



Fourth Year Courses 2021-22

Louisiana State University Health Sciences Center
School of Medicine at Shreveport
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Course Listings by Department

<u>Department/Course Name</u>	<u>Course Code</u>
ACADEMIC AFFAIRS/CLINICAL SKILLS CENTER	
Medical Education	EAAME
AHEC	
Rural Primary Care (AHEC)	EAHEC
Community (AHEC)	ECAHE
ANESTHESIOLOGY	
Clinical Correlations in Anesthesiology (2 & 4 weeks)	EANEA-EANEB
Regional Anes/Acute Pain	EANEE
CELLULAR BIOLOGY AND ANATOMY	
Three Dimensional Anatomy (2 weeks)	EANAB
EMERGENCY MEDICINE	
Advanced Emergency Medicine	EOEMC
FAMILY MEDICINE	
Primary Care Sports Medicine	EFAMS
Primary Care - Community Hospital - Alexandria, LA	EFAME
Outpatient Clinics and Procedures - FPC	EOFMB
Global Health Elective	EGLOB
Ambulatory (Outpatient) Elective	EOFMA/EOFME
Outpatient Elective Monroe	EOMDF
Dermatology at WK	EDERM
General Research Elective	ERSRH
INTERNAL MEDICINE	
Introduction to Dermatology	EMEDA
Introduction to Clinical Cardiology	EMEDB
Hematology/Oncology Consult	EMEDG
Hematology/Oncology Out-Patient Service	EMEDQ
Clinical Rounds in Infectious Diseases	EMEDJ
Introduction to Clinical Nephrology	EMEDN
Pulmonary Diseases	EMEDM
Clinical Gastroenterology	EMEDE
Lifestyle Medicine Outpatient Rotation	EMEDL
Internal Medicine/Pediatrics Combined Subspecialty	EMEDP
Intro to Palliative Care	EMEDS

Research Elective	EMEDR
Outpatient Med/Peds Elective	EOIMP
Medicine Ambulatory Care	EOMAC
Outpt Medical Specialties	EOMDA
Community Based Medicine	ECMDA
Clinical Endocrinology	EMEDD/EMEDD2
Clinical Rheumatology	EMEDO/EMEDO2
NEUROLOGY	
Community Based Neurology	ECNEU
Adult Neurology	ENEAU
Sleep Medicine Experience	ENSLE
NEUROSURGERY	
Neurosurgery Service	ESURG
OBSTETRICS/GYNECOLOGY	
Clinical OB/GYN – Monroe Medical Center	EOBGD/EOBGD2
Gyn Oncology	EOBON
Reproduction Endocrinology and Infertility	EOREI
Maternal Fetal Medicine	EOMBF
Pediatric and Adolescent Gyn	EOBPA
Outpatient-OBGYN	EOOGA/EOOGB
OPHTHALMOLOGY	
Clinical Elective in Ophthalmology - Career Interest	EOPTA
Clinical Elective in Neuro-Ophthalmology	EOPTC
Clinical Elective in Ophthalmology - Non-Career Interest	EOPTB
Outpatient Ophthalmology	EOPHT
ORAL & MAXILLOFACIAL SURGERY	
Community OMFS	ECOMS
ORTHOPAEDIC SURGERY	
Research in Orthopaedic Surgery	EORTR
Sports Medicine	EORTS
Hand Surgery	EORTH
Outpatient Orthopaedics	EOOSA
OTOLARYNGOLOGY/HEAD & NECK SURGERY	
Research in Otolaryngology	EOTOR
Oncology & Reconstruction	EOTOO
Community Otolaryngology	ECOTO

PATHOLOGY

Anatomic and Clinical Pathology	EPATH
Advanced Anatomic Pathology	EPATA
Renal/Urological Pathology	EPATB
Dermatopathology	EPATC

PEDIATRICS

Pediatric Cardiology	EPEDH
Pediatric Endocrinology	EPEDD
Pediatric Infectious Diseases	EPEDN/EPEDN2
Pediatric Hematology/Oncology	EPEDC/EPEDC2
Neonatal Intensive Care	EPEDE2
Pediatric Critical Care	EPEDR2
Pediatric Pulmonary Diseases	EPEDA2
Pediatric Study/Research	EPEDP
Introduction to Child Protection Medicine	EPEDK
Pediatric Rheumatology	EPEDS/EPEDS2
Pediatric Nephrology	EPENP/EPENP2
Allergy and Immunology	EPEDM/EPEDM2
Minden Pediatrics	ECPDF
WK Preferred Pediatrics	ECPDG
La Petite Pediatric Clinic	ECPDH
David Raines Comm Health	ECPGI

PHARMACOLOGY, TOXICOLOGY AND NEUROSCIENCE

Research in Pharmacology	EPHAC
Research in Biochemical, Molecular, or Clinical Toxicology	EPHAD
Louisiana Addiction Research	ELARC

PSYCHIATRY

Child and Adolescent Psychiatry	EPSYB
Outpatient Electroconvulsive	EPECT

RADIOLOGY

Diagnostic Radiology	ERADA
Interventional Radiology	ERADE/ERADE2
Neuroradiology	ENERA/ENERA2
Radiation Oncology	ERAON
Radiology Research Elective	ERARE

SURGERY

Cardiothoracic Surgery	ESCTS
Plastic and Reconstructive Surgery	ESURE
Community Surgery	ECSRA
Outpatient Surgery	EOSRA
UROLOGY	
Community Urology	
	ECURA
WEB-BASED ELECTIVES	
Dermatology	EWDER
Electrocardiography	EWEKG
Genetics	EWGEN
Radiology	EWRAD
STUDENT AFFAIRS	
Clinical Science Review	ESCSR



Fourth Year Manual

Part I Electives

Academic Affairs/Clinical Skills Center

Medical Education

ELECTIVE DIRECTOR(S): Dr. Christi Rinaudo

PHONE: 318-675-6176 (Stacy Lee)

ADMINISTRATIVE CONTACT: Stacy Lee

DURATION OF ELECTIVE: 2 weeks and 4 Weeks

LOCATION OF ELECTIVE: Clinical Skills Center / LSU Health Sciences Center

MAXIMUM NUMBER OF STUDENTS: 3 total for 2 week and 4 week block

ELECTIVE OFFERED DURING BLOCKS: All

COURSE CODE: EAAME or EAAME2

MUST HAVE PERMISSION TO ENROLL

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. Please see Christi Rinaudo and Stacy Lee prior to registration.

Required Readings:

- Developing Goals and Objectives; Valerie Landau 2001
 - <http://www.roundworldmedia.com/cvc/module4/topic4.html>
- 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 1-10
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.lsuhschshreveport.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.lsushcshreveport.edu/ahec; on Moodle, **we need to list the text books relevant to each primary care specialty**

HOURS PER WEEK

CONF _____ HRS WARD _____ HRS LAB _____ HRS LIBRARY _____ HRS PRECEPTOR _____ HRS
CLINIC _____ HRS LECTURE _____ HRS READING _____ HRS
TOTAL NUMBER OF HOURS PER WEEK: 40+ _____

AHEC – Program Office

Community (AHEC)

ELECTIVE CATEGORY: Community

ELECTIVE DIRECTOR: Dr. Wanda H. Thomas Phone – 318.675.5770

ADMINISTRATIVE CONTACT: Shirley L. Wilson Phone – 318.675.8963

AHEC Office: (Shreveport Program Office) Medical School, Rm. 5-306

LOCATION: Private Practice Physicians in various communities in Louisiana

NUMBER OF STUDENTS PER 4 WEEK BLOCK: Maximum of seven students per AHEC site per block

SELECTIVE AVAILABLE DURING BLOCKS: Blocks 1-10

COURSE CODE: **ECAHE**

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

Available on web at <http://www.lsuhsctshreveport.edu/Education/othertraining/ahec>

NOTE: THIS SELECTIVE 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 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.lsushcshreveport.edu/ahec; on Moodle, **we need to list the text books relevant to each primary care specialty**

Anesthesiology

Clinical Correlations in Anesthesiology

ELECTIVE DIRECTOR(S): Meeta Sheth , M.D.	PHONE: 318.626-1575
DURATION OF ELECTIVE: 2 Weeks or 4 Weeks	ADMINISTRATIVE CONTACT: Trish Kennedy
LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport	Phone: 318.626-1564, E-43
MAXIMUM NUMBER OF STUDENTS: 4 (combined total for both 2 or 4 week)	
ELECTIVE OFFERED DURING BLOCKS: Block 1-10	
COURSE CODES: EANEA (4 week code) (block 1-10) – EANE (2 week code) (block 4-10)	

OBJECTIVES AND/OR GOALS:

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.

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 with Dr. Parker
One week – Cardiac Thoracic with Dr. Herron & Dr. Sheth & Vascular surgery with Dr. Saus
One week – Neuro with Dr. Mosieri
One week – Peds with Dr. Gennuso & Regional with Dr. Eubanks
2 days pre-op clinic at ACC
2 days participating in regional blocks, either 2nd floor PACU or 3rd floor of Feist Weiller
Be responsible for making and presenting a power point with at least 3 slides
Complete log sheet and course evaluations
Attend Thursday meeting every week with Dr. Kaye @ 3:00 in Anesthesia conference room

Anesthesiology

Regional Anesthesiology/Acute Pain Service

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Meeta Sheth, MD
ELECTIVE DIRECTORS: Dr. Kaye
ADMINISTRATIVE CONTACT: Trish Kennedy
LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport St. Mary's
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 2
SELECTIVE AVAILABLE DURING BLOCKS: All
COURSE CODE: EANEE

Primary Goals of Selective: To gain a exposure to regional anesthesia techniques for intraoperative and postoperative management of pain

Specific Objectives:

- Learn the ultrasound anatomy of the following upper extremity blocks: interscalene, supraclavicular, axillary, and wrist blocks.
- Learn the ultrasound anatomy of the following lower extremity blocks: femoral, adductor canal, popliteal, and ankle blocks
- Discuss local anesthetic drugs and adjuvant medication used to prolong regional anesthesia
- Use the ultrasound to locate major anatomical structures associated with upper and lower extremity blocks

Specific Duties

- Arrive punctually at 6:30
- Assist the senior/transition to practice resident with obtaining the patient's history and Assist with confirmation of surgeon's mark is placed on extremity to be blocked
- Assist with positioning patients for block placement
- Attend mini lectures given by the senior/transition to practice resident on common anesthetic drugs and doses appropriate for the patient undergoing regional anesthesia
- Attend a regional anesthesiology workshop delivered by the senior/transition to practice resident
- Deliver a 5 minute presentation on a topic in regional anesthesia. Please ask for a list of regional anesthesiology keywords for ideas
- Students are required to attend Tuesday morning conference, except for monthly review with residents and Dr. Patil only.
- Attend Thursday meeting every week with Dr. Kaye @ 3:30 in Anesthesia conference room

Resources for Learning: NYSORA.com

Interscalene, supraclavicular, axillary, and wrist blocks
Femoral, adductor canal, popliteal, and ankle blocks

Cellular Biology and Anatomy

Three Dimensional Anatomy

ELECTIVE DIRECTOR(S): Sumitra Miriyala, Ph.D.

DURATION OF ELECTIVE: 2 Weeks

LOCATION OF ELECTIVE: Human Anatomy Lab (8-333)

MAXIMUM NUMBER OF STUDENTS: 10/Block

ELECTIVE OFFERED DURING BLOCKS: 3-9 only

COURSE CODE: EANAB

PHONE: 318.675.5312 8-217

ADMINISTRATIVE CONTACT:

Phone: 318.675.5312

MINIMUM NUMBER OF STUDENTS: 1

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

CONF _____ HRS WARD _____ HRS LAB 15 HRS LIBRARY _____ HRS

OR _____ HRS CLINIC _____ HRS LECTURE _____ HRS READING 5 HRS

TOTAL NUMBER OF HOURS PER WEEK: _____

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

DURATION OF ELECTIVE: 4 Weeks

CONTACT: Christy Hay

LOCATION OF ELECTIVE: LSU FMRP-301 Fourth Street, Suite 3-H, Alexandria, LA

MAXIMUM NUMBER OF STUDENTS: 2

ELECTIVE OFFERED DURING BLOCKS: 7,8,9

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

Outpatient Clinics and Procedures- Family Practice Center

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Tammy Davis, M.D.

Selective Director: Luke Baudoin, M.D.

ADMINISTRATIVE CONTACT: Christy Hay Phone – 675.5347; Rm. 1-305

LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport

NUMBER OF STUDENTS PER 4 WEEK BLOCK: 2

ELECTIVE AVAILABLE DURING BLOCKS: Blocks 2-10

COURSE CODE: EOFMB
scheduling

USMLE Step II Recommended

**Second slot availability limited due to*

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

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.

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.

Family Medicine and Comprehensive Care

Global Health Elective

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 2022: Block 8 & 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

Family Medicine and Comprehensive Care

Ambulatory (Outpatient) Elective

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: Academic Medical Center at Ochsner LSU Health Shreveport 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: EOFMA – 2 week code; EOFME (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

Monroe Family Medicine

Outpatient Rotation

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Tammy Davis, M.D.

ELECTIVE CATEGORY: Outpatient Clinic

ELECTIVE DIRECTORS: Teri O'Neal, M.D.

ADMINISTRATIVE CONTACT: Christy Hay, 675.5347, 1-305

LOCATION: Monroe Medical Center at Ochsner LSU Health Shreveport

NUMBER OF STUDENTS PER BLOCK: 1

SELECTIVE AVAILABLE DURING BLOCKS: All blocks expect Block 1A

COURSE CODE: EOMDF – two week code

Contact Crawford Plummer for Housing

[318\) 330-7626](tel:3183307626) / mplumm@lsuhsc.edu

Primary Goals of Selective:

To provide students 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 outpatient clinic for each patient assigned.
- Students will develop an assessment and plan on their patients.
- Students will discuss documentation requirements with the Family Medicine residents and 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

Primary Care Sports Medicine Elective

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Tammy Baudoin, MD
ELECTIVE DIRECTOR: Charles Webb M.D.
ADMINISTRATIVE CONTACT: Christy Hay – 318-675-5347 – Rm. 1-305
LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 2
ELECTIVE AVAILABLE DURING BLOCKS: 2-10
COURSE CODE: EFAMS

Primary Goals of elective: *This is a clinically oriented elected with an emphasis on physical examination techniques and specific diagnosis and treatment of musculoskeletal injuries. The student will have opportunities to participate with their attending physicians in the care of student, recreational, industrial as well as retired athletes with a varied and wide range of MSK issues. There may be opportunities to participate in experiences with athletes even at the collegiate and professional levels as well (ETBU, LSUS, Centenary College and the Shreveport Mudbugs).*

Specific Objectives:

1. **Improved Physical Examination Skills**
 - a. *Shoulder*
 - b. *Knee*
 - c. *Lumbar spine*
 - d. *Cervical spine*
 - e. *Foot/ankle*
 - f. *Elbow/wrist/hand*
2. **Improved DDX skills with the ability to make a specific anatomic diagnosis.**
3. **Use scientific evidence to make sound therapeutic decisions on treatment modalities.**

Resources for Learning:

1. Specific cited articles as selected by course director from American Family Physician, and selected sports medicine journals.
2. Teach Me Anatomy Application available free on the app store.
3. Physio Tutors videos on you tube available free.
4. Didactic sessions with the sports medicine fellows during the academic half days.

Evaluation:

1. There will be 4 weekly 15 question quizzes given at the end of each week based on the reading.
2. There will be formal practicum on physical exam of the knee, shoulder, elbow, and lumbar spine at the of the rotation to ensure the student is able to perform these physical examinations.
3. There will be a formal mid rotation evaluation done by the course director to allow time to correct any short comings that are detected.
4. There will be a final formal evaluation done, that will be a summary of the rotation from all the preceptors the student worked with, the experience at the events covered, and the quizzes.

General Research Elective

ELECTIVE DIRECTOR(S): Ellen Friday MD

PHONE:

DURATION OF ELECTIVE: 4 Weeks

LOCATION OF ELECTIVE: LSU Health Sciences Center

MAXIMUM NUMBER OF STUDENTS: 1

MINIMUM NUMBER OF STUDENTS: 1

COURSE CODE: ERSRH

MUST HAVE PRIOR CONSENT TO SCHEDULE

Not offered during Blocks 5 and 6

Please check Moodle for information!

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/Cardiology

Introduction to Clinical Cardiology

ELECTIVE DIRECTOR(S): Tarek Helmy, MD

ADMINISTRATIVE CONTACT: Liz Antee lantee PHONE: 318.675.5941, Room 6-243

DURATION OF ELECTIVE: 4 Weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport

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:

1. 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.
2. Students will perform an H&P on each new patient assigned to them and present the information to their attending.
3. Student will read about the conditions pertaining to their patients and present to the attending physician the pathophysiology, diagnosis, and treatment plans.
4. 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.
5. Students will read and interpret at least two echocardiography tests on patients on the Cardiology consult service and present the findings to their attending.
6. 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.
7. 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.
ADMINISTRATIVE CONTACT: Bridget Hall PHONE: 318.813.1057
DURATION OF ELECTIVE: 4 weeks
LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport
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 Out-Patient Service

ELECTIVE DIRECTOR: Gary Burton, M.D.

ADMINISTRATIVE CONTACT: Bridget Hall

PHONE: 318.813.1057

DURATION OF ELECTIVE: 4 weeks or 2 weeks

LOCATION OF ELECTIVE: Feist Weiller Cancer Center

MAXIMUM NUMBER OF STUDENTS: 1 each block

ELECTIVE OFFERED DURING BLOCKS: All

COURSE CODE: EMEDQ EMEDQ2

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 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

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/Infectious Diseases

Clinical Rounds in Infectious Diseases

ELECTIVE DIRECTOR(S): Mohammad Alam, MD
Administrative Contact: Cathy Couvilloan 675-5900

PHONE: 318.675.5900, Room 6-249

DURATION OF ELECTIVE: 4 Weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport

MAXIMUM NUMBER OF STUDENTS: 2

ELECTIVE OFFERED DURING BLOCKS: All

COURSE CODE: **EMEDJ** 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

CONF 2 HRS WARD 30 HRS LAB _____ HRS LIBRARY 1 HRS

OR _____ HRS CLINIC 3 HRS LECTURE _____ HRS READING 4 HRS

TOTAL NUMBER OF HOURS PER WEEK: 40

Internal Medicine/Division of Nephrology

Introduction to Clinical Nephrology

ELECTIVE DIRECTOR(S): Phami Morisetti, MD

ADMINISTRATIVE CONTACT: Catherine Bowers

PHONE: 318.675.7402, Room 6-317

DURATION OF ELECTIVE: 4 Weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport

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 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 David Chambers, M.D.

ADMINISTRATIVE CONTACT: Vicki Gallagher

PHONE: 318.675.5920, Room 6-341

DURATION OF ELECTIVE: 4 Weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport

MAXIMUM NUMBER OF STUDENTS: 2

ELECTIVE OFFERED DURING BLOCKS: All

COURSE CODE: EMEDM

NON-LSUHSC STUDENTS ALLOWED: LCME and UQ Ochsner

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

CONF 3 HRS WARD 20 HRS LAB 2 HRS LIBRARY 6 HRS

OR HRS CLINIC HRS LECTURE 3 HRS READING 6 HRS

TOTAL NUMBER OF HOURS PER WEEK: 40

Internal Medicine/Division of Gastroenterology

Clinical Gastroenterology

ELECTIVE DIRECTOR(S): Sudha Pandit, MD

ADMINISTRATIVE CONTACT: Crystal McGee

DURATION OF ELECTIVE: 4 Weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport

MAXIMUM NUMBER OF STUDENTS: 2

ELECTIVE OFFERED DURING BLOCKS: All

COURSE CODE: EMEDE NON-LSUHSC STUDENTS ALLOWED: LCME, UQ Ochsner, Caribbean and International

Primary Goals of Elective:

To provide a comprehensive experience in caring for and managing patients with gastrological 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: Lisa Locke PHONE: 318-675-5671

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.

ADMINISTRATIVE CONTACT: Lisa Locke

Phone: 318-675-5671

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport

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

Pre-requisite—students must be interested in Med/Peds as a career

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

Introduction to Dermatology

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Jonathan Eaton, MD jeato1@lsuhsc.edu

ELECTIVE DIRECTOR: Chris Haas, MD

ADMINISTRATIVE CONTACT: Lisa Locke

LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport

NUMBER OF STUDENTS PER 4 WEEK BLOCK: 1

ELECTIVE AVAILABLE DURING BLOCKS: All

COURSE CODE: EMEDA

Requires special permission from Dr. Haas

Non-LSUHSC Students Allowed: No

Primary Goals of Elective:

To provide a comprehensive experience in caring for and managing patients with dermatologic conditions.

Specific Objectives:

1. Students will see patients with dermatologic conditions in clinic and consultation in the hospital as directed by attending physician Monday through Friday during the 4 weeks on the rotation.
2. Students will document progress notes/consult notes in Epic as directed by the attending physician.
3. Students will read and learn the evaluation and management of dermatologic conditions in preparation for obtaining a residency in Dermatology.
4. Students will achieve a passing score for the rotation by seeing patients in clinic and in the hospital as directed by the attending.
5. Students will attend Medicine Grand Rounds weekly as well as other conferences as directed by attending.

Attendance

Students must be present every weekday. Students are allowed two excused absences for interviews during the four-week rotation. The 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 *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.

Evaluation:

Students will receive a formal evaluation from the attending physician at the end of the rotation in MyEvaluations. There will also be informal feedback given throughout the rotation by the attending physician.

Internal Medicine

Introduction to Palliative Care

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Jonathan Eaton, MD. Jeato1@lsuhsc.edu

ELECTIVE DIRECTOR: Michelle Self, MD

ADMINISTRATIVE CONTACT: Lisa Locke

LOCATION: Academic Medical Center of Ochsner LSU Health Shreveport

NUMBER OF STUDENTS PER 4 WEEK BLOCK: 1

ELECTIVE AVAILABLE DURING BLOCKS: All

COURSE CODE: EMEDS

Non-LSUHSC Students Allowed: No

Primary Goals of elective

To provide a comprehensive experience in caring for and managing patients in palliative care.

Specific Objectives:

1. Students will see patients with palliative care conditions in the hospital as directed by the attending physician Monday through Friday during the four weeks on the rotation.
2. Students will document progress and consult notes in Epic as directed by the attending physician.
3. Students will read and learn about the conversations and care provided to patients and their families in palliative care situations in order to better handle these discussions and situations on their own as a physician.
4. Students will achieve a passing score on the rotation by seeing patients in the hospital and documenting in Epic as directed by the attending physician.
5. Students will attend Medicine Grand Rounds weekly along with any other conferences as directed by the attending physician.

Attendance

Students must be present every weekday. Students are allowed two excused absences for interviews during the four-week rotation. The 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 *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.

Evaluation:

Students will receive a formal evaluation from the attending physician at the end of the rotation in MyEvaluations. There will also be informal feedback given throughout the rotation by the attending physician.

Internal Medicine *Research Elective*

ELECTIVE DIRECTOR(S): Steven Conrad MD

PHONE:

DURATION OF ELECTIVE: 4 Weeks

LOCATION OF ELECTIVE: LSU Health Shreveport

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

Please check Moodle for information!

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

1. Identification of a specific research question to be addressed prior to the start of 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.

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: 32

Internal Medicine/Pediatrics

Outpatient Internal Medicine/Pediatrics Elective

ELECTIVE DIRECTOR(S): Lauren Beal, M.D.

PHONE: 318-675-5671

DURATION OF ELECTIVE: 4 Weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport

MAXIMUM NUMBER OF STUDENTS: 1

MINIMUM NUMBER OF STUDENTS: 1

ELECTIVE OFFERED DURING BLOCKS: All

COURSE CODE: EOIMP

Pre-Requisite: Student must be interested in Med/Peds as a career

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 Ochsner LSU Health Med/Peds Continuity Clinic, 8-12 hours per week in MedPeds Faculty Clinic

Monday: 8-12 MedPeds Faculty Clinic at Provenance 1023 Provenance Pl. Suite 130

Tuesday 8-12 MedPeds Clinic at Provenance 1023 Provenance Pl. Suite 130

Wednesday 8-5 Ochsner LSU Med Peds Continuity Clinic

Thursday 8-5 MedPeds Faculty Clinic at Provenance 1023 Provenance Pl. Suite 130

Friday 8-5 MedPeds Faculty Clinic at Provenance 1023 Provenance Pl. Suite 130

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 16 HRS LECTURE ____ HRS READING 24 HRS

TOTAL NUMBER OF HOURS PER WEEK: 40

Internal Medicine

Medicine Ambulatory Care Selective

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Jonathan Eaton M.D.

ELECTIVE DIRECTORS: Jonathan Eaton M.D.

ADMINISTRATIVE CONTACT: Lisa Locke

PHONE: 675-5671

LOCATION: Willis-Knighton Medical Center

NUMBER OF STUDENTS PER BLOCK: 1

ELECTIVE AVAILABLE DURING BLOCKS: All

NON-LSUHSC STUDENTS ALLOWED: No

COURSE CODE: EOMAC

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.

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Jonathan Eaton, M.D.
ELECTIVE CATEGORY: Outpatient Clinic
ELECTIVE DIRECTORS: Jonathan Eaton M.D.
ADMINISTRATIVE CONTACT: Lisa Locke PHONE: 675.5671
LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport
NUMBER OF STUDENTS PER 2 WEEK BLOCK: 2 per block
ELECTIVE AVAILABLE DURING BLOCKS: All
NON-LSUHSC STUDENTS ALLOWED: No
COURSE CODE: EOMDA

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

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.

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.

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.

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.

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Jonathan Eaton, M.D.
ELECTIVE CATEGORY: Community Outpatient
ELECTIVE DIRECTORS: Jonathan Eaton, M.D.
ADMINISTRATIVE CONTACT: Lisa Locke PHONE: 675.5671
LOCATION: Willis-Knighton Health System
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 1
ELECTIVE AVAILABLE DURING BLOCKS: All
NON-LSUHSC STUDENTS ALLOWED: No
COURSE CODE: ECMDA

Internal Medicine/Endocrinology

Clinical Endocrinology

ELECTIVE DIRECTOR(S): David Scarborough, M.D. dscarb@lsuhsc.edu
ADMINISTRATIVE CONTACT: Quartina Henderson qhende@lsuhsc.edu PHONE: 318.675.5960 ROOM: 6-305
DURATION OF ELECTIVE: 4 Weeks or 2 weeks
LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport
MAXIMUM NUMBER OF STUDENTS: 2 total
ELECTIVE OFFERED DURING BLOCKS: All
COURSE CODE: EMEDD (4 weeks) EMEDD2 (2 weeks)

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 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

Internal Medicine/Rheumatology

Clinical Rheumatology

ELECTIVE DIRECTOR(S): Sarwat Umer, M.D. sumer@lsuhsc.edu

ADMINISTRATIVE CONTACT: Glenda Osteen gostee@lsuhsc.edu

PHONE: 318.675.5930, Room 6-320

DURATION OF ELECTIVE: 4 Weeks or 2 weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport

MAXIMUM NUMBER OF STUDENTS: 2 total

ELECTIVE OFFERED DURING BLOCKS: All

COURSE CODE: EMEDO (4 weeks) EMEDO2 (2 weeks)

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 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 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.

Dermatology

Elective / Willis Knighton

DIRECTOR: Sarah Baker, M.D.

ELECTIVE CATEGORY: Community Elective

ADMINISTRATIVE CONTACT: Monica Mitchell, mmitchell3@wkhs.com; 318-267-8849

LOCATION: Willis Knighton Medical Center

NUMBER OF STUDENTS PER 4 WEEK BLOCK: 1

ELECTIVE AVAILABLE DURING BLOCKS: All

COURSE CODE: **EDERM**

NON-LSUHSC STUDENTS: No

Must be pursuing dermatology residency training. Must have permission to enroll. See Tonya in the Office of Registrar

Overview of Elective:

The elective is designed for the medical student interested in pursuing dermatology residency training. During this elective students will gain knowledge of ambulatory outpatient aspect of dermatology by working closely with a community dermatologist to enhance clinical skills in dermatological disease, including diagnosis, examination, and management of dermatology patients.

Goals and Objectives:

The student will gain more in depth knowledge on the management of patients with a variety of skin conditions.

- Correctly perform comprehensive skin examinations and correlate their findings to pathologic conditions in an outpatient setting
 - The student will participate daily outpatient clinic at Willis Knighton and examine patients daily, reporting to the supervising dermatologist.
 - The student will understand normal and abnormal dermatologic findings
- Understand the basic steps of common dermatologic outpatient procedures

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

- Participate in all daily clinic with the community dermatologist at Willis Knighton, including workups of patients during clinic.
- Participate in outpatient procedures in adult and pediatric patients.

Reading Resources for Rotation:

- **Textbooks:**
- **Online Resource:**

Evaluation

A final evaluation will encompass the student's performance in clinic, skills in performing a skin examination, fundamentals of knowledge, and professionalism. Professionalism is defined as punctuality, interaction with faculty, staff, and patients, and maturity. There will be no written or oral examination.

Neurology

Adult Neurology

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

PHONE: 318.675.7760

DURATION OF ELECTIVE: 4 Weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport /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. Roger Kelley).

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

Division of Sleep Medicine



The Sleep Medicine Experience

ELECTIVE DIRECTOR(S): Oleg Chernyshev, MD

PHONE: 318-675-8568

DURATION OF ELECTIVE: 4 Weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport

MAXIMUM NUMBER OF STUDENTS: 2

MINIMUM NUMBER OF STUDENTS: 1

ELECTIVE OFFERED DURING BLOCKS: All

COURSE CODE: ENSLE

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

Sleep Research Society Basics of Sleep Guide, 2nd Edition. Amlaner CJ, Fuller PM (Eds). 2009.

Chapters: 3, 4, 5, 6, 7, 8, 9, 10, 13, 14A&B, 18A&B, 21, 22

McCarty, DE. Beyond Ockham's Razor: Redefining Problem-Solving in Clinical Sleep Medicine using a "Five Finger" Approach. J Clin Sleep Med 2010; 6(30):292-269

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

Neurology

Community Based Medicine

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

ELECTIVE COORDINATOR: Cody Hanna

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: ECNEU

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

Meghan Harris, MD

Willis Knighton-Pierremont

Medical Arts Building

1st Floor, Suite 120

Shreveport, LA 71105

Ph: 318-212-2720

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 Department

Neurosurgery Service Elective

ELECTIVE DIRECTOR(S): Christina Notarianni, M. D.

DURATION OF ELECTIVE: 4 Weeks

ADMINISTRATIVE CONTACT: Cody Hanna

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport; Willis Knighton Hospitals

MAXIMUM NUMBER OF STUDENTS: 2

ELECTIVE OFFERED DURING BLOCKS: ALL

COURSE NUMBER: **ESURG**

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
- **Online Resource:** Neurosurgery Gray Matter: An Educational Overview, located on the Congress of Neurological Surgeons Website at: <http://w3.cns.org/education/sans.asp>

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.

Obstetrics/Gynecology

Clinical Ob/Gyn - Monroe

ELECTIVE DIRECTOR(S): Sherry Luther, M.D.

PHONE: 318.330.7652

DURATION OF ELECTIVE: 4 or 2 weeks

LOCATION OF ELECTIVE: Monroe Medical Center at Ochsner LSU Health Shreveport

MAXIMUM NUMBER OF STUDENTS: 1

ELECTIVE OFFERED DURING BLOCKS: Blocks 7-10 MUST HAVE APPROVAL FROM DEPARTMENT TO ENROLL

COURSE CODE: **EOBGD/EOBGD2**

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 Monroe Medical Center 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.

HOURS PER WEEK

CONF _____ HRS WARD 24 HRS LAB _____ HRS LIBRARY _____ HRS
OR _____ HRS CLINIC 24 HRS LECTURE _____ HRS READING _____ HRS
TOTAL NUMBER OF HOURS PER WEEK: 48

Obstetrics/Gynecology

Gynecology Oncology

ELECTIVE DIRECTOR(S): Destin Black, M.D.

PHONE: 318.675.5380

Contact: Christie Miciotto

Phone: 318-212-8727

Senior clerkship director: Mila Shah-Bruce, M.D.

DURATION OF ELECTIVE: 2 weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport

MAXIMUM NUMBER OF STUDENTS: 1

ELECTIVE OFFERED DURING BLOCKS: All

COURSE CODE: EOBON

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.

Text: Handbook for Principles and Practice of Gynecologic Oncology. Second Edition. Douglas A. Levine et al.

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

CONF ____ HRS WARD ____ HRS LAB ____ HRS LIBRARY ____ HRS
OR ____ HRS CLINIC ____ HRS LECTURE ____ HRS READING ____ HRS

TOTAL NUMBER OF HOURS PER WEEK: ____

Obstetrics and Gynecology

Maternal Fetal Medicine/High Risk Obstetrics

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Mila Shah-Bruce, MD

Phone: 318-675-5379

ELECTIVE CATEGORY: Obstetrics/Gynecology

ELECTIVE DIRECTORS: David Lewis, MD

Duration of Elective: 2 or 4 weeks

ADMINISTRATIVE CONTACT: Ashley Dunn

Phone 318-675-5380

LOCATION: Ochsner LSU Health Shreveport, Regional Perinatal Group

NUMBER OF STUDENTS PER 2 or 4 WEEK BLOCK: 1

SELECTIVE AVAILABLE DURING BLOCKS: All

COURSE CODE: **EOBMF or EOBMF2**

Department approval required to enroll.

Primary Goals of Selective:

This advanced clinical OB/GYN elective in Maternal Fetal Medicine is designed to provide the fourth year medical student interested in entering OB/GYN residency with a more in-depth experience of high-risk obstetric patients in a clinical setting. The student will primarily be in an outpatient setting.

Specific Objectives:

1. Understand the maternal and fetal implications, clinical course, management and complications of:
 - a. Common endocrine disorders of pregnancy (diabetes and thyroid)
 - b. Hypertensive disorders of pregnancy (essential, preeclampsia, collagen vascular disorders)
 - c. Common infectious disorders of pregnancy
2. Participate in the evaluation of outpatient high-risk consultations with the attending physician
3. Perform histories and physical examinations, radiologic and laboratory review, and plan development and daily rounding on assigned patients admitted through the Antepartum Obstetrical Service-if indicated by attending physician
4. Discuss necessary treatment recommendations with the senior or chief resident
5. Review work-ups with the appropriate consultant and perform and document an appropriate history and physical on all assigned patients
6. Review literature appropriate for the obstetrical, medical or surgical conditions of the patient
7. Understand the normal anatomy that can be seen on routine obstetric ultrasound
8. Understand the sonographic findings and implications of the more commonly noted fetal anomalies seen during an obstetric ultrasound
9. Understand the sonographic markers used for evaluation of aneuploidy
10. Be available to scrub on all procedures performed by the obstetrical team-if indicated by attending physician
11. Review appropriate obstetrical pathology
12. Learn obstetrical procedures for prenatal diagnosis, antepartum intervention and obstetrical delivery
13. Demonstrate punctuality, appropriate demeanor, professionalism, compassion and personal appearance for patient interactions.

Resources for Learning:

Participating Faculty: David Lewis, M.D., Clint Cormier, M.D.,
Christian Briery, M.D.

Texts: William's Obstetrics 25th ed. - Cunningham, MacDonald, Gant, Leveno

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 and Gynecology

Pediatric and Adolescent Gynecology

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Mila Shah-Bruce, MD	Phone: 318-675-5380
ELECTIVE CATEGORY: Obstetrics/Gynecology	
ELECTIVE DIRECTORS: Mila Shah-Bruce	
Duration of Elective: 2 weeks	
ADMINISTRATIVE CONTACT: Ashley Dunn	Phone 318-675-5380
LOCATION: Ochsner LSU Health Shreveport, Gingerbread house	
NUMBER OF STUDENTS PER 2 WEEK BLOCK: 1	
ELECTIVE AVAILABLE DURING BLOCKS: All-Prior approval must be obtained before starting course	
COURSE CODE: EOBPA	

Primary Goals of Selective:

This advanced clinical GYN elective in Pediatric and Adolescent Gynecology is designed to provide the fourth year medical student interested in entering in an OBGYN or Pediatric residency with a more in-depth experience of pediatric and adolescent patients in a clinical setting. The student will primarily be in an outpatient setting.

Specific Objectives:

Prepubertal Pediatric Patient: At the conclusion of this curriculum, the learner will:

- Identify the steps and approach to the genital exam of the prepubertal child.
- Describe the evaluation and management of the child with vulvovaginitis and vulvar skin disorders.
- Review the evaluation and management of vaginal bleeding of the prepubertal child.
- Outline the evaluation and management of abnormal puberty.

The Adolescent Patient: At the conclusion, the learner will:

- Describe the importance of confidentiality, and review techniques to improve communication in the adolescent patient interview.
- Understand the evaluation and management of menstrual disorders.
- Understand the approach to pelvic pain in adolescents.
- Understand the assessment and treatment of vaginitis and sexually transmitted infections among adolescents.
- Understand adolescent pregnancy and contraception counseling.
- Understand the presentation and initial management of congenital anomalies of the female reproductive tract.

Resources for Learning:

Participating Faculty: Dr. Mila Shah-Bruce, Dr. Rodriguez
Texts: Pediatric & Adolescent Gynecology 7th Editio: Emans, Laufer, Goldstein

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.
ELECTIVE CATEGORY: Outpatient
ELECTIVE DIRECTORS: Mila Shah-Bruce, M.D. mshah@lsuhsc.edu
ADMINISTRATIVE CONTACT: 675.7440
LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport
NUMBER OF STUDENTS PER BLOCK: 1 per 4 week and 1 per 2 week
ELECTIVE AVAILABLE DURING BLOCKS: All
COURSE CODE: **EOOGA** for 2 week block and **EOOGB** 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.

Ophthalmology

Clinical Elective in Ophthalmology – Career Interest

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

PHONE: 318.675.5012

DURATION OF ELECTIVE: 4 Weeks

ADMINISTRATIVE CONTACT: Sherlyn Brown, Room 4-403 B Building

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport 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 the student 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

CONF 2 HRS WARD _____ HRS LAB _____ HRS LIBRARY _____ HRS

OR 5 HRS CLINIC 30 HRS LECTURE 3 HRS READING _____ HRS

TOTAL NUMBER OF HOURS PER WEEK: 40+

Neuro-Ophthalmology

Clinical Elective in Neuro-Ophthalmology – Career Interest

ELECTIVE DIRECTOR(S): John Brinkley, MD

PHONE: 318.675.6967

DURATION OF ELECTIVE: 4 Weeks

ADMINISTRATIVE CONTACT: Sherlyn Brown, Room 4-403 B Building

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport Eye Clinic

MAXIMUM NUMBER OF STUDENTS: 2

MINIMUM NUMBER OF STUDENTS: 1

ELECTIVE OFFERED DURING BLOCKS: I-III

COURSE CODE: **EOPTC**

****This elective requires that students keep an attendance log. Each student will be responsible for obtaining a physician's signature each time the student 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 prepare students for ophthalmology match. This course offers students exposure to the outpatient and inpatient evaluation of patients with neuro-ophthalmic disorders. Students will have the opportunity to practice history-taking, basic eye exam skills, and creation of a differential diagnosis based on the patient's symptoms and signs. Emphasis will be placed on proper localization of neuro-ophthalmic complaints and mechanisms of disease. Diagnostic tools including automated visual fields, optical coherence tomography and magnetic resonance imaging will be reviewed throughout the elective.

SPECIFIC DUTIES OF SENIOR STUDENTS

Direct patient work-up and management under faculty supervision. Reading topics will be assigned based on neuro-ophthalmic issues encountered in clinic. Students will attend departmental grand rounds and ophthalmology resident lectures throughout the week. Presentation of an interesting case during departmental grand rounds is optional but encouraged. Students will also attend the monthly joint conference with neuro-ophthalmology and neuroradiology. Student performance will be measured using the evaluation form provided by the Registrar's office.

READING ASSIGNMENTS

Neuro-Ophthalmology (What Do I Do Now), 2nd edition, Thurtell and Tomsak, Oxford University Press

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

ADMINISTRATIVE CONTACT: Sherlyn Brown, Room 4-403 B Building

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport 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 the student 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

CONF 2 HRS WARD _____ HRS LAB _____ HRS LIBRARY _____ HRS

OR 5 HRS CLINIC 30 HRS LECTURE 3 HRS READING _____ HRS

TOTAL NUMBER OF HOURS PER WEEK: 40+

Ophthalmology

Ophthalmology Selective

ELECTIVE DIRECTOR: Thomas B. Redens, M.D.
ADMINISTRATIVE CONTACT:
SELECTIVE CATEGORY: Outpatient Clinic
DURATION: 2 Weeks
LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport
NUMBER OF STUDENTS PER 2 WEEK BLOCK: 2
SELECTIVE AVAILABLE DURING BLOCKS: 3-9
COURSE CODE: EOPHT

****This outpatient selective requires that students keep an attendance log. Each student will be responsible for obtaining a physician's signature each time the student 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 a more in-depth and complete introduction to the specialty. Ultimately, the selective rotation serves two purposes; the first is to provide a meaningful rotation 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, and Byrd

Texts: Kanski's Text of Ophthalmology

Works

hops:

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): Stavan Patel, DDS, MD

PHONE: 318.675.6174

DURATION OF ELECTIVE: 4 Weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport

MAXIMUM NUMBER OF STUDENTS: 4

MINIMUM NUMBER OF STUDENTS: 1

ELECTIVE OFFERED DURING BLOCKS: All

COURSE CODE: ECOMS

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 Surgery to Mrs. Lauren Lafitte, in Room 503 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 a 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, 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 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. (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.
- Attending all required Oral and Maxillofacial Surgery clinics at LSU, 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 Surgery to Mrs. Lauren Lafitte, in Room 503 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

Research – Orthopaedic Surgery

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Karl K. Bilderback, M.D.
ADMINISTRATIVE CONTACT: Amy Shelley 675-4313, Room 3-344
ELECTIVE CATEGORY: Research Elective
ELECTIVE DIRECTOR: Patrick Massey, M.D., Giovanni Solitro, PhD
LOCATION: Department of Orthopaedic Surgery, (Rm. 3-450), LSUHSC-S
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 1
SELECTIVE AVAILABLE DURING BLOCKS: 1-9
DURATION: 4 Weeks

COURSE CODE: **EORTR**

Night Call - No

Weekend Call - No

Final Exam -

Please check Moodle for information!

Overall Educational Goal of Elective:

To assist the student with the basic skills necessary to develop a meaningful research project. Optimally, the student would continue to work with the staff beyond the 1 month formal course to carry the project through the process of production of a publishable product.

Specific Objectives:

To teach the students how to design the hypothesis and conduct research in the areas of OrthopedicBiomechanics and Biomaterials under the guidance of a faculty member and a Research Associate.

Brief Description of Student Activities During Rotation:

At the beginning of the course, the student will meet with the course director and decide on a project of mutual interest and prepare a research proposal including a hypothesis. If needed for the project, the student may assist in harvesting the necessary structures from cadavers in the Anatomy Laboratory and prepare the specimens for testing. If needed for the project, CAD/CAM software and a 3D CNC milling machine are available in the biomechanics laboratory. At the end of the course period the student will prepare a report summarizing any results and conclusions.

Recommended Textbook:

Books, review articles and results of database searches in the specific field of research.

Method of Student Evaluation:

The student will be evaluated directly by the supervising faculty member based on their performance during the rotation.

Orthopaedic Surgery

Sports Medicine – Orthopaedic Surgery

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Karl K. Bilderback, M.D.
ADMINISTRATIVE CONTACT: Amy Shelley 675-4313, Room 3-344
ELECTIVE CATEGORY: Sports Medicine
ELECTIVE DIRECTOR: Shane Barton, M.D., Patrick Massey, M.D.
LOCATION: Olive Street Faculty Clinic, LSU Main, St. Mary Place, Shriner's Hospital
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 2
ELECTIVE AVAILABLE DURING BLOCKS: 3,4,5
DURATION: 4 Weeks
COURSE CODE: EORTS

Night Call - Yes

Weekend Call - Yes

Final Exam –

Requires departmental approval to enroll

Overall Educational Goal of Selective:

This elective provides the student with an in-depth experience in all aspects of Sports Medicine. The student will spend time at the LSU Ambulatory Care Clinic, the Olive Street Faculty Clinic and will get surgical experience at the LSU Main hospital, Saint Mary Place, Shriner's Hospital and at Willis Knighton.

During their time on this rotation, the student will gain experience with the orthopedic patient assessment, with an emphasis on Sports Medicine. The student should become comfortable with the initial evaluation of sport-injured patients, building on the foundational skills they learned during the first three years of medical school.

Specific Objectives:

1. Improve the student's skill in history taking and physical exam of the musculoskeletal system, with particular emphasis on sport-related pathology.
2. Improve decision making skills required for the appropriate utilization of diagnostic tests such as CT, MRI, ultrasound 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 an outpatient setting.
4. To develop skills in patient education, counseling and thoughtful rehabilitation planning.
5. To improve the student's knowledge of orthopaedic disease entities through participation in conferences and didactic teaching sessions.
6. The students will learn region/joint specific history and exam techniques, and be able to demonstrate these and explain their significance.
- 7.

Brief Description of Student Activities During Rotation:

The student will be assigned to one of two sports medicine teams and will work under the direct supervision of the respective faculty member and senior resident. They will participate in clinics with the house staff and faculty. The student will learn appropriate home exercise programs and be able to demonstrate these effectively to the patient. For those needing supervised therapy, the student will learn appropriate therapy techniques and how to order them. For patients requiring surgery, the student will follow patients to surgery and through the rehabilitation process, as their time on the service permits. Students will take part in all educational programs and conferences while on the rotation. Students will participate in clinic and perform physical exam and provide accurate clinical documentation with thorough history and physicals. 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

Hoppenfeld's Physical Exam of the Spine and Extremities
Netter's Sports Medicine, (available free on the LSU library website)

Method of Student Evaluation:

The senior Resident and the Faculty will evaluate students throughout the rotation. As interest and time permits, the students will be asked to present patients they have seen in clinic and in the hospital.

Orthopaedic Surgery

Sports Medicine – Orthopaedic Surgery

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Karl K. Bilderback, M.D.
ADMINISTRATIVE CONTACT: Amy Shelley 675-4313, Room 3-344
ELECTIVE CATEGORY: Sports Medicine
ELECTIVE DIRECTOR: Shane Barton, M.D., Patrick Massey, M.D.
LOCATION: Olive Street Faculty Clinic, LSU Main, St. Mary Place, Shriner's Hospital
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 2
ELECTIVE AVAILABLE DURING BLOCKS: 1a-2b and 6a-10b
DURATION: 2 Weeks
COURSE CODE: **EORTS2**

Night Call - Yes Weekend Call - Yes Final Exam -

Overall Educational Goal of Selective:

This elective provides the student with an in-depth experience in all aspects of Sports Medicine. The student will spend time at the LSU Ambulatory Care Clinic, the Olive Street Faculty Clinic and will get surgical experience at the LSU Main hospital, Saint Mary Place, Shriner's Hospital and at Willis Knighton.

During their time on this rotation, the student will gain experience with the orthopedic patient assessment, with an emphasis on Sports Medicine. The student should become comfortable with the initial evaluation of sport-injured patients, building on the foundational skills they learned during the first three years of medical school.

Specific Objectives:

3. Improve the student's skill in history taking and physical exam of the musculoskeletal system, with particular emphasis on sport-related pathology.
4. Improve decision making skills required for the appropriate utilization of diagnostic tests such as CT, MRI, ultrasound etc.
8. 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 an outpatient setting.
9. To develop skills in patient education, counseling and thoughtful rehabilitation planning.
10. To improve the student's knowledge of orthopaedic disease entities through participation in conferences and didactic teaching sessions.
11. The students will learn region/joint specific history and exam techniques, and be able to demonstrate these and explain their significance.

Brief Description of Student Activities During Rotation:

The student will be assigned to one of two sports medicine teams and will work under the direct supervision of the respective faculty member and senior resident. They will participate in clinics with the house staff and faculty. The student will learn appropriate home exercise programs and be able to demonstrate these effectively to the patient. For those needing supervised therapy, the student will learn appropriate therapy techniques and how to order them. For patients requiring surgery, the student will follow patients to surgery and through the rehabilitation process, as their time on the service permits. Students will take part in all educational programs and conferences while on the rotation. Students will participate in clinic and perform physical exam and provide accurate clinical documentation with thorough history and physicals. The student may take call with the junior resident in-house and help evaluate patients and to care for in-patients and patients in the emergency department.

Recommended

Hoppenfeld's Physical Exam of the Spine and Extremities
Netter's Sports Medicine, (available free on the LSU library website)

Method of Student Evaluation:

The senior Resident and the Faculty will evaluate students throughout the rotation. As interest and time permits, the students will be asked to present patients they have seen in clinic and in the hosp

Orthopaedic Surgery

Orthopaedics Hand Surgery

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Karl K. Bilderback, M.D.

ADMINISTRATIVE CONTACT: Amy Shelley 675.4313, Room 3-344

ELECTIVE CATEGORY: Orthopedic Hand Surgery

ELECTIVE DIRECTOR: Karl K. Bilderback, M.D.

LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport

NUMBER OF STUDENTS PER 4 WEEK BLOCK: 1

SELECTIVE AVAILABLE DURING BLOCKS: All Blocks

DURATION: 4 weeks

COURSE CODE: EORTH

Night Call - No Weekend Call - No Final Exam - Oral

Overall Educational Goal of Selective:

The purpose of this selective is to build on the student's existing knowledge of orthopedics and hand surgery, whatever that level may be, and to foster an appreciation of the finer points of ailments of the musculoskeletal system in general, with an emphasis on problems of the hand and upper extremity. This selective is designed for those interested in orthopedic surgery, as well as for those interested in primary care who want to deepen their knowledge of orthopedic/hand surgery.

Specific Objectives:

1. Students will provide primary contact with ACC clinic patients on initial and follow-up clinic visits under faculty supervision. Olive Street Faculty Clinic patients will be seen along with the faculty.
2. Improve history and musculoskeletal physical examination skills and understanding.
3. Develop an understanding of common hand problems, their initial evaluation, differential diagnosis, significance of history and exam findings, initial and subsequent management.
4. Learn the significance of ancillary testing and explain specific reasons for their implementation.
5. Develop a working knowledge of musculoskeletal ultrasound, and demonstrate its use for therapeutic injections and diagnosis.

Brief Description of Student Activities During Rotation

Each student will work under the direct supervision and guidance of senior residents and faculty, mostly in the outpatient setting. The students will be given patients to manage, with increasing responsibility for their care, including performance of the history and physical exam and documenting findings in the progress note.

Special emphasis will be given to decision making and outpatient management of orthopedic hand surgery patients.

Further, students will take part in all education programs in connection with the orthopedic residency training program.

Evaluation:

The student will be evaluated based on their performance through the rotation, as well as an oral exam relevant to subjects encountered during the rotation.

Orthopaedic Surgery

Outpatient - Orthopaedics

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Karl Bilderback, M.D.

ELECTIVE CATEGORY: Outpatient

ELECTIVE DIRECTOR: Karl Bilderback M.D.

ADMINISTRATIVE CONTACT: Amy Shelley 675.4313, Room 3-344

LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport

NUMBER OF STUDENTS PER 2 WEEK BLOCK: 2

ELECTIVE AVAILABLE DURING BLOCKS: All Blocks

DURATION: 2 weeks

COURSE CODE: EOOSA

Night Call - No

**Weekend Call - Yes
Oral**

Final Exam -

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 & Neck Surgery

Research in Otolaryngology

ELECTIVE DIRECTOR(S): Cherie-Ann Nathan, M.D.

PHONE: 318.675.6262

DURATION OF ELECTIVE: 4 Weeks

ADMINISTRATIVE CONTACT: Amy Ray, Rm. 9-203

LOCATION OF ELECTIVE: LSU Health Shreveport

MAXIMUM NUMBER OF STUDENTS: 4

MINIMUM NUMBER OF STUDENTS: 1

ELECTIVE OFFERED DURING BLOCKS: All

COURSE CODE: **EOTOR**

MUST HAVE PRIOR CONSENT TO SCHEDULE

Please check Moodle for information!

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 .

Otolaryngology / Head & Neck Surgery

Head & Neck Oncology and Reconstruction

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Brent Chang, M.D.

ELECTIVE DIRECTORS: Brent Chang, M.D.

ADMINISTRATIVE CONTACT: Amy Ray, 675.6262, Rm 9-203

DURATION OF ELECTIVE: 4 weeks

LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport

NUMBER OF STUDENTS PER 4 WEEK BLOCK: 3

ELECTIVE AVAILABLE DURING BLOCKS: All

COURSE CODE: EOT00

Primary Goals of Selective:

To acquire specialty knowledge and skills relating to Otolaryngology – Head & Neck surgery, with a focus on head & neck oncology and reconstruction.

The student will participate as an active member of the Head & Neck Service in the Otolaryngology/Head & Neck Surgery Department. They will take part in daily rounds, head & neck cancer surgeries, and outpatient clinics. They will attend Head & Neck clinic at the Feist-Weiller Cancer Center. The student will be assigned cancer patients to follow during their stay in hospital including surgery, post-operative course, and outpatient follow-up. The student will attend weekly Multidisciplinary Head & Neck Tumor Board. The student will also actively participate in reconstructive surgeries for head & neck cancer patients.

Specific Objectives:

1. Become familiar with the diagnosis, work-up, and treatment of head & neck cancer patients
2. Become familiar with the scope of options and procedures available for head & neck reconstruction
3. To consolidate basic surgical skills including suturing, retracting, and basic tissue handling skills
4. To gain proficiency with flexible endoscopy of the upper airway, under direct supervision
5. To become familiar with the day-to-day floor management of head & neck cancer patients including perioperative medical issues, flap monitoring, and other perioperative issues
6. Present at least 1 patient at Head & Neck Tumor Board

Resources for Learning:

Participating Faculty: LSUH Otolaryngology head & neck and reconstructive surgery faculty

Texts: Otolaryngology Head and Neck Surgery – Clinical Reference Guide (Pasha)

Texts: Cummings Otolaryngology – Head & Neck Surgery

Evaluation:

Grade will be based on successful completion of the course specific objectives as well as attendance, punctuality, and overall professionalism.

Otolaryngology / Head & Neck Surgery

Community Otolaryngology

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Brent Chang, M.D.

ELECTIVE DIRECTORS: Brent Chang, M.D.

ADMINISTRATIVE CONTACT: Amy Ray, 675.6262, Rm 9-203¹¹¹_{SEP}

DURATION OF SELECTIVE: 4 weeks

LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport; Overton Brooks VA Medical Center; Ochsner LSU Health Asthma, Allergy & ENT Center (Ashley Ridge)

NUMBER OF STUDENTS PER 4 WEEK BLOCK: 3

ELECTIVE AVAILABLE DURING BLOCKS: All

COURSE CODE: ECOTO

Primary Goals of Selective:

To acquire specialty knowledge and skills relating to Otolaryngology – Head & Neck surgery, with a focus on care provided in an outpatient and community setting.

The student will rotate amongst various community-based Otolaryngology learning opportunities. The student will spend time at the V.A. Overton-Brooks Medical Center, the Ochsner LSU Health Asthma, Allergy & ENT Center (Ashley Ridge), and the Ochsner LSU Health St. Mary Medical Center (pending final approval). The student is expected to gain exposure to all aspects of ambulatory outpatient Otolaryngology. The rotation will be structured according to the best learning opportunities available to the student.

Specific Objectives:

1. Become familiar with the ambulatory outpatient aspect of otolaryngology
2. To gain exposure to the different types of community settings in otolaryngology
3. To gain exposure to outpatient subspecialties within Otolaryngology including: General Otolaryngology, Rhinology, Otology, and Facial Plastic Surgery
4. To gain exposure to Otolaryngology outside of a tertiary care academic center
5. Gain exposure to Otolaryngology daycare surgery procedures
6. To gain exposure to the interaction between different types of providers in the outpatient otolaryngology setting (pulmonology, allergy & immunology, audiology, speech language pathology)
7. To gain exposure and familiarity with the different diagnostic techniques frequently used in an ambulatory settings
8. Gain familiarity with outpatient clinic procedures including flexible upper airway endoscopy, otoscopy, and micro-otoscopy (under direct supervision).

Resources for Learning:

Participating Faculty: LSUHSC Otolaryngology

Texts: Otolaryngology Head and Neck Surgery – Clinical Reference Guide (Pasha)

Texts: Cummings Otolaryngology – Head & Neck Surgery

Evaluation:

Grade will be based on successful completion of the course specific objectives as well as attendance, punctuality, and overall professionalism.

Pathology

Anatomic and Clinical Pathology Elective

ELECTIVE DIRECTORS: Ashley Flowers, M.D.

ADMINISTRATIVE CONTACT: Kayla Schilke 675-7822 Room 2-319

DURATION OF ELECTIVE: 4 Weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport

MAXIMUM NUMBER OF STUDENTS: 1

ELECTIVE OFFERED DURING BLOCKS: All

COURSE NUMBER: EPATH *

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 2-317 at 8:30 a.m. and a schedule will be provided at that time. Meet with the 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. Schilke 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

Department of Pathology

Advanced Anatomic Pathology and Research

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Ashley Flowers, MD
DURATION OF ELECTIVE: 4 weeks
ADMINISTRATIVE CONTACT: Kayla Schilke
LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 1
ELECTIVE AVAILABLE DURING BLOCKS: 3 - 10
COURSE CODE: EPATA

Primary Goals of Elective:

This is a 4 week elective in anatomic pathology for students pursuing a career in pathology. This is an advanced elective after completion of the EPATH elective with a focus in anatomic pathology. The student will have increased responsibilities in grossing, frozen sections, and preliminary diagnosis in anatomic pathology. The student will have an opportunity for participating in a research project directed by a basic science or clinical faculty member (optional).

Specific Objectives:

Patient Care

- Independently collect clinical information by reviewing the patient's electronic health record and reviewing any clinical photos
- Gross and dictate simple anatomic pathology cases with the supervision of a resident.
- Attend intraoperative frozen sections. Assist in the grossing, freezing, cutting, and staining of frozen sections.
- Formulate a preliminary diagnosis
- Suggest appropriate diagnostic tests relevant to the histopathologic evaluation.

Medical Knowledge

- Become familiar with the clinical presentation of common diseases and gross findings.
- Formulate a differential diagnosis based on the clinical presentation, gross findings and histopathology.

Interpersonal and Communication Skills

- Communicate with residents and faculty on the anatomic pathology service.
- Write organized, appropriately focused, and accurate clinical information.

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 ancillary testing, and utilize clinical-pathologic correlation.
- Develop an understanding of the clinical impact of pathologic diagnoses.

SPECIFIC DUTIES OF SENIOR STUDENTS

- Participate in the gross examination and dictation of simple surgical specimens.
- Participate in intraoperative frozen sections.
- Review clinical history and any clinical photos via the EMR
- Formulate a preliminary diagnosis and differential diagnosis
- Review all cases with the corresponding faculty.

Resources for Learning:

Participating Faculty: Dr. Flowers, Dr. Crawford, Dr. Abdulsattar, Dr. King, Dr. Cotelingham, Dr. Veillon
Texts: The Practice of Surgical Pathology: A Beginner's Guide to the Diagnostic Process. Molavi Springer

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.

Department of Pathology

Renal/Urological Pathology

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Ashley Flowers, MD

DURATION OF ELECTIVE: 2 weeks

ADMINISTRATIVE CONTACT: Kayla Schilke

LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport

NUMBER OF STUDENTS PER 2 WEEK BLOCK: 1

ELECTIVE AVAILABLE DURING BLOCKS: All

COURSE CODE: EPATB

Primary Goals of Elective:

This is a 2 week elective in anatomic pathology focusing on medical renal pathology and/or genitourinary pathology to prepare for a career in pathology, nephrology and/or urologic surgery. The student will gain knowledge of the clinical presentation and histopathologic correlation of benign and neoplastic diseases of the genitourinary system.

Specific Objectives:

Patient Care

- Independently collect clinical information by reviewing the patient's electronic health record and reviewing any clinical photos
- Assist in grossing of genitourinary cases.
- Attend genitourinary related frozen sections. Assist in the preparation of frozen sections.
- Formulate a preliminary diagnosis
- Suggest appropriate diagnostic tests relevant to the histopathologic evaluation.

Medical Knowledge

- Become familiar with the clinical presentation of common medial renal and urologic diseases.
- Formulate a differential diagnosis based on the clinical presentation and the histopathology

Interpersonal and Communication Skills

- Communicate with residents and faculty on the renal and genitourinary service.
- Write organized, appropriately focused, and accurate clinical information.

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 ancillary testing, and review of clinical notes.
- Develop an understanding of the clinical impact of pathologic diagnoses.

SPECIFIC DUTIES OF SENIOR STUDENTS

- Participate in gross examination of genitourinary specimens.
- Participate in intraoperative frozen sections of genitourinary specimens
- Review clinical history via the EMR
- Formulate a preliminary diagnosis and differential diagnosis
- Review all medial renal and genitourinary cases with faculty

Resources for Learning:

Participating Faculty: Dr. Flowers, Dr. Gu, Dr. King, Dr. Crawford

Texts: Diagnostic Pathology Kidney Diseases. Colvin, Chang. 2nd edition Elsevier

Text: Diagnostic Pathology Genitourinary. Amin, Tickoo. 2nd edition. Elsevier

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.

Department of Pathology

Dermatopathology

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Ashley Flowers, MD

DURATION OF ELECTIVE: 2 weeks

ADMINISTRATIVE CONTACT: Kayla Schilke

LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport

NUMBER OF STUDENTS PER 2 WEEK BLOCK: 1

ELECTIVE AVAILABLE DURING BLOCKS: All

COURSE CODE: EPATC

Primary Goals of Elective:

This is a 2 week elective in anatomic pathology focusing on dermatopathology to prepare for a career in pathology or dermatology. The student will gain knowledge of the clinical presentation and histopathologic correlation of benign and neoplastic skin diseases.

Specific Objectives:

Patient Care

- Independently collect clinical information by reviewing the patient's electronic health record and reviewing any clinical photos
- Assist in grossing dermatopathology cases.
- Attend dermatopathology related frozen sections. Assist in the preparation of frozen sections.
- Formulate a preliminary diagnosis
- Suggest appropriate diagnostic tests relevant to the histopathologic evaluation.

Medical Knowledge

- Become familiar with the clinical presentation of common dermatologic diseases.
- Formulate a differential diagnosis based on the clinical appearance of the lesion and the histopathology

Interpersonal and Communication Skills

- Communicate with residents and faculty on the dermatopathology service.
- Write organized, appropriately focused, and accurate clinical information.

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 ancillary testing, and review of clinical notes.
- Develop an understanding of the clinical impact of pathologic diagnoses.

SPECIFIC DUTIES OF SENIOR STUDENTS

- Participate in gross examination of skin biopsies and excisions.
- Participate in intraoperative frozen sections of skin excisions
- Review clinical history and any clinical photos via the EMR
- Formulate a preliminary diagnosis and differential diagnosis
- Review all skin specimens with dermatopathology faculty

Resources for Learning:

Participating Faculty: Dr. Flowers, Dr. Abdulsattar

Texts: Practical dermatopathology. Rapini. Elsevier

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.

Pediatrics

Pediatric Cardiology

DIRECTOR: Ryan Jones, M.D.

CONTACT: Brenda Kolniak 675-7103

LOCATION: Medical School, 5-234D

DURATION: 4 Weeks

MAX # OF STUDENTS: 2

BLOCKS OFFERED: All except block I

COURSE CODE: EPEDH

****Must have permission before registering for elective****

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: Brenda Kolniak, 318.675.7103

LOCATION: Medical School, 4-312

DURATION: 2 Weeks

MAX # OF STUDENTS: 2

BLOCKS OFFERED: All

COURSE CODE: EPEDD2

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

READING ASSIGNMENTS

- Individualized to student needs.

Pediatrics

Pediatric Infectious Diseases

DIRECTOR: John Vanchiere, M.D., Ph.D.

CONTACT: Brenda Kolniak, 318.675.7103

LOCATION: Medical School, 4-308

DURATION: 4 Weeks or 2 Weeks

MAX # OF STUDENTS: 2

BLOCKS OFFERED: All

COURSE CODE: EPEDN (4 week code) EPEDN2 (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 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 Tuesday afternoon (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: Brenda Kolniak, 318.675.7103
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.

Pediatrics

Neonatal Intensive Care

DIRECTOR: Nitin Walyat M. D.
CONTACT: Brenda Kolniak, 318.675.7103
LOCATION: Hospital, 5K-03
DURATION: 2 weeks
MAX # OF STUDENTS: 1
BLOCKS OFFERED: All
COURSE CODE: EPEDE2

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: Marco Quispe, M.D.

CONTACT: Brenda Kolniak, 318.675.7103

LOCATION: Hospital PICU, 5J

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

Pediatrics

Pediatric Pulmonary Diseases

DIRECTOR: Sasikumar Kilaikode, MD
CONTACT: Brenda Kolniak, 318.675.7103
LOCATION: Medical School, 5-327
DURATION: 2 weeks
MAX # OF STUDENTS: 1
BLOCKS OFFERED: all
COURSE CODE: EPEDA2

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

Pediatrics

Pediatric Study/Research

DIRECTOR: John Vanchiere, M.D.

CONTACT: Brenda Kolniak, 318.675.7103

LOCATION: Medical School, 4-308

DURATION: 4 Weeks

MAX # OF STUDENTS: 1

BLOCKS OFFERED: All

COURSE CODE: EPEDP

****MUST HAVE PRIOR CONSENT TO SCHEDULE****

Please check Moodle for information!

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.

Pediatrics

Introduction to Child Protection Medicine

DIRECTOR: Dr. Jennifer OlsOn-Rodriguez 318.681-7676
CONTACT: Dr. Jennifer OlsOn-Rodriguez 318.681-7676
LOCATION: Cara Center; 1700 Buckner Square Ste: 100
DURATION: 4 Weeks
MAX # OF STUDENTS: 1
BLOCKS OFFERED: All except blocks 5, 6, 7
COURSE CODE: EPEDK

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: Brenda Kolniak, 318.675.7103
LOCATION: Medical School, 6-319A
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
 - 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

- 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 Shriner's Hospital on the first two Wednesdays 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: Dr. Sabeen Habib
CONTACT: Brenda Kolniak, 318.675.7103
LOCATION: Medical School, 5-243
DURATION: 4 and 2 weeks
MAX # OF STUDENTS: 1
BLOCKS OFFERED: All
COURSE CODE: EPENP-4 week (1 student); EPENP2-2 week (1 student)

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 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.

Pediatrics

Allergy and Immunology (Pediatric and Adult)

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Andrew Love M.D.

ELECTIVE DIRECTOR: David Kaufman, M.D. PHONE: 318.675.7625

ADMINISTRATIVE CONTACT: Brenda Kolniak

LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport; Ochsner LSU Allergy, Asthma, ENT Center

NUMBER OF STUDENTS PER 2 and 4 WEEK BLOCK: 1 student in each block

ELECTIVE AVAILABLE DURING BLOCKS: ALL

COURSE CODE: EPEDM

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

- Obtains a complete history and physical exam
- Demonstrates basic understanding of commonly used allergy and immunology diagnostic tests and procedures.
- Recognizes basic treatments for common allergic and immunologic disorders. Identifies patient outcomes and adverse events associated with specific treatments

Medical Knowledge

- Demonstrates basic knowledge of the cellular and humoral components of the immune system
- Demonstrates knowledge of clinical presentations for common immunologic and allergic conditions

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

- Demonstrates how to access and use available evidence, and incorporate patient preferences and values in order to care for a routine patient

- Accepts responsibility for personal and professional development by establishing goals. Identifies the factors contributing to gaps between expectations and actual performance

Systems-Based Practice

- Demonstrates knowledge of common patient safety events. Demonstrates knowledge of how to report patient safety events. Demonstrates knowledge of basic quality improvement methodologies and metrics
- Demonstrates knowledge of care coordination

SPECIFIC DUTIES OF SENIOR STUDENTS

- Read reviews and chapters on common allergic and immunologic disorders.
- Attend all educational conferences of the A/I program and selected grand rounds.
- Attend all assigned outpatient clinics of the A/I program
- Joins the A/I fellows in rendering in-patient consultations as arranged with A/I faculty.

READING ASSIGNMENTS

- Primer on Allergic and Immunologic Diseases. (A copy will be provided free)
- Selected textbook chapters on common allergic and immunologic disorders.
- Selected review articles on allergy and immunology topics.

Pediatrics

Community Based Pediatrics

DIRECTOR: Andrew Love, M.D.
CONTACT: Brenda Kolniak 318.675.7103, Medical School 4-308
CATEGORY: Community Outpatient
LOCATION: Minden Pediatrics, 1232 Sheppard St., Minden, LA 71055
MAX # OF STUDENTS: 1
BLOCKS AVAILABLE: 2-10 **must have approval by dept**
COURSE CODE: ECPDF

Call Delores (office manager) or Dr. Reagan prior to your first day. (318) 377-7116

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.

Pediatrics

Community Based Pediatrics

DIRECTOR: Andrew Love, M.D.

CONTACT: Brenda Kolniak 318.675.7103, Medical School 4-308

CATEGORY: Community Outpatient

LOCATION: WK Preferred Pediatrics 2300 Hospital Dr. Suite 120 Bossier City, LA 71111

MAX # OF STUDENTS: 1

BLOCKS AVAILABLE: 3, 5, **must have approval by dept**

COURSE CODE: ECPDG

Call Dr. Elise Edwards prior to your first day. 225-614-5477

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
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- 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
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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.

Pediatrics

Community Based Pediatrics

DIRECTOR: Andrew Love, M.D.

CONTACT: Brenda Kolniak 318.675.7103, Medical School 4-308

CATEGORY: Community Outpatient

LOCATION: La Petite Pediatric Clinic 200 Beaulieu Drive, Building 7, Lafayette, LA 70508

MAX # OF STUDENTS: 1

BLOCKS AVAILABLE: 1-2 **must have approval by dept**

COURSE CODE: ECPDH **Call Lucy LeMaire prior to your first day. 337-366-8616 **

This rotation is located in Lafayette. The student must provide his or her own accommodations.

For more information about the practice visit: lapetitepeds.com

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
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Medical Knowledge

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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

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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.

Pediatrics

Community Based Pediatrics

DIRECTOR: Andrew Love, M.D.

CONTACT: Brenda Kolniak 318.675.7103, Medical School 4-308

CATEGORY: Community Outpatient

LOCATION: David Raines Community Health Center, 1514 Doctors Drive, Bossier City, LA, 71111

MAX # OF STUDENTS: 1

BLOCKS AVAILABLE: 2,3,5, 7-10 **must have approval by dept** **Call Dr. Andrews prior to your first day 560-6483**

COURSE CODE: ECPDI-

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

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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

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- Demonstrate self-directed learning in daily practice
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 - 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.

Pharmacology, Toxicology and Neuroscience

Research in Pharmacology

ELECTIVE DIRECTOR(S): Xiao-Hong Lu, PhD and Hyun Nam, PhD

PHONE: 318.675.4276

DURATION OF ELECTIVE: 4 Weeks

LOCATION OF ELECTIVE: 5-203

MAXIMUM NUMBER OF STUDENTS: 4

MINIMUM NUMBER OF STUDENTS: 1

ELECTIVE OFFERED DURING BLOCKS: 2-10

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

Pharmacology, Toxicology and Neuroscience

Research in Biochemical, Molecular, or Clinical Toxicology

ELECTIVE DIRECTOR(S): Kenneth E. McMartin, Ph.D.

PHONE: 318.675.7871

DURATION OF ELECTIVE: 4 Weeks

LOCATION OF ELECTIVE: 5-216 or F8-36

MAXIMUM NUMBER OF STUDENTS: 2

MINIMUM NUMBER OF STUDENTS: 1

ELECTIVE OFFERED DURING BLOCKS: Blocks 1-3 & 7-10

COURSE CODE: **EPHAD** Must have approval prior to enrolling in course – please see information in Moodle

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

CONF ____ HRS WARD ____ HRS LAB 30 HRS LIBRARY 5 HRS
OR ____ HRS CLINIC ____ HRS LECTURE ____ HRS READING 5 HRS

TOTAL NUMBER OF HOURS PER WEEK: 40

Louisiana Addiction Research Center

LARC

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Kevin Murnane, Ph.D.

ELECTIVE DIRECTOR: Kevin Murnane, Ph.D., kmurna@lsuhsc.edu or (318)675-7830

ADMINISTRATIVE CONTACT: Ty Martinez, tmoren@lsuhsc.edu or (318)675-7851

LOCATION: see page 2

NUMBER OF STUDENTS PER 4 WEEK BLOCK: minimum 1, maximum 4

ELECTIVE AVAILABLE DURING BLOCKS: 1-3, 7-10

COURSE CODE: ELARC

Course Objectives

- Demonstrate/conduct the stages of basic research including hypothesis and design, data acquisition, and statistical analysis, in the field of addiction research.
- Collect, organize, graph, and critically interpret 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 elective: Independent research in the Department of Pharmacology, Toxicology and Neuroscience under the direction of participating departmental faculty (e.g., Dr. Goeders, Dr. Murnane, Dr. Patterson, 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: 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.

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.

Evaluation: 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.

Louisiana Addiction Research Center

Research in Addiction

Faculty Mentors	Research Focus	Duration of Elective	Location of Elective	Maximum number of students:	Minimum number of students:	Block Availability
Ex: Dr. Jane Doe	Meth and Cardiac Stress	4 Weeks	BRI F9-11	2 per block	1 per block	1-3, 7-10

Psychiatry

Child and Adolescent Psychiatry

ELECTIVE DIRECTOR(S): Julia Fort MD; Katie Smith MD

DURATION OF ELECTIVE: 4 Weeks

LOCATION OF ELECTIVE: Brentwood Hospital

MAXIMUM NUMBER OF STUDENTS: 1

MINIMUM NUMBER OF STUDENTS: 1

ELECTIVE OFFERED DURING BLOCKS: All

COURSE CODE: EPSYB

Students will need to complete an orientation at Brentwood Hospital prior to starting their rotation. Students must contact Dr. Smith 3-4 weeks prior to starting the rotation to obtain information about orientation.

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. The student will be under direct faculty supervision.

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 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.

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: Katie Smith, MD

Texts: Synopsis of Psychiatry by Kaplan and Sadock

Workshops: N

Hands-on Experience: hospital

Computer Assisted Instruction: on-line

Directed Readings: y

Self-Directed Learning: y

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.

Psychiatry

Outpatient Electroconvulsive Therapy

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Julie Fort, M.D.
ELECTIVE DIRECTOR: Suresh Sabbenahalli, M.D., 318.678.7557 suresh.sabbe@uhsinc.com
ADMINISTRATIVE CONTACT: Nancy Stinchcomb, nstinc@lsuhsc.edu
LOCATION: Brentwood Psychiatric Hospital
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 1
ELECTIVE AVAILABLE DURING BLOCKS: 2, 5-10
COURSE CODE: EPECT

Students will need to complete an orientation at Brentwood Hospital prior to starting their rotation. Students must contact Dr. Sabbenahalli 3-4 weeks prior to starting the rotation to obtain information about orientation.

Primary Goals of elective:

This elective is completed at Brentwood Behavioral Hospital. The student will be exposed to patients being evaluated for consideration of, and patients who are actively involved in, receiving ECT treatment. The student will have the opportunity to observe the administration of ECT to patients receiving treatments at Brentwood hospital. Students will learn to identify the common psychiatric problems which benefit from the use of ECT, discuss evidence-based indications, dosage parameters, and contraindications for ECT. Students will also learn the risks and benefits for ECT and apply knowledge to assess and select patients for ECT.

Specific Objectives:

1. Engage in supervised clinical experiences that increase the student's knowledge and skills in assessment and treatment using ECT.
2. Familiarize students with indications for ECT using the DSM and identify appropriate patients for ECT.
3. Students will understand and be able to discuss the risks and benefits of ECT.
4. Students will learn and be able to describe the length and frequency of ECT treatments, as well as relative contraindications.
5. Students will describe specific techniques in ECT.
6. Partner with other health care providers within the context of ECT.

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 patients and will follow a minimum of 3 patients during the course of the elective. Faculty will observe at least one patient interview during the rotation.

Texts: Synopsis of Psychiatry, Kaplan and Sadock

Evaluation: Clinical performance and interview observation.

Radiology

Diagnostic Radiology

Elective Director: Course Director: Carlos Previgliano, MD
PHONE: 318-675-7196
Duration of Elective: 4 weeks
Location of Elective: Academic Medical Center at Ochsner LSU Health Shreveport
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:

Learning Radiology: Recognizing the Basics, by Herring

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) Daily attendance confirmed by faculty initials on all days of the block schedule
- 4) Dr. Previgliano will consult with the faculty and complete your evaluation. Final grade is Pass/Fail.

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. Previgliano, 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 8:00 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. Previgliano.
- 5) No more than 2 days / 2 wk rotation can be taken for interviews unless approved by the elective director.

Radiology

Angiography/Interventional Radiology

Elective Director: Chaitanya Ahuja, M.D.	PHONE: 318.675.6229
Duration of Elective: 2 weeks or 4 weeks	
Location of Elective: Academic Medical Center at Ochsner LSU Health Shreveport 1-G	
Maximum Number of Students: 2 (1 for 2 weeks and 1 for 4 weeks)	
Elective Offered During Blocks: All	
Course Code: ERADE (4 week code) ERADE2 (2 week code)	

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): Luis De Alba, M.D.

PHONE: 318.675.6247

DURATION OF ELECTIVE: 2 or 4 weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health 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: ENERA (4 week code) ENERA2 (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

References: Osborn AG, Blaser SI, Salzman KL. "Pocket Radiologist. Brain". WB Saunders. 2002

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 Shreveport	
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	

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.

HOURS PER WEEK

CONF 2 HRS WARD 0 HRS LAB (if applicable to research) 10 (minimum) to 30 (maximum) HRS LIBRARY 10-20 HRS

OR 0 HRS CLINIC 0 HRS LECTURE 0 HRS READING 10-20 HRS

TOTAL NUMBER OF HOURS PER WEEK: 40 (minimum less excusable absences) to 50 (maximum)

Surgery

Cardiothoracic Surgery

ELECTIVE DIRECTOR(S): Keith White, M.D.	PHONE: 318.675.6126
ELECTIVE COORDINATOR: Debbie Thornhill	
DURATION OF ELECTIVE: 2 Weeks	
LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport	
MAXIMUM NUMBER OF STUDENTS: 1	MINIMUM NUMBER OF STUDENTS:
ELECTIVE OFFERED DURING BLOCKS: All	
COURSE CODE: ESCTS	

This rotation is recommended for students interested in cardiothoracic and general surgery. Students not going into surgery will be allowed on the rotation at the discretion of the course director and student rotation coordinator.

GOALS

- To understand the etiology, epidemiology, and treatment of cardiovascular and thoracic diseases. Develop a working knowledge of cardiovascular risk assessment.
- To learn the elements of and to perform a complete cardiothoracic and vascular history and physical examination.
- To learn basic hemodynamics and management of postoperative cardiac surgery patients.
- To understand the appropriate indications for surgery in patients with cardiothoracic and vascular diseases and the appropriate treatment options.
- To understand basic cardiothoracic and vascular surgical techniques: thoracotomy, median sternotomy, thoracoscopic surgery, exposure of blood vessels, suturing of blood vessels, vein harvesting, wound approximation.

OBJECTIVES

Student will participate in open and thoracoscopic procedures.
Student will be assigned patients in the clinic and hospital.

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 cases.
- Participate in cardiothoracic clinic weekly (each Friday)
- Take call in accordance with other acting internship rotations (1 week per month)
- Active participation in small round table didactic discussions on basic cardiothoracic disease problems with our team.

REFERENCE

Textbooks/Journals: Kirklin/Barrett-Boyes: Cardiac Surgery. 4th Edition.

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.

Policies & Procedures: <http://catalog.lsuhealthshreveport.edu/content.php?catoid=13&navoid=503>

Surgery

Plastic and Reconstructive Surgery

ELECTIVE DIRECTOR(S): Mary Kim, M.D.

PHONE: 318.675.6106

ELECTIVE COORDINATOR: Debbie Thornhill

DURATION OF ELECTIVE: 4 Weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport

MAXIMUM NUMBER OF STUDENTS: 1

MINIMUM NUMBER OF STUDENTS:

ELECTIVE OFFERED DURING BLOCKS: All

COURSE CODE: **ESURE**

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 Undergraduate Coordinator, 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. DuBose 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.

HOURS PER WEEK

CONF 2-3 HRS WARD 8-10 HRS LAB _____ HRS LIBRARY 1 HRS

OR 8-10 HRS CLINIC 8 HRS LECTURE _____ HRS READING 5-6 HRS

TOTAL NUMBER OF HOURS PER WEEK: 40

Surgery

Community - Surgery

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Arielle DuBose, M.D.
ELECTIVE CATEGORY: Community Outpatient
ELECTIVE DIRECTORS: Arielle DuBose, M.D., 675.6126, Room 3-303
ADMINISTRATIVE CONTACT: Debbie Thornhill, 675.6126, Room 3-303
LOCATION: WK North, Christus Highland, & Monroe
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 1 at a time per site
ELECTIVE AVAILABLE DURING BLOCKS: All
COURSE CODE: ECSRA

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. Brian Dockendorf; Dr. James Burke; Dr. Kamel Brakta; Dr. J. Timmer; other faculty at Monroe Medical Center at Ochsner LSU Health Shreveport & VA Hospital

Texts: Essentials of General Surgery

Hands-on Experience: Outpatient clinics, inpatient setting, and operating rooms

Directed Readings: According to cases evaluated

Self-Directed Learning: Case studies

* Attendance required 5 days a week.

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.

Surgery

Outpatient - Surgery

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Ariel DuBose, M.D.
ELECTIVE CATEGORY: Outpatient Clinic
ELECTIVE DIRECTORS: Arielle DuBose, M.D., 675.6126, Room 3-303
ADMINISTRATIVE CONTACT: Debbie Thornhill, 675.6126, Room 3-303
LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport, VA Hospital - Shreveport
NUMBER OF STUDENTS PER 2 WEEK BLOCK: 2
ELECTIVE AVAILABLE DURING BLOCKS: All
COURSE CODE: EOSRA

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 Monday through Friday.

Formative Evaluation

At the beginning of the first week of the selective, the student will be prompted by the Undergraduate Education Coordinator, 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. DuBose 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.

Urology

Community - Urology

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Dr. Alexander Gomelsky

ELECTIVE DIRECTOR: Dr. John Mata

ADMINISTRATIVE CONTACT: Betty Bass

Phone: 318.675.5601

ELECTIVE CATEGORY: Community

DURATION OF ELECTIVE: 4 Weeks

LOCATION: Willis Knighton South and Pierremont Campuses

MAXIMUM NUMBER OF STUDENTS: 3 (to rotate between WKS & WKP)

ELECTIVE AVAILABLE DURING BLOCKS: All

COURSE CODE: **ECURA**

Description

The student will spend 4 weeks split between 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 Elective

Dermatology elective

Course Director: Ryan Jones , M.D.

Elective Category: Online

Administrative Contact: Crystal Morton

Number of Students Per 2 Week Block: 20

Elective Available During Blocks: 4 – 7 only

Course Code : EWDER

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 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:

<https://www.aad.org/education/residents/bdc>

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. Morton to make arrangements for the exam to be given on a different date.

Web-Based Elective

Electrocardiography elective

Course Director: Ryan Jones , M.D.

Elective Category: Online

Administrative Contact: Crystal Morton

Number of Students Per 2 Week Block: 20

Course Code : **EWEKG**

Elective Available During Blocks: 4 – 7 only

Non-LSUHSC Students Allowed: No

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.:

<https://www.uptodate.com/contents/ecg-tutorial-basic-principles-of-ecg-analysis#H7491838>

<https://accessmedicine.mhmedical.com/content.aspx?bookid=365§ionid=43074928#2695528>

<https://www.ncbi.nlm.nih.gov/books/NBK2214/>

<http://www.fammed.wisc.edu/ecg-course-1/>

<http://www.fammed.wisc.edu/ecg-course-2/>

<http://inside.fammed.wisc.edu/medstudent/pcc/ecg/ecg.html>

<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. Morton 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:

Turner Syndrome	https://rarediseases.info.nih.gov/diseases/7831/turner-syndrome http://www.genetics.edu.au/publications-and-resources/facts-sheets/fact-sheet-40-turner-syndrome
Noonan Syndrome	https://rarediseases.org/rare-diseases/noonan-syndrome/ https://www.ncbi.nlm.nih.gov/books/NBK1124/
Klinefelter Syndrome	https://rarediseases.org/rare-diseases/klinefelter-syndrome/ https://academic.oup.com/jcem/article-lookup/doi/10.1210/jc.2012-2382
Long QT Syndrome	http://emedicine.medscape.com/article/157826-overview
Trisomy 21	https://ghr.nlm.nih.gov/condition/down-syndrome#diagnosis http://pediatrics.aappublications.org/content/128/2/393
Marfan's Syndrome	http://pediatrics.aappublications.org/content/132/4/e1059
Duchenne's Muscular Dystrophy	https://rarediseases.info.nih.gov/diseases/6291/duchenne-muscular-dystrophy https://ghr.nlm.nih.gov/condition/duchenne-and-becker-muscular-dystrophy#diagnosis

Genetics of Colon Cancer	https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Aascds%3AUS%3A2f470978-493f-4727-8216-c7ebc6f60d26 1. Executive Summary (pages 1-3) 2. Introduction (4-22) 3. Colon Cancer Genes (22-31) 4. Major Genetic Syndromes (31-55; Excludes MUTYH-Associated Polyposis) 5. Lynch Syndrome (61-109)
Hemochromatosis	https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Aascds%3AUS%3Aa1eb1603-ca1d-430a-a05f-c6ec11c67b1a

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. Morton to make arrangements for the exam to be given on a different date

Web-Based Elective

Radiology elective

Course Director: Meghna Chadha , M.D.

Elective Category: Online

Administrative Contact: Elizabeth Winkler

Number of Students Per 2 Week Block: 20

Course Code : EWRAD

Elective Available During Blocks: 4 – 7 only

Non-LSUHSC Students Allowed: No

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.

- 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-S F5 VPN (instructions for access can be found here <http://lib.sh.lsuhs.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.

<http://www.med-ed.virginia.edu/courses/rad/edus/index.html>

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

<http://accessmedicine.mhmedical.com/book.aspx?bookid=360>

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

Chapter 1. Scope of Diagnostic Imaging		
Scope of Diagnostic Imaging: Introduction		
Chapter 3. Imaging of the Heart and Great Vessels		
Imaging of the Heart and Great Vessels: Introduction	Techniques and Normal Anatomy	Technique Selection
Exercise 3-1. Increased Heart Size	Exercise 3-2. Alterations in Cardiac Contour	Exercise 3-3. Pulmonary Vascularity
Exercise 3-4. Vascular Abnormalities		
Chapter 4. Radiology of the Chest		
Radiology of the Chest: Introduction	Techniques	Technique Selection
Exercise 4-1. The Opaque Hemithorax	Exercise 4-2. Lobar Atelectasis	Exercise 4-3. Airspace Diseases
Exercise 4-4. Diffuse Lung Opacities	Exercise 4-5. Airway Disease	Exercise 4-6. Solitary Pulmonary Nodule
Exercise 4-7. Pulmonary Neoplasm	Exercise 4-11. Mediastinal Masses and Compartments	Exercise 4-13. Pleural Effusion
Exercise 4-14. Pulmonary Vascular Disease	Exercise 4-15. Interstitial Lung Disease	
Chapter 7. Imaging of Joints		
Techniques and Normal Anatomy	Technique Selection	
Exercise 7-1. Congenital Joint Disorders	Exercise 7-4. Arthritides	
Chapter 8. Plain Film of the Abdomen		
Plain Film of the Abdomen: Introduction	Technique and Normal Imaging	Technique Selection

Exercise 8-5. Increased or Decreased Density in the Abdomen		
Chapter 10. Gastrointestinal Tract		
Gastrointestinal Tract: Introduction	Examination Techniques	Normal Imaging
Technique Selection		
Exercise 10-1. Dysphagia	Exercise 10-4. Small-Bowel Obstruction	Exercise 10-6. Colonic Obstruction

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.

Student Affairs

Clinical Science Review I

ELECTIVE DIRECTOR(S): Dr. Chandler

DURATION OF ELECTIVE: 4 Weeks

LOCATION OF ELECTIVE: LSU Health Shreveport

MAXIMUM NUMBER OF STUDENTS: 85

MINIMUM NUMBER OF STUDENTS: 1

ELECTIVE OFFERED DURING BLOCKS: I, II, III, IV (other by permission of course director)

COURSE CODE: **ESCSR**

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 the sciences
2. Schedule a personal counseling session with the Associate 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

CONF __ HRS WARD ____ HRS LAB _____ HRS LIBRARY __ HRS

OR _____ HRS CLINIC ____ HRS LECTURE _____ HRS READING __ HRS Independent study: 40

TOTAL NUMBER OF HOURS PER WEEK: _____ 40

Part II

Selectives

SELECTIVES BY DEPARTMENT

<u>Department/Course Name</u>	<u>Course Code</u>
ACADEMIC AFFAIRS/CLINICAL SKILLS CENTER	
Health Systems Science: Healthcare Quality & Patient Safety	SAHSS
Transition to Residency	SATTR
FAMILY MEDICINE	
Inpatient Acting Internship: Family Medicine	SIFMA
Inpatient Rotation - Monroe, LA	SIMDF
Inpatient Acting Internship, Alexandria, LA	SIFMB
INTERNAL MEDICINE	
Inpatient Acting Internship – VA General Medicine Ward	SIMDC
Inpatient Acting Internship - LSU General Medicine Ward	SIMDD
Inpatient Acting Internship - LSU MICU	SIMDE
NEUROLOGY	
Inpatient Acting Internship	SINEA
NEUROSURGERY	
Inpatient Acting Internship – Neurosurgery OLSU	SINSA
OBSTETRICS/GYNECOLOGY	
Inpatient Acting Internship - Obstetrics Service	SIOGA
Inpatient Acting Internship - Gynecologic Pelvic Surgery	SIOGB
Acting Internship OBYGN - Monroe	SIOGM
Inpatient Acting Internship – Gynecology/Oncology	SIOGN
ORTHOPAEDICS	
Inpatient Acting Internship -Orthopaedic Surgery	SIOSA
OTOLARYNGOLOGY/HEAD & NECK SURGERY	
Inpatient Acting Internship-Otolaryngology	SIOTA
PEDIATRICS	
Inpatient Acting Internship - Pediatrics	SIPDA
PSYCHIATRY	
Inpatient Acting Internship - Psychiatry	SIPYA
SURGERY	
Inpatient Acting Internship - Surgery	SISRA
UROLOGY	
Inpatient Acting Internship - Urology	SIURA

Inpatient Acting Internship-Urology at the VA

SIURB

WEB-BASED SELECTIVE

Nutrition in Medicine

SNUTR

Academic Affairs/Clinical Skills Center

Passport - Transition to Residency

SELECTIVE DIRECTOR: Dr. Karina Sulaiman
SELECTIVE COORDINATOR: Ms. Elizabeth Young
DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: LSU Health Shreveport
MAXIMUM NUMBER OF STUDENTS: 37
SELECTIVE OFFERED DURING BLOCKS: 7 – 10
COURSE CODE: SATTR

Specialty Specific Directors and Coordinators

- Medicine: Dr. Shahzeem Bhayani/ Lisa Locke
- OBGYN: Dr. Caitlin Busada
- Pediatrics: Dr. Habib & Dr. Love / Brenda Kolniak
- Surgery: Dr. Amos Sit / Debbie Thornhill

***The block in which specific specialty tracks are offered will vary. Early registration is recommended.

This course is designed to prepare senior medical students for internship by developing their clinical knowledge, skillset and communication skills to function effectively in their new roles. This course consists of two weeks of shared curriculum and two weeks of specialty specific curriculum. The shared curriculum focuses on knowledge and skills common to all specialties and is supplemented with specialty specific instruction designed to ensure students excel as they transition into their respective residencies. This course facilitates student learning with online curricula and small group sessions of simulated clinical experiences, such as standardized patient encounters, high-fidelity manikin scenarios, and procedural task trainers.

Goals:

The purpose of this elective is to:

- Ensure fourth year medical students make a seamless transition to residency by refining their knowledge base and communication skills while also reinforcing essential clinical competencies enabling them to perform at a high level as they transition into their intern year.

Course Objectives:

Upon completion of this course, the student will be able to identify and apply specific skills necessary for successful transition to residency, including:

- Recognize, evaluate and manage common emergency situations
- Recognize indications for and learn how to perform common clinical procedures.
- Recognize a patient requiring emergent care and demonstrate how to initiate a code response.
- Order, interpret, and provide rationale for requesting common labs and tests.
- Communicate effectively and compassionately with patients and families in order to form and sustain effective medical care
- Gain specialty specific knowledge and clinical skills that will advance their performance in residency.

Specialty Specific Objectives:

Medicine

- Demonstrate patient centered interview skills.
- Provide and oral presentation of a clinical encounter.
- Identify and treat urgent and emergent conditions semi independently and appropriately escalate care.
- Provide verbal handoff conveying illness severity, situational awareness and create action plan for including contingencies.
- Learn to work as an effective member of a clinical care team.

OBGYN

- Establish the fundamentals of basic patient care through a series of didactics and skills labs.
- Engage in interactive case-based learning scenarios for Ob Hypertensive/Pre-Eclampsia management and Post-partum hemorrhage
- Participate in simulations for vaginal delivery, shoulder dystocia, operative laparoscopy, hysteroscopy, amniotomy, IUPC/FSE placement, and endometrial biopsy

- Practice suturing and knot tying skills
- Engage with residents/faculty to develop skills for proper documentation and basic Internship training

Pediatrics

- Establish the fundamentals of basic pediatric patient care through a series of didactics and skills labs.
- Certification in Basic Life Support, Pediatric Advanced Life Support, and Neonatal Resuscitation Program.
- Understand and demonstrate the principle of professionalism.
- Develop skills for proper documentation and efficient and effective transfer of care to minimize loss of information.

Surgery

- Establish the fundamentals of basic perioperative care of the surgical patient through a series of didactics and skills labs.
- Demonstrate proficiency in performing bedside procedures and minor procedures in the operating room and at bedside.
- Understand and demonstrate the principle of professionalism
- Demonstrate interpersonal and communication skills that result in effective information exchange with patients, families and professional health care staff
- Develop effective strategies for practice based learning and improvement, utilize and analyze scientific literature for evidence-based practice.
- Understand the role of risk management, medical legal, ethics, and system based practice

Additional course information, syllabi, and schedules can be found on the course Moodle page.

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.ihl.org/lmsspa/#/6cb1c614-884b-43ef-9abd-d90849f183d4>

IHI Open School's Online Learning Modules	
QI 101: Introduction to Health Care Improvement QI 102: How to Improve with the Model for Improvement QI 103: Testing and Measuring Changes with PDSA cycle QI 104: Interpreting Data: Run Charts, Control Charts, and Other Measurement Tools QI 105: Leading Quality Improvement	PS 101: Introduction to Patient Safety PS 102: From Error to Harm PS 103: Human Factors and Safety PS 104: Teamwork and Communication in a Culture of Safety PS 105: Responding to Adverse Events L 101: Introduction to Health Care Leadership PFC 101: Introduction to Patient-Centered Care

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.

Emergency Medicine Department

Acting Internship Emergency Medicine

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Stephen Baker, M.D.

SELECTIVE DIRECTOR: Stephen Baker, M.D., Phone – 626-2325; Rm. XG-5; Dept. of Emergency Medicine ADMINISTRATIVE CONTACT:

Belinda Kennedy, Administrative Assistant, 626-2325; Rm. XG-5; Dept. of Emergency Medicine

LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport

NUMBER OF STUDENTS PER 4 WEEK BLOCK:

4 ELECTIVE AVAILABLE DURING BLOCKS: Blocks 1-9 COURSE CODE: SIEMA

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	Fever
Shortness of Breath	Dysuria
Dizziness	Hematuria
Headache	Vomiting
Abdominal pain	Sore throat
Minor trauma	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 T

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. (T (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.

Directed Readings: Emergency Medicine: A comprehensive Study Guide – Companion Handbook, David Cline (recommended)

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

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: Academic Medical Center at Ochsner LSU Health
Shreveport
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 2
SELECTIVE AVAILABLE DURING BLOCKS: Blocks 2-10
COURSE CODE: SIFMA

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

Monroe Family Medicine

Inpatient Rotation

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Tammy Davis, M.D.

SELECTIVE CATEGORY: Inpatient Acting Internship

SELECTIVE DIRECTORS: Teri O'Neal, M.D.

ADMINISTRATIVE CONTACT: Christy Hay, 675-5347, 1-305

LOCATION: Monroe Medical Center at Ochsner LSU Health Shreveport

NUMBER OF STUDENTS PER 4 WEEK BLOCK: 1

SELECTIVE AVAILABLE DURING BLOCKS: 2-10

COURSE CODE: **SIMDF**

Contact Crawford Plummer for Housing

[\(318\) 330-7626](tel:3183307626) / mplumm@lsuhsc.edu

Primary Goals of Selective:

To provide students 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 Adult Medicine.
- Students will develop their skills as clinicians in an Adult Medicine (and limited Pediatrics) 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.
- 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. Supervising faculty and residents will encourage learning appropriate EHR documentation.

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.

Family Medicine and Comprehensive Care
LSU Health Sciences Center - Alexandria, LA

Family Medicine
Inpatient Acting Internship – Alexandria

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: 2,3
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.

Internal Medicine

Inpatient Acting Internship – VA General Medicine Ward

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Jonathan Eaton, M.D.

SELECTIVE CATEGORY: Inpatient Acting Internship

SELECTIVE DIRECTORS: Jonathan Eaton, M.D.

ADMINISTRATIVE CONTACT: Lisa Locke PHONE: 675.5671

LOCATION: VA Hospital - Shreveport

NUMBER OF STUDENTS PER 4 WEEK BLOCK: 4

SELECTIVE AVAILABLE DURING BLOCKS: All

NON-LSUHSC STUDENTS ALLOWED: NO

COURSE CODE: **SIMDC**

Available upon special permission from Dr. Eaton

Prerequisite: Complete background check and fingerprinting at least 60 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 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

Inpatient Acting Internship –LSU General Medicine Ward

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Jonathan Eaton, M.D.

SELECTIVE CATEGORY: Inpatient Acting Internship

SELECTIVE DIRECTORS: Jonathan Eaton M.D.

ADMINISTRATIVE CONTACT: Lisa Locke PHONE: 675-5671

LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport

NUMBER OF STUDENTS PER 4 WEEK BLOCK: 5

SELECTIVE AVAILABLE DURING BLOCKS: All **** must have approval by dept blocks 1-4****

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

Inpatient Acting Internship – LSU MICU

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Jonathan Eaton, M.D.

SELECTIVE CATEGORY: Inpatient Acting Internship

SELECTIVE DIRECTORS: Laurie Grier, M.D.

ADMINISTRATIVE CONTACT: Lisa Locke

PHONE: 675-5671

LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport / MICU

NUMBER OF STUDENTS PER 4 WEEK BLOCK: 4

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

SELECTIVE AVAILABLE DURING BLOCKS: All

COURSE CODE: **SIMDE**

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: *Harrisons 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.

Neurology

Inpatient Acting Internship

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

PHONE: 318.675.5281

ELECTIVE COORDINATOR: Cody Hanna

DURATION OF ELECTIVE: 4 weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport

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 neurological history, as well as performing the neurological 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 clerk will also attend conferences with their 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.

Neurosurgery

Inpatient Acting Internship – Neurosurgery OLSU

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Christina Notarianni, M.D.

SELECTIVE CATEGORY: Inpatient Acting Internship

SELECTIVE DIRECTORS:

ADMINISTRATIVE CONTACT: Cody Hanna

LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport

NUMBER OF STUDENTS PER 4 WEEK BLOCK: 2, Maximum

SELECTIVE AVAILABLE DURING BLOCKS: All

COURSE CODE: **SINSA**

NON-LSUHSC STUDENTS: YES, only ones interested in 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
- **Online Resource:** Neurosurgery Gray Matter: An Educational Overview, located on the Congress of Neurological Surgeons Website at: <http://w3.cns.org/education/sans.asp>

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.

Obstetrics/Gynecology

Inpatient Acting Internship – Obstetrics Service

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: Academic Medical Center at 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 of 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.

Obstetrics/Gynecology

Inpatient Acting Internship – Gynecologic Pelvic Surgery

SELECTIVE CATEGORY: Inpatient Acting Internship
SELECTIVE DIRECTOR: Mila Shah-Bruce, M.D.
ADMINISTRATIVE CONTACT: 675.7440
LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 2
SELECTIVE AVAILABLE DURING BLOCKS: All
COURSE CODE: SIOGB

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.

Obstetrics/Gynecology

Acting Internship Clinical Ob/Gyn - Monroe

SELECTIVE DIRECTOR(S): Sherry Luther, M.D., Mila Shah-Bruce, M.D.

PHONE: 318.330.7652, 318-675-5379

DURATION OF ELECTIVE: 4 weeks

LOCATION OF ELECTIVE: Monroe Medical Center at Ochsner LSU Health Shreveport

MAXIMUM NUMBER OF STUDENTS: 1

SELECTIVE OFFERED DURING BLOCKS: All

COURSE CODE: SIOGM

Primary Goals of Elective:

This advanced clinical OB/GYN selective 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 are 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. The AI will participate in the night float system.

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.

Obstetrics/Gynecology

Acting Internship - Gynecology Oncology

SELECTIVE DIRECTOR: Destin Black, M.D.

SENIOR CLERKSHIP DIRECTOR: Mila Shah-Bruce, M.D.

Phone: 318.675.7440

DURATION OF ELECTIVE: 4 weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport

MAXIMUM NUMBER OF STUDENTS: 1

ELECTIVE OFFERED DURING BLOCKS: all

COURSE CODE: **SIOGN**

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 didactic lectures on gyn onc topics.

Students will attend all Tuesday Am conferences and Tumor board.

Text: Handbook for Principles and Practice of Gynecologic Oncology. Second Edition.

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

Oral and Maxillofacial Surgery

Clerkship in Oral and Maxillofacial Surgery

ELECTIVE DIRECTOR(S): Stavan Patel, DDS, MD

PHONE: 318.675.6174

DURATION OF ELECTIVE: 4 Weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport

MAXIMUM NUMBER OF STUDENTS: 4

MINIMUM NUMBER OF STUDENTS: 1

ELECTIVE OFFERED DURING BLOCKS: All

COURSE CODE: **ECOMS**

GOALS

- 7) 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.
- 8) Students will learn basic techniques to administer local and regional anesthesia in the head and neck region.
- 9) Students will gain a better understanding of cleft and craniofacial conditions in the pediatric population.
- 10) Students will improve their knowledge of the key features and basic management of head and neck cancer.
- 11) Students will improve their understanding of the pathophysiology of temporomandibular joint disorder.
- 12) 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 Surgery to Mrs. Lauren Lafitte, in Room 503 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 a 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, 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 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. (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.
- Attending all required Oral and Maxillofacial Surgery clinics at LSU, 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 Surgery to Mrs. Lauren Lafitte, in Room 503 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)

Orthopaedic Surgery

Inpatient Acting Internship – Orthopaedic Surgery

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Karl Bilderback, M.D.
 SELECTIVE CATEGORY: Inpatient Acting Internship
 SELECTIVE DIRECTOR: Karle Bilderback, M.D.
 ADMINISTRATIVE CONTACT: Amy Shelley 675-4313, Room 3-344
 LOCATION: Academic Medical Center at Ochsner LSU Health 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
No**

Final Exam -

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.

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: Academic Medical Center at 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

NON-LSUHSC STUDENTS: Yes, only from LCME-accredited

institutions

Primary Goal of Selective

To acquire the specialty knowledge and skills necessary to function at the intern level on the Otolaryngology-Head and Neck Surgery Service.

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 of 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: Brenda Kolniak 318.675.7103, Medical School 4-308

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 consults 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

Pediatrics

Community Based Pediatrics

DIRECTOR: Andrew Love, M.D.
CONTACT: Brenda Kolniak 318.675.7103, Medical School 4-308
CATEGORY: Community Outpatient
LOCATION: Minden Pediatrics, 1232 Sheppard St., Minden, LA 71055
MAX # OF STUDENTS: 1
BLOCKS AVAILABLE: 2-10 **must have approval by dept**
COURSE CODE: ECPDF

Call Delores (office manager) or Dr. Reagan prior to your first day. (318) 377-7116

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:

6. Focusing histories, physicals, and oral and written communication appropriately.
7. Sharing information effectively with a patient and family.
8. Prioritizing and organizing work effectively.
9. Continuing to think about and re-assess the patient during the course of their disease.
10. 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.

Psychiatry

Acting Internship - Psychiatry

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Julie Fort, M.D.

SELECTIVE CATEGORY: Inpatient Acting Internship

LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport- Consultation Liaison
Ochsner/ Oceans Louisiana Behavioral Health Facility – Inpatient Psychiatry

ADMINISTRATIVE CONTACT: Nancy Stinchcomb., nstinc@lsuhsc.edu

NUMBER OF STUDENTS PER 4 WEEK BLOCK: 3 inpatient; 1 Consult service

SELECTIVE AVAILABLE DURING BLOCKS: All

COURSE CODE: SIPYAA – Inpatient; 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 to 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.

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: Ochsner Hospital Wards & ER, LBH Hospital

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: Arielle DuBose, M.D.

SELECTIVE CATEGORY: Inpatient Acting Internship in Surgery (The Department of Surgery offers six different AI courses under the SISRA designator. They are described here as Courses A, B, C, D, E, F.)

SELECTIVE DIRECTORS: Arielle DuBose, M.D. (elective surgery)
 Chiranjiv Virk, M.D. (vascular)
 Navdeep Samra, M.D. (trauma)
 Quyen Chu, M.D., Terry Lairmore (surgical oncology)
 Keith White, M.D. (cardiothoracic surgery)
 Mark Brown, M.D., Donald Sorrells, M.D., Kevin Boykin, M.D. (pediatric surgery)

ADMINISTRATIVE CONTACT: Debbie Thornhill, 675.6126, Room 3-303

COURSE A (Elective Surgery)

DIRECTOR: Arielle DuBose, M.D.

SELECTIVE DIRECTOR: Arielle DuBose, M.D., 675.6126, Room 3-303

ADMINISTRATIVE CONTACT: Debbie Thornhill, 675.6126, Room 3-303

LOCATION: Academic Medical Center at Ochsner LSU Health Shreveport , VA Hospital – Shreveport, Monroe Medical Center at Ochsner LSU Health Shreveport (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 Undergraduate Education Coordinator, 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. DuBose 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 DIRECTORS: Quyen Chu, M.D.; Terry Lairmore, M.D.

ADMINISTRATIVE CONTACT: Debbie Thornhill: 675.6126

DURATION OF ELECTIVE: 4 Weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport

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

- Chu QD, Gibbs J, Zibari G. Surgical Oncology: A Practical and Comprehensive Approach. Springer 2014.
- 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 Undergraduate Education Coordinator, 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. DuBose 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, Acute Care Surgery & Surgical Critical Care)

ELECTIVE DIRECTOR(S): Navdeep Samra, M.D.

ADMINISTRATIVE CONTACT: Debbie Thornhill

318.675.6126

DURATION OF ELECTIVE: 4 Weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport

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.

"The SICU Book" – Paul Marino, M.D. (Williams and Wilkins)

FORMATIVE EVALUATION

At the beginning of the second week of the elective, the student will be prompted by the Undergraduate Education Coordinator, 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. DuBose 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.

ADMINISTRATIVE CONTACT: Debbie Thornhill, 675.6126, Room 3-303

DURATION OF ELECTIVE: 4 weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport

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

Textbooks/Journals: Rutherford: Vascular Surgery 7th Edition

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 Undergraduate Education Coordinator, 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. DuBose 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 E (Cardiothoracic Surgery)

ELECTIVE DIRECTOR: Robert K. White, M.D.

ADMINISTRATIVE CONTACT: Debbie Thornhill, 675.6126, Room 3-303

DURATION OF ELECTIVE: 4 weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport

MAXIMUM NUMBER OF STUDENTS: 2

ELECTIVE OFFERED DURING BLOCKS: All

Course Code: SISRAE

This rotation is recommended for students interested in cardiothoracic and general surgery. Students not going into surgery will be allowed on the rotation at the discretion of the course director and student rotation coordinator.

GOALS

- To understand the etiology, epidemiology, and treatment of cardiovascular and thoracic diseases. Develop a working knowledge of cardiovascular risk assessment.
- To learn the elements of and to perform a complete cardiothoracic and vascular history and physical examination.
- To learn basic hemodynamics and management of postoperative cardiac surgery patients.
- To understand the appropriate indications for surgery in patients with cardiothoracic and vascular diseases and the appropriate treatment options.
- To understand basic cardiothoracic and vascular surgical techniques: thoracotomy, median sternotomy, thoracoscopic surgery, exposure of blood vessels, suturing of blood vessels, vein harvesting, wound approximation.

OBJECTIVES

Student will participate in open and thoracoscopic procedures.

Student will be assigned patients in the clinic and hospital.

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 cases.
- Participate in cardiothoracic clinic weekly (each Friday)
- Take call in accordance with other acting internship rotations (1 week per month)
- Active participation in small round table didactic discussions on basic cardiothoracic disease problems with our team.

REFERENCE

Textbooks/Journals: Kirklin/Barrett-Boyes: Cardiac Surgery. 4th Edition.

FORMATIVE EVALUATION

At the beginning of the second week of the elective, the student will be prompted by the Undergraduate Education Coordinator, 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. DuBose 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.

Policies & Procedures: <http://catalog.lsuhschshreveport.edu/content.php?catoid=13&navoid=503>

Course F (Pediatric Surgery)

ELECTIVE DIRECTOR: Mark Brown, M.D., Donald Sorrells, M.D., Kevin Boykin, M.D.

ADMINISTRATIVE CONTACT: Debbie Thornhill, 675.6126, Room 3-303

DURATION OF ELECTIVE: 4 weeks

LOCATION OF ELECTIVE: Academic Medical Center at Ochsner LSU Health Shreveport ; St. Mary Medical Center, Willis-Knighton South

MAXIMUM NUMBER OF STUDENTS: 1

ELECTIVE OFFERED DURING BLOCKS: All

Course Code: SISRAF

This rotation is recommended for students interested in pediatric surgery, general surgery, and pediatrics. Students not going into surgery will be allowed on the rotation at the discretion of the course director and student rotation coordinator.

GOALS

- To understand the etiology, epidemiology, and treatment of pediatric surgical diseases.
- To learn the elements of and to perform a complete pediatric history and physical examination.
- To understand the anatomy relevant to common surgical diseases and surgical approaches: ie. inguinal hernia anatomy and abdominal wall anatomy.
- To understand developmental anatomy that is relevant to common pediatric surgical problems
- To understand the appropriate indications for surgery in pediatric patients and the appropriate treatment options.
- To understand basics of common surgical techniques: laparotomy, laparoscopy, inguinal hernia repair, thoracotomy, wound closure
- To learn basic care of postoperative pediatric surgery patients.

OBJECTIVES

Student will participate in open and minimally-invasive procedures.

Student will be assigned patients in the clinic and hospital.

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 cases.
- Participate in pediatric surgery clinic throughout the week (specific schedule will be determined by the number and complement of students and residents on the service).
- Take call in accordance with other acting internship rotations (1 week per month).
- Active participation in small round table didactic discussions on basic pediatric surgical problems with our team.

REFERENCE

Recommended Resources:

Mattei, Peter. *Fundamentals of Pediatric Surgery*. 2nd Edition.

Pediatric Surgery NaT. Online Resource: <https://www.pedsurglibrary.com/apsa/index/Pediatric-Surgery-NaT/Disorders>

FORMATIVE EVALUATION

At the beginning of the second week of the elective, the student will be prompted by the Undergraduate Education Coordinator, 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. DuBose will accommodate.

Urology

Inpatient Acting Internship - Urology

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Dr. Alexander Gomelsky

SELECTIVE CATEGORY: Inpatient Acting Internship

SELECTIVE DIRECTORS: Dr. Alexander Gomelsky

ADMINISTRATIVE CONTACT: Betty Bass, 675.5601, Rm 7-303

LOCATION: Academic Medical Center at 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

Hands on Experience: 1st Operative Assistance experience and GU-focused physical exams

Directed Readings: Misc. topics pertinent to assigned inpatients and operative procedures;

AUA Core Curriculum (<https://auau.auanet.org/core>)

Self-Directed Learning: On any related topics to assigned patients' urologic abnormalities plus reviews on line "National Medical Student Curriculum in Urology" at <https://www.auanet.org/education/auauniversity/education-and-career-resources/for-medical-students>

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

Inpatient Acting Internship – Urology – VAMC

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Dr. Alexander Gomelsky
SELECTIVE CATEGORY: Inpatient Acting Internship
SELECTIVE DIRECTORS: Dr. Faye Serkin, Dr. Tajammul Fazili
ADMINISTRATIVE CONTACT: Betty Bass, 675-5601, Rm 7-303
LOCATION: VAMC – Overton Brooks VA Medical Center – 510 E. Stoner Avenue, Shreveport, LA
NUMBER OF STUDENTS PER 4 WEEK BLOCK: Maximum of 2
SELECTIVE AVAILABLE DURING BLOCKS: 1-4
COURSE CODE: SIURB

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. Skills 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 1-2 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: Overton Brooks VAMC 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 operative 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.aunanet.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.

Web-based Selective

Nutrition in Medicine

SELECTIVE CATEGORY: Online
SELECTIVE DIRECTORS: Lucy Robinson, PhD
ADMINISTRATIVE CONTACT: Crystal Morton
LOCATION: LSU Health Shreveport
SELECTIVE AVAILABLE DURING BLOCKS: All
NON-LSUHSC STUDENTS ALLOWED: No
COURSE CODE: **SNUTR**

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 6 assigned Nutrition in Medicine (NIM) modules
- pass the multiple choice exam associated with each module ending with a cumulative score of 75% or greater

Specific Features of this Selective:

This two week required web-based selective will provide students with evidence-based clinical nutrition education. The course director will provide instruction to students regarding the way in which the course material is accessed and navigated. Students may complete their assigned modules from any internet-accessible locations. Students will be assigned modules to provide nutritional education.

Resources for Learning: Nutrition in Medicine online-Moodle curriculum website.

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 the block is taken. This includes completing each of the assigned topics, and passing the multiple-choice exam associated with each assigned topic with a cumulative score of 75%. Should a student's cumulative score fall below 75%, he/she will retake the modules selected by the course director at a location chosen by the course director.