



MD4  
ELECTIVES  
CATALOG

2025 - 2026

### MISSION...

We exist to:

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

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

### Overview

**Morehouse School of Medicine (MSM)**, located in Atlanta, GA., was founded in 1975 as the Medical Education Program at Morehouse College. In 1981, MSM became an independently chartered institution. MSM is among the nation's leading educators of primary care physicians and was recently recognized as the top institution among U.S. medical schools for our social mission. Our faculty and alumni are noted in their fields for excellence in teaching, research, and public policy.

MSM is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Liaison Committee on Medical Education (LCME), Council on Education for Public Health (CEPH), Accreditation Council for Continuing Medical Education (ACCME) and Accreditation Council for Graduate Medical Education (ACGME).



## FOURTH YEAR ELECTIVES

*Before scheduling any electives, you must identify a clinical advisor to guide you through the elective process. This person should be a physician (preferably an MSM faculty member), and someone in your intended career field with whom you've established a rapport. Your advisor will be able to assist you with choosing elective programs that will strengthen your candidacy for a residency program.*

### REQUIREMENTS

- Each student will be required to complete and have submitted online by April 25th of the third year, a MD4 Elective/Selective Scheduling Form signed by his/her faculty advisor to be approved for fourth year registration. This form will be electronically transmitted to the Undergraduate Medical Education Office upon approval and submission by the student's advisor.
- Students need **35** credits for graduation which is equivalent to **7** experiences. To ensure financial aid disburses correctly, students must register for the following max number of courses per semester: **Fall-3 experiences/Spring-4 experiences or Fall-4 experiences/Spring-3 experiences.**
- Each student **must** choose a maximum of **one (1) Senior Selective**. These required experiences can be an MSM or MSM affiliate approved course, or an approved Emory 4-week intensive inpatient experience. These experiences are conducted at Grady Memorial Hospital (GMH), Emory University School of Medicine (EUSOM) and other MSM affiliate clinical sites.
- Students **must** also choose a minimum of **six (6) 4-week electives (must be a minimum of 4 clinical and can be up to 2 non-clinical)**.
- The elective clerkships may be taken at Morehouse School of Medicine (MSM), Emory University School of Medicine (EUSOM) or any other LCME accredited Medical School in the United States.
- The required length of an elective is four (4) weeks. Some institutions may offer 2-week electives; two 2-week electives are allowed but must be in a related area (*i.e. IM Pulmonology and IM Cardiology*). They do not have to be taken consecutively. MSM does not offer 2-week electives.
- MSM elective dates are firm. Students cannot ask to start a week later or a week earlier.
- To take an elective rotation at medical schools other than MSM, a student must be in good academic standing and have received prior institutional approval for elective credit. No credit will be granted for unapproved electives.
- Students can only register for a maximum of one (1) Emory elective. These experiences will be facilitated by the MSM UME Curriculum Manager. MSM students do not need to apply through VSLO.
- Students can choose AWAY clinical electives with dates that are off cycle from MSM elective dates if the 4-weeks do not overlap with the student's next scheduled elective if it is with MSM.
- Students are encouraged to contact all programs at least one week prior to the start of the experience. This initial contact will allow students to re-confirm their participation in the elective, as well as find out when and where to report on the first day of service. This process also applies to MSM and Emory electives. The UME Office DOES NOT keep a record of this information. It should be obtained by referring to the school's website, catalog or by contacting the appropriate department directly.

## GUIDELINES

- **ALL** Elective changes and/or cancellations **MUST** be communicated and discussed with the UME Office **30 days prior to the first day of the scheduled course's rotation block**. **THIS IS NOT NEGOTIABLE!** For schedule changes, the UME Curriculum Manager and/or the UME Curriculum Coordinator will be able to relay information regarding rotation availability.
- Unauthorized schedule changes may result in students receiving a FAIL for a rotation. It is therefore important that the proper procedure is facilitated through the UME Office for adding, dropping, or rescheduling an elective.
- Should a student need to cancel an AWAY elective a **written** notice should be sent to the visiting program, **at minimum, 30 days prior** to the student's intended start date. A copy of the notice should also be sent to the UME Office. Notices of cancellation are a requirement for the student's file so they will not be held accountable for incomplete rotations. *This does not apply to MSM or Emory electives.*
- Changes can only be made by completing and submitting a **student schedule adjustment form** to the UME Office to facilitate these changes with the Office of the Registrar. The form can be obtained directly from the UME Office, the Office of the Registrar, in person, online or from the Appendix in the MD4 Electives/Selectives Catalog.
- Once a rotation has started, students are expected to complete all 4 weeks of the rotation. Students will not be allowed to leave the rotation for any reason. Should extenuating circumstances arise that prevent the student from completing an experience, these circumstances must be submitted in writing to the Course Director and the Senior Dean for Student Affairs for approval to be released from the rotation without penalty. The Senior Dean for Student Affairs will notify the student and the Course Director of the request status.
- The Senior Dean for Student Affairs and the UME Curriculum Manager must be notified in writing of any absences or voluntary withdrawals from required or elective rotations. Two (2) excused absences are allowed per 4 weeks.
- Interview trips should preferentially be scheduled during vacation months though this may not always be possible. Interview season is late October – January. Students must seek prior approval from the Course Director and inform the Senior Dean for Student Affairs about any absences for residency interviews scheduled during the Elective/Selective block.
- A maximum of two (2) days for residency interviews may be permitted during any elective (contingent on approval by the Course Director); however, makeup work may be required by the Course Director for time missed due to interviews. The scheduling of this makeup is at the discretion of the Course Director.
- Fully registered students at MSM are covered by malpractice insurance while on their clinical rotations and while on approved elective rotations conducted at other LCME accredited institutions.
- If paper applications are required for an AWAY clinical elective, they are to be filled out by the UME Curriculum Manager even if it says dean or registrar. Students should plan to pick up completed application materials from the UME Office in person.
- It is the student's responsibility to obtain any documents that are required for elective rotations. This includes mailing and/or faxing completed applications and/or supporting documents to the program(s). The UME Office will not accept responsibility for this task.
- All transcript requests must be made through the Office of the Registrar. The UME Office will not communicate transcript requests on behalf of the student.

- Fourth year students are required to sit for the USMLE Step 2 CK examination by December 31<sup>st</sup> for May graduates and by July 31<sup>st</sup> for December graduates. They will be excused from their clinical rotation for the days on which the exams are scheduled.
- Students are expected to maintain regular contact with the UME Office during their 4th year. Email, phone, and office visits are acceptable.

### **CREDIT FOR FOURTH YEAR ROTATIONS**

- No credit will be granted for any clinical rotations if a student has not registered for the fourth year.
- At the end of each elective experience, an evaluation of the student's performance must be completed and submitted electronically via One45 by the course director and/or preceptor for the course. Final grades as recorded on the submitted evaluation form will be entered into Banner by the Clerkship Program Manager and/or UME Curriculum Manager for the student to receive academic credit. Completed evaluations are forwarded to the Office of the Registrar for inclusion in students' academic files.
- Students **must** provide the Clerkship Program Manager or Coordinator, and/or the UME Curriculum Manager at MSM, with the full name and E-mail address for the course director and/or preceptor that will complete their evaluation form.
- It is the student's responsibility to follow up and ensure that all elective programs submit a completed evaluation form via One45.
- Letter grades are awarded for required clinical rotations and courses designated as senior selectives and pass/fail grades for elective rotations.
- It is the student's responsibility to ensure that the approval process for scheduling all electives is completed by the stated registration deadline (April 25<sup>th</sup>), and that any schedule adjustments are submitted at minimum 30 days prior to the beginning of the elective. **NO CREDIT WILL BE GRANTED RETROACTIVELY.**
- If a student plans to graduate in Spring (May) Step 2 CK should be taken by 12/31. If a student plans to graduate in Winter (December) Step 2 CK should be taken by 7/31. If Step 2 CK is not taken by these respective dates (or dates adjusted by SAPP), no credit will be given for electives taken until the exam is completed. **NO CREDIT WILL BE GRANTED RETROACTIVELY.**

### **VISITING STUDENT LEARNING OPPORTUNITIES (VSLO)**

- Students are responsible for requesting their transcript from the Registrar's Office. They should indicate on the request "**for VSLO.**"
- Students will be required to Upload their CV and picture.
- Students will need proof of current immunizations.
- Immunization forms will populate in VSLO after student applications are released. The student will need to print the form(s), get them signed by their primary care physician and upload them to VSLO.
- Students will be asked to provide a copy of their BCLS card.
- Malpractice certificate, criminal background check and drug testing verification will be uploaded by the UME Office upon request.
- Fingerprinting may be required.
- Step 1 results may be required. If the student no longer has access to their results, the UME Office can upload a score verification upon request.
- The UME Office receives daily notifications from VSLO and does not need notification to release the student's application.



## INFORMATION FOR EXTRAMURAL STUDENTS

**Students enrolled at Liaison Committee on Medical Education (LCME) accredited U.S. medical schools or schools accredited by The Commission on Osteopathic College Accreditation (COCA) are eligible to apply for elective courses at Morehouse School of Medicine (MSM).**

### PLEASE CAREFULLY READ THE FOLLOWING

1. Students must be in good academic standing in their fourth year at their respective institutions and have completed all required third year clinical clerkships: Family Medicine, Internal Medicine, OB/GYN, Pediatrics, Psychiatry, and Surgery.
2. **Students must provide a letter stating he/she will be a 4<sup>th</sup> year student at the time of the elective, is in good academic standing, has completed all immunization requirements, HIPPA and OSHA training, and has adequate health insurance and malpractice insurance coverage.**
3. **Students must provide copies of recent immunization records.**
4. **Students must provide a recent criminal background report.**
5. **Students must provide a recent drug screen report.**
6. **Students must provide written verification of health insurance and liability coverage.** Morehouse School of Medicine does not provide student health or liability coverage for visiting students.
7. Students will be allowed a maximum of **one** elective per year. Visiting student assignments will not be awarded prior to **June 1<sup>st</sup>** and only after receiving the completed application form and a letter of good standing. The dates for all electives are based on Morehouse School of Medicine's fourth-year 4-week block schedule.
8. Available elective positions are assigned on a **first-come, first-served basis**.
9. Fees will not be assessed for visiting students.
10. MSM does NOT provide Housing for visiting students.
11. Visiting students are not considered matriculated students at Morehouse School of Medicine, therefore, they will **not** be issued transcripts for electives completed but will receive academic credit from their own institution.
12. Evaluations of performance will be sent on request to the Registrar for the student's school. **If the student's school would like their own evaluation form utilized, it should be attached to the visiting student application form at time of submission.**

**PLEASE RETURN COMPLETED APPLICATION TO:**

UME Clinical Curriculum Manager

Morehouse School of Medicine

720 Westview Drive, S.W., Atlanta, GA 30310

Email: [mdumedocuments@msm.edu](mailto:mdumedocuments@msm.edu) ● Phone: (404) 752-1941 ● Fax: (404) 752-1512

# MOREHOUSE SCHOOL OF MEDICINE

**2025- 2026 Academic Year**

**MD 4**

## 4-Week Elective Blocks

1	<b>JUL</b>	Jul. 1, 2025 – Jul. 25, 2025	7	<b>JAN</b>	Jan. 2, 2026 – Jan. 23, 2026
2	<b>AUG</b>	Jul. 28, 2025 – Aug. 22, 2025	8	<b>FEB</b>	Jan. 26, 2026 – Feb. 20, 2026
3	<b>SEP</b>	Aug. 25, 2025 – Sep. 19, 2025	9	<b>MAR</b>	Feb. 23, 2026 – Mar. 20, 2026
4	<b>OCT</b>	Sep. 22, 2025 – Oct. 17, 2025	10	<b>APR</b>	Mar. 23, 2026 – Apr. 17, 2026
5	<b>NOV</b>	Oct. 20, 2025 – Nov. 14, 2025	11	<b>MAY</b>	Apr. 20, 2026 – May 15, 2026
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*\*SS – Senior Selective*

*\*NC – Non-Clinical*

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MEDI-805 Human Sexuality (Online)  
MEDI-803 Public Health and Preventive Medicine

## **II. FAMILY MEDICINE**

- MEDI-850 Family Medicine Sub-I (Grady) *(SS)*  
MEDI-850 Family Medicine Sub-I (Bremerton, WA) *(SS)*  
MEDI-851 Integrative Medicine  
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MEDI-833 Renal Consult  
MEDI-830 Ward Medicine Sub- Internship *(SS)*

## **IV. OBSTETRICS AND GYNECOLOGY**

- MEDI-821 General Gynecology & Pelvic Surgery  
MEDI-822 High Risk Obstetrics & Perinatology  
MEDI-820 Obstetrics/Gynecology Sub-Internship *(SS)*

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## **VI. PSYCHIATRY**

- MEDI-873 Academic Psychiatry *(NC)*  
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MEDI-861 General Surgery Sub-Internship *(SS)*  
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MEDI-865 Vascular Surgery (CHI Memorial)

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## COMMUNITY HEALTH & PREVENTIVE MEDICINE





**MEDI-806****GLOBAL HEALTH INTERNATIONAL INTEGRATIVE  
MEDICINE (India)  
(Non-Clinical)**

DEPARTMENT:	Community Health and Preventive Medicine
COURSE DIRECTOR:	Rajagopala Sridaran, Ph.D.
LOCATION:	Health India Foundation in Chennai, India
DURATION:	4 Weeks
MONTH(S) OFFERED:	October <i>Block (4)</i>
MAXIMUM ENROLLMENT:	5 per block

**GOALS**

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

**LEARNING OBJECTIVES**

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

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

To be determined by the course director.

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

**MEDI 807****HEALTH EQUITY LEADERSHIP DEVELOPMENT (H.E.L.D)**  
*(Non-Clinical)*

DEPARTMENT:	Community Health and Preventive Medicine
COURSE DIRECTOR:	Kisha Braithwaite, Ph.D., MSCR
LOCATION:	Morehouse School of Medicine Main Campus, NCPC, Suite 216A
DURATION:	4 Weeks
MONTH(S) OFFERED:	November – December- and January – June
MAXIMUM ENROLLMENT:	10 per block

**Course Description and General Overview**

Health Equity Leadership Development is a course designed to encourage students' critical thinking and increase their literacy about leadership principles. The course will bolster understanding and acquisition of leadership skills to help actualize the vision of Morehouse School of Medicine (MSM)—leading the creation and advancement of health equity; and its strategic plan vision imperative to prepare future health leaders and learners. Topics covered will be relative to leadership constructs, leadership styles, community engagement, organizational culture, and communication approaches that may be applied to patient care as well as working with diverse communities. Learners will receive instruction in leadership development and application of methods/techniques. Also, the identification of educational resources and opportunities to facilitate student involvement in diverse scholarly leadership activities will be provided.

\*Noted in an Institute of Medicine report that can be viewed at the following url: (<https://www.nap.edu/catalog/1091/the-future-of-public-health>) "*the need for leaders cannot be left to chance alone.*" This concept reinforces the ideology that training and expansion of competencies relative to leadership are an essential critical aptitude necessary for providing stellar guidance for future health paradigms.

**GOALS**

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

**OBJECTIVES***Patient Care*

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

*Medical Knowledge*

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

*Interpersonal and Communication Skills*

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

### *Professionalism*

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

## **1. Course Format**

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

### *Course Content: Selected Topics*

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

### *Readings*

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

## **2. Course Policies & Evaluation**

- All students enrolled in the course are expected to attend class. If a class is missed, the student(s) will be responsible for accessing materials previously presented via audio recording of the class session.
- Assessment of student's participation in two leadership development vignettes using a scoring rubric will be applied.
- A final written examination will be given to students. course. Grades will be provided based on performance by using the following criteria:
  - A: 90-100
  - B: 80-89
  - C: 74-79
  - ~Fail-scores below 74
- Standard general department forms will be used for student and course director evaluations.

### **1. Statement of Support**

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

### **2. Course evaluation forms**

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

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

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

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

To be arranged by Course Director. For further information regarding this elective, please contact Dr. Kisha Braithwaite at (404) 756-8923 or [kbraithwaite@msm.edu](mailto:kbraithwaite@msm.edu).

**MEDI-805****HUMAN SEXUALITY  
(Online)**

DEPARTMENT:	Community Health and Preventive Medicine
COURSE DIRECTOR:	Carey Roth Bayer, EdD, MEd, BSN, RN, CSE
LOCATION:	Online via ZOOM/CANVAS ( <i>must have reliable internet access</i> )
DURATION:	4 Weeks
CONTACT HOURS PER WEEK:	40
MONTH(S) OFFERED:	October & December, February & March
MAXIMUM ENROLLMENT:	10 per block ( <i>minimum of 2 required for course facilitation</i> )

**COURSE DESCRIPTION**

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

**COURSE GOALS**

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

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

**COURSE FORMAT**

This online course is segmented into 15, 4-week long modules. The expectation for completion of the modules is as follows:

Week 1	modules 1-4
Week 2	modules 5-8
Week 3	modules 9-12
Week 4	modules 13-15, final assignments and evaluations

Week 1		
Module	Title/Requirement	Activities
1	Introduction & Expectations	Video, Read, Quiz, Reflect, SHEPS pretest
2	Conceptualizing Human Sexuality	PPT, Read, Game, Create Model
3	Values, Attitudes, Beliefs	Read, Values Inventory, Write, Review Stations
4	Sexual History-Taking	Review Tools, Complete worksheet, **Record 1 sexual history-taking simulation
	Weekly Assignments	2 Film Reviews, Record 1 sexual history-taking simulation, Work on "Choose 1" deliverable

Week 2		
Module	Title/Requirement	Activities
5	Sexual Response Cycles	PPT, Read, Quiz, Community Activity, Write
6	Sexual Orientations & Gender Identities	Video, Game, Values Inventory, Clinical Scenarios
7	Body Image & Sexual Health	Read, Quiz, Worksheet
8	Pediatric & Adolescent Sexuality	Read, Game, **Sexual History-Taking Video
	Weekly Assignments	2 Film Review, Record 1 sexual history-taking simulation, Work on "Choose 1" deliverable
Week 3		
Module	Title/Requirement	Activities
9	Sexuality & Aging	Read, Cases, **Sexual History-Taking Video
10	People with Disabilities/Chronic Conditions & Sexuality	Video, Write, Cases/Plans, **Sexual History-Taking
11	Sexual Pharmacology	Drug Research Activity/Plans
12	Kink/BDSM	PPT, Create Tips, **Sexual History-Taking
	Weekly Assignments	2 Film Reviews, Record 1 sexual history-taking simulation, Work on "Choose 1" deliverable
Week 4		
Module	Title/Requirement	Activities
13	Abortion	Video, Read, Worksheet, **Sexual History-Taking
14	Sexual Violence	Web activity, Read, Clinical Plan, **Sexual History-Taking
15	Summary & Reflections	Write, SHEPS post test, evaluations
	Weekly Assignments	2 Film Reviews, Record 1 sexual history-taking simulation, Work on "Choose 1" deliverable

**\*\*Topic areas that can be used for Sexual History-Taking recording assignments (1 per week/4 total need to be completed)**

### **COURSE DELIVERABLES**

Deliverables include posting reflections and responses; commenting on peers' posts; completing quizzes and inventories; completing 8 film reviews; posting 4 clinical simulation recordings; and completing 1 deliverable of choice related to patient care (fact sheet, guide, brochure, form, video, PSA, commentary, etc.). Students will also participate in Virtual Reality Simulations for sexual history-taking practice.

**\*See "activities" in the table under course format. \*Activities may change per course director's discretion**

### **METHOD OF EVALUATION**

This is a pass/fail course based on completion of required activities. **ALL** activities must be completed to pass.

An overall evaluation will be provided at the end of the course. In addition, students must complete an evaluation of the course and course director before receiving their grade.

### **WHERE & WHEN TO REPORT ON THE FIRST DAY**

Connect with Dr. Bayer before the 1<sup>st</sup> day of the rotation block for further instructions. Contact Dr. Bayer at 404-752-8694, [cbayer@msm.edu](mailto:cbayer@msm.edu).

**MEDI-803****PUBLIC HEALTH AND PREVENTIVE MEDICINE**

DEPARTMENT: Community Health and Preventive Medicine

COURSE DIRECTOR: Dr. Alex Crosby

LOCATION: Morehouse Family Practice Center

DURATION: 4 Weeks

MONTH(S) OFFERED: August – December &amp; January – May

MAXIMUM ENROLLMENT: 3 per block

**GOALS**

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

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

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

**DESCRIPTION OF ACTIVITIES**

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

**METHOD OF EVALUATION**

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

**WEEKLY SCHEDULE (subject to change)**

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

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

For further information regarding this elective, please contact Dr. Alex Crosby (404) 756-8851 [Acrosby@msm.edu](mailto:Acrosby@msm.edu) or Carla Durham (404) 752-1852 [Cdurham@msm.edu](mailto:Cdurham@msm.edu).



# FAMILY MEDICINE



**MEDI-850****FAMILY MEDICINE SUBINTERNSHIP (Grady)**  
*(Senior Selective)*

DEPARTMENT:	Family Medicine
COURSE COODINATOR:	Afolake Mobolaji, M.D., FAAFP
LOCATION:	50 Hurt Plaza, 15 <sup>th</sup> Floor Atlanta, GA 30303 (404) 756-1219
DURATION:	4 weeks
MONTH(S) OFFERED:	August – December, January & February
MAXIMUM ENROLLMENT:	2 per block

**COURSE OVERVIEW**

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

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

**GOALS**

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

**OBJECTIVES**

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

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

## **TEACHING FORMAT**

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

## **METHOD OF STUDENT EVALUATION**

A Letter Grade will be assigned on the last day of the rotation based on the performance of the student as measured on each item in the students' evaluation form. Each student will be evaluated in each of the following areas:

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

## **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE**

To be arranged by Course Director.

For further information regarding this elective please contact Ms. Rosalyn Stubbs at (404) 756-6679 or [rstubbs@msm.edu](mailto:rstubbs@msm.edu) or Ms. Bridgette Welch at (404) 756-1248 or [bwelch@msm.edu](mailto:bwelch@msm.edu).

**MEDI-850****FAMILY MEDICINE SUBINTERNSHIP (Bremerton)***(Senior Selective)*

DEPARTMENT:	Family Medicine
COURSE INSTRUCTOR(S):	Matthew Smith, M.D.
LOCATION:	Virginia Mason Franciscan Health NW Washington Family Medicine Residency 4207 Kitsap Way Bremerton, WA 98312
DURATION:	4 Weeks
MONTH(S) OFFERED:	September, November - December, & January - March
MAXIMUM ENROLLMENT:	1 per block

**GOALS AND OBJECTIVES**

- To train medical students to provide comprehensive care for patients with a broad range of medical conditions across the spectrum of acute illness, chronic illness, and preventive health strategies.
- To train medical students in appropriate usage of evidence-based, cost-conscious strategies for diagnosis and management of patients.
- To train medical students to lead multidisciplinary teams within the Patient Centered Medical Home in rural and underserved areas of the Pacific Northwest.
- To train medical students to communicate efficiently and compassionately during patient, family, and community encounters.
- To train medical students in the use of leading-edge technology for the benefit of their patients and their communities.
- To train medical students to be effective and efficient lifelong learners.
- To train medical students to assume medical leadership and community services roles in local communities, in the Pacific Northwest, and in the nation.

**DESCRIPTION OF ACTIVITIES**

During your rotation at VMFH- Northwest WA Family Medicine Residency Program, you'll gain invaluable hands-on experience working alongside experienced family physicians and residents. Your four-week rotation will immerse you in the daily realities of family medicine, providing direct patient care and exposure to a diverse range of medical needs. You'll have the opportunity to contribute to and learn from the following specialty clinics:

**Gender Affirming Care Clinic:** Provide comprehensive and compassionate care to transgender and gender non-conforming patients, gaining experience in hormone therapy, preventative care, and addressing the unique healthcare needs of this community.

**Medication-Assisted Therapy (MAT) Clinic:** Participate in the treatment of opioid use disorder and other substance use disorders through the use of medication-assisted therapy, counseling, and behavioral therapies. Learn about the complexities of addiction and the importance of integrated care.

**Medicare Annual Wellness Visit Clinic:** Conduct comprehensive wellness assessments for Medicare patients, focusing on preventative care, health risk identification, and personalized health planning. Develop skills in geriatric care and chronic disease management.

**Osteopathic Manipulative Treatment (OMT) Clinic:** Observe and assist in the diagnosis and treatment of musculoskeletal conditions using osteopathic manipulative techniques. Gain an understanding of the body's interconnectedness and the principles of osteopathic medicine.

**Procedure Clinics:** Develop proficiency in a variety of common office-based procedures, such as skin biopsies, joint injections, IUD insertions, and vasectomies (depending on training level and interest).

**Sports Medicine Clinics:** Evaluate and treat a wide range of sports-related injuries, from acute sprains and strains to chronic overuse conditions. Learn about injury prevention, rehabilitation, and the role of exercise in overall health.

### **METHODS OF EVALUATION**

A Letter Grade will be assigned on the last day of the rotation based on the performance of the student as measured on each item in the student's evaluation form.

Throughout your rotation at NWFMR, you will receive regular and constructive feedback to support your learning and development. This process is designed to help you identify your strengths, address areas for improvement, and maximize your learning experience.

- **Daily Feedback Forms:** To ensure timely and relevant feedback, you will complete daily feedback forms after each shift. These forms provide an opportunity for you to reflect on your performance and receive immediate input from the supervising physician or resident. This ongoing feedback loop allows you to make adjustments to your approach and continuously improve your skills.
- **End of Rotation Review:** During your final week at NWFMR, Dr. Smith will conduct a comprehensive End of Rotation review. This review will provide a summary of your performance throughout the rotation, highlighting your accomplishments and identifying areas for continued growth. The review will be based on your daily feedback forms, direct observation of your clinical skills, and your overall engagement in the program. This formal evaluation will provide valuable insights into your progress and help you to set goals for your future training.

### **SCHEDULE**

To be provided by Course Director.

### **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE**

Your rotation begins promptly at 8:00 AM located at the NWFMR clinic, 4207 Kitsap Way, Bremerton, WA 98312. Please ensure you arrive on time to allow for orientation and introductions.

A week prior to your start date, the Medical Student Clerkship Coordinator will send you a reminder email containing additional details and important information to help you prepare for your rotation. Please review this email carefully.

For further information regarding this elective, please contact Sherrel R. Aguon at (360) 782-7699 or [sherrel.aguon@commonspirit.org](mailto:sherrel.aguon@commonspirit.org).

**MEDI-851****INTEGRATIVE MEDICINE**

DEPARTMENT:	Family Medicine
COURSE DIRECTOR:	Folashade Omole, M.D. FAAFP
LOCATION:	1513 East Cleveland Ave. Suite 500 East Point, GA 30344 (404) 152-1000
DURATION:	4 Weeks
CONTACT HOURS PER WEEK:	8 hours/day, Monday - Friday MONTH(S)
OFFERED:	August – December and February - May
MAXIMUM ENROLLMENT:	2 per block

**GOALS**

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

**OBJECTIVES**

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

## **LEARNING & SERVICE ACTIVITIES**

Setting	Location	Time/Day
<b>Didactic Lectures &amp; Discussion</b>	50 Hurt Plaza, 15 <sup>th</sup> Floor Atlanta, GA 30303	Monday, Tuesday and Thursday 10:00 AM-1:00 PM
<b>Noon Conference</b>	50 Hurt Plaza, 15 <sup>th</sup> Floor Atlanta, GA 30303	Wednesday 12:30-1:30 PM
<b>Research Case Studies</b>		Tuesday, Thursday and Friday 2:30 PM-4:30 PM
<b>Clinical Observations @ Dr. Cordovado &amp; Mr. Walsh</b>		Wednesday-Friday 8:00 AM-5:30 PM

## **METHOD OF EVALUATION**

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

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

## **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE**

To be arranged by Course Director.

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

**MEDI-855****REPRODUCTIVE HEALTH**

DEPARTMENT: Family Medicine

COURSE DIRECTOR: Dr. Marissa Lapedis

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

DURATION: 4 Weeks

MONTH(S) OFFERED: August - May

MAXIMUM ENROLLMENT: 1 per block

**GOALS AND OBJECTIVES**

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



## **COURSE POLICIES & EVALUATION**

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

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

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

## **GRADING & METHODS OF EVALUATION**

1. Quizzes - Multiple choice, matching, short answer

2. Evaluation Weights:

Modules/Quizzes	25 %
Reflection	5 %
Course Eval (upon completion)	5 %
Presentation	5 %
Attendance	40 %
Didactics participation/attendance	20 %

## **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE**

To be arranged by Course Director. For further information regarding this elective, please contact Rosalyn Stubbs at (404) 756-6679 or [rstubbs@msm.edu](mailto:rstubbs@msm.edu)

**MEDI-804****RURAL HEALTH**  
*(Senior Selective)*

DEPARTMENT:	Family Medicine
COURSE DIRECTOR:	Afolake Mobolaji, M.D., FAAFP
LOCATION:	Various sites in Georgia, including, but not limited to, Columbus, Warner Robins, Rome; Seattle, WA
DURATION:	4 Weeks
CONTACT HOURS PER WEEK:	35 - 45
MONTH(S) OFFERED:	September - December, & February - April
MAXIMUM ENROLLMENT:	1 per block (3,8,10) & 2 per block (4-6 & 9)

**GOALS**

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

**OBJECTIVES**

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

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

**METHOD OF EVALUATION**

The RHE is graded as Pass/Fail. If the student enrolls in this course as their required senior selective, they will receive a letter grade for the RHSE. No examinations will be given by the elective director.

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

To be arranged by Course Director.

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

**MEDI-856****SPORTS MEDICINE - ATL UNITED FOOTBALL CLUB**

DEPARTMENT: Family Medicine

COURSE DIRECTOR: Brandon Mines, MD

LOCATION: Emory Sports Medicine Complex  
ATL United Practice facility

DURATION: 4 weeks

MONTH(S) OFFERED: July, August & September

MAXIMUM ENROLLMENT: 1 per block

**GOALS AND OBJECTIVES**

- Describe the role and work collaboratively with athletic trainers, physical therapists, and other members of the athlete's care team.
- Perform pertinent musculoskeletal history and physical examinations and discuss management of common orthopedic injuries that occur in soccer.
- Perform pertinent medical history and physical examinations and discuss management of common medical conditions that occur in soccer.
- Observe rehabilitation of acute musculoskeletal injuries and discuss management to return to play, help speed recovery, maximize function, and minimize the risks of re-injury, chronic pain and chronic disability.
- Observe the provision of care to athletes involved in athletic competition and discuss management within the context of team-based care, event risk assessment, return to play decisions, and post- event follow-up.

**DESCRIPTION OF ACTIVITIES**

Clinical experiences at the Emory Sports Medicine Complex will expose students to a diverse range of sports medicine patients. They will primarily interact with physicians specializing in sports medicine, treating athletes and active individuals from adolescence to adulthood. Students will observe these patients in an outpatient setting, including during advanced ultrasound-guided interventions and orthopedic surgeries.

**METHOD OF STUDENT EVALUATION**

- Professionalism/timeliness, adherence to schedule, interpersonal skills: 75%
- Effective mastery of learning objectives based on verbal interactions with Dr. Mines and Dr. Amadeus Mason: 25%

Final Grade: Pass/Fail

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

To be arranged by Course Director.

For further information regarding this elective please contact Dr. Brandon Mines Brandon Mines at [brandonmines@gmail.com](mailto:brandonmines@gmail.com) or Ms. Bridgette Welch at (404) 756-1248 or [bwelch@msm.edu](mailto:bwelch@msm.edu).

# INTERNAL MEDICINE



**MEDI-836****ADULT AMBULATORY MEDICINE*****(Senior Selective)***

DEPARTMENT: Internal Medicine

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

PRIMARY LOCATION: Grady Memorial Hospital

DURATION: 4 weeks

MONTH(S) OFFERED: ALL

MAXIMUM ENROLLMENT: 5 per block

**GOALS & OBJECTIVES**

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

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

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

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

**1.3** Discuss prevention of diseases and health maintenance.

**1.4** Recognize the role of lifestyle on disease and health maintenance.

**1.5** Recognize the role of lifestyle on disease states.

**1.6** Discuss the issues of cost-effective medicine.

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

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

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

**2.2** Interview a patient in a sensitive and efficient manner.

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

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

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

**2.6** Generate a prioritized problem list from the gathered data.

**2.7** Complete comprehensive and problem focused workups.

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

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

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

a. Chest pain, palpitations, hypertension  
b. Abdominal pain, nausea and vomiting, and GI bleeding  
c. Headache

**GOAL III cont...**

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

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

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

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

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

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

- 4.1 Honesty in ALL situations
- 4.2 Appropriate verbal and nonverbal communication skills with patients and other members of the health care team
- 4.3 Proper respect for all members of the health care team including supervisors, colleagues, nurses, and other allied health professionals

- 4.4 Concern for each patient's dignity, privacy, and comfort
- 4.5 The ability to relate to patients professionally
- 4.6 The ability to communicate with patients as a person rather than as "cases" or "diseases"

**CLINICAL**

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

**METHODS OF EVALUATION**

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

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

To be arranged by the course director.

For further information regarding the elective please contact Ephraim Thomas at (404)756-8930 [ethomas@msm.edu](mailto:ethomas@msm.edu) or Saunder Reid (404)756-8904 or [sreid@msm.edu](mailto:sreid@msm.edu)

**MEDI-832****CARDIOLOGY**

DEPARTMENT: Internal Medicine

COURSE COORDINATOR: Anekwe Onwuanyi, M.D.

LOCATION: Grady Memorial Hospital

DURATION: 4 Weeks

MONTH(S) OFFERED: ALL

MAXIMUM ENROLLMENT: 3 per block

**GOALS AND OBJECTIVES**

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

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

**DESCRIPTION OF ACTIVITIES**

1. Familiarize the student with the various cardiovascular diseases to include an understanding of the structure and function of the cardiovascular system, history and physical examination, invasive and noninvasive cardiovascular studies.
2. Formulate an appropriate differential diagnosis, diagnostic evaluation plan, final diagnosis, and the therapeutic plan for different cardiovascular diseases.
3. Provide a timely written consultant report that effectively addresses the specific questions asked by the consultant, addresses important areas not previously identified, and provides selected literature references pertinent to the clinical problem(s).
4. Educate medical students on cardiovascular risk factors and equip them with risk factor intervention and counseling skills to achieve risk factor reduction.

**METHOD OF EVALUATION**

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

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

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

Time: 9:00 am

Location: Piedmont Hall, The Cardiology Office, Room 505

For further information regarding the elective please contact Ephraim Thomas at (404)756-8930 [ethomas@msm.edu](mailto:ethomas@msm.edu) or Saunder Reid (404)756-8904 or [sreid@msm.edu](mailto:sreid@msm.edu)

**MEDI-838****CLINICAL NEUROLOGY**

DEPARTMENT:	Internal Medicine
COURSE DIRECTOR:	Chantale Branson, M.D. LOCATION:
	Grady Memorial Hospital (Primary) Morehouse Medical Associates (Secondary)
DURATION:	4 Weeks
MONTH(S) OFFERED:	ALL
MAXIMUM ENROLLMENT:	2 per block

**COURSE GOALS**

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

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

**LEARNING OBJECTIVES**

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

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

**INSTRUCTIONAL FORMAT**

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

**Recommended textbook:**

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

**METHOD OF EVALUATION**

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



## WORK SCHEDULE

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

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

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

For further information regarding the elective please contact Ephraim Thomas at (404)756-8930  
[ethomas@msm.edu](mailto:ethomas@msm.edu) Or Saunder Reid (404)756-8904 or [sreid@msm.edu](mailto:sreid@msm.edu)

**MEDI-831****CRITICAL CARE (MICU)*****(Senior Selective)***

DEPARTMENT:	Internal Medicine
COURSE DIRECTOR:	Eric L. Flenaugh, M.D., F.C.C.P.
LOCATION:	Grady Memorial Hospital
DURATION:	4 Weeks
MONTH(S) OFFERED:	ALL
MAXIMUM ENROLLMENT:	3 per block

**GOALS AND OBJECTIVES**

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

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

**DESCRIPTION AND RATIONALE**

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

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

**METHODS OF EVALUATION**

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

**METHODS OF EVALUATION cont...**

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

**WHEN AND WHERE TO REPORT ON FIRST DAY OF SERVICE**

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

For further information regarding the elective please contact Ephraim Thomas at (404)756-8930  
[ethomas@msm.edu](mailto:ethomas@msm.edu) Or Saunder Reid (404)756-8904 or [sreid@msm.edu](mailto:sreid@msm.edu)

**MEDI-837****HEMATOLOGY/ONCOLOGY**

DEPARTMENT: Internal Medicine

COURSE COORDINATOR: Sanjay Jain, M.D.

LOCATION: Grady Memorial Hospital

DURATION: 4 Weeks

MONTHS(S) OFFERED: ALL

MAXIMUM ENROLLMENT: 3 per block

**GOALS AND OBJECTIVES**

The main objective for the rotation is to provide an understanding of the mechanism of disease and treatment strategies of hematological and oncological disorders. The goals of the course are to ensure that those rotating on the Hematology/Oncology service are able to:

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

**WEEKLY SCHEDULE**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8AM-9AM</b>	Morning Report	Morning Report	Morning Report	Morning Report	Morning Report
<b>9AM-12Noon</b>	Hem/Onc Clinic (Jain)	Hem/Onc Clinic (Rose)			Hem/Onc Clinic (Jain)
<b>12Noon-1PM</b>	Noon Conference	Noon Conference	Grand Rounds	Noon Conference	Noon Conference
<b>1PM-5PM</b>	Hem/Onc Clinic (Jain)			Hem/Onc Clinic (Jain)	

## **METHOD OF EVALUATION**

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

For further information regarding the elective please contact Ephraim Thomas at (404)756-8930 [ethomas@msm.edu](mailto:ethomas@msm.edu) or Saunder Reid (404)756-8904 or [sreid@msm.edu](mailto:sreid@msm.edu)

**MEDI-835****INFECTIOUS DISEASES**

DEPARTMENT: Internal Medicine

COURSE DIRECTOR: Mesfin Fransua, M.D.

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

DURATION: 4 Weeks

MONTH(S) OFFERED: ALL

MAXIMUM ENROLLMENT: 2 per block

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

**GOALS AND OBJECTIVES**

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

**DESCRIPTION OF ACTIVITIES**

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

**METHODS OF EVALUATION**

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

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

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

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

For further information regarding the elective please contact Ephraim Thomas at (404)756-8930 [ethomas@msm.edu](mailto:ethomas@msm.edu) or Saunder Reid (404)756-8904 [sreid@msm.edu](mailto:sreid@msm.edu)

**MEDI-839****NEUROLOGY RESEARCH***(Non-Clinical)*

DEPARTMENT:	Medicine
COURSE DIRECTOR:	Chantale Branson, M.D.
LOCATION:	Grady Memorial Hospital (Primary) Morehouse Medical Associates (Secondary)
DURATION:	4 Weeks
MONTH(S) OFFERED:	ALL
MAXIMUM ENROLLMENT:	2 per block

**COURSE GOALS**

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

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

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

**LEARNING OBJECTIVES**

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

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

**INSTRUCTIONAL FORMAT**

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

**METHOD OF EVALUATION**

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

## **WORK SCHEDULE**

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

## **WHEN AND WHERE TO REPORT ON FIRST DAY OF SERVICE:**

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

For further information regarding the elective please contact Ephraim Thomas at (404)756-8930 [ethomas@msm.edu](mailto:ethomas@msm.edu) or Saunder Reid (404)756-8904 or [sreid@msm.edu](mailto:sreid@msm.edu)



**MEDI-834****PULMONARY CONSULT**

DEPARTMENT:	Medicine
COURSE DIRECTOR:	Eric L. Flenaugh, M.D., F.C.C.P.
LOCATION:	Grady Memorial Hospital
DURATION:	4 Weeks
MONTH(S) OFFERED:	ALL
MAXIMUM ENROLLMENT:	2 per block

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

**GOALS AND OBJECTIVES**

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

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

**DESCRIPTION OF ACTIVITIES**

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

**METHODS OF EVALUATION**

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

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

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

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

For further information regarding the elective please contact Ephraim Thomas at (404)756-8930 [ethomas@msm.edu](mailto:ethomas@msm.edu) or Saunder Reid (404)756-8904 or [sreid@msm.edu](mailto:sreid@msm.edu)

**MEDI-833****RENAL CONSULT**

DEPARTMENT:	Medicine
COURSE DIRECTOR:	Chamberlain I. Obialo, M.D.
LOCATION:	Grady Memorial Hospital (Primary) Morehouse Medical Associates (Secondary)
DURATION:	4 Weeks
MONTH(S) OFFERED:	ALL
MAXIMUM ENROLLMENT:	1 per block

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

**GOALS AND OBJECTIVES**

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

**DESCRIPTION OF ACTIVITIES**

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

**WHEN AND WHERE TO REPORT ON FIRST DAY OF SERVICE**

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

For further information regarding the elective please contact Ephraim Thomas at (404)756-8930 [ethomas@msm.edu](mailto:ethomas@msm.edu) or Saunder Reid (404)756-8904 or [sreid@msm.edu](mailto:sreid@msm.edu)

**MEDI-830****WARD MEDICINE SUB-INTERNSHIP***(Senior Selective)*

DEPARTMENT: Medicine

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

LOCATION: Grady Memorial Hospital

DURATION: 4 Weeks

MONTH(S) OFFERED: ALL

MAXIMUM ENROLLMENT: 2 per block

**GOALS**

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

**OBJECTIVES**

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

**DESCRIPTION OF ACTIVITIES**

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

**METHOD OF STUDENT EVALUATION**

There are no written or oral exams for this elective.

Grade Components:	Ward Activity	
	Evaluations from work rounds attending.....	20%
	Teaching Attending .....	10%
	Supervising Resident .....	10%
	Evaluation of written record .....	40%
	Assessment at end of rotation .....	20%

## **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF ROTATION**

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

For further information regarding the elective please contact Ephraim Thomas at (404)756-8930  
[ethomas@msm.edu](mailto:ethomas@msm.edu) or Saunder Reid (404)756-8904 or [sreid@msm.edu](mailto:sreid@msm.edu)

## OBSTETRICS AND GYNECOLOGY



**MEDI-821****GENERAL GYNECOLOGY and PELVIC SURGERY**

DEPARTMENT:	Obstetrics & Gynecology
COURSE DIRECTOR:	Hedwige Saint Louis, MD MPH & Regina Leonis, MD
LOCATION:	Grady Memorial Hospital
DURATION:	4 weeks
MONTH(S) OFFERED:	September - December & January - June
MAXIMUM ENROLLMENT:	1 per block

**GOALS**

1. To develop proficiency in eliciting a complex gynecologic history, including menstrual, sexually transmissible infections, sexual and contraceptive history and IPV history
2. To provide exposure to gynecologic issues such as chronic pelvic pain, abnormal uterine bleeding, pelvic and adnexal masses, pelvic relaxation and gynecologic cancers
3. To observe, assist and participate in the full spectrum of gynecologic surgery including minimally invasive surgery, urogynecology surgery and gynecology oncology surgery; and enhance knowledge of pelvic anatomy
4. To develop and complete a project in gynecology. The scope of the project will be very limited and will be presented during the OB/GYN Departmental Didactics

**OBJECTIVES**

1. At the conclusion of the course, the student will be able to complete under supervision, a comprehensive assessment and initiate an appropriate course of management of the following medical conditions:
  - gynecologic cancer
  - pelvic & adnexal masses
  - chronic pelvic pain
  - pelvic relaxation & urinary incontinence
  - abnormal uterine bleeding.
2. The student will also be able to participate and assist in gynecology surgery and complete under supervision a post operative assessment of a gynecology patient including identifying common post operative complications.

**DESCRIPTION OF ACTIVITIES**

Clinical experience will occur at Grady Memorial Hospital, including the Correll Outpatient Surgery Center.

- The student will be a part of the gynecology team and participate in the daily activities of the team, including but not limited to rounding on patients post operatively, evaluating consult patients, and attending the different gynecology clinics with the gynecology team
- The student will also be assigned to work with the gyn oncology attending in clinic.
- The student will participate and assist in various major and minor gynecologic surgical cases in the OR and assist procedures in the clinics.
- The student will also participate in the department's didactic sessions.

## **METHODS OF EVALUATION**

Written evaluations from attendings and residents who worked with the student	(50%)
Formal oral presentation at the end of the course	(50%)
Mid- course (formative) evaluation	

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

Grady Memorial Hospital,  
80 Jesse Hill Drive,  
Atlanta, GA 30303

For more information, please contact Isaiah Kettles at [ikettles@msm.edu](mailto:ikettles@msm.edu)

**MEDI-822****HIGH RISK OBSTETRICS & PERINATOLOGY**

DEPARTMENT: Obstetrics & Gynecology

COURSE DIRECTOR: Franklyn Geary, M.D.

PRIMARY LOCATION: Grady Memorial Hospital

DURATION: 4 weeks

MONTH(S) OFFERED: ALL

MAXIMUM ENROLLMENT: 1 per block

**GOALS**

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

**OBJECTIVES**

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

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

**TEACHING FORMAT**

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

**METHODS OF EVALUATION**

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

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

Grady Memorial Hospital  
80 Jesse Hill Drive  
Atlanta, Georgia 30303

For more information, please contact Isaiah Kettles at [ikettles@msm.edu](mailto:ikettles@msm.edu)



**MEDI-820****OBSTETRICS/GYNECOLOGY SUB-INTERNSHIP***(Senior Selective)*

DEPARTMENT:	Obstetrics & Gynecology
COURSE DIRECTOR:	Hedwige Saint-Louis, M.D., MPH, F.A.C.O.G.
PRIMARY LOCATION:	Grady Memorial Hospital
DURATION:	4 weeks
MONTH(S) OFFERED:	ALL (except July)
MAXIMUM ENROLLMENT:	2 per block

**GOALS**

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

**OBJECTIVES**

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

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

**TEACHING LOCATION**

Clinical experiences will occur at Grady Memorial Hospital.

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

Grady Memorial Hospital  
80 Jesse Hill Drive  
Atlanta, Georgia 30303

For more information, please contact Isaiah Kettles at [ikettles@msm.edu](mailto:ikettles@msm.edu)

## PEDIATRICS



**MEDI-842****AMBULATORY PEDIATRICS***(Senior Selective)*

DEPARTMENT:	Pediatrics
COURSE DIRECTOR:	Nicole Mathis, M.D., FAAP
LOCATION:	Morehouse School of Medicine Morehouse Healthcare at East Point 1513 East Cleveland Ave. East Point, Georgia 30344 (404) 752-1000
DURATION:	4 Weeks
MONTH(S) OFFERED:	July – April (Blocks 1-10)
MAXIMUM ENROLLMENT:	1 per block

**GOALS**

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

**OBJECTIVES**

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

**DESCRIPTION OF ACTIVITIES**

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

## **SCHEDULE**

The student(s) will spend five (5) days a week in the ambulatory care setting. 4 ½ days will be spend doing General Pediatric Ambulatory Care at MHC and the 5<sup>th</sup> will be to research topics seen and presentation at the end of the course. There will also be a community engagement activity with Dr. Chin educating elementary school students 1-2 times during the rotation during the months at which school is in session.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>AM</b>					
7:30 - 8:30				Grand Rounds	
8:30 - 12:00	MHC	MHC	MHC	MHC	MHC
	Mathis	Mathis	Chin	Mathis	Mathis
<b>PM</b>					
1:30 - 5:00	MHC	MHC	MHC	MHC	MHC
	Mathis	Mathis	Chin	Mathis	Mathis

## **METHOD OF STUDENT EVALUATION:**

1. The student will be evaluated by the faculty member(s) that precepts at MHC.
  - a. The evaluation will include:
  - b. History taking skills
  - c. The physical examination
  - d. Presentation of the patient
  - e. Synthesis of data
  - f. Formulating and assessment and plan
  - g. Addressing the social service issues
  - h. Documentation of the above
  
2. The student's presentation of a scholarly article will be evaluated by the faculty as to:
  - a. Source of article
  - b. Organization
  - c. Presentation of the article
  - d. Knowledge of the subject

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

To be arranged by the course director via orientation email.

For further information regarding this elective, please contact Dr. Nicole Mathis at (470) 681-4277 or [nmathis@msm.edu](mailto:nmathis@msm.edu).

**MEDI-844****LAW AND MEDICINE***(Non-Clinical)*

DEPARTMENT:	Pediatrics
COURSE DIRECTORS:	Amanda Cole, JD Christina Scott, JD
LOCATIONS:	HeLP Legal Services Clinic, Georgia State University College of Law Health Law Partnership, Children's Healthcare of Atlanta (Scottish Rite, Egleston, and Hugh Spalding campuses) Department of Pediatrics offices, Morehouse School of Medicine
DURATION:	4 Weeks
CONTACT HOURS PER WEEK:	40 hours (No night or weekend duties other than preparing cases)
MONTH(S) OFFERED:	September - December & January - April
MAXIMUM ENROLLMENT:	3 per block

**COURSE GOALS**

1. Understand the relationships between poverty, the law, and illness.
2. Understand how legal and health care professionals can collaborate to improve the health of children and families in the context of a medical-legal partnership housed at Children's Healthcare of Atlanta.
3. Understand the effectiveness of holistic medical-legal partnerships that are designed to improve the physical, social, or economic environment in which many children live.
4. Gain understanding of the laws and legal processes that govern issues relating to health and poverty. Assist lawyers and law students in understanding medical information, diagnoses, and test results to address more effectively the legal problems affecting the health and well-being of children.
5. Improved awareness of the barriers to inter-professional collaboration between medical and legal professionals, and strategies for how to overcome such barriers.

**COURSE OBJECTIVES**

1. Describe the common legal issues faced by low-income families.
2. Identify patients whose situations may benefit from legal intervention in areas of law affecting access to health care. These include access to SSI benefits, housing, employment, education, guardianship, wills and advance directives, consumer protection, and other issues in health and family law that learners will encounter.
3. Identify the benefits of medical-legal collaboration and patient resources that medical-legal partnerships can provide.
4. Identify health risks and conditions that may have legal solutions or that may be ameliorated by legal intervention.
5. Identify barriers to inter-professional communication among medical and legal professionals, including differing ethical obligations, differing expertise, professional cultures, and problem-solving styles.

## **ACTIVITIES**

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

## **METHODS OF EVALUATION**

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

- I. Prompt daily attendance at all sites as required.
- II. Active participation in learning activities.
- III. Degree of enhancement/improvement in knowledge of the legal issues faced by low-income families and the relationship between those issues and health.
- IV. Ability to work collaboratively with law students, faculty, lawyers, and other professionals.

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

To be arranged by the course director.

For further information regarding this elective, please contact Dr. David Levine at 404.756.1386 or [delevine@msm.edu](mailto:delevine@msm.edu).

**MEDI-845****PEDIATRIC INFECTIOUS DISEASES**

DEPARTMENT:	Pediatrics
COURSE DIRECTOR:	Thomas G. Fox, M.D.
LOCATIONS:	Children's Healthcare of Atlanta at Scottish Rite 1001 Johnson Ferry Road Atlanta, Georgia 30342  Various other sites.
DURATION:	4 Weeks
CONTACT HOURS PER WEEK:	40-50 hours
MONTH(S) OFFERED:	ALL
MAXIMUM ENROLLMENT:	1 per block

**COURSE GOALS**

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

**COURSE OBJECTIVES**

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

## **SCHEDULE**

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

## **METHODS OF EVALUATION**

This elective is pass/fail.

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

To be arranged by the course director.

For further information regarding this elective, please contact Dr. Thomas G. Fox at 404.785.4852 or [thomas.gordon.fox@emory.edu](mailto:thomas.gordon.fox@emory.edu).



**MEDI-840****PEDIATRIC SUB-INTERNSHIP (INPATIENT)*****(Senior Selective)***

DEPARTMENT:	Pediatrics
COURSE DIRECTOR:	Lori M. Singleton, M.D., F.A.A.P.
LOCATION:	Children's Hughes Spalding Hospital (Grady Health System) 35 Jesse Hill Drive, SE Atlanta, Georgia 30303  Children's Scottish Rite Hospital 1001 Johnson Ferry Rd NE Atlanta, GA 30342
DURATION:	4 Weeks
CONTACT HOURS PER WEEK:	40+
MONTH(S) OFFERED:	ALL (Except April)
MAXIMUM ENROLLMENT:	1 per block (blocks 2, 4, 6, 7-9, & 11-12) 2 per block (blocks 1, 3, 5)

**GOALS & OBJECTIVES**

- Goal #1 Understand the continuum of care for children with acute illness.
- know through what routes children are hospitalized.
  - understand ER triage.
  - recognize appropriate indications for critical care management.
  - learn indications for continuing hospitalization.
  - know potential dispositions and follow-up.
- Goal #2 Understand the role of the training physician in the inpatient setting.
- recognize personal limitations and ask for assistance as appropriate.
  - know how and where to seek information for patient care.
  - learn how to create problem lists and prioritize tasks.
  - know how to function as part of an interdisciplinary team.
  - know how to provide compassionate and sensitive support to hospitalized children and their families.

**Objective #1**

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

**Objective #2**

Practice management, treatment, and disposition planning for hospitalized children.

**Objective #3**

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

While it is impossible to predict what conditions will be seen, common symptoms of hospitalized patients include: failure to thrive, fever of unknown origin, respiratory distress, dehydration, infectious diseases, abnormal bleeding or bruising, neurological complaints, feeding difficulties, and fractures.

### **ACTIVITIES**

An orientation session will be provided on the first day of the rotation. Rounding patterns and patient flow during call nights will be delineated. Student performance, expectations, call schedules, and performance evaluations will be outlined by the attending physician precepting. The senior resident will explain procedures for ordering diagnostics and obtaining consults. The typical weekday student schedule will be 7:00 a.m. – 7:00 p.m. at Hughes Spalding and 7:00 a.m. – 5:00 p.m. at Scottish Rite. There are also long calls, overnight, and weekend shifts scheduled to reflect an intern experience.

Students will participate in course discussions, resident conferences, grand rounds, and special seminars as available. The course director will be responsible for special assignments given to the students. The student will be responsible for presenting a clinically relevant research article from a peer-review.

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

### **METHODS OF EVALUATION**

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

Grading system:	Elective	Pass/Fail
	Selective	Grade of 75 & above required to Pass

### **ATTENDANCE**

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

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

To be arranged by the course director.

For further information regarding this elective, please contact Dr. Lori Singleton at (770)765-6540 or [lsingleton@msm.edu](mailto:lsingleton@msm.edu).

**MEDI-846****RURAL PEDIATRICS***(Senior Selective)*

DEPARTMENT:	Pediatrics
COURSE DIRECTOR:	Christy McKay, MD, MSc, FAAP Assistant Professor of Pediatrics, Series V, MSM
LOCATION:	Charles Henderson Child Health Center 1300 US 23 Troy, AL 36081 (334)566-7600
DURATION:	4 Weeks
TIME OFFERED:	January - March
MAXIMUM ENROLLMENT:	1 per block

**GOALS**

To provide a broad view of the types of pediatric problems encountered in a primary out-patient care setting, to supply an approach to managing these problems, and to provide the appropriate utilization of other resources, specialists, colleagues, and services. Additionally, the students will be encouraged to broaden and extend their interests in pediatrics.

**OBJECTIVES**

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

**DESCRIPTION OF ACTIVITIES**

1. The student will participate with patients in for well child/adolescent visits in the well-child national program known as Bright Futures.
2. The student will participate with patients with the following common childhood entities: rashes, respiratory tract infections, gastrointestinal infections, nutritional disorders, anemia, developmental disorders, asthma, seizures, chest pain, immunology, and allergy.
3. The student will also gain insight to the psychosocial dynamics of the family unit and learn how to intervene in the best interest of the patient and family.
4. The student will also become knowledgeable about the referrals to the different social agencies: i.e. WIC, Alabama Department of Medical Assistance (Medicaid), Department of Family and Children's Services (DFACS), and Psychological Agencies: therapy services, Healthy Steps, Troy Regional Medical Center, and relevant community organizations.



The students' presentation of a scholarly article will be evaluated by the faculty as to:

- a. Source of article
- b. Organization
- c. Presentation of the article
- d. Knowledge of the subject

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

Charles Henderson Child Health Center  
1300 US 231- S  
Troy, AL 36081  
(334)566-7600

On the first day Report at 8 am to the front desk. Students should notify staff they will be working with Dr. McKay. Staff will direct students to Dr. McKay's office.

Housing is provided in the MSM leased apartment in Troy, Alabama. (This is a 2-bedroom apartment and may be shared with a 3<sup>rd</sup> year student.)

For further information regarding this elective, please contact Dr. Christy McKay at (504)957-5616 or [cmckay@troybabydoc.com](mailto:cmckay@troybabydoc.com) .

**MEDI-847****TRANSITION to RESIDENCY**

DEPARTMENT:	Pediatrics/Family Medicine/Medicine/Psychiatry
COURSE DIRECTOR:	Lori M. Singleton, MD FAAP Associate Professor, Pediatrics
ADDITIONAL FACULTY:	Christine Charaf, MD Senayit Demie, MD Khadeja Johson, MD Erica Sutton, MD
LOCATION:	National Center for Primary Care Morehouse School of Medicine 720 Westview Dr., SW Atlanta, GA 30310
DURATION:	4 Weeks
CONTACT HOURS PER WEEK:	20-40 (some of learning is web-based and self-directed)
TIME OFFERED:	April
MAXIMUM ENROLLMENT:	20 per block
ELIGIBILITY:	Students entering Family Medicine, Internal Medicine, Med/Peds and Pediatrics (general pediatrics, child neurology, pediatric PM&R), and Psychiatry (adult and child psych) residency programs who have completed family medicine, medicine, pediatrics, and psychiatry core clerkships.

**COURSE DESCRIPTION:**

This is a 4-week elective designed for fourth year medical students entering Family Medicine, Internal Medicine, Med/Peds, Pediatrics (general pediatrics, child neuro, pediatric PM&R), Psychiatry (adult and child psych). The course teaches the medical knowledge and clinical skills necessary to recognize a patient requiring urgent or emergent care and initiate evaluation and management, transition patient care, contribute to a culture of safety and improvement, and prioritize tasks during a typical resident workday.

**GOALS and OBJECTIVES:**

The goal of this course is that students will be able to construct a framework for a learner transitioning from medical student to intern. The focus of this course will be to further develop competencies in six domains: patient care, knowledge, interpersonal and communication skills, systems-based practice, and interprofessional collaboration. The specific course objectives for each domain are:

\*PC = Patient Care

KP = knowledge,

PBLI = Practice-based Learning and Improvement,

ICS = Interpersonal and Communication Skills,

SBP = Systems-based Practice,

IPC = Interprofessional Collaboration

## **COURSE DATES and SCHEDULE**

- Week 1: Self-directed learning activities
- Week 2: In person attendance required
- Week 3: In person attendance required
- Week 4: Zoom sessions only, no in person attendance required

Students will be off on weekends

## **TEACHING FORMAT:**

### Didactic Topics

- Antibiotic stewardship
- Breaking bad news
- Calling a consult
- Cross cover nuances
- Ethical Issues in Patient Care
- ECG Basics
- Microaggressions in health care setting
- Obtaining Informed Consent
- Residents at Teachers

## **REQUIRED COURSE ACTIVITIES/ASSIGNMENTS**

These are required activities or assignments that must be completed during the course:

- Aquifer Clinical Excellence Case Sets
  - High Value Care cases 2, 4, 5, 7, 8, 10, 13 (will customize assignments based on residency specialty)
  - Diagnostic Excellence- select 1 case to complete (2, 4, 5, 6, or 7)
- Mock Paging Activity
  - All students must participate in the pager activity as assigned and answer pages received. Students will be evaluated on timeliness of returning pages, professionalism as well as management of case scenarios. All pages must have the associated evaluation form completed to be considered complete.
- Quality Improvement (QI) Workshop
  - All students must submit a PDSA worksheet
- Handoffs Assignment
  - All students must submit a written handoff and recording of a verbal handoff.
- Core EPA (Entrustable Professional Activities) based specialty boot camp modules
  - Handoff Workshop
  - Hazard Room
  - Informed Consent and Common Procedures
  - Order Entry
  - Sick vs Not Sick

## **COURSE RESOURCES**

- Articles for discussion will be available online for download.
- There are no required textbooks. Suggested reference books are Pocket Medicine (Internal Medicine and Family Medicine) and Harriet Lane Handbook (Pediatric)
- Digital Learning
  - Aquifer – [www.aquifer.org](http://www.aquifer.org) (Clinical Excellence Case Sets)

## CLASS REQUIREMENTS

Students are expected to arrive on time for in-person sessions and to be an engaged and active participant for in-person and virtual sessions.

The following will result in students being marked absent:

- Arriving more than 15 minutes late to a session without notifying the course director
- Leaving early and not staying for the entire length of the session without notifying the course director
- Logging into a Zoom session with the camera off or while performing a restricted activity (i.e. driving).

All assignments must be uploaded to canvas by 11:59 p.m. Eastern Time on the last Sunday of the elective block.

## EVALUTION & GRADING

Component	Sub-Component	
<b>Component 1</b>	Participation in all Required lectures/workshops: - Antibiotic stewardship - Breaking bad news - Calling a consult - Cross cover nuances - Ethical Issues in Patient Care - ECG Basics - Microaggressions in health care setting - Obtaining Informed Consent - Residents at Teachers	30%  (unless approved excuse)
<b>Component 2</b>	Completion of Aquifer Clinical Excellence cases	20%
<b>Component 3</b>	Participation in required activities: - Mock paging (10%) - QI workshop (10%)	10%
<b>Component 4</b>	Core EPA Boot Camp Modules/activities: - Handoff Workshop - Hazard Room - Informed Consent and Procedures - Order Entry - Sick vs Not Sick	40%

This course is graded as Pass/Fail:

**Pass (P):** The student has achieved satisfactory performance with consistent professional behavior in all course components. Pass is 70% or higher.

**Fail (F):** This grade will be assigned in the following circumstance:

- Failure to achieve an acceptable level of performance on two or more course components.
- Has exhibited repeated instances of unprofessional behavior as determined by the course directors.



Students will also be asked to complete an internal pre- and post-survey about course content, as well as an evaluation of the course through One45. Individual session surveys will be available to allow students to give constructive anonymous feedback to session teachers to allow for future improvements to the course. All comments will be shared with speakers to make improvements to their sessions.

### **MAKE-UP/REMEDICATION POLICIES**

Students are required to complete all activities by the end of the elective based on the dates provided at the beginning of the elective. If an activity is missed, the student is required to make up that content during the next week. All work must be completed by 11:59 p.m. Eastern Time on the last Sunday of the elective block.

In the event of extenuating circumstances, students must communicate with Dr. Singleton to arrange an extension plan. If all work is not received within 15 days of the extension plan initiation, the final grade will be "Fail."

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

To be arranged by the course director.

For further information regarding this elective, please contact Dr. Lori Singleton at (770)765-6540 or [lsingleton@msm.edu](mailto:lsingleton@msm.edu).

Office Location  
50 Hurt Plaza  
Suite 630  
Atlanta, GA 30305  
(615) 429-0446  
Email: [lsingleton@msm.edu](mailto:lsingleton@msm.edu)

# PSYCHIATRY



**MEDI-873****ACADEMIC PSYCHIATRY***(Non-Clinical)*

DEPARTMENT:	Psychiatry
COURSE COORDINATOR:	Brian McGregor, M.D.
LOCATION(S):	Fort McPherson VA Clinic 1701 Hardee Ave., S.W. Atlanta, GA 30310
DURATION:	4 Weeks
MONTH(S) OFFERED:	ALL
MAXIMUM ENROLLMENT:	2 per block

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

**GOALS**

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

**OBJECTIVES**

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

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

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

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

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

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

**D. Practice Based Learning-**students are expected to:

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

**E. Professionalism –** students are expected to:

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

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

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

**DESCRIPTION OF ACTIVITIES**

1. **MENTOR**

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

2. **FACULTY DEVELOPMENT**

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

3. **CLINICAL CASE/TEACHING PRESENTATION**

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

4. **WRITING PROJECT**

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

5. **INDEPENDENT STUDY**

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

6. **DIDACTIC SESSIONS**

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

7. **CLINICAL ROTATION (see below)**

**DESCRIPTION OF CLINICAL SERVICES AND OVERVIEW**

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

### **AVERAGE AND MAXIMUM CASE LOADS**

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

### **SAMPLE WEEKLY SCHEDULE**

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

### **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE**

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

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

**MEDI-872****ADDICTION PSYCHIATRY**

DEPARTMENT: Psychiatry

COURSE COORDINATOR: Farzana Bharmal, M.D.

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

DURATION: 4 Weeks

MONTH(S) OFFERED: ALL

MAXIMUM ENROLLMENT: 2 per block

**GOALS AND OBJECTIVES**

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

**DESCRIPTION OF ACTIVITIES**

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

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

**METHOD OF STUDENT EVALUATION**

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

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

To be arranged by the course director.

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



**MEDI-871****CHILD AND ADOLESCENT PSYCHIATRY**

DEPARTMENT:	Psychiatry
COURSE COORDINATOR:	Quentin Ted Smith, M.D.
LOCATION:	Sullivan Psychiatric Services, LLC 425 Allgood Road Stone Mountain, GA 30083 770-277-7194 or 404-508-3822
DURATION:	4 Weeks
CONTACT HOURS:	35
MONTH(S) OFFERED:	ALL
MAXIMUM ENROLLMENT:	2 per block

**GOALS AND OBJECTIVES**

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

**DESCRIPTION OF ACTIVITIES**

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

**METHOD OF STUDENT EVALUATION**

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

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

To be arranged by the Coordinator of Medical Student Education

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

**MEDI-875****COMMUNITY PSYCHIATRY**

DEPARTMENT: Psychiatry

COURSE DIRECTOR: Aalok Chandora, M.D.

LOCATION(S): Grady "Intake Clinic"  
Grady Outpatient Continuity Clinic  
Grady Assertive Community Treatment Team, and/or  
Grady Psych-OB Clinic Building

DURATION: 4 Weeks

MONTH(S) OFFERED: August - December & February - June

MAXIMUM ENROLLMENT: 1 per block

**GOALS AND OBJECTIVES**

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

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

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

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

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

**DESCRIPTION OF ACTIVITIES**

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

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

On the first day of the elective, report to Dr. Chandora at IDP at 9:00AM, second floor clinic.

**METHOD OF EVALUATION**

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

**SCHEDULE**

Monday – Friday 9:00AM – 5:00PM

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

**MEDI-874****DECRIMINALIZING MENTAL ILLNESS:  
UNDERSTANDING THE PHYSICIAN'S ROLE**

DEPARTMENT: Psychiatry

COURSE DIRECTOR: Sarah Y. Vinson, M.D. Associate Professor of Psychiatry & Peds, MSM  
CO-COURSE DIRECTOR: Dr. Tiffany Gartrell Adjunct Faculty, MSM

OFFICE PHONE NUMBER: (404) 756-5033 (Dr. Vinson)  
OFFICE FAX NUMBER: (404) 756-1440

LOCATION(S): Remote Supervision w/ Dr. Vinson  
Zoom: <https://us02web.zoom.us/j/4575535941>  
Clinical Experience at Georgia Regional Hospital  
Forensic Mental Health Seminar at Emory School of  
Medicine Faculty Building

DURATION: 4 Weeks

MONTH(S) OFFERED: September - October, December - January, & March - April

MAXIMUM ENROLLMENT: 1 per block

**RATIONALE for the ELECTIVE**

This course aims to provide the learner with an overview of forensic psychiatry, key topics that lay at the interface of psychiatry and the law, and related aspects of medical practice and advocacy. Medical students with an interest in public sector work will likely encounter a significant number of patients with involvement in the criminal justice system or who are from communities that have been disproportionately impacted by mass incarceration. This experience will allow medical students to better appreciate their patients' experiences and structural traumas, as well as develop an understanding of the roles of physicians in the criminal justice system process as treaters vs. forensic evaluators.

**ORIENTATION and ROTATION MATERIALS**

Will occur the first day of the orientation with Dr. Vinson. All materials for this rotation, including your independent study assignments, are linked to from this syllabus.

**DESCRIPTION of INDEPENDENT STUDY ACTIVITIES, ASSIGNMENTS and SUPERVISION**

Dr. Vinson is a triple board-certified child & adolescent, adult, and forensic psychiatrist and has a career at the intersection of law and mental health, having provided direct patient care in communities disproportionately impacted by mass incarceration, juvenile justice facilities, and adult correctional facilities. She has done training for judges and attorneys regarding trauma and mental illness and has been a national advisor regarding diversion and alternative to incarceration programs. These experiences inform the course materials and are incorporated into 1:1 weekly supervision sessions with the student. Each week, the student must complete the provided independent study assignments by 4:15 pm on Wednesday. At 4:15, the student and Dr. Vinson will meet via Zoom.

**Georgia Regional Hospital of Atlanta (GRHA), Secure 3 at 8:30 am**  
**Address: 3073 Panthersville Rd, Decatur, GA 30034**  
**Contact: Tiffany Gartrell, M.D.**

GRHA is a state psychiatric hospital operated by the Department of Behavioral Health and Developmental Disabilities (DBHDD). GRHA provides inpatient psychiatric services for up to 306 adults with mental health issues, developmental disabilities, and those requiring forensic services. Secure Unit 3 is forensic unit at GRHA that provides mental health services for adults who have been transferred from the court system because they are not presently competent to stand trial due to mental illness. The patient population primarily consists of individuals with severe mood, psychotic and/or substance use disorders. Patients receive psychiatric and psychological evaluation and treatment, and also participate in a variety of therapeutic activities geared towards assisting the patient in attaining competence to stand trial.

**Emory Faculty Office Building at 9:30 am on Friday, Conference Room 300**  
**Address: 49 Jesse Hill, Jr. Drive SE Atlanta, GA 30303**  
**Contact: Peter Ash, MD**

Dr. Peter Ash is Forensic Psychiatry department at Emory University and a past president of the American Academy of Psychiatry and Law. He holds a forensic psychiatry group supervision on Friday mornings which includes forensic psychology post-docs, forensic psychiatry fellows, and faculty from the forensic psychiatry department at Emory University. Medical students will participate in discussion of challenging cases being seen by providers in the Emory Forensic Psych Dept. as well as review landmark supreme court cases related to forensic psychiatry.

**ROTATION SCHEDULE**

Of note, due to the nature of forensic work and its variability and dependence on court schedules, the schedule may change month to month; however this is the baseline schedule

Wk 1	8:30 am Orientation Independent Study	8:30 am GRHA	Independent Study 4:15 pm Supervision	8:30 am GRHA	9:30 Seminar	
Wk 2	Independent Study	8:30 am GRHA	Independent Study 4:15 pm Supervision	8:30 am GRHA	9:30 Seminar	
Wk 3	Independent Study	8:30 am GRHA	Independent Study 4:15 pm Supervision	8:30 am GRHA	9:30 Seminar	
Wk 4	Independent Study	8:30 am GRHA	Independent Study 4:15 pm Supervision	8:30 am GRHA 3 pm – Presentation	9:30 Seminar	

**INDEPENDENT STUDY ASSIGNMENTS**

***Wk 1 – Legal System Intro.***

1. Watch the following videos and then complete the legal system overview [quiz here](#).  
[Legal System Basics](#)  
[Structure of the Court System](#)  
[S.C.O.T.U.S. Procedures](#)
2. Review “[Introduction to Forensic Psychiatry Lecture](#)”
3. Watch Bryan Stevenson’s TED talk “[We Need to Talk About an Injustice.](#)” and write a 300 – 500 page reflective piece on its content using [this form](#).
4. Read chapters 1-3 of [The New Jim Crow](#) and complete the study questions using [this form](#).

## **Wk 2 – Key Amendments and the Criminalization of M.I.**

1. Watch the videos below and then complete the quiz using [this form](#).

[The Fifth Amendment Explained](#)

[The Sixth Amendment Explained](#)

[The Eighth Amendment Explained](#)

[The Fourteenth Amendment Explained](#)

2. Watch the lecture on [Criminalizing Mental Illness](#) and [The New Asylums](#). Write 2-3 paragraphs discussing your thoughts about the film and how Americans can address the issue of so many people with mental illness in jails and prisons and input them on [this form](#).
3. Read chapters 4-6 of [The New Jim Crow](#) and complete the study questions using [this form](#).

## **Wk 3 – What About the Kids?**

1. Watch the [ADOLESCENT DEVELOPMENT](#) video and then take the quiz using [this form](#).
2. Watch the [Juvenile Justice and Forensic Psychiatry](#) lecture.
3. Read [YOUTH WITH MENTAL HEALTH DISORDERS IN THE JUVENILE JUSTICE SYSTEM](#) and the [AAP Policy Statement – OSS and Expulsion](#). Complete a reflection exercise 400-600 words regarding potential implications for this information in medicine using
4. Watch the film [Pushout](#) and complete the reflection [assignment here](#).

## **Wk 4 – What Next?**

1. Watch the [Justice & Advocacy Lecture](#).
2. Read [Supporting People with Serious Mental Illnesses and Reducing Their Risk of Contact with the Criminal Justice System](#) and write a short (one page) response piece about how this can inform your practice.
3. Submit your reflections and findings using [this form](#).
4. Prepare an end-of-rotation presentation
  - a. Based on your interest, specialty and desired practice location identify two potential partners in advocacy and describe how your interests and abilities can be leveraged as part of the work of decriminalizing mental illness

## **FEEDBACK & EVALUATION**

Students' performance in this rotation will be based on professionalism, timely completion of your assignments, the quality of those assignments, and your final presentation on a relevant and current legal issue.

## **PARTICIPATING FACULTY & STAFF**

Sarah Y. Vinson, M.D. (Course Director)

Sites: <https://us02web.zoom.us/j/4575535941>

Email: [svinson@msm.edu](mailto:svinson@msm.edu)

Office Ph.: 404-249-0520 ext.1, cell 352.281.5701

Tiffany Gatrell, M.D. (Course Co-Director)

Sites: Georgia Regional Hospital Authority

Email: [tiffany.gatrell@dbhdd.ga.gov](mailto:tiffany.gatrell@dbhdd.ga.gov)

Office Ph: 404-244-2472

Peter Ash, M.D.

Site: Emory University

Email: [pash01@emory.edu](mailto:pash01@emory.edu)

Office Ph: 404-772-3116

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

**MEDI-876**

**THE MARGINALIZED, SOCIETY AND PSYCHIATRY:  
LESSONS ROOTED IN GEORGIA'S HISTORY**

*(Non-Clinical)*

DEPARTMENT: Psychiatry

COURSE DIRECTORS: Mab Segrest, MD  
Sarah Y. Vinson, MD

LOCATION: Hurt Building  
MSM Dept. of Psychiatry and Behavioral Sciences (DPBS)  
Administrative Offices  
50 Hurt Plaza Atlanta, GA 30303

DURATION: 4 weeks

MONTH(S) OFFERED: August & February

MAXIMUM ENROLLMENT: 7 per block

**COURSE DESCRIPTION**

This is a four-week-long seminar-style medical humanities course. It is geared toward medical students with an interest in healthcare systems; the intersection of societal narratives and care; and the experiences of marginalized populations in the medical system.

**GOALS**

- To allow course for the study patient centered- narratives about their experiences of institutionalization over time and to explore and critique various doctors' approaches within these institutions
- To provide course participants a historical trajectory for the treatment context in GA via an examination of "Settler Colonialism" as it unfolded in the colony-then-state of Georgia
- To provide skills in locating and analyzing archival materials that form the basis of historical narratives and understandings
- To increase professional competencies in narrative medicine

**COURSE LAYOUT**

- Students will spend the majority of their time reviewing course materials, drafting self-reflections, and preparing micro-learning summary videos or a manuscript for submission to publication
- Students will be expected to attend the following multidisciplinary conferences:
  - Administrations of Lunacy Weekly Lectures Monday 8:00-9:30 AM
  - Discussant Group Discussions Wednesdays 10:30-12:00
  - Student Video/Writing Group Sharings Fridays at 1:00-3:00 pm
- Students will have the option of attending 1:1 office hours with Drs. Mab Segrest, Sarah Vinson and Discussion Leader Atarah Redmon, MA.
- Students will be expected to produce an essay each week 750-1000 words or a microlearning video (4 minutes or under) regarding the weekly topic. For students who are interested in preparing manuscript for submission to publication, there will be the option of not having the weekly assignments in lieu working with attending faculty on the manuscript These activities require the student to demonstrate analytical and communication skills, in addition to demonstration of the knowledge they have gained over the course of this experience.
- PATIENT POPULATION: No direct clinical care as a part of this course

## **.SCHEDULE**

(This is a Sample schedule. Depending upon faculty assignments and workload, and Student interests, the schedule may change.)

	<b><u>Monday</u></b>	<b><u>Tuesday</u></b>	<b><u>Wednesday</u></b>	<b><u>Thursday</u></b>	<b><u>Friday</u></b>
AM	Introduction Class Co- Taught by Drs. Vinson and Segrest	Self-Directed Study, Wk's Focus Structural Trauma	Discussant Group Discussions	Self-Directed Study, Wk's Focus Structural Trauma	Self-Directed Study, Wk's Focus Structural Trauma
PM	Self-Directed Study, Wk's Focus Structural Trauma	Self-Directed Study, Wk's Focus Structural Trauma	Self-Directed Study, Wk's Focus Structural Trauma + Optional Office Hours - Vinson	Self-Directed Study, Wk's Focus Structural Trauma + Optional Office Hours - Segrest	Student Wkly Assignment Sharing

Weekly Areas of Focus : Wk1 – Structural Trauma, Wk2 – Marginalization and Society, Wk3 - Marginalization and Mental Health, Wk4 – Moral Injury, Professional Identity & coping. There is no call and there are no weekend activities, however, students may have to complete assignments, readings,etc. Outside of normal work hours

## **METHOD OF STUDENT EVALUATION**

Elements of the course are weighted as follows:

- Professionalism/timeliness, adherence to schedule, interpersonal skills: 25%
- Effective mastery of learning objectives based on self-reflections and discussion participation 25%
- Weekly Assignments and/or Manuscript Preparation: 25%

Final grade: Pass/Fail

Students must complete and pass all course elements with an average grade of 75% or greater in order to pass the course.

Evaluation feedback will be given at beginning of week 3 and during the presentation/testing portion of the course. Students may request feedback or seek input from the course director at any time during the course.

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

## **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE**

To be arranged by Course Director.

For further information regarding this elective, please contact Christopher Almond at (404) 752-1876 or [calmond@msm.edu](mailto:calmond@msm.edu) or Dr. Sarah Vinson at [svinson@msm.edu](mailto:svinson@msm.edu) or (404) 756-1455.

# SURGERY





**MEDI-863****CRITICAL CARE (Trauma ICU)***(Senior Selective)*

DEPARTMENT:	Surgery
COURSE DIRECTOR:	Stacey Dougherty-Welch, M.D.
LOCATION:	Grady Memorial Hospital 80 Jesse Hill Jr. Drive SW Atlanta, GA 30303
DURATION:	4 Weeks
MONTH(S) OFFERED:	ALL
MAXIMUM ENROLLMENT:	2 per block

**OVERVIEW**

During the Trauma ICU sub-internship, you will rotate on one of the Trauma ICU teams for four weeks. The Trauma ICU teams consist of residents from General Surgery, Orthopedic Surgery, Vascular Surgery, OMFS, Plastic Surgery, CT Surgery, Emergency Medicine, and Family Medicine, as well as Advance Practice Providers, Fellows from multiple programs, and a rounding ACS Attending. As part of the team, you will participate in daily ICU rounds. You will be responsible for pre-rounding on and presenting patients during rounds under direct supervision of one of the providers and fellows. You may participate in ICU procedures. Bedside teaching by both attendings and residents occurs during rounds and throughout the day.

**GOALS**

1. Perform an accurate evaluation of multiple-injured trauma patients; formulate an assessment and plan of the critically injured patient.
2. Present complex patients in a clear, organized and system-based fashion.
3. Become an effective member of a multi-disciplinary ICU team.
4. Demonstrate competence in communication skills and professionalism with complex and critically ill patients.

**DESCRIPTION OF ACTIVITIES**

Students will rotate in the trauma ICU for four weeks. While on the service, they will participate in daily ICU rounds, and departmental conferences including trauma morbidity and mortality, and ACS Education conference.

**METHODS OF EVALUATION**

Clinical Presentation	80%
Professionalism	20%

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

An orientation email will be sent the week prior to starting with pertinent information, on the first day of service, you will report to your assigned ICU team at 6am on the unit.

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

For further information regarding this elective, please contact the Surgery Clerkship team at 404-616-1424 or [surgeryclerkship@msm.edu](mailto:surgeryclerkship@msm.edu)

**MEDI-861**

**GENERAL SURGERY SUB-INTERNSHIP**

*(Senior Selective)*

DEPARTMENT: Surgery

COURSE DIRECTOR: Brandon Henry, MD

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

DURATION: 4 Weeks

MONTH(S) OFFERED: ALL

MAXIMUM ENROLLMENT: 1 per block

**OVERVIEW**

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

**GOALS**

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

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

**DESCRIPTION OF ACTIVITIES**

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

**METHODS OF EVALUATION**

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

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

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

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

For further information regarding this elective, please contact the Surgery Clerkship team at 404-616-1424 or [surgeryclerkship@msm.edu](mailto:surgeryclerkship@msm.edu)

**MEDI-897****SURGERY ADVANCED/HONORS ACTING INTERNSHIP*****(Senior Selective)***

DEPARTMENT:	Surgery
COURSE DIRECTOR:	Aaron Alford, MD
COURSE CO-DIRECTORS:	Brandon Henry, MD Erica Sutton, MD
LOCATION:	Grady Memorial Hospital 80 Jesse Hill Jr. Drive SW Atlanta, GA 30303
DURATION:	4 Weeks
MONTH(S) OFFERED:	August & September
MAXIMUM ENROLLMENT:	2 per block

**COURSE OVERVIEW**

This fourth-year elective provides students with an interest in surgery the opportunity to participate in mentored surgical rotation with specific guidance on successfully matching into a surgical residency. The elective consists of a one-month rotation with a surgeon preceptor and responsibilities of that of an intern [SOM Objectives 1 b-d, 2 a-g, 3]. Students will take an oral examination at the end of the rotation.

**LEARNING OBJECTIVES**

- Demonstrate the clinical skills necessary to conduct a complete surgical patient encounter with limited supervision including history and physical exam and report the findings (Links to MSM Objective 2-a, 2-b, 2-d)
- Interpret laboratory and radiographic data for common surgical diseases (Links to MSM Objective 2-c)
- Formulate a treatment plan for a surgical patient (Links to MSM Objective 2-f)
- Accurately and clearly communication with staff and other providers aspects of patient care and treatment plan (Links to MSM Objective 2-d, 2-g))
- Differentiate between academic and community hospital residency programs
- Formulate a plan for work life integration (Links to MSM Objective 3)
- Recognize domains of wellness and how to maintain one's own wellness (Links to MSM Objective 3)

**EDUCATIONAL PROGRAM OBJECTIVES****1. Mastery of the concepts necessary for the prevention, diagnosis, treatment, and management of common medical problems, specifically display knowledge of**

- 1-b The biochemical, immunologic, pharmacologic, and microbiologic principles related to issues of disease, laboratory tests, and therapeutics and the various etiologies (genetic, developmental, metabolic, toxic, iatrogenic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic) of diseases (pathogenesis), the associated altered structure and function (pathology and pathophysiology) and characteristic pathologic and laboratory manifestations
- 1-c Common epidemiologic and risk factors for diseases population health and the role and impact of psychological, behavioral, social, economic, and cultural factors on health and disease
- 1-d The ethical, legal, gender, psychological, social, interpersonal, sexual health, and economic issues that impact health and medical care

## 2. Basic skills, including the ability to:

- 2-a Perform and record a complete and accurate history, sensitive to patient needs and the nature of the situation.
- 2-b Perform and record an accurate and complete physical examination and mental status examination sensitive to patient needs and the nature of the situation.
- 2-c Analyze a patient's clinical presentation, linking to biomedical and health concepts, develop an appropriate diagnostic and therapeutic plan, appropriately using information resources, laboratory and imaging testing.
- 2-d Communicate (in writing and orally) effectively and respectfully with peers, faculty, colleagues, and other members of the health care team, understanding the role of consultations and referrals.
- 2-e Communicate and interact with patients in an effective, respectful, and compassionate manner, including counseling them on risks, prevention, lifestyle and therapy issues.
- 2-f Obtain, analyze, and use the medical literature and other information resources to address medical questions and to sustain professional growth and apply techniques of population health, including methods of analysis of the health and health problems of defined populations and development of interventions to improve the health of populations.
- 2-g Use knowledge of roles of health-care team members and apply skills in collaboration and teamwork to advance the health of patients.

## 3. Throughout training, a candidate must demonstrate medical professionalism including ethical behavior, moral reasoning, honesty, integrity, dependability, commitment to service, and health equity.

### COURSE ACTIVITIES/REQUIREMENTS

<b>Course Materials</b>	There is no textbook for this course. Required reading materials are listed adjacent to the objectives below.
<b>Class time, Locations</b>	You will be assigned a faculty preceptor with whom you will establish a schedule to include no less than 2 clinical days per week and a weekly 1:1 mentoring session. This session may be in person or virtual.  On Wednesdays, you will have one large group session for a guided discussion of topics relevant to applying for general surgery residency
<b>Participation</b>	Students will be expected to attend all mandatory events. Students will be expected to dress appropriately and represent themselves as a surgical trainee. Students will be expected to work cooperatively with their peers and demonstrate the skills necessary to establish a collaborative group.  DINNER MEETINGS: Throughout the rotation we will plan to have Dinner meetings every Wednesday night, TIME and LOCATION TBD. Dinner will be provided. This is an excellent time for one-on-one time with the faculty and allow time to cover some interesting surgery information. I will send that schedule as soon as it is complete.
<b>Changes to the schedule</b>	Changes may be made to the schedule due to the availability of guest speakers. All changes will be communicated via your university sponsored email.
<b>Exam dismissal</b>	Students will be dismissed from all clinical duties by 5:00 p.m. the evening before all exams.
<b>In house call</b>	Senior Honors students are not excused from in-house call. If your team takes in-house call, you are expected to participate and take in-house call with your team, no more frequently than every 4th night.
<b>Day off</b>	All students should receive one weekend day off during each week of the Senior Honors Clerkship. Please arrange your call schedules so that this is possible.

## METHODS OF EVALUATION

<b>Grading scale</b>	We are asking faculty to complete student evaluations with an Honors, Pass or Fail rating. The numeric equivalent for those ratings is listed below:  Honors 95 Pass 87 Fail 60
<b>Grading scheme</b>	Clinical performance (80%) Oral examination (20%)  <b><u>SURGERY AI GRADING:</u></b> The clinical component for your final grade in the Acting Internship in Surgery will be based on ward work evaluations during the AI rotation only. Honors will be granted based on an overall excellent performance in all categories of ward work evaluation.  <b><u>ELECTIVE ROTATION GRADING:</u></b> A <b>failing</b> grade will be submitted under the following circumstances: <b>1)</b> an overall grade of less than 70% in ward work <b>2)</b> an overall combined grade of less than 70% <b>3)</b> at the discretion of the faculty when the overall performance is felt to be inadequate.  <b><u>ORAL EXAM:</u></b> The Senior Honors Oral Exam will consist of approximately 4 questions and will take approximately 30 minutes to complete.  <b><u>GRADE REPORTING:</u></b> We will not release any grades prior to 4:00 p.m. on the last day of the rotation.

## CONTACT INFORMATION

<b>Course Director</b>	Aaron Alford, MD Assistant Professor, Surgery
<b>Contact information</b>	Office 2C140 Telephone: (770) 715-4692 <a href="mailto:aalford@msm.edu">aalford@msm.edu</a>
<b>Course Co-Directors</b>	Brandon Henry, MD Associate Professor, Surgery <a href="mailto:bvhenry@msm.edu">bvhenry@msm.edu</a>  Erica Sutton, MD Associate Professor, Surgery <a href="mailto:esutton@msm.edu">esutton@msm.edu</a>
<b>Office hours</b>	<b>Sutton:</b> Thursdays 9am – 12pm via zoom <b>Alford:</b> Tuesdays 10am-12pm/4pm-5pm (virtual)

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

Please note that your first day of rotation will be the first **Monday of the rotation block**. You will need to contact your preceptor over the weekend to find out where and when to report on Monday morning. There will not be a formal orientation.

For further information regarding this elective, please contact the Surgery Clerkship team at 404-616-1424 or [surgeryclerkship@msm.edu](mailto:surgeryclerkship@msm.edu)

**MEDI-862****SURGERY BOOT CAMP**

DEPARTMENT:	Surgery
COURSE DIRECTOR:	Frank K. Jones, M.D., MPH, F.A.C.S.
LOCATION:	Grady Hospital, MSM Main campus, and other locations as needed
CONTACT HOURS PER WEEK:	15-40
DURATION:	4 Weeks
MONTH(S) OFFERED:	July, September, November, & January - March
MAXIMUM ENROLLMENT:	10 per block ( <i>exceptions may be made on a case-by-case basis</i> )

**STRUCTURE AND CONTENT**

The “**DAY ONE**” **SURGERY BOOT CAMP** will be a 4-week elective rotation that will be initially housed at Morehouse School of Medicine Department of Surgery. The course will be taught by Morehouse School of Medicine Faculty and residents, as well as invited faculty from across the nation. **The VISITING faculty and residents will have shown a demonstrated interest, expertise, and track record of training diverse interns and residents.** Not all faculty will be surgeons, and some of the lectures and discussions will be virtual.

The learning will be a combination of lectures, operative experience, lab, simulation, webinars, bedside rounds, and other types of experiential learning. There will also be social and networking opportunities for the students.

The specific content areas were chosen from a list of suggestions submitted by current 4<sup>th</sup> year students, current surgery interns and residents, and my own personal knowledge of deficiencies of new interns and residents.

The topics reflect areas where students and residents felt like they needed the most education, preparation, practice, and exposure prior to beginning their surgery internship or residency. These general categories will include:

- 1) Clinical Skills and Surgical Competencies**
- 2) Professional Development and Leadership Skills**
- 3) Mastering Soft Skills and Professionalism**
- 4) Navigating Diversity, Equity and Inclusion In Surgery**
- 5) Research and Academic Development**
- 6) Wellness and Resilience**
- 7) Career Planning and Development**

Weekly Themes:

- Week 1: Clinical Skills & Surgical Competencies
- Week 2: Professional Development, Leadership, and Communication
- Week 3: Wellness, Resilience, and Cultural Competency
- Week 4: Research, Career, and Financial Planning

## **GOALS**

**The MAJOR GOAL of the surgery bootcamp is to:** empower medical students going into surgery with the clinical, professional, and personal skills needed to excel in a surgical residency. Furthermore, we aim to **1)** improve the health of the community, **2)** increase health literacy, **3)** promote wellness, and **4)** address health disparities by equipping residents with tools to help navigate the unique challenges they face in training and in serving diverse patient populations.

### **Our specific goals for this rotation are to:**

- Prepare 4<sup>th</sup> year students with the clinical skills, judgment, soft skills, professionalism, and resilience necessary for surgical training.
- Help students build a support network of mentors, peers, and professional resources for ongoing guidance
- Teach and promote cultural competency, leadership, and wellness to empower students both professionally and personally.
- Provide a structured opportunity where students can learn how to become confident, competent, compassionate, and capable interns and residents.

## **OBJECTIVES:**

At the completion of this course, the student should be able to demonstrate competency in the following skills and knowledge:

### **1. CLINICAL SKILLS AND SURGICAL COMPETENCIES**

- Mastery of Core Surgical Skills and Techniques
- Perioperative Patient Management
- Advanced Anatomy and Pathophysiology
- Acute Response and Trauma Management
- Patient Communication and Consent

### **2. PROFESSIONAL DEVELOPMENT AND LEADERSHIP SKILLS**

- LEADERSHIP 101-Learning how to be a leader from DAY ONE!
- Collaborative teamwork: how to be a good team player
- Effective communication and conflict resolution

### **3. WELLNESS AND RESILIENCE**

- Self-Care and Stress Management
- Mental Health Support
- Work-Life Balance for Surgery Residents

### **4. NAVIGATING A SURGICAL RESIDENCY PROGRAM... FROM DIVERSITY, EQUITY, AND INCLUSION (DEI) PERSPECTIVE**

- Acknowledging and celebrating Diversity
- Navigating the surgery residency application process
- Understanding Health Disparities
- Understanding and navigating Microaggressions and Bias
- Finding and Building Allies

### **5. NAVIGATING THE POLITICS OF SURGERY AND SURGERY RESIDENCY**

- Understanding the hierarchy and politics of Surgical training, and how to navigate through it
- Building positive relationships with your colleagues, senior residents, and attendings
- Learning to accept constructive criticism
- Learning how to handle ethical dilemmas

## **6. RESEARCH AND ACADEMIC DEVELOPMENT**

- Learning how to build a strong C.V.
- Developing Research Competencies:
- Skills for Knowing, Publishing, and Presenting Research

### **CAREER PLANNING AND FINANCIAL LITERACY**

- Understanding Career Pathways and the Role of Mentorship
- Networking and Building Connections:
- Managing your Finances during and after residency

## **7. PROFESSIONALISM...MASTERING THE SOFT SKILLS**

- How to look, sound, and act like a professional
- Improving your communication skills
- Time Management and Organizational Skills

### **CLASS REQUIREMENTS**

Each student must participate in all **scheduled** classes and events unless they have been given prior approval by the course director to be absent.

Each student is required to take at least 3 overnight calls during the rotation

Participation:	60%
Attending/resident evaluation:	10%
Simulation Case Presentation:	10%
Skills Assessment:	10%
Oral exam:	5%
Final Patient presentation	5%

Students must pass each element of the course to receive a passing grade for the course. **Passing is 70%**

### **FINAL GRADES:**

**Honors:** 90 to 100

**Pass:** 70 to 89

**Fail:** Below 70

Students must complete an evaluation of the course prior to receiving your final grade. If necessary, remediation will be decided on a case-by-case basis.

### **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE**

To be arranged by Course Director.

For further information regarding this elective, please contact the Surgery Clerkship team at 404-616-1424 or [surgeryclerkship@msm.edu](mailto:surgeryclerkship@msm.edu)



## **MEDICAL EDUCATION/ AFFILIATE PROGRAMS**



**MEDI-819****ADVANCED CLINICAL ANATOMY*****(Non-Clinical)***

DEPARTMENT:	Medical Education/Affiliate Programs
COURSE INSTRUCTOR:	Dr. Sarah Greene
LOCATION:	Morehouse School of Medicine (Main) Anatomy Lab
DURATION:	1 month
MONTH(S) OFFERED:	September - November, January & March - April
MAXIMUM ENROLLMENT:	6 per block

**GOALS AND OBJECTIVES**

- To provide students with a review of the body region that is being studied during the month of their elective.
- To integrate clinical correlations that students have been exposed to during their clerkships, as well as common clinical correlations of the region they are studying.
- To provide students with a background of educational pedagogy that they can take forward as physicians in the future.

**DESCRIPTION OF ACTIVITIES**

- Students will spend the majority of their time (no less than 5 half days/ week) in the anatomy laboratory dissecting and serving as Teaching Assistants in the Organ Systems 1, 2, and 3 courses.
- Time will be spent in self-directed study utilizing web based educational/learning material or live sessions for no more than 3 half-days per week.
- Students may be assigned articles to read related to educational pedagogy and clinical correlations.
- Should students be interested in developing content and developing a small research study, they will be encouraged to submit an abstract to an anatomical or medical education conference.

**METHOD OF EVALUATION**

- Professionalism, timeliness, participation in anatomical dissection
- Quizzes
- Verbal presentations (laboratory demonstrations/introductions and anatomy reviews)

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

Please contact Dr. Sarah Greene at [sgreene@msm.edu](mailto:sgreene@msm.edu) in advance of course start date to coordinate first meeting time and location.

**MEDI-883****ANESTHESIOLOGY  
(CHI Memorial Hospital)**

DEPARTMENT: Medical Education/Affiliate Programs

COURSE DIRECTOR: Sloan Youngblood, M.D.

LOCATION: CHI Memorial Hospital  
2525 deSales Avenue  
Chattanooga, TN 37404  
(315) 991-2710

DURATION: 4 Weeks

MONTH(S) OFFERED: ALL

MAXIMUM ENROLLMENT: 1 per block

**GOALS AND OBJECTIVES**

To be provided by Course Director.

**DESCRIPTION OF ACTIVITIES**

To be provided by Course Director.

**METHODS OF EVALUATION**

A pass/fail grade will be assigned on the last day of the rotation based on the performance of the student as measured on each item in the student's evaluation form.

**SCHEDULE**

To be provided by Course Director.

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

To be arranged by Course Director.

For onsite staff support and rotation specific information, please contact Chis Chastain, Physician Liaison, CHI Memorial Hospital Chattanooga at (423) 495-7836 (ofc.) or (423) 290-2691 (cell) or

[Beverly\\_Chastain@memorial.org](mailto:Beverly_Chastain@memorial.org)

For further information regarding scheduling for this elective, please contact Mark Harvey at (470) 681-4577 or [maharvey@msm.edu](mailto:maharvey@msm.edu).

**MEDI-883**

**ANESTHESIOLOGY  
(Virginia Mason Franciscan Health)**

DEPARTMENT: Medical Education/Affiliate Programs

COURSE DIRECTOR: Brooks Ohlson, M.D.

LOCATION: Virginia Mason Franciscan Health  
1100 9<sup>th</sup> Avenue  
Seattle, WA 98101  
206-624-1144

DURATION: 4 Weeks

MONTH(S) OFFERED: August - December & January - May

MAXIMUM ENROLLMENT: 1 per block

**LEARNING OBJECTIVES**

1. Ascertain the role of the anesthesiologist as a consulting physician in the realm of preoperative evaluation and preparation, intraoperative anesthetic management, and postoperative care.
2. Gain exposure to the extension of the anesthesiologist in pain management (acute, chronic, and cancer pain), critical care, and perioperative team management.
3. Attend all appropriate anesthesiology lectures and conferences.
4. Reading of selected chapters/topics in the latest edition of Basics of Anesthesia which will be provided on loan during the rotation.
5. Integrate the reading assignments within depth discussion of the identified topics with either faculty or qualified senior resident.
6. Gain experience with technical skills of the anesthesiologist through performance or observation of procedures related to: (also see Procedure List)
  - a. Airway management
  - b. Respiratory support
  - c. Venous +/- arterial line placement
  - d. Regional anesthesia
  - e. Cardiac anesthesia
  - f. Pain Management

**GOALS**

1. Perform (not all required):
  - a. Preoperative assessment of patients
  - b. Preoperative interview of patient with appropriate professionalism and interpersonal interaction
  - c. Basic planning of an anesthetic
  - d. Basic sequence for uncomplicated induction of general anesthesia
  - e. Noninvasive airway management with proper positive pressure mask ventilation
  - f. Invasive airway management via direct laryngoscopy and endotracheal intubation, as well as placement of a laryngeal mask airway
  - g. Intravenous line placement
  - h. Basics of intra-arterial line placement (under direct supervision)
  - i. Subarachnoid access and performance of spinal anesthesia (under direct supervision)

2. Demonstrate assessment and/or application of (not all required):
  - a. Standard monitoring techniques and indications for invasive monitoring techniques (including intraoperative transesophageal echocardiography)
  - b. Common perioperative respiratory and acid-base abnormalities
  - c. Basic working knowledge of anesthesia machines
  - d. Depth of inhalation anesthesia and related cardiovascular and respiratory effects
  - e. Local anesthetic pharmacokinetics and pharmacodynamics
  - f. Neuromuscular blockade: indications, choice, monitoring, and recovery
  - g. Regional anesthesia as relates to indications, contraindications, and assessment of recovery and complications
  - h. Use of ultrasound in regional anesthesia
  - i. Recovery from general and subarachnoid anesthesia
  - j. Understanding common PACU problems (pain control, hypoxia, hypertension, hypotension, delayed recovery)
  - k. Common challenges in cardiothoracic anesthesia and neuroanesthesia
  - l. Basic principles and challenges in acute and chronic pain management
  
3. Recognize and discuss:
  - a. The role of the anesthesiologist as a consulting physician and extension into subspecialties
  - b. Common controversies in anesthesiology
  - c. The goals and challenges in choosing a residency

## **ACTIVITIES AND REQUIREMENTS**

### **Procedural and Technical Skills Checklist**

<b>Procedures to Perform</b>	<b>Required</b>	<b>Dates Performed</b>
Proper mask ventilation: Evaluation, head position, hand position, mask seal, air exchange, pressure limited	<b>10</b>	
Endotracheal intubation: Evaluation, equipment check, patient position, DL technique, ETT placement, confirmation, ETT secured	<b>5</b>	
Laryngeal Mask Airway placement: Evaluation, positioning, placement technique, verification, troubleshooting	<b>3</b>	
Intravenous cannulation: Equipment, preparation, technique, verification	<b>10</b>	
Intra-arterial cannulation: Equipment, preparation, technique, verification	<b>0-1</b>	
Subarachnoid access/injection: Evaluation, equipment prep, positioning patient, technique, testing	<b>0-1</b>	

<b>Procedures to observe</b>	<b>Required</b>	<b>Dates Observed</b>
Fiberoptic intubation/advanced airway	1	
Epidural access	3	
Peripheral nerve block/catheter	5	
Fluoroscopic epidural placement	2	
Intraoperative TEE	3	
Central venous access	2	

**Site Assignments to Meet Procedure & Observation Goals:**

20 Assignment Days

Anesthesia Site	Days needed	Check Off	Date
OR- General	5 days	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
OR- Cardiac	2 days	<input type="checkbox"/> <input type="checkbox"/>	
OR- Thoracic	1 day	<input type="checkbox"/>	
OR- Neuroanesthesia	1 day	<input type="checkbox"/>	
OR- Airway rotation	2 days	<input type="checkbox"/> <input type="checkbox"/>	
OR- Orthopedic	2 days	<input type="checkbox"/> <input type="checkbox"/>	
Regional Team	2 days	<input type="checkbox"/> <input type="checkbox"/>	
Acute Pain & Interventional Pain Clinic	3 days	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Out-of-OR Anesthesia	2 days	<input type="checkbox"/>	

**Didactic Program:**

Reading will be from Basics of Anesthesia, 7<sup>th</sup> Edition.

Lecture topics and faculty lecturers will be determined during the time of the rotation. This section is under construction and modifications to improve the didactic portion of your experience with the Department of Anesthesiology Residency Program.

**METHODS OF EVALUATION**

A pass/fail grade will be assigned on the last day of the rotation based on the performance of the student as measured on each item in the student's evaluation form.

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

To be arranged by Course Director.

For onsite staff support and rotation specific information, please contact Bobbi Jo Boucek, Medical Learner Onboarding and Visitor Service, Virginia Mason Franciscan Health at (206) 583-6079 or [bobbi.boucek@vmfh.org](mailto:bobbi.boucek@vmfh.org).

For further information regarding scheduling for this elective, please contact Najmah Messiah, Clerkship Program Manager, MiCA at (206) 940-4000 or [najmah.messiah900@commonspirit.org](mailto:najmah.messiah900@commonspirit.org).

**MEDI-883**

**CLINICAL ANESTHESIOLOGY  
(Atlanta VA Medical Center)**

DEPARTMENT: Medical Education/Affiliate Programs

COURSE DIRECTOR: Jigar Tataria, M.D.

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

DURATION: 4 Weeks

MONTH(S) OFFERED: ALL

MAXIMUM ENROLLMENT: 2 per block

**STUDENT EXPECTATIONS**

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

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

**STUDENT RESPONSIBILITIES**

**Pre-Operative Responsibilities:**

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

**Intra-Operative Responsibilities:**

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

**Post-Operative Responsibilities:**

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

**Case Goals:**

Minimal Number of cases and procedures to perform and/or observe during the week

**Please document all cases and procedures in case log**

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

**Conference Attendance:**

Morning Didactics:

**Items to submit on Friday after Case Conference:**

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

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

**METHODS OF EVALUATION**

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

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

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

**SCHEDULE**

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

For further information regarding this elective, please contact Dr. Tataria at 404.321.6111 x6270 or [jigar.tataria@va.org](mailto:jigar.tataria@va.org).



**MEDI-880****BUSINESS OF MEDICINE***(Non-Clinical)*

DEPARTMENT: Medical Education/Affiliate Programs

COURSE DIRECTOR/  
INSTRUCTOR: Dominic H. Mack, MD, MBA  
Director, National Center for Primary Care, MSM  
404-756-5740 or 404-756-5740  
dmack@msm.edu

COURSE INSTRUCTOR: Megan D. Douglas, JD  
Assistant Professor, Community Health and Preventive Medicine  
Director, Health Policy, National Center for Primary Care  
404-756-5275  
mdouglas@msm.edu

LOCATION: Morehouse School of Medicine  
National Center for Primary Care 347  
720 Westview Dr., SW  
Atlanta, GA 30310

DURATION: 4 Weeks

MONTH(S) OFFERED: February & March

MAXIMUM ENROLLMENT: 8 per block

**LEARNING CONTENT, GOALS, OBJECTIVES AND DELIVERABLES****I. Clinical Operations - The Building Blocks of Health Systems**

Goal: Provide an overview of how local healthcare revenue cycles impact financial performance within the health system.

- Students will learn and discuss:
  - The health status of the U.S. and the importance of health equity
  - The provider's role within a health system
  - Coding and documentation (emphasis on ICD-10)
  - Ambulatory and hospital revenue cycles
  - Insurance and reimbursement processes
  - The importance of data management and research
- Objectives and Deliverables:
  - Develop knowledge of the macroeconomics of the healthcare market
  - Create and deliver a 7-minute presentation on a topic of interest related to the current healthcare market (to be presented in the final week).

**II. Insurance Policies and Reimbursement**

Goal: Understand how insurance policies are legislated and how they vary across states.

- Students will learn and discuss:
  - The role of federal and state insurance policies in the healthcare system
  - Reimbursement disparities and their impact on U.S. health outcomes
- Objectives:
  - Review state and federal insurance policies
  - Examine state-to-state disparities in Medicaid coverage
  - Develop awareness of how public health policies vary nationwide

### **III. Value-Based Care and Regulatory Compliance**

Goal: Explore healthcare models that prioritize quality of care and patient satisfaction.

- Students will learn and discuss:
  - Value-Cased Care Models (VBCM)
  - Payment structures for VBCMs
  - The total cost of care equations that form the foundation of VBCMs
- Objectives:
  - Define the Centers for Medicare and Medicaid Services' (CMS) definition of Value-Based Care
  - Identify VBCMs and their operations within health systems
  - Understand how quality and value affect cost, reimbursement, and care

### **IV. The Impact of Health Policy and Law on U.S. Health Systems**

Goal: Gain insight into federal- and state-level policymaking and its effects on clinical practices.

- Students will learn and discuss:
  - The development and implementation of health laws
  - State-level Medicaid policies and health disparities
  - Public health policies for disease prevention and disaster response
- Objectives:
  - Utilize resources and databases to support policy decisions
  - **Attend a Georgia State Legislative session (if scheduled)**

### **V. Emerging Trends and Innovations in Health Care**

Goal: Understand the latest trends in healthcare and their impact on U.S. population health.

- Students will learn and discuss:
  - Current market trends in health technology and innovations
  - The potential impact of emerging trends on population health
  - Clinical innovations and their distribution within health systems
- Objectives:
  - Recognize the importance of health innovations and their impact on cost, healthcare distribution, and access to care
  - Identify key market indicators and profitability factors in the health market
  - **Visit Corporate Innovation Center (if scheduled)**

### **VI. Career Planning and Salary Negotiations**

Goal: Equip students with strategies for career development.

- Students will learn and discuss:
  - Career goals and professional development strategies
  - The importance of negotiation in career advancement
- Objectives:
  - Develop the ability to negotiate for an optimal salary
  - Create a simple but effective career plan
  - **Identify and meet with a mentor by the end of the course**

### **DESCRIPTION OF EDUCATIONAL EXPERIENCE**

Business of Medicine (BOM) is a four-week, non-clinical elective designed to give students a comprehensive overview of the healthcare market and the macroeconomic factors shaping health systems—and, ultimately, their medical careers. This course provides essential insights into how financial systems operate within healthcare, helping future clinicians understand their role within the broader industry.

Students will explore clinical revenue models that sustain both ambulatory practices and hospital operations, gaining a deeper understanding of how day-to-day clinical work contributes to the financial and operational sustainability of healthcare institutions. Additionally, BOM will cover key topics such as the healthcare ecosystem, the business aspects of medical practice, and strategies for navigating the U.S. health system effectively.

To support career readiness, the course will include sessions on salary negotiation and career planning. Faculty-led discussions will also examine emerging trends in healthcare, value-based and quality care models, and regulatory considerations. These conversations will integrate knowledge on insurance reimbursement, health policy, and laws at the federal, state, and local levels.

### **TEACHING METHODS**

This course employs the following teaching methods:

- Didactics: Lectures and scheduled educational sessions with content experts.
- Hands-On Learning: Rotations through various areas of the practice.
- Readings. The reading list will be provided at a later date.

### **COURSE MEETING TIMES, POLICIES & EXPECTATIONS**

Class times will be announced before the course begins. This class meets each Tuesday during the rotation, either virtually or in NCPC 347. In-person attendance is required one day per week (Tuesday or Friday) at the NCPC building. Additional virtual meetings may also be held periodically at a mutually convenient time for instructors and students scheduled at the course director's discretion. Attendance at all scheduled activities is required unless excused in advance by the course director. **Students must attend at least three out of four class meetings to receive credit.** Attendance will be recorded for each session.

Additionally, a visit to the Georgia State Capitol may be scheduled during the rotation.

Students who miss more than one session will be dropped from the course and required to re-register for a future rotation. Active participation is expected, including engagement in group discussions, asking relevant questions, and completing all assignments. Additionally, students should independently research and read in response to topics and questions raised during the course.

### **METHODS OF EVALUATION**

#### **Mid-Course Evaluation/Feedback**

Each student/resident will meet at least once per week during class time with the instructor to review progress on assignments, ask questions, develop specific skills, and discuss material from lectures and workshops.

#### **Grading**

This course follows a Pass/Fail grading system. Final grades will be assigned on the last day of the rotation, based on the student's performance as evaluated using the Student/Resident Evaluation Form.

Failure to meet the following requirements may result in no credit or a failing grade:

- Attending required sessions.
- Completing all assignments.
- Demonstrating professional behavior.
- Meeting weekly with the course director.

The course director, instructors, and manager will evaluate students based on attendance, participation, and assignment completion.

Students/residents may continue refining their projects for up to 30 days after the rotation for potential publication or presentation at regional/national meetings. Exceptional progress during this period may be considered for future recommendation letters.

**Program Evaluation**

Students are required to complete an anonymous evaluation of the course and faculty at the end of the rotation.

**Make-up/Remediation Policies**

Students/residents must attend all required sessions and complete their assignments by the end of the rotation. Adequate attendance, but failure to complete assignments will result in an Incomplete grade. Students/residents receiving an Incomplete must negotiate a completion plan to be approved by the course director within 60 days of the end of the rotation. Failure to do so will result in a failing grade.

**Clinical Policies & Procedures**

Although this is not a clinical rotation, students/residents must adhere to all Morehouse School of Medicine policies and procedures related to conduct in clinical and professional settings.

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

To be arranged by the Course Director.

For further information regarding this elective, please contact

Josie Brown

Program Coordinator

National Center for Primary Care

Morehouse School of Medicine

404-752-1043

[jpbrown@msm.edu](mailto:jpbrown@msm.edu)

\* Call or e-mail Ms. Brown to confirm all scheduled sessions and receipt of all assignments.

**MEDI-832****CONDITIONS of the HEART/ARTERIES/VEINS (*Cardiology*)  
(Columbus, GA)**

DEPARTMENT: Medical Education/Affiliate Programs

COURSE DIRECTOR(S): Alonzo Jones, M.D.  
Gwendolyn Johnson, M.D.LOCATION: Columbus Cardiology Associates, PC  
2300 Manchester Expressway  
Suite 2001, Columbus GA 31904  
(706) 323-5552

DURATION: 4 Weeks

MONTH(S) OFFERED: ALL

MAXIMUM ENROLLMENT: 1 per block

**GOALS AND OBJECTIVES**

to ensure students gain understanding and working knowledge of diseases of the heart and treatment modalities.

**Practice Objectives:**

- \* Provide opportunity and guidance for clinical learning experiences and training for consultative evaluations of the conditions of the heart, arteries, and veins.
- \* Provide opportunities for practical experiences accompanying the physician during patient appointments within the office and clinical sites; local hospitals.
- \* Understand utilization of resources for cardiac treatment and testing; stress echocardiogram, carotid duplex, ankle brachial index, cardiac stress testing, angioplasty & stenting, anticoagulation therapy, cardiac catheterization, echocardiography, nuclear imaging, electrophysiology testing, abdominal aortic scan, sequential arterial scan, pacemaker ICD implants and insertable cardiac monitor (LINQ.).

**DESCRIPTION OF ACTIVITIES**

To be provided by Course Director.

**METHODS OF EVALUATION**

A pass/fail grade will be assigned on the last day of the rotation based on the performance of the student as measured on each item in the student's evaluation form.

- Attendance
- Observation
- Engagement/Participation

**SCHEDULE**

To be provided by Course Director.

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

Columbus Cardiology Associates, Suite 2001 on the 2nd floor of the Butler Pavilion. Enter via St Francis Avenue. Do not go to the main hospital.

For further information regarding this elective, please contact Xavian Stroud at (404) 670-6312 or [xstroud@msm.edu](mailto:xstroud@msm.edu).

**MEDI-887****EMERGENCY MEDICINE  
(Columbus, GA)**

DEPARTMENT:	Medical Education/Affiliate Programs
COURSE DIRECTOR:	Dr. Darius Brown / Dr. Keith Blanks
LOCATION:	Midtown ER / Northside ER, Columbus, GA
DURATION:	4 Weeks
MONTH(S) OFFERED:	August - November, February, & May - June
MAXIMUM ENROLLMENT:	1 per block depending on availability

**GOALS AND OBJECTIVES**

- Demonstrate a strong sense of responsibility for the care of their patients from arrival at the emergency department through every aspect of their treatment and evaluation through admission or discharge and follow-up.
- Students should integrate the knowledge they have obtained in medical school so far to focus on evaluation and treatment of acute presentations.
- Identify and respect the roles of all members of the ED team.
- Be able to describe the importance of effective communication at all levels for patient care in the ED, and they should be able to demonstrate effective communication skills.
- Demonstrate the ability to manage multiple patients simultaneously, each at different stages of evaluation and treatment.
- Give complete, organized, and efficient patient presentation to senior residents, faculty and consultants.
- Accurately describe the full extent and complexities of a patient's past medical history and current social situation.
- Develop an appropriate differential diagnosis for a variety of patient presentations.
- Formulate a management plan when prompted.
- Demonstrate a willingness to help with any aspect of patient care whenever it is needed.
- Write documentation that is complete with appropriate elements.
- Know the indications and contraindications for common emergency medicine procedures.
- Perform the IV-line insertion and laceration repair.

**DESCRIPTION OF ACTIVITIES**

This course is designed to deliver a comprehensive study of human diseases and disorders. Emphasis will be on the epidemiology, etiology, historical data, clinical manifestations, progression, therapeutic management, prevention, laboratory medicine, and prognosis of disease process common in Women's Health, Pediatrics, Geriatrics and Emergency Medicine. The course will also provide instruction on basic surgical principles, techniques, and technical skills. Students will learn methods for determining critical versus non-critical presentations and injuries as well as exacerbations of chronic illness. Students will have the opportunity to apply procedural skills and techniques learned throughout the course.

**METHODS OF EVALUATION**

Each student will be evaluated by the preceptor based on consensus evaluations given by each staff member the student worked directly with.

## **SCHEDULE**

To be provided by Course Director.

## **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE**

The student will be notified prior to the rotation as to what time to report on the first day. Students will report to the ER department at the assigned campus (Midtown or Northside).

For further information regarding this elective, please contact Xavian Stroud at (404) 670-6312 or [xstroud@msm.edu](mailto:xstroud@msm.edu).

**MEDI-850****FAMILY MEDICINE SUB-INTERNSHIP (*Senior Selective*)  
(Dominican Hospital, Santa Cruz, CA)**

*Through MSM partnership with CommonSpirit Health*

DEPARTMENT:	Medical Education/Affiliate Programs
COURSE DIRECTOR:	Walt Mills, MD, MMM, CPE
LOCATION:	Dominican Hospital, Santa Cruz-Dignity Health 1555 Soquel Dr Santa Cruz, CA 95065
DURATION:	4 Weeks
MONTH(S) OFFERED:	August - June
MAXIMUM ENROLLMENT:	2 per block
ELIGIBILITY:	Preference is given to students pursuing a career in Family Medicine or a related subfield.

**COURSE OVERVIEW**

This fourth-year Family Medicine clerkship provides a wonderful opportunity to learn more about the practice of family medicine through the Family Medicine Residency Program located at Dominican Hospital, Santa Cruz, CA, which resulted from Morehouse School of Medicine's partnership with CommonSpirit Health. The program is dedicated to diversity, inclusion, and health equity.

The sub-internship elective is recommended for students who would like to explore family medicine for the underserved in a community setting and is designed to prepare them for upcoming residency. It is not a prerequisite for acceptance into the residency program.

Each rotation consists of a 4-week block in which the student will work with experienced, enthused physicians in ambulatory and inpatient settings to provide hands-on experience to support the student's development enroute to residency.

**DESCRIPTION OF ACTIVITIES**

Each student may design their rotation to meet their individual interests and learning goals in the following clinical learning environments provided by the Residency Program:

- **Inpatient:** Typically, the student will spend 1-2 weeks on inpatient medicine at Dominican Hospital, working 5-day shifts with an attending hospitalist on the Family Medicine Faculty.
- **Ambulatory Community Medicine:** The student will work with Family Medicine Faculty at our two Federally Qualified Health Centers (FQHC) Residency Clinics, Santa Cruz Community Health Center and Watsonville Salud Para La Gente. The student will also work with our faculty in their own office practice, working in a Patient-Centered Medical Home with Dr. Gary Zane and a 'direct patient care' micro-practice providing home care and functional and integrative medicine with Dr. Dawn Motyka.
- **Maternal Care:** For those with an interest in maternal care, there is an inpatient obstetrics option to work with our Family Medicine and OB Faculty on Labor and Delivery.
- **Community Medicine:** Students may elect to spend time at our Homeless Clinic, Medical Assisted Therapy (Substance Use) Clinic or other community-oriented programs.



## **SCHEDULE**

### **Sample Rotation Schedule**

#### **3 Weeks Ambulatory Care & 1 Week Inpatient Medicine**

<b>Rotation Week</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>
1	SCCH	SCCH	SCCH	SCCH	SCCH
2	Salud	Dr Zane	SCCH	Dr Motyka	Salud
3	Med	Med	Med	Med	Med
4	Salud	Salud	Salud	Salud	Salud

## **METHODS OF EVALUATION**

A summative evaluation of the rotation will be provided based on the performance of the student as measured on each item in the student's evaluation form.

## **ACCOMODATIONS**

Flight and lodging expenses will be covered by MSM and Common Spirit to defray costs for students that participate.

## **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE**

To be determined by the Course Director and coordinated by the Clerkship Program Administrator.

For further information regarding this elective, please contact Layla Franks, Clerkship Program Administrator at [layla.franks@commonspirit.org](mailto:layla.franks@commonspirit.org) or (831) 462-7296 (offc.) or (415) 613-0839 (cell).

**MEDI-850****FAMILY MEDICINE SUB-INTERNSHIP  
(California Hospital Medical Center-Los Angeles, CA)**

DEPARTMENT:	Medical Education/Affiliate Programs
COURSE DIRECTOR:	Catherine Khoo, MD catherine.khoo@commonspirit.org
LOCATION:	California Hospital Medical Center-Los Angeles, CA
DURATION:	4 Weeks
MONTH(S) OFFERED:	August - October & February - May
MAXIMUM ENROLLMENT:	2 per block

**OVERVIEW**

California Hospital Medical Center Family Medicine Residency Program's mission is to provide comprehensive training to family physicians who care for our diverse, urban, medically underserved population and who will excel in academic and clinical careers.

This four-week rotation on our family medicine inpatient service features the opportunity to take care of a full-spectrum of family medicine patients in an underserved community in downtown Los Angeles.

**Program Highlights:**

- Established in 1984
- Located in Downtown LA, just a few blocks from LA Live
- Community hospital featuring a Level 2 Trauma Center
- Continuity clinic at a Federally Qualified Health Center (FQHC) Eisner Health
- Serving a diverse underserved community in the heart of Los Angeles
- Strong inpatient training
- Unopposed residency program
- Curriculum highlights include Lifestyle Medicine Residency Curriculum, Addiction Medicine Lecture Series, Point of Care Ultrasound Curriculum (including sim lab) integrated longitudinally in didactics

**GOALS AND OBJECTIVES**

Sub-interns will:

1. Prioritize a differential diagnosis following a clinical encounter
2. Recommend appropriate diagnostic and screening tests, orders, and prescriptions
3. Form clinical questions and retrieve evidence to advance patient care
4. Give or receive a patient sign-out to effectively transition care
5. Collaborate as a member of an interprofessional team

**DESCRIPTION OF ACTIVITIES**

Students will care for family medicine patients on our family medicine inpatient service, including adult medicine, critical care, obstetric, and newborn patients. Students will also participate in our residency didactics during the rotation. This rotation is ideal for students planning to pursue a career in family medicine who are preparing for residency. Students will also participate in our weekly Friday afternoon didactics as well as any additional noon conferences during the rotation.

Sample schedule:

MON	TUE	WED	THU	FRI	SAT	SUN
X	9/20	9/21	9/22	9/23	9/24	9/25
Orientation FM/OB	FM/OB	FM/OB	FM/OB	FM/OB *Morning report Didactics	OFF	OFF
9/26	9/27	9/28	9/29	9/30	10/1	10/2
FM/OB	FM/OB *12:15p Tumor Board	FM/OB	FM/OB	FM/OB *Morning report Didactics	OFF	OFF
10/3	10/4	10/5	10/6	10/7	10/8	10/9
FM	FM	FM	FM	FM *Morning report Didactics	OFF	OFF
10/3	10/4	10/5	10/6	10/7	10/8	10/9
FM	FM	FM	FM	FM **Morning report presenter** Didactics	OFF	OFF

Sub-I's are excused from attending the following sessions that may be scheduled during didactics: resident/faculty meeting, resident GME meeting, chief resident meeting, committee meeting, and brown bag. Sub-I's should remain on the inpatient service during these scheduled meetings and help the team with inpatient needs.

### **METHODS OF EVALUATION**

Verbal feedback at least weekly  
Written evaluation at the end of rotation

### **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE**

Arrival Time: 8 am

Location: CHMC Graduate Medical Education Office  
400 S Grand Blvd, Ste 703  
Los Angeles, CA 90015

### **Parking:**

If driving, park at 240 Venice Blvd. Parking is available as a monthly pass that can be purchased on the first floor of the hospital or daily pass. Alternatively, there is a Metro station nearby at Pico / Flower

For further information regarding this elective, please contact Irina Zhorzholiani, GME Manager at [irina.zhorzholiani@commonspirit.org](mailto:irina.zhorzholiani@commonspirit.org) or (213) 742-6345 (offc.).

**MEDI-891****FORENSIC PATHOLOGY (COBB COUNTY)**

DEPARTMENT:	Medical Education/Affiliate Programs
COURSE DIRECTOR:	Christopher Gulledge, M.D.
LOCATION:	Cobb County Medical Examiner's Office 1497 County Services Parkway Marietta, GA 30008.
DURATION:	4 Weeks
MONTH(S) OFFERED:	October & January-May
MAXIMUM ENROLLMENT:	2 per block

**GOALS AND OBJECTIVES**

- Obtain experience in handling the investigation of sudden unexpected natural and unnatural deaths (e.g., homicide, suicide, intoxication, or any suspicious or unusual manner).
- Learn how to conduct a thorough forensic postmortem examination.
- Learn the types of cases that should be referred to the medical examiner's office.
- Learn how to determine a cause and manner of death in consultation with staff pathologists.
- Learn how medico-legal autopsy reports are prepared.
- Observe/attend death scene investigation.
- Observe expert witness courtroom testimony by staff Forensic Pathologists.
- Interpretation of routine alcohol and drug toxicology testing.
- Integrate investigative information with autopsy findings.
- Become familiar with the elements of a forensic science team (autopsy technicians, pathologists, investigators, toxicologists, consultants, etc.)

**DESCRIPTION OF ACTIVITIES**

Monday – Friday:

- 8:30 AM - Morning Conference. Current cases are presented by investigators and assigned to pathologists, with case triage decisions/extent of postmortem examination.
- 9 AM: Autopsies.
- Afternoon weekly didactic presentations regarding topics in Forensic Pathology.
- Daily routines may vary due to unpredictable death scene investigation or courtroom testimony observation.

**METHOD OF EVALUATION**

Verbal and written evaluations. A pass/fail grade will be assigned for this elective.

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

On the first day of the rotation please report to the Cobb County Medical Examiner's Office (CCME) by 8:15 AM to get settled in prior to the morning conference.

Dress/daily attire: Scrubs and comfortable shoes.

Park anywhere in the CCME parking lot.

For further information regarding this elective, please contact Dr. Christopher Gulledge, Chief Medical Examiner at [christopher.gulledge@cobbcounty.org](mailto:christopher.gulledge@cobbcounty.org) or call the main office phone number (770) 528-2200.

**MEDI-891****FORENSIC PATHOLOGY (DEKALB)**

DEPARTMENT:	Medical Education/Affiliate Programs
COURSE DIRECTOR:	Gerald T. Gowitt, M.D.
LOCATION:	DeKalb County Medical Examiner's Office 3550 Kensington Road Decatur, Georgia 30032
DURATION:	4 Weeks
MONTH(S) OFFERED:	July - September, November - December & January - June
MAXIMUM ENROLLMENT:	1 per block

**COURSE DESCRIPTION:**

This forensic pathology rotation provides medical students with a comprehensive, hands-on experience in a metropolitan medical examiner's office. Through active participation in medicolegal autopsies and forensic casework, students will gain essential knowledge and practical skills in forensic pathology and medicolegal death investigation.

This rotation will provide students with an invaluable opportunity to observe and participate in real world forensic casework, fostering a deeper understanding of the role of forensic pathology in both the medical and legal fields.

**LEARNING OBJECTIVES:**

- Assist in conducting medicolegal autopsies under the supervision of experienced forensic pathologists, pathologist's assistants, and forensic lab staff.
- Learn the general principles of autopsy procedures and biosafety protocols.
- Understand the statutory basis for medicolegal death investigations, including the legal requirements to serve as a medical examiner or coroner as outlined in GA Code: 45-16-20.
- Explore the interactions between the medicolegal death investigation system, the criminal and civil legal systems, and public health and safety agencies.
- Comprehend the three core elements of a medicolegal autopsy: scene/death investigation, autopsy, and toxicology.
- Recognize common injury patterns associated with various causes of death, including:
  - Blunt force trauma
  - Sharp force injury
  - Firearms injury – entry vs. exit wounds, penetrating, vs. perforating wounds
  - Motor vehicle fatalities
  - Asphyxia injuries
  - Temperature- and electrical-related injuries
  - Suspected elder and child abuse cases
- Identify common postmortem changes, including decompositional patterns.

- Understand the causes and autopsy findings in drug-related and toxin-related fatalities.
- Analyze the causes and autopsy findings in cases of sudden, unexpected natural death.
- Appreciate the critical role of proper documentation in medicolegal autopsies.
- Gain proficiency in evidence recognition, collection, preservation, transport, storage, analysis, and chain of custody.
- Learn the basic disciplines of forensic science and their relevance to death investigations.
- Develop an understanding of clinical forensic medicine and its application in forensic pathology.
- Recognize the importance of professional interaction with families and the public in the context of forensic investigations.
- Understand the proper method of death certification, including the correct application of the terms “cause,” “manner,” and “mechanism” of death.
- Gain insight into the differences between criminal and civil litigation and their implications in forensic pathology.

### **METHOD OF EVALUATION**

Verbal and written evaluations.

A pass/fail grade will be assigned for this elective.

### **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE**

On the first day of the rotation please report to the Dekalb County Medical Examiner’s Office (DCME).

Park anywhere in the DCME parking lot.

Dress/daily attire: Scrubs and comfortable shoes.

For further information regarding this elective, please contact Lauren Bucci, Education Coordinator at [lbucci@dekalbcountyga.gov](mailto:lbucci@dekalbcountyga.gov) or (404) 508-3507 or the Chief Medical Examiner Dr. Gerald Gowitt, at [gtgowitt@dekalbcountyga.gov](mailto:gtgowitt@dekalbcountyga.gov) or call the general office phone number (404) 508-3500.

**MEDI-891****FORENSIC PATHOLOGY AND DEATH INVESTIGATION  
(FULTON COUNTY)**

DEPARTMENT:	Medical Education/Affiliate Programs
COURSE DIRECTOR:	Karen E. Sullivan, M.D.
LOCATION:	Fulton County Medical Examiner's Office 430 Pryor St SW Atlanta, GA 30312 (404) 613-4400 (main)
DURATION:	4 Weeks
MONTH(S) OFFERED:	ALL
MAXIMUM ENROLLMENT:	3 per block

**GOALS AND OBJECTIVES**

- Obtain experience in handling the investigation of sudden unexpected natural and unnatural deaths (e.g., homicide, suicide, intoxication, or any suspicious or unusual manner).
- Learn how to conduct a thorough forensic postmortem examination.
- Learn the types of cases that should be referred to the medical examiner's office.
- Learn how to determine a cause and manner of death in consultation with staff pathologists.
- Learn how medico-legal autopsy reports are prepared.
- Observe/attend death scene investigation.
- Observe expert witness courtroom testimony by staff Forensic Pathologists.
- Interpretation of routine alcohol and drug toxicology testing.
- Integrate investigative information with autopsy findings.
- Become familiar with the elements of a forensic science team (autopsy technicians, pathologists, investigators, toxicologists, consultants, etc.)

**DESCRIPTION OF ACTIVITIES**

Monday – Friday:

- 8:30 AM - Morning Conference. Current cases are presented by investigators and assigned to pathologists, with case triage decisions/extent of postmortem examination.
- 9 AM: Autopsies.
- Afternoon weekly didactic presentations regarding topics in Forensic Pathology.
- Daily routines may vary due to unpredictable death scene investigation or courtroom testimony observation.

**METHOD OF EVALUATION**

Verbal and written evaluations.

A pass/fail grade will be assigned for this elective.



## **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE**

On the first day of the rotation, please report to the Fulton County Medical Examiner's Office (FCME) located at 430 Pryor St SW, Atlanta, GA 30312 by 8:15 AM to get settled in prior to the morning conference.

Park anywhere in the FCME parking lot.

Dress/daily attire: Scrubs and comfortable shoes.

For further information regarding this elective, please contact Dr. Karen Sullivan, Chief Medical Examiner at [Karen.Sullivan@fultoncountyga.gov](mailto:Karen.Sullivan@fultoncountyga.gov) or Dr. Colin Hebert, Deputy Chief Medical Examiner at [Colin.Hebert@fultoncountyga.gov](mailto:Colin.Hebert@fultoncountyga.gov).

**MEDI-811****FUNDAMENTALS OF MEDICINE 4*****(Non-Clinical)***

DEPARTMENT:	Medical Education/Affiliate Programs
COURSE DIRECTOR:	Martha L. Elks, MD, PhD Professor of Medical Education Professor of Medicine Morehouse School of Medicine <a href="mailto:melks@msm.edu">melks@msm.edu</a> 404-752-1881
OFFICE HOURS:	As scheduled; email open 7:30am-10pm
LOCATION:	Virtual; synchronous and asynchronous
DURATION:	4 Weeks
CONTACT HOURS:	20 hours of asynchronous activities per week ( <i>minimum</i> )
MONTH(S) OFFERED:	ALL
MAXIMUM ENROLLMENT:	110 per block

**COURSE RATIONALE**

To continue to build on general clinical skills and readiness for year 4 and residency.

**COURSE GOALS**

Upon completion of the course, the learner will be able to:

- Present a personal strategy for selecting a GME field and program including career, parallel plan, LOR, personal statement etc.
- Outline a strategy for self-assessment and self-directed learning, particularly linked to licensure and specialty exams.
- Demonstrate skills and strategies for online interviewing, GME program assessment and general match strategy.
- Demonstrate skills in
  - Obtaining consent for procedure
  - Breaking bad news
  - Admitting error
- Demonstrate key health systems science competencies including:
  - Analysis of the literature
  - Patient hand off strategies
  - Medication reconciliation
  - Navigating interpersonal conflicts in teamwork
  - Patient safety and error prevention

## **COURSE LAYOUT**

- This is a course with virtual modules and projects. All modules must be completed to complete the course. This includes embedded and separate quizzes, as well as submission of required projects.

### **Patient Population:**

Description of patients served; Standardized and virtual patients only

Topics Covered:

- Career selection and preparation
- Health systems science
- Competencies to be ready for GME

## **SCHEDULE**

(This is a Sample schedule. Depending upon faculty assignments and workload, And Student interests, the schedule may/can change.)

There will be 3-4 zoom patient modules scheduled.

Other work is approximately 4-6 hours per day of asynchronous work.

There will be 1-4 scheduled zoom group sessions of 90-120 minutes per week.

## **EVALUATION & GRADING**

Elements of the course are weighted as follows:

- satisfactory completion of products (pass/re-do)
- repeat unsatisfactory sections

Final grade: Pass/Fail

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

Evaluation feedback will be given timing and setting. Students may request feedback or seek input from the course director at any time during the course.

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

**MEDI-892****GENERAL SURGERY (MINIMALLY INVASIVE)  
(CHI Memorial Hospital)**

DEPARTMENT: Medical Education/Affiliate Programs

COURSE INSTRUCTOR: Rishabh Shah, MD, MBA

LOCATION: CHI Memorial Hospital  
2525 deSales Avenue  
Chattanooga, TN 37404

DURATION: 4 Weeks

MONTH(S) OFFERED: ALL

MAXIMUM ENROLLMENT: 1 per block

**GOALS AND OBJECTIVES**

The goal of this rotation is to obtain the skills that would be expected in a general surgery intern in a setting at a pace that allows for more time to assimilate those skills. These include learning how to assist in the operating room, understanding and recognizing important anatomy, taking care of post-operative patients, learning the most common post-operative complications and how to manage them, how to develop a differential diagnosis, how to write admission orders, and how to communicate with other providers.

**DESCRIPTION OF ACTIVITIES**

- Daily patient rounds
- Time spent scrubbed into surgery
- Writing H&Ps with admission orders for review
- Seeing new consults/ED admissions
- Lecture
- Anatomy quiz
- Preparation of a Morbidity and Mortality to present
- 1 weekend of call
- Clinic if time permits

**METHOD OF EVALUATION**

- Informal feedback during patient care
- Formal feedback utilizing Morehouse School of Medicine's standard clinical evaluation form completed in One45.
- Open bilateral conversation with the student pinpointing any areas where improvement may be needed.

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

Student liaison will take students through EMR training and badging, after which students will report to the course instructor's office.

For onsite staff support and rotation specific information, please contact Chis Chastain, Physician Liaison, CHI Memorial Hospital Chattanooga at (423) 495-7836 (ofc.) or (423) 290-2691 (cell) or

[Beverly\\_Chastain@memorial.org](mailto:Beverly_Chastain@memorial.org)

For further information regarding scheduling for this elective, please contact Mark Harvey at (470) 681-4577 or [maharvey@msm.edu](mailto:maharvey@msm.edu).

**MEDI-884****HEALTH POLICY & ADVOCACY***(Non-Clinical)*

DEPARTMENT:	Medical Education/Affiliate Programs
COURSE DIRECTOR:	Megan Douglas, JD
LOCATION:	Georgia Capital Morehouse School of Medicine
DURATION:	4 Weeks
MONTH(S) OFFERED:	January & February
MAXIMUM ENROLLMENT:	6 per block

**GOAL**

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

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

**LEARNING OBJECTIVES**

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

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

**COURSE DELIVERABLES**

- Policy Analysis – 25%
- Reflection Journals – 15%
- Advocacy writing – LTE, blog post, editorial, reflective journal – 20%
- Legislator discussion – 10%
- Final presentation – 15 minutes, policy analysis and/or community mapping – 30%

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

To be determined by course director.

For further information regarding this elective, please contact Ms. Megan Douglas at (404) 756-5275 or [mdouglas@msm.edu](mailto:mdouglas@msm.edu)

**MEDI-888****INNOVATIVE MEDICAL APPLICATION DEVELOPMENT  
(Non-Clinical)**

DEPARTMENT:	Medical Education/Affiliate Programs
COURSE INSTRUCTOR:	Dr. Jinjie Zheng
LOCATION:	Online
DURATION:	4 Weeks
MONTH(S) OFFERED:	March
MAXIMUM ENROLLMENT:	5 per block

**GOALS AND OBJECTIVES**

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

1. Describe the complete design cycle of a Medical APP.
2. Demonstrate the ability to assess challenges in medical education, clinical environments, and use mobile technology to create impactful solutions.
3. Demonstrate skills for conceptualizing, designing, and developing an innovative medical APP from inception to completion through design thinking methodology.
4. Assess the usability, innovative value, and impact of a Medical APP.

**DESCRIPTION OF ACTIVITIES**

This online, project-based, 4-week course provides students with both conceptual framework and hands-on experience in using mobile technologies and design thinking concepts to create innovative APPs and hence provide insightful solutions for medical education and clinical challenges. In addition to building knowledge and skills related to mobile technology design and integration into medical education and clinical environments, students will also spend time working with mobile software developers and the project design team to assess how practically, efficiently, and impactfully the creative design and development advance medical education, clinical operations, and outcomes.

**METHODS OF EVALUATION*****Minor Assignments***

25%

- W1 - Partial Picture
- W1 - Complete the Caption
- W1 - Discussion
- W2 - Discussion
- W2 - Presentation Questions
- W3 - Discussion
- W3 - Presentation Questions
- W4 - Two Keyframes of the mobile app
- W4 - User Testing Report

***Major Assignments*** 45%

- Week 1 Identify a medical education app idea (15%)
- Week 2 Research document of the medical app (15%)
- Week 3 Wire-frame mockup prototype (15%)

***Final Assignment and Presentation*** 30%

- Final clickable app prototype
- Present your app to the community

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**Total** 100%

**MEDI-830**

**INTERNAL MEDICINE**  
*Hospitalist Rotation*  
**(CHI Memorial Hospital)**

DEPARTMENT: Medical Education/Affiliate Programs

COURSE DIRECTOR: Scott Harrington, MD

LOCATION: CHI Memorial Hospital  
2525 deSales Avenue  
Chattanooga, TN 37404

DURATION: 4 Weeks

MONTH(S) OFFERED: ALL

MAXIMUM ENROLLMENT: 1 per block

**GOALS AND OBJECTIVES**

To expose students who are considering a career in Hospital Medicine to the hospitalist model and commonly observed inpatient pathology/management.

**DESCRIPTION OF ACTIVITIES**

**Hospitalist Rotation**

The goal of the elective is to expose students who are considering a career in Hospital Medicine to the hospitalist model and commonly observed inpatient pathology/management. Students will work one-on-one with Hospitalist faculty. They will be assigned patients each morning and expected to interview, examine and develop plans prior to reconvening with attending physician, who will separately see patients and review/discuss proposed management.

Student schedule will follow hospitalist attending schedule: 7 days on followed by 7 days off with on week responsibility 7a-7p.

**METHODS OF EVALUATION**

A pass/fail grade will be assigned on the last day of the rotation based on the performance of the student as measured on each item in the student's evaluation form.

**SCHEDULE**

Student schedule will follow hospitalist attending schedule: 7 days on followed by 7 days off with on week responsibility 7a-7p.

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

To be arranged by Course Director.

For onsite staff support and rotation specific information, please contact Chis Chastain, Physician Liaison, CHI Memorial Hospital Chattanooga at (423) 495-7836 (ofc.) or (423) 290-2691 (cell) or

[Beverly\\_Chastain@memorial.org](mailto:Beverly_Chastain@memorial.org)

For further information regarding scheduling for this elective, please contact Mark Harvey at (470) 681-4577 or [maharvey@msm.edu](mailto:maharvey@msm.edu).



**MEDI-838****NEUROLOGY  
(CHI Memorial Hospital)**

DEPARTMENT: Medical Education/Affiliate Programs

COURSE INSTRUCTOR: Emily DeCroos, M.D.

LOCATION: CHI Memorial Hospital  
2525 deSales Avenue  
Chattanooga, TN 37404

DURATION: 4 Weeks

MONTH(S) OFFERED: ALL

MAXIMUM ENROLLMENT: 1 per block

**GOALS AND OBJECTIVES**

The goal of this rotation is to introduce students to inpatient neurology. Students will see patients with a variety of neurological conditions including stroke, TIA, encephalopathy, seizures, intracerebral hemorrhage, brain tumors, and meningitis/ encephalitis.

**DESCRIPTION OF ACTIVITIES**

Round with the neurology service, see follow-up patients and new consults. Work with the neurologists in the neurology outpatient clinic.

**METHOD OF STUDENT EVALUATION**

Evaluation will be based on a variety of factors, including the student's overall fund of knowledge, presentation of patients, accountability, professionalism, bedside manner, and ability to work well with others.

A pass/fail grade will be assigned on the last day of the rotation based on the performance of the student as measured on each item in the student's evaluation form.

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

Students should report on Monday at 8:30am at the following address:

CHI Memorial Hospital  
2525 deSales Ave  
Chattanooga, TN 37404

The neurology offices are located on the 2nd floor of the hospital. Dr. DeCroos' office number is 273.

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

For onsite staff support and rotation specific information, please contact Chis Chastain, Physician Liaison, CHI Memorial Hospital Chattanooga at (423) 495-7836 (ofc.) or (423) 290-2691 (cell) or

[Beverly\\_Chastain@memorial.org](mailto:Beverly_Chastain@memorial.org)

For further information regarding scheduling for this elective, please contact Mark Harvey at (470) 681-4577 or [maharvey@msm.edu](mailto:maharvey@msm.edu).

**MEDI-895****PHYSICAL MEDICINE & REHABILITATION  
(Columbus, GA)**

DEPARTMENT: Medical Education/Affiliate Programs

COURSE INSTRUCTOR(S): Gary Dawson, M.D.  
Marzena Buzanowska, M.D.

LOCATION: River City Rehabilitation & Spine Specialists P.C.  
2300 13th St, Suite A  
Columbus, GA 31906

DURATION: 4 Weeks

MONTH(S) OFFERED: ALL

MAXIMUM ENROLLMENT: 1 per block

**GOALS AND OBJECTIVES**

1. Introduce the student to Physical Medicine & Rehabilitation/Musculoskeletal Medicine & Pain Management.
2. Evaluate and discuss treatment options for patients with musculoskeletal pain
3. Review musculoskeletal imaging: MRI's, X-rays, CT scans
4. Introducing sterile techniques and interventional pain management procedures and advanced percutaneous spine surgeries
5. Learn appropriate evaluation and treatment plan with regards to opioids for patients with chronic pain

**DESCRIPTION OF ACTIVITIES**

1. The student will see patients in the office and collect information pertaining to the reason for the visit
2. The student will report to the supervising physician and discuss the patient presentation and develop differential diagnosis
3. The student will formulate a treatment plan and discuss with supervising physician
4. The student will perform basic musculoskeletal physical examination under the supervision of the attending physician
5. The student will participate in the OR as part of the surgical and care team

**METHODS OF EVALUATION**

A pass/fail grade will be assigned on the last day of the rotation based on the performance of the student as measured on each item in the student's evaluation form.

1. Students will be quizzed and evaluated on their knowledge of musculoskeletal and neuroanatomy during daily discussions
2. We provide "on the go" feedback
3. Mid rotation and end of the rotation in person discussion of student's progress and discussion on areas for improvement

**SCHEDULE**

M-TH. 8:00am-4:30pm Fri. 8:00am -2:00pm

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

Report to 2300 13th Street, Suite A., Columbus, GA 31906 on the first day of the rotation at 8:00 AM and ask for Mrs. Gail Buffong

For further information regarding this elective, please contact Xavian Stroud at (404) 670-6312 or [xstroud@msm.edu](mailto:xstroud@msm.edu).

**MEDI-886****RESEARCH (MSM)***(Non-Clinical)*

DEPARTMENT:	Medical Education/Affiliate Programs
COURSE DIRECTOR:	Martha L. Elks, M.D., PhD.
LOCATION:	Morehouse School of Medicine
DURATION:	4 Weeks (minimum)
MONTH(S) OFFERED:	ALL
MAXIMUM ENROLLMENT:	110 per block

**OVERALL COURSE CONTENT**

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

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

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

**GOALS AND OBJECTIVES**

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

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

**DESCRIPTION OF ACTIVITIES**

A course format indicating:

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

## **METHODS OF EVALUATION**

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

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

**MEDI-881****SERVICE LEARNING***(Non-Clinical)*

DEPARTMENT:	Medical Education
COURSE DIRECTOR:	Desiree Rivers, Ph.D.
LOCATION:	Morehouse School of Medicine
DURATION:	4 weeks
CONTACT HOURS:	20 (100 hrs. total)
MONTH(S) OFFERED:	ALL
MAXIMUM ENROLLMENT:	2 per block

**OVERALL COURSE CONTENT**

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

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

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

**GOALS AND OBJECTIVES**

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

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

**DESCRIPTION OF ACTIVITIES**

For each month of credit, the student must:

- Prepare a scholarly paper with references (at least 10 pages, double-spaced)
- Prepare and present a minimum 15-minute presentation (poster or power point)
- Prepare and present a brief critique of a paper relevant to the service-learning topic (may be written or oral presentation)
- Present relevant log of time on project documenting a minimum of 100 hours per course credit
- These must be documented by a student in a log and supervised by the service-learning director

## **METHODS OF EVALUATION**

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

## **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE**

To be determined by course director.

For further information regarding this elective, please contact Dr. Desiree Rivers at 404-752-1619 or [drivers@msm.edu](mailto:drivers@msm.edu)

**MEDI-894**

**SYSTEMS BASED PRACTICE  
(Virginia Mason Franciscan Health)**

DEPARTMENT: Medical Education/Affiliate Programs

COURSE INSTRUCTOR: Gillian Abshire

LOCATION: Virginia Mason Franciscan Health  
1100 9<sup>th</sup> Avenue  
Seattle, WA 98101

DURATION: 4 Weeks

MONTH(S) OFFERED: July - November & January - May

MAXIMUM ENROLLMENT: 1 per block

**COURSE DESCRIPTION**

The systems-based practice rotation is designed to expose learners to the myriad of ways in which Virginia Mason engages in quality improvement. This rotation is designed around the value equation, emphasizing the importance of improving appropriateness, outcomes, and service, while decreasing waste to maximize the quality of patient care.

Participants meet with various stakeholders, ranging from patient safety specialists to patient relations representatives to learn about quality and value in health care. In addition, they engage in various activities, including participating in improvement events and reviewing patient safety alerts, to gain firsthand experience in quality improvement.

**LEARNING OBJECTIVES**

A horizontal bar with a blue-to-green gradient background. The text "Our Value Equation" is centered in white.

$$Q = \frac{A (O + S)}{W}$$

**VALUE (QUALITY) is achieved through**

- **Appropriateness**
- **Outcomes**
- **Service**

... the sum of which are directly enhanced by the  
**Elimination of Waste.**



## ACTIVITIES AND REQUIREMENTS

- CHAPTER 1: WASTE  
CHAPTER 2: LEADERSHIP  
CHAPTER 3: PATIENT SAFETY  
CHAPTER 4: HEALTH CARE SYSTEMS  
CHAPTER 5: QUALITY ASSESSMENT  
CHAPTER 6: SERVICE/PATIENT FIRST

VMC ROTATION: SYSTEMS BASED PRACTICE		CHAPTER 1 WASTE
TASKS	REFLECTIONS	
Attend FLOW TOUR (session calendar)	List 2 examples of ways VM teams improved upon previous clinical design to increase efficiency and patient experience:  1. _____ 2. _____	
	What is a KANBAN? Where Did You See Kanban in action during the tour? Translate the KPO Acronym: K. P. O.	
Complete VMPS ESSENTIALS Workbook following the Set-Up Guide for "VMPS Essentials Workbook in this chapter"	List the 5 – S's of the VMPS term "5S" S. S. S. S. S.	
Attend AIRPLANE EXERCISE (session calendar)	What was your Airplane team's % Lead Time Reduction? _____ Describe the importance of "Takt Time?"	
REQUIRED READING		
<ul style="list-style-type: none"><li>• Kenny, C. "Transforming Health Care" —read entire book. (Provided for check out)</li><li>• Plsek, P. "Accelerating Health Care Transformation..." (Provided for check out) Read Chapters 1 &amp; 9 and one chapter of your choice.</li><li>• Skochelak, "Health Systems Science" Chapter 6</li></ul>		

## SYSTEMS BASED PRACTICE WORKSHOPS

MED STUDENTS: ATTEND MONDAY, WEDNESDAY, AND FRIDAYS  
11AM-12 NOON GME WORKROOM

AGENDA:

MONDAY AND FRIDAYS "STANDING AGENDA":

- CHECK-IN ON PROGRESS
- ADDITIONAL ASSIGNMENTS - CLARIFICATIONS

WEDNESDAYS - "AGENDAS:"

**WORKSHOP #1:**

"VMPS - History, Waste Exercise, **5S** Project"  
• Set-up and Prep

**WORKSHOP 2:**

"VMPS -Waste Exercise, **5S** Project"  
• Report out on "Waste Exercise and **5S** Projects"  
• Be prepared to describe your work  
• Set-up for Workshop #4- Observation Location assignments  
and explanation of the VMPS Tools expectations.

**WORKSHOP #3:**

"BOOK CLUB" - "TRANSFORMING HEALTHCARE."  
Select one of the chapters in this book. Summarize the reading, describing the top 5 key take away points - most meaningful to you.

### **METHODS OF EVALUATION**

A pass/fail grade will be assigned on the last day of the rotation based on the performance of the student as measured on each item in the student's evaluation form.

### **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE**

To be arranged by Course Director.

For onsite staff support and rotation specific information, please contact Bobbi Jo Boucek, Medical Learner Onboarding and Visitor Service, Virginia Mason Franciscan Health at (206) 583-6079 or [bobbi.boucek@vmfh.org](mailto:bobbi.boucek@vmfh.org).

For further information regarding scheduling for this elective, please contact Najmah Messiah, Clerkship Program Manager, MiCA at (206) 940-4000 or [najmah.messiah900@commonspirit.org](mailto:najmah.messiah900@commonspirit.org).

**MEDI-893****UROLOGY  
(Virginia Mason Franciscan Health)**

DEPARTMENT: Medical Education/Affiliate Programs

COURSE INSTRUCTOR: Nicholas (Nick) Cowan, M.D.

LOCATION: Virginia Mason Franciscan Health  
1100 9<sup>th</sup> Avenue  
Seattle, WA 98101  
206-624-1144

DURATION: 4 Weeks

MONTH(S) OFFERED: August - November

MAXIMUM ENROLLMENT: 1 per block

**COURSE OVERVIEW**

This rotation is designed to provide an overview of the practice of urology including the diagnosis and treatment of common urologic diseases in both the outpatient and inpatient settings. Student physicians will have the opportunity to participate in outpatient clinic evaluations, outpatient procedures, operative procedures, inpatient and emergency department consultations, and inpatient rounds. Students can participate in established research projects if they desire.

**CURRICULUM**

Students will be expected to read and prepare for surgical cases to which they are assigned using textbooks available in the resident office. In addition, students shall pick 2 topics per week to read from the American Urologic Association Medical Student Curriculum. The website is listed below and free to access. Students will attend weekly didactics with residents as noted in the conference schedule below.

<https://www.auanet.org/education/auauniversity/for-medical-students/medical-students-curriculum>

**SCHEDULE & ACTIVITIES*****Weekly Schedule***

- Monday** Ward rounds with R5, Fellows, and R2. Assist in ward work, OR coverage, and clinic as assigned by R5
- Tuesday** Ward rounds with R5, Fellows, and R2. Assist in ward work and OR coverage as assigned by R5  
12 noon: CPCC Prostate Cancer Tumor Board in Radiation Oncology Conference room, Basement Buck Pavilion. Attend as able.
- Wednesday** Ward rounds with R5, Fellows, and R2. Assist in ward work and OR coverage as assigned by R5.
- Thursday** Ward rounds with R5, Fellows, and R2. Assist in ward work and OR coverage as assigned by R5.
- Friday** Ward rounds with, Fellows, and R2. Assist in ward work and OR coverage as assigned by R5

### *Conferences*

- Tuesday:** 2nd and 4th: Indications conference, 1st floor Buck Pavilion, transplant conference room. GU tumor board 7:30am in Radiation Oncology conference room Basement of Buck Pavilion (or virtually).
- Tuesday:** 1st, 3rd, and 5th: Didactic conference - cancer or pelvic floor 7:30 am in Transplant Conference Room 1st floor Buck Pavilion (or virtually).
- Wednesday:** 1st, 2nd, 4th, and 5th: GU/Radiology Conference 6:45 am Volney Richmond Auditorium in Lindeman (currently virtual).
- Wednesday:** 3rd: Morbidity and Mortality Conference 6:30 am Volney Richmond Auditorium in Lindeman (currently virtual).
- Thursday:** Weekly: SASP Conference 6:30 am in Urology Conference Room. Runs from August-November.
- Friday Morning:** University of Washington Department of Urology Grand Rounds. Begins at 6:45 am (currently virtual).

**Weekends:** The MS4 will assist with weekend work rounds and participate in attending rounds. They should be available half of the weekends for rounds and on-call surgery if possible. This is flexible.

### **METHODS OF EVALUATION**

A pass/fail grade will be assigned on the last day of the rotation based on the performance of the student as measured on each item in the student's evaluation form.

### **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE**

To be arranged by Course Director.

For onsite staff support and rotation specific information, please contact Bobbi Jo Boucek, Medical Learner Onboarding and Visitor Service, Virginia Mason Franciscan Health at (206) 583-6079 or [bobbi.boucek@vmfh.org](mailto:bobbi.boucek@vmfh.org).

For further information regarding scheduling for this elective, please contact Najmah Messiah, Clerkship Program Manager, MiCA at (206) 940-4000 or [najmah.messiah900@commonspirit.org](mailto:najmah.messiah900@commonspirit.org).

**MEDI-865****VASCULAR SURGERY  
(CHI Memorial Hospital)**

DEPARTMENT: Medical Education/Affiliate Programs

COURSE COORDINATOR: Mark Fugate, MD, FACS

LOCATION: CHI Memorial Hospital  
2525 deSales Avenue  
Chattanooga, TN 37404

DURATION: 4 Weeks

MONTH(S) OFFERED: ALL

MAXIMUM ENROLLMENT: 1 per block

**GOALS AND OBJECTIVES**

To be provided by Course Director.

**DESCRIPTION OF ACTIVITIES**

To be provided by Course Director.

**METHODS OF EVALUATION**

A pass/fail grade will be assigned on the last day of the rotation based on the performance of the student as measured on each item in the student's evaluation form.

**SCHEDULE**

To be provided by Course Director.

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

To be arranged by Course Director.

For onsite staff support and rotation specific information, please contact Chis Chastain, Physician Liaison, CHI Memorial Hospital Chattanooga at (423) 495-7836 (ofc.) or (423) 290-2691 (cell) or [Beverly\\_Chastain@memorial.org](mailto:Beverly_Chastain@memorial.org)

For further information regarding scheduling for this elective, please contact Mark Harvey at (470) 681-4577 or [maharvey@msm.edu](mailto:maharvey@msm.edu).

**MEDI-887****EMERGENCY MEDICINE (*Senior Selective*)  
(Emory)**

DEPARTMENT:	Medical Education/Affiliate Programs
COURSE DIRECTOR:	Douglas Ander, M.D.
LOCATION:	Grady Memorial Hospital Emory University Hospital Emory University Midtown Hospital CHOA at Egleston, Scottish Rite and/or at Hughes Spalding
DURATION:	2
MONTH(S) OFFERED:	July - December, January - March
MAXIMUM ENROLLMENT:	2 MSM students per block

**GOALS AND OBJECTIVES**

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

**DESCRIPTION OF ACTIVITIES**

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

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

**METHODS OF EVALUATION**

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

### **SCHEDULE**

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

### **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE**

Requests for this elective must be submitted through the MSM UME Clinical Curriculum Manager.





## **VIRGINIA MASON FRANCISCAN HEALTH**

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Please click the following link <https://www.vmfh.org/residencies-fellowships-and-training/medical-students-and-visiting-resident-rotations/available-fourth-year-student-rotations> to review course description and additional information for VMFH's available fourth year student rotations.

### **MEDI-892**

### **GENERAL SURGERY (VMFH-Seattle)**

MAXIMUM ENROLLMENT: 1 MSM student per block

#### **COURSE DESCRIPTION**

Requests for this rotation must be submitted through the Visiting Student Learning Opportunities (VSLO) system.

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### **MEDI-830**

### **MEDICINE SUBINTERNSHIP (VMFH-Seattle)**

MAXIMUM ENROLLMENT: 1 MSM student per block

#### **COURSE DESCRIPTION**

Requests for this rotation must be submitted through the Visiting Student Learning Opportunities (VSLO) system.

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**COURSE DESCRIPTION**

These are electives conducted outside of MSM and can be completed at any other LCME accredited Medical School in the United States.

**GUIDELINES**

- Students may take no more than six AWAY electives.
- The length of an elective is four weeks. Some institutions allow two-week electives; however, you should take two of these to fulfill the 4-week period.
- The institution at which the elective is being taken will often have an application for the visiting student to complete to confirm that the student is in good academic standing and has malpractice and health insurance. This form will be completed by the Curriculum Manager in the Office of Undergraduate Medical Education.
- Once the student has been accepted to do the elective, students should submit a written confirmation to the Curriculum Manager so that an MSM evaluation form can be sent to the Course Director.
- NO CREDIT will be given without prior and proper approval for an elective.

**METHOD OF EVALUATION**

A pass/fail grade will be assigned on the last day of the rotation based on the performance of the student as measured on each item in the student's evaluation form.

It is the student's responsibility to ensure that the UME Curriculum Manager receives the name and email address for the Away elective course director so that an electronic clinical evaluation form can be sent via One45 for completion and submission of final grade.

**CONTACT FOR QUESTIONS**

For further information regarding Away electives, please contact Mr. Israel Demercado at [idemercado@msm.edu](mailto:idemercado@msm.edu) or the Undergraduate Medical Education Office at [mdumedocuments@msm.edu](mailto:mdumedocuments@msm.edu).

**CURRENTLY  
UNAVAILABLE  
ELECTIVES**

**MEDI-854**

**ACADEMIC MEDICINE** (*not available*)  
(*Non-Clinical*)

DEPARTMENT: Family Medicine

COURSE COODINATOR: Dominic Mack, M.D., MBA

LOCATION: National Center for Primary Care

DURATION: 4 weeks

MONTH(S) OFFERED: October, November, January, March, April

MAXIMUM ENROLLMENT: 7 per block

### **GOALS AND OBJECTIVES**

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

### **DESCRIPTION OF ACTIVITIES**

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

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

### **METHOD OF STUDENT EVALUATION**

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

### **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE**

To be arranged by Course Director. For further information regarding this elective, please contact Shanae Lee at (404) 756-8907 or [shalee@msm.edu](mailto:shalee@msm.edu).

## **GERIATRICS** *(not available)*

DEPARTMENT:	Family Medicine
COURSE DIRECTOR:	TBD
LOCATION:	Family Practice Clinic, 505 Fairburn Road, Suite 100, Atlanta, Georgia 30331; Crestview Health & Rehabilitation Center, 2800 Springdale Road, Atlanta, Georgia 30315; Emory University/Wesley Woods Geriatric Center, 1821 Clifton Road, Atlanta, Georgia 30329.
DURATION:	4 Weeks
MONTH(S) OFFERED:	TBD
MAXIMUM ENROLLMENT:	TBD

### **GOALS AND OBJECTIVES**

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

### **DESCRIPTION OF ACTIVITIES**

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

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

### **METHOD OF EVALUATION**

The course grade will be based on the following:

- Clinical sessions
- Case Presentation
- Elder Home Visit
- Interpersonal/Professional Characteristics

### **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE**

To be arranged by the course director.

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

## **MATERNAL CHILD HEALTH (*not available*)**

DEPARTMENT:	Family Medicine
COURSE DIRECTOR:	TBD
LOCATION:	TBD
DURATION:	4 Weeks
MONTH(S)	
OFFERED:	TBD MAXIMUM
ENROLLMENT:	TBD

### **GOALS AND OBJECTIVES**

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

### **DESCRIPTION OF ACTIVITIES**

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

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

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

### **METHOD OF EVALUATION**

The course grade will be based on the following:

Clinical participation  
Labor & Delivery  
Case Presentation  
Patient Log

### **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE**

To be arranged by the course director.

For further information regarding this elective, please contact Ms. Rosalyn Stubbs at (404) 756-6679 or [rstubbs@msm.edu](mailto:rstubbs@msm.edu) or Ms. Bridgette Welch at (404) 756-1248 or [bwelch@msm.edu](mailto:bwelch@msm.edu).

**MEDI-887**

**EMERGENCY MEDICINE (*not available*)  
(CHI Memorial Hospital)**

DEPARTMENT: Medical Education/Affiliated Programs

COURSE DIRECTOR: DeAnn Champion, M.D.

LOCATION: CHI Memorial Hospital  
2525 deSales Avenue  
Chattanooga, TN 37404

DURATION: 4 Weeks

MONTH(S) OFFERED: ALL

MAXIMUM ENROLLMENT: 1 per block

**GOALS AND OBJECTIVES**

<b>Student Physician Activities and Goals</b>	<b>Emergency Medicine Elective Objective</b>
Take a patient-centered history (focused and complete)	Obtain a history on an <i>undifferentiated patient</i> that is accurate and appropriately focused for the chief complaint and medical complexity of the patient
Perform a physical examination (focused and comprehensive) and recognize normal and abnormal findings	Correctly perform a physical exam that is accurate and appropriately focused for the chief complaint and medical complexity of the patient. Recognize physical exam findings that suggest immediate life-threatening illness.
Apply principles of medical science to patient care to develop a problem list; working diagnosis; etiologic evaluation; and management plan	Utilize all available data to develop a differential diagnosis that prioritizes threats to life and health while also addressing most-likely diagnoses. Create a diagnostic evaluation plan that is appropriate and cost-conscious. Interpret the results of common diagnostic tests (EKG, radiographs, labs) and its impact on the differential diagnosis
Develop a patient care plan	Manage distressing symptoms (pain, nausea, anxiety) and monitor response to treatment. Develop discharge plans that include medication management and follow up care. Recognize financial and care-access limitations that impact a patient's outpatient management plan.
Perform technical procedures,	Demonstrate knowledge of procedural indications for core EM-elective procedures. Perform (with appropriate supervision) core EM-elective procedures.
Communicate with patients and their support system regarding their care	Inform and educate patients and families with regard to diagnostic impressions and ED management plans. Follow up frequently with patients to re-evaluate need for additional treatments and update on ED course
Document patient findings and treatment plans	Deliver well-structured and concise patient presentations that allow the listener to appreciate thought process and clinical reasoning

<b>Student Physician Activities and Goals</b>	<b>Emergency Medicine Elective Objective</b>
Explain clinical decisions using scientific reasoning	Develop assessments and plans that demonstrate an appropriate medical knowledge base and grasp of medical science.
Fulfill the professional role of a physician	Arrive on time with a professional appearance and demeanor. Demonstrate trustworthiness as well as respect and compassion for all patients and their families. Discuss injury and illness prevention related to a patient's ED visit
Work in interprofessional teams	Communicate effectively and demonstrate respect for all members of the health care team. Demonstrate role as team-member in trauma and medical resuscitations.

### **DESCRIPTION OF ACTIVITIES**

This course is designed to introduce students to the knowledge, skills and attitudes needed to approach the evaluation and management of the undifferentiated patient seeking emergency care. Students will gain ER experiences in various unique hospital settings to include city, county, community, and rural settings.

### **METHODS OF EVALUATION**

A pass/fail grade will be assigned on the last day of the rotation based on the performance of the student as measured on each item in the student's evaluation form.

### **SCHEDULE**

To be provided by Course Director.

### **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE**

To be arranged by Course Director.

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

For onsite staff support and rotation specific information, please contact Chis Chastain, Physician Liaison, CHI Memorial Hospital Chattanooga at (423) 495-7836 (ofc.) or (423) 290-2691 (cell) or [Beverly\\_Chastain@memorial.org](mailto:Beverly_Chastain@memorial.org)

For further information regarding scheduling for this elective, please contact Mark Harvey at (470) 681-4577 or [maharvey@msm.edu](mailto:maharvey@msm.edu).



**MEDI-838**

**NEUROLOGY** (*not available*)  
**(Columbus, GA)**

DEPARTMENT: Medical Education/Affiliate Programs

COURSE INSTRUCTOR: Mohammed Pathan, M.D.

LOCATION: River City Neurological Associates  
2101 North Ave  
Columbus, GA 31904

DURATION: 4 Weeks

MONTH(S) OFFERED: ALL

MAXIMUM ENROLLMENT: 1 per block

**GOALS AND OBJECTIVES**

To be provided by Course Director.

**DESCRIPTION OF ACTIVITIES**

To be provided by Course Director.

**METHODS OF EVALUATION**

A pass/fail grade will be assigned on the last day of the rotation based on the performance of the student as measured on each item in the student's evaluation form.

**SCHEDULE**

To be provided by Course Director.

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

To be arranged by Course Director.

For further information regarding this elective, please contact Xavian Stroud at (404) 670-6312 or [xstroud@msm.edu](mailto:xstroud@msm.edu)

**MEDI-896**

**PODIATRY** (*not available*)  
**(Columbus, GA)**

DEPARTMENT: Medical Education/Affiliate Programs

COURSE INSTRUCTOR(S): Georgina Asante, DPM

LOCATION: Georgina Asante DPM PC  
1900 10th Ave #305  
Columbus, GA 31901

DURATION: 4 Weeks

MONTH(S) OFFERED: TBD

MAXIMUM ENROLLMENT: 1 per block

**GOALS AND OBJECTIVES**

To be provided by Course Director.

**DESCRIPTION OF ACTIVITIES**

To be provided by Course Director.

**METHODS OF EVALUATION**

A pass/fail grade will be assigned on the last day of the rotation based on the performance of the student as measured on each item in the student's evaluation form.

**SCHEDULE**

To be provided by Course Director.

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

To be arranged by Course Director.

For further information regarding this elective, please contact Xavian Stroud at (404) 670-6312 or [xstroud@msm.edu](mailto:xstroud@msm.edu)

**MEDI-882**

**RADIOLOGY (*not available*)  
(Atlanta VA Medical Center)**

DEPARTMENT: Medical Education/Affiliate Programs

COURSE DIRECTOR: Amanda Corey, M.D., FACR

LOCATION: Atlanta VA Medical Center  
1670 Clairmont Road  
Decatur, GA 30033  
404.321.6111 x 2360

DURATION: 4 Weeks

MONTH(S) OFFERED: TBD

MAXIMUM ENROLLMENT: TBD

### **GOALS AND OBJECTIVES**

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

### **DESCRIPTION OF ACTIVITIES**

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

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

### **METHODS OF EVALUATION**

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

### **WHEN AND WHERE TO REPORT ON THE FIRST DAY OF SERVICE**

To be determined by course director.

For further information regarding this elective, please contact Mr. Israel Demercado at [idemercado@msm.edu](mailto:idemercado@msm.edu) or the Undergraduate Medical Education Office at [mdumedocuments@msm.edu](mailto:mdumedocuments@msm.edu).

**MEDI-864**

**THORACIC SURGERY** (*not available*)  
**(COLUMBUS, GA)**

DEPARTMENT: Medical Education/Affiliate Programs

COURSE INSTRUCTOR: Daniel Gwan-Nulla, M.D.

LOCATION: Piedmont Columbus - Midtown  
Piedmont Columbus Regional-Midtown  
710 Center St  
Columbus, GA 31901

DURATION: 4 Weeks

MONTH(S) OFFERED: ALL

MAXIMUM ENROLLMENT: 1 per block

**GOALS AND OBJECTIVES**

At the end of the rotation, the student should have a sound understanding of the following:

- Thoracic and foregut anatomy
- Thoracic and foregut pathology and disorders
- Common thoracic and foregut malignancies

**DESCRIPTION OF ACTIVITIES**

Student will participate in all activities of the service including:

- Daily morning bedside patient assessment (except weekends)
- Daily bedside rounds with attending physician and PA (except weekends)
- Participate in all surgical cases with hands-on participation, including suturing
- Evaluate patients in outpatient clinic with attending physician
- Once weekly didactic teaching with attending physician
- Multidisciplinary thoracic tumor conference – once monthly

**METHOD OF EVALUATION**

The following will be evaluated:

- **The following will be evaluated:**
- **Fund of knowledge**
- **Ability to learn and understand material presented**
- **Overall presentation – punctuality, neatness**
- **Work ethic**
- **Attitude – respect, self-discipline**

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

Piedmont Midtown operating room main desk

For further information regarding this elective, please contact Xavian Stroud at (404) 670-6312 or [xstroud@msm.edu](mailto:xstroud@msm.edu)

**MEDI-885****ULTRASOUND SIMULATION USING SIMULATION AND HAND-HELD BUTTERFLY IQ** *(no Psych bound students accepted)*  
*(Non-Clinical) (not available)*

DEPARTMENT:	Medical Education/Affiliate Programs
COURSE DIRECTOR:	TBD
LOCATION:	Morehouse School of Medicine Simulation Center, National Center for Primary Care
DURATION:	4 Weeks
CONTACT HOURS:	40
TIME OFFERED:	ALL (except July & June)
MAXIMUM ENROLLMENT:	8 per block

**COURSE GOALS**

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

**COURSE OBJECTIVES**

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

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

## **ULTRASOUND SIMULATOR**

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

## **METHODS OF EVALUATION**

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

For further information regarding this elective, please contact Dr. Fung at 404-756-8945 or [yfung@msm.edu](mailto:yfung@msm.edu)

# APPENDIX



## MD4 ELECTIVE SCHEDULING WORKSHEET

Dates	Proposed Schedule	Backup Schedule	Senior Selective (Yes or No)
1. <b>July</b> 7/1/25 – 7/25/25			
2. <b>August</b> 7/28/25 – 8/22/24			
3. <b>September</b> 8/25/25 – 9/19/25			
4. <b>October</b> 9/23/24 – 10/18/24			
5. <b>November</b> 10/20/25 – 11/14/25			
6. <b>December</b> 11/17/25 – 12/12/25			
7. <b>January</b> 1/2/26 – 1/23/26			
8. <b>February</b> 1/26/26 – 2/20/26			
9. <b>March</b> 2/23/26 – 3/20/26			
10. <b>April</b> 3/23/26 – 4/17/26			
11. <b>May</b> 4/20/26 – 5/15/26			
12. <b>June</b> 5/18/26 – 6/12/26			



**Student Schedule Adjustment Form**

Name: \_\_\_\_\_

MSM ID Number: \_\_\_\_\_

Term: \_\_\_\_\_

Program: \_\_\_\_\_

Date: \_\_\_\_\_

Complete Withdrawal ( ) YES ( ) NO

Last Date of Attendance: \_\_\_\_\_

Add/Drop	CRN	Subject	Course	Title	Hours

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor/Course Director: \_\_\_\_\_

Date: \_\_\_\_\_

Financial Aid: \_\_\_\_\_  
(If dropping a course(s) beyond the drop/add period for the term or complete withdrawal)

Date: \_\_\_\_\_

Registrar Office: \_\_\_\_\_

Date: \_\_\_\_\_

Associate Dean of Student Affairs: \_\_\_\_\_  
(If complete withdrawal)

Date: \_\_\_\_\_