - Shreveport

NUMBER OF STUDENTS PER 2 WEEK BLOCK: 15 maximum

SELECTIVE AVAILABLE DURING BLOCKS: 7-11A

COURSE CODE: FACTTS

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**Primary Goals of Selective:**

By the completion of the course, the student will understand:

- the principles of patient care management for a variety of common acute medical conditions,
- the indications for and proper performance of a number of advanced physical exam techniques,
- the different teaching methods that exist and the tools available to make teaching more effective,
- his/her own style of teaching.

**Specific Objectives:**

1. Students will manage common acute medical conditions utilizing simulated cases scenarios.
2. Students will know the indication for and properly perform assigned advanced physical diagnosis skills.
3. Students will perform assigned technical skills (e.g. IV placement, endotracheal intubation, arterial puncture) on task trainers.
4. Students will participate in providing healthcare education to patients.
5. Each student will identify his or her teaching and learning style.
6. Students will evaluate lectures and small group presentations given by peer using peer evaluation and the Medical Teacher checklist.
7. Students will conduct library searches and critical appraisals using the latest search techniques.

**Evaluation:**

Grade will be based on overall performance. Pass = 80% or better  Fail = 79% or lower

Students will receive a passing grade if they complete ALL required activities as presented above and demonstrate the professional attributes essential to the practice of medicine at 80% accuracy. All evaluation tools used in assessing the student must meet pass criteria in order that the student pass the selective.

Attendance is required at all activities. Proper dress, appropriate behavior/professionalism and promptness is expected for a passing grade.

Professionalism during simulation or patient education sessions is expected. No food or beverages in sessions. No flip-flops, no scrubs. Appropriate professional dress: slacks, dress shirts- men; skirts, dresses, pants-ladies

All support staff are to be respected and viewed as a member of the health care team.

Medical Tools-please bring your medical tools to all simulator sessions. If you do not have appropriate tools and a writing utensil, you maybe be asked to leave the session and will not be given credit. You will have to schedule a make-up in the next block.

Make-up for absences must be completed in the following block. Absences are allowed for interviews and the Step Exam with appropriate documentation.

The course directors and teaching faculty will ensure the achievement of all objectives using the following methods and exercises.

1. Faculty will evaluate diagnostic skills on physical exams and simulator cases and lecture presentation skills using standard competency checklists. All evaluations must be passed in order to pass this selective.
2. Attend and participate in all simulator training cases and simulation evaluation programs, Chest X-ray/EKG and Airway Management lectures and review of current respiratory practices and treatment updates during the month rotation for a passing grade.
3. Complete the VARK to determine teaching and learning styles.
4. Help prepare and teach diabetes action plans to/with diabetic patients.
5. Present a Power Point presentation to the entire group and course directors/appointed designee during the last week of the rotation. Course directors and other selective medical students will use a standard form: “Becoming a Medical Teacher” in order to evaluate the Power Point lecture. Using information provided about the presentation.
6. Attend and participate in all small group presentations and use peer evaluation and the Medical Teacher checklist.
7. The medical Librarian will assist students with research required for clinical question based upon a case scenario.
8. Formulate a search strategy, extracting key terms from the clinical question.
9. Conduct a search using PubMed database, PICO model and submit the results.
10. Critically appraise an original research article or systematic review, using appropriate checklists.
11. Perform an ethical analysis of current complex medical issues.
12. Submit a patient education report based on your clinical encounters in the diabetic foot clinic.

Learning Environments:
Conference- weekly small groups
Simulation Center- located in the Comp. Care Bldg., ground fl. G-106, G-104. Diabetic Wound Clinic –located in the Ambulatory Care Building
Lecture halls and Classroom, Comprehensive Care Clinics
Medical Library, Clinical Trials Building, room 136
MLK Clinic, 827 Margaret Place, Suite 201

Resources for Learning:
Living with Diabetes, An Everyday Guide for You and Your Family
Simulator Cases
Emergency Airway Management Handout by Dr. Chris Wolcott
Physical Diagnosis Handout by Dr. David McCarty Pediatric Handout by Dr. Marlene Broussard VARK; Mosby’s Online Chapter on Neurology

Independent Study time should be used for additional study, diabetic patient education activities, simulator practice, completion of research and reading assignments, and presentation.

Helpful Information

Contact Information:
Peggy Murphy, Ph.D.
Associate Professor, Dean’s Area
Co-Course Director
Email: pmurph@lsuhsc.edu

Diabetic Patient education- patients will be selected by the student from the Diabetic Wound Clinic located in the Ambulatory Care building. The clinical contact person is Denise Myers, ext. 5-4618. Students will interview two patients on assigned visits and during the third week, follow-up phone calls should be made. Diabetic Reports are due at the end of the block. Reports should be emailed to Drs. Terry Davis and Peggy Murphy.

Orientation, lectures, and presentations will be held in the Comprehensive Care Building rooms G-106, 3-131 or Clinical Trials Building, room number 136. Simulation activities will be held in the Comp Care Bldg. Room G-106 and G-104.
Library assignments will be held in the Medical Library, room1-419 small computer room and assigned conference rooms.

Handouts in the FACTTS blue folders should be reviewed prior to coming to class sessions (Neurology, Pediatrics, Airway, Advanced Physical Diagnosis, Clinical Ethics and any other assigned readings).

Notices and changes in activities are sent via e-mail. Students are responsible for checking their LSUHSC-S student e-mail accounts daily.
Academic Affairs

Health Systems Science: Healthcare Quality & Patient Safety

SELECTIVE DIRECTOR(S): Dr. Christi Rinaudo
PHONE: 318-675-4349
DURATION OF ELECTIVE: 2 Weeks
LOCATION OF ELECTIVE: Online
MAXIMUM NUMBER OF STUDENTS: No limit
MINIMUM NUMBER OF STUDENTS: 1
ELECTIVE OFFERED DURING BLOCKS: All
COURSE CODE: SAHSS

Goals:
The purpose of this selective is to:

- Introduce students to the fundamentals of quality improvement, patient safety, and the essential components comprising a culture of safety.
- Equip students with the knowledge and skills to provide safe, timely, equitable, effective, efficient, and patient-centered care

Objectives:
Upon completion of this course, the student should be able to:

- Explain the value of improvement science in health care.
- Identify the key elements of an effective improvement model.
- Describe how to lead an improvement project through four key phases.
- Apply strategies to work effectively with inter-professional colleagues.
- List the main types of errors and identify ways providers can improve safety for patients.
- Define a culture of safety and discuss how teamwork/communication can promote a strong safety culture.
- Explain the responsibilities of clinicians and health care systems in optimizing population-level outcomes with available resources.
- Describe several leadership characteristics and leadership approaches that can be effective in healthcare.
- Understand and elucidate the role of socioeconomic background, religious preferences, culture, and the building of trust influence the patient-provider relationship.
- Identify at least four skills to improve clinical interactions with patients.

NOTE: Students are required to complete Institute for Healthcare Improvement (IHI) Open School’s Basic Certificate in Quality and Safety which comprises 13 individual modules. The modules take from 15 – 45 minutes to complete. http://app.ihi.org/lmsspa/#/6cb1c614-884b-43ef-9abd-d90849f183d4

IHI Open School’s Online Learning Modules

<table>
<thead>
<tr>
<th>IHI</th>
<th>PS 101: Introduction to Patient Safety</th>
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</thead>
<tbody>
<tr>
<td>QI 101: Introduction to Health Care Improvement</td>
<td>PS 102: From Error to Harm</td>
</tr>
<tr>
<td>QI 102: How to Improve with the Model for Improvement</td>
<td>PS 103: Human Factors and Safety</td>
</tr>
<tr>
<td>QI 103: Testing and Measuring Changes with PDSA cycle</td>
<td>PS 104: Teamwork and Communication in a Culture of Safety</td>
</tr>
<tr>
<td>QI: 104: Interpreting Data: Run Charts, Control Charts, and Other Measurement Tools</td>
<td>PS 105: Responding to Adverse Events</td>
</tr>
<tr>
<td>QI 105: Leading Quality Improvement</td>
<td>L 101: Introduction to Health Care Leadership</td>
</tr>
<tr>
<td>PFC 101: Introduction to Patient-Centered Care</td>
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Each lesson has its own set of learning objectives that are linked to a post-module assessment. Students are required to score 75% or higher on each assessment to receive credit and move on to the next module. Students may continue to retake the module until they have achieved a satisfactory score. At the conclusion of course students will receive a Basic Certificate in Quality & Safety.
Goal: The student will have the opportunity to observe and participate in all aspects of the practice of primary care medicine in a community setting, not limited to metropolitan, underserved or rural areas. The student will gain both knowledge and insight into the practice of primary care medicine in one of the above listed settings.

OBJECTIVE 1: The student will obtain and write a problem focused history on a patient. He will then describe the problem focused physical exam findings and the management plan developed. The preceptor will critique the write up and give formal written feedback.

OBJECTIVE 2: The student will compare and contrast how common disease processes are diagnosed and managed in an academic institution as opposed to a community primary care setting. One of the disease processes will be written up and turned into the program office upon completion of the rotation.

OBJECTIVE 3: The student will learn to differentiate between documentation requirements for billing and reimbursement for community primary care settings and those required in an academic/hospital setting.

OBJECTIVE 4: The student will create a successful community practice planned based on his experience in a community primary care clinic. The practice plan will include time management, the doctor-patient relationship, office management and medical economics, medico-legal issues and risk reduction, appropriate referral practices, and continuing education. This practice plan will be reviewed and critiqued by the preceptor and the AHEC program office.

OBJECTIVE 5: Students will be able to argue whether the location of the patient population affects the health of the patient based on experiencing the health care delivery model in both a community setting and a hospital/campus setting.

OBJECTIVE 6: At the conclusion of the rotation, the student will be able to formulate an enhanced differential diagnosis of a chief complaint. This will be accomplished by through reading, other self-learning modalities, and practical knowledge gained during the rotation.

OBJECTIVE 7: Students will select one of 6 core topics; Inter-professional Education, Behavioral Health Integration, Social Determinants of Health, Cultural Competency, Practice Transformation or Current and emerging health issues as a topic of discussion based on one’s rotation in a rural or underserved primary care practice. At a designated time all Selective/Elective students will share their experiences and the better understanding they gained of one of the core topics during the rotation.

Nearing the completion of the academic year, students will attend a luncheon to discuss one of the before mentioned objectives. Please have your answers prepared so that a meaningful discussion may ensue.
Project Assessment:

Assessment of the new goal and objectives will be done via My Evaluation. This is a school based assessment system which teachers/preceptors use. It is based on ACGME requirements.

Resources for Learning:

Participating Faculty: Course Director, practicing local or AHEC Primary Care Physicians

Texts: Recommendations of the preceptor; whatever the fundamental text book is for the specialty such as Nelsons Textbook of Pediatrics for those doing a rotation with a Pediatrician

Hands-on-Experience: Supervised evaluation of the patients seen in the primary care setting.

Website: www.lsushcreveport.edu/ahec; on Moodle, we need to list the text books relevant to each primary care specialty
Family Medicine and Comprehensive Care
Inpatient Acting Internship - Family Medicine

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Tammy Davis M.D.
SELECTIVE CATEGORY: Inpatient Acting Internship
SELECTIVE DIRECTOR: Luke Baudoin, M.D.
ADMINISTRATIVE CONTACT: Christy Hay  Phone – 675.5347; Rm. 1-305
LOCATION: Ochsner-LSU Health - Shreveport
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 2
SELECTIVE AVAILABLE DURING BLOCKS: Blocks 2-11
COURSE CODE: SIFMA

NOTE: This elective may not be dropped within 2 months of the starting date

USMLE Step II Recommended

Primary Goals of Selective:

To provide students experience in the application of essential family medicine skills, attitudes, and knowledge in an inpatient setting.

Specific Objectives:

- Students will develop their skills in obtaining medical history and physical exam findings relative to the common and major disorders encountered in the Family Medicine inpatient service.
- Students will improve their skills in the evaluation and management of common and major inpatient disorders.
- Students will be able to discuss documentation requirements in the hospital, and compare them to requirements in the student clinic.
- Students will be able to discuss the effects of social and cultural variables on the health of patients in the hospital setting.
- Students will extend their knowledge of fundamental principles of medicine and specific disease entities through conferences, readings, and other self-study learning modalities; and will be able to discuss practical applications of that information.

Resources for Learning:

- Participating Faculty: Course director, LSUHSC family physicians.
- Texts: As recommended by assigned preceptor.
- Workshops: Periodic small group discussions and didactic conferences with Family Practice residents.
- Hands-on Experience: Supervised evaluation and management of patients in an inpatient setting.
- Computer Assisted Instruction: Library research.
- Directed Readings: As recommended by assigned preceptor.
- Self-Directed Learning: Focused review of topics directly related to patient care, utilizing library and online resources.

Evaluation:

Students will receive a passing grade if they complete all required activities as presented above, and demonstrate the professional attributes essential to the practice of medicine. These professional attributes include: Appropriate grooming, punctuality, attendance at all required activities unless appropriately excused, a respectful and caring approach to patients, adherence to stated and applied rules of conduct, and appropriate interactions with all faculty and staff. This list is not all-inclusive. The course director will complete evaluation forms with input from ward attending and residents. The course director will determine the final grade. Students at risk of failing will be handled on a case-by-case basis; they will be notified personally and/or in writing of any concerns in a timely fashion, and will be offered a reasonable opportunity to improve their performance.

The course director will ensure achievement of all objectives by all students, primarily through participation in regular small group discussions. The course director may develop and require students to complete self-study and evaluation forms when necessary to document achievement of course objectives.

USMLE Step II encouraged.
Family Medicine and Comprehensive Care

Ambulatory (Outpatient) Selective

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Tammy Davis, M.D.
SELECTIVE CATEGORY: Ambulatory Selective
SELECTIVE DIRECTOR: Chuck Baxter, MD
ADMINISTRATIVE CONTACT: Christy Hay, 675-5347, Room 1-305C
LOCATION: Ochsner-LSU Family Medicine PCF/CCC Clinics:
NUMBER OF STUDENTS PER BLOCK: 1 for SOFMA; 1 for SOFME

No Electives Offered in the Comprehensive Care Clinic
SELECTIVE AVAILABLE DURING BLOCKS: All
NON-LSUHSC STUDENTS ALLOWED: No
COURSE CODE: SOFMA – 2 week code; SOFME (4 week code)

Primary Goals of Selective:

Students will attain additional experience in caring for patients in a primary care setting, improve knowledge and skills related to preventive care and medical disorders commonly seen in a primary care setting, and demonstrate adherence to professional standards.

Specific Objectives:

Students will provide primary contact with patients as part of a multidisciplinary team, under faculty supervision, and will keep a complete patient log of all patients on a patient log.
Students will perform and document a history and physical, and will formulate a provisional treatment plan for each assigned patient for review with the attending physician.
Students will attain proficiency with using evidence based medicine or point of care resources.
Students will adhere to professional standards as outlined in the Course Syllabus.

Resources for Learning:

This is an experiential activity. Student interactions with patients and the health care team in the clinics are the primary learning resource. Quality education is dependent on the quality of patient care provided. Students will actively participate in the ongoing evaluation and improvement of patient care through discussions with patients, their families, and other members of the health care team; the use of informational resources; and participation in ongoing quality improvement projects.

Continuity of care between patients and primary care providers is a basic principal of Family Medicine. Senior students will continue with the same health care teams assigned to them as junior students. This arrangement improves the overall continuity for our patients, and allows individual students the option to maintain continuity relationships with patients from the junior FMMD rotation. For ideal continuity, PCF/CCC blocks should be separated by 2-4 months.

Students may be given assigned readings and required to complete mandatory simulation / e-cases on common clinical problems. Students are expected to actively participate in departmental-based educational activities (Grand Rounds) and demonstrate self-directed learning.
Students will document the daily use of point of care resources to answer clinical questions raised by their patient encounters. The quality of clinical questions generated by the student, the level of information they find, and their ability to apply this information appropriately to patient care should improve as they progress through the rotation. The students will choose two of these questions to submit for final approval before passing the course.

Evaluation:

Passing the selective will require demonstrated attendance to all assigned activities, completion of all required activities, adherence to professional standards of behavior, and a passing score on all evaluations.

Students, who expect to interview with multiple programs, are strongly encouraged not to choose this selective during the interview season. The maximum allowed excused absence from the rotation is two days. Excused absences will require appropriate documentation and notice.
Family Medicine and Comprehensive Care

Ochsner-LSU - Monroe

Family Medicine
Outpatient Rotation

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Tammy Davis, M.D.
SELECTIVE CATEGORY: Outpatient Clinic
SELECTIVE DIRECTORS: Euiil Luther, M.D.
ADMINISTRATIVE CONTACT: Christy Hay, 675.5347, 1-305
LOCATION: Ochsner-LSU Health Hospital- Monroe, LA
NUMBER OF STUDENTS PER BLOCK:  1
SELECTIVE AVAILABLE DURING BLOCKS: All
COURSE CODE: SOMDF – two week code

Contact Crawford Plummer for Housing
(318) 330-7626 / mplumm@lsuhsc.edu

Primary Goals of Selective:
To provide student’s experience in the application of essential Family Medicine skills, attitudes, and knowledge in an outpatient clinic setting.

Specific Objectives:
• Students will document a History, Physical exam, Assessment, and plan by obtaining a medical history and physical exam findings relative to the common and major disorders encountered in the Family Medicine inpatient service for each patient assigned.
• Students will develop an assessment and plan on their patients.
• Students will discuss documentation requirements with the Family Medicine faculty using the appropriate recording of medical information.
• Students will be able to compare the effects of social and cultural variables on the health of patients in the clinic.
• Students will discuss practical applications of fundamental principles of medicine and specific disease entities through conferences, reading and other self-study learning modalities.
• Students will gain exposure in and experience with common medical and surgical procedures.

Resources for Learning:
• Participating Faculty: Course director, LSUHSC Family Physicians.
• Texts: As recommended by assigned preceptor.
• Hands-on Experience: Supervised evaluation and management of clinic patients in an outpatient setting.
• Computer Assisted Instruction: Library research
• Directed Readings: As recommended by assigned preceptor.
• Self-Directed Learning: Focused review of topics directly related to patient care utilizing library and online resources.

Evaluation:
• Students will receive a passing grade if they complete all required activities as presented above, and demonstrate the professional attributes essential to the practice of medicine. These professional attributes include: appropriate grooming, punctuality, attendance at all required activities unless appropriately excused, a respectful of all faculty and staff. This list is not all-inclusive. The course director will complete evaluation forms with input from clinic preceptors and residents. The course director will determine the final grade. Students at risk of failing will be handled on a case-by-case basis, they will be notified personally and/or in writing of any concerns in a timely fashion, and will be offered a reasonable opportunity to improve their performance.
• The course director will ensure achievement of all objectives by all students primarily by their participation in regular small group discussions. The course director may develop and require students to complete self-study and evaluation forms when necessary to document achievement of course objectives.

1. List any specific core physical exam skills to be taught in your course
• Specific skills taught will vary as patients permit. Core examination skills learned in the junior year including examination of the head, neck, heart, lungs, abdomen and extremities will be reinforced.

2. List any specific clinical skills as well as attitudes and behaviors that you will be evaluating during your course and how these will be done in a structured manner (LCME)
   • Skills and behaviors will be evaluated by review of the evaluation form completed by the assigned preceptors and by direct communication between the course director and the assigned preceptors. Specific attention will be given to attendance, maturity, fund of knowledge, self-education, oral and written presentations, clinical skills and improvement noted during the course.

3. Copy of evaluation form to be used in your course for the grade determination

4. Grading process, number and timing of evaluations
   • Preceptor evaluation will occur in an ongoing fashion and results will be submitted verbally as necessary throughout the rotation and formally submitted by evaluation form at the completion of the rotation.

5. Identify handouts, text and other major resources to be purchased by students or provided by the department if different from previously provided
   • Standard medical texts and library resources will be utilized.

6. Describe any computer usage anticipated for the course
   • Computer time will be used to research specific relevant medical problems identified by the assigned preceptor during the course of practice. Library and Internet resources will be available. The course director will assist the student in this endeavor and provide topics for research when none are identified in the course of practice. Outpatient lab computer use will also be encouraged.

7. Describe any anticipated teaching of or use of problem solving skills to be part of your course. (LCME)
   • Clinical problem solving will be taught in the ongoing care of patients. Review of problems, critical thinking, differential diagnosis, and literature utilization as these things relate to patient care will be explored.

8. List which medical school objectives will be covered at least in part within your course objectives (LCME)
   • Demonstrate a working knowledge of the normal structure and function of the human body and its major organ systems; the structural and homeostatic dysfunction’s that cause disorders; the impact of human development, growth, and aging on normal and disordered structure, function, and behavior; and the pathophysiologic basis of human diseases.
   • Demonstrate the ability to evaluate patients, organize and present patient information, and properly manage medical problems by: being able to conduct a medical history and physical examination (comprehensive and focused); developing judgment concerning when a comprehensive or focused evaluation is appropriate; reliably eliciting appropriate information in a history and detecting abnormal findings on the physical examination; correctly identifying the patient’s medical problems, including psychosocial and behavioral problems; formulating accurate hypotheses as to the causes and solutions of these problems; developing appropriate strategies for exploring these hypotheses, including the use of laboratory tests and imaging studies; properly and safely performing routine technical procedures; and formulating a management plan.
   • Diagnose and manage patients with common acute and chronic medical conditions; recognize and institute initial treatment for patients with serious or life-threatening conditions.
   • Critically read, analyze, and interpret the biomedical literature to stay informed and current with developments in medicine.
   • Access and evaluate epidemiological data relating to risk indicators for disease in order to practice effective preventive medicine and to foster healthy behavior.
   • Develop skills in the use of computers and related technologies to: study and access current clinical information; retrieve, analyze, document and relay information about patients; communicate optimally with peers and faculty; and collect, analyze, interpret and report information regarding clinical cases and biomedical research.
   • Treat patients using accepted moral and ethical guidelines; exhibit integrity and compassion, understand the importance to patients of privacy and dignity; and give careful attention to the impacts of human diversity, the needs of the medically underserved, and the needs of dying patients when no cure is possible.
   • Recognize the unique nature of the doctor-patient relationship: demonstrate respect for the roles of other health care professionals; communicate effectively orally and in writing with patients, patients’ families, colleagues, and other medical personnel.
Family Medicine and Comprehensive Care

OH-LSU - Monroe

Family Medicine

Inpatient Rotation

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Tammy Davis, M.D.
SELECTIVE CATEGORY: Inpatient Acting Internship
SELECTIVE DIRECTORS: Eul Luther, M.D.
ADMINISTRATIVE CONTACT: Christy Hay, 675-5347, 1-305
LOCATION: Ochsner-LSU Health Hospital- Monroe, LA
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 1
SELECTIVE AVAILABLE DURING BLOCKS: All
COURSE CODE: SIMDF

Primary Goals of Selective:
To provide student’s experience in the application of essential Family Medicine skills, attitudes, and knowledge in an inpatient clinic setting.

Specific Objectives:

• Students will develop their skills in obtaining problem pertinent medical history and physical exam findings relative to the common disorders encountered in Internal Medicine.
• Students will develop their skills as clinicians in an Internal Medicine Inpatient setting as they develop an assessment and plan on their patients.
• Students will be able to discuss documentation requirements with the Family Medicine faculty to learn the appropriate recording of medical information.
• Students will be able to discuss how the following relate to the successful clinical practice: the doctor-patient relationship, continuity of care, the health care team, appropriate consultations, and preventative care.
• Students will be able to compare the effects of social and cultural variables on the health of patients in the Internal Medicine Inpatient setting.
• Students will extend their knowledge of fundamental principles of medicine and specific disease entities through conferences, reading and other self-study learning modalities; and be able to discuss practical applications of that information.
• Students will gain exposure in and experience with common inpatient procedures performed in an acute care hospital ward setting.

Resources for Learning:
• Participating Faculty: Course director, LSUHSC Family Medicine Faculty.
• Texts: As recommended by assigned preceptor.
• Hands-on Experience: Supervised evaluation and management of ward patients in an inpatient setting.
• Computer Assisted Instruction: Library research
• Directed Readings: As recommended by assigned preceptor.
• Self-Directed Learning: Focused review of topics directly related to patient care utilizing library and online resources.

Evaluation
• Students will receive a passing grade if they complete all required activities as presented above, and demonstrate the professional attributes essential to the practice of medicine. These professional attributes include; appropriate grooming, punctuality, attendance at all required activities unless appropriately excused, a respectful and caring approach to patients, adherence to stated and applied rules of conduct, and appropriate interactions with all faculty and staff. This list is not all-inclusive. The course director will complete evaluation forms with input from faculty preceptors and residents. The course director will determine the final grade. Students at risk of failing will be handled on a case-by-case basis, they will be notified personally and/or in writing of any concerns in a timely fashion, and will be offered a reasonable opportunity to improve their performance.

Contact Crawford Plummer for Housing

(318) 330-7626 / mplumm@lsuhsc.edu
The course director will ensure achievement of all objectives by all students primarily by their participation in regular small group discussions. The course director may develop and require students to complete self-study and evaluation forms when necessary to document achievement of course objectives.

1. List any specific core physical exam skills to be taught in your course
   - Specific skills taught will vary as patients permit. Core examination skills learned in the junior year including examination of the head, neck, heart, lungs, abdomen and extremities will be reinforced.

2. List any specific clinical skills as well as attitudes and behaviors that you will be evaluating during your course and how these will be done in a structured manner (LCME)
   - Skills and behaviors will be evaluated by review of the evaluation form completed by the assigned preceptors and by direct communication between the course director and the assigned preceptors. Specific attention will be given to attendance, maturity, fund of knowledge, self-education, oral and written presentations, clinical skills and improvement noted during the course.

3. Copy of evaluation form to be used in your course for the grade determination

4. Grading process, number and timing of evaluations
   - Preceptor evaluation will occur in an ongoing fashion and results will be submitted verbally as necessary throughout the rotation and formally submitted by evaluation form at the completion of the rotation.

5. Identify handouts, text and other major resources to be purchased by students or provided by the department if different from previously provided
   - Standard medical texts and library resources will be utilized.

6. Describe any computer usage anticipated for the course
   - Computer time will be used to research specific relevant medical problems identified by the assigned preceptor during the course of practice. Library and internet resources will be available. The course director will assist the student in this endeavor and provide topics for research when none are identified in the course of practice. Inpatient lab computer use will also be encouraged.

7. Describe any anticipated teaching of or use of problem solving skills to be part of your course. (LCME)
   - Clinical problem solving will be taught in the acute and ongoing care of patients. Review of problems, critical thinking, differential diagnosis, and literature utilization as these things relate to patient care will be explored.

8. List which medical school objectives will be covered at least in part within your course objectives (LCME)
   - Demonstrate a working knowledge of the normal structure and function of the human body and its major organ systems; the structural and homeostatic dysfunction’s that cause disorders; the impact of human development, growth, and aging on normal and disordered structure, function, and behavior; and the pathophysiologic basis of human diseases.
   - Demonstrate the ability to evaluate patients, organize and present patient information, and properly manage medical problems by: being able to conduct a medical history and physical examination (comprehensive and focused); developing judgment concerning when a comprehensive or focused evaluation is appropriate; reliably eliciting appropriate information in a history and detecting abnormal findings on the physical examination; correctly identifying the patient’s medical problems, including psychosocial and behavioral problems; formulating accurate hypotheses as to the causes and solutions of these problems; developing appropriate strategies for exploring these hypotheses, including the use of laboratory tests and imaging studies; properly and safely performing routine technical procedures; and formulating a management plan.
   - Diagnose and manage patients with common acute and chronic conditions; recognize and institute initial treatment for patients with serious or life-threatening conditions.
   - Critically read, analyze, and interpret the biomedical literature to stay informed and current with developments in medicine.
   - Access and evaluate epidemiological data relating to risk indicators for disease in order to practice effective preventive medicine and to foster healthy behavior.
   - Develop skills in the use of computers and related technologies to: study and access current clinical information; retrieve, analyze, document and relay information about patients; communicate optimally with peers and
faculty; and collect, analyze, interpret and report information regarding clinical cases and biomedical research.

- Treat patients using accepted moral and ethical guidelines; exhibit integrity and compassion, understand the importance to patients of privacy and dignity; and give careful attention to the impacts of human diversity, the needs of the medically underserved, and the needs of dying patients when no cure is possible.
- Recognize the unique nature of the doctor-patient relationship: demonstrate respect for the roles of other health care professionals; communicate effectively orally and in writing with patients, patients’ families, colleagues, and other medical personnel.
SELECTIVE CATEGORY: Inpatient Acting Internship
SELECTIVE DIRECTORS: Robert Moore M.D., Program Director
ADMINISTRATIVE CONTACT: Christy Hay, 318.675.5347 room 1-305
LOCATION: LSU FMRP-301 Fourth Street, Suite 3-H, Alexandria, LA
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 1
SELECTIVE AVAILABLE DURING BLOCKS: 2-11
COURSE CODE: SIFMB

Primary Goals of Selective:
To provide student’s experience in the application of essential Family Medicine skills, attitudes, and knowledge in a large Community Hospital inpatient setting.

Specific Objectives:
The students will be able to:
• Develop skills in obtaining medical history and physical exam findings relative to the common and major disorders encountered on the Family Medicine adult and pediatric inpatient services.
• Improve their skills in the diagnosis, evaluation and management of common inpatient disorders, and healthy newborns.
• Document appropriately in the hospital record, including progress notes, orders, and charges.
• Recognize the effects of social and cultural variables on the health and management of patients in the hospital setting.
• Increase their knowledge of fundamental principles of medicine, specific disease entities, and normal variants through conferences, reading, and other self-study modalities, and be able to discuss the practical application of that information.
• Discuss the specialty of Family Medicine and the management of patients within the context of continuity of care by primary care physicians.

Resources for Learning:
• Participating faculty: LSUHSC - Alexandria Family Practice Residency faculty.
• Texts: As recommended by assigned preceptor
• Workshops: Periodic small group discussions and didactic conferences with Family Practice residents.
• Hands-on Experience: Supervised evaluation and management of assigned patients in the inpatient setting.
• Computer Assisted Instruction: Library Research
• Directed Readings: As recommended by assigned preceptor
• Self-directed Learning: Focused review of topics directly related to patient care.
Evaluation

Students will receive a passing grade if they complete all required activities as presented above, and demonstrate the professional attributes essential to the practice of medicine. These professional attributes include; appropriate grooming, punctuality, attendance at all required activities unless appropriately excused, a respectful and caring approach to patients, adherence to stated and applied rules of conduct, and appropriate interactions with all faculty and staff. This list is not all-inclusive. The ward attending(s) will complete evaluation forms with input from the residents and other staff as appropriate. The ward attending and the course director will determine the final grade. Students at risk of failing will be handled on a case-by-case basis, they will be notified personally and/or in writing of any concerns in a timely manner, and will be offered a reasonable opportunity to improve their performance.

1) List any specific core physical exam skills to be taught in your course.
   • The core examination skills learned in the junior year including examination of the head, neck, heart, lungs, abdomen and extremities will be reinforced, in both adult and pediatric patients.

2) List any specific skills as well as attitudes and behaviors that you will be evaluating during your course and how these will be done in a structured manner (LCME).
   • Skills and behaviors will be evaluated by the preceptor in an ongoing fashion after direct observation and interaction with the student. The written evaluation form will be completed by the preceptor(s) working with the student. The preceptor will also solicit input from the upper level residents working with the student. Specific attention will be given to attendance, maturity, fund of knowledge, self-education, oral and written presentations, clinical skills, interpersonal skills in relating to patients and staff, and improvement noted during the course.

3) Copy of evaluation form to be used in your course for the grade determination.

4) Grading process, number and timing of evaluations.
   • Preceptor(s) evaluation will occur in an ongoing fashion, the preceptor will provide feedback as appropriate during the rotation. An evaluation will be submitted formally by means of the evaluation form at the end of the rotation.

5) Identify handouts, text, and other major resources to be purchased by students or provided by the department if different from previously provided.
   • Standard texts and journal access is provided in the library at the Residency and also at Rapides Regional Medical Center.

6) Describe any computer usage anticipated for the course.
   Computer time will be used to research specific medical problems identified by the preceptor during the course of practice. The preceptor and course director will assist the student in this endeavor and provide topics for research when none are identified in the course of practice.

7) Describe any anticipated teaching of or use of problem solving skills to be part of your course.
   Clinical problem solving will be taught in the ongoing care of patients. Review of problems, critical thinking, differential diagnosis, and literature utilization will be explored as they relate to patient care.
8) List which medical school objectives will be covered at least in part within your course objectives (LCME).

- Demonstrate a working knowledge of the normal structure and function of the human body and its major organ systems; the structural and homeostatic dysfunctions that cause disorders; the impact of human development, growth, and aging on normal and disordered structure, function and behavior; and the pathophysiologic basis of human diseases.

- Demonstrate the ability to evaluate patients, organize and present patient information and properly manage patients by: being able to conduct a medical history and physical examination (comprehensive and focused); developing judgment concerning when a comprehensive or focused evaluation is appropriate; reliably eliciting appropriate information in a history and detecting abnormal finding on the physical examination; correctly identifying the patient’s medical problems, including psycho- social and behavioral problems; formulating accurate hypotheses as to the causes and solutions of these problems; developing appropriate strategies for exploring these hypotheses, including the use of laboratory tests and imaging studies; properly and safely performing routine technical procedures; and formulating a management plan.

- Diagnose and manage patients with common acute and chronic medical conditions; recognize and institute initial treatment for patients with serious or life-threatening conditions.

- Critically read, analyze and interpret the biomedical literature to stay informed and current with developments in medicine.

- Access and evaluate epidemiological data relating to risk indicators for disease in order to practice effective preventive medicine and to foster healthy behavior.

- Develop skills in the use of computers and related technologies to: study and access current clinical information; retrieve, analyze, document and relay information about patients; communicate optimally with peers and faculty; and collect, analyze, interpret and report information regarding clinical cases and biomedical research.

- Treat patients using accepted moral and ethical guidelines; exhibit integrity and compassion, understand the importance to patients of privacy and dignity; and give careful attention to the impact of human diversity, the needs of the medically underserved and the needs of dying patients when no cure is possible.

- Recognize the unique nature of the doctor-patient relationship; demonstrate respect for the roles of other health care professional; communicate effectively orally and in writing with patients, patients’ families, colleagues and other medical personnel.
Family Medicine and Comprehensive Care
LSU Health Sciences Center - Alexandria, LA

Family Medicine
Outpatient Senior Selective

SELECTIVE CATEGORY: Outpatient
SELECTIVE DIRECTORS: Robert Moore M.D., Program Director
ADMINISTRATIVE CONTACT: Christy Hay, 318.675.5347 Room 1-305
LOCATION: LSU FMRP-301 Fourth Street, Suite 3-H, Alexandria, LA 71301
NUMBER OF STUDENTS PER BLOCK: 2 — 1 student in SOFMC 1 student in SOFMF
SELECTIVE AVAILABLE DURING BLOCKS: 2-11
COURSE CODE: SOFMC – code for 2 weeks; SOFMF – code for 4 weeks

Primary Goals of Selective:
To provide student’s experience in the application of essential Family Medicine skills, attitudes, and knowledge in community outpatient setting.

Specific Objectives:
The students will be able to:
• Develop skills in obtaining medical history and physical exam findings relative to the common disorders encountered in Family Medicine.
• Improve their skills in the diagnosis, evaluation and management of common outpatient disorders, and preventive health care.
• Document appropriately, and compare documentation requirements to those at the Shreveport campus.
• Recognize the effects of social and cultural variables on the health and management of patients in the outpatient setting, and compare these effects with those on campus.
• Describe how the following relate to a successful clinical practice: time management, the doctor patient relationship, office management and medical economics, medico-legal issues and risk reduction, the health care team and community resources, appropriate referral practices and continued medical education.
• Increase their knowledge of fundamental principles of medicine, specific disease entities, and normal variants through conferences, reading, and other self-study modalities, and be able to discuss the practical application of that information.
• Discuss the specialty of Family Medicine, and the management of patients within the context of continuity of care by primary care physicians.

Resources for Learning
• Participating faculty: LSUHSC - Alexandria Family Practice Residency faculty.
• Texts: As recommended by assigned preceptor
• Workshops: Periodic small group discussions, and didactic conferences with Family Practice residents.
• Hands-on Experience: Supervised evaluation of patients in the community setting.
• Computer Assisted Instruction: Library Research
• Directed Readings: As recommended by assigned preceptor
• Self-directed Learning: Focused review of topics directly related to patient care.

Please refer to SIFMB for additional learning and evaluation information.
Evaluation

- Students will receive a passing grade if they complete all required activities as presented above, and demonstrate the professional attributes essential to the practice of medicine. These professional attributes include; appropriate grooming, punctuality, attendance at all required activities unless appropriately excused, a respectful and caring approach to patients, adherence to stated and applied rules of conduct, and appropriate interactions with all faculty and staff. The residency faculty preceptors will complete evaluation forms. The course director will determine the final grade. Students at risk of failing will be handled on a case-by-case basis. They will be notified personally and/or in writing of any concerns in a timely fashion, and will be offered a reasonable opportunity to improve their performance.

- The course director may develop and require students to complete self-study and evaluation forms when necessary to document achievement of course objectives.

1) List any specific core physical exam skills to be taught in your course.

   The core examination skills learned in the junior year including examination of the head, neck, heart, lungs, abdomen and extremities will be reinforced, in both adult and pediatric patients.

2) List any specific clinical skills as well as attitudes and behaviors that you will be evaluating during your course and how these will be done in a structured manner (LCME).

   Skills and behaviors will be evaluated by the preceptor in an ongoing fashion after direct observation and interaction with the student in daily clinic. The written evaluation form will be completed by the preceptor(s) working with the student. Specific attention will be given to attendance, maturity, fund of knowledge, self-education, oral and written presentations, clinical skills, interpersonal skills in relating to patients and staff, and improvement noted during the course.

3) Copy of evaluation form to be used in your course for the grade determination.

4) Grading process, number and timing of evaluations.

   Preceptor(s) evaluation will occur in an ongoing fashion and results will be submitted formally by means of the evaluation form at the end of the rotation.

5) Identify handouts, text and other major resources to be purchased by students or provided by the department if different from previously provided.

   Not applicable

6) Describe any Computer usage anticipated for the course.

   Computer time will be used to research specific medical problems identified by the preceptor during the course of practice. The preceptor and course director will assist the student in this endeavor and provide topics for research when none are identified in the course of practice.

7) Describe any anticipated teaching of or use of problem solving skills to be part of your course

   The student will be introduced to community based clinical problem solving skills while observing the preceptor. The student will also be assigned patients to evaluate by history taking and examination, and will formulate an impression and plan which will be presented to and discussed with the preceptor prior to his or her evaluation of the same patient.
8) List which medical school objectives will be covered at least in part within your course objectives (LCME)

- Demonstrate a working knowledge of the normal structure and function of the human body and its major organ systems; the structural and homeostatic dysfunctions that cause disorders; the impact of human development, growth, and aging on normal and disordered structure, function and behavior; and the pathophysiologic basis of human diseases.

- Demonstrate the ability to evaluate patients, organize and present patient information, and properly manage patients by: being able to conduct a medical history and physical examination (comprehensive and focused); developing judgment concerning when a comprehensive or focused evaluation is appropriate; reliably eliciting appropriate information in a history and detecting abnormal findings on the physical examination; correctly identifying the patients’ medical problems, including psychosocial and behavioral problems; formulating accurate hypotheses as to the causes and solutions of these problems; developing appropriate strategies for exploring these hypotheses, including the use of laboratory tests and imaging studies; properly and safely performing routine technical procedures; and formulating a management plan.

- Diagnose and manage patients with common acute and chronic medical conditions; recognize and institute initial treatment for patients with serious or life-threatening conditions.

- Critically read, analyze, and interpret the biomedical literature to stay informed and current with developments in medicine.

- Access and evaluate epidemiological data relating to risk indicators for disease in order to practice effective preventive medicine and to foster healthy behavior.

- Develop skills in the use of computers and related technologies to: study and access current clinical information; retrieve, analyze, document and relay information about patients; communicate optimally with peers and faculty; and collect, analyze, interpret and report information regarding clinical cases and biomedical research.

- Treat patients using accepted moral and ethical guidelines; exhibit integrity and compassion, understand the importance to patients of privacy and dignity; and give careful attention to the impacts of human diversity, the needs of the medically underserved, and the needs of dying patients when no cure is possible.

- Recognize the unique nature of the doctor-patient relationship: demonstrate respect for the roles of other health care professionals; communicate effectively orally and in writing with patients, patients’ families, colleagues, and other medical personnel.
Internal Medicine/Pediatrics

Outpatient Internal Medicine/Pediatrics Elective

ELECTIVE DIRECTOR(S): Lauren Beal, M.D. emitch1@lsuhsc.edu
PHONE: 318-675-5915, Room 6-328
DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: Ochsner LSU Health
MAXIMUM NUMBER OF STUDENTS: 1
MINIMUM NUMBER OF STUDENTS: 1
ELECTIVE OFFERED DURING BLOCKS: All
COURSE CODE: SOIMP

Goals: To provide a comprehensive experience in caring for and managing adult and pediatric patients in an ambulatory setting (both community and university-based)

Objectives:
1. Students will complete and document in EMR the history and physical exam of each patient assigned to them in the clinic as well as list all problem lists and treatment plans
2. Students will perform an H&P on each new patient assigned to them and present the information to their attending.
3. Students will attend Internal Medicine/Pediatrics Continuity clinic at University Health one half day per week.
4. Students will attend the weekly conferences with the Med/Peds residents including Med/Peds Grand Rounds.

Attendance:
Students must be present every weekday. Students are allowed two excused absences for interviews during the four week rotation. The excused absence must be approved by the attending physician. Any additional absences must be approved by the attending physician and course director and must be made up before the semester is completed. Documentation of such interviews must be provided to the course director. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the Course Director.

Resources for Learning:
The student is expected to use general reference material such as Harrison’s Principles of Internal Medicine and Nelson’s Textbook of Pediatrics and specialty texts to achieve a basic understanding of their patients’ diseases and their practical management. The resources of the residents, and attending physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.

SPECIFIC DUTIES OF SENIOR STUDENTS:
Students will spend 8 hours per week at University Health Med/Peds Continuity Clinic, 8-12 hours per week in MedPeds Faculty Clinic, 24 hours per week individualized learning.
Monday: 8-12 UH MedPeds Faculty Clinic with Dr. Beal
Tuesday 8-12 Olive Street MedPeds Clinic with Dr. Bass
Wednesday 8-5 UH Med Peds Continuity Clinic
Thursday 8-5 self-study/online modules
Friday 8-5 online modules

Evaluation: Students will receive an informal formative evaluation from the attending physician at the end of the first two weeks of the rotation. Students will receive a summative evaluation by the attending physician at the end of the four week rotation

HOURS PER WEEK
CONF _______ HRS  WARD_______ HRS  LAB _________ HRS  LIBRARY ____HRS
OR _______ HRS  CLINIC_______ HRS  LECTURE _________ HRS  READING ______ HRS
TOTAL NUMBER OF HOURS PER WEEK: 40
Internal Medicine

Outpatient Clinical Oncology

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Lauren Beal, M.D.
SELECTIVE CATEGORY: Outpatient Clinic
SELECTIVE DIRECTORS: Gary V. Burton, M.D., gburto@lsuhsc.edu
ADMINISTRATIVE CONTACT: Bridget Hall, bcarr@lsuhsc.edu
PHONE: 318.813.1057
LOCATION: Feist Weiller Cancer Center
NUMBER OF STUDENTS PER 2 WEEK BLOCK: 1
NON-LSUHSC STUDENTS ALLOWED: No
SELECTIVE AVAILABLE DURING BLOCKS: All
COURSE CODE: SOMDC

Primary Goals of Selective:

To provide a comprehensive experience in caring for and managing patients with cancer and hematological disorders in the outpatient setting.

Specific Objectives:

1. Students will complete and document in Epic the history and physical exam of each patient assigned to them in the Heme/Onc clinic as well as all problem lists and treatment plans.
2. Students will perform an H&P on each new patient assigned to them and present the information to their attending.
3. Students will read about the conditions pertaining to their patients and present to the attending physician the pathophysiology, diagnosis, and treatment plans.
4. Students will perform at least one of the following procedures: paracentesis, thoracentesis, bone marrow aspiration/biopsy, spinal taps or fine needle aspiration of superficial tumors and document the procedure in myevaluations.
5. Students will attend the weekly Hematology/Oncology grand rounds and the weekly Clinical Management Conference and Internal Medicine Grand Rounds.

Attendance:

Students must be present every weekday. Students are allowed one excused absence during the two week rotation for interviews. This excused absence must be approved by the attending physician. Any additional absences must be approved by the attending physician and clerkship director and must be made up before the semester is completed. Documentation of such interviews must be provided to the Clerkship Coordinator. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the Clerkship Director.

Resources for Learning:

The student is expected to use general reference material such as Harrison’s Principles of Internal Medicine and specialty texts to achieve a basic understanding of their patients’ diseases and their practical management. The resources of the fellows, residents, attending physician and consulting physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.

Participating Faculty: Course Director, Hematology/Oncology Clinic Faculty and Fellows
Texts: Harrison’s Principles of Internal Medicine and Hematology/Oncology Texts as assigned by Hematology/Oncology faculty
Hands-on Experience: Supervised evaluation and management of patients with cancer in the outpatient setting
Self-Directed Learning: Focused review of topics directly related to the management of patients seen using the library and online resources.

Evaluation:

Students will receive a formative evaluation from the attending physician at the end of the first two weeks of the rotation. Students will receive a summative evaluation by the attending physician.
Internal Medicine
Inpatient Acting Internship - Clinical Oncology

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Lauren Beal, M.D.
SELECTIVE CATEGORY: Inpatient Acting Internship
SELECTIVE DIRECTORS: Gary V. Burton, M.D., gburto@lsuhsc.edu
ADMINISTRATIVE CONTACT: M'Lisa Sella, mSELLA@LSUHSC.EDU
PHONE: 675.5915, Room 6-328
LOCATION: Ochsner LSU Health Shreveport
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 1
NON-LSUHSC STUDENTS ALLOWED: No
SELECTIVE AVAILABLE DURING BLOCKS: All
COURSE CODE: SIMDA

Primary Goals of Selective:
To provide a comprehensive experience in caring for and managing patients with cancer hematological disorders in the inpatient setting.

Specific Objectives:
1. Students will complete and document in Epic the history and physical exam of each patient assigned to them on the Hematology/Oncology Subspecialty Wards as well as all patient orders and daily progress notes.
2. Students will perform an H&P on each new patient assigned to them and present the information to their attending.
3. Students will read about the conditions pertaining to their patients and present a fifteen minute didactic talk twice a week to the attending physician and the Hematology/Oncology ward team about the pathophysiology, diagnosis, and treatment plans.
4. Students will attend the weekly Hematology/Oncology grand rounds and the weekly Clinical Management Conference.
5. Students will be present and round with their team every week day and one weekend day each week.

Attendance:
Students must be present every weekday and one weekend day each week. Students are allowed two excused absences during the four week rotation for interviews. These excused absences must be approved by the attending physician. Any additional absences must be approved by the attending physician and the course director and must be made up before the semester is completed. Documentation of such interviews must be provided to the course director. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the course director.

Resources for Learning:
The student is expected to use general reference material such as the Washington Manual of Therapeutics and Harrison’s Principles of Internal Medicine as well as specialty texts to achieve a basic understanding of their patients’ diseases and their practical management. The resources of the ward team resident, attending physician, Pharm. D., dietician, and consulting physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.

Participating Faculty: Course Director, Hematology/Oncology Ward Team Attending Physician and Fellows

Texts: Harrison’s Principles of Internal Medicine and Hematology/Oncology texts as assigned by Hematology/Oncology faculty

Hands-on Experience: Supervised evaluation and management of patients with cancer or hematological disorders in the inpatient setting

Self-Directed Learning: Focused review of topics directly related to the management of patients seen using the library and online resources.

Evaluation:
Students will receive a formative evaluation from the attending physician at the end of the first two weeks of the rotation. Students will receive a summative evaluation by the attending physician at the end of the rotation.
Primary Goals of Selective:
To provide a comprehensive experience in caring for and managing acutely ill patients in the intensive care unit of the hospital.

Specific Objectives:
1. Students will complete and document in the electronic medical record system the history and physical exam of each patient assigned to them on the Inpatient Medicine Wards as well as all patient orders and daily progress notes.
2. Students will perform an H&P on each new patient assigned to them and present the information to their attending.
3. Students will read about the conditions pertaining to their patients and present to the attending physician the pathophysiology, diagnosis, and treatment plans.
4. Students will attend all scheduled department conferences with the Medicine interns as documented by a sign-in sheet.
5. Students will be present and round with their team every week day and one weekend day each week.

Attendance:
Students must be present every weekday and one weekend day each week. Students are allowed two excused absences for interviews during the four week rotation. These excused absences must be approved by the attending physician. Any additional absences must be approved by the attending physician and the course director and must be made up before the semester is completed. Documentation of such interviews must be provided to the course director. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the Course Director.

Resources for Learning:
The student is expected to use general reference material such as the Washington Manual of Therapeutics and Harrison’s Principles of Internal Medicine to achieve a basic understanding of their patients’ diseases and their practical management. The resources of the ward team resident, attending physician, and consulting physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.

Participating Faculty: Course Director, Medicine Ward Team Attending Physician
Texts: Harrisons Principles of Internal Medicine
Hands-on Experience: Supervised evaluation and management of acutely ill patients in the intensive care unit
Self-Directed Learning: Focused review of topics directly related to the management of patients seen using the library and online resources.

Evaluation:
Students will receive an informal formative evaluation from the attending physician at the end of the first two weeks of the rotation. Students will receive a summative evaluation by the attending physician in Myevaluations at the end of the rotation.
**Internal Medicine**

*Inpatient Acting Internship – LSU MICU*

**DIRECTOR FOURTH YEAR DEPARTMENT COURSES:** Lauren Beal, M.D.

**SELECTIVE CATEGORY:** Inpatient Acting Internship

**SELECTIVE DIRECTORS:** Laurie Grier, M.D. lgrier@lsuhsc.edu

**ADMINISTRATIVE CONTACT:** M’Liss Sella, msella@lsuhsc.edu

**LOCATION:** LSU Health Sciences Center / MICU

**PHONE:** 675-5915, Room 6-328

**NUMBER OF STUDENTS PER 4 WEEK BLOCK:** 2

**NON-LSUHSC STUDENTS ALLOWED:** Yes, 1 if space available.

**SELECTIVE AVAILABLE DURING BLOCKS:** All

**COURSE CODE:** SIMDE

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**Primary Goals of Selective:**

To provide a comprehensive experience in caring for and managing acutely ill patients in the intensive care unit of the hospital.

**Specific Objectives:**

1. Students will complete and document in Epic the history and physical exam of each patient assigned to them on the Inpatient Medicine Wards as well as all patient orders and daily progress notes.

2. Students will perform an H&P on each new patient assigned to them and present the information to their attending.

3. Students will read about the conditions pertaining to their patients and present to the attending physician the pathophysiology, diagnosis, and treatment plans.

4. Students will attend all scheduled department conferences with the Medicine interns as documented by a sign-in sheet.

5. Students will be present and round with their team every week day and one weekend day each week.

**Attendance:**

Students must be present every weekday and one weekend day each week. Students are allowed two excused absences for interviews during the four week rotation. These excused absences must be approved by the attending physician. Any additional absences must be approved by the attending physician and clerkship director and must be made up before the semester is completed. Documentation of such interviews must be provided to the Clerkship Coordinator. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the Clerkship Director.

**Resources for Learning:**

The student is expected to use general reference material such as the *Washington Manual of Therapeutics* and *Harrison’s Principles of Internal Medicine* to achieve a basic understanding of their patients’ diseases and their practical management. The resources of the ward team resident, attending physician, and consulting physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.

- Participating Faculty: Course Director, Medicine Intensive Care Unit Attending Physician
- Texts: *Harrison’s Principles of Internal Medicine*
- Hands-on Experience: Supervised evaluation and management of patients in the intensive care unit.
- Self-Directed Learning: Focused review of topics directly related to the management of patients seen using the library and online resources.

**Evaluation:**

Students will receive an informal formative evaluation from the attending physician at the end of the first two weeks of the rotation. Students will receive a summative evaluation by the attending physician in Myevaluations at the end of the rotation.
Internal Medicine

Medicine Ambulatory Care Selective

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Lauren Beal M.D.
SELECTIVE DIRECTORS: Lauren Beal, M.D. emitch1@lsuhsc.edu
ADMINISTRATIVE CONTACT: M’Liss Sella, msella@lsuhsc.edu
LOCATION: Willis-Knighton Medical Center
PHONE: 675-5915, Room 6-328

NUMBER OF STUDENTS PER BLOCK:  1
SELECTIVE AVAILABLE DURING BLOCKS:  All
NON-LSUHSC STUDENTS ALLOWED: No
COURSE CODE: SOMAC code for 2 weeks

Primary Goals of Selective:

To provide a comprehensive experience in evaluating and managing patients in the private clinic outpatient setting.

Specific Objectives:

1. Students will complete and document in the patient chart the history and physical exam of each patient assigned to them in the clinic.
2. Students will perform a problem focused history and physical on each assigned patient and present it to their attending.
3. Students will read about the conditions pertaining to their patients and present to the attending physician the pathophysiology, diagnosis, and treatment plans.

Attendance:

Students must be present every weekday. Students are allowed one excused absence during the two week rotation for interviews. This excused absence must be approved by the attending physician. Any additional absences must be approved by the attending physician and clerkship director and must be made up before the semester is completed. Documentation of such interviews must be provided to the Clerkship Coordinator. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the Clerkship Director.

Resources for Learning:

The student is expected to use general reference material such as Harrison’s Principles of Internal Medicine and specialty texts to achieve a basic understanding of their patients’ diseases and their practical management. Some clinics will provide clinic-specific reference materials for study. The resources for the fellows, residents, attending physician and consulting physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.
Participating Faculty: Course director, LSUHSC Medicine Subspecialty physicians
Texts: Harrison’s Principles of Internal Medicine
Hands-on Experience: Supervised evaluation and management of patients in the outpatient setting
Self-Directed Learning: Focused review of topics directly related to the management of patients seen using the library and online resources.

Evaluation:

Students will receive an informal formative evaluation from the attending physician at the end of the first week of the rotation. Students will receive a summative evaluation in MyEvaluations by the attending physician at the end of the two week rotation.
Internal Medicine
Outpatient Medical Specialties

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Lauren Beal, M.D.
SELECTIVE CATEGORY: Outpatient Clinic
SELECTIVE DIRECTORS: Lauren Beal, M.D. mittch1@lsuhsc.edu
ADMINISTRATIVE CONTACT: M’Liss Sella, msella@lsuhsc.edu
LOCATION: Ochsner LSU Health
NUMBER OF STUDENTS PER 2 WEEK BLOCK: 2 per block
SELECTIVE AVAILABLE DURING BLOCKS: All
NON-LSUHSC STUDENTS ALLOWED: No
COURSE CODE: SOMDA

Primary Goals of Selective:
To provide a comprehensive experience in evaluating and managing patients in the outpatient subspecialty setting.

Specific Objectives:
1. Students will complete and document in Epic the history and physical exam of each patient assigned to them in subspecialty clinic.
2. Students will perform a problem focused history and physical on each assigned patient and present it to their subspecialty attending.
3. Students will read about the conditions pertaining to their patients and present to the attending physician the pathophysiology, diagnosis, and treatment plans.
4. Students will attend the subspecialty clinics each weekday as assigned as documented by a sign-in sheet.
5. Students will attend Medicine Grand Rounds each week as documented by a sign-in sheet.
6. Students will participate in an Evidence Based Medicine conference which will consist of reading two articles as assigned by the attending and complete Evidence Based worksheets for each.

Attendance:
Students must be present every weekday. Students are allowed one excused absence for interviews during the two week rotation. This excused absence must be approved by the attending physician. Any additional absences must be approved by the attending physician and course director and must be made up before the semester is completed. Documentation of such interviews must be provided to the course director. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the Course Director.

Resources for Learning:
The student is expected to use general reference material such as Harrison’s Principles of Internal Medicine and specialty texts to achieve a basic understanding of their patients’ diseases and their practical management. Some clinics will provide clinic-specific reference materials for study. The resources for the fellows, residents, attending physician and consulting physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.

Participating Faculty: Course director, LSUHSC Medicine Subspecialty physicians
Texts: Harrison’s Principles of Internal Medicine
Hands-on Experience: Supervised evaluation and management of patients in the outpatient setting
Self-Directed Learning: Focused review of topics directly related to the management of patients seen using the library and online resources.

Evaluation:
Students will receive an informal formative evaluation from the Course Director at the end of the first week of the rotation. Students will receive a summative evaluation in MyEvaluations by the Course Director using a compilation of evaluations completed by each Subspecialty attending physician.


**Internal Medicine**

**Inpatient Acting Internship – VA General Medicine Ward**

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Lauren Beal, M.D.
SELECTIVE CATEGORY: Inpatient Acting Internship
SELECTIVE DIRECTORS: Lauren Beal, M.D.  emitch1@lsuhsc.edu
ADMINISTRATIVE CONTACT: M’Liss Sella, msella@lsuhsc.edu  PHONE: 675.5915, Room 6-328
LOCATION: VA Hospital - Shreveport
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 4
NON-LSUHSC STUDENTS ALLOWED: NO
COURSE CODE: SIMDC

**Prerequisite:** Complete background check and fingerprinting at least 30 days before rotation begins.

**Primary Goals of Selective:**

To provide a comprehensive experience in caring for and managing patients in the hospital on the General Medicine Ward Service.

**Specific Objectives:**

1. Students will complete and document in the VA Medical Records system the history and physical exam of each patient assigned to them on the Inpatient Medicine Wards as well as all patient orders and daily progress notes.
2. Students will perform an H&P on each new patient assigned to them and present the information to their attending.
3. Students will read about the conditions pertaining to their patients and present to the attending physician the pathophysiology, diagnosis, and treatment plans.
4. Students will attend all scheduled department conferences with the Medicine interns as documented by a sign-in sheet.
5. Students will be present and round with their team every week day and one weekend day each week.
6. Students will be on call every fifth night with their team.

**Attendance:**

Students must be present every weekday and one weekend day each week. Students are allowed two excused absences for interviews during the four week rotation. These excused absences must be approved by the attending physician. Any additional absences must be approved by the attending physician and course director and must be made up before the semester is completed. Documentation of such interviews must be provided to the course director. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the Course Director.

**Resources for Learning:**

The student is expected to use general reference material such as the *Washington Manual of Therapeutics* and *Harrison’s Principles of Internal Medicine* to achieve a basic understanding of their patients’ diseases and their practical management. The resources of the ward team resident, attending physician, and consulting physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.

- **Participating Faculty:** Course Director, Medicine Ward Team Attending Physician
- **Texts:** *Harrisons Principles of Internal Medicine, Washington Manual of Therapeutics*
- **Hands-on Experience:** Supervised evaluation and management of patients in the inpatient setting
- **Self-Directed Learning:** Focused review of topics directly related to the management of patients seen using the library and online resources.

**Evaluation:**

Students will receive an informal formative evaluation from the attending physician at the end of the first two weeks of the rotation. Students will receive a summative evaluation in MyEvaluations by the attending physician at the end of the four week rotation.
Internal Medicine
Inpatient Acting Internship – LSU General Medicine Ward

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Lauren Beal, M.D.
SELECTIVE CATEGORY: Inpatient Acting Internship
SELECTIVE DIRECTORS: Lauren Beal, M.D. emitch1@lsuhsc.edu
ADMINISTRATIVE CONTACT: M’Liss Sella, msella@lsuhsc.edu
LOCATION: Ochsner LSU Health - Shreveport
PHONE: 675-5915, Room 6-328

NUMBER OF STUDENTS PER 4 WEEK BLOCK: 5
SELECTIVE AVAILABLE DURING BLOCKS: All ** must have approval by dept**
NON-LSUHSC STUDENTS ALLOWED: Yes - if space available.
COURSE CODE: SIMDD

Primary Goals of Selective:
To provide a comprehensive experience in caring for and managing patients in the hospital on the General Medicine Ward Service.

Specific Objectives:
1. Students will complete and document in Epic the history and physical exam of each patient assigned to them on the Inpatient Medicine Wards as well as all patient orders and daily progress notes.
2. Students will perform an H&P on each new patient assigned to them and present the information to their attending.
3. Students will read about the conditions pertaining to their patients and present to the attending physician the pathophysiology, diagnosis, and treatment plans.
4. Students will attend all scheduled department conferences with the Medicine interns as documented by a sign-in sheet.
5. Students will be present and round with their team every week day and one weekend day each week.
6. Students will be on call each fifth night with their team.

Attendance:
Students must be present every weekday and one weekend day each week. Students are allowed two excused absences for interviews during the four week rotation. These excused absences must be approved by the attending physician. Any additional absences must be approved by the attending physician and course director and must be made up before the semester is completed. Documentation of such interviews must be provided to the course director. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the Course Director.

Resources for Learning:
The student is expected to use general reference material such as the *Washington Manual of Therapeutics* and *Harrison’s Principles of Internal Medicine* to achieve a basic understanding of their patients’ diseases and their practical management. The resources of the ward team resident, attending physician, and consulting physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.

Participating Faculty: Course Director, Medicine Ward Team Attending Physician
Texts: *Harrisons Principles of Internal Medicine, Washington Manual of Therapeutics*
Hands-on Experience: Supervised evaluation and management of patients in the inpatient setting
Self-Directed Learning: Focused review of topics directly related to the management of patients seen using the library and online resources.

Evaluation:
Students will receive an informal formative evaluation from the attending physician at the end of the first two weeks of the rotation. Students will receive a summative evaluation in MyEvaluations by the attending physician at the end of the four week rotation.
Internal Medicine
Community Based Medicine

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Lauren Beal, M.D.
SELECTIVE CATEGORY: Community Outpatient
SELECTIVE DIRECTORS: Lauren Beal, M.D. emit1@lsuhsc.edu
ADMINISTRATIVE CONTACT: M’Liss Sella, msella@lsuhsc.edu
PHONE: 675.5915, Room 6-328
LOCATION: Willis-Knighton Health System
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 1
SELECTIVE AVAILABLE DURING BLOCKS: All
NON-LSUHSC STUDENTS ALLOWED: No
COURSE CODE: SCMDA

Primary Goals of Selective:

To provide a comprehensive experience in evaluating and managing patients in the private clinic outpatient setting.

Specific Objectives:

1. Students will complete and document in the patient chart the history and physical exam of each patient assigned to them in the clinic.
2. Students will perform a problem focused history and physical on each assigned patient and present it to their attending.
3. Students will read about the conditions pertaining to their patients and present to the attending physician the pathophysiology, diagnosis, and treatment plans.

Attendance:

Students must be present every weekday. Students are allowed one excused absence for interviews during the two week rotation. This excused absence must be approved by the attending physician. Any additional absences must be approved by the attending physician and course director and must be made up before the semester is completed. Documentation of such interviews must be provided to the course director. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the Course Director.

Resources for Learning:

The student is expected to use general reference material such as Harrison’s Principles of Internal Medicine and specialty texts to achieve a basic understanding of their patients’ diseases and their practical management. Some clinics will provide clinic-specific reference materials for study. The resources for the fellows, residents, attending physician and consulting physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.
Participating Faculty: Course director, LSUHC Medicine Subspecialty physicians
Texts: Harrison’s Principles of Internal Medicine
Hands-on Experience: Supervised evaluation and management of patients in the outpatient setting
Self-Directed Learning: Focused review of topics directly related to the management of patients seen using the library and online resources.

Evaluation:

Students will receive an informal formative evaluation from the attending physician at the end of the first two weeks of the rotation. Students will receive a summative evaluation in MyEvaluations by the attending physician at the end of the four week rotation.
Internal Medicine/Endocrinology
Clinical Endocrinology

ELECTIVE DIRECTOR(S): David Scarborough, M.D.  dscarb@lsuhsc.edu
ADMINISTRATIVE CONTACT: Quartina Henderson ghende@lsuhsc.edu  PHONE: 318.675.5960 ROOM: 6-305
DURATION OF ELECTIVE: 4 Weeks or 2 weeks
LOCATION OF ELECTIVE: Ochsner LSU Health and VA Medical Center
MAXIMUM NUMBER OF STUDENTS: 2  total
ELECTIVE OFFERED DURING BLOCKS: All
COURSE CODE: SOEDD (4 weeks)  SOEDD2 (2 weeks)

Prerequisite: Half of this rotation is at the VA so background check and fingerprinting must be completed at least 30 days
before rotation begins.
Student will attend Endocrine clinics at University Health and at the VA Medical Center

Primary Goals of Elective:
To provide a comprehensive experience in caring for and managing patients with endocrine and metabolic disorders in
the inpatient and outpatient setting.

Specific Objectives:
1. Students will complete and document in Epic or the VA Electronic Medical Record system the history and physical
   exam of each patient assigned to them on the Endocrine consult service and in the Endocrine clinic well as all problem
   lists and treatment plans.
2. Students will perform an H&P on each new patient assigned to them and present the information to their attending.
3. Students will read about the conditions pertaining to their patients and present to the attending physician the
   pathophysiology, diagnosis, and treatment plans.
4. Students will attend the weekly Endocrine conferences and Internal Medicine Grand Rounds.

Attendance:
Students must be present every weekday. Students are allowed two excused absences for interviews during the four week
rotation. This excused absence must be approved by the attending physician. Any additional absences must be approved by
the attending physician and course director and must be made up before the semester is completed. Documentation of such
interviews must be provided to the course director. Students will receive an incomplete until such absences have been made
up. Make-up days are at the discretion of the course director.

Resources for Learning:
The student is expected to use general reference material such as Harrison’s Principles of Internal Medicine and specialty
texts to achieve a basic understanding of their patients’ diseases and their practical management. The resources of the
fellows, residents, attending physician and consulting physicians should be used routinely to supplement the student’s
reading, as well as recourse to journal articles and internet resources as needed.

Participating Faculty: Course Director, Endocrinology Faculty and Fellows
Texts: Harrison’s Principles of Internal Medicine, Endocrine Texts as assigned by Endocrine faculty
Hands-on Experience: Supervised evaluation and management of patients with endocrine and metabolic disorders in the
inpatient and outpatient setting
Self-Directed Learning: Focused review of topics directly related to the management of patients seen using the library and
online resources.

Evaluation:
Students will receive an informal formative evaluation from the attending physician at the end of the first two weeks
of the rotation. Students will receive a summative evaluation by the attending physician at the end of the rotation.

HOURS PER WEEK
CONF  2 HRS  WARD 10 HRS  LAB HRS  LIBRARY 2 HRS
OR   HRS  CLINIC 16 HRS  LECTURE 4 HRS  READING 6 HRS
TOTAL NUMBER OF HOURS PER WEEK: 40
Primary Goals of Elective:
To provide a comprehensive experience in caring for and managing patients with rheumatic disorders in the inpatient and outpatient setting.

Specific Objectives:
1. Students will complete and document in Epic the history and physical exam of each patient assigned to them on the Rheumatology consult service and in the Rheumatology clinic well as all problem lists and treatment plans.
2. Students will perform an H&P on each new patient assigned to them on the Rheumatology consult service and in the Rheumatology clinic as well as all problem lists and treatment plans.
3. Students will read about the conditions pertaining to their patients and present to the attending physician the pathophysiology, diagnosis, and treatment plans.
4. Students will attend the weekly Rheumatology conferences and Internal Medicine Grand Rounds.

Attendance:
Students must be present every weekday. Students are allowed two excused absences for interviews during the four week rotation. This excused absence must be approved by the attending physician. Any additional absences must be approved by the attending physician and course director and must be made up before the semester is completed. Documentation of such interviews must be provided to the course director. Students will receive an incomplete until such absences have been made up. Make-up days are at the discretion of the course director.

Resources for Learning:
The student is expected to use general reference material such as Harrison’s Principles of Internal Medicine and specialty texts to achieve a basic understanding of their patients’ diseases and their practical management. The resources of the fellows, residents, attending physician and consulting physicians should be used routinely to supplement the student’s reading, as well as recourse to journal articles and internet resources as needed.

Participating Faculty: Course Director, Rheumatology Faculty and Fellows
Texts: Harrison’s Principles of Internal Medicine and Rheumatology Texts as assigned by Rheumatology faculty-
1) Primer on Rheumatic Diseases
2) Board Review CD
3) Selected Journal Articles

Hands-on Experience: Supervised evaluation and management of patients with rheumatic disorders in the inpatient and outpatient setting
Self-Directed Learning: Focused review of topics directly related to the management of patients seen using the library and online resources.

Evaluation:
Students will receive an informal formative evaluation from the attending physician at the end of the first two weeks of the rotation. Students will receive a summative evaluation by the attending physician.
Neurology

Inpatient Acting Internship

ELECTIVE DIRECTOR(S): Erik Burton, M.D.
PHONE: 318.675.5281
ELECTIVE COORDINATOR: Felicia Jackson
DURATION OF ELECTIVE: 4 weeks
LOCATION OF ELECTIVE: LSUHSC
MAXIMUM NUMBER OF STUDENTS: 1
MINIMUM NUMBER OF STUDENTS: NA
ELECTIVE OFFERED DURING BLOCKS: All
COURSE CODE: SINEA

PRIMARY GOALS OF SELECTIVE

Provide students with advanced expertise in the neurologic evaluation of patients in primarily the in-patient setting, but also to involve basic neurologic problems in the out-patient clinic. Student will be expected to improve skills in both taking the neurologic history, as well as performing the neurologic examination. In addition, students will be expected to improve their differential diagnostic abilities for neurologic disease, as well as enhance their skills in management of neurological patients both in a ward and clinic environment.

SPECIFIC OBJECTIVES: (The Student will)

1. Improve skills in obtaining a neurologic history and performing a neurologic examination.
2. Become familiar with the performance and interpretation of EEGs, EMG/Nerve Conduction Studies, Sleep Studies, Evoked Response Testing, EEG Telemetry and neurophysiological surgical monitoring by accompanying their patients to these procedures.
3. Improve performance of certain procedures such as the lumbar puncture, and in interpretation of Neuroimaging Studies.
4. Improve diagnostic abilities in neurologic disease, especially in those problems presenting as cognitive disturbances, altered mental status, syncope/seizures, sensory and motor disturbances, basal ganglion dysfunction, and headache presentations.
5. Learn to choose and utilize various medications seen in neurologic practice as those for management of stroke, epilepsy, dementia, movement disorders, central nervous system infections, neuromuscular junction and headache problems; as well as conditions such as spasticity and neuropathic discomfort.

RESOURCES FOR LEARNING

1. On the ward, the student will extensively evaluate with history and neurologic examination at least three patients per week, following them with daily evaluations and subsequent notations, which will become part of the hospital chart.
2. In the out-patient setting, the student will attend at least once a week the Residents’ Continuity Clinic at which time one to two new patients and/or 2-3 follow-up patients will be evaluated with the particular resident and faculty attending.
3. The student, with the team residents including noon conferences and weekly Grand Rounds and other appropriate lectures and seminars as able.
4. Textbooks, including the third year Perkin’s Neurology and Adams and Victor’s Principles of Neurology available in the library, as well as journals available digitally and researched via PubMed, will be used to enhance learning from the particular patient that the student is evaluating. Via these resources, the clerk will become familiar with the typical presentation, neurologic findings, pathophysiology, and treatment modalities of his patient’s problem, and be able to present this to his ward team.

PARTICIPATING FACULTY

Members of the Department of Neurology as ward service attending or attending in the Residents’ Continuity Clinic, neurophysiology and neuroimaging facilities.

EVALUATION (GRADE WILL BE BASED ON)

Student will receive a passing grade if they demonstrate increasing proficiency in the above objectives. This will be evaluated by their team resident and attending with feedback throughout the month to further improve any deficiencies which may occur. They will be expected to demonstrate a professional demeanor and wear appropriate attire for the clinic or ward. Their attendance at conferences, ward rounds, and clinics will be carefully monitored and all absences must be pre-approved. Punctuality will be mandatory for a passing grade. Student will also be asked to take part in 260 evaluations of residents and staff. A written accounting of patients evaluated with their specific diagnoses will be required.

LEARNING ENVIRONMENTS:

These will include conferences, lectures, the ward service and clinic outpatient service. The student will be expected to take call with the resident until 11 p.m. on that resident’s call night. Clerks will attend neurophysiology lab to observe testing on their specific patients. All activities will be performed at the LSU Health Science Center.
Neurology
Community Based Medicine

ELECTIVE DIRECTOR(S): Erik Burton, M.D.
ELECTIVE COORDINATOR: Felicia Jackson  phone: 318.675.5281
DURATION OF ELECTIVE: 4 weeks
LOCATION OF ELECTIVE: Highland Clinic and VA
MAXIMUM NUMBER OF STUDENTS: 1  MINIMUM NUMBER OF STUDENTS: NA
ELECTIVE OFFERED DURING BLOCKS: All
COURSE CODE: SCNEU

PRIMARY GOALS OF SELECTIVE
Student will work with physicians in practice in the community.

SPECIFIC OBJECTIVES: (The Student will)
1. Independently evaluate some patients and discuss them with mentor.
2. Be exposed to principles of office management and medical economics.
3. Learn documentation requirements and exposure to effects of social, cultural, and societal problems.

RESOURCES FOR LEARNING
Texts: Student will be provided with the necessary texts.
Workshops: Friday grand rounds and noon conferences
Hands-on Experience: Student will learn to rapidly assess extent of evaluation required for patient care.
Computer-assisted instruction: Assistance will be on as needed basis
Directed readings: Will be assigned by mentor
Self-Directed learning: understand the importance of developing life-long self directed learning skills

PARTICIPATING FACULTY
Highland Clinic
Meghan Harris, MD
1455 E. Bert Kouns Ind. Loop
PO Box 51455
Shreveport, LA 71105
Ph: 318-798-4458  Fax: 318-798-4474

EVALUATION (GRADE WILL BE BASED ON)
Student will receive a passing grade if they demonstrate increasing proficiency in the above objectives. This will be evaluated by their mentor’s feedback throughout the month to further improve any deficiencies which may occur. They will be expected to demonstrate a professional demeanor and wear appropriate attire for the clinic. Their attendance at conferences and clinics will be carefully monitored and all absences must be pre-approved. Punctuality will be mandatory for a passing grade.

LEARNING ENVIRONMENTS:
These will include conferences, lectures, the ward service and the clinic.
Neurosurgery
Inpatient Acting Internship - Neurosurgery

Overview of Selective:
To prepare the student for an internship and residency in neurosurgery. This selective is designed to enhance clinical skills in neurological and neurosurgical disease and critical care medicine, including diagnosis, examination, and management of neurosurgery patients.

Goals and Objectives:
The student will gain more in depth knowledge on the management of neurosurgical patients with a variety of neurosurgical conditions.

- Correctly perform comprehensive neurological examinations and correlate their findings to pathologic conditions in an inpatient settings.
  - The student will participate daily on inpatient rounds at LSU and examine patients daily, reporting to the chief resident
  - The student will know how to manage and examination of comatose patients by performing exams on daily rounds in ICU with chief resident and neurosurgery faculty.
  - Correctly explain and if possibly perform the steps of brain death evaluation.
- Correctly workup neurosurgical patients in an outpatient setting, identifying non-surgical and surgical interventions of treatment.
  - The student will participate in at least one outpatient clinic with an attending every week, taking a history and physical exam, interpreting radiologic studies and constructing a treatment plan under the direction of the attending surgeon.
- Understand the basic steps of common neurosurgical operative procedures for cranial and spinal conditions by participating in surgery daily.
- At least one night of overnight call to experience how to manage emergency calls and surgical interventions as needed.
- Present one patient at the weekly case conference whereby a powerpoint presentation of the brief history, exam and imaging studies are presented with a brief discussion of the pathologic condition.

The student will demonstrate professionalism and gain understanding of basic aspects of a neurosurgery practice.

- Participate in all daily morning rounds with the neurosurgical team at LSUHSC, including film review and examination of inpatient ICU and floor neurosurgical patients under the supervision of neurosurgical chief residents.
- Document attendance to the weekly neurosurgery case conference on Wednesday afternoons where residents present a neurosurgical case including history, physical exam, imaging studies, and intervention with a literature review on the disease topic.
- Participation in faculty and resident clinics, including workups of patients during clinic.
Reading Resources for Rotation:

- Textbooks:
  1. Greenberg Handbook of Neurosurgery
  2. Essential Neurosurgery by Andrew Kaye


Evaluation

A final evaluation will encompass the student’s performance on rounds, skills in performing a neurological examination, fundamentals of knowledge, performance in case conference presentation, and professionalism. Professionalism is defined as punctuality, interaction with faculty, staff, and patients, and maturity. There will be no written or oral examination.
DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Mila Shah-Bruce, M.D.
SELECTIVE CATEGORY: Inpatient Acting Internship
SELECTIVE DIRECTORS: Mila Shah-Bruce, M.D. mshah@lsuhsc.edu
ADMINISTRATIVE CONTACT: 675.7440
LOCATION: Ochsner LSU Health - Shreveport
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 2
SELECTIVE AVAILABLE DURING BLOCKS: All
COURSE CODE: SIOGA

Primary Goals of Selective:
To provide a comprehensive hospital based experience in the management and care of high risk obstetrical patients.

Specific Objectives:
The Acting Intern will be able to:

1. (PC) Obtain accurate histories, perform thorough physical exams and develop comprehensive management plans for various medical conditions complicating pregnancy such as diabetes, hypertension, and sickle cell disease.

2. (PC) Obtain accurate histories, perform thorough physical exams and develop comprehensive management plans that require hospitalization such as premature labor, preterm premature rupture of membranes, preeclampsia, Intrauterine growth restriction and others.

3. (PC) Learn the evaluation process of the progress if labor and the application of internal fetal monitoring devices.

4. (PC) Perform directly supervised deliveries of uncomplicated pregnancies.

5. (MK) Evaluate and interpret lab abnormalities and formulate a response to them.

6. (MK) Evaluate antepartum and intrapartum states of mother and fetus.

7. (MK) Understand significant physiological changes of pregnancy as they are affected by medical diseases.

8. (I&CS) Present patient information and assessment to other members of the team, in an organized manner with attention to pertinent details and logical management plan.

9. (PBL&I) Use information technology to access information.

10. (P) Work effectively and harmoniously with all members of the OB service.

11. (P) Be present to report to all assigned academic activities on time and to let their team know where they are at all times.

12. (P) Perform/complete all assigned tasks in a timely and careful manner.

Resources for Learning:
Participating Faculty: All LSUHSC-Shreveport GYN faculty
Texts: William’s Obstetrics 24th ed. - Cunningham, MacDonald, Gant, Leveno
Case Files in Obstetrics and Gynecology 4th ed by Toy, Baker, Ross, and Jennings
Case Files in High-Risk Obstetrics by Toy, Yeomans, Fonseca, and Ernest
ACOG Practice Bulletins and Compendium - selected topics

Evaluation: The final grade will be Pass or Fail.

The acting Intern will be evaluated by the faculty and or residents who are assigned to the specific block period using a standard competency based evaluation form based on the above objectives. For the practical portion of assessing technical skills, if the student
is unable to perform directly supervised placement of intrauterine fetal monitoring or a vaginal delivery then simulation will be utilized to assess the student’s skills.

The acting intern will submit a different weekly high risk patient interaction write up which includes pertinent history, physical exam and then assessment and plan and present this patient to the faculty coordinator or the designated faculty of the rotation. The expectation will be for a write up that reflects a well thought out differential and a presentation that succinctly communicates the logical thought process undergirding patient care. A total of 4 high risk obstetrical patients write ups will be submitted.

The acting intern will also submit weekly a log of patients with the listing of their chief problems or diagnosis and of self-directed learning activities that were accomplished during the week. The submitted log will be the springboard for weekly meeting with the faculty coordinator or designated faculty for discussions which are designed to nurture critical thinking development.
Primary Goals of Selective:
To provide a comprehensive surgical and clinical experience in gynecologic pelvic surgery.

Specific Objectives:
The Acting Intern will be able to:

1. (PC, I&CS) Gather essential and accurate information about their patient and present it in an ordered meaningful way with a logical management plan.

2. (PC) Make informed recommendations about diagnostic and therapeutic interventions (surgical and non surgical) based on patient information and preferences.

3. (PC) Participate in surgical procedures as an assistant to the primary surgeon.

4. (PC) Understand and perform normal post operative care and follow up of surgical patients.

5. (MK) Demonstrate knowledge of gynecologic anatomy.

6. (I&CS) Counsel and educate patients and their families in clinical, preoperative, operative and post operative setting.

7. (SBP) Work with health care professionals including those from other disciplines to provide patient-focused care.

8. (PBL&I) Use information technology to support patient care decisions and patient education.

9. (P) Show willingness and ability to work effectively and harmoniously with all members of the gynecologic service.

10. (P) Be present and on time for all assigned academic activities and let their team know where they are at all times.

Resources for Learning:
Participating Faculty: All LSU Health GYN faculty
Texts: Williams Gynecology 2nd ed – Schorge, Schaffer, Halvorson, Hoffman, Bradshaw, Cunningham
Case Files in Obstetrics and Gynecology 4th ed- Toy, Baker, Ross, Jennings

Evaluation: The final grade will be Pass or Fail.
The Acting Intern will be evaluated by the faculty and or residents who are assigned to the specific block period using a standard competency based evaluation form based on the above objectives.
The Acting Intern will turn in 4 different comprehensive written history and physical exams with detailed assessment, differential diagnosis and plan of care covering different types of benign gynecologic conditions.
The acting intern will submit weekly a log of patients who were seen by the student with listing of chief problems or diagnosis and of self-directed learning activities that were accomplished during the week. The submitted log will be the springboard for weekly meetings with the faculty coordinator or designated faculty for discussions to encourage critical thinking development.
Primary Goals of Elective:
To obtain advanced clinical and surgical experience in inpatient and outpatient care of gynecologic oncology patients.

Specific Objectives:
The student will be able to:

1. (PC) Gather essential and accurate information about their patient.

2. (PC, MK) Identify and discuss common gynecologic malignancies, most cancer pathologic types, and general recommendations for treatment.

3. (PC, MK) Apply staging criteria to make informed recommendations about diagnostic and therapeutic interventions based on patient information and preferences, up to date scientific evidence and clinical judgment.

4. (I&CS, MK) Counsel and educate patients and their families concerning their specific gyn malignancy.

5. (MK) understand anatomic relationships as specific to different gyn malignancies and surgical techniques.

6. (P, SBP) Work constructively with all members of the healthcare team in order to arrange appropriate follow up, consults requested or surveillance for gyn onc patients.

7. (P, SBP) Attend Tumor board to observe the team interaction of physicians and specialists to create management strategies for these tumor patients.

8. (P) Demonstrate punctuality, appropriate demeanor, professionalism, compassion and personal appearance for patient interactions.

Resources for Learning:
Participating Faculty: Dr. Destin Black, Dr. Robin Lacour
Residents on rotation will provide didactict lectures on gyn onc topics.
Students will attend all Tuesday Am conferences and Tumor board.
Douglas A. Levine et al.
Reference: Berek and Hacker’s Gynecologic Oncology, 6th edition

Evaluation:
The senior student will be evaluated by the faculty and/or residents who are assigned to the specific block period using a standard competency based evaluation form based on the above objectives.
The course is pass/fail.
Obstetrics/Gynecology

Outpatient – Obstetrics and Gynecology

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Mila Shah-Bruce, M.D.
SELECTIVE CATEGORY: Outpatient
SELECTIVE DIRECTORS: Mila Shah-Bruce, M.D. mshah@lsuhsc.edu
ADMINISTRATIVE CONTACT: 675.7440
LOCATION: Ochsner LSU Health - Shreveport
NUMBER OF STUDENTS PER BLOCK: 2
SELECTIVE AVAILABLE DURING BLOCKS: All
COURSE CODE: SOOGA for 2 week block and SOOGB for 4 week block

Primary Goals of Selective:
To acquire extended knowledge of the fundamental principles of ambulatory care medicine; having a primary focus on obstetrical and gynecological care, with additional exposure to preventative and primary care.

Specific Objectives:
The student will be able to:
1. (PC) Enhance history taking and examination skills by providing primary contact of both new patients and return visit patients under the supervision of OB/GYN faculty and housestaff.
2. (PC, MK) Become familiar with available forms of contraception, contraindications and common side effects.
3. (PC, MK) Recognize and evaluate the postmenopausal patient and identify her particular healthcare needs.
4. (PC, MK) Diagnose, evaluate and treat common ambulatory gyn problems, such as pelvic pain and irregular bleeding.
5. (PC, MK) Perform thorough and accurate well woman exams, to include breast and pelvic exam.
6. (PC) Understand when to use and how to perform common gyn office procedures such as wet prep and endometrial biopsy.
7. (PC, MK) Evaluate, treat and manage common low risk obstetrical patients and manage routine prenatal care.
8. (I&CS) Develop proficiency at obtaining a reproductive and sexual history.
9. (I&CS) Communicate pertinent patient information to supervising providers in an efficient and logical way.
10. (P) Demonstrate punctuality, appropriate dress and demeanor for patient interaction.
11. (SBP) Understand health care delivery issues as related to the underserved female population.
12. (PBL&I) Utilize online resources to improve patient care and support their own education.
13. (P) Attend all clinics and conferences attended by the clinic team and let their team know where they are at all times.

Resources for Learning:
Participating Faculty: All LSU Health OB/GYN faculty
Text: Williams Obstetrics 24th ed.- Cunningham, MacDonald, Gant, Leveno
Williams Gynecology 2nd ed- Schorge, Schaffer, Halvorson, Hoffman, Bradshaw, Cunningham
Case Files in Obstetrics and Gynecology 4th ed. Toy, Baker, Ross, Jennings

Evaluation: Final grade will be Pass or Fail
Students will be evaluated by faculty and residents who are assigned during the specific block period using a standardized competency based evaluation form.

Students will submit a single weekly patient interaction write up which includes pertinent history, physical exam and then assessment and plan and present the patient to the faculty coordinator of the rotation. The expectation will be for a write up that reflects a well thought out differential and a presentation that succinctly communicates the logical thought process undergirding patient care. Write up will be on one obstetrics patient and one gynecology patient.

Student will submit weekly a log of patients who were seen by the student with listing of chief problems or diagnosis and of self-directed learning activities that were accomplished during the week. The submitted log will be the springboard for weekly meeting with the faculty coordinator or designated faculty for discussions to encourage critical thinking development.
**This outpatient selective requires that students keep an attendance log. Each student will be responsible for obtaining a physician’s signature each time he/she reports to work at the Eye Clinic. Blank attendance logs may be obtained from Moodle.**

**Primary Goals of Selective:**

The goal of the selective is to provide students interested in Ophthalmology as a career a more in-depth and complete introduction to the specialty. Ultimately, the selective rotation serves two purposes; the first is to provide a meaningful month of learning about the eye, and to allow the interested student more time to evaluate if Ophthalmology is, indeed, their lifelong career choice. These goals will be measured by the evaluation of their required mini-grand round presentation and the evaluation form on completion of the rotation.

**Specific Objectives:**

1. The students will work with the residents and faculty in the examination and treatment of patients with a variety of ocular and medical conditions.
2. Students, by the end of the rotation, will workup new patients and present their findings to their resident or faculty.
3. Students may also participate in ocular surgery (as assistants).
4. At the end of the selective, the student will give a mini-grand round presentation to the residents and faculty. The presentation will be evaluated by the attending residents and faculty members.
5. The specific requirements for reading, procedures, performed, etc., will vary by specialty clinic.

**Resources for Learning:**

- **Participating Faculty:** Dr. Redens, Kavanaugh, Liang, Schulman, Byrd, and Halpern
- **Texts:** Kansky’s Text of Ophthalmology
- **Workshops:** N/A
- **Hands-on Experience:** Both in the clinic and OR with faculty and residents.
- **Computer Assisted Instruction:** N/A
- **Directed Readings:** Per individual faculty

**Evaluation:**

Based on faculty evaluations / resident evaluations.
Oral and Maxillofacial Surgery

Clerkship in Oral and Maxillofacial Surgery

ELECTIVE DIRECTOR(S): Jennifer E. Woerner, DMD, MD
PHONE: 318.675.6174
DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: LSU Health Sciences Center
MAXIMUM NUMBER OF STUDENTS: 4
MINIMUM NUMBER OF STUDENTS: 1
ELECTIVE OFFERED DURING BLOCKS: All
COURSE CODE: SCOMS

GOALS
1) Students will learn the proper manner in which to evaluate, examine, and treat a patient presenting with an oral or maxillofacial or dentoalveolar (intraoral/dental related) complaint.
2) Students will learn basic techniques to administer local and regional anesthesia in the head and neck region.
3) Students will gain a better understanding of cleft and craniofacial conditions in the pediatric population.
4) Students will improve their knowledge of the key features and basic management of head and neck cancer.
5) Students will improve their understanding of the pathophysiology of temporomandibular joint disorder.
6) Students will gain a better understanding of the operative scope and management of oral and maxillofacial surgery to include dentoalveolar surgery (intraoral/dental related procedures), head and neck oncology, orthognathic surgery (corrective jaw surgery), and cleft and craniofacial surgery.

OBJECTIVES
The students will complete a checklist and case log that includes signatures from faculty, showing participation in all the clinics and required exams and cases listed in the objectives below. This checklist and case log will be turned in to the Department of Oral and Maxillofacial Residency Coordinator, Lauren Lafitte, in Room 522 in the Administration Building (phone # 675-6036) following the completion of the rotation.

- Each student will observe at least 5 thorough history and physical examinations by a faculty or house officer and then perform one thorough head and neck exam in the presence of either a faculty or house officer. (Goal 1)
- Each student will assist in at least 5 dentoalveolar procedures alongside a faculty or house officer and then demonstrate, on a skull model, proper local and regional anesthetic techniques to a faculty or house officer. (Goal 1 and 2)
- The student will observe the evaluation and management of children with cleft and craniofacial conditions at one of each clinic: Cleft Clinic at WK-South, Cleft Clinic at Shriner’s Hospital for Children, Craniofacial Clinic at WK-South, and Positional Plagiocephaly at WK-South. Following the completion of each clinic, they will discuss and review, in an informal round table setting, the etiology and basic management of children cleft lip and palate with the faculty or craniofacial and cleft fellow. (Goal 3)
- The student will observe the evaluation and workup of patients at one LSU head and neck oncology clinic. At the completion of clinic, they will discuss, in an informal round table setting, the key features and surgical management of head and neck cancer with the faculty or oncology fellow. (Goal 4)
- The student will observe the evaluation and workup of patients at the one of the Temporomandibular Joint Disorder clinics at WK-South offered on the 1st and 3rd Tuesdays of the month. (Goal 5)
- The student will observe at least 5 oral and maxillofacial surgery cases in the main OR at LSU, consisting of 2 trauma cases, 1 oncology case, 1 orthognathic surgery case, and one case of their choosing. The student will record them on their rotation case log and submit it at the end of the rotation. (Goal 6)

SPECIFIC DUTIES OF SENIOR STUDENTS

- Participating and assisting in the required Oral and Maxillofacial Surgery cases in the operating room at LSU OR 14.
- Attending all required Oral and Maxillofacial Surgery clinics at LSU, Shriner’s Hospital for Children, and Willis Knighton South locations.
- The students will complete a checklist and case log that includes signatures from faculty, showing participation in all the clinics and required exams and cases listed in the objectives below. This checklist and case log will be turned in to the Department of Oral and Maxillofacial Residency Coordinator, Lauren Lafitte, in Room 522 in the Administration Building (phone # 675-6036) following the completion of the rotation.
READING ASSIGNMENTS

- Students are encouraged to read about those patients cared for by the oral and maxillofacial surgery service during his/her rotation.
- Peterson’s Principles of Oral and Maxillofacial Surgery (3rd edition), M Miloro, GE Ghali, P Larsen, P Waite. (located on e-books provided by LSUHSC-Shreveport Library’s webpage)

HOURS PER WEEK

CONF ___ HRS  WARD____ HRS  LAB _______ HRS  LIBRARY ___ HRS  
OR ___16___ HRS  CLINIC__12___ HRS  LECTURE ________ HRS  READING ___1-2___ HRS

TOTAL NUMBER OF HOURS PER WEEK: 29-30
Orthopaedic Surgery
Inpatient Acting Internship – Orthopaedic Surgery

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Margaret Olmedo, M.D.
SELECTIVE CATEGORY: Inpatient Acting Internship
SELECTIVE DIRECTOR: Margaret Olmedo, M.D.
ADMINISTRATIVE CONTACT: Amy Shelley 675-4313, Room 3-344
LOCATION: LSUHSC-Shreveport
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 4
SELECTIVE AVAILABLE DURING BLOCKS: All blocks
DURATION: 4 Weeks
COURSE CODE: SIOSA

Night Call - Yes  Weekend Call - Yes  Final Exam - No

Overall Educational Goal of Selective:

This orthopaedic selective provides the student with an in-depth look at orthopaedic surgery. The student will spend time at LSU Health.

During their time at LSU the student will concentrate on the adult patient assessment with an emphasis on orthopaedic trauma. The student should become comfortable with the initial evaluation of orthopaedic patients. The student will also build on the skills they learned during the first three years of medical school and assume a higher level of responsibility for all aspects of patient care under the direct supervision of orthopaedic house staff and attending physicians in the inpatient and outpatient setting.

Specific Objectives:

1. Improve the student’s skill in history taking and physical exam of the musculoskeletal system.
2. Improve decision making skills required for the appropriate utilization of diagnostic tests such (CT, MRI, etc.)
3. To familiarize the student with the diagnosis and management of a variety of patients (adult and pediatric) with orthopaedic problems that are routinely seen in a hospital setting.
4. To develop skills in patient education, counseling and discharge planning.
5. To improve the student’s knowledge of orthopaedic disease entities through participation in conferences and didactic teaching sessions.

Brief Description of Student Activities During Rotation:

At LSU Health, the student will be assigned to an orthopaedic team and will work under the direct supervision of a Junior and Senior resident. They will participate in teaching rounds with the house staff and faculty. The students will be given patients to manage. They will be responsible for performing supervised histories and physical examinations and daily progress notes. Students will take part in all educational programs in connection with this orthopaedic department. The student will also take call with the junior resident in-house and is expected to help evaluate patients and to care for in-patients and patients in the emergency department.

Recommended Textbook:

Essentials of Musculoskeletal Care (4th edition)

Method of Student Evaluation:

The senior Resident and the Full-time Faculty will evaluate students throughout the rotation. As interest and time permits, the students will be asked to present on patients they have seen in clinic and in the hospital.
Orthopaedic Surgery
Outpatient - Orthopaedics

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Margaret L. Olmedo, M.D.
SELECTIVE CATEGORY: Outpatient
SELECTIVE DIRECTOR: Margaret L. Olmedo, M.D.
ADMINISTRATIVE CONTACT: Amy Shelley 675.4313, Room 3-344
LOCATION: LSUHSC - Shreveport
NUMBER OF STUDENTS PER 2 WEEK BLOCK: 2
SELECTIVE AVAILABLE DURING BLOCKS: All Blocks
DURATION: 2 weeks
COURSE CODE: SOOSA

<table>
<thead>
<tr>
<th>Night Call - No</th>
<th>Weekend Call - Yes</th>
<th>Final Exam - Oral</th>
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Overall Educational Goal of Selective:

The purpose of this selective is to build on the third year medical student rotation in orthopaedic surgery. This selective is designed for those interested in orthopaedic surgery, as well as for those interested in primary care who want to deepen their knowledge of clinical orthopaedic surgery.

Specific Objectives:

1. Students will provide primary contact with patients on initial and follow-up clinic visits under faculty supervision.
2. Orthopaedic history and musculoskeletal physical examination skills will be improved.
3. Students will learn to adapt the extent of history and physical examination to what is needed for different diagnosis. This will translate into a working knowledge of the most common orthopaedic problems and their evaluation.
4. Students will be introduced to documentation and coding requirements.

Brief Description of Student Activities During Rotation

Each student will work under the direct supervision and guidance of a Junior and Senior resident in the outpatient setting. The students will be given patients to manage, with increasing responsibility for their care, including performance of histories and supervised physicals and daily progress notes. Special emphasis will be given to decision making and outpatient management of orthopaedic patients. Further, students will take part in outpatient clinic progress notes and all education programs in connection with the orthopaedic residency training program.

Evaluation:

The student will be evaluated on history and physical examination performed and presented orally to faculty and senior residents.
Otolaryngology / Head and Neck Surgery
Inpatient Acting Internship

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Brent Chang, M.D.
SELECTIVE CATEGORY: Inpatient Acting Internship
SELECTIVE DIRECTORS: Brent Chang, M.D.
ADMINISTRATIVE CONTACT: Amy Ray, 675.6262, Rm 9-203
LOCATION: Ochsner LSU Health - Shreveport and VAMC - Shreveport
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 3
SELECTIVE AVAILABLE DURING BLOCKS: All except 6
COURSE CODE: SIOTA

GENERAL DESCRIPTION OF THE ELECTIVE

The student will participate as an active member of the Otolaryngology/Head and Neck Surgery Service. They will see patients in clinic and, with supervision, be allowed to make therapeutic decisions. They may also assist in the operating room and gain experience in the pre and post-op care of the patient. Students will be exposed to all sub-specialties of Otolaryngology, including head and neck oncology, rhinology, facial plastic surgery, pediatric otolaryngology, otology-neurotology, laryngology, and general otolaryngology. Depending on their area of interest, their 4 week rotation may be tailored by the course director to meet their specific interests. They will learn in detail the technique for a complete head and neck examination and gain a basis of interpreting some common audiologic and radiologic tests.

Specific Objectives:

1. To successfully perform a history and physical examination on 1 adult and 1 pediatric patient in the outpatient setting with >90% accuracy.
2. To generate a 3 or more-item differential diagnosis for the aforementioned adult and pediatric patient.
3. To propose a reasonable assessment and plan for the aforementioned adult and pediatric patient.
4. To demonstrate an understanding of sinus disease by listing at least 2 components of the treatment of acute sinusitis.
5. To demonstrate a basic understanding of behavioral audiometry by identifying a conductive and sensorineural hearing loss when presented with an audiogram.
6. To accurately outline the approach to an upper airway emergency in an adult and pediatric patient.
7. To accurately identify at least 2 anatomical landmarks in thyroidectomy surgery.
8. To successfully perform a flexible fiberoptic laryngoscopic exam under direct supervision.
9. To successfully perform microscopic otoscopy under direct supervision.
10. To successfully perform rigid endoscopy of the nasal cavity under direct supervision.
11. To demonstrate mastery of surgical sterility principles by correctly scrubbing in to assist in the operating room.
12. REQUIRED: To prepare and present a PowerPoint lecture on a specific topic of interest in Otolaryngology. The topic will be selected by the student and approved by the course director.
13. Students will be allowed to assist in the OR and also perform minor OR and clinic procedures under supervision of house staff and faculty.
14. Students may take call as determined by the chief resident.

Resources for Learning:
Participating Faculty: LSUHSC Otolaryngology faculty
Texts: Baileys Book of Otolaryngology-Head and Neck Surgery; Cummings Otolaryngology - Head & Neck Surgery
Weekly Didactics: Grand Rounds (Tuesday 7:00 am); Tumor Board (FWCC, Tuesday 1 pm); Otolaryngology COCLIA (Tuesday 2-4 pm)
Workshops: Temporal Bone Course when available/Anatomy course when available
Hands on Experience: OR and clinic procedures
Directed Readings: Preparation for weekly otolaryngology Tuesday didactic sessions (specific topics will depend on dates of elective rotation)
Self-Directed Learning: Depending on cases seen in clinic or in the hospital

Evaluation:

Grade will be based on successful completion of the course specific objectives as well as attendance, punctuality and overall professionalism.
Pediatrics
Inpatient Acting Internship - Pediatrics

DIRECTORS: Marlene Broussard, M.D., MBA and Wanda Thomas MD
CONTACT: Linda Effinger 318.675.6094, Medical School 5-327
LOCATION: 5th floor of hospital
CATEGORY: Inpatient Acting Internship
DURATION: 4 Weeks
MAX # OF STUDENTS: 4
BLOCKS AVAILABLE: All **must have approval by dept**
COURSE CODE: SIPDA

Goals:
1. Focusing histories, physicals, and oral and written communication appropriately.
2. Sharing information effectively with a patient and family.
3. Prioritizing and organizing work effectively.
4. Continuing to think about and re-assess the patient during the course of their disease.
5. Functioning as a “team player” with residents, attendings, nurses, ancillary staff and all others involved in the care of the patient.

Objectives:
Patient Care
- Independently collect focused and comprehensive, developmentally appropriate patient histories and physical examinations
- Develop a prioritized and inclusive problem list
- Summarize interval patient information and rationale for ongoing clinical management
- Suggest appropriate diagnostic tests for the patient’s chief complaint and other medical problems

Medical Knowledge
- Identify criteria for admission and discharge from the hospital
- Describe the signs and symptoms that suggest deterioration or improvement of a patient’s clinical condition
- List drugs of choice and rationale for their use in common pediatric illnesses
- Identify contraindications to therapeutic drug use in children of different ages and/or diagnoses
- Calculate fluid and electrolyte requirements for children based on weight, caloric expenditure, diagnosis, and fluid status

Interpersonal and Communication Skills
- Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds
- Provide education and patient instructions to patients and families, using written or visual methods, taking into account their health literacy level
- Write organized, appropriately focused, and accurate patient notes

Professionalism
- Demonstrate personal accountability, integrity, compassion, respect, altruism, and empathy when interacting with all members of the health care team, patients and their families, in order to provide the best patient care
- Demonstrate punctuality and ability to complete patient care tasks efficiently

Practice-Based Learning and Improvement
- Demonstrate self-directed learning in daily practice
  - Identify strengths, deficiencies, and limits in one’s knowledge and clinical skills through self evaluation
  - Develop a plan for improvement, perform appropriate learning activities, solicit and incorporate feedback
- Demonstrate evidence-based clinical practice
  - Access appropriate resources to answer clinical questions
  - Critically appraise relevant literature and incorporate it into patient care

Systems-Based Practice
- Demonstrate the appropriate utilization of consultants, including social workers, nutritionist, physical therapists, etc.

SPECIFIC DUTIES OF SENIOR STUDENTS
- Act as liaison between third year medical students and residents
- Update their patients’ medical information for the team
- Work with residents to facilitate communication between the nursing staff and the team
- Call in necessary consultants for the team
- Act as the intern for their assigned patients on the ward under the guidance of the senior resident and staff

EVALUATION
- Observation by Ward Attendings and Housestaff
Outpatient Pediatric Clinic Experience

DIRECTOR: Marlene Broussard, M.D., MBA
CONTACT: Linda Effinger 318.675.6094, Medical School 5-327
CATEGORY: Outpatient Clinic
LOCATION: WK Tots to Teens Pediatric Center, 845 Olive St., Ste A
DURATION: 4 weeks
MAX # OF STUDENTS: 1
BLOCKS AVAILABLE: All "must have approval by dept"
COURSE CODE: SOPDC

Goals:
- Focusing histories, physicals, and oral and written communication appropriately.
- Sharing information effectively with a patient and family.
- Prioritizing and organizing work effectively.
- Continuing to think about and re-assess the patient during the course of their disease.
- Functioning as a "team player" with residents, attendings, nurses, ancillary staff and all others involved in the care of the patient.

Objectives:

Patient Care
- Independently collect focused and comprehensive, developmentally appropriate patient histories and physical examinations
- Develop a prioritized and inclusive problem list
- Summarize interval patient information and rationale for ongoing clinical management
- Suggest appropriate diagnostic tests for the patient’s chief complaint and other medical problems

Medical Knowledge
- Identify criteria for admission to the hospital
- Describe the signs and symptoms that suggest deterioration or improvement of a patient’s clinical condition
- List drugs of choice and rationale for their use in common pediatric illnesses
- Identify contraindications to therapeutic drug use in children of different ages and/or diagnoses
- Calculate fluid and electrolyte requirements for children based on weight, caloric expenditure, diagnosis, and fluid status

Interpersonal and Communication Skills
- Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds
- Provide education and patient instructions to patients and families, using written or visual methods, taking into account their health literacy level
- Write organized, appropriately focused, and accurate patient notes

Professionalism
- Demonstrate personal accountability, integrity, compassion, respect, altruism, and empathy when interacting with all members of the health care team, patients and their families, in order to provide the best patient care
- Demonstrate punctuality and ability to complete patient care tasks efficiently

Practice-Based Learning and Improvement
- Demonstrate self-directed learning in daily practice
  - Identify strengths, deficiencies, and limits in one’s knowledge and clinical skills through self evaluation
  - Develop a plan for improvement, perform appropriate learning activities, solicit and incorporate feedback
- Demonstrate evidence-based clinical practice
  - Access appropriate resources to answer clinical questions
  - Critically appraise relevant literature and incorporate it into patient care

Systems-Based Practice
- Demonstrate the appropriate utilization of consultants, including social workers, nutritionist, physical therapists, etc.

EVALUATION
The preceptor model will be utilized. Students will be evaluated during or after each patient contact by faculty/senior residents who will observe or review communication skills, historical information, physical examination results, and diagnostic and treatment plans. Immediate feedback will be given with instruction to enhance the clinical experience. The student will receive a PASS/FAIL grade at the completion of the rotation. Students may be allowed 2 days of excused absence with medical or interview excuses. Other absence must be made up and arrangements, if possible, are at the discretion of the Director.
Pediatrics

Community Based Pediatrics

DIRECTOR: Marlene Broussard, M.D., MBA
CONTACT: Linda Effinger 318.675.6094, Medical School 5-327
CATEGORY: Community Outpatient
LOCATION: Mid City Pediatrics, 2225 Line Avenue, Shreveport, LA 71104
MAX # OF STUDENTS: 2
BLOCKS AVAILABLE: 3-11 **must have approval by dept**
COURSE CODE: SCPDB – **Call Kasey @ Mid-City prior to your first day 318.221.2225**

Community Selectives require that students keep an attendance log. Each student will be responsible for obtaining a physician’s signature each time he/she reports to work at Pediatric facility. Blank attendance logs may be obtained from the Pediatric Department, Room 5-235.

—THERE WILL BE NO EXCEPTIONS TO THIS RULE—

Goals:
1. Focusing histories, physicals, and oral and written communication appropriately.
2. Sharing information effectively with a patient and family.
3. Prioritizing and organizing work effectively.
4. Continuing to think about and re-assess the patient during the course of their disease.
5. Functioning as a “team player” with residents, attendings, nurses, ancillary staff and all others involved in the care of the patient.

Objectives:

Patient Care
- Independently collect focused and comprehensive, developmentally appropriate patient histories and physical examinations
- Develop a prioritized and inclusive problem list
- Summarize interval patient information and rationale for ongoing clinical management
- Suggest appropriate diagnostic tests for the patient’s chief complaint and other medical problems

Medical Knowledge
- Identify criteria for admission and discharge from the hospital
- Describe the signs and symptoms that suggest deterioration or improvement of a patient’s clinical condition
- List drugs of choice and rationale for their use in common pediatric illnesses
- Identify contraindications to therapeutic drug use in children of different ages and/or diagnoses
- Calculate fluid and electrolyte requirements for children based on weight, caloric expenditure, diagnosis, and fluid status

Interpersonal and Communication Skills
- Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds
- Provide education and patient instructions to patients and families, using written or visual methods, taking into account their health literacy level

Professionalism
- Demonstrate personal accountability, integrity, compassion, respect, altruism, and empathy when interacting with all members of the health care team, patients and their families, in order to provide the best patient care
- Demonstrate punctuality and ability to complete patient care tasks efficiently

Practice-Based Learning and Improvement
- Demonstrate self-directed learning in daily practice
  - Identify strengths, deficiencies, and limits in one’s knowledge and clinical skills through self-evaluation
  - Develop a plan for improvement, perform appropriate learning activities, solicit and incorporate feedback
- Demonstrate evidence-based clinical practice
  - Access appropriate resources to answer clinical questions
  - Critically appraise relevant literature and incorporate it into patient care

Systems-Based Practice
- Demonstrate the appropriate utilization of consultants, including social workers, nutritionist, physical therapists, etc.

EVALUATION
The preceptor model will be utilized. Students will be evaluated during or after each patient contact by practicing pediatricians who will observe or review communication skills, historical information, physical examination results, and diagnostic and treatment plans. Immediate feedback will be given with instruction to enhance the clinical experience. The student will receive a PASS/FAIL grade at the completion of the rotation.
Community Selectives require that students keep an attendance log. Each student will be responsible for obtaining a physician’s signature each time he/she reports to work at Pediatric facility. Blank attendance logs may be obtained from the Pediatric Department, Room 5-235.

—THERE WILL BE NO EXCEPTIONS TO THIS RULE—

Goals:
1. Focusing histories, physicals, and oral and written communication appropriately.
2. Sharing information effectively with a patient and family.
3. Prioritizing and organizing work effectively.
4. Continuing to think about and re-assess the patient during the course of their disease.
5. Functioning as a "team player" with residents, attendings, nurses, ancillary staff and all others involved in the care of the patient.

Objectives:

Patient Care
- Independently collect focused and comprehensive, developmentally appropriate patient histories and physical examinations
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- Calculate fluid and electrolyte requirements for children based on weight, caloric expenditure, diagnosis, and fluid status

Interpersonal and Communication Skills
- Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds
- Provide education and patient instructions to patients and families, using written or visual methods, taking into account their health literacy level

Professionalism
- Demonstrate personal accountability, integrity, compassion, respect, altruism, and empathy when interacting with all members of the health care team, patients and their families, in order to provide the best patient care
- Demonstrate punctuality and ability to complete patient care tasks efficiently

Practice-Based Learning and Improvement
- Demonstrate self-directed learning in daily practice
  - Identify strengths, deficiencies, and limits in one’s knowledge and clinical skills through self-evaluation
  - Develop a plan for improvement, perform appropriate learning activities, solicit and incorporate feedback
- Demonstrate evidence-based clinical practice
  - Access appropriate resources to answer clinical questions
  - Critically appraise relevant literature and incorporate it into patient care

Systems-Based Practice
- Demonstrate the appropriate utilization of consultants, including social workers, nutritionist, physical therapists, etc.

EVALUATION
The preceptor model will be utilized. Students will be evaluated during or after each patient contact by practicing pediatricians who will observe or review communication skills, historical information, physical examination results, and diagnostic and treatment plans. Immediate feedback will be given with instruction to enhance the clinical experience. The student will receive a PASS/FAIL grade at the completion of the rotation.
Psychiatry

Acting Internship - Psychiatry

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Marc Colon, M.D.

SELECTIVE CATEGORY: Inpatient Acting Internship

LOCATION: Ochsner LSU Health Shreveport, 10th Floor; three students; PCU one student; CL one student

ADMINISTRATIVE CONTACT: Marc Colon, M.D., 318.675.6045, Rm. 3-427

NUMBER OF STUDENTS PER 4 WEEK BLOCK: 3 inpatient; 1 Crisis Unit; 1 Consult service

SELECTIVE AVAILABLE DURING BLOCKS: All ** must have approval by dept**

COURSE CODE: SIPYAA – Inpatient; SIPYAB – Crisis Unit; SIPYAC – Consult Service

NON-LSUHSC STUDENTS: No

Primary Goals of Selective:

1. Deepen skill in obtaining and presenting a systematic and comprehensive psychiatric and general medical history
2. Perfect the skill to perform and present a systematic and comprehensive mental status examination
3. Learn how to distinguish psychiatric disorders from the many neurological and other general medical conditions that often mimic psychiatric disorders
4. Further develop skills in psychopharmacology, psychotherapy, and behavioral modification techniques to help patients with psychiatric disorders
5. Learn how to produce clear, comprehensive records document diagnostic and therapeutic efforts
6. Develop skills in teaching others
7. Develop skills to aid in lifelong learning
8. Develop skills in working in a team and team leadership skills
9. Develop skills to recognize cultural aspects of psychiatric illness
10. Improve communication skills, written, electronically and oral.

Specific Objectives:

1. Students will have primary responsibility for the care and treatment of assigned psychiatric patients under the supervision of residents and/or faculty.
2. Students will gain experience in the common and major mental disorders in patients hospitalized for acute or severe disease processes.
3. Skill in performing medical history, physical examination (including neurological exam), and mental status will be enhanced.
4. Students will extend their knowledge of fundamental principles of medicine and specific psychiatric disease entities through participation in conferences and through reading and other self-directed learning modalities.
5. Learn documentation requirements.
6. Exposure to effects of social, cultural and societal problems and issues on health and mental health.
7. Develop skills in oral and written communication.

No more than 3 days during the 4 week rotation can be taken for interviews unless approved in advance by director. ANY absences in excess of 3 days will be required to be made up before the evaluation will be completed and turned in.

Resources for Learning:

The student will be assigned to an attending. As an acting intern, the senior student will supervise junior medical students on the rotation. The attending will meet with the student on a weekly basis for individual supervision. Faculty will also observe interview skills while on the rotation.

Participating Faculty: LSUHSC Psychiatry Faculty

Texts: Synopsis of Psychiatry, Kaplan and Sadock

Hands-on Experience: ward, PCU, and CL.

Computer Assisted Instruction: online

Directed Readings: y

Self-Directed Learning: y

Evaluation:

Clinical performance and interview observation.
Surgery
Inpatient Acting Internship in Surgery

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Kathryn Richardson, M.D.
SELECTIVE CATEGORY: Inpatient Acting Internship in Surgery (The Department of Surgery offers three different AI courses under the SISRA designator. They are described here as Courses A, B, D.)

SELECTIVE DIRECTORS: Kathryn Richardson, M.D. (elective surgery)
Chiranjiv Virk, M.D. (vascular)
Naveep Samra, M.D. (trauma)
Roger Kim, M.D. (surgical oncology)
ADMINISTRATIVE CONTACT: Debbie Thornhill, 675.6126, Room 3-303

COURSE A (Elective Surgery)

DIRECTOR: Kathryn Richardson, M.D.
SELECTIVE DIRECTOR: Kathryn Richardson, M.D., 675.6126, Room 3-303
ADMINISTRATIVE CONTACT: Debbie Thornhill, 675.6126, Room 3-303
LOCATION: University Health – Shreveport, VA Hospital – Shreveport, University Health - Monroe (elective surgery)
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 3
SELECTIVE AVAILABLE DURING BLOCKS: All
COURSE CODE: SISRAA

Primary Goals
The student will:
1. Obtain a more advanced understanding of surgical disease processes and treatment.
2. Obtain more advanced experience in assessment and diagnosis of surgical disease processes
3. Obtain experience in graduated responsibility as an acting intern on an inpatient service.

Specific Objectives
The student will:
1. Obtain experience in taking a history and performing a problem-focused physical examination on the wards and in clinics.
2. Formulate a differential diagnosis in clinic and on the wards, adding emphasis to assessment and plan.
3. Obtain experience in the performance of basic surgical skills in the operating room and clinics.
4. Obtain experience in surgical decision making with attending supervision in and out of the operating room.
5. Practice interpersonal and communication skills during interactions with patients, families, and health care teams.
6. Formulate a case log and enter it into a word document. The log must include at least 15 cases. Each case logged must include a brief but informative review of the case, a list of what has been learned, and a review of at least one article. The log is submitted to Ms. Thornhill at the end of the rotation.

Resources for Learning
Participating faculty: Surgical faculty
Texts: Lawrence, Essentials of General Surgery
Hands-on Experience: Wards, OR, and clinics
Directed Readings: According to cases seen
Self-Directed Learning: Case studies

Formative Evaluation
At the beginning of the second week of the elective, the student will be prompted by the secretary, Ms. Debbie Thornhill, to pick up a Formative Evaluation Form and expedite completion. Once completed, it must be returned to Ms. Thornhill for review. If additional feedback is desired or required, Dr. Richardson will accommodate.

Outcome and Evaluation Measures (Grades)
Students will receive a grade of pass (P) or fail (F). No student will receive a pass (P) without completing the log requirements. At the end of the course, the course director will review the student’s log and performance. No student will receive a pass (P) without completing the log requirements. Performance will be judged on the basis of knowledge, skill, and professionalism.
Professionalism will be measured in terms of punctual attendance, maturity, interpersonal and communication skills, approach to the patient, and interaction with faculty and other staff.

COURSE B (Surgical Oncology)

ELECTIVE DIRECTOR: Quyen Chu, M.D.  
PHONE: 318.675.6123
ADMINISTRATIVE CONTACT: Beverly Wright: 675.6123, Room 3-215
DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: LSU Health Sciences Center
MAXIMUM NUMBER OF STUDENTS: 2
ELECTIVE OFFERED DURING BLOCKS: All Blocks
Course Code: SISRAB

GOALS
Learn to perform a thorough Oncology exam
Develop an understanding of the preoperative evaluation of Oncology patients, including preoperative staging of tumors, evaluation of co-morbidity, determination of the role of surgery and preoperative optimization for surgery.
Develop an understanding of the likely outcome of surgical oncology treatments

OBJECTIVES
The student will scrub in on operative cases and examine, work-up and preoperatively prepare patients for surgery and other treatments.
The student will postoperatively manage the care of patients that includes the care of the sequelae and complications of surgical interventions

SPECIFIC DUTIES OF SENIOR STUDENTS
• Written work-ups of patients assigned to senior student
• Present work-up patients to senior resident/staff
• Participating in surgery cases (scrubbing in) on patients he/she worked up
• Participating in/performing certain procedures on patients on service (e.g. placing and removing chest tubes, central lines, arterial lines, some suturing (under supervision)
• Participating as a “junior intern” in daily service rounds including SICU and including the writing or progress notes and orders (under supervision) (co-signed by resident or staff) and perform daily post-op exams, dressing change.
• Participate in weekend ward rounds on at least one day of each weekend while on service
• Participate in Oncology Clinic and outpatient evaluation of patients

READING ASSIGNMENTS

• Participation in Multidisciplinary Tumor Board and discussion on multimodality approach to the treatment of cancer, including expected treatment outcome.

FORMATIVE EVALUATION
At the beginning of the second week of the elective, the student will be prompted by the secretary, Ms. Debbie Thornhill, to pick up a Formative Evaluation Form and expedite completion. Once completed, it must be returned to Mrs. Thornhill for review. If additional feedback is desired or required, Dr. Richardson will accommodate.

OUTCOME AND EVALUATION MEASURES
At the end of the course, the course director will submit an evaluation of the student’s performance. It will include references to knowledge, skill, and professionalism. Professionalism will be measured in terms of punctual attendance, maturity, approach to the patient, and interaction with faculty and other staff.
Course C (Trauma/Critical Care/Surgical Critical Care)

ELECTIVE DIRECTOR(S): Navdeep Samra, M.D.  PHONE: 318.675.6355
DURATION OF ELECTIVE: 4 Weeks  318.675.6126
LOCATION OF ELECTIVE: LSU Health Sciences Center
MAXIMUM NUMBER OF STUDENTS: 5
ELECTIVE OFFERED DURING BLOCKS: All
COURSE CODE: SISRAC

GOALS

• To become familiar with the initial evaluation of the trauma patient in the emergency room, as well as the principals of resuscitation and stabilization.
• To become familiar with general principals of both operative and non-operative management of the trauma patient.
• To become familiar with principles of surgical critical care.
• To provide additional experience for senior students considering the pursuit of a surgical career.
• To learn how to manage mechanical ventilators, the use of hemodynamic monitoring and optimization in various forms of shock including septic and hemorrhagic shock.
• To gain facility with overall evaluation and management of all systems and function of critically ill patients including nutrition, fluid maintenance, and electrolyte balance.
• To understand the principles of the physiological response to stress and its application to the support of the critically ill.

OBJECTIVES

The student will participate as an active intern in the pre-operative, intraoperative, and post-operative care of the patients of the trauma service under the supervision of the house staff and trauma staff.

• Student will make rounds on surgical critical care service daily
• Student will participate with intern in consultations, orders, and other chart review
• Student will act independently in critical assessment and plan initiatives
• Student will participate in line placement and other invasive procedures
• Student will document daily activities, learning events, and self-directed learn activities in a diary for review by Dr. Samra
• Student will meet with Dr. Samra before beginning the course, again at the halfway point, and again at the end for clarification and feedback

SPECIFIC DUTIES OF SENIOR STUDENTS

• The senior student will be the acting intern assigned to specific patients on the trauma service, dependent upon his/her desires and abilities with supervision of the house staff and trauma staff. She/he will be responsible for the new work-up, pre-operative, post-operative care of these patients.
• The student will take call with the intern on the trauma team, and is expected to participate in all trauma surgery taking place on his call nights.
• The student is expected to take call on any day that the intern is on call, even when it falls on a weekend. If the weekend has no call for the intern, the senior student may elect to take Sunday off.
• This one month rotation will be located in the University Health Hospital Surgical Intensive Care Unit or Burn Unit. The student will be an integral part of the Surgical ICU Team. She/he will be assigned responsibility for knowing all aspects of the patients assigned to them. Student will be supervised by the house staff and the staff of the division of trauma and critical care. Students will be expected to identify the patient’s problems, present these problems clearly and comprehensively and to devise a plan for addressing the problems. Also the student will participate in the procedures done in the critical care unit including the placement of central lines, Swan Ganz catheters, bronchoscopy, burn wound change, etc. The student’s hours will be exactly those of the SICU or Burn Unit residents.

READING ASSIGNMENTS (strongly recommended)

Reading assignments will be those pertinent to the care of the patients on the surgical service. Additionally, pertinent chapters in Schwartz or Sabiston regarding trauma should be addressed by the student while he or she is a part of the service. The student will be required to review articles in the trauma literature.

Orientation material given to incoming students describing commonly used SICU protocols and calculations.
FORMATIVE EVALUATION

At the beginning of the second week of the elective, the student will be prompted by the secretary, Ms. Debbie Thornhill, to pick up a Formative Evaluation Form and expedite completion. Once completed, it must be returned to Ms. Thornhill for review. If additional feedback is desired or required, Dr. Richardson will accommodate.

OUTCOME AND EVALUATION MEASURES

At the end of the course, the course director will submit an evaluation of the student's diary and performance. It will include references to knowledge, skill, and professionalism. Professionalism will be measured in terms of punctual attendance, maturity, approach to the patient, and interaction with faculty and other staff. The student's diary will contain daily entries. Entries should include references to problem solving, decision making, clinical reasoning, and communicating. Although each entry will contain different elements, entries overall must contain the patients seen, the operations seen or scrubbed for, the articles read (relate each article to a clinical encounter that led to the review and list at least two new things learned or observed.) One of the final entries must include a comprehensive review of what has been learned with specific notes relating the learning process to preparation for internship. For example, the student should have spent time learning processes like: entering orders, scheduling cases, providing informed consent, medication doses and IV fluids for acute care issues, and answering consults.

Course D (Vascular Surgery)

ELECTIVE DIRECTOR: Chiranjiv Virk, M.D.  PHONE: 318.675.6112
ADMINISTRATIVE CONTACT: Debbie Thornhill, 675.6126, Room 3-303
DURATION OF ELECTIVE: 4 weeks
LOCATION OF ELECTIVE: University Hospital
MAXIMUM NUMBER OF STUDENTS: 2
ELECTIVE OFFERED DURING BLOCKS: All
Course Code: SISRAD

GOALS

• To understand the etiology, epidemiology, and treatment of atherosclerotic vascular disease. Develop a working knowledge of cardiovascular risk assessment.
• To learn the elements of and to perform a complete vascular history and physical examination.
• To learn basic hemodynamics, ultrasound physics and noninvasive vascular laboratory investigations
• To understand the appropriate indications for surgical in patients with Vascular disease and the appropriate treatment options
• To understand basic vascular surgical techniques: exposure of blood vessels, suturing of blood vessels, wound approximation.
• To understand endovascular surgery: diagnostic arteriography of the entire aorta, cerebrovascular, mesenteric, renal, and lower extremity circulation.

OBJECTIVES

Student will participate in open and endovascular procedures
Student will be assigned patients in the clinic and hospital.
Student will spend a week in the vascular lab.

ROTATION SYLLABUS

• Responsibilities of the students will be that of an acting intern, functioning as integral part of the resident team.
• Participate in all surgical and endovascular cases.
• Spend 1 week in the vascular lab gaining exposure to non-invasive test and diagnostic imaging
• Participate in vascular clinic weekly (each Tuesday)
• Participate in vascular conference weekly (mandatory attendance)
• Take call in accordance with other acting internship rotations (1 week per month)
• Active participation in small round table didactic discussions on basic vascular disease problems with our vascular team.
REFERENCE

The Journal of Vascular Surgery (in the library + e-journal, monthly publication)
• Participate in vascular conference weekly (mandatory attendance)
• Take call in accordance with other acting internship rotations (1 week per month)
• Active participation in small round table didactic discussions on basic vascular disease problems with our vascular team.

FORMATIVE EVALUATION

At the beginning of the second week of the elective, the student will be prompted by the secretary, Ms. Debbie Thornhill, to pick up a Formative Evaluation Form and expedite completion. Once completed, it must be returned to Ms. Thornhill for review. If additional feedback is desired or required, Dr. Richardson will accommodate.

OUTCOME AND EVALUATION MEASURES

At the end of the course, the course director will submit an evaluation of the student’s performance. It will include references to knowledge, skill, and professionalism. Professionalism will be measured in terms of punctual attendance, maturity, approach to the patient, and interaction with faculty and other staff.
Primary Goals of Selective

The student will:
1. To learn a more advanced understanding of surgical disease processes and treatment.
2. To obtain advanced experience with developing assessments and plans for outpatients.
3. To learn better to maximize use of electronic records.

Specific Objectives

The student will:
1. The student will be assigned out patients to evaluate with emphasis on independent assessment and plan.
2. The student will check out with residents or attendings after fully completing a review of the record and establishing a complete SOAP note.
3. The student will perform basic surgical procedures in the outpatient setting with help from interns and residents.
4. The student will use electronic records for review and documentation.
5. The student will interact with and mentor 3rd year students on the rotation.
6. The student will formulate a log and enter it into a word document. The log must include at least seven cases. Each case logged must include a brief synopsis of the encounter, a list of what was learned, and a review of at least one relevant article. The log is submitted in hard-copy to Ms. Thornhill at the end of the rotation.

Resources for Learning

Participating faculty: Surgical faculty
Texts: Lawrence, Essentials of General Surgery
Hands-on Experience: Outpatient clinics
Directed Readings: According to cases evaluated
Self-directed Learning: Case studies

* Attendance requirements

The student will report to the elective surgery clinics on Mondays, Tuesdays, and Wednesdays.

Formative Evaluation

At the beginning of the first week of the selective, the student will be prompted by the secretary, Ms. Debbie Thornhill, to pick up a Formative Evaluation Form and expedite completion. Once completed, it must be returned to Ms. Thornhill for review. If additional feedback is desired or required, Dr. Richardson will accommodate.

Outcome and Evaluation Measures

Students will receive a grade of pass (P) or fail (F). No student will receive a pass (P) without completing the log requirements.

At the end of the course, the course director will review the student's log requirements. Performance will be judged on the basis of knowledge, skill, and professionalism. Professionalism will be measured in terms of punctual attendance, maturity, interpersonal and communication skills, approach to the patient, and interaction with faculty and other staff.
DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Kathryn Richardson, M.D.
SELECTIVE CATEGORY: Community Outpatient
SELECTIVE DIRECTORS: Kathryn Richardson, M.D., 675.6126, Room 3-303
ADMINISTRATIVE CONTACT: Debbie Thornhill, 675.6126, Room 3-303
LOCATION: Willis-Knighton North, Christus Schumpert Highland, Rapides Regional Medical Center, EA Conway, & VA Hospital
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 1 at a time per site
SELECTIVE AVAILABLE DURING BLOCKS: All
COURSE CODE: SCSRA

Primary Goals of Selective

The student will:
1. Learn operating room protocol in a private hospital.
2. Learn surgical anatomy.
3. Hone surgical skills with assisting, knot tying, and suturing.
4. Learn the lifestyle of a busy, community surgical practice.

Specific Objectives

The student will:
1. Scrub on available cases.
2. Study scheduled operation the day before and be prepared to answer probing anatomic questions.
3. Practice interpersonal and communication skills in the operating room.
4. Participate at clinics at the discretion of the faculty or their designee.

Resources for Learning:

Participating faculty: Dr. Charles Knight; Dr Bill Norwood; Dr. J. Timmer; other faculty at EA Conway & VA Hospital
Texts: Essentials of General Surgery
Hands-on Experience: Outpatient clinics
Computer Assisted Instruction: CD Rom
Directed Readings: According to cases evaluated
Self- Directed Learning: Case studies

* Attendance required 5 days a week.

Formative Evaluation

At the beginning of the second week of the elective, the student will be prompted by the secretary, Ms. Debbie Thornhill, to pick up a Formative Evaluation Form and expedite completion. Once completed, it must be returned to Ms. Thornhill for review. If additional feedback is desired or required, Dr. Richardson will accommodate.

Outcome and Evaluation Measures

At the end of the course, the course director will submit an evaluation of the student’s performance. It will include references to knowledge, skill, and professionalism. Professionalism will be measured in terms of punctual attendance, maturity, approach to the patient, and interaction with faculty and other staff.
Urology
Inpatient Acting Internship - Urology

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Dr. Alexander Gomelsky
SELECTIVE CATEGORY: Inpatient Acting Internship
SELECTIVE DIRECTORS: Dr. Alexander Gomelsky, Dr. John Mata, Dr. Kara Babaian, Dr. Paul Khater
ADMINISTRATIVE CONTACT: Betty Bass, 675.5601, Rm 7-303
LOCATION: Ochsner LSU Health - Shreveport
NUMBER OF STUDENTS PER 4 WEEK BLOCK: Maximum of 8
SELECTIVE AVAILABLE DURING BLOCKS: All
COURSE CODE: SIURA

Primary Goals of Selective:
1. Students will have primary clinical responsibility for the care and management of assigned patients on the Urology wards and operative assistant experience for assigned patients in the Urology Operative Suites, under the supervision of urology residents and/or faculty.
2. Students will gain clinical experience in the common and major urologic disorders in patients hospitalized and/or going to surgery for acute or severe chronic urologic disease processes.
3. Skill in performing medical history and physical examination will be enhanced.
4. Students will expand their knowledge of fundamental principles of medicine and specific diseases through participation in conferences and through reading and other self-directed learning modalities.
5. Learn documentation requirements.
6. Be exposed to effects of social, cultural and societal problems and issues on health.

Specific Objectives:
1. Gain inpatient management and operative assistant experience.
2. Serve as the primary caregiver for 3-5 inpatients at a time, functioning as an integral member of the Urology team.
3. Perform initial histories and physical exams, and participate in the development of a differential diagnosis and management plan.
4. Provide direct operative assistance for those Urology patients going to the OR for a variety of open & endoscopic procedures.
5. Actively participate in ward rounds and other educational activities of the department.

Resources for Learning:
Participating Faculty: LSU Health-Shreveport Urology Faculty
Texts: Blueprints Urology; Author: Stanley Zaslau, M.D., Blackwell Publishing
Hands on Experience: 1st Operative Assistance experience and GU-focused physical exams
Directed Readings: Misc. topics pertinent to assigned inpatients and operatives procedures
Self-Directed Learning: On any related topics to assigned patients’ urologic abnormalities plus reviews on line “National Medical Student Curriculum in Urology” at www.auanet.org

Evaluation:
The student will be evaluated jointly by the attending and resident physicians based upon direct observation of his/her clinical performance, initiative, and interpersonal/professional skills (e.g., attendance, participation, interaction with patients, family, ancillary staff and other medical personnel). A formative evaluation will be conducted with the student at the 2-week midpoint of their rotation by the faculty and resident physicians followed by a final evaluation at the completion of the selective.

NOTE: Additional course notes are also posted on Moodle.
Urology
Community - Urology

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Dr. Alexander Gomelsky
SELECTIVE DIRECTOR: Dr. Alexander Gomelsky, Dr. John Mata
ADMINISTRATIVE CONTACT: Betty Bass Phone: 318.675.5601

SELECTIVE CATEGORY: Community
DURATION OF ELECTIVE: 4 Weeks
LOCATION: Willis Knighton South and Pierremont Campuses
MAXIMUM NUMBER OF STUDENTS: 2 (to rotate between WKS & WKP)
SELECTIVE AVAILABLE DURING BLOCKS: All
COURSE CODE: SCURA

Description
The student will spend 2 weeks each at the Willis Knighton South and Pierremont campuses under the direction of urology faculty.

Primary Goals of Selective
1. For students to observe and participate in community based Urology practice, including exposure to subspecialties of urologic oncology, female urology, and pediatric urology.
2. Students will assist with management of patients in the satellite Urology outpatient clinics and Urology Operative Suites, under the supervision of urology faculty.
3. Enhance skills in performing medical history and physical examination.
4. Enhance knowledge of community health issues and prevention and health maintenance, as they relate to urologic conditions.

Specific Objectives:
1. Independently evaluate office patients and discuss with Urologists and how to improve their history-taking and physical examination skills through practice.
2. Improve medical record documentation and transcription skills.
3. Round with and accompany urologists in hospital, office and OR.
4. Develop self-directed learning by presentation of cases at Grand Rounds.

Self-Directed Learning:

One case presentation at Urology Grand Rounds conference

Evaluation:

(Pass/Fail) Grade will be based on: (1) maintenance of attendance per LSU guidelines; (2) one on one interaction and discussion; and, (3) quality of Grand Rounds presentation. A formative evaluation will be conducted with the student at the 2-week midpoint of their rotation by the faculty and resident physicians followed by a final evaluation at the completion of the selective.

Reading Assignments: As individually assigned

NOTE: Additional course notes are also posted on Moodle.
Web-based Selective
Nutrition in Medicine

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Montie’ Dobbins, MLIS, AHIP
SELECTIVE CATEGORY: Online
SELECTIVE DIRECTORS: Montie’ Dobbins, MLIS, and Julia M. Esparza, MLS, AHIP
ADMINISTRATIVE CONTACT: Montie’ Dobbins, MLIS
LOCATION: LSUHSC-Shreveport
SELECTIVE AVAILABLE DURING BLOCKS: All
NON-LSUHSC STUDENTS ALLOWED: No
COURSE CODE: 5NUTR

Primary Goals of Selective:
The primary goals of the selective are:
• to refamiliarize students with the biochemical basis of nutrition and nutrition epidemiology,
• to prepare senior students to address issues of nutritional health in the clinical setting (including nutrition assessment and nutrition-related preventive health care).

Specific Objectives:
Students will:
• complete 12 assigned Nutrition in Medicine (NIM) courses
• pass the multiple choice exams associated with each course ending with a cumulative score of 75% or greater

Specific Features of this Selective:
This four week required web-based selective will utilize the University of North Carolina Nutrition in Medicine (NIM) online nutrition education curriculum and provide students with evidence-based clinical nutrition education. The course directors will provide instruction to students regarding the way in which the NIM website is accessed and navigated. Because this course is “portable”, it is intended to provide students with a valuable educational experience during one of the three months of the senior year in which residency interviews are most numerous. Students may therefore, complete their assigned courses from any Internet accessible location. Students will be assigned 12 courses from the NIM curriculum, customized to provide nutritional education important in the field of postgraduate training for which they are applying. NIM courses provide multiple opportunities for self-assessment and include summative multiple-choice examinations which students are required to pass.

Resources for Learning:
Nutrition in Medicine online Curriculum

Evaluation:
This is a Pass/Fail - Must Pass course. All course requirements must be completed by the end of the Block in which the course is taken. This includes completing each of the assigned 12 NIM courses, passing the multiple-choice exam associated with each assigned course, with a cumulative score of 75% and in addition, turning in the final patient nutritional education project to the course director. Should a student’s cumulative score fall below 75%, he/she will repeat courses at a location chosen by the course director and also retake the associated final multiple-choice exam.