

Anesthesiology Clerkship (ANS601)

Course Director: Suzanne Beth Karan M.D.

Contact Person: Teresa Rios, 585-275-2143, teresa_rios@urmc.rochester.edu

Location:

Block Length: 2 - 4 weeks

Students: 3 per Block

Prerequisites:

Split Course? Yes

Open to International Students - No

Visiting Students - Yes

Reporting Office Teresa Rios or they will receive an email prior to first day of rotation

Reporting Person main OR desk at SMH

Reporting Time on first day of rotation, student

Dates Offered: 07/10/2006 - 07/01/2007

GOAL

To understand the aspects of Anesthesiology with which all physicians should be familiar.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

Demonstrate appropriate techniques for airway management in unconscious patients, including ventilation by mask, insertion of artificial airways and laryngeal masks, and orotracheal intubation.

Manage ventilation in unconscious patients, including deciding on ventilator settings and using non-invasive monitors and arterial blood gases to determine the appropriateness of ventilation.

Identify and interpret items on the anesthetic record with respect to their impact on post-operative care, including drugs used and fluids given intraoperatively.

Explain the appropriate management of acute blood loss, and the calculation of maximum allowable blood loss.

List the differential diagnosis of hypoxia and explain findings/tests which distinguish among the different causes.

Describe the pharmacology of commonly used induction agents and narcotics.

Discuss the appropriate use and monitoring of muscle relaxants for emergency and non-emergency intubations.

Describe the clinical application and interpretation of EKG, pulse oximetry, and capnography.

Discuss the appropriate use of local anesthetics, including the calculation of the maximum allowable dose, description of the signs/symptoms of toxicity, and the treatment of toxicity.

Be familiar with common airway securing devices and how/when to use them.

Understand the differences and indications for general versus regional anesthesia versus sedation.

Be familiar with the common drugs utilized in the daily practice of anesthesia

Be familiar with the common resuscitative drugs used (i.e. vasopressors, antiarrhythmics, inotropes).

Be familiar with common diseases we encounter daily (i.e. diabetes, HTN, COPD) and how they affect the care we deliver.

SCHEDULE OF ACTIVITIES

Students are assigned to work with an Anesthesiology resident or member of the faculty, at SMH, from 7:00 AM until 5:00 PM on weekdays. Overnight call may be taken at the discretion of the student and preceptor. If students would like to shadow a preceptor overnight, allowances will be made for the student to have off during the daytime hours. Students will help perform preoperative evaluations, participate in intraoperative care, and perform postoperative follow-up on their patients. Procedures (such as intravenous line placement, endotracheal intubation, arterial line placement...) will be performed by the student at the discretion of the resident or attending.

DIDACTIC ACTIVITIES

Students are expected to attend: an airway workshop during week one and a simulator session during the second week.

1) Daily morning conferences at 06:30 - 07:00. (Breakfast usually provided.)

2) Airway workshop during first week.

3) Simulator session during second week.

Resident lectures daily from 6:30 to 7:00 AM

Anesthesiology Grand Rounds on Thursday mornings from 7:00 to 8:00

Two sessions at the Center for Medical Simulation at SMH:

1) Airway management workshop

2) Crisis management in the operating room.

Prior to the first day of the clerkship, the students will be given learning objectives and case scenarios relating to anesthesiology. The issues raised by these cases should be researched independently by the student and discussed with the resident preceptor or faculty member during the course of the clinical day

REQUIRED READING

National Medical Series for Independent Study: Anesthesiology (This will be given to all students to utilize as a reference during the rotation.)
Select chapters (TBA) from Basics of Anesthesia, 3rd ed., by RK Stoelting and RD Miller. Book can be borrowed from Gillies Library in the Department of Anesthesiology at SMH.

STUDENT EVALUATIONS

To receive a grade of Pass, students must turn in a log sheet documenting that the learning objectives have been covered, participate in all didactic activities, receive a satisfactory clinical evaluation from their preceptor(s) during the clerkship, and complete the course evaluation.

Obstetric Anesthesiology (ANS603)

Course Director: Richard Wissler M.D.

Contact Person: Teresa Rios, 275-2143, teresa_rios@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 2 or 4 weeks

Students: 2 per Block

Prerequisites:

Split Course? Yes

Open to International Students - Yes

Visiting Students - Yes

Reporting Office 3-1400 nurses station

Reporting Person page 16-7005

Reporting Time 0700

Dates Offered: 07/10/2006 - 07/01/2007

GOAL

To understand the theoretical and practical aspects of pain relief for labor and delivery and perioperative safety during cesarean section.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

1. Perform a preanesthetic evaluation of a pregnant patient.
2. Discuss the anesthetic implications of maternal medical conditions and formulate appropriate anesthetic plans for labor analgesia or cesarean section.
3. Identify OB patients who require anesthetic consultation, and describe how to obtain it.
4. Describe the anatomy and physiology of labor pain, including differences between first and second stages.
5. Discuss the full range of labor analgesia techniques including psychoprophylaxis, parenteral narcotics, inhalation agents, epidural and spinal anesthesia.
6. Discuss the pharmacology of local anesthetics and narcotics commonly used in epidural and spinal anesthesia.
7. Describe the clinical significance of maternal hypotension and its prevention and treatment.
8. Discuss the anesthetic implications of maternal physiologic adaptations to pregnancy including anesthetic potencies, airway management, and risk of aspiration pneumonitis.
9. Describe maternal lumbar anatomy in relation to the administration of epidural and spinal anesthesia.
10. Perform epidural and spinal anesthetics for labor analgesia, with appropriate supervision.
11. Perform anesthesia for cesarean section, with appropriate supervision.
12. Describe methods of postoperative analgesia after cesarean section.
13. Discuss the major complications of epidural and spinal anesthesia, including evaluation and treatments.

SCHEDULE OF ACTIVITIES

Students are assigned to the OB Anesthesia Service at SMH, with hours of 7:00 a.m. to 4:00 p.m. on weekdays. The students do not have weekend or night on-call responsibilities. The students are regular members of the clinical care team in OB Anesthesia with assigned preceptors (resident, fellow or attending anesthesiologists). The emphasis is on active participation, including procedural skills.

DIDACTIC ACTIVITIES

Students participate in the daily OB Anesthesia didactic sessions each weekday, with assigned readings from the assigned textbook. In addition, students discuss their learning objectives with the preceptors throughout each day.

REQUIRED READING

Loaner copies of the current textbook are available. Students are encouraged to utilize the resources in the OB Anesthesia Education Office including an extensive subspecialty library, videotapes and anatomic models.

STUDENT EVALUATIONS

To receive a grade of Pass, students must turn in to the course director a learning objective log sheet and receive satisfactory evaluations from their preceptors.

Pain Management (ANS606)

Course Director: Rajbala Thakur M.D.

Contact Person: Teresa Rios. 275-2143, teresa_rios@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 2 - 4 weeks

Students: 2 per Block

Prerequisites:

Split Course? No

Open to International Students - Yes

Visiting Students - Yes

Reporting Office Teresa Rios or They will receive an email prior to first day of rotation

Reporting Person Main OR desk at SMH

Reporting Time 7AM first day of rotation

Dates Offered: 07/03/2006 - 07/01/2007

GOAL

To learn basic medical management of pain.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- Take an appropriate pain history, including quantitation of pain and its fluctuations, description of pain including location, radiation and characterization.
- Perform a pain focused physical exam.
- Identify musculoskeletal and neuropathic pain.
- Know the classes of drugs that have proven efficacious.

SCHEDULE OF ACTIVITIES

Student will be at the Strong Memorial Hospital from 7:30 a.m. to 4:00 p.m. They will participate in new patient evaluations, patient follow-up visits, and observe procedures. NOTE: Students who have completed ANS601 may participate in procedures.

DIDACTIC ACTIVITIES

Students are expected to attend daily teaching sessions (7:30 - 8:00 am). There will be a text and assigned reading that will be reviewed with the attending.

REQUIRED READING

Recent Reviews of Pain Management, by P. Raj

STUDENT EVALUATIONS

Students must be able to define and differentiate among "pain", "nociception", "pain behavior" and "suffering". They must know the five most commonly used classes of analgesics and their purported mechanism of action. In addition, they must (1) demonstrate the ability to take a proper pain history and (2) perform a focused physical examination (under direct supervision of an attending or/and fellow).

Hemodynamic Monitoring (ANS610)

Course Director: Ellen Iannoli M.D.

Contact Person: Teresa Rios, 275-2143, teresa_rios@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 1 week

Students: 1 per Block

Prerequisites:

Split Course? No

Open to International Students - Yes

Visiting Students - Yes

Reporting Office See Welcome Letter, 7:00 a.m. Monday morning to the On-call cardiac anesthesiologist

Reporting Person On-call cardiac anesthesiologist

Reporting Time 7:00 a.m.

Dates Offered: 07/03/2006 - 06/24/2007

GOAL

To master concepts in advanced cardiovascular physiology and invasive hemodynamic monitoring in the clinical setting of the operating room.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

Understand the technical aspects of arterial line and pulmonary artery catheter insertion.

Understand the clinical applications, complications and preventative measures involved in invasive hemodynamic monitoring.

Interpret hemodynamic data.

Apply the hemodynamic data to the care of the surgical or critically ill patient.

Understand the role of transesophageal echocardiography for intraoperative hemodynamic monitoring.

SCHEDULE OF ACTIVITIES

Students work in the operating room at SMH under the direction of the cardiac anesthesiologist starting at 7 a.m. to approximately 5 p.m. on weekdays. Emphasis is on hemodynamic monitoring and its application to the care of the cardiac surgical patient.

DIDACTIC ACTIVITIES

Emphasis is on clinical experience and "bedside" teaching. One-on-one or one-on-two tutorials supplement this experience. In addition, students may participate in workshops using the anesthesia human patient simulator focusing on hemodynamic assessment and cardiovascular management.

REQUIRED READING

2 Book Chapters from Cardiac Anesthesia: Principles and Practice, 2nd Edition, Fawzy G. Estafanous, MD; Paul G. Barash, MD; and J.G. Reves, MD.

STUDENT EVALUATIONS

To receive a grade of Pass, students must participate in clinical cases, attend tutorials sessions, document that the learning objectives have been covered, interpret and discuss case studies in cardiovascular medicine, and submit a log of their cases and attendings. Course materials will be sent via e-mail the week before the course. Students who will be on vacation that week may arrange with Teresa Rios to receive the information earlier. Essential information is contained in the Welcome Letter which is in this mailing.

Dentistry, Oral and Maxillofacial Surgery (DNS600)

Course Director: Lee Pollan

Contact Person:

Location: Strong Memorial Hospital

Block Length: 2 or more weeks

Students: 1 per Block

Prerequisites: Adult Inpatient Clerkship (AIC300)

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office

Reporting Person

Reporting Time

Dates Offered: -

GOAL

To understand the relationship of oral health care and oral surgery to general total health care and the general practice of medicine and how oral health care and oral surgical care is inter-related with total health care.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

? Perform a complete intra-oral and extra-oral head and neck examination.

? Identify the following anatomical structures in patient and on x-ray: enamel, dentine, gingiva, pulp chamber, cementum, buccal mucosa, labial frenum, pterygo-mandibular area, palatine tonsil, soft palate, hard palate, uvula, parotid, and submandibular glands and duct orifices, anatomical spaces associated with head and neck infection.

? Recognize and diagnose basic fractures of craniofacial skeleton based on clinical and radiographic findings.

? Discuss the oral manifestations of systemic disease or its treatment in patients receiving head and neck radiation, cancer chemotherapy, bone marrow transplant, HIV infection, diabetes, autoimmune disorders, e.g. Sjoren?s Syndrome.

? Understand the role of the oral and maxillofacial surgeon in the treatment and reconstruction of diseases of the maxillofacial region, including implants, cleft and craniofacial anomalies, and maxillofacial trauma.

SCHEDULE OF ACTIVITIES

Students are assigned to the Strong Memorial Hospital, Department of Dentistry clinical facility and will work with the general practice, oral surgery and specialty providers of dental care starting at 8:30 am. They will be guided by the chief resident in Oral and Maxillofacial Surgery and General Practice Residency and work with these to examine patients, diagnose and treat dental diseases, assist in surgical procedures and attend all rounds and lectures.

DIDACTIC ACTIVITIES

Students will be oriented by the Dentist-in-Chief and Chairman of the department or Chief of the Oral and Maxillofacial Surgery Division on the first day of the rotation. They are expected to read about and discuss the learning objectives with their preceptor. Students will attend all the ongoing didactic activities in the department during the clerkship. These include resident lectures 8:00 - 9:00 am, Oral and Maxillofacial Surgery Rounds and other seminars.

REQUIRED READING

Students will be provided with review articles in the areas related to the learning objectives on arrival in the department.

STUDENT EVALUATIONS

To receive a grade of Pass, students must keep a log of their activities, participate in the case conferences and seminars and receive a satisfactory evaluation from the residents with whom they work.

Teaching Tutorial (DPT600)

Course Director: David Kaufman M.D.

Contact Person: Marge Roberts, 273-1841, marjorie_roberts@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length:

Students: 4 per Block

Prerequisites:

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office Call Marge Roberts prior to first day of elective

Reporting Person David Kaufman

Reporting Time Call Marge Roberts

Dates Offered: -

GOAL

Demonstrate knowledge and skill in tutoring and teaching 2nd year medical students.

LEARNING OBJECTIVES

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

Effectively tutor a PBL group for 2nd year medical students and critique PBL

Tutor students who require extra help in Disease Processes and Therapeutics

Effectively assist in laboratory instruction

The students will participate in writing a portion of a new PBL

Learn to write and grade examination questions

SCHEDULE OF ACTIVITIES

Students will attend DPT daily from 8-12 during their 2 week block, including labs and PBL that they will tutor. They will work with 2nd year medical students to provide extra help in the afternoon. Students will work together to organize a section of a new PBL. As the block is progressing students will write examination questions. Several times throughout the block will meet with the Course Director to discuss examination questions and evaluate the portion of the PBL that they are writing.

Available Dates (these dates are approximate and may change when the final course schedule is complete):

October 30 - November 10

November 13 - November 22

November 27 - December 8

December 11 - December 22

January 8 - January 19

January 22 - February 2

February 5 - February 16

February 19 - March 2

March 5 - March 16

DIDACTIC ACTIVITIES

REQUIRED READING

Readings will be assigned daily for the block. These readings will come from Cecil's Essentials of Medicine, Brody's Human Pharmacology, and Robbins and Cotran's Pathologic Basis of Disease. If you do not own these books, copies of the readings will be provided to you.

STUDENT EVALUATIONS

Students will be evaluated through feedback from students in the PBL group as well as faculty teaching during the block. To receive a grade of Pass, students must actively participate in all activities.

Teaching Tutorial in Host Defense (DPT601)

Course Director: Mary Anne Courtney Ph.D.

Contact Person: mcry@mail.rochester.edu

Location: School of Medicine

Block Length: 1 - 4 weeks

Students: 12 per Block

Prerequisites:

Split Course? Yes

Open to International Students - No

Visiting Students - No

Reporting Office To be arranged

Reporting Person Mary Anne Courtney

Reporting Time 10 am

Dates Offered: 04/02/2007 - 05/20/2007

GOAL

To give the student an opportunity to revisit the microbiology, pathology and immunology taught in Host Defense. To allow the student an opportunity to teach medical students in the Problem Base Learning or Laboratory setting and to develop a teaching module.

LEARNING OBJECTIVES

The student will have reviewed relevant Host Defense Material.

The student will have taught in either the PBL or lab setting.

The student will have assessed the performance of the students they taught.

The student will have developed a teaching module for Host Defense.

SCHEDULE OF ACTIVITIES

The student will be responsible for attending the preparation meetings for the labs or PBLs they will teach. Participants will be responsible for a written evaluation of the students to be given in a timely manner. Students are expected to attend any lectures in Host Defense that will benefit them.

DIDACTIC ACTIVITIES

The student will teach in the PBL or lab setting. They will develop a module to be used in Host Defense. This module could be for a small group activity, a laboratory or a PBL case.

REQUIRED READING

The preparation reading for the PBL or labs they will teach. Any reading necessary for the development of the teaching module.

STUDENT EVALUATIONS

The students will be evaluated by their performance as judged by their evaluations of the students, student evaluation of them, and the quality of the module

Clinical Dermatology (DRM601)

Course Director: Mary Gail Mercurio

Contact Person: Jayne Kresinske

Location: St. Mary's Hospital

Block Length: 2 - 4 weeks

Students: 2 per Block

Prerequisites:

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office ACF-2 Dermatology

Reporting Person Chief Resident

Reporting Time 9:00am

Dates Offered: 07/31/2006 - 11/19/2006

11/27/2006 - 12/24/2006

01/08/2007 - 02/04/2007

02/12/2007 - 06/24/2007

GOAL

The student should gain a useful knowledge of how to diagnose and differentiate among common skin diseases and develop a practical understanding of the rationale for their treatment.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

Diagnose and differentiate common skin diseases

Develop a practical understanding and rationale for the treatment of common skin diseases

Acquire the ability to gain more specific skills including the preparation and interpretation a KOH slide.

SCHEDULE OF ACTIVITIES

Include patient work-ups and discussion with the instructor. Time for reading will be set aside by preceptor. Viewing of a set of teaching videotapes and presentation of a 10 minute talk in an area of interest.

DIDACTIC ACTIVITIES

REQUIRED READING

STUDENT EVALUATIONS

Dermatology Research Elective (DRM602)

Course Director: Alice P. Pentland
Contact Person: Jayne Kresinske
Location: Strong Memorial Hospital
Block Length: 4 weeks
Students: 1 per Block
Prerequisites:
Split Course? No
Open to International Students - No
Visiting Students - No
Reporting Office 5-7582
Reporting Person Researcher
Reporting Time 9:00am
Dates Offered: 07/03/2006 - 12/24/2006
01/01/2007 - 06/24/2007

GOAL

To gain experience through active participation in ongoing laboratory-based research projects in the dermatology research laboratories in one of the following areas of investigation:

dermatology

pigment cell biology

Keratinocyte biology and photocarcinogenesis

Mind-body interactions

Image informatics

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

TO BE DETERMINED WITH PRECEPTOR

SCHEDULE OF ACTIVITIES

A defined segment of a research project will be assigned to a student who will be working closely with a faculty preceptor and performing experiments under supervision. There will be special emphasis placed on critical literature review, experimental design, data interpretation and proper controls and preparation of experimental results for publication. There will be participation in laboratory meetings and journal clubs. The student will be able to attend major clinical dermatological conferences during the elective.

DIDACTIC ACTIVITIES

REQUIRED READING

STUDENT EVALUATIONS

TO BE DETERMINED WITH PRECEPTOR

Advanced Emergency Medicine Clerkship (EDD600)

Course Director: Dante Pappano

Contact Person: Stacy I Smith 273-4795 stacyl_smith@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 2-4 weeks

Students: 12 per Block

Prerequisites:

Split Course? Yes

Open to International Students - Yes

Visiting Students - Yes

Reporting Office Emergency Medicine Clerkship Coordinators office 2-1855 For orientation
2-1803 Morris Shapiro conference room

Reporting Person Stacy L Smith/ Charles Maddow, MD

Reporting Time 9:30am

Dates Offered: 07/10/2006 - 11/19/2006

11/27/2006 - 12/24/2006

01/08/2007 - 06/24/2007

GOAL

To expand upon the experience of the fourth year ED Clerkship with emphasis on assuming internship-level responsibility for the diagnosis, treatment and disposition of patients.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

?Identify patients/conditions for which emergency management is indicated.

?Document in a clear and concise fashion pertinent historical and physical findings for a patient's presenting complaint.

?Identify patients/conditions for which consultation is indicated.

?Demonstrate appropriate techniques for procedures (slit lamp exam, lumbar puncture, thoracentesis, chest tube placement, laceration repair, splinting) when indicated.

?Assist with resuscitations.

?Identify arrhythmias and address initial management.

?Discuss the differential diagnosis of emergent chest pain, respiratory distress, acute abdomen, mental status changes, shock and open fractures.

?Identify community resources (Alternatives for Battered Women, Rape crisis, Substance abuse Rehabilitation, Community health Nurses, Poison Control)

?Discuss the role of the Emergency Medical Services (EMS) in Monroe County.

SCHEDULE OF ACTIVITIES

This is a patient-oriented emergency medicine experience. Close supervision by residents and faculty preceptors will facilitate acquisition of clinical judgment and technical skills. Each student will be matched with an attending or third year emergency medicine resident for each shift. Clinical shifts will be 8 hour shifts including days, evenings and, if desired, nights. Emphasis is on active participation in all aspects of patient care.

DIDACTIC ACTIVITIES

Students are expected to read about and discuss the learning objectives with their preceptors during the clinical day. Attendance to and participation in residency lectures and conferences will be required. These include case conference, EKG readings, grand rounds, journal club, morbidity and mortality, research forum, toxicology conference, and trauma conference.

REQUIRED READING

From Emergency Medicine 4th ed. By JE Tintinalli, E Ruiz, RL Krome. Chapters 1 (Emergency Medical Services), 10 (The Ethics of Resuscitation), 22 (Disturbances of Cardiac Rhythm Conduction), 24 (Chest Pain), 25 (Dyspnea, Hypoxia, and Hypercapnia), 26 (Hemorrhagic Shock), 28 (Anaphylaxis and Acute Allergic reactions), 31 (Abdominal Pain), 33 (Coma and Altered States of Consciousness), 49 (Puncture Wounds and Animal Bites), 223 (Early Management of Fractures and Dislocations), 247 (Crisis Intervention). Book can be borrowed from the Department of Emergency Medicine. Total Reading = 89 pages.

STUDENT EVALUATIONS

To receive a grade of satisfactory, students must turn in a log sheet documenting that the learning objectives have been covered, complete a written assignment or presentation with evidence of a literature search and receive a satisfactory clinical evaluation from their preceptor(s) during the clerkship.

Clinical Pharmacotherapy (EDD604)

Course Director:	Daniel Hays
Contact Person:	Daniel Hays
Location:	Strong Memorial Hospital
Block Length:	2 weeks
Students:	4 per Block
Prerequisites:	
Split Course?	Yes
Open to	International Students - No Visiting Students - No
Reporting Office	SMH Emergency Department
Reporting Person	Daniel Hays
Reporting Time	variable
Dates Offered:	-

GOAL

To master concepts in general pharmacotherapy as related to patients within the emergency department.

LEARNING OBJECTIVES

- ? Understand general principals of antibiotic therapy
- ? Understand and apply pharmacokinetics for aminoglycosides and vancomycin
- ? Understand pharmacotherapy related to
 - o Anti-arrhythmic therapy
 - o Infectious diseases
 - o Pain management
 - o Seizure disorders
 - o Hypertensive urgencies/emergencies
 - o Medical/surgical emergencies

SCHEDULE OF ACTIVITIES

: Students are expected to be in the Emergency Department at SMH from 9AM ? 5PM on weekdays. Emphasis during the first week is related to antibiotics and infectious diseases with the remainder of the rotation devoted to general pharmacotherapy

DIDACTIC ACTIVITIES

Emphasis is placed on infectious diseases and anti-infectives through lecture and readings. In addition, the students may be at ?bedside? during medical/surgical codes.

REQUIRED READING

The Syllabus contains a series of articles ranging from the IDSA position paper on Community Acquired Pneumonia to the AFFIRM Trial for arrhythmias

STUDENT EVALUATIONS

To obtain a grade of Satisfactory, the student must be present, participate in active discussion and be able to document that the learning objectives have been covered as well as demonstrate academic growth by working out several pharmacokinetic examples.

Emergency Medicine at Rochester General Hospital (EDD610)

Course Director: Ravi Singh

Contact Person: Judene Scheidt, phone 922 3846, email-judene.scheidt@viahealth.org

Location: Rochester General Hospital

Block Length: 4 weeks

Students: 2 per Block

Prerequisites:

Split Course? Yes

Open to International Students - No

Visiting Students - No

Reporting Office RGH ED Administrative Office

Reporting Person Dr. Ravi Singh

Reporting Time Show up for orientation to the

Dates Offered: 07/10/2006 - 07/01/2007

GOAL

To become familiar with the practice of emergency medicine at a large community hospital. Encourage students to seriously consider a career in emergency medicine at a community hospital. To prepare medical students for an ED Residency.

LEARNING OBJECTIVES

To work up, treat and appropriately dispo common problems which bring patients to the ED

Most students would work in the sub acute area of ED. Common problems they would see include abdominal pain, vag bleeding, minor trauma including fractures and lacerations

Students showing special aptitude may at the discretion of ED attending, work in the Acute ED. Common problems would include chest pain, stroke, resp. distress, major trauma.

How to evaluate an ED patient. The diagnostic work up for common ED presentations. Pateint disposition from ED.

SCHEDULE OF ACTIVITIES

Show up for orientation to the ED, at 7 am monday morning, on the 1st monday of the new cycle for their rotations.

Rotation would be 4 weeks in length. 48 hours per week. 12 hrs/day, 4 days a week

Student would work directly under supervision of ED attending

Required attendance at biweekly ed cme conference on wednesdays, monthly ed morbidity and mortality conference on 4th thursday of the month

DIDACTIC ACTIVITIES

One-on-one teaching with supervising ED attending, supplemented by teaching sessions with Associate ED Chief of Education. in these sessions, articles and reviews about current ED practice, would be discussed. case presentations with emphasis on using history and physical exams to arrive at working diagnosis would be stressed.

Monthly morbidity and mortality conference. Bi-weekly Wednesday ED conference series, weekly quizzes on common ED problems, and weekly articles on common ED presentations.

REQUIRED READING

Emergency Medicine: A Comprehensive Study Guide 6th Edition by Judith E. Tintinalli, M.D.A., American College of Emergency Physicians, Jane Stephan Downman (Editor)

Emergency Medicine Manual by O. John Ma (Editor), David M. Cline, M.D. (Editor), Judith E. Tintinalli, M.D.A. (Editor)

STUDENT EVALUATIONS

Students would be evaluated using a common template used for evaluating residents who rotate thru the Department of Emergency Medicine.

Occupational and Environmental Medicine (EHS601)

Course Director: Bruce Barron

Contact Person: Debbie Klein, 275 - 9192, debbie_klein@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 2 weeks

Students: 1 per Block

Prerequisites:

Split Course? Yes

Open to International Students - Yes

Visiting Students - Yes

Reporting Office Occupational and Environmental Medicine
Strong Memorial Hospital

Reporting Person Bruce A. Barron, MD

Reporting Time 0830

Dates Offered: 09/18/2006 - 04/29/2007

GOAL

Demonstrate knowledge and skills in performing occupational and environmental clinical assessments.

LEARNING OBJECTIVES

Discuss the different types of services offered by occupational and environmental medicine programs (preventive, medical, and rehabilitative). Discuss the role of toxicology, industrial hygiene, and ergonomics as it relates to occupational and environmental medicine. Demonstrate an understanding of the New York State Workers' Compensation system, including successful completion of a C4 report to the Workers' Compensation Board.

SCHEDULE OF ACTIVITIES

The student will participate in clinic activities within the Division of Occupational and Environmental Medicine.

DIDACTIC ACTIVITIES

There will be formal didactic sessions including lectures on hearing conservation programs and audiogram interpretations, principles of industrial hygiene and toxicology, preventive medicine, agricultural medicine, ergonomics, and occupational biopsychosocial assessments. Additionally, the student may attend monthly Occupational and Environmental Medicine Clinical Updates and Grand Rounds.

REQUIRED READING

Students will be given pertinent reading assignments during the rotation.

STUDENT EVALUATIONS

The student will be evaluated through direct observation of physical assessments, case presentations, and participation in didactic sessions.

Urban Family Medicine Preceptorship (FAM608)

Course Director: Stefenie King M.D.

Contact Person: Jennifer Barth, (585) 273-5677, jennifer_barth@urmc.rochester.edu

Location:

Block Length: 2 - 4 weeks

Students: 4 per Block

Prerequisites:

Split Course? Yes

Open to International Students - Yes

Visiting Students - Yes

Reporting Office if not otherwise advised, they should report to Highland Family Medicine Center, 777 S. Clinton Avenue, Rochester, NY 14620

Reporting Person Ken Maher

Reporting Time 8:00 AM

Dates Offered: 07/10/2006 - 07/08/2007

GOAL

To develop further and refine skills in the diagnosis and management of common problems in urban, inner-city and/or rural ambulatory community-based family medicine practice. Students may opt for a combination elective with psychosocial medicine.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- 1) Diagnose and treat 20 most common presenting concerns in family practice
- 2) Demonstrate skills in cultural competency, including caring for patients from different races, ethnicities and socioeconomic levels
- 3) Demonstrate understanding of the impact of health insurance, as well as the "safety net" of care for those patients who are uninsured or underinsured, and how this affects patient care
- 4) Demonstrate understanding of the psychosocial and health literacy barriers to health care that may be endemic in specific populations such as those living in the inner-city
- 5) Demonstrate understanding of when to use ancillary health providers, such as social workers, home nursing services, outreach workers, and what services they can provide
- 6) Provide advocacy for patients
- 7) Identify and assess risk factors such as domestic violence, substance abuse, and illiteracy. Provide appropriate counseling and referral
- 8) Identify and learn appropriate management of common office procedures

OBJECTIVES SPECIFIC TO PSYCHOSOCIAL CONCENTRATION:

- 1) Identify and initially manage 15 most common psychosocial concerns in primary care
- 2) Identify when a mental health referral is appropriate
- 3) Conduct a family history and construct a genogram. Identify when a family meeting would be useful

FOCUSED EXPERIENCES MAY BE ARRANGED IN:

OB/Women's Health

Inner-city, Urban and Rural settings

Dermatology / Procedures (as available & in combination with others)

Adolescent Health

Refugee Health

GLBT (gay, lesbian, bisexual, transgender)

Geriatrics with possible home visits

SCHEDULE OF ACTIVITIES

The student will see patients under the supervision of an urban, inner-city or community-based family physician preceptor in the Rochester area. Practice hours vary, as do on-call arrangements. This is primarily an outpatient experience. Students will participate in resident teaching activities one 1/2-day session per week.

DIDACTIC ACTIVITIES

At the beginning of the elective, students discuss learning objectives with their preceptor. These objectives should be revisited (and revised if necessary) during the course of the elective. Generally, brief case presentations to the primary preceptor, during or shortly after the patient encounter, will constitute the majority of teaching activities. It is expected that formal feedback sessions will occur at the midpoint and at the end of the elective.

REQUIRED READING

Paulman's book, "Family Medicine Clerkship Guide", will be used as your resource text while on elective. Other articles as provided.

STUDENT EVALUATIONS

In order to receive a grade of Passing, the student must attend all sessions, receive a satisfactory evaluation from the preceptor(s), and return their evaluation of the elective prior to grades being posted.

Family Medicine Inpatient Adult Medicine (FAM612)

Course Director: Stefenie King M.D.

Contact Person: Jennifer Barth, (585) 273-5677, jennifer_barth@urmc.rochester.edu

Location:

Block Length: 4 weeks (2 to 6 by arrangement)

Students: 1 per Block

Prerequisites:

Split Course? Yes

Open to
International Students - No
Visiting Students - Yes

Reporting Office student will be advised

Reporting Person student will be advised

Reporting Time student will be advised

Dates Offered: 07/10/2006 - 07/08/2007

GOAL

To develop further and refine skills in the diagnosis and management of common problems in an inpatient medical service

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- 1) Conduct a focused history and physical exam pertinent to the patient's presenting concerns
- 2) Diagnose and treat the 20 most common presenting concerns in inpatient family practice
- 3) Provide appropriate preventative medicine and screening to patients
- 4) Identify situations where consultation and referral are indicated and make those arrangements
- 5) Provide evidence of ability to engage in self-directed learning, including setting personal goals
- 6) Take primary responsibility in providing appropriate medical care to inpatients in the hospital on the medical service
- 7) Apply the biopsychosocial model of complete care for patients in the hospital

SCHEDULE OF ACTIVITIES

The student will become an integral part of a Family Medicine resident team. In the mornings, the student will participate in inpatient rounds with the family residents during their time in the hospital. Students will be able to participate in resident teaching activities and journal club sessions at least one 1/2-day session per week.

DIDACTIC ACTIVITIES

At the beginning of the rotation, students discuss learning objectives with their faculty preceptor and senior residents.

These objectives are revisited (and revised if necessary) during the elective. Generally, brief case presentations to senior residents and the primary preceptor, during or shortly after the patient encounters, and during inpatient rounds, will constitute the majority of teaching activities.

REQUIRED READING

Appropriate to the medical conditions encountered in the hospital and outpatient settings. Paulman's book, "Family Medicine Clerkship Guide", will be made available to you as a reference text while on elective.

STUDENT EVALUATIONS

In order to receive a grade of Passing, the student must be an active member of the resident inpatient service, receive satisfactory feedback and evaluations from residents, nurse practitioners, and their faculty preceptor, and return their evaluation of the elective before grades are posted.

Family Medicine in Rural Honduras (FAM620)

Course Director: Doug Stockman M.D.

Contact Person: Ken Maher, 585-279-4841, ken_maher@urmc.rochester.edu

Location: Family Medicine Center

Block Length: 2 weeks

Students: 2 per Block

Prerequisites: Surgery Clerkship (SUR300)
Medicine Clerkship (MED300)
Women's and Children's Health (WCH300)

Split Course? No

Open to International Students - Yes

Visiting Students - Yes

Reporting Office Highland Family Medicine, 777 South Clinton Avenue, Rochester NY 14620

Reporting Person Dr. Stockman

Reporting Time TBD

Dates Offered: 10/30/2006 - 11/12/2006

GOAL

To develop an understanding of medical care in a rural remote setting of a developing country, and the interaction of acute medical care with public health.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- Conduct a focused history and physical exam pertinent to the patient's presenting concerns, using an interpreter, if not fluent in Spanish.
- Be able to provide simple instructions in Spanish for common patient concerns, such as how to take a medication.
- Develop an understanding of how to provide medical care in a setting where no laboratory testing or imaging services are available.
- Educate non-medical community members on a health topic.
- Gain an understanding on how to do a community assessment.
- Provide evidence of ability to engage in self-directed learning, including setting personal goals.

SCHEDULE OF ACTIVITIES

The student will see patients at the clinic in San Jos San Marcos de Sierra, Honduras, under the supervision of a faculty family physician. The nearest hospital is a six-hour drive away on a rough dirt road. Students are expected to see patients during the day and contribute to on-call coverage at night, which includes obstetrical services. Afternoons are spent, for one half of the group, in community health activities in the surrounding villages.

This elective is only offered for two weeks in October and April; the exact times of the trips will vary year to year.

DIDACTIC ACTIVITIES

Prior to the trip, there will be 1-3 meetings of all those who will be participating in the trip. The student **MUST** be able to attend these sessions. These meetings include reports on what has been done at the site previously, as well as the goals for the current trip. In addition, repacking and distribution of medication and supply donations will be done at these meetings. The student is expected to be able to complete pre-participation reading to gain a better understanding of the culture and region. Following the trip, there will be a post-trip debriefing that the student is required to attend. In addition, the student must write a trip summary.

REQUIRED READING

As assigned by Dr. Stockman.

STUDENT EVALUATIONS

In order to receive a grade of Pass, the student must attend all pre- and post-trip sessions, participate in the entire trip in Honduras, maintain a logbook of patients seen, write a trip report to turn in to Dr. Stockman, and receive a passing evaluation from the Family Medicine faculty.

SCHEDULING: Students interested in this course must call (585) 442-7470 x721 to check on preceptor availability before enrolling. In the past, funding has been available through the University of Rochester Medical School's International Health Advisory Committee, but the securing of funding is the responsibility of the student. A non-refundable deposit of \$250 is required to secure a spot on the elective, and will be due 3 months prior to the trip.

Medical Intensive Care Unit (MED606)

Course Director: David Lee (RGH) M.D.

Contact Person: Susan Sutton, 922-4409, susan.sutton@viahealth.org

Location: Rochester General Hospital

Block Length: 4 weeks

Students: 2 per Block

Prerequisites: Medicine Clerkship (MED300)

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office RGH Medical Intensive Care Unit - second floor, RGH (2100/2200 wing)

Reporting Person Resident and/or attending in MICU

Reporting Time 08:00

Dates Offered: 07/03/2006 - 07/08/2007

GOAL

To appreciate basic concepts and develop skills used in evaluation and management of adult patients with critical illness.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

?Describe the basic capabilities of mechanical ventilators.

?Recognize and treat acute respiratory failure from its onset to liberation from a ventilator

?Recognize and treat ischemic heart disease.

?Recognize and treat common cardiac arrhythmias.

?Recognize organ system interactions in critically ill patients with multiple medical problems.

?Organize data and recognize priorities in managing patients with multiple medical problems.

?Identify ethical and psychosocial issues in management of patients with critical illness.

SCHEDULE OF ACTIVITIES

Student will take call with one of two MICU teams, functioning as a medical extern. They will be on call two to three times a week, from 08:00 to approx 11:00 the next day. They will work up their own patients and be responsible for coordinating their care under the supervision of a medical R2. Average individual workload will be 1-3 patients at a time.

DIDACTIC ACTIVITIES

Attending rounds will be held 4 days a week from 09:30 to 10:30. Students will be expected to be able to present their patients for discussion. Daily rounds will be conducted with the MICU attending to review X-rays and patient progress.

REQUIRED READING

None required prior to the rotation. Handouts will be made available during the rotation. Students will be expected to investigate pertinent clinical problems using textbooks and primary resources.

STUDENT EVALUATIONS

Feedback to the student will occur frequently from residents, nurses, and MICU attending. To receive a grade of Satisfactory, the student must receive a satisfactory evaluation from the MICU attending.

Addiction Medicine (MED608)

Course Director: Joseph Mancini M.D.

Contact Person: Diane Peterson, Diane.Peterson@viahealth.org, 922-4243

Location: Rochester General Hospital

Block Length: 2 weeks

Students: 1 per Block

Prerequisites:

Split Course? No

Open to International Students - Yes

Visiting Students - Yes

Reporting Office Rochester General Hospital, Room B5002, Department of Medicine

Reporting Person Diane Peterson

Reporting Time 8:30 a.m.

Dates Offered: 09/04/2006 - 11/12/2006

11/27/2006 - 12/24/2006

01/15/2007 - 04/29/2007

GOAL

To understand the pathophysiology of addiction and appreciate the similarities to other chronic, relapsing diseases.

LEARNING OBJECTIVES

1. Distinguish between abuse and dependence on Mood altering substances.
2. Determine if a given patient carries the diagnosis of drug abuse, alcohol abuse, drug dependence or alcohol dependence.
3. Define the criteria for what constitutes safe drinking in various age groups.
4. Describe the symptoms of opiate withdrawal.
5. Define the symptoms of alcohol withdrawal.
6. Describe the characteristics of Buprenorphine that make it different from other opiates.
7. Describe the Medical Forebrain Bundle in the brain and explain its role in the process of addiction. Describe the role of Dopamine, Serotonin, GABA and Endorphins in the addiction process.
9. Describe the GABA receptor, and its role in alcohol withdrawal.

SCHEDULE OF ACTIVITIES

Rounding every AM at Rochester General Hospital on patients with addiction as well as those at risk. See office patients at Clinton Family Health Center on Monday, Tuesday and Thursday afternoons, again focusing on their addiction diagnosis and risks. Three half days at DePaul Main Quest Treatment Center assessing patients with addiction and interacting with staff.

DIDACTIC ACTIVITIES

TBA

REQUIRED READING

TBA

STUDENT EVALUATIONS

Students will be evaluated by the course director. The evaluation will be based on their interest and participation in the elective, initiative in seeking out knowledge beyond the assigned reading material and on their acquisition of knowledge regarding addiction medicine as exhibited toward the end of the rotation.

Geriatrics (MED615)

Course Director:	Brian Heppard M.D.
Contact Person:	susan_darby@urmc.rochester.edu
Location:	Monroe Community Hospital
Block Length:	3 weeks but can accommodate smaller blocks if necessary
Students:	1 per Block
Prerequisites:	Adult Inpatient Clerkship (AIC300)
Split Course?	No
Open to	International Students - No Visiting Students - No
Reporting Office	Students need to obtain permission from Dr. Medina-Walpole prior to enrolling in the course once the school year has started. Please contact via email annette_medinawalpole@urmc.rochester.edu
Reporting Person	MCH Medical Administration 2nd Floor, Faith Building, Dr. Annette Medina-Walpole
Reporting Time	Schedule will dictate
Dates Offered:	-

GOAL

This is a two week elective designed to expose students to geriatrics in various care settings in the Rochester community and to allow students to understand the medical and psychosocial needs of the aging population and apply the principles of geriatrics into clinical practice.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- ?Distinguish normal from pathologic aging.
- ?Demonstrate appropriate communication and interpersonal skills when interacting with older adults.
- ?Perform an appropriate physical exam with attention to physical signs of aging, functional assessment and mental status.
- ?Recognize early reversible signs of geriatric syndromes and identify appropriate interventional strategies to prevent/postpone institutionalization.
- ?Describe the work up and management of common geriatric syndromes such as dementia, delirium, falls, urinary incontinence, malnutrition and polypharmacy.
- ?Actively participate as a team member in the Geriatric Assessment Clinic and in the care plans of the nursing home and rehabilitation patients.
- ?Experience various community resources available for the care of older adults at home.

SCHEDULE OF ACTIVITIES

Students spend two weeks in this elective - The students are given autonomy and direct patient responsibilities under the close supervision of a faculty member. They perform and present a full geriatric history, physical examination and functional assessment on 2-3 new admissions and do annual, sixty day and focused problem oriented reviews and notes. They learn geriatrics in specialized training sites such as nursing homes, dementia units, Acute Care for Elders Unit, and a variety of outpatient experiences in the geriatric assessment, adult day care centers, and home care and Hospice programs. A typical day is 8:00 a.m. to 5:00 p.m., weekdays. No weeknight or weekend call is required.

DIDACTIC ACTIVITIES

The students participate in Geriatric Core Lectures (1 hrs/week), Geriatric Medicine and Grand Rounds (1 hr/week), and Journal Club (1 hr/week). They are expected to participate actively in the teaching rounds in the nursing home, and the interdisciplinary team/care plan rounds.

REQUIRED READING

The students are given a Geriatric Syllabus for Physicians in Training in addition to handouts and references from the core curriculum lectures. For indepth reading, they are referred to the Principles of Geriatrics and Gerontology by Hazzard (3rd and 4th ed) available in the Geriatric Medicine office and Medical Library at MCH. A complete set of audiovisual aids and tapes complement the written syllabus.

STUDENT EVALUATIONS

A student is given a satisfactory grade for meeting the stated goals and course objectives as assessed by the many preceptors at the various teaching sites.

Clinical Cardiology (MED630)

Course Director:	Richard Pomerantz M.D.
Contact Person:	Tammy Michielsen, 5-2756, tammy_michielsen@urmc.rochester.edu
Location:	Strong Memorial Hospital
Block Length:	4 weeks
Students:	2 per Block
Prerequisites:	Adult Inpatient Clerkship (AIC300)
Split Course?	Yes
Open to	International Students - Yes Visiting Students - Yes
Reporting Office	Monday mornings first day to Cardiology Morning Report, Anderson RM, G8543
Reporting Person	Consult Team Fellow
Reporting Time	8:00 AM
Dates Offered:	07/10/2006 - 07/08/2007

GOAL

To instruct students in general aspects of clinical cardiology, and to give them familiarity with techniques used in this discipline, especially electrocardiography.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

?Have a knowledgeable approach to the patient with cardiovascular disease, and be able to take a cardiovascular history and perform a physical examination.

?Be familiar with the major diagnostic categories of cardiovascular disease, and have information about the diagnostic approaches and therapy of these conditions.

?Have considerable information about interpretation of electrocardiograms, and some familiarity with other specific diagnostic tests, including treadmill exercise, Holter monitoring, echocardiography, nuclear cardiology tests, and cardiac catheterization.

?Develop an approach to preventative cardiology, a discipline with which all physicians should be familiar.

SCHEDULE OF ACTIVITIES

Students make rounds with faculty members of the Clinical Service at Strong Memorial Hospital. There are ample opportunities to work up individual cases, to attend conferences, and to learn from faculty about diagnostic testing, especially electrocardiography.

DIDACTIC ACTIVITIES

The Cardiology Unit has a full schedule of conferences, most of which will be instructive to students and of interest to them. There are also frequent one-on-one instruction sessions with faculty of the Clinical Service, especially in the area of electrocardiography.

REQUIRED READING

None specifically required, but the textbooks by Braunwald and by Hurst are an excellent source of reference material.

STUDENT EVALUATIONS

Grades for overall course performance are given at the end of the rotation by course directors.

EKG Interpretation (MED632)

Course Director: Puthenpurakal K. Mathew M.D.

Contact Person: Emma Lee, 723-7325, elee@unityhealth.org

Location: Park Ridge Hospital

Block Length: 2 weeks in set blocks

Students: 2 per Block

Prerequisites:

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office Students should report to the Cardiology Dept. @ PRH by 9:00 AM

Reporting Person Cardiology Dept @ PRH

Reporting Time 9:00 AM

Dates Offered: 07/10/2006 - 11/19/2006
01/08/2007 - 07/08/2007

GOAL

To develop basic understanding of EKG's.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

*Recognize different types of Cardiac Arrhythmia's commonly seen.

*Identify Acute Myocardial Infarction, Ischemia, Chamber Hypertrophy, Bundle Branch Blocks, and EKG manifestation of electrolyte abnormalities.

SCHEDULE OF ACTIVITIES

Students are assigned to Park Ridge Hospital EKG Department where they will have the opportunity for interpretation of EKG's. The interpretations will be reviewed by one of the faculty Cardiologists. The student will have ample opportunity to discuss the EKG's with the Preceptor. The morning hours are spent interpreting routine daily EKG's from the Hospital and afternoons are spent reviewing interesting EKG's on file and observing Stress Test. Some exposure to Echocardiography can be arranged if the student wishes.

DIDACTIC ACTIVITIES

REQUIRED READING

Rapid Interpretation of EKG, Dale Dubin, M.D., Cover Publishing Company, Tampa

Practical Electrocardiography, Henry J.L. Marriot, M.D., Williams and Wilkins, Baltimore

Electrocardiography in Clinical Practice-Adult and Pediatric, Chaun Chou, M.D., Timothy K. Knilans, M.D., Saunders, Philadelphia

STUDENT EVALUATIONS

To be completed by the Preceptor after the student's satisfactory completion of the course, and reviewing the results of an EKG Interpretation at the end of the course.

Diagnostic Clinical Cardiology (MED633)

Course Director: Thomas Rocco M.D.

Contact Person: Mary Cassidy; 341-6780

Location: Highland Hospital

Block Length: 2 weeks

Students: 2 per Block

Prerequisites:

Split Course? No

Open to International Students - Yes

Visiting Students - Yes

Reporting Office Highland Hospital Cardiology. Students will be contacted the week prior to starting the course

Reporting Person Mary Cassidy

Reporting Time between 9:30-10 :00

Dates Offered: 07/10/2006 - 07/23/2006

09/04/2006 - 09/17/2006

09/18/2006 - 10/01/2006

10/02/2006 - 10/15/2006

10/16/2006 - 10/29/2006

10/30/2006 - 11/12/2006

11/13/2006 - 11/26/2006

11/27/2006 - 12/10/2006

12/11/2006 - 12/24/2006

01/08/2007 - 01/21/2007

01/22/2007 - 02/04/2007

03/05/2007 - 03/18/2007

03/19/2007 - 04/01/2007

04/02/2007 - 04/15/2007

04/16/2007 - 04/29/2007

05/21/2007 - 06/03/2007

GOAL

To provide students with basic knowledge and skills in the interpretation of electrocardiograms and other non-invasive cardiac diagnostic procedures. To expand students knowledge in the clinical evaluation of patients with common and complex heart problems. PLEASE NOTE that this is a CONTINUOUS 2 week course that builds on knowledge from successive sessions; thus students CANNOT start the course in midweek/midsession.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- Read and interpret Ekg's, including a basic understanding of the underlying electrophysiology.
- Recognize and understand cardiac arrhythmias commonly seen in clinical practice
- Recognize and understand electrocardiographic patterns of acute coronary syndromes and other cardiac abnormalities
- Understand the methodology and indications for non-invasive cardiology diagnostic procedures, including echocardiography, nuclear cardiology, and exercise stress testing
- Recognize and understand the pathophysiology of abnormal physical signs in patients with various types of CV disease

SCHEDULE OF ACTIVITIES

·Students are assigned to the Cardiology Department at Highland Hospital where they will review and interpret electrocardiograms; including a didactic/seminar session with a faculty cardiologist on a daily basis.

DIDACTIC ACTIVITIES

The students will have the opportunity to observe the performance and interpretation of other non-invasive diagnostic procedures as outline above

REQUIRED READING

- Practical Electrocardiography, Henry J.L. Marriott, Williams & Wilkins, Baltimore
- Electrocardiography in Clinical Practice, Te-Chuan Chou, W.B. Saunders Co., Philadelphia

STUDENT EVALUATIONS

To be completed by the designated faculty preceptor after the student's satisfactory completion of the course.

Heart Failure Management (MED634)

Course Director: John Bisognano M.D.

Contact Person: Lisa Yockel; 273-3760; Lisa_Yockel@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 2 weeks

Students: 1 per Block

Prerequisites: Medicine Clerkship (MED300)

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office 7-2336

Reporting Person Fellow on Service

Reporting Time 9am

Dates Offered: 07/10/2006 - 07/01/2007

GOAL

To instruct the students in the proper medical and surgical management of inpatients and outpatients with chronic and acute heart failure.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

1. Understand the initial evaluation of the patient with new-onset heart failure.
2. Understand the treatment options for acute heart failure
3. Select proper medical therapy for patients with heart failure
4. Understand the proper role of inotropic therapy, cardiac transplantation, and ventricular assist devices
5. Appreciate the epidemiology of heart failure
6. Understand the important role of preventive measures in treating patients with heart failure, or those at risk for heart failure
7. Understand the different causes for cardiomyopathy
8. Appreciate the differences between patients with heart failure with and without preserved systolic function.

SCHEDULE OF ACTIVITIES

Students will round with the inpatient heart failure and transplantation attendings and will also be able to attend the heart failure outpatient clinics. Attendance at diagnostic procedures such as right heart catheterizations and coronary angiography will be encouraged and students may also observe cardiac transplantations when they occur.

DIDACTIC ACTIVITIES

The cardiology unit has a full schedule of conferences including a weekly heart failure and transplantation conference. There are also frequent one-on-one instruction sessions with faculty of the Clinical Services.

REQUIRED READING

None specifically required, but journal articles on recent topics of interest will be distributed regularly.

STUDENT EVALUATIONS

Grades for overall course performance are given at the end of the rotation by course directors.

Hypertension and Vascular Disease (MED635)

Course Director: Karl Illig M.D.
Contact Person: Cathy Cottorone
Location: Strong Memorial Hospital
Block Length: 2 weeks
Students: 1 per Block
Prerequisites: Medicine Clerkship (MED300)
Split Course? No
Open to
International Students - No
Visiting Students - No
Reporting Office 7-2336
Reporting Person John Bisognano
Reporting Time 9am
Dates Offered: 07/10/2006 - 07/08/2007

GOAL

To develop an in-depth understanding of the evaluation and treatment of patients with primary hypertension, severe hypertension and secondary hypertension. Also, to understand the relationship of hypertension to vascular disease and to become familiar with the diagnostic and therapeutic options available for patients with vascular disease.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

1. Understand the goals in treating all hypertensive patients, including those with diabetes and renal insufficiency
2. Perform appropriate evaluation in patients with suspected secondary causes of hypertension
3. Construct a treatment approach for patients with severe or resistant hypertension
4. Understand appropriate selection of vascular diagnostic tests
5. Recommend appropriate medical and surgical treatment for patients with peripheral vascular disease

SCHEDULE OF ACTIVITIES

Students will attend clinic with Dr. Bisognano and faculty from the hypertension program as well as with Dr. Illig and other vascular surgery faculty. Students may also round on the inpatient cardiology and vascular surgery services whenever there are patients of interest in the hospital. There will be additional opportunities to attend clinical conferences, to spend time in the vascular laboratory, and to participate in vascular procedures.

DIDACTIC ACTIVITIES

The Cardiology Unit and the Vascular Surgery Section has a full schedule of conferences, and most will be of interest to students in this rotation. There will be frequent one-on-one instruction with faculty of the Clinical Services.

REQUIRED READING

None specifically required, but journal articles of interest will be distributed throughout the rotation.

STUDENT EVALUATIONS

Grades for overall course performance are given at the end of the rotation by course directors.

Clinical Gastroenterology (MED645)

Course Director: Art DeCross M.D.

Contact Person: bonnie_austin@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 2 - 4 weeks

Students: 4 per Block

Prerequisites:

Split Course? Yes

Open to International Students - No

Visiting Students - Yes

Reporting Office AC-4, front desk GI division. Ask for GI consult fellow.

Reporting Person Consult GI fellow

Reporting Time 8AM

Dates Offered: 07/10/2006 - 11/19/2006

11/27/2006 - 12/24/2006

01/01/2007 - 07/08/2007

GOAL

Broad exposure to common GI and Liver diseases with focus on diagnostic evaluation and management, GI symptom evaluation, and GI emergency management, in both the outpatient and inpatient settings.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- Learn to identify those patients for whom gastroenterology or liver disease consultation may be beneficial both for acute care consultation and long term management.
- Learn how to provide optimal information in obtaining gastroenterology and liver disease consultation; learn how to facilitate a more successful consultation.
- Learn the pathophysiology of peptic ulcer disease in settings of H. pylori infection, acid hypersecretion, and use of injurious drugs. Also learn the current approaches to diagnosis and treatment of these disorders.
- Learn the pathophysiology, diagnosis, and treatment of major inflammatory bowel disorder presentations.
- Learn the pathophysiology, diagnosis, and treatment of common liver diseases including viral hepatitis, fatty liver disease, autoimmune liver disease, sclerosing cholangitis, and PBC.
- Learn the indications for proper use of endoscopic procedures including EGD, colonoscopy, flexible sigmoidoscopy, ERCP, and endoscopic ultrasound in gastrointestinal practice.
- Learn and strengthen those areas of physical diagnosis pertaining to gastroenterology.
- Learn evaluation and management of acid-reflux disorder.
- Learn evaluation and management of irritable bowel syndrome.
- Learn current recommendations and practices for colorectal cancer screening.
- Learn diagnosis and management of acute and chronic pancreatitis and their complications.

SCHEDULE OF ACTIVITIES

Depending on the length of their rotation, and their personal interests and career goals, students may be assigned predominantly to inpatient consultation service with some outpatient clinic exposure, or predominantly to outpatient clinic with some procedural exposure. Activities are generally from 8 a.m. to 5 p.m., Monday thru Friday. There are no on-call responsibilities, and no weekend rounds.

DIDACTIC ACTIVITIES

Students will attend the formal didactic lectures of the Strong Memorial Hospital Gastroenterology division. They may be asked to make brief didactic presentations on clinical rounds pertinent to patients they are following.

REQUIRED READING

The GI and Liver section of Cecil's Essentials of Internal Medicine is an excellent foundation for a broad overview of the field. Students may utilize more specific in-depth resources when reading more focused and selected topics pertaining to their patient encounters, such as Harrison's Principles of Internal Medicine, or Sleisenger and Fordtran's Gastrointestinal and Liver Disease.

STUDENT EVALUATIONS

Students should meet with Dr. DeCross at the beginning of the rotation to discuss their interests, career goals, and educational objectives. They should meet again at the end of the rotation to discuss their performance. Students are favorably evaluated for their enthusiasm, interest, sense of responsibility, and demonstrated capacity to present an organized history, exam, and assessment of clinical consultations. The GI fellows are integral to formulating student evaluations.

Clinical Gastroenterology (MED648)

Course Director: Anil Kumar Sharma M.D.

Contact Person:

Location:

Block Length: 2 - 6 weeks

Students: 1 per Block

Prerequisites: Adult Inpatient Clerkship (AIC300)

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office

Reporting Person

Reporting Time

Dates Offered: 07/10/2006 - 07/08/2007

GOAL

Students will see patients with a range of gastrointestinal and liver disease and appreciate what is involved in evaluating these patients using the history, physical and specialized endoscopic procedures.

LEARNING OBJECTIVES

By the end of the rotation the student will:

?Become experienced in a variety of gastrointestinal diseases including liver disease, inflammatory bowel disease, peptic disease and intestinal neoplasm.

?Observe and learn the utility of endoscopic procedures.

?Learn how to review appropriate information derived from radiological and clinical laboratory studies which compliment the evaluation of patients with gastrointestinal disease.

?Learn about the pharmacologic treatment of gastrointestinal disease.

?Learn how to work up and report on the evaluation of patients with gastrointestinal disease.

SCHEDULE OF ACTIVITIES

The student will work with the preceptor in his practice situation. The student will work up between two and five new patients per day, write the reports and present them to the preceptor. The student will observe between four and eight endoscopic procedures per day. The student will follow through with the evaluation of patients seen primarily and also see interesting patients who are being followed by the practice.

The work day will be from 8:00 a.m. until 5:00 or 6:00 p.m. There will be no on-call obligation. ts who are being followed by the practice.

DIDACTIC ACTIVITIES

The student will attend GI clinical conferences at the University of Rochester Strong Memorial Hospital and Highland Hospital.

REQUIRED READING

There is no specific required reading but the student will be required to read up on and obtain literature relative to many patients seen. Appropriate reprints will be given out when available.

STUDENT EVALUATIONS

The student will be evaluated on the basis of their interest and fund of knowledge.

Clinical Gastroenterology (MED649)

Course Director:	Karin Dunnigan M.D.
Contact Person:	Kathy Hamblin, 922-4136, kathy.hamblin@viahealth.org
Location:	Rochester General Hospital
Block Length:	2 - 4 weeks
Students:	1 per Block
Prerequisites:	Medicine Clerkship (MED300)
Split Course?	Yes
Open to	International Students - No Visiting Students - Yes
Reporting Office	Room B5010 - Rochester General Hospital
Reporting Person	Kathy Hamblin
Reporting Time	8:30 to 8:40 a.m.
Dates Offered:	07/10/2006 - 12/10/2006 01/08/2007 - 02/18/2007 02/26/2007 - 06/10/2007

GOAL

To increase the student's familiarity with gastrointestinal, hepatic, and nutritional diseases.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

GENERAL:

Be able to evaluate patients with common gastrointestinal symptoms.

Develop a familiarity with the common drugs used in gastrointestinal disease, both prescription and over-the-counter, understand their action, the situations for which they are used, their potential side effects, and their cost to the patient.

Become aware of the spectrum of procedures performed by a gastroenterologist, and understand the indications, alternatives and potential complications of each.

Identify patients/clinical situations for whom/which consultation with a gastroenterologist is indicated.

SPECIFIC:

Develop a reasonable diagnostic approach to both the acute and chronic gastrointestinal bleeder.

Become familiar with the treatment of gastroesophageal reflux disease and peptic ulcer disease.

Be aware of the populations at risk for colon cancer, and the manner in which they are screened.

Discuss the clinical and serologic features of viral hepatitis.

Learn the differential diagnosis of chronic liver disease, and develop a methodical approach to the evaluation of abnormal liver function tests.

Develop an approach to the patient with acute or chronic abdominal pain.

Understand the mechanisms of diarrhea, and how to evaluate patients with this symptom.

Become familiar with the clinical features of inflammatory bowel disease, the methods of evaluation, and the available therapy.

Understand the objectives of nutrition support, including nutrition assessment and development of both enteral and parental nutrition prescriptions.

SCHEDULE OF ACTIVITIES

Students are assigned to the Gastroenterology Unit at Rochester General Hospital from 8:30 am to 5:30 pm on weekdays. They work with three attending gastroenterologists and participate in the out- and in-patient consultative service. Students observe gastrointestinal procedures including diagnostic and therapeutic upper and lower endoscopy, ERCP and liver biopsy. They have the opportunity to attend the daily noon conferences in the Department of Medicine for the residents, as well as Medical Grand Rounds on Thursday at 8:30.

DIDACTIC ACTIVITIES

Each patient seen is discussed with an attending, and independent reading about these patients is expected. Selected pathology slides will be reviewed with the pathology department. The student will be expected to give a weekly, 20-minute presentation on a topic pertaining to a patient seen that week. They are encouraged to attend the monthly Gastroenterology clinical conference when it is given during the time they spend on this elective.

REQUIRED READING

Sleisenger, M. Gastrointestinal Disease 5th edition: Chapters 10,19,30,49, 63,64,80. Chopra, S. Disorders of the Liver, 1st edition: Chapters 1,2, 6,16,17 or Sherlock, S. Diseases of the Liver and Biliary System, 7th edition: Chapters 2,4,7-21,29. Rombeau, J. Clinical Nutrition. 2nd Edition: Chapters 12,15,18. Cope's Early Diagnosis of the Acute Abdomen. Selected review articles will be provided to the student. All the texts listed are available in the Gastroenterology Unit and in the medical library.

STUDENT EVALUATIONS

To receive a passing evaluation, the student must present a weekly conference. In addition, through patient assessments, case presentations and write-ups, they will demonstrate to their preceptors that they have gained the knowledge stated in the objectives.

Hematology Externship (MED650)

Course Director: Charles Francis M.D.

Contact Person: Sherry Bennett, 53761, sherry_bennett@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 4 weeks

Students: 1 per Block

Prerequisites: Adult Inpatient Clerkship (AIC300)

Split Course? Yes

Open to International Students - Yes

Visiting Students - Yes

Reporting Office 3-8191

Reporting Person Sherry Bennett

Reporting Time 9 AM

Dates Offered: 07/10/2006 - 12/24/2006
01/08/2007 - 06/17/2007

GOAL

Students will learn to evaluate and treat common nonmalignant diseases of blood, and may consult on some hematologic malignancies.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- Detect abnormalities in the peripheral blood smear and understand their significance.
- Evaluate patients with common disturbances in blood counts.
- Evaluate patients with common coagulopathies and thrombotic disorders.
- Evaluate patients with lymphadenopathy or paraproteinemia

SCHEDULE OF ACTIVITIES

The student is assigned to the inpatient Hematology/Vascular Team. The student attends daily rounds and has clinic two days per week. Consultations, follow-up patients and new patients will be seen by the student for presentation to the attending.

DIDACTIC ACTIVITIES

- Citywide Hematology Conference: Friday 8:00 AM
- Fellow's Conference: Wednesday 8:00 AM
- Hematology/Oncology Grand Rounds Friday 12:00 PM
- Hematopathology Conference Tuesday 12:30 PM
- Morphology Teaching

REQUIRED READING

To be assigned by the attending, related to cases.

STUDENT EVALUATIONS

Students are evaluated for interest, initiative, responsibility and engagement in their patient's management and fund of knowledge (evidence of reading) by the attending on service.

Clinical Hematology (MED654)

Course Director:	Pradyumna Phatak M.D.
Contact Person:	Julie.Burkhart@Viahealth.org, 922-5387
Location:	Rochester General Hospital
Block Length:	2 - 6 weeks
Students:	1 per Block
Prerequisites:	Medicine Clerkship (MED300)
Split Course?	Yes
Open to	International Students - Yes Visiting Students - Yes
Reporting Office	Lipson Cancer and Blood Center, Lobby Level
Reporting Person	Julie Burkhart or Prad Phatak, M.D.
Reporting Time	8:15 am
Dates Offered:	07/10/2006 - 06/17/2007

GOAL

To understand the pathophysiology underlying common hematologic disorders and to develop a problem-oriented approach to the diagnosis and management of blood disorders.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- ?Formulate an accurate differential diagnosis for most common hematologic problems
- ?Interpret peripheral blood smears
- ?Have an understanding of disorders of hemostasis and thrombosis
- ?Utilize hematology laboratory studies in a rational manner

A two week block will be enough to acquire basic skills. Students seeking in-depth study should arrange a four to six week block.

SCHEDULE OF ACTIVITIES

Students will be expected to participate in daily in-patient rounds and will see outpatients with a preceptor four ? days a week. Bone marrow conferences with the hematopathologist are held twice a week and multi-disciplinary comprehensive Hemophilia Clinics once a month. An effort will be made to expose the student to as many different types of common hematologic problems as possible.

DIDACTIC ACTIVITIES

Teaching occurs for the most part in the context of inpatient and outpatient cases seen during the clerkship. Students will be expected to present cases to the preceptor and to other students/residents on the service. The preceptor will help direct the student to the relevant literature. Students are expected to attend a weekly City-Wide Hematology Clinical Conference.

REQUIRED READING

Each student will receive a manual that outlines practical approaches to common hematologic problems as well as up to date references for further reading.

STUDENT EVALUATIONS

To achieve a grade of satisfactory, students must participate in the majority of the unit?s activities outlined above and demonstrate to the preceptor that they have achieved the learning objectives.

Clinical Immunology (MED658)

Course Director: Jennifer Anolik

Contact Person: Kristina Mossgraber 5-2891

Location:

Block Length: 2 - 4 weeks

Students: 1 per Block

Prerequisites:

Split Course? No

Open to International Students - Yes

Visiting Students - Yes

Reporting Office G-6410 medical center

Reporting Person Kristina Mossgraber, followed by orientation with Dr. Anolik

Reporting Time 8:00 am on morning of electi

Dates Offered: 07/03/2006 - 07/30/2006

07/31/2006 - 08/27/2006

08/28/2006 - 09/24/2006

09/25/2006 - 10/22/2006

10/23/2006 - 11/19/2006

11/27/2006 - 12/24/2006

01/01/2007 - 01/28/2007

01/29/2007 - 02/25/2007

02/26/2007 - 03/25/2007

03/26/2007 - 04/22/2007

04/23/2007 - 05/20/2007

05/21/2007 - 06/17/2007

06/18/2007 - 07/15/2007

GOAL

To provide a solid foundation in Allergy/Immunology and Rheumatology which will allow the student to approach the patient with allergic or musculoskeletal complaints in an organized and efficient manner.

LEARNING OBJECTIVES

By the end of the rotation the student should will:

- Develop an understanding of the diagnostic criteria for rheumatoid arthritis, osteoarthritis, crystal induced arthritis, systemic lupus erythematosus, seronegative spondyloarthropathies, fibromyalgia, and septic arthritis.
- Develop an understanding of synovial fluid analysis and its use in diagnosis and management of acute and chronic arthritis.
- Develop skills in interpreting bone radiographs and understand the radiographic features of rheumatoid arthritis, osteoarthritis, gout, psuedogout, and seronegative spondyloarthropathies.
- Develop an understanding of the use of immunologic laboratory studies in the diagnosis and management of patients with autoimmune diseases.
- Develop an understanding of the indications for and potential side effects of commonly used medications such as NSAIDs, hydroxychloroquine, sulfasalazine, minocycline, methotrexate, azathioprine, cyclophosphamide, etanercept, infliximab, leflunomide, corticosteroids, colchicine, probenecid, and allopurinol.
- Develop an understanding of the role of physical and occupational therapy in the treatment of musculoskeletal problems.
- Develop an understanding of the indications, contra-indications, and techniques of arthrocentesis.
- Develop an understanding of allergic diseases, asthma and the differential diagnosis of wheezing, nasal congestion and rhinorrhea.
- Develop experience in taking a complete environmental history and in advising patients regarding techniques to reduce exposure to house dust mite, mold, and animal antigens.

SCHEDULE OF ACTIVITIES

Students will be assigned to an ambulatory office practice for up to 5 half days per week. Students will also be encouraged to evaluate selected inpatients who are being followed by the inpatient service. Students will attend the Unit conferences.

DIDACTIC ACTIVITIES

Students are required to attend all AIR conferences which include Clinical Conference, Case Conundrium, Radiology Conference, Journal Club & Research Conference. Four additional sessions centered around Rheumatology cases and a weekly allergy conference will also be held during the four-week rotation.

REQUIRED READING

Students are required to complete a Blackboard self-study course, AIR.PGY-1.2006-2007. Supplemental reading can be found in the Primer on Rheumatic Diseases (from the 2nd year MS&S course), and the Primer on Allergic Diseases (to be provided).

STUDENT EVALUATIONS

The standard Medical School Evaluation will be used

Elective in Infectious Diseases (MED660)

Course Director:	Edward Walsh M.D.
Contact Person:	Cynthia Serve, 922-4003, cynthia.serve@viahealth.org
Location:	Rochester General Hospital
Block Length:	3 - 4 weeks
Students:	1 per Block
Prerequisites:	Adult Inpatient Clerkship (AIC300)
Split Course?	No
Open to	International Students - No Visiting Students - No
Reporting Office	Rochester General Hospital, Room R209
Reporting Person	Cynthia Serve
Reporting Time	8:30 am
Dates Offered:	07/10/2006 - 06/17/2007

GOAL

Students should develop greater familiarity with infectious agents and their clinical presentation, host-parasite relationships, use of the diagnostic microbiology laboratory and antibiotic chemotherapy.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- ?Recognize common bedside and laboratory findings that point to a possible infectious disease etiology of disease in the hospitalized patient.
- ?Order and properly interpret diagnostic laboratory tests used in the evaluation of patients for whom an Infectious Disease Service consultation is requested. These include a variety of conventional viral, bacterial, and fungal culture and serologic methods.
- ?Make rational drug choices among families of antimicrobial and antiviral agents for the treatment of infectious diseases and to recognize potential allergic and toxic side effects and their management.
- ?Discuss the mechanisms of host defense against infectious agents in normal and immunocompromised patients.
- ?Discuss common problems in hospital epidemiology and infection control.

SCHEDULE OF ACTIVITIES

Students meet in the RGH Infectious Disease Unit daily at 08:30 to start hospital rounds. New patients are evaluated by the student and presented to the Attending physician, generally at the bedside. Case discussions and review of the student's write-up follow and a plan of management agreed on.

DIDACTIC ACTIVITIES

Students are expected to review selected literature that bears on their cases and to be aware of current controversies in management. A weekly Infectious Disease Unit noon luncheon meeting serves as a vehicle for the student to present problem cases for general discussion.

REQUIRED READING

None

STUDENT EVALUATIONS

Close and regular interaction between student and faculty in the course of daily rounds provides the basis for evaluation of performance.

HIV Outpatient Care (MED662)

Course Director: Amneris Luque

Contact Person:

Location: Strong Memorial Hospital

Block Length: 2 weeks

Students: 1 per Block

Prerequisites: Adult Inpatient Clerkship (AIC300)

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office

Reporting Person

Reporting Time

Dates Offered: -

GOAL

To develop an understanding of HIV care, the diagnostic challenge of its complications, the psycho-social impact of HIV disease, and HIV prevention.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

?Identify patients with HIV infection in whom pneumocystis (PCP) prophylaxis is indicated.

?Identify HIV-infected patients at risk for disseminated mycobacterial infection (MAC).

?List the different options for treatment of pulmonary pneumocystosis.

?List currently approved antiretrovirals, and discuss their uses and side effects.

?Discuss use of antiretrovirals for prevention of vertical transmission of HIV.

?Describe the initial work-up of HIV-infected individuals, including guidelines for interpretation of tuberculin skin tests.

?Explain the appropriate evaluation and management of anemia in an HIV-infected patient.

?Identify patients for whom psychiatric consultation is indicated.

?Discuss treatment for disseminated MAC infection.

?Discuss work-up of fever in the HIV-infected patient.

?List current treatment options for CMV retinitis.

SCHEDULE OF ACTIVITIES

Students are assigned to SMH AIDS Center and work from 8:30 am to 5:00 PM on weekdays. They perform initial follow up evaluations and urgent visits with assigned preceptors. They may also attend Team II (AIDS) in-patient rounds with the Attending on service. Emphasis is on active participation.

DIDACTIC ACTIVITIES

Students are expected to read about and discuss the learning objectives with their preceptors. Students should attend AIDS Clinical Conferences on Wednesday 12:00-1:00 PM and ID Clinical Conferences on Thursday 4:00-5:30 PM. They may also be assigned a case to research and discuss at one of these conferences. Students are also welcome to attend other conferences including ID Research Conference (most Tuesdays 9:00-10:00 AM) and ID Fellows Teaching Conference (first Monday of month 12:00-1:00 PM).

REQUIRED READING

A package containing several review articles is given to the student on their first day of rotation. Students are expected to read and discuss these papers with their preceptors.

STUDENT EVALUATIONS

Students will be evaluated on their knowledge of the learning objectives, and participation in clinic activities and conferences.

Infectious Diseases Consultation (MED663)

Course Director: Mark Shelly M.D.

Contact Person: Christine Carrier-Gray - 341-6821 - Christine_Carrier-Gray@urmc.rochester.ec

Location: Highland Hospital

Block Length: 2 or more weeks

Students: 1 per Block

Prerequisites: Adult Inpatient Clerkship (AIC300)

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office Highland Hospital - Department of Medicine - South 503

Reporting Person Dept of Medicine, Highland Hospital

Reporting Time 8:30am - after morning repor

Dates Offered: -

GOAL

Beginning understanding of the approach and appropriate therapeutic choices in common hospital infections.

Elective available only by individual appointment. Please contact the Highland Hospital Infectious Disease Department at 341-6821 for availability.

LEARNING OBJECTIVES

Perform targetted consults evaluations of fevers and infections in hospital patients.

Understand the empiric choices made for identified infection syndromes.

Increase fluency in microbiology and antibiotics.

SCHEDULE OF ACTIVITIES

Round on patients 6 days a week, with one weekend off out of two.

See consults and review patients with the attending on service.

No call.

DIDACTIC ACTIVITIES

IC Clinical Conference 11:30-13:00 Thursdays, or Citywide ID on last Thursday of the month.

REQUIRED READING

STUDENT EVALUATIONS

Students will be evaluated based on one-on-one interaction with the precepting attending(s).

Infectious Diseases (MED665)

Course Director: Paul Graman M.D.

Contact Person:

Location: Strong Memorial Hospital

Block Length: 3 - 4 weeks

Students: 2 per Block

Prerequisites: Medicine Clerkship (MED300)

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office Infectious Disease Unit Office
Room 3-6209

Reporting Person Beverly DeNard

Reporting Time 8:30 AM

Dates Offered: 07/10/2006 - 12/24/2006

01/08/2007 - 04/29/2007

07/10/2006 - 07/30/2006

GOAL

To understand the principles of diagnosis and treatment of common infectious diseases, including interpretation of culture and susceptibility tests, and use of antimicrobial agents.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

Discuss pathogenesis of common infections, including cellulitis, pneumonia, bacteremia, UTI, and tuberculosis.

Distinguish between infection, colonization, and contamination.

Interpret results of cultures and gram stains from various sites, including sputum, urine, blood, CSF, and wounds.

Interpret results of antibiotic susceptibility testing, and apply these results in the selection of appropriate antibiotic therapy.

Discuss pharmacology, toxicity and spectrum of commonly used antibiotics, including penicillins, cephalosporins, aminoglycosides, and vancomycin.

Define minimum inhibitory concentration (MIC) and minimum bactericidal concentration (MBC).

Evaluate a patient with fever of uncertain etiology.

SCHEDULE OF ACTIVITIES

Students work closely with Fellows, Medical Residents, and Attendings on the Infectious Disease in-patient service at SMH (Team I). Students will be assigned new patient consultations for work-up in conjunction with a Fellow or Resident; students will write up, present and discuss these cases on ID Attending Rounds. Students may also elect to spend one week of this clerkship participating in the care of patients on the AIDS in-patient service (Team II) at SMH.

DIDACTIC ACTIVITIES

Students are expected to read about and discuss patient cases and learning objectives with their preceptors. Students should attend ID Clinical Conference (Thursdays 11:30-1:00) and ID City-Wide Conference (last Thursday of month 8:00-9:30). They are welcome to attend other conferences including AIDS Conference (Wednesdays 12:00-1:00), ID Journal Club (Tuesdays 12:15-1:15), ID Research Conference (most Tuesdays 9:15-10:15), and ID Seminar Series (Fridays 8:00-9:00). Students may be assigned to present one of their patient cases at ID Clinical Conference.

REQUIRED READING

A Practical Approach to Infectious Diseases, RE Reese and RF Betts, 5th ed., 2003 (selected chapters); Principles and Practice of Infectious Diseases, Mandell, Bennett, and Dolin, 6th ed., 2005 (selected chapters).

STUDENT EVALUATIONS

In order to receive a grade of Pass, students must: 1) demonstrate an appropriate knowledge of the learning objectives, 2) actively participate in rounds, patient care, and conferences, and 3) complete patient work-ups at a level commensurate with their experience.

Clinical Nephrology (MED670)

Course Director: Rebeca Monk

Contact Person: Marilyn Miran 275-1554 marilyn_miran@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 3 - 4 weeks

Students: 2 per Block

Prerequisites: Adult Inpatient Clerkship (AIC300)

Split Course? Yes

Open to International Students - No

Visiting Students - Yes

Reporting Office Students should report to room 3-6324 and ask the secretary to call the fellow on acute service for direction.

Reporting Person Fellow on Acute service

Reporting Time 9 am on the first day 8 after t

Dates Offered: 07/10/2006 - 07/08/2007

GOAL

An elective experience designed for students to gain experience in clinical nephrology, the student is expected to achieve competence in the diagnosis and management of common problems in nephrology including acute and chronic kidney disease as well as acid-base and electrolyte disturbances

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- Present data on new patients to the team and generate a consult note on new patients.
- Provide excellent daily follow-up on several patients on the team.
- Generate an appropriate differential diagnosis for patients with acute kidney disease.
- Use appropriate diagnostic tools to differentiate between pre-renal and intrinsic renal disease
- Do a urinalysis and become familiar with common findings seen.
- Diagnose and manage common electrolyte and acid-base disorders
- Understand the rationale for prescribing standard medications used in patients with chronic kidney disease
- Become familiar with the work-up of patients with proteinuria and hematuria.
- Become familiar with common disorders of calcium and phosphorus balance, and nephrolithiasis

SCHEDULE OF ACTIVITIES

Students are assigned to SMH and work on the inpatient units with the acute consult team which consists of an attending, a Nephrology fellow and occasionally internal medicine residents. Essential outpatient experience is obtained in the Tuesday afternoon and Friday morning general nephrology clinics.

DIDACTIC ACTIVITIES

There is a monthly clinical conference presented by a fellow, renal pathology conference twice/month, weekly journal club, a weekly sign-out conference in which all of the complex and interesting inpatients on the service are discussed. Other seminars of interest are the weekly journal club, biweekly physiology conference and biopsy conference which students are welcome to attend.

REQUIRED READING

Case relevant material

STUDENT EVALUATIONS

A narrative evaluation is completed with comments regarding the student's knowledge, clinical skills, problem-solving and clinical reasoning abilities, communication skills and personal and professional qualities, including dependability, motivation and interpersonal relationships during the rotation.

Elective in Nephrology (MED671)

Course Director:	Egils Veverbrants M.D.
Contact Person:	Patricia Read, 922-4707, patricia.read@viahealth.org
Location:	Rochester General Hospital
Block Length:	2 - 4 weeks
Students:	2 per Block
Prerequisites:	Adult Inpatient Clerkship (AIC300)
Split Course?	No
Open to	International Students - No Visiting Students - No
Reporting Office	Rochester General, Room B5008
Reporting Person	Patricia Read
Reporting Time	9:00 am
Dates Offered:	07/10/2006 - 06/17/2007

GOAL

To understand the basic concepts of renal diseases, acid-base and fluid balance.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- ?Identify patients for whose management a nephrology consultation is indicated and learn how to perform the consultation.
- ?Explain the difference between acute and chronic renal disease, and the general correlation between different patterns of urinalysis sediment findings and certain disease states.
- ?Define the different types of proteinuria, and define the mechanism of nephrotic syndrome.
- ?Learn the major causes of acute renal failure and to distinguish between prerenal disease, acute tubular necrosis and obstructive uropathy.
- ?Learn the use of urinary sodium concentration and the fractional excretion of sodium to distinguish between prerenal states and acute tubular necrosis as a cause of acute renal failure.
- ?Know the major glomerular syndromes (nephritic and nephrotic) and their clinical presentation. Discuss the mechanisms responsible for immune mediated glomerular injury, vasculitis, and how they affect the structure and function of the kidney. Discuss the progression of chronic renal failure and the adaptive responses to loss of functioning nephrons.
- ?Discuss the mechanisms by which uremic symptoms are produced, the role of parathyroid hormone and Vitamin D in chronic renal insufficiency and erythropoietin in Renal anemia.
- ?Describe the indications for dialysis both in acute and chronic renal failure.
- ?Discuss the mechanisms of sodium retention in edema states and how to use diuretics in the treatment of sodium retention.
- ?Discuss the factors which determine the plasma sodium concentration, and the mechanism and treatment of hypo and hypernatremia.
- ?Discuss the factors involved in the regulation of potassium balance, the major causes of hyper and hypokalemia and the physiological principles of therapy for hyperkalemia.
- ?Explain the basic principles of acid base physiology, the characteristics of different acid base disorders and the rational treatment of metabolic acidosis and metabolic alkalosis.

SCHEDULE OF ACTIVITIES

The students assigned to the Rochester General Hospital Nephrology Unit will work with the consulting nephrologists from 8:30 a.m. to 5:30 p.m. on weekdays. The students will be assigned new patient consultations, usually one per day and will follow these patients during the elective. The students will also see new patients in the outpatient nephrology clinic, and on follow-up visits. The student will perform the initial evaluation under the direct supervision of the consulting nephrologists. Urinalysis will be performed by the student under the guidance of a nephrologist on each new consultation.

DIDACTIC ACTIVITIES

Students will be assigned a preceptor (different from the consulting nephrologists). This preceptor will discuss the learning objectives with the students. The student will participate in all the clinical conferences of the nephrology unit. Each student will be assigned a specific nephrological problem, based on material seen on the wards. This will be researched and presented to the nephrology group at the clinical conference. In addition, the students are expected to attend resident conferences and the RGH medical grand rounds each week.

REQUIRED READING

Renal Pathophysiology - the Essentials, by Burton D. Rose and Helmut G. Rennke, 1994. Nephrology Secrets by Donald E. Hricik, 1999

STUDENT EVALUATIONS

To receive a grade of pass, students must perform adequate, work-ups to the preceptor, participate in the clinical conference and must receive a satisfactory clinical evaluation from the consulting nephrologists.

Elective in Nephrology (MED673)

Course Director: James Sloand M.D.

Contact Person: Christine Carrier-Gray 341-6895 Christine_Carrier-Gray@urmc.rochester.edu

Location: Highland Hospital

Block Length: 4 - 6 weeks

Students: 1 per Block

Prerequisites: Adult Inpatient Clerkship (AIC300)

Split Course? No

Open to International Students - No

Visiting Students - Yes

Reporting Office Highland Hospital Nephrology Office North East 248

Reporting Person Christine Carrier-Gray

Reporting Time 8:30am

Dates Offered: 07/10/2006 - 10/01/2006

10/02/2006 - 12/24/2006

01/08/2007 - 04/01/2007

03/26/2007 - 06/17/2007

GOAL

To understand the principles of evaluation and management of acid base, fluid electrolyte, and nephrologic problems.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

? Perform a urinalysis, identify chemical and microscopic components accurately, and apply this finding to the clinical setting in formulating a differential diagnosis.

? Interpret arterial blood gases, plasma and urine anion gap, and evaluate and formulate a specific treatment plan for simple and mixed acid base disturbances.

? Evaluate and formulate a specific treatment plan for fluid and electrolyte disturbances utilizing clinical and blood and chemistry results (osmolality, fractional excretion).

? Evaluate timed urinary collections for creatinine and protein.

? Know the appropriate workup and differential diagnosis of clinical problems including hematuria, proteinuria, and renal failure.

? Discuss the management of acute renal failure and chronic renal failure.

? Identify the features of glomerulonephritis and list the main histologic types and primary and secondary etiologies for these.

? Describe the effects of certain drugs (antibiotics, non-steroidal anti-inflammatory drugs) on the kidney.

? Identify patients/situations that require consultation with a nephrologist

? Describe the principles of dialysis and the modalities available to treat patients with end-stage renal disease.

? Evaluate patients presenting with nephrolithiasis and describe reasons to consider workup to rule out secondary hypertension.

? Discuss primary and secondary hypertension and describe reasons for and plans for workup of secondary causes.

SCHEDULE OF ACTIVITIES

All activities are at Highland Hospital where students will work under the guidance and supervision of the four faculty nephrologists. They will participate in inpatient hospital rounds and evaluate inpatient and outpatient consults.

DIDACTIC ACTIVITIES

Students will participate in nephrology subspecialty conferences and journal clubs. They will be expected to independently evaluate clinical problems and formulate and discuss differential diagnosis, workup and treatment plan with the attending nephrologist.

REQUIRED READING

1. Pathophysiology of Renal Disease, 2nd edition. B.D. Rose: Chapters 1-6, and 10.

2. ?Clinical Use of the Anion Gap?, Medicine 56 (1):38-54 (Emmett and Narins).

3. Clinical Physiology of Acid-Based and Electrolyte Disorder, 4th Edition B.D. Rose: Chapters 10-11, 18-28.

*All resources can be borrowed from the Nephrology Department library at HH.

STUDENT EVALUATIONS

To receive a grade of pass, the student must participate in daily rounds taking an active role in patient evaluation and care. They must turn in a documented log sheet that learning objectives were met and they must complete and pass the written nephrology exam given at the end of the course. The latter will be reviewed with the student to identify weaknesses and clarify understandings.

Clinical Oncology (MED684)

Course Director:	Pradyumna Phatak M.D.
Contact Person:	Julie.Burkhart@Viahealth.org, 922-5387
Location:	Rochester General Hospital
Block Length:	2 - 6 weeks
Students:	1 per Block
Prerequisites:	Adult Inpatient Clerkship (AIC300)
Split Course?	Yes
Open to	International Students - Yes Visiting Students - Yes
Reporting Office	Lipson Cancer and Blood Center, Lobby Level
Reporting Person	Julie Burkhart or Prad Phatak, M.D.
Reporting Time	8:15 a.m.
Dates Offered:	07/10/2006 - 06/17/2007

GOAL

The student should be able to understand the database necessary to be gathered and the decision making criteria to consider in evaluation and treatment of patients with cancer.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- ?Perform a history with specific attention to areas concerning diagnosis (family history, environmental exposures, history of present illness) and physical examination directed to skin, lymph nodes, breast, liver, spleen, and tumor measurements.
- ?Become aware of the major oncologic emergencies such as spinal cord compression, tumor lysis syndrome, hypercalcemia and understand the principles of managing these conditions.
- ?Interact with other members of the multimodality oncologic team: radiation and surgical oncology, nursing, social work.
- ?Assess performance status and estimate the short and long-term toxicities of chemotherapy regimens.

SCHEDULE OF ACTIVITIES

Student will participate in outpatient office evaluation of patients with a wide range of malignant diseases. The student will evaluate out-patients and inpatients under the direct supervision of a faculty attending.

DIDACTIC ACTIVITIES

There are three scheduled conferences per week at which the student will learn about radiographic and pathologic evaluation of patients. There are also case-based didactic sessions after clinics.

REQUIRED READING

Articles and Texts recommended during elective.

STUDENT EVALUATIONS

The student will be evaluated by direct observation of the student's skills at taking a history, physical and problem solving.

Clinical Oncology/Hematology (MED685)

Course Director: Timothy Woodlock M.D.

Contact Person: Lilly Cornier

Location: St. Mary's Hospital

Block Length: 2 - 4 weeks

Students: 1 per Block

Prerequisites:

Split Course? Yes

Open to International Students - Yes

Visiting Students - Yes

Reporting Office St. Mary's Hospital, Bishop Kearney Building 1st floor

Reporting Person Dr. Timothy Woodlock or Lilly Cornier

Reporting Time 9:00 am

Dates Offered: 08/07/2006 - 12/24/2006

01/08/2007 - 07/01/2007

GOAL

LEARNING OBJECTIVES

SCHEDULE OF ACTIVITIES

DIDACTIC ACTIVITIES

REQUIRED READING

STUDENT EVALUATIONS

Multidisciplinary Oncology in Radiation Oncology (MED686)

Course Director: George Uschold M.D.

Contact Person: Wendy Malorzo, 275-5575, Wendy_Malorzo@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 2 - 4 weeks

Students: 2 per Block

Prerequisites:

Split Course? Yes

Open to International Students - Yes

Visiting Students - Yes

Reporting Office Radiation Oncology

Reporting Person Wendy Malorzo

Reporting Time 8:15AM - 8:30AM

Dates Offered: 07/10/2006 - 09/24/2006

09/25/2006 - 11/05/2006

11/13/2006 - 11/19/2006

11/27/2006 - 12/17/2006

01/01/2007 - 06/24/2007

GOAL

To provide students with an understanding of cancer management in a multidisciplinary setting with an emphasis on clinical radiation oncology.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

?Discuss the natural history of malignant disease

?Describe standard work-up and diagnostic tests used in the evaluation of new patients and in follow-up clinic.

?Discuss staging of the disease and its relationship to development of a treatment plan.

?Explain indications for delivering radiation therapy.

?Discuss the process leading up to and including formulation of a treatment plan.

?Describe integration of other standard therapeutic modalities (surgery and chemotherapy) in cancer management.

?Identify various side effects associated with radiation therapy treatments and explain management techniques.

SCHEDULE OF ACTIVITIES

Students are assigned to a radiation oncologist on a weekly basis at SMH from 8:00am - 5:00pm. Students will follow patients from consult through treatment with emphasis on all aspects of patient care, particularly on diagnostic evaluation of new patients leading to accurate staging of disease and formulation of a treatment plan, often multidisciplinary in character.

DIDACTIC ACTIVITIES

- New Patient Conference - 1 hour twice per week

- Treatment Planning Rounds - 1 hour per week

REQUIRED READING

Clinical Oncology, 8 ed. By Philip Rubin, M.D. - major reference text.

STUDENT EVALUATIONS

To receive a grade of Pass, students must turn in all assigned case studies, attend new patient conferences and treatment planning rounds and receive a satisfactory clinical evaluation from their preceptors.

Pulmonary Medicine (MED693)

Course Director:	Andrew Swinburne M.D.
Contact Person:	Susan Sutton, 922-4409, susan.sutton@viahealth.org
Location:	Rochester General Hospital
Block Length:	2 - 6 weeks
Students:	1 per Block
Prerequisites:	Medicine Clerkship (MED300)
Split Course?	No
Open to	International Students - Yes Visiting Students - Yes
Reporting Office	Rochester General Hospital, Pulmonary Office 4th Floor
Reporting Person	Andrew Swinburne, M.D.
Reporting Time	9:00 am
Dates Offered:	09/04/2006 - 06/24/2007

GOAL

The student will learn a systematic approach to the clinical evaluation of lung disease. If the student wishes, he or she may tailor their experience to emphasize either inpatients (including MICU patients), or outpatients.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- ?Evaluate common symptoms associated with lung disease such as dyspnea, cough and hemoptysis.
- ?Diagnose and treat common lung disorders, including COPD, asthma, pneumonia, and lung cancer.
- ?Interpret simple, commonly used pulmonary function tests.
- ?Better understand the role of bronchoscopy, chest x-ray, and lung biopsy in the evaluation of lung disease.
- ?Present a concise, focused presentation of a patient with respiratory symptoms or disease.

SCHEDULE OF ACTIVITIES

Daily rounds, conferences, and patient evaluations begin at 8:30 am and last until 5:00 pm. Students will interview and examine 3-5 new patients a week and make a presentation of the patient to one of the staff attending. On most days, the students can expect to round and work closely with one of the staff attending for 3-4 hours.

DIDACTIC ACTIVITIES

1. Daily interpretation of pulmonary function tests
2. Weekly x-ray conference
3. Weekly pathology conference
4. Monday, Wednesday, Friday ICU patient conference
5. Weekly city-wide case conference
6. Weekly review conference of pertinent journal articles

REQUIRED READING

Respiratory Disease section of the General Medical text. Pertinent review articles related to patients evaluated.

STUDENT EVALUATIONS

Students will be evaluated based on their close interaction with faculty. Particular attention will be paid to their ability to organize, analyze, and present clinical information. The importance of good case presentation skills will be emphasized.

Sleep Medicine Elective (MED694)

Course Director: Robert Israel M.D.

Contact Person:

Location: Private Office

Block Length: 2 weeks

Students: 1 per Block

Prerequisites: Adult Inpatient Clerkship (AIC300)

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office

Reporting Person

Reporting Time

Dates Offered: 09/11/2006 - 09/17/2006

10/02/2006 - 10/15/2006

11/06/2006 - 11/19/2006

02/05/2007 - 02/18/2007

03/05/2007 - 03/18/2007

05/07/2007 - 05/20/2007

GOAL

To develop an understanding of the various sleep disorders and their treatment.

LEARNING OBJECTIVES

By the end of the rotation, the student should be able to:

?Take a comprehensive sleep history.

?Identify patients who likely suffer from a sleep disorders, including insomnia, sleep apnea, narcolepsy and parasomnias.

?Become cognizant of both the medical and societal cost of various sleep disorders.

?Be able to manage and counsel a patient suffering from obstructive sleep apnea.

?Be able to use behavioral therapy in treating patients suffering from insomnia.

?Be able to describe the normal stages of sleep as well as the physiologic changes which occur during sleep.

?Describe the underlying physiology of obstructive sleep apnea.

SCHEDULE OF ACTIVITIES

Students will rotate at the Sleep Disorders Center of Rochester during their two-week elective. During this time, they will perform the initial evaluation on patients referred to the center. Many of these patients will suffer from obstructive sleep apnea, however, there is also exposure to patients with other sleep abnormalities such as narcolepsy, restless legs syndrome/periodic limb movements during sleep, and REM behavior disorder. Medical students will also rotate in the insomnia clinic, where they will be exposed to behavioral therapy in the treatment of chronic insomnia. Students will also spend several evenings in the clinical laboratory learning about patient evaluation and management during polysomnograms.

DIDACTIC ACTIVITIES

Students are expected to read about and discuss the learning objectives with their preceptor during the clinical day. The consults that the medical students are involved in will be discussed on a one-to-one basis and teaching points will be made about each case. There will be a weekly case conferences at 1:00 p.m on Tuesdays and Thursdays.

REQUIRED READING

Current Concepts in Sleep Medicine by Peter Huari

Principles and Practices of Sleep Medicine by Kryger, Roth and Dement (selected chapters)

Various articles from recent literature about sleep disorders

These booklets will be provided to you at the beginning of your rotation and at selected times before case conferences.

STUDENT EVALUATIONS

To receive a grade of pass, students need to actively participate in the assessment and care of patients at the Sleep Disorders Center. They must also demonstrate an understanding of the learning objectives. Students will also be expected to chair one case conference.

Sleep Medicine Elective (MED695)

Course Director: Joseph Modrak M.D.

Contact Person: Joe Modrak, M.D.; 341-7575 joseph_modrak@urmc.rochester.edu

Location: Private Office

Block Length: 1 - 2 weeks (4 weeks by arrangement)

Students: 1 per Block

Prerequisites: Medicine Clerkship (MED300)

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office Strong Sleep Disorders Center
2337 S. Clinton Ave

Reporting Person Maria Urso, secretary

Reporting Time 8:30

Dates Offered: 07/10/2006 - 11/19/2006

12/04/2006 - 12/17/2006

01/08/2007 - 02/11/2007

02/26/2007 - 04/08/2007

04/23/2007 - 06/03/2007

GOAL

To develop an understanding of the various sleep disorders and their treatment.

LEARNING OBJECTIVES

By the end of the rotation, the student should be able to:

- Take a comprehensive sleep history.
- Identify patients who likely suffer from a sleep disorder.
- Become cognizant of both the medical and societal cost of various sleep disorders.
- Be able to manage and counsel a patient suffering from obstructive sleep apnea.
- Be able to use behavioral therapy in treating patients suffering from insomnia.
- Be able to describe the normal stages of sleep as well as the physiologic changes that occur during sleep.
- Describe the underlying physiology of obstructive sleep apnea.

SCHEDULE OF ACTIVITIES

Students will rotate at the Strong Sleep Disorders Center of Rochester during their two-week elective. During this time, they will perform the initial evaluation on patients referred to the center. Many of these patients will suffer from obstructive sleep apnea, however, there is also exposure to patients with other sleep abnormalities such as narcolepsy, restless legs syndrome/periodic limb movements during sleep, and REM behavior disorder. Medical students will also rotate in the insomnia clinic, where they will be exposed to behavioral therapy in the treatment of chronic insomnia.

DIDACTIC ACTIVITIES

Students are expected to read about and discuss the learning objectives with their preceptor during the clinical day. The consults that the medical students are involved in will be discussed on a one-to-one basis and teaching points will be made about each case.

REQUIRED READING

- Current Concepts in Sleep Medicine by Peter Hauri
- Principles and practices of Medicine by Kryger, Roth and Dement(selected chapters)
- Various articles from recent literature about sleep disorders
- These booklets will be provided to you at the beginning of your rotation.

STUDENT EVALUATIONS

To receive a grade of pass, students need to actively participate in the assessment and care of patients at the Sleep Disorders Center. They must also demonstrate an understanding of the learning objectives.

medical.doc: Documentary Film and Medicine (MHU/FAM618)

Course Director: Vincent M. B. Silenzio MD, MPH

Contact Person: Mary Haddad, 585-506-0484 X105, Mary_Haddad@urmc.rochester.edu

Location: Family Medicine Center

Block Length: 4 or 8 weeks

Students: 4 per Block

Prerequisites:

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office 1381 South Avenue

Reporting Person Mary Haddad

Reporting Time 9 AM

Dates Offered: -

GOAL

To explore advanced applications of film and narrative concepts in medical practice through the development of knowledge, skills, and attitudes that foster the created representation of experiences, humanism in medicine, documentation of patient, family, or community experiences.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

List the distinguishing features between narrative and non-narrative (documentary) film

Name and describe the major components of the three phases of film and video production

Discuss their individual values for the appropriate and ethical use of media in health advocacy

Discuss the potential uses of video for health advocacy in their individual practice and community settings

Understand the major roles of film production personnel, such as director, cinematography, editor, and producer, and how these roles are adapted to productions using new technology.

Discuss potential collaborating community partners in their individual practice settings.

Shoot, edit and produce a short video short of up to 30 minutes in length, demonstrating mastery of the following:

- o basic cinematographic techniques and conventions

- o creating transitions between sequences and shots

- o adding sound, music, or voice-over narration during editing

Create a movie file for VideoCD or DVD distribution, and burn this file onto disk.

SCHEDULE OF ACTIVITIES

Students will work in a collaborative production team to plan and produce a short documentary video using digital recording equipment and computer software available in the Family Medicine Research Program. Students will attend film screening sessions, a weekly educational seminar with course faculty, and scheduled sessions in the computer laboratory. Students will see patients for one half-day each week with the preceptor at the Family Medicine Center. The experience culminates in the MedicalDoc Festival, where student works are given their first public exhibition. Student works will be exhibited online through the course website.

DIDACTIC ACTIVITIES

At the beginning of the rotation, students discuss learning objectives with the preceptor. These are revisited and reassessed during the clerkship. Formal feedback sessions will occur at the midpoint and end of the rotation. Students will read assigned materials, prepare notes and commentary to be the basis of discussion during the weekly seminar session with the preceptor.

REQUIRED READING

Introduction to Documentary, by Bill Nichols

STUDENT EVALUATIONS

In order to receive a grade of Pass, the student must attend all sessions and receive a satisfactory evaluation from the preceptor.

SCHEDULING: Students interested in this course must call (585) 506-9484 x205 to check onspace availability before enrolling.

Film and Medicine (MHU601)

Course Director: Vincent M. B. Silenzio MD, MPH

Contact Person: Mary Haddad, 585-506-0484 X105, Mary_Haddad@urmc.rochester.edu

Location: Family Medicine Center

Block Length:

Students: 4 per Block

Prerequisites:

Split Course? No

Open to
International Students - No
Visiting Students - Yes

Reporting Office 1381 South Avenue

Reporting Person Vince Silenzio

Reporting Time 9 AM

Dates Offered: -

GOAL

To explore advanced applications of film and narrative concepts in medical practice through the development of knowledge, skills, and attitudes that foster the created representation of experiences, humanism in medicine, documentation of patient, family, or community experiences.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- List the distinguishing features between narrative and non-narrative (documentary) film
- Name and describe the major components of the three phases of film and video production
- Discuss their individual values for the appropriate and ethical use of media in health advocacy
- Discuss the potential uses of video for health advocacy in their individual practice and community settings
- Understand the major roles of film production personnel, such as director, cinematography, editor, and producer, and how these roles are adapted to productions using new technology.
- Discuss potential collaborating community partners in their individual practice settings.
- Shoot, edit and produce a short video short of up to 30 minutes in length, demonstrating mastery of the following:
 - o basic cinematographic techniques and conventions
 - o creating transitions between sequences and shots
 - o adding sound, music, or voice-over narration during editing
- Create a movie file for VideoCD or DVD distribution, and burn this file onto disk

SCHEDULE OF ACTIVITIES

Students will work in a collaborative production team to plan and produce a short documentary video using digital recording equipment and computer software available in the Family Medicine Research Program. Students will attend film screening sessions, a weekly educational seminar with course faculty, and scheduled sessions in the computer laboratory. Students will see patients for one half-day each week with the preceptor at the Family Medicine Center. The experience culminates in the MedicalDoc Festival, where student works are given their first public exhibition. Student works will be exhibited online through the course website.

DIDACTIC ACTIVITIES

At the beginning of the rotation, students discuss learning objectives with the preceptor. These are revisited and reassessed during the clerkship. Formal feedback sessions will occur at the midpoint and end of the rotation. Students will read assigned materials, prepare notes and commentary to be the basis of discussion during the weekly seminar session with the preceptor.

REQUIRED READING

Introduction to Documentary, by Bill Nichols

STUDENT EVALUATIONS

In order to receive a grade of Pass, the student must attend all sessions and receive a satisfactory evaluation from the preceptor.

SCHEDULING: Students interested in this course must call (585) 506-9484 x205 to check onspace availability before enrolling.

Clinical Medical Ethics (MHU602)

Course Director: Jane Greenlaw J.D.

Contact Person: Andrea Ehmann, 585-275-5800, andrea_ehmann@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 2 weeks

Students: 1 per Block

Prerequisites:

Split Course? Yes

Open to International Students - Yes

Visiting Students - Yes

Reporting Office Division of Medical Humanities, Room 1-6321

Reporting Person Jane Greenlaw

Reporting Time By arrangement with Profess

Dates Offered: 07/10/2006 - 12/24/2006

01/01/2007 - 07/15/2007

GOAL

To learn the aspects of clinical ethics that are essential to good medical and surgical practice.

LEARNING OBJECTIVES

Capabilities the student is expected to acquire in this elective

1. Identify situations/ cases in which ethics consultation is appropriate; identify the procedure for requesting an ethics consultation; describe who can request an ethics consultation
2. Demonstrate the process of reviewing the medical record in an ethics consultation; identify the relevant components of the medical record for an ethics consultation
3. Identify the relevant parties to be interviewed for the ethics consultation
4. Demonstrate the process of the ethics interview with patient, family, members of the care team, and others
5. Identify ethical issues presented in clinical cases
6. Recognize the major methodologies for analysis of ethical problems in clinical practice
7. Utilize the major methodologies to analyze clinical cases
8. Distinguish ethical, legal, and clinical issues
9. Analyze the special problems that exist in cases involving difficult and/or non-compliant patients or families
10. Demonstrate familiarity with the relevant bioethics literature, including major journals and books applying ethics to the field of interest of the student
11. Prepare written summaries of ethical issues in clinical cases, including analyses, recommendations, and references to the literature
12. Identify and demonstrate the appropriate mechanisms for follow up in ethics consultation

SCHEDULE OF ACTIVITIES

The schedule of teaching and clinical activities for the Ethics Consultation Service varies. Therefore, the student should arrange by telephone in advance with the course director for the time and place of the first meeting and for each day's activities.

DIDACTIC ACTIVITIES

The student is expected to be familiar with the learning objectives and requirements before beginning this elective experience. The student must attend all classes and teaching rounds conducted by the course directors. The student must participate in all ethics consultations during the elective experience, including follow up.

REQUIRED READING

Students enrolling in this elective should have access to a copy of Resolving Ethical Dilemmas: A Guide for Clinicians (3rd Edition) by Bernard Lo, M.D., available in paperback in the Medical Center Bookstore (Lippincott Williams and Wilkins, 2000). Other bioethics literature, including relevant chapters from the Lo text, will be selected according to the cases the student is working on.

STUDENT EVALUATIONS

To receive a passing grade for this elective, the student should maintain a log during this elective documenting the teaching and clinical activities in which the student participates. This log sheet should detail the time devoted to each activity, including library research. It should include a brief written description of how the student has met each of the 12 objectives for this elective. This log is to be handed in at the end of the elective. The student will prepare at least two case write-ups, using a prescribed format, during the elective.

Clinical Ethics Research Elective (MHU603)

Course Director: Jane Greenlaw J.D.

Contact Person: Andrea Ehmann 275-5800 andrea_ehmann@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length:

Students: 1 per Block

Prerequisites:

Split Course? Yes

Open to International Students - Yes

Visiting Students - Yes

Reporting Office Room 1-6321

Reporting Person J. Greenlaw

Reporting Time by arrangement

Dates Offered: 07/10/2006 - 12/24/2006

01/01/2007 - 07/15/2007

GOAL

This elective allows the third or fourth year student to identify an ethics topic of interest and conduct substantive independent research of that topic under the guidance of the ethics faculty. The student will produce a manuscript quality paper with input from faculty. (Examples of previous projects: transplant ethics; disclosure of positive HIV status to minors; death penalty and juvenile offenders.)

LEARNING OBJECTIVES

This elective gives the student the opportunity to identify an ethics topic of interest, critically survey the relevant ethics literature, develop an argument, hypothesis, or position, and develop this into a manuscript quality paper.

SCHEDULE OF ACTIVITIES

The student will identify a topic before beginning the elective (this can be done in email correspondence with the course director). During the elective the student will meet with the course director, by arrangement, to review the progress of the research and writing. It is anticipated that at least two drafts will precede the final paper.

DIDACTIC ACTIVITIES

The student will conduct library research and write a paper, as described.

REQUIRED READING

To be determined in the course of the research.

STUDENT EVALUATIONS

To receive a Pass grade, the student must attend all scheduled meetings and finish the research paper.

Clinical Ethics and Palliative Care (MHU604)

Course Director: Timothy Quill M.D.

Contact Person: Patricia DiGiorgio

Location: Strong Memorial Hospital

Block Length: 4 weeks

Students: 1 per Block

Prerequisites:

Split Course? Yes

Open to International Students - Yes

Visiting Students - Yes

Reporting Office They should contact our office - location is arranged upon special request.

Reporting Person arranged individually

Reporting Time arranged individually

Dates Offered: 07/10/2006 - 12/24/2006

01/01/2007 - 07/15/2007

GOAL

PLEASE NOTE: AVAILABLE FOR 3RD AND 4TH YEAR MEDICAL STUDENTS. NO COURSE PREREQUISITES.

To learn the basic aspects of clinical ethics and palliative care that are essential to good medical and surgical practice.

LEARNING OBJECTIVES

Capabilities the student is expected to acquire in this elective:

1. Identify situations/ cases in which ethics consultation is appropriate; identify the procedure for requesting an ethics consultation; describe who can request an ethics consultation
2. Demonstrate the process of an ethics consultation (review of medical record, interview with relevant parties, identify relevant ethical issues, utilize major methodologies for case analysis)
3. Prepare written summaries of ethical issues in clinical cases, including analyses, recommendations, and references to the literature
4. Distinguish ethical, legal, and clinical issues
5. Identify patients who could benefit from palliative care and from hospice
6. Demonstrate the process of a palliative care consultation, including review of basic medical status, assessment of uncomfortable symptoms, review status of potentially life prolonging therapies, assess relevant psychosocial and spiritual issues, and identify key palliative care issues
7. Identify the most common symptoms for which patients with advanced illness, and recognize basic modalities of treatment
8. Demonstrate the ability to speak honestly and compassionately with dying patients about their illness or potential.
9. Identify an ethics or palliative care topic of interest during the first week, and review the relevant literature and prepare a paper for discussion to be completed by the end of the rotation.

SCHEDULE OF ACTIVITIES

The schedule of teaching and clinical activities varies for both palliative care and ethics consultation. Therefore, the student should arrange by telephone in advance with Professor Greenlaw or Dr. Quill for the time and place of the first meeting. The schedule of activities and clinical responsibilities will be individually arranged with each student on a weekly basis.

DIDACTIC ACTIVITIES

The student is expected to be familiar with the learning objectives and requirements before beginning this elective experience. (See Required Reading, below, for first and second day assignments.) The student must attend all classes and teaching rounds conducted by the course directors. The student must participate in all relevant consultations during the elective experience, including follow up.

REQUIRED READING

Students enrolling in this elective should have access to a copy of Resolving Ethical Dilemmas: A Guide for Clinicians (3rd Edition) by Bernard Lo, M.D., available in paperback in the Medical Center Bookstore (Lippincott Williams and Wilkins, 2000). Other bioethics literature, including relevant chapters from the Lo text, will be selected according to the cases the student is working on and the topic of the student's paper. Dr. Quill will assign palliative care readings.

STUDENT EVALUATIONS

To receive a passing grade, the student must maintain a log during this elective documenting the teaching and clinical activities in which the student participates. This log sheet should detail the time devoted to each activity, including library research. It should include a brief written description of how the student has met each of the objectives for this elective. This log is to be handed in at the end of the elective. Finally, the student must write a paper (usual length around 6-10 pages) on an ethics consultation or palliative care case the student has been involved in or a topic agreed upon with the course directors (see learning objective #9).

Art, Medicine and Literature (MHU605)

Course Director: Hannah Solky

Contact Person: Andrea Ehmann, 585-275-5800, andrea_ehmann@urmc.rochester.edu

Location: Memorial Art Gallery

Block Length: 1 week

Students: 8 per Block

Prerequisites:

Split Course? No

Open to International Students - Yes

Visiting Students - Yes

Reporting Office To be arranged with Dr Solky before the start of the elective, but likely the lobby of the Memorial Art Gallery

Reporting Person Dr. Hannah Solky (442-2739)

Reporting Time By arrangement before start

Dates Offered: 09/11/2006 - 09/24/2006

10/09/2006 - 10/22/2006

11/06/2006 - 11/12/2006

12/04/2006 - 12/10/2006

GOAL

To integrate a variety of "observational" skills developed at the Memorial Art Gallery with clinical skills in observing patient at the bedside, and the personal and humanistic skills of self-observation and reflection through a variety of experiences examining artworks, short literary works, and patients.

LEARNING OBJECTIVES

to develop skills of observation at the gallery and at the bedside.

to describe these observations at art gallery and bedside to others. to reflect upon the insights and limitations of one's own observations.

SCHEDULE OF ACTIVITIES

Part I: Observational "Rounds" at MAG:

Students will examine pre-selected artworks at the Memorial Art Gallery (MAG) with Dr. Solky as facilitator, and discuss their observations and insights as they "work up" the paintings.

Part II: Reflections on Art and Literature:

Students will be provided with poems, short stories, or excerpts from longer works which relate to the artworks students have observed at MAG. They will integrate the visual "story" in the paintings with the written/spoken story to identify related themes, and discuss how these issues relate to their work with patients in clinical medicine.

Part III: Clinical Medicine and Art:

Students may be asked to select a patient and apply the skills and knowledge developed at the art gallery to observe the patient and his/her environment and the psychological, social and cultural components that colour the patient's clinical picture. No physical exam is necessary.

Part IV: Research and Write-Up of a Work of Art and a Patient:

Students will have the opportunity to work individually at the medical school library to research and write about their patient, and/or at the art gallery library to research and write about one artwork the work of art/artist. Dr. Solky.

Students will meet each day at the Memorial Art Gallery in the morning with Dr. Solky. Mornings will be spent in small group sessions; afternoons will be used for research at either library, or other work related to the elective. Students will arrange to meet with Dr. Solky before the first day of the elective. Minimum number of students for this elective is 4; maximum is 8.

DIDACTIC ACTIVITIES

Students will read assigned materials, prepare notes and commentary to be the basis of discussion during the tutorial.

REQUIRED READING

To be arranged with Dr. Solky

STUDENT EVALUATIONS

To receive a grade of Pass, the student(s) must participate in the discussions, complete the readings and prepare a write-up of one artwork and/or one patient at the end of the week which will be presented to the rest of the group.

Literature and Medicine (MHU606)

Course Director:	Stephanie Brown Clark M.D., Ph.D
Contact Person:	Andrea Ehmann, 585-275-5800, andrea_ehmann@urmc.rochester.edu
Location:	Strong Memorial Hospital
Block Length:	2 weeks
Students:	2 per Block
Prerequisites:	
Split Course?	No
Open to	International Students - Yes Visiting Students - Yes
Reporting Office	Division of Medical Humanities, 1 - 6321 (across from Miner Library) for Dr. Brown Clark; Dept of Medicine (3-5207 B) for Dr. Baker
Reporting Person	Stephanie Brown Clark or Clayton Baker
Reporting Time	To be arranged with Dr. Clark
Dates Offered:	02/26/2007 - 04/08/2007

GOAL

To read, consider, and critique selected works of literature and poetry and their relation to the profession and practice of medicine.

LEARNING OBJECTIVES

By the end of the elective the student should be able to:

Understand the clinical importance of the narrative process between patient and physician.

Incorporate the reflections and insights of selected works of literature/poetry into the student's own personal experiences as a physician-in-training.

Integrate the reading of non-medical literature into their medical education.

SCHEDULE OF ACTIVITIES

PLEASE NOTE: This elective will be taught by Dr. Brown Clark or by Dr. Clayton Baker, depending on the dates of the elective.

Students will arrange to meet with Dr. Clark or Dr. Baker before the first day of the elective to decide on a list of readings. The student (s) may choose to focus on literature written by physicians, or by medical students, or by patients; the student (s) may choose materials on particular diseases or themes. The literature/poetry may be contemporary or historical. The student (s) will meet with Dr. Clark or Dr. Baker 3 times per week for 1 - 2 hour tutorials, or similar schedule.

DATES/TIMES: MWF from 1 - 3 or 2 - 4 pm.

DIDACTIC ACTIVITIES

Students will read materials, prepare notes and commentary to be the basis of discussion during the tutorial.

REQUIRED READING

Each student will generate a "reading list" of works before the start date of the elective and email it to whomever is supervising the elective (either Dr. Brown Clark or Dr. Baker). In addition to the student's reading list, a portion of the readings will be chosen by the instructor. For reading ideas, students can look at the NYU database, Arts, Literature and Medicine <http://endeavor.med.nyu.edu/lit-med/lit-med-db/topview.html> or contact Dr. Brown Clark or Dr. Baker for suggestions.

STUDENT EVALUATIONS

To receive a Pass, the student(s) must complete the readings and be prepared to discuss them at each tutorial. The student(s) will keep a journal of their comments and criticisms of the readings which will be handed in to the appropriate elective supervisor. Alternatively students may write a creative work or an analysis/review of a book(s) read and discussed during the elective and handed in on the last day of the elective.

Medical History (MHU608)

Course Director: Stephanie Brown Clark M.D., Ph.D

Contact Person: Andrea Ehmann, 585-275-5800, andrea_ehmann@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 2 - 4 weeks (may be split)

Students: 2 per Block

Prerequisites:

Split Course? Yes

Open to International Students - Yes

Visiting Students - Yes

Reporting Office Division of Medical Humanities, 1- 6321 (across from the Miner library)

Reporting Person Stephanie Brown Clark

Reporting Time To be arranged with Dr. Brov

Dates Offered: 01/08/2007 - 02/18/2007

GOAL

To contextualize and consider medical practices and theories by a close study of a topic in medical history chosen by the student

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

Understand some historical dimensions of medicine.

Learn about the basic resources, tools and approaches to research of a medical history topic

Utilize these resources to produce a short written paper.

SCHEDULE OF ACTIVITIES

The student(s) will arrange a meeting with Dr. Clark before the start date of the elective to identify a specific topic, establish his/her learning objectives, and arrange a schedule. The topic may be related to a particular clerkship unit (i.e. in the history of neurology, psychiatry, obstetrics, gynecology, pediatrics, surgery , etc.), but is not restricted to these areas. The student will meet with Dr. Clark 3 times per week or on an alternate schedule to be arranged by the student with Dr. Clark.

DIDACTIC ACTIVITIES

The student (s) will research their topic, using the resources of the History of Medicine Room in the Miner Library and elsewhere. The progress of the research will be discussed and modified at regular meetings with Dr. Clark. Students are strongly encouraged to attend the Corner Society medical history meeting coincident with their elective or interests.

REQUIRED READING

J. Duffin, "How to research a topic in medical history," in History of Medicine: a scandalously short introduction, University of Toronto Press, 1999. (photocopies available from Andrea Ehmann, Division of Medical Humanities).

STUDENT EVALUATIONS

To receive a Pass, student(s) must produce a short paper, or web-page on their topic, or a journal of their readings with commentary. Student(s) should demonstrate good preparation and participation during the meetings.

Doctors & Healers-Beyond the Biopsychosocial Mode (MHU609)

Course Director: Cecile Carson

Contact Person: Andrea Ehmann, 585-275-5800, andrea_ehmann@urmc.rochester.edu

Location: Private Office

Block Length: 2 weeks

Students: 8 per Block

Prerequisites:

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office

Reporting Person

Reporting Time

Dates Offered: -

GOAL

Illness often requires us to do soul level work with our patients to help support their healing process. Yet much of Western medical training is focused on finding and fixing the disturbance in anatomy, physiology and psychosocial systems. This elective will address a domain beyond both biomedical and biopsychosocial - the "transpersonal" domain, which recognizes the role of consciousness and spirituality in the healing process, and extends beyond the limited body or personality of the individual.

LEARNING OBJECTIVES

The transpersonal dimension is often ignored because we don't have a way to begin to structure a conversation around it. Through my studies with spiritual healers, shamans, and my work for over 25 years with patients facing life-threatening illness such as cancer and AIDS, I will offer some perspectives and strategies for using this dimension in ordinary clinical encounters.

A doctor is not necessarily a healer. In our time together, we will begin to unpackage a deeper conversation and interaction that can allow us to enrich our biotechnical expertise with healing modalities that are both cross-cultural and ancient, adapting them to modern times and to Western medical settings.

A general slide presentation will contrast biomedical biopsychosocial, and transpersonal frameworks. This will be followed by a combination of discussion and experiential activities to help participants reflect on their own experience of this dimension, and discover ways to work with it more intentionally in both patient care and in their own lives.

SCHEDULE OF ACTIVITIES

Required Materials to Bring: A bandana and a journal for recording.

Contact Information:

email: ccarson4@aol.com

phone: (585) 271-5650

DIDACTIC ACTIVITIES

REQUIRED READING

There will be articles and selected chapters to read by Rachel Remen, Larry Dossey, Frank Lawlis, and a videotape of Joseph Campbell's "The Hero's Journey," plus Cecile Carson's article on "Shamanism and the Medical Encounter." Each participant will select one of these to present to the group for discussion. There will also be a number of experiential activities designed to help access and work with the transpersonal dimension.

STUDENT EVALUATIONS

Creative Writing (MHU610)

Course Director: Stephen J. Lurie M.D., Ph.D.

Contact Person: Stephen Lurie 3-4323 stephen_lurie@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length:

Students: 8 per Block

Prerequisites:

Split Course? No

Open to International Students - Yes

Visiting Students - Yes

Reporting Office TBA

Reporting Person TBA

Reporting Time TBA

Dates Offered: -

GOAL

To improve skills in the craft of writing medically-related fiction and creative nonfiction.

LEARNING OBJECTIVES

As above

SCHEDULE OF ACTIVITIES

The course will be structured as a collegial writing workshop. We will read several essays on the craft of writing, and will also critique published work. There will also be several in-class writing exercises. Finally, students will each be expected to share a sample of their own writing for which they would like feedback from the group.

DIDACTIC ACTIVITIES

As above

REQUIRED READING

TBA

STUDENT EVALUATIONS

Students will be evaluated on the basis of their participation, attendance, and quality of feedback to one another.

Independent Creative/Research Humanities Project (MHU615)

Course Director: Stephanie Brown Clark M.D., Ph.D

Contact Person: Andrea Ehmann, Division of Medical Humanities

Location: Strong Memorial Hospital

Block Length: 1-4 weeks

Students: 2 per Block

Prerequisites:

Split Course? Yes

Open to International Students - No

Visiting Students - No

Reporting Office Division of Medical Humanities 1 - 6321

Reporting Person Stephanie Brown Clark

Reporting Time To be arranged with Dr.

Dates Offered: 01/08/2007 - 04/08/2007

04/23/2007 - 05/27/2007

08/07/2006 - 10/01/2006

GOAL

This elective is intended to give individual students an opportunity to undertake research or creative work on topics in medical humanities and/or ethics under the supervision of an appropriate faculty member from the Division of Medical Humanities. The elective is 2 - 4 weeks in length, and no pre-requisites are needed. (For example, students may develop and edit a research paper on a medical topic informed by philosophy, anthropology, cultural studies, ethics, literature, etc., or develop and organize a possible medical humanities seminar or elective, or complete their project for the Pathway in Medical Humanities/Clinical Ethics.

NOTE: Available throughout most of the academic year by special arrangement with Dr. Brown Clark.

THIS ELECTIVES WAS FORMERLY TITLED MHU950.

Before the elective can be approved, students should contact S. Brown Clark or J. Greenlaw to discuss their project idea and to identify the most appropriate supervisor.

LEARNING OBJECTIVES

To research and develop a humanities and/or ethics project (paper, anthology, film, performance, curricular piece) on a topic of particular interest to the individual medical student with oversight by an appropriate supervisor.

To create a "product" that will have been useful and important to the student -- ie a paper, a short film, a possible module, elective or seminar (including, learning objectives, speakers, field trips and syllabus etc) for the medical humanities curriculum.

SCHEDULE OF ACTIVITIES

Students will email S Brown Clark and/or Jane Greenlaw before the start date of the elective with a project topic, and provide a workplan for the elective.

DIDACTIC ACTIVITIES

This is an independent research project for self-directed learners. Students will identify their learning needs and then address them with appropriate resources with the help of their supervisor.

REQUIRED READING

As appropriate to the individual project of the student.

STUDENT EVALUATIONS

Students must have a "product" at the end of the elective, either as a substantial paper, a film, a possible curricular activity, elective or seminar outline.

Rural Emergency Medicine And The Writing Life (MHU616)

Course Director: Frank Edwards M.D
Contact Person: Frank_Edwards@urmc.rochester.edu
Location:
Block Length:
Students: 1 per Block
Prerequisites:
Split Course? Yes
Open to International Students - Yes
Visiting Students - Yes
Reporting Office Contact Dr. Edwards at 585-797-5174
Reporting Person same
Reporting Time same
Dates Offered: 07/10/2006 - 07/08/2007

GOAL

This elective has two primary goals: 1.) to understand the management of common medical and surgical conditions presenting to community hospital emergency departments; and 2) to further develop skills in the writing of fiction, non-fiction or poetry.

LEARNING OBJECTIVES

Medical Objectives:

1. By the end of this rotation, students will understand the initial evaluation and management of critical or potentially critical medical conditions in adults and children, including cardiovascular syndromes, respiratory emergencies, gastrointestinal problems, infectious diseases, diabetic emergencies, neurologic disorders, and behavioral crises.
2. By the end of this rotation students will understand the basic emergency department approach to surgical and orthopedic emergencies, including the evaluation and management of acute head injuries, lacerations, abscesses, common joint dislocations and fractures. They will practice suturing and splinting skills.

Writing Objectives:

1. By the end of this rotation students will have a better understanding of the process of beginning and developing a creative work.
2. By the end of this rotation students will know more about how to locate and nurture the "power" within a rough draft.
3. By the end of this rotation students will have a better grasp of the revision process and a deeper understanding of how to know when a piece is "finished"
4. Students will be exposed to the "post-creative" aspect of writing -the search for publication outlets, the finding of agents, etc.

SCHEDULE OF ACTIVITIES

This rotation is organized as follows: On a flexible basis and by prearrangement, the student will spend three 8 hour shifts each week in one of several emergency departments in the Rochester/Finger Lakes region where they will work under supervision of the preceptor (or his designee). The student will then be expected to devote approximately 24 additional hours a week toward the creation and development of a significant piece of writing.

DIDACTIC ACTIVITIES

The student will meet with the preceptor once a week to discuss both the work in progress and general issues related to creative writing. Students will maintain brief daily entries in a "writer's journal."

REQUIRED READING

For the medical portion of this rotation there are no specific readings. For the writing portion of this rotation the student will be assigned poems or short stories to read based upon personal interest and discussions with the preceptor. An emphasis will be placed upon how to "read as a writer" in order to garner help with the development of one's own craft. The student will be encouraged to read Anne Lamott's Bird by Bird and Natalie Goldberg's Writing Down the Bones before the rotation begins

STUDENT EVALUATIONS

For the emergency medicine portion of this rotation students will be evaluated on the basis of their participation in clinical activities and their assimilation of new knowledge and skills. Fulfillment of the writing portion of this rotation will be demonstrated by the student's completion of a significant creative project.

Orthopaedic Clerkship (MSK600)

Course Director: Benedict DiGiovanni M.D.

Contact Person: Tracey Dash 273-1611 Tracey_Dash@URMC.rochester.edu

Location:

Block Length: 4 weeks

Students: 2 per Block

Prerequisites:

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office Room G5410

Reporting Person Tracey Dash

Reporting Time 8:15

Dates Offered: 07/10/2006 - 07/08/2007

GOAL

To provide an overview of musculoskeletal medicine in an outpatient setting and to become familiar with diagnosis and treatment of common Orthopaedic problems.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- Become familiar with the fundamentals of taking an accurate history from patients with musculoskeletal problems.
- Learn basic physical examination of the musculoskeletal system.
- Become familiar with the vocabulary of fractures and to be able to describe clinical and x-ray findings.
- Apply splinting and casting techniques.
- Learn situations where an Orthopaedics consultation is necessary.
- Understand when surgical intervention is in the patient's best interest and when it is not and that different treatment methods can be appropriate for the same conditions in different patients.
- Become aware and evaluate the functional outcomes possible with modern techniques in trauma and reconstructive surgery.
- Assess the functional demands of the amateur and higher level athlete including their rehabilitation.

SCHEDULE OF ACTIVITIES

Students are assigned to one on one preceptors in the Westfall Building D Musculoskeletal unit with a balanced exposure to subspecialty service from 8:00 AM to 5:00 PM on weekdays. Students will be assigned to the Emergency Room one evening/week as part of their regular schedule to work with the Orthopaedic Resident in active care and procedural skills.

DIDACTIC ACTIVITIES

- Morning conference schedules are posted outside the Plato Schwartz Library.
- Grand Rounds held every first Thursday at 7:15 a.m. and is required.
- Daily fracture rounds, presentations of the previous day's Emergency Room fractures, at 7:15 AM (except Thursdays) is also required.
- Resident conferences at 6:30 AM are optional.
- Three Core textbooks are loaned to students, serve as reading reference for various musculoskeletal disorders encountered during elective.
- The musculoskeletal pathophysiology of patients in the out patient Musculoskeletal Building will be used to its fullest emphasizing positive physical findings in the musculoskeletal system.
- Students will have the opportunity to independently obtain histories, examine and present patients for review to their preceptor.
- Injecting and aspirating of joints will be demonstrated including best techniques and approaches. Individual discussion with the preceptor will focus on differential diagnosis, assessment and evaluation, cost effective workup and treatment options, and coordination of the patient's overall care with primary care physician.

REQUIRED READING

Students are strongly encouraged to read and refer to the 3 Core Textbooks loaned to them:

- Hoppenfeld's text titled Physical Examination of the Spine and Extremities
 - Bernstein's textbook titled Musculoskeletal Medicine
 - American Academy of Orthopaedic Surgeons textbook titled Essentials of Musculoskeletal Care
- Students are welcome to browse amongst the collection of the Plato Schwartz Library as well.

STUDENT EVALUATIONS

Evaluations of students will be based on their performance with emphasis upon interests, conscientiousness, interpersonal skills with patients and mentors, and presentation of patients. Students must submit a log sheet documenting that the learning objectives have been covered.

Orthopaedic Surgery Externship (MSK601)

Course Director:**Contact Person:** Tracey Dash 273-1611 Tracey_Dash@URMC.rochester**Location:****Block Length:** 4 weeks**Students:** 4 per Block**Prerequisites:****Split Course?** No**Open to**

International Students - Yes

Visiting Students - Yes

Reporting Office G5527 Plato Schwartz Library in Orthopaedics**Reporting Person** Assigned Resident Team**Reporting Time** 6:30AM**Dates Offered:** 07/10/2006 - 12/24/2006
01/08/2007 - 07/08/2007

GOAL

To provide an overview of Orthopaedic surgery on an active inpatient services including pre and postoperative evaluation and exposure to outpatient care of the musculoskeletal system.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- Provide an overview in the field of Orthopaedic surgery and its division, i.e. Adult Reconstructive, Hand, Spine, Sports Medicine, Pediatrics, Tumor, Trauma, and Foot and Ankle.
- Learn to reduce common fractures and principals of casting and fracture care.
- Become familiar with the fundamentals of taking an accurate history from patients with musculoskeletal problems.
- Become familiar with the vocabulary of fractures and to be able to describe clinical and x-ray findings.
- Learn basic physical examination of the musculoskeletal system.
- Assist in the Operating Room and become familiar with the objectives of modern techniques in trauma and reconstructive surgery.
- Assist in the care of athletes and assist in interventions that restore their functional return to activity. This includes their rehabilitation.

SCHEDULE OF ACTIVITIES

Students are assigned to be part of the team of an inpatient service in Orthopaedics. Rotations are usually 2 weeks long and the student is part of the team. Students are expected to be present for all morning conferences as posted outside the Plato Schwartz Library. Students will be expected to participate in all aspects of Orthopaedic care of patients on their service. This will include preoperative, intraoperative and postoperative care. They are encouraged to also participate in the orthopaedic care of ambulatory patients by their presence with residents and preceptors in the Westfall Road Musculoskeletal Unit. Assignments to specific subspecialty teams is done by the course director, Dr DiGiovanni. Preferences noted in advance will be given consideration but not guaranteed. There will be emergency orthopaedics care with night coverage assigned, about once/week.

DIDACTIC ACTIVITIES

- Grand rounds are held the first Thursday of each month at 7:00 AM.
- Daily fracture rounds or presentation of the previous days Emergency Room cases take place at 7:15 AM Monday thru Friday, except Thursday as posted.
- Students will be expected to read and present information on the basic pathophysiology of orthopaedic illnesses that they encounter in the Operating Room and on their inpatients. Physical exams and physical findings of orthopaedic conditions will be emphasized.
- Three Core textbooks are loaned to students, serve as reading reference for various musculoskeletal disorders encountered during elective.

REQUIRED READING

Students are strongly encouraged to read and refer to the 3 Core Textbooks loaned to them:

- Hoppenfeld's text titled Physical Examination of the Spine and Extremities
 - Bernstein's textbook titled Musculoskeletal Medicine
 - American Academy of Orthopaedic Surgeons textbook titled Essentials of Musculoskeletal Care
- Students are welcome to browse amongst the collection of the Plato Schwartz Library as well.

STUDENT EVALUATIONS

Evaluations of students will be based on their performance with emphasis upon interests, conscientiousness, interpersonal skills with patients and mentors, and presentation of patients. Students must submit a log sheet documenting that the learning objectives have been covered.

Teaching Tutorial and Review in Human Structure (NAN601)

Course Director: Barbara Davis Ph.D.

Contact Person: Barbara Davis 3-4862

Location: School of Medicine

Block Length: 2 weeks

Students: 10 per Block

Prerequisites:

Split Course? Yes

Open to International Students - No

Visiting Students - No

Reporting Office Case Method Room at 8 AM on the morning of the first day

Reporting Person Barbara Davis

Reporting Time 8 AM

Dates Offered: 09/18/2006 - 12/24/2006

GOAL

Provide lab instruction, participate in small-group teaching, attend lectures and staff meetings, and assist in preparing and grading examinations in our first year Human Structure and Function course. This elective is designed for students who wish to review their anatomy, histology and physiology, or for students who wish to gain teaching experience in anticipation of an academic career.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- Assist students in identifying key anatomical structures as pointed out in the anatomy dissector.
- Assist students in identifying histologic structures as pointed out in the histology lab manual.
- Help students with dissection in the anatomy lab and prepare prosected specimens for student study.
- Assist students in identifying key histologic features on microscope slides.
- Share with students the clinical relevance and applied importance of key histological, anatomical, and physiological concepts.
- Tutor students outside of formal class periods who need additional help learning human structure and function.
- Assist students in identifying key histology features as microscope slides
- Serve as an effective tutor in problem based learning (PBL)

SCHEDULE OF ACTIVITIES

Attend all class sessions according to the following class schedule: Mon. - Fri., 8-12 and Mon. or Wed., 1-4 as scheduled. Outside tutoring of students may be required. Additional afternoon sessions to prepare prosected material for anatomy lab may also be required.

DIDACTIC ACTIVITIES

Students are expected to read the Anatomy Dissector (copy provided), review in an Anatomy Atlas the material to be covered prior to each day's dissection, and review histology exercises related to lab. Students also attend all Human and Structure Function lectures and a weekly staff meeting. During examination periods, the students will help the teaching faculty set up laboratory examinations, and proctor the examinations.

REQUIRED READING

Relevant dissection instructions in the Dissector (provided), appropriate lab exercises in the histology manual (provided) and appropriate chapters in an Anatomy, Histology and Physiology textbook (texts you use in the course or one on open reserve in the Miner Library).

STUDENT EVALUATIONS

To receive a grade of Pass, students must attend all required lectures and lab sessions, and come prepared to assist students with their laboratories and their learning of human structure and function. When appropriate, tutor students outside of scheduled class periods, prepare prosection material, and assist the faculty in setting up lab practical exams.

Revisiting Applied Human Gross Anatomy (NAN603)

Course Director: Diane Piekut Ph.D.

Contact Person: Dr. Diane Piekut, x53330

Location: Strong Memorial Hospital

Block Length: 1 - 3 weeks

Students: 8 per Block

Prerequisites:

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office

Reporting Person

Reporting Time

Dates Offered: 01/15/2007 - 02/04/2007

GOAL

This elective is designed to provide 4th year UR medical students an opportunity to pursue advanced and specialized anatomical dissections. Dissections will focus on the special interest of the individual students with faculty supervision. This elective is offered to both fourth year medical students and advanced graduate students who have previously completed a course in Human Gross Anatomy. Students can enroll in this course for 1, 2, and/or 3 weeks.

LEARNING OBJECTIVES

By the end of this elective, the students should have

?Completed an advanced dissection of a specific, anatomical region relating to student?s interest.

?Presented dissections with clinical correlations to other students

SCHEDULE OF ACTIVITIES

This elective is intended to be a student directed course allowing individual students to focus on a review of human gross anatomy and pursue advanced dissections in areas of special interest. Time will be divided between dissections and preparation for presentations. The first days of the courses will be devoted to practicing emergency medicine procedures (i.e., central lines, thoracostomy tubes placement etc.). Students can enroll in this course for 1, 2, and/or 3 weeks. Students will meet on the first day of the course to select an area of interest on which they will dissect and present.

DIDACTIC ACTIVITIES

Based on the student?s area of interest they will:

? Present dissections of specific anatomical areas to the group.

? Prepare and present clinical correlations (15-30 minute presentation) of their dissections and/or selected topics of interest. Examples may include: special surgical dissections, radiology correlations, descriptions of anesthetic blocks, histopathology, etc.

REQUIRED READING

Relevant dissection instructions and appropriate chapters in an anatomy textbook. Recommended textbooks include Essential Anatomy Dissector (by J.T. Hansen), Clinically Oriented Anatomy (by K.L. Moore and A.F. Dalley), Atlas of Human Anatomy (by F.H. Netter) and Langman?s Medical Embryology (by T.W. Sadle).

STUDENT EVALUATIONS

Students will be evaluated based on their completed dissections as determined with the instructor on the first day of this elective, student presentations and attendance.

Ambulatory Neurology (NEU610)

Course Director:**Contact Person:** Nancy Benjamin, 275-6380 Nancy_Benjamin@urmc.rochester.edu**Location:** Strong Memorial Hospital**Block Length:** 2 - 4 weeks**Students:** 1 per Block**Prerequisites:** Mind/Brain/Behavior Clerkship (MBB300)**Split Course?** No**Open to** International Students - No

Visiting Students - No

Reporting Office Students will receive schedule detailing where and when to report on the first day.**Reporting Person** Per schedule**Reporting Time** Per schedule.**Dates Offered:** -

GOAL

To learn how to evaluate and treat neurological disorders seen in an outpatient neurology practice. This elective is offered on a very limited basis and is reserved for students seriously considering a career in neurology. Prior approval from course director is required before scheduling this elective.

LEARNING OBJECTIVES

To learn how to evaluate and treat common neurological outpatient problems, including headache, dizziness, back and neck pain, and peripheral nerve disorders.

To learn how to evaluate and treat some of the disorders seen in a subspecialty neurology outpatient clinic, including epilepsy, multiple sclerosis, neuromuscular disorders including muscular dystrophy, peripheral neuropathies and amyotrophic lateral sclerosis; movement disorders, including Parkinson's disease, Huntington's disease, and Tourette's syndrome; and Alzheimer's disease and other dementias.

SCHEDULE OF ACTIVITIES

The student will spend each day in one of the subspecialty neurology outpatient clinics.

DIDACTIC ACTIVITIES

- Morning Report on Monday, Tuesday and Wednesday mornings.
- Neuroradiology/Neurosurgery conference on Thursday mornings.
- Noon clinical conferences.
- Neurology Grand Rounds on Friday mornings.

REQUIRED READING

Journal articles provided by the attendings concerning the patients seen in clinic.

STUDENT EVALUATIONS

An evaluation committee consisting of Drs. Ralph Jłowicz, Fred Marshall, Gerald Honch and Garrett Riggs reviews the narrative evaluations for each student and assigns a consensus grade.

Each student will receive a letter containing a summary of his/her narrative evaluations and the final grade in the neurology clerkship approximately six weeks following completion of the Neurology Experience.

General Neurology Consultation Service (NEU612)

Course Director:**Contact Person:** Nancy Benjamin, 275-6380 Nancy_Benjamin@urmc.rochester.edu**Location:** Strong Memorial Hospital**Block Length:** 4 weeks**Students:** 2 per Block**Prerequisites:** Neurology Clerkship (NEU300)**Split Course?** Yes**Open to** International Students - No

Visiting Students - Yes

Reporting Office Student will attend Morning Report in Room 5-5220 (Garvey Room) on the first day.**Reporting Person** Resident they are assigned to**Reporting Time** 7:30 am**Dates Offered:** 07/03/2006 - 07/23/2006
09/18/2006 - 10/15/2006
12/11/2006 - 01/21/2007
03/19/2007 - 04/15/2007
06/11/2007 - 07/08/2007

GOAL

To learn the principles and skills underlying the recognition and management of the neurologic diseases a general medical practitioner is most likely to encounter in practice.

LEARNING OBJECTIVES

1. To develop skills in obtaining complete neurological histories, in performing accurate neurological examinations, and in selecting appropriate therapies on a general neurology consultation service in a tertiary referral center.
2. To gain in-depth knowledge of major categories of neurological disease, with special emphasis on stroke, epilepsy, coma and mental status changes, movement disorders, neuromuscular disorders, demyelinating disorders, infections of the nervous system, tumors of the nervous system, head trauma and dementia.
3. To gain experience in the appropriate ordering and interpretation of neurodiagnostic tests, including head and spine CT and MR scans, EEG, Evoked Potential Testing, Neurovascular testing, and EMG and nerve conduction studies.
4. To develop and improve written and oral communication skills.

SCHEDULE OF ACTIVITIES

The General Neurology Consultation Service provides neurology consultations to the medical and surgical services, emergency room and intensive care units. The service consists of a neurology Attending, a neurology PGY-3 and a medical student.

Each student will evaluate, present and write-up approximately one new patient per day and will be responsible for following his/her patients during hospitalization. Each student will also take Evening Call with his or her resident about twice per week until 10:00 PM. Students are expected to attend either Saturday or Sunday morning rounds. The remainder of the weekend is free.

The student on the neurology consultation service will be responsible for obtaining a complete history, performing a complete general and neurological examination, generating a differential diagnosis and formulating a plan of treatment for all patients that are assigned to him/her. He/she will be responsible for presenting each assigned patient as needed on rounds, and for completing the work-up on the same day that the patient is evaluated.

The student will work as a member of the team to which he/she is assigned, and will participate in all work rounds, attending rounds, and resident conferences.

The student is responsible for reviewing all laboratory studies obtained on his/her patients, including CT and MR scans, EEGs, EMGs, evoked potentials, and lumbar punctures.

DIDACTIC ACTIVITIES

REQUIRED READING

STUDENT EVALUATIONS

The final grade in the General Neurology Consultation Service is based on the narrative evaluations of clinical performance by faculty and residents. Each neurology attending and neurology resident who has had at least one week of contact time with the student is asked to complete a narrative evaluation form on-line. Evaluators are specifically asked to comment on the academic performance, clinical performance, and personal and professional qualities of the student.

An evaluation committee consisting of Drs. Ralph Jłowicz, Fred Marshall, Gerald Honch and Garrett Riggs reviews the narrative evaluations for each student and assigns a consensus grade.

Each student will receive a letter containing a summary of his/her narrative evaluations and the final grade in the neurology elective approximately six weeks following completion of the General Neurology Consultation Service.

Pediatric Neurology (NEU615)

Course Director:**Contact Person:** Nancy Benjamin 275-6380 Nancy_Benjamin@urmc.rochester.edu**Location:** Strong Memorial Hospital**Block Length:** 2 - 4 weeks**Students:** 3 per Block**Prerequisites:** Neurology Clerkship (NEU300)**Split Course?** No**Open to** International Students - Yes

Visiting Students - Yes

Reporting Office Per schedule, depending on which service student is assigned to. Student will receive schedule at least one week prior to starting.**Reporting Person** see above**Reporting Time** see above**Dates Offered:** 09/25/2006 - 12/17/2006
07/03/2006 - 09/24/2006
12/18/2006 - 12/31/2006
01/01/2007 - 03/25/2007
03/26/2007 - 06/17/2007

GOAL

To become familiar with the important characteristics of the neurological history and examination in children of various ages.

LEARNING OBJECTIVES

- 1.To perfect the student's history-taking skills and neurologic exam in infants and children.
- 2.To learn the interrelationship of abnormalities of the nervous system with normal growth and development of the nervous system.
- 3.To provide the student with an exposure to and a forum for discussion of a wide variety of neurologic problems in pediatric patients.
- 4.To develop and improve written and oral communication skills.

SCHEDULE OF ACTIVITIES

Students will be assigned to the inpatient and/or outpatient child neurology services for two weeks. Assignment will be based on several factors including, but not limited to, whether MBB II clerkship students are on the service, student preference, number of students, and whether the student has already spent time on the child neurology service during the MBB II clerkship.

INPATIENT CHILD NEUROLOGY

While on the inpatient service, the student will work up at least three new inpatients or consultations per week. This will include a detailed neurologic history, examination, formulation of the case, and discussion of the problem, and will be done with guidance from the neurology resident on service. Patients will be presented to the neurology attending on rounds.

The student is expected to learn to make anatomical-physiological-pathological-biochemical formulations and correlations on each case evaluated. He/she is encouraged to ask questions regarding the patients he/she is involved with during rounds to both the neurology resident and the attending. The student may be asked to prepare and present a patient at the weekly Pediatric Neurology Conference.

OUTPATIENT CHILD NEUROLOGY

On the first day of the rotation, the student will meet briefly with Amanda Augustin in room 5-5511 (phone 5-4783) to review the clinic schedule for the week. The child neurology clinics meet on the 6th floor of the Ambulatory Care Facility with other pediatric specialties.

While on the outpatient service, the student will attend all of the outpatient child neurology clinics. The clinics meet Monday - Thursday from 8:30 or 9:00 am to 12:00 noon and from 1:00 - 5:00 pm. There is no clinic on Friday mornings due to Neurology Grand Rounds. Friday afternoon clinics are scheduled to see urgent patients as needed. The student will obtain the history and examine at least one new patient each clinic session. In addition, he/she will see a number of patients for follow-up visits. All patients will be reviewed with an attending child neurologist. The student may be asked to write up a discussion on the case.

The student is expected to learn to make anatomical-physiological-pathological-biochemical formulations and correlations on each case evaluated.

DIDACTIC ACTIVITIES

While on the inpatient service, the student will participate in the various teaching conferences of the Department of Neurology at Strong Memorial Hospital, including daily work rounds with the residents. While on the outpatient service, students will participate in select conferences, including morning report, noon conferences, the weekly Child Neurology conference, and Neurology Grand Rounds.

REQUIRED READING

Menkes, JH, Sarnat HB: Textbook of Child Neurology. 6th edition, Lippincott Williams & Wilkins, Philadelphia 2000

STUDENT EVALUATIONS

The final grade in the Pediatric Neurology Service is based on the narrative evaluations of clinical performance by faculty and residents. Each neurology attending and neurology resident who has had at least one week of contact time with the student is asked to complete a narrative evaluation form. Evaluators are specifically asked to comment on the academic performance, clinical performance, and personal and professional qualities of the student.

An evaluation committee consisting of Drs. Ralph Jłowicz, Fred Marshall, Gerald Honch and Garrett Riggs reviews the narrative evaluations for each student and assigns a consensus grade.

Each student will receive a letter containing a summary of his/her narrative evaluations and the final grade in the neurology elective approximately one month following completion of the Pediatric Neurology Service.

Advanced Obstetrics and Gynecology Externship (OBG601)

Course Director: Christopher Glantz M.D., MPH

Contact Person: Chris Glantz, x56036, chris_glantz@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 4 weeks

Students: 2 per Block

Prerequisites: Adult Inpatient Clerkship (AIC300)
Women's and Children's Health (WCH300)

Split Course? No

Open to International Students - No
Visiting Students - Yes

Reporting Office 2-3233

Reporting Person Glantz

Reporting Time 8:00am

Dates Offered: 07/10/2006 - 06/24/2007

GOAL

The goal is to provide students with in-depth exposure to various aspects of in-patient and out-patient Obstetrics and Gynecology. It is appropriate for students considering or planning to enter OB-GYN, or for students entering other specialties who want further obstetrics and gynecology experience to improve their primary care skills.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- Manage normal labor and vaginal delivery
- Interpret antepartum and intrapartum fetal heart rate tracings
- Understand concepts of antepartum (prenatal) management of low risk and selected high-risk pregnancies
- Refine breast and pelvic exam skills
- Generate differential diagnoses for common gynecological symptoms (irregular or heavy bleeding, amenorrhea, pelvic pain, vaginal discharge, infertility, etc.) and formulate plans for evaluation and management
- Assist on gynecological surgeries and cesarean deliveries.

SCHEDULE OF ACTIVITIES

OB-GYN residents and faculty oversee students on this rotation. The course is divided into 2 weeks on GYN and 2 weeks on OB, including inpatient and outpatient services, OB-GYN ultrasound, emergency room, and operating rooms. The student will have opportunities to follow selected antepartum and intrapartum patients. Students are expected to care for patients at the level of an intern, and take night call 5-6 times over the 4 weeks (usually as a week of night float).

DIDACTIC ACTIVITIES

Weekly OB-GYN resident conferences, Grand Rounds, and combined OB/PEDS case presentations. The student will attend daily ward rounds with either the GYN or OB/MFM attending. I meet informally with students weekly to discuss topics of interest.

REQUIRED READING

There is no required reading per se, but familiarity with either Williams' or Gabbe's Obstetrics and either Hacker and Moore's or Droegemueller's Gynecology is expected.

STUDENT EVALUATIONS

Evaluations are based on assessments from the GYN and OB/MFM faculty and residents. Important elements are enthusiasm & interest, willingness to actively participate in patient care, availability in Labor and Delivery, operating rooms, and the Ambulatory Care Facility, and evidence of active learning through reading and discussion with faculty. This course is essentially the same as the OBGYN Sub-Internship, except that the sub-internship is graded and the externship is pass-fail.

Ambulatory Ob-Gyn (OBG605)

Course Director: Christopher Glantz M.D., MPH

Contact Person: Chris Glantz, x56036, chris_glantz@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 4 weeks

Students: 1 per Block

Prerequisites: Adult Inpatient Clerkship (AIC300)
Women's and Children's Health (WCH300)

Split Course? No

Open to International Students - No
Visiting Students - Yes

Reporting Office 2-3233

Reporting Person Glantz

Reporting Time 8:00am

Dates Offered: 07/10/2006 - 06/24/2007

GOAL

The goal is to provide students with a variety of experiences in outpatient obstetrics, gynecology, and urogynecology.

LEARNING OBJECTIVES

Gain experience in performing pelvic examinations

Develop proficiency assessing pregnant women (high and low risk prenatal care)

Improve skill in triage and management of abnormal pap smears

Participate in the evaluation and management of women with urogynecologic conditions

Interpret basic obstetrical and gynecologic ultrasounds

Develop diagnostic and management skills for common gynecologic problems, particularly of the lower genital tract.

SCHEDULE OF ACTIVITIES

Students on this rotation work with General OB-GYN, Urogynecology, and MFM faculty as well as OB-GYN Ambulatory Chief Residents at Strong Memorial Hospital. The clinical experience is divided between outpatient gynecology, urogynecology, high-risk obstetrics, and OB-GYN ultrasound experiences, and usually encompasses the hours of 8:00 a.m. to 5:00 p.m. Some activities take place in the OBGYN clinics on the 5th floor of the ambulatory center and other activities will involve work at affiliated satellite offices and at Monroe Community Hospital.

DIDACTIC ACTIVITIES

There are various educational conferences on Thursday mornings (Grand Rounds and Morbidity and Mortality: 7:30 a.m., resident education: 9:00-11:00 a.m). I meet with students weekly to discuss a variety of topics relevant to OBGYN.

REQUIRED READING

There is no required reading per se, but familiarity with either Williams' or Gabbe's Obstetrics, and Droegemueller's Gynecology is expected.

STUDENT EVALUATIONS

Evaluations are based on assessments from the faculty and residents. Important elements are enthusiasm and interest, willingness and availability to actively participate in patient care, and evidence of active learning through reading and discussion with faculty.

Gynecologic Oncology (OBG608)

Course Director: Brent DuBeshter M.D.

Contact Person: Diane Vanderwater 442-8020 125 Lattimore Road, Suite 258, diane_vanderwa

Location: Highland Hospital

Block Length: 4 weeks

Students: 1 per Block

Prerequisites: Adult Inpatient Clerkship (AIC300)
Women's and Children's Health (WCH300)

Split Course? Yes

Open to International Students - No
Visiting Students - No

Reporting Office Highland Hospital

Reporting Person Chief Resident on Onvology

Reporting Time 8AM

Dates Offered: 07/10/2006 - 06/17/2007

GOAL

The gynecologic oncology elective provides experience in outpatient, inpatient, and operative management of women with gynecologic cancers. In the outpatient setting, students will learn the appropriate evaluations and testing necessary for women with suspected or known gynecologic cancers. Students will be active participants in the evaluation and treatment of women admitted for management. In addition, the student will be exposed to the radical surgery used in treating gynecologic cancer.

The student will prepare and present cases on daily rounds as well as at a monthly Tumor Board. In addition, the student will be given the opportunity to prepare an eTumor Board; a summary of a case that will be posted on the gynecologic oncology website.

LEARNING OBJECTIVES

SCHEDULE OF ACTIVITIES

Daily Rounds

Surgery (by assignment)

Clinic (by assignment)

DIDACTIC ACTIVITIES

REQUIRED READING

STUDENT EVALUATIONS

Students are evaluated by the resident and attending staff.

Reproductive Endocrinology and Infertility (OBG620)

Course Director: John Queenan

Contact Person: Course Director: John Queenan, MD; Contact: Anne Tedrow 275-7891

Location: Strong Memorial Hospital

Block Length: 4 weeks

Students: 1 per Block

Prerequisites: Obstetrics and Gynecology Clerkship (OBG300)
Adult Inpatient Clerkship (AIC300)

Split Course? No

Open to International Students - No

Visiting Students - Yes

Reporting Office Exit the Ambulatory Bld elevators (silver) at the 5th floor. Turn right and go to the end of the hall. email me before the start of your rotation:
john_queenan@urmc.rochester.edu

Reporting Person Appointment secretary

Reporting Time 8am first day; then 7am

Dates Offered: 07/10/2006 - 06/17/2007

GOAL

You will gain experience in the evaluation and treatment of infertility patients. Students will be welcome at surgeries, in vitro fertilization procedures, office evaluations, and radiologic procedures.

LEARNING OBJECTIVES

By the end of the elective the student should be able to:

Perform a comprehensive reproductive history in the couple with infertility or the woman with a reproductive endocrinopathy.

Describe the basic work up for infertility.

Identify the indications for assisted reproductive technologies.

Understand the role of surgery in the treatment of infertility.

Explain the appropriate work up for anovulation.

SCHEDULE OF ACTIVITIES

Students will be expected to see patients with one of the attending physicians from 7:00am to 5:00pm, weekdays. On some days there will be surgery or hysterosalpingograms.

DIDACTIC ACTIVITIES

Resident lecture series: Thursdays: 9:00-11:00. These lectures are aimed at the residents, but students should be able to take advantage, as well.

OB/GYN grand rounds: Thursdays, 7:30-8:30 a.m.

IVF conference: Thursday noon: review of patients in treatment, new patients and follow up.

Division research seminars: Every Monday at noon.

Joint conferences with medical endocrinology: Third Friday each month, 7:45 a.m.

Urology conference: third Thursday of each month, 4:30 - 5:30 p.m.

OB/GYN Journal Club: Once a month, Wednesday evenings, 5:00 - 6:00 p.m.

Chapter Review: Every Wednesday, Noon - 1:00 PM

REQUIRED READING

Speroff L, Glass RH, and Kase N. Clinical Gynecologic Endocrinology and Infertility, seventh edition: chapters 3,6, 11,12,21,30,31, and 32. This book is available at Miner Library.

* Other materials may be recommended to supplement the conferences.

STUDENT EVALUATIONS

Students should keep a log recording numbers and types of procedure to help document that learning objectives have been achieved. They will be expected to participate in conferences. They must receive a satisfactory evaluation from the attending physicians with whom they have worked.

Maternal-Fetal Medicine (OBG621)

Course Director: Christopher Glantz M.D., MPH

Contact Person: Chris Glantz, x56036, chris_glantz@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 4 weeks

Students: 2 per Block

Prerequisites: Adult Inpatient Clerkship (AIC300)
Women's and Children's Health (WCH300)

Split Course? No

Open to International Students - No
Visiting Students - Yes

Reporting Office 2-3233

Reporting Person Glantz

Reporting Time 8:00am

Dates Offered: 07/10/2006 - 06/24/2007

GOAL

The goal is to provide students with in-depth exposure to various aspects of Maternal-Fetal Medicine (MFM).

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- Manage normal and complicated labor and delivery.
- Understand concepts of antepartum and intrapartum management of selected high risk pregnancies (e.g. preeclampsia, diabetes, preterm labor, premature rupture of membranes, multiple gestation, placental abruption, etc.)
- Perform and interpret a basic obstetrical sonogram.
- Interpret antepartum and intrapartum fetal heart rate tracings.
- Understand the role of the Maternal-Fetal Medicine subspecialist.

SCHEDULE OF ACTIVITIES

Students on this rotation are overseen by the MFM faculty and OB Chief Resident at Strong Memorial Hospital. The clinical experience is divided between inpatient and outpatient management of high-risk (and some low-risk) pregnancies, and the student will have the opportunity to follow selected antepartum and intrapartum patients. The course entails rotations through the private and resident high-risk obstetrical clinics, Ob/Gyn ultrasound, Labor and Delivery, and the antepartum inpatient obstetrical service.

DIDACTIC ACTIVITIES

There are several meetings per week to discuss high-risk patient management, and weekly conferences in Genetics, Research, Ob/Gyn Grand Rounds, and combined Ob/Peds case presentations. There also are resident conferences that the student may attend.

REQUIRED READING

There is no required reading per se, but familiarity with either Williams' or Gabbe's Obstetrics is expected.

STUDENT EVALUATIONS

Students must receive satisfactory evaluations from the MFM faculty and residents. Important elements include: evidence of active learning through reading and discussion with faculty, enthusiasm and interest, willingness to actively participate in patient care, and availability in Labor and Delivery and the Ambulatory Care Facility.

Professionalism in Medicine (OME605)

Course Director:	David Lambert M.D.
Contact Person:	Jane Risolo, 275-5910, jane_risolo@urmc.rochester.edu
Location:	Strong Memorial Hospital
Block Length:	
Students:	12 per Block
Prerequisites:	
Split Course?	No
Open to	International Students - No Visiting Students - No
Reporting Office	PBL rooms per published orientation schedule
Reporting Person	Jane Risolo
Reporting Time	per orientation schedule
Dates Offered:	08/14/2006 - 08/20/2006

GOAL

To broaden the student's professional development and understanding of ethical dilemmas in medical education and careers in medicine.

Elective in Professionalism in Medicine

To broaden the student's professional development and understanding of ethical dilemmas in medical education and careers in medicine.

Second year students and forward are eligible to take the elective.

COURSE DIRECTORS David Lambert, M.D.
Brenda D. Lee, M.Ed.

LEARNING OBJECTIVES

- Identify and interpret the ethical dilemmas and professionalism concerns in the case scenarios
- Discuss and explain the subtle nuances in professionalism and ethical cases
- Develop skills in facilitating an orientation Professional Development Group

SCHEDULE OF ACTIVITIES

Most of the activities will occur during the Year I Orientation Week, August 15-19, 2005

DIDACTIC ACTIVITIES

- Attend the orientation for the new Professional Development Group facilitators
- Co facilitate an orientation Professional Development Group for the incoming medical students
- Attend the White Coat Ceremony
- Attend the Friday integration conference for the incoming class
- Prepare a one page summary on the lessons learned from co-facilitating the Professional Development Group and provide an assessment on how the week impacts on the incoming students' professional development
- Submit evidence of Completing the online Education in Legal Medicine (ELM) modules
- Research, prepare and submit a professionalism case scenario for use in future Orientation Professional Development Groups, for the SMD Honor Board Educational sessions and/or in the Advisory Dean Groups.

REQUIRED READING

URSMD Professional Development Facilitator Guide and related documents

STUDENT EVALUATIONS

To receive a grade of Pass, student must attend all the scheduled sessions, prepare and submit the case scenario and submit evidence of completing the online Education in Legal Medicine (ELM) modules.

Elective in Ophthalmology (OPH600)

Course Director:	Steven Ching M.D.
Contact Person:	Patty Deburro - Education Coordinator
Location:	Strong Memorial Hospital
Block Length:	1 week (4 weeks by arrangement)
Students:	3 per Block
Prerequisites:	
Split Course?	No
Open to	International Students - No Visiting Students - Yes
Reporting Office	Room 3-3047 Patty DeBurro's office
Reporting Person	Resident Clinic
Reporting Time	8:00 am
Dates Offered:	09/04/2006 - 04/29/2007

GOAL

To provide an overview of concepts and techniques in Ophthalmology which are essential for all physicians.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

?Recognize the significant external and internal structures of the normal eye and perform basic examination.

Evaluate a patient complaining of acute visual loss and construct the differential diagnosis, recognizing those situations where urgent action is necessary.

Have familiarity with the major causes of chronic slowly progressive visual loss in adults, namely Glaucoma, Cataract, Macular Degeneration, and be able to identify the basic characteristics of each.

?Determine whether a patient with a red eye requires the prompt attention of an Ophthalmologist.

?Evaluate common ocular and orbital injuries and determine whether the problem requires the attention of an Ophthalmologist.

?Recognize the signs and symptoms of amblyopia and strabismus. Be able to perform the necessary tests to screen for these conditions, and if the patient is a child, be aware of the need to arrange for prompt ophthalmologic consultation, particularly when intraocular disease is suspected.

?Perform a basic neuro-ophthalmologic examination and recognize and interpret the more common symptoms and signs of neuro-ophthalmologic disorders.

?Determine when a patient with diabetes requires referral to an ophthalmologist, and to become familiar with the ocular findings associated with diabetes.

?Become familiar with the ocular findings associated with systemic hypertension, thyroid disease, Sarcoidosis, Acquired Immune Deficiency Syndrome, and Herpetic Eye Disease.

?Become familiar with the use of drugs to facilitate an eye examination, including how to stain the corneal surface with Fluorescein, anesthetize the cornea with topical anesthetic, and to dilate the pupils with one or more mydriatic agents.

?Become familiar with the use of basic examining and testing equipment in ophthalmology including visual acuity charts, direct ophthalmoscope, hand light, and slit lamp.

SCHEDULE OF ACTIVITIES

The elective may range from one to four weeks. This period of time should be viewed as a tutorial. The specific subspecialty in ophthalmology may vary depending on the student's interest and the preceptors' availability. Attempts will be made to individualize the elective according to the student's needs. During this period the student may be assigned to any combination of the following: a SMH full-time attending practice, an Ophthalmology Resident-clinic practice which may be in SMH, RGH, or a community private faculty practice. Students are expected to call their assigned faculty members to confirm the specifics of the work week that they were assigned. Students will accompany the preceptor through his/her day of practice, surgery, rounds, and conferences. During the week, the student is expected to read independently on specific topics which arise during their work week. It is expected that the student will complete one one-page paper per week of elective. These papers should be given to the education coordinator.

DIDACTIC ACTIVITIES

Students are required to participate in didactic lectures which occur every Wednesday afternoon from 1-5pm. Students are also invited to attend patient rounds which occur every Wednesday and Thursday morning from 7-8 am, and problem rounds which occur on Wednesday afternoons from 5-6 pm.

REQUIRED READING

All students are required to read "Basic Ophthalmology" by Cynthia Bradford, MD. Copies are available for two week loan in Education Coordinator's office.

STUDENT EVALUATIONS

Students will be required to write one one-page essay per week of rotations. The topics of the paper will vary depending on their clinical exposure and the student's interest. The student is graded according to their clinical skills, reasoning, attendance, and written papers.

Pediatric ED (PED601)

Course Director: Marc Lampell M.D.

Contact Person: Geoffrey Everett, M.D., 922-3475, geoffrey.everett@viahealth.org

Location: Rochester General Hospital

Block Length: 4 weeks

Students: 1 per Block

Prerequisites: Women's and Children's Health (WCH300)

Split Course? Yes

Open to International Students - No

Visiting Students - Yes

Reporting Office The Pediatric Emergency Department at RGH. They may gain access from the adult ED secretary.

Reporting Person active pediatric attending

Reporting Time 9:00am

Dates Offered: 08/07/2006 - 06/17/2007

GOAL

The pediatric Ed provides students ample opportunity to see pediatric patients with diverse diagnostic and therapeutic problems in a busy service area. The RGH pediatric ED sees about 21,00 cases a year and offers the student the opportunity to learn basic pediatric exam and treatment skills, as well as suturing and splinting/casting skills.

LEARNING OBJECTIVES

During this period the student will likely get exposure to the following conditions:

|TRAUMATIC|

?The evaluation and management of childhood sprains emphasizing the need to consider other diagnostic possibilities in the prepubescent population.

?The evaluation and management of childhood fractures/dislocation emphasizing special considerations which are isolated to the pediatric population. Practice placing splints is encouraged. The student is responsible for reviewing all x-rays they personally order. The student will be offered indications for orthopedic consultation.

?The evaluation and management of childhood burns including the grading of severity and the application of appropriate dressings.

?The evaluation and management of head trauma including the indication for the use of cranial imaging studies.

?The identification, evaluation and management of victims of child abuse including the definition of reasonable suspicion, understanding the process of being a mandated reporter, and the collection of forensic evidence.

|NONTRAUMATIC|

?The evaluation and management of childhood asthma including adjuncts used to assess severity.

?The evaluation and management of abdominal/pain appendicitis.

?The evaluation and management of seizures/altered mental status.

?The evaluation and management of childhood poisonings/ingestion?s including the use of poison index.

?The identification, evaluation and management of the dehydrated child.

?The evaluation and management of the febrile child. The student must recognize the significance of a fever in a neonate and s/he must be able to develop a rational/systematic approach to the febrile child including the use of laboratory tests.

?The student will be expected to identify subtle signs of respiratory distress and shock.

SCHEDULE OF ACTIVITIES

Students are assigned to work in the Rochester General Hospital pediatric ED either 8 AM to 4 PM or 4 PM to midnight, Monday through Friday, although flexibility is allowed in shift schedules. Student responsibility would approach that of an intern and include direct care of outpatients under resident and attending supervision. Emphasis is on active participation in all aspects of patient care, including procedural skills.

DIDACTIC ACTIVITIES

Students are expected to attend lectures/conferences which are tailored to the needs of pediatric residents and medical students. This includes morning report from 8 AM to 9 AM and noon conference. Furthermore, the student is expected to attend pediatric grand rounds (Tuesdays 8 AM to 9 AM)

REQUIRED READING

Students are encouraged to refer to the collection of pediatric textbooks which are made available in the pediatric ED.

STUDENT EVALUATIONS

The student's grade is based upon satisfactory clinical evaluations from the preceptors during the elective rotation.

Pediatric Ambulatory Elective (PED602)

Course Director: Neil Herendeen M.D.

Contact Person: Neil Herendeen 273-4140 neil_herendeen@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 1 - 4 weeks

Students: 2 per Block

Prerequisites: Women's and Children's Health (WCH300)

Split Course? Yes

Open to International Students - No

Visiting Students - Yes

Reporting Office Monday rotation starts in the Pediatric Practice located on the 6th floor of the ambulatory center (AC6). Take the silver elevators off the main lobby

Reporting Person Neil Herendeen or Outpatient chief resident

Reporting Time 9:00am

Dates Offered: 07/10/2006 - 10/29/2006

GOAL

To develop skills and experience in the diagnosis and management of common pediatric illnesses and congenital disorders in the outpatient settings.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

Feel comfortable in evaluating children and adolescents with acute illnesses and injuries.

Perform the initial assessment of newborn babies and recognize common newborn conditions.

Counsel new parents on the care of their child including the psychosocial adjustment of the family.

Recognize the impact of cultural and environmental factors and incorporate them into individual management plans.

Demonstrate concise and complete oral and written patient evaluations.

Demonstrate an understanding of the biopsychosocial model and its importance in pediatric practice.

Develop problem solving strategies and treatment plans before consulting with the supervising pediatrician.

Discuss appropriate antibiotic choices for the management of otitis media, pneumonia, and urinary tract infections.

Discuss appropriate evaluation of the febrile infant.

SCHEDULE OF ACTIVITIES

Students should call 2 weeks before elective to assist in designing their own schedule to meet personal learning objectives. Practice sites include the acute illness clinic, subspecialty clinics and Pediatric Emergency Department at Strong Memorial Hospital. Private office settings can be included if advanced arrangements are made. Daily schedules typically start at 7:45 AM with a didactic outpatient conference. Afternoon clinics finish at 5:30 PM.

DIDACTIC ACTIVITIES

Students are expected to read about and discuss the learning objectives with their preceptors during the clinical day.

Outpatient conferences are held each weekday at 7:45 AM in the Bradford Library (4-3215) followed by morning report for residents, students, and attendings 8:30 - 9:00 AM in the Bradford Library (4-3215) on Tuesday, Thursday, and Friday. Pediatric Grand Rounds are held Wednesday 8:30-9:30 AM in the Whipple Auditorium (September - June).

REQUIRED READING

None. BUT there are reference materials in the AC-6 Conference Room and the Bradford Library that are easily accessible for patient centered reading.

STUDENT EVALUATIONS

To receive a grade of Pass, students must participate in the conferences and clinical sessions that they have scheduled. Clinical performance will be evaluated by the various preceptors the student works with. A summary evaluation will be completed by the course director.

Practice Based Experience in Med-Peds (PED604)

Course Director: Enrico Caiola M.D.

Contact Person: Enrico Caiola, MD, (585) 654-5432, enrico_caiola@urmc.rochester.edu

Location: Private Office

Block Length: 2 - 4 weeks

Students: 1 per Block

Prerequisites:

Split Course? Yes

Open to International Students - Yes

Visiting Students - Yes

Reporting Office Culver Medical Group, 913 Culver Road, Rochester, NY 14609

Reporting Person Enrico Caiola, MD

Reporting Time 9 AM

Dates Offered:

08/14/2006	-	09/10/2006
09/11/2006	-	10/08/2006
10/09/2006	-	11/05/2006
11/06/2006	-	12/03/2006
12/04/2006	-	12/31/2006
01/01/2007	-	01/28/2007
01/29/2007	-	02/25/2007
02/26/2007	-	03/25/2007
03/26/2007	-	04/22/2007
04/23/2007	-	05/20/2007
05/21/2007	-	06/17/2007
06/18/2007	-	07/01/2007

GOAL

To expose the learner to the day-to-day life of a Med-Peds practitioner in a primary care setting.

LEARNING OBJECTIVES

To experience the outpatient management of common pediatric & internal medicine problems. The secondary objective is exposure to inpatient medicine and pediatrics.

SCHEDULE OF ACTIVITIES

Daily morning rounds with a Med-Peds attending followed by office hours paired with one of four Med-Peds attendings seeing a mixture of adult and pediatric patients and problems. One weekend of call is required which involves rounding in the hospital and seeing patients on Saturday for 4 hours.

DIDACTIC ACTIVITIES

Two half-hour teaching sessions per day, following the UR Med-Peds ambulatory curriculum.

REQUIRED READING

None required, but Allen Goroll's Primary Care Medicine and Dershewitz's Pediatric Primary Care are strongly suggested and are available in the office, so no need to purchase them.

STUDENT EVALUATIONS

An evaluation will be discussed half way through the rotation and a final evaluation will be written and submitted after it is discussed with the student. All four attending physicians have equal input into the students' evaluations.

Pediatric Developmental Disabilities (PED610)

Course Director: Stephen Sulkes M.D.

Contact Person:

Location: Strong Memorial Hospital

Block Length: 3 - 4 weeks

Students: 1 per Block

Prerequisites: Women's and Children's Health (WCH300)
Mind/Brain/Behavior Clerkship (MBB300)

Split Course? Yes

Open to International Students - No

Visiting Students - Yes

Reporting Office Helen Wood Hall, Room 3-123

Reporting Person S. Sulkes, MD

Reporting Time 9 a.m.

Dates Offered: -

GOAL

To acquaint students with an interdisciplinary approach to the diagnosis, treatment, and coordination of care for the child or adolescent with developmental disability.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- ?Perform the medical part of an interdisciplinary diagnostic evaluation for a child with a developmental disability.
- ?Describe the roles of other interdisciplinary team professionals, including psychologist, educator, nurse, social worker, speech pathologist, occupational therapist, physical therapist, audiologist, and nutritionist.
- ?Participate in the process of care coordination for a child with complex developmental disability.
- ?Describe the necessary diagnostic and therapeutic tasks involved in appropriate primary care for children with spina bifida, cerebral palsy, autism, Down Syndrome, attention deficit disorder, and learning disabilities.
- ?List differential diagnoses for mental retardation, autism, attention deficits, and motor disability in children.
- ?Discuss appropriate use of pharmacologic agents such as muscle relaxants, anticonvulsants, psychostimulants, and other psychopharmacologic agents used in the care of children with developmental disabilities.
- ?Utilize standard developmental screening tools and recognize when further evaluation or developmental intervention is necessary.

SCHEDULE OF ACTIVITIES

Students will participate in all clinical activities of the Strong Center for Developmental Disabilities, as well as visiting community agencies such as schools, residences, and other clinics for guided observations and patient screenings/work-ups.

DIDACTIC ACTIVITIES

Weekly SCDD Core Lecture Series on research and leadership in the care of children with neurodevelopmental disorders; weekly pediatric discipline conference; computer-aided instruction; individualized teaching; and a brief, informal talk based on reading on a related subject of the student's choice.

REQUIRED READING

Handbook of Developmental and Behavioral Pediatrics, Parker and Zuckerman; handouts.

STUDENT EVALUATIONS

Students will be evaluated based on the quality and completeness of their patient workups (Objectives 1, 4, 5, 6), their ability to participate as members of interdisciplinary teams (Objectives 2, 3), and their well-child screenings (Objective 7), as well as on their informal talks (Objectives 1-7).

Adolescent Medicine (PED615)

Course Director: Cheryl Kodjo M.D., MPH

Contact Person: Donna Spencer, 275-7760, donna_spencer@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 2 - 4 weeks

Students: 1 per Block

Prerequisites: Adult Inpatient Clerkship (AIC300)
Women's and Children's Health (WCH300)
Mind/Brain/Behavior Clerkship (MBB300)

Split Course? No

Open to International Students - No
Visiting Students - Yes

Reporting Office 4-1400

Reporting Person Attending on-call

Reporting Time 8AM

Dates Offered: 07/03/2006 - 09/24/2006
09/25/2006 - 12/17/2006
01/01/2007 - 03/25/2007
03/26/2007 - 06/17/2007

GOAL

To understand the aspects of adolescent medicine with which all students should be familiar because they are part of Pediatric practice.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- ?Knowledge of normal physical and psychological development of adolescents
- ?Physical growth and development / Psychological growth and development (theories)
- ?Demonstrated capability of interviewing adolescents
- ?Integration of knowledge of normal psychological development and interviewing
- ?Faculty supervision of interviews of adolescents
- ?Understanding of the legal rights of minors
- ?Confidentiality / Emancipation / Mature minor
- ?Incorporation of guidelines relating to health supervision and disease prevention (Guidelines for Adolescent Preventive Services and Bright Futures) into routine visits
- ?Key strategies for scheduling and organizing health maintenance visits
- ?Incorporation of history and physical examination into visit
- ?Laboratory screening guidelines
- ?Prevention of injuries or initiation of high-risk behaviors
- ?Strategies to reduce risks related to substance use/abuse and smoking
- ?Understanding of the major issues related to sexual health of adolescents
- ?Familiarity with,, and skill at performing, the pelvic examination ? method and indications
- ?Familiarity and skill at performing examination of the male genitalia
- ?Familiarity and skill at teaching breast and testicular self-examination to adolescents
- ?Understanding of the major psychological problems of adolescents
- ?Psychosomatic pain disorders / Anxiety disorders (including school phobia)
- ?Depression and suicide
- ?Familiarity with DSM-IVr criteria for diagnosing mental conditions
- ?Diagnosis and treatment of common medical conditions
- ?Sexually transmitted diseases/Drug and alcohol use/abuse and Eating disorders

SCHEDULE OF ACTIVITIES

This elective is structured into inpatient and outpatient experiences, allowing flexibility in choosing learning opportunities. Mornings are generally spent at Strong Memorial Hospital, attending didactic sessions, clinic review, reading, meeting with attending physicians, and performing consultations. Adolescent Medical Clinic at Strong Memorial Hospital meets 1:00-5:00 p.m. on Monday afternoon; this referral/consultation site provides experience in complex, biopsychosocial problems, using an interdisciplinary approach. The Adolescent Continuity Clinics at Strong Memorial Hospital and Rochester General Hospital both meet on Wednesday afternoon, providing opportunity to see patients with more common problems. Eating Disorder Clinic meets at Strong Memorial Hospital on Thursday afternoons, providing an opportunity to learn more about the outpatient management of anorexia nervosa, bulimia nervosa, and obesity. Community sites for adolescent health care include Threshold, Anthony Jordan Teen Center, State School at Industry, and Franklin High School. Case review/preview is on Wednesday morning 9:30-10:30 a.m. Additional conferences include the Adolescent Inpatient Health Team Rounds on 4-1400 each Tuesday from 10:00-11:00 a.m. and on Fridays Adolescent OPD Review from 7:45-8:30 a.m., Eating Disorders Review on 4-1400 from 10:00-10:30 a.m. and Adolescent Attending Rounds from 10:30-11:30 a.m.

DIDACTIC ACTIVITIES

Students are expected to respond to and develop consultations on adolescents on 4-1400 and the Emergency Department. The trainee on this elective will respond first to all consultations and should be available to do so. At least three supervised interviews of adolescents, supervised by the adolescent medicine faculty, is required. Students must demonstrate knowledge of required reading by weekly meetings with assigned faculty. Students attend the conferences listed above in the schedule of activities. Students are also expected to perform an in-depth review of a topic in adolescent medicine and submit an annotated bibliography of the most up-to-date articles.

REQUIRED READING

Core Concepts in Adolescent Medicine; Directed readings from the Textbook of Adolescent Medicine and the Adolescent Medicine Syllabus.

STUDENT EVALUATIONS

To receive a grade of Pass, students must attend scheduled clinics and present an in-depth review of the topic of their choice at the end of the elective.

Pediatric Gastroenterology/Nutrition (PED620)

Course Director:	Marilyn Brown M.D.
Contact Person:	Donna_Leonardo@urmc.rochester.edu 275-3863
Location:	Strong Memorial Hospital
Block Length:	2 or 4 weeks
Students:	1 per Block
Prerequisites:	Women's and Children's Health (WCH300)
Split Course?	Yes
Open to	International Students - Yes Visiting Students - Yes
Reporting Office	Pediatric GI/Nutrition Division 4-2129 or 4-2122
Reporting Person	Donna or MD, Fellow
Reporting Time	8:30 AM
Dates Offered:	08/07/2006 - 11/19/2006 11/27/2006 - 12/24/2006 02/05/2007 - 02/18/2007 06/04/2007 - 06/24/2007

GOAL

To understand what the practice of Pediatric Gastroenterology/Nutrition, an essential pediatric subspecialty, involves.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- 1.) Identify patients/situations for whom/which consultation with a pediatric gastroenterologist is indicated.
- 2) Have had experience of seeing a patient in the outpatient or inpatient setting with the following diagnoses: encopresis, gastroesophageal reflux, chronic inflammatory bowel disease, chronic abdominal pain.
- 3) Read about common topics in GI/Nutrition including liver diseases, CIBD, constipation/encopresis, gastroesophageal reflux, chronic abdominal pain, chronic diarrhea, and be ready to discuss a differential diagnosis and treatment options in each area.

SCHEDULE OF ACTIVITIES

Students are expected to follow at least one inpatient, and assist in the outpatient clinics. They will be expected to observe at least one procedure such as an upper endoscopy, colonoscopy or 24 hour pH probe determination. They may be expected to give a talk on a Pediatric GI topic.

DIDACTIC ACTIVITIES

Students are expected to attend Pediatric Morning report and Pediatric Grand Rounds. They are also expected to attend the Pediatric Nutrition Support Service Rounds, weekly adult GI Clinical Conference, and Pediatric GI Pathology Conference.

REQUIRED READING

Copies of specific articles will be handed out - these cover the following topics: Pediatric Parenteral and Enteral Nutrition, Chronic Cholestasis, Chronic Diarrhea, Chronic Inflammatory Bowel Disease, Constipation/Encopresis, Chronic Abdominal Pain, Hepatitis A-G, Gastroesophageal Reflux. Further reading will be encouraged regarding specific patient topics, as well as the major texts: Pediatric Gastrointestinal Diseases Volumes 1 & 2, Allen Walker, and Pediatric Liver Disease by Fred Suchy.

STUDENT EVALUATIONS

To receive a grade of satisfactory, the student will keep a log of patients seen, conferences attended, procedures observed as well as display ability to write appropriate evaluation and follow-up notes, evaluate laboratory/radiological data and discuss appropriate differential diagnoses with the preceptor. The student should show ability to perform literature searches on interesting patient topics.

Pediatric Intensive Care (PED625)

Course Director: Jeffrey Rubenstein M.D.

Contact Person:

Location: Strong Memorial Hospital

Block Length: 4 weeks

Students: 1 per Block

Prerequisites: Women's and Children's Health (WCH300)

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office

Reporting Person

Reporting Time

Dates Offered: 10/02/2006 - 10/29/2006

GOAL

To acquaint the student with the approach to a critically ill infant, child, or adolescent and to understand the rationale for the initial treatment of critically ill pediatric patients with common disease processes.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

?Identify pediatric patients with shock when they present. Discuss the common causes of shock in the pediatric patient, their pathophysiology, and the initial treatments for children in shock.

?Identify pediatric patients with respiratory failure when they present. Discuss the common causes of respiratory failure in the pediatric patient, their pathophysiology, and the initial treatments for children with respiratory failure.

?Identify neurologic disease that requires intensive care therapies in pediatric patients. Discuss the common neurologic crises that occur in the pediatric patient, their pathophysiology, and their initial treatments.

?Understand the principles of positive pressure mechanical ventilation in pediatric patients. Be able to differentiate between pressure and volume modes of mechanical ventilation.

?Be able to analyze blood gas results; understand acid-base disorders.

?Describe the effects of critical pediatric illness on parents and families.

SCHEDULE OF ACTIVITIES

Students will function as members of the care team in the PICU. They will be responsible for the direct care (under close supervision) of one or more patients. They will round with the care team (at 7:30 a.m. on weekdays) and provide care during the remainder of the day. They will attend the daily teaching conference and afternoon sign-out rounds. Each student will present at this conference once during their rotation. This presentation will make reference to a specific interesting patient. Support and guidance about this presentation is available from members of the PICU faculty. Every third or fourth night call is optional, but is strongly encouraged.

DIDACTIC ACTIVITIES

REQUIRED READING

Resource reading material is available in the PICU. Readings will be patient-focused, and will concentrate on making clear evidenced-based approaches to the care of patients. The two major texts in Pediatric Critical Care are: Pediatric Critical Care (Fuhrman and Zimmerman); Textbook of Pediatric Intensive Care (Rogers). These books are available in the intensive care unit.

STUDENT EVALUATIONS

To receive a grade of pass, students must participate in the PICU program and demonstrate a beginning understanding of pediatric critical illness.

Pediatric Pulmonology (PED628)

Course Director:	Karen Voter M.D.
Contact Person:	Shelley Weekes
Location:	Strong Memorial Hospital
Block Length:	2 - 4 weeks
Students:	1 per Block
Prerequisites:	Women's and Children's Health (WCH300)
Split Course?	Yes
Open to	International Students - Yes Visiting Students - Yes
Reporting Office	Rm : 4-3235
Reporting Person	Shelley Weekes
Reporting Time	08:30 am
Dates Offered:	07/10/2006 - 11/19/2006 11/27/2006 - 12/24/2006 01/08/2007 - 07/15/2007

GOAL

To diagnose and provide care for children with difficult asthma, cystic fibrosis, bronchopulmonary dysplasia and technology dependence.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

Perform relevant history and physical examinations for pulmonary diagnoses, interpret pediatric pulmonary function tests, and appreciate indications for bronchoscopy in children. The student should be able to develop a differential diagnoses and preliminary treatment plan for children with pulmonary diagnoses.

SCHEDULE OF ACTIVITIES

Attend Pediatric Pulmonary Clinics in ACF-6 three half-days per week (1:00-4:30 p.m. on Tuesdays and 9:00-12:00 a.m. on Monday, Thursdays, Fridays), make rounds daily on hospitalized patients and consults on hospitalized children with respiratory disorders.

DIDACTIC ACTIVITIES

Attend Pediatric Morning Report (daily, 8:30-9:00 a.m.), and Pediatric Pulmonary Interdisciplinary Rounds (Mondays, 1:15 p.m.-3:00 p.m.), attend Pulmonary Teaching Conference on Wednesdays 10:30-11:30 am and attend Radiology rounds Wednesdays 11:30-12:00 noon.

REQUIRED READING

A core reading notebook located in the Pediatric Pulmonary Conference Room has articles on key and basic topics in pediatric pulmonology. This info is also stored on S: Drive

STUDENT EVALUATIONS

Evaluations will be completed by the attending physician in clinic and on the inpatient service based on the student's ability to evaluate and follow patients with lung disease.

Pediatric Nephrology (PED630)

Course Director: George Schwartz M.D.

Contact Person: Ms. Paula Maier 275-9784 Paula_Maier@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 3 - 4 weeks

Students: 2 per Block

Prerequisites: Pediatrics Clerkship (PED300)

Split Course? Yes

Open to International Students - Yes

Visiting Students - Yes

Reporting Office 4-8116

Reporting Person Paula/Teri

Reporting Time 0830

Dates Offered: -

GOAL

To better understand the diagnosis and management of kidney disease in children.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- Identify patients for whom consultation with a pediatric nephrologist is indicated.
- Attempt to focus on specific aspects of diagnosis and management.
- Become familiar with basic aspects of fluid and electrolyte disturbances, as they relate to renal and nonrenal patients.
- Develop familiarity in analyzing urine under the microscope.
- Become familiar with normality in growing children as it pertains to blood pressure, protein excretion, and growth and development.
- Become familiar with the most common types of referrals to a pediatric nephrology practice, including the diagnosis of persistent microscopic hematuria and proteinuria.
- Develop a familiarity in reviewing renal ultrasounds.
- Become familiar with end-stage renal patients, particularly those who have been transplanted or are on peritoneal/hemodialysis.
- Become acquainted with nondialytic modes of supporting renal insufficient children during growth.
- Better understand the relevance of adequate renal function in the process of growth and development in children.

SCHEDULE OF ACTIVITIES

Students are assigned to SMH under the direction of the faculty member and/or fellow on service from approximately 8 a.m. to 5 p.m. on weekdays. The student will participate in rounding on inpatients, compiling a summary of the results in the past 24 hours with recommendations for subsequent diagnosis and management in consultation with the faculty member. On one or two mornings per week, the student will participate in outpatient clinic, seeing patients, making his/her own formulations prior to reviewing and seeing the patient with an attending nephrologist. During outpatient clinic the student will have an opportunity to review the urinalysis on each patient that he/she has seen with the help of the faculty member.

DIDACTIC ACTIVITIES

The students are expected to attend major divisional educational conferences, including weekly clinical conferences and journal clubs as well as monthly scheduled conferences when they occur, including Pediatric Renal/GU, research, and pathology conferences.

REQUIRED READING

A syllabus of major important articles to the pediatric nephrology literature is available on loan from the divisional secretary in 4-8116, ext. 5-9784.

STUDENT EVALUATIONS

Students will receive a satisfactory evaluation if they keep a log noting that they have seen each of the inpatients and at least three outpatients per week and that they have indicated that they have learned about each of the specific objectives listed above, and, finally, that they have read at least ten articles from the syllabus provided by the division.

Pediatric Genetics (PED635)

Course Director: Chin-To Fong M.D.

Contact Person:

Location: Strong Memorial Hospital

Block Length: Minimum 2 weeks, 4 weeks preferred

Students: 1 per Block

Prerequisites: Women's and Children's Health (WCH300)

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office

Reporting Person

Reporting Time

Dates Offered: -

GOAL

To understand the applications of genetic principles in medical practice.

To gain familiarity with common genetic conditions. To experience all aspects of clinical genetics including genetic counseling, prenatal genetics, inborn errors of metabolism and dysmorphology. Although listed as a pediatric elective, this elective will offer experience in genetic practice in a wide range of age groups and specialties.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

?Obtain an accurate three generation pedigree.

?Obtain an appropriate genetic history.

?Observe and understand the genetic physical examination.

?Understand the role of genetic testing in diagnosis.

?Observe genetic counseling in several situations including prenatal diagnosis and clinical dysmorphology.

?Assist with inpatient consultations.

?Demonstrate use of the genetic literature.

?Understand the concepts of alpha-feto-protein testing, chromosome testing, DNA testing and other genetic testing.

?Develop an area of interest and present a 15-30 minute presentation on this topic or develop a case report for publication.

SCHEDULE OF ACTIVITIES

Genetics Clinic Thursday morning and Friday afternoon, Inherited Metabolic Disorders Clinic Tuesday morning with team meeting in the afternoon and Wednesday morning, Genetics case conference and rounds Thursday afternoon, Genetic counseling sessions - various times.

DIDACTIC ACTIVITIES

Genetics Rounds Thursday afternoon weekly.

REQUIRED READING

A compilation of readings will be provided.

STUDENT EVALUATIONS

The student should participate in patient care and discussions to demonstrate a growing expertise in genetics, be available for consultations, research patient problems encountered during the rotation, and present a topic of interest in Genetic rounds.

Team Care of the Pediatric Craniofacial Patient (PED637)

Course Director:	Chin-To Fong M.D.
Contact Person:	Amy Mills; 275-1000; amy_mills@urms.rochester.edu
Location:	Strong Memorial Hospital
Block Length:	2 - 4 or more weeks
Students:	1 per Block
Prerequisites:	Adult Inpatient Clerkship (AIC300)
Split Course?	No
Open to	International Students - No Visiting Students - No
Reporting Office	Bales Library, Monday AM
Reporting Person	John Giroto
Reporting Time	6:30 AM
Dates Offered:	-

GOAL

Students should be able to experience and understand the multi-disciplinary treatments of children with facial differences.

LEARNING OBJECTIVES

Medicine is becoming disease focused rather than specificity focused. Caring for children with complex facial anomalies requires a multidisciplinary approach. The student should:

1. understand the breadth of issues associated with cleft lip and palate and other facial differences
2. be able to identify who would benefit from referral to a craniofacial team
3. experience the interplan and information transfer that is essential to team care.

SCHEDULE OF ACTIVITIES

Daily time with all members of the craniofacial team. Includes conferences, clinics and operating time. Time will be spent in the areas of genetics, ENT surgery, Oral surgery, dentistry, and plastic surgery.

DIDACTIC ACTIVITIES

Presentation at monthly craniofacial team is required.

REQUIRED READING

Provided

STUDENT EVALUATIONS

Students will be evaluated by multiple faculty members in the areas of genetics, oral surgery, ENT, and plastic surgery. The end of month presentation will be graded by our team.

Pediatric Cardiology (PED643)

Course Director: Roger Vermilion M.D.

Contact Person: Kelly Quartieri, 273-5128, Kelly_Quartieri@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 4 - 8 weeks

Students: 1 per Block

Prerequisites: Adult Inpatient Clerkship (AIC300)
Women's and Children's Health (WCH300)

Split Course? Yes

Open to International Students - Yes

Visiting Students - Yes

Reporting Office If Monday: conference room 4-5210
Otherwise: Pediatric cardiology clinic, AC1

Reporting Person Roger Vermilion

Reporting Time 8:00 AM

Dates Offered: 07/10/2006 - 07/08/2007

GOAL

To understand how to distinguish normal from abnormal cardiovascular signs and symptoms, understand how to recognize, manage, and, if necessary, refer cardiovascular conditions in children, understand key principles related to the use of cardiovascular drugs, and understand the role of prevention of cardiovascular disease in pediatric patients.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

?Describe the mechanisms of production of heart sounds and murmurs with application to the differentiation between innocent and pathologic murmurs.

?Explain age-related changes in heart rate and blood pressure and identify normal ranges.

?Differentiate between physiologic and pathologic variations in cardiac rhythm.

?Describe the normal perinatal circulation and its influence on the development of signs and symptoms of heart disease in the neonate.

?Describe the use and indications for electrocardiography, echocardiography, exercise testing, ambulatory electrocardiographic monitoring, tilt testing, and cardiac catheterization.

?Identify and describe the pathophysiology of and management of functional heart murmurs, musculoskeletal chest pain, and mild labile hypertension.

?Describe the differential diagnosis, initial evaluation and management of, and appropriate referral for the child presenting with serious signs and symptoms related to the cardiovascular system such as cyanosis, palpitations and/or arrhythmias, congestive heart failure, syncope, abnormal heart sounds, and pathologic murmurs.

?Describe the physical findings, pathophysiology, genetics, usual treatments, and prognosis for common cardiovascular conditions including but not limited to ventricular septal defect, atrial septal defect, tetralogy of Fallot, patent ductus arteriosus, coarctation of the aorta, aortic and pulmonary stenosis, mitral valve prolapse, supraventricular tachycardia, Kawasaki disease, acute rheumatic fever, bacterial endocarditis, and cardiomyopathy.

?Describe the physiology, indications, and contraindications of commonly used cardiovascular drugs including antiarrhythmics, chronotropes, inotropes, diuretics, vasodilators, vasopressors.

?Recognize the risk factors and identify appropriate screening and prevention strategies for atherosclerotic heart disease.

?Define the indications and describe the appropriate antibiotic regimens for prophylaxis of bacterial endocarditis and rheumatic fever.

SCHEDULE OF ACTIVITIES

The student will participate in all activities and conferences of the division including time in the outpatient clinic, inpatient consultations, observation/participation in performing electrocardiograms, exercise testing, echocardiography. Opportunity will be provided to observe in the cardiac catheterization lab and operating room.

DIDACTIC ACTIVITIES

Students are expected to read about and discuss the above learning objectives with their mentors throughout the rotation. In addition, students are expected to attend cardiology sign-in rounds at 8:00 a.m. on Monday morning and the echocardiographic/catheterization/surgical conference on Thursday morning. Students are also expected to attend pediatric Morning Report on Tuesday, Thursday, and Friday morning from 8:30 a.m. to 9:00 a.m. in the Bradford Library. If the student has a particular interest in doing clinical or bench research, mentors are available to direct and support these activities.

REQUIRED READING

Recommended reference: Parks, M.K.: Pediatric Cardiology for Practitioners, (Third Edition).

STUDENT EVALUATIONS

To receive a grade of pass, students must have demonstrated active participation in the clinical activities of the division, and in consultation with the pediatric cardiology attending on service, document that the learning objectives have been covered and met.

Pediatric Infectious Diseases (PED645)

Course Director: Francis Gigliotti M.D.

Contact Person: Susan Ames

Location: Strong Memorial Hospital

Block Length: 2 -4 weeks

Students: 1 per Block

Prerequisites:

Split Course? Yes

Open to International Students - Yes

Visiting Students - Yes

Reporting Office Medical Center, Room 4-6212

Reporting Person Attending Physician

Reporting Time 9:00 am

Dates Offered: 07/03/2006 - 06/24/2007

GOAL

To begin to understand the principles and practices of pediatric infectious diseases.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- ?Identify common infectious diseases in children and general diagnostic and management approaches to these patients.
- ?Obtain a complete patient history and physical examination including aspects pertinent to infectious diseases in children.
- ?Outline the proper collection and handling of diagnostic specimens in infectious diseases.
- ?Demonstrate the preparation and interpretation of gram stains.
- ?Discuss basic principles of antibiotic usage including spectrum, mechanism of action, and toxicity.
- ?Discuss infectious complications peculiar to certain patient populations, such as the newborn or the immunocompromised host.
- ?Identify patients for whom consultation with an infectious disease expert is indicated.

SCHEDULE OF ACTIVITIES

Students are members of the pediatric infectious disease service at the Children's Hospital at Strong. They will attend pediatric morning report beginning at 8:30 a.m. on Tuesday, Thursday, and Friday. Duties will include initial evaluation of patients for consultation and follow up care of existing patients. Emphasis on clinical evaluation and management of children with infectious diseases.

DIDACTIC ACTIVITIES

Students will participate in two weekly infectious disease conferences (2 hours per week). They will also attend pediatric grand rounds on Wednesday at 8:30 a.m. and pediatric noon conferences. Students will be expected to attend a basic microbiology session conducted in the clinical microbiology laboratory where specimen handling and gram stain performance and interpretation will be reviewed.

REQUIRED READING

A teaching book encompassing reviews of basic principles and practices of infectious diseases is available in the division of infectious diseases. All students will be expected to review the section on antimicrobial therapy. Further reading will be focused on patient problems as encountered on the clinical service.

STUDENT EVALUATIONS

To receive a passing grade, students must participate in the didactic activities, complete the necessary reading, and receive a satisfactory clinical evaluation from the attending physician.

Pediatric Hematology/Oncology (PED647)

Course Director: Andrea Hinkle

Contact Person:

Location: Strong Memorial Hospital

Block Length: 2 weeks

Students: 1 per Block

Prerequisites: Adult Inpatient Clerkship (AIC300)
Women's and Children's Health (WCH300)

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office

Reporting Person

Reporting Time

Dates Offered: -

GOAL

To provide an intensive experience in clinical Pediatric Hematology/Oncology in which students will acquire an understanding of the diagnosis, pathophysiology, and management of the common hematologic diseases of childhood with an appreciation for the effect of these serious diseases on the patients and their families.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

?Explain the physiology of normal blood formation and destruction.

?Accurately diagnose common causes of cytopenias (i.e., neutropenia, anemia, thrombocytopenia) in children. Given history and physical exam, efficiently utilize laboratory tests in the diagnostic work-up.

?Describe the pathophysiologic mechanisms of the anemia and the different types of ?crisis? in sickle cell disease.

?Describe in a step-wise manner, the work-up for a prolonged PTT, a prolonged PT, and a prolonged bleeding time.

Accurately apply the various bleeding tests in the light of the patient history and physical findings.

?Describe childhood ALL in terms of its incidence, peak age range, common signs and symptoms and general treatment concepts.

Explain how prognostic factors have been used to define ?tailored? therapy for ALL.

?Describe the 5 following common forms of cancer in children in terms of peak age, clinical presentation, staging and common sites of metastatic spread.

? Wilms? tumor ? Non-Hodgkins Lymphoma

? Neuroblastoma ? Osteogenic Sarcoma

? Medulloblastoma

?Describe a blast cell and be able to differentiate between a blast cell and reactive lymphocyte.

?Using clinical and laboratory data, differentiate between ALL and ITP, acute mononucleosis and iron deficiency anemia.

SCHEDULE OF ACTIVITIES

Students work on the outpatient (AC-6) and inpatient (4th floor SMH) service of the Pediatric Hematology/Oncology Team. They perform initial consultations (history, physical, collect lab data, present to attending, written impression and plan) follow-up evaluations, and inpatient rounds with an assigned preceptor (fellow or attending). Emphasis is on active participation in all aspects of patient care.

DIDACTIC ACTIVITIES

Morning report (Tue., Th., Fri. @ 8:30-9:00 a.m.); Attending Rounds (Mon., Wed., Fri. @ 11:00 a.m.-12:00 p.m.); Tumor Board (Tu. 3:00-4:00 p.m.); Sign-Out Conference (Mon. 8:30-9:00 a.m., Tue., 4:00-5:00 p.m., Fri., 3:30-5:30 p.m.)

REQUIRED READING

A handbook with selected readings and articles is provided to each student. Textbooks can be borrowed from the Peds Hem/Onc Library. Principles and Practice of Pediatric Oncology 2nd ed., by P. Pizzo and D. Poplack; Hematology of Infants and Children, 5th ed. By D. Nathan and F. Oski.

STUDENT EVALUATIONS

To receive a grade of pass, students must give a formal presentation, complete the set of teaching questions and receive a satisfactory clinical evaluation from their preceptors during the elective.

Pediatric Endocrinology (PED649)

Course Director: Nicholas Jospe M.D.

Contact Person: Nicholas Jospe, MD 275--7744 Nicholas_Jospe@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 2 - 4 weeks

Students: 1 per Block

Prerequisites: Women's and Children's Health (WCH300)

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office

Reporting Person Dr. Nicholas Jospe

Reporting Time

Dates Offered: 07/10/2006 - 11/19/2006

01/08/2007 - 06/24/2007

GOAL

To expose the student to a wide variety of pediatric endocrine disorders.

LEARNING OBJECTIVES

?Normal growth patterns for infants, children and adolescents. The student will become familiar with the differential diagnosis of disturbances of growth. The student will become familiar with hormones that influence growth rates, such as growth hormone, thyroid hormone, glucocorticoid, and hormone sex steroids. Finally, the student will become familiar with modes of administration, indications and potential side effects of growth promoting therapy.

?The student will become familiar with the physiology of the posterior pituitary, with specific attention to the role of vasopressin. The differential diagnosis of diabetes insipidus will be discussed, as well as the modes of therapy.

?Role and regulation of thyroid hormone. Thyroid function tests will be discussed, along with tests for the integrity of the hypothalamic pituitary thyroid axis. The differential diagnosis of hypothyroidism and hyperthyroidism and the various forms of therapy will be discussed. The student will be taught how to recognize signs and symptoms of thyroid disease. Didactic sessions will be devoted to exposing the student to the broad range of phenotypic findings in thyroid disease.

?Diabetes. Etiology, genetics, and pathogenesis of Type 1 and Type 2 diabetes will be discussed. The diagnosis and treatment of diabetic ketoacidosis will also be discussed. The inpatient and outpatient management of diabetes will be carefully reviewed. The long-term outcome of diabetes in children as well as future directions will be reviewed.

?Disorders of the adrenal cortex. The pathophysiology of disorders of adrenal steroidogenesis resulting in congenital adrenal hyperplasia will be discussed. Biochemical and clinical features of each of the disorders will be discussed. The signs and symptoms, laboratory tests and treatment for Cushing syndrome and Addison disease will be reviewed.

?Disorders of pubertal development. Normal variations in developmental patterns and abnormal pubertal development (early or delayed) will be discussed. Tanner staging will be carefully reviewed. The effect of excess or deficient adrenal or gonadal steroids will be reviewed.

?Disorders of sexual development in the newborn infant. Normal sexual differentiation will be reviewed, followed by a discussion of gonadal or chromosomal disorders of sexual differentiation and their biochemical and phenotypic consequences.

?Parathyroid and vitamin D-related disorders. Parathyroid physiology will be discussed and clinical entities including hypoparathyroidism and hypocalcemia or hyperparathyroidism will be discussed, along with their modes of therapy.

SCHEDULE OF ACTIVITIES

Students will participate in all inpatient and outpatient pediatric endocrine activities. The students will participate in outpatient endocrine clinics on two half-days per week and pediatric diabetes clinics on one full day per week, as well as journal clubs and clinical conferences. The student will act as the primary source for all consultative and inpatient clinical work.

DIDACTIC ACTIVITIES

Students are expected to read about and discuss the learning objectives with their preceptor during the day.

REQUIRED READING

Selected chapters in Clinical Pediatric Endocrinology, 2nd Ed., Editor: Solomon A. Kaplan and additional reading material is supplied by the preceptors.

STUDENT EVALUATIONS

The preceptor writes evaluation of the student. It is based on an assessment of fund of knowledge, acquisition of new knowledge, and improvement in reasoning ability and over.

Diabetes Camp (PED649A)

Course Director: Nicholas Jospe M.D.

Contact Person: Trish Donahue, American Diabetes Association 585-458-3040, Ext. 3477, trish

Location:

Block Length: 1 or 2 weeks

Students: 9 per Block

Prerequisites:

Split Course? No

Open to

International Students - No

Visiting Students - No

Reporting Office Camp is held at the Rotary Sunshine Camp; Rush, NY. Information will be sent about training, and when to report.

Reporting Person Camp medical director

Reporting Time July 9 2006, 9 am

Dates Offered: 07/10/2006 - 07/23/2006

GOAL

First week is Sunday, July 9th, 2006 (kids ages 13 - 16); second week is July 16th through 21st, 2006 (ages 8 - 12). Training session will be held at camp on Saturday, July 8th. Students can either one or both weeks. A maximum of 10 students per week will be accepted on a first come, first serve basis. Exposure to Pediatric and adolescent diabetes management in a camp setting. Involvement in glucose and calorie intake and general diabetes management in children and adolescents. Hours are daily 7am to 9:30PM on most days One or two over night stays. Meals provided. Every evening 5-8 pm. Review of glucose logs on all campers. Didactic sessions with endocrinologist and literature review will be supplied during the elective.

LEARNING OBJECTIVES

diabetes management

SCHEDULE OF ACTIVITIES

daytime glucose and insulin management

DIDACTIC ACTIVITIES

late afternoon, 90 minutes: discussion and glucose and insulin review.

REQUIRED READING

will be provided at camp

STUDENT EVALUATIONS

Pediatric Neonatology (PED650)

Course Director: Robert Swantz M.D.

Contact Person: Dr. Robert Swantz, 275-2972, robert_swantz@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 2 - 4 weeks

Students: 1 per Block

Prerequisites: Obstetrics and Gynecology Clerkship (OBG300)
Pediatrics Clerkship (PED300)

Split Course? No

Open to International Students - No

Visiting Students - Yes

Reporting Office Neonatal ICU (NICU), 3-3400 at Strong Memorial Hospital

Reporting Person Neonatology Fellow

Reporting Time 7:15am

Dates Offered: 07/10/2006 - 11/19/2006

11/27/2006 - 12/24/2006

01/08/2007 - 07/08/2007

GOAL

To understand how to resuscitate and stabilize a critically ill neonate, to appreciate the pathophysiologic basis for common disorders of the newborn, and to understand how to evaluate and manage common diseases of the newborn.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

Describe the physiologic adaptation of the newborn to extrauterine life and the steps in neonatal resuscitation and stabilization.

Demonstrate proper and effective delivery room resuscitation techniques for newborns.

Perform an appropriate assessment (history, physical examination and initial diagnostic studies) and formulate a differential diagnosis for the following common signs and symptoms: prematurity, growth failure, respiratory distress, cyanosis, heart murmur, apnea/bradycardia, abdominal distension, hepatosplenomegaly, dysmorphic features, hypoglycemia, jaundice, anemia, and thrombocytopenia.

Describe the pathophysiologic basis of and key principles of management for the following common conditions: respiratory distress syndrome, transient tachypnea, pneumonia, aspiration, bronchopulmonary dysplasia, congenital heart disease, infant of diabetic mother, hyperbilirubinemia, neonatal sepsis, necrotizing enterocolitis, apnea of prematurity.

Explain the indications for ordering, and interpret the results of the following laboratory and radiology tests: CBC/differential, hematocrit, blood type, Coomb's, serum electrolytes, fractionated bilirubin, blood gas, EKG, urinalysis, bacterial/viral cultures of blood/CSF/urine, CSF cell count, serologic tests, neonatal drug screening, NYS newborn screen, chest/abdomen radiographs, and head ultrasound.

Discuss the indications for, and demonstrate proper technique in performing the following procedures: physiologic monitoring, endotracheal intubation, mechanical ventilation, venipuncture, arterial puncture, umbilical catheterization, urethral catheterization, lumbar puncture, phototherapy, pulse oximetry.

Communicate and work effectively with members of the NICU patient care team, and with parents and families of critically ill neonates.

SCHEDULE OF ACTIVITIES

The student is assigned to the SMH Neonatal Intensive Care Unit (3-3400) and works alongside the housestaff team. The student will function as an acting intern, assuming primary responsibility for their patients under the supervision of the housestaff, neonatology fellows, and attending neonatologist. The student's daily schedule will parallel that of the housestaff, with in-house night call every fourth night.

DIDACTIC ACTIVITIES

Students will participate in the daily educational activities for the pediatric housestaff in the NICU, including morning report, attending rounds, bedside work rounds, radiology conference, and sign-out rounds. Additionally, the student will attend the weekly perinatal conference, and health team rounds.

REQUIRED READING

The following reading materials are available in the Division of Neonatology: "Guidelines for Housestaff in the NICU", a collection of over 40 recent journal articles addressing common neonatal issues, and numerous general and specialty neonatology textbooks. In addition the SMH NICU Website has direct links (via Miner Library, PDF files) of pertinent journal articles and reviews.

STUDENT EVALUATIONS

The student will review their experience with the attending neonatologist and course director. To receive a grade of satisfactory, the student must be judged by them to have appropriately achieved the learning objectives

Pediatric Radiology (PED653)

Course Director:	Nina Klionsky M.D.
Contact Person:	Marcy Maier, marcella_maier@urmc.rochester.edu, phone: 275-6359
Location:	Strong Memorial Hospital
Block Length:	2 weeks
Students:	2 per Block
Prerequisites:	Women's and Children's Health (WCH300)
Split Course?	No
Open to	International Students - No Visiting Students - Yes
Reporting Office	Room 3-5418. Take the yellow elevators near area 75-7600 to the third floor. Walk toward area 7400. Stay in the main corridor, no turns, until they come to area 5400. Take area 3-5400 to 3-4330. Turn Left, Room 3-4333 is the 2nd door to the right.
Reporting Person	Marcy Maier
Reporting Time	8:15 am on first day
Dates Offered:	08/07/2006 - 11/19/2006 01/01/2007 - 06/24/2007

GOAL

The objectives of this elective are to learn a logical approach to pediatric imaging studies and to acquire an understanding of the role of the radiologist as a consultant involved in the patient care team. To accomplish these goals, a few course guidelines are presented.

LEARNING OBJECTIVES

During the elective your major assignment is to attend film review sessions and observe procedures in the pediatric radiology section. On the first day you are asked to report to Rm. 3-4333 at 8:15 AM to collect your orientation materials. The following mornings you should report to the reading room (G-3320) by 8:30 AM for case review by the radiology resident and attending. You are also encouraged to observe fluoroscopic procedures and special imaging studies, such as CT and ultrasound, most of which take place in the mornings.

SCHEDULE OF ACTIVITIES

During the elective your major assignment is to attend film review sessions and observe procedures in the pediatric radiology section. On the first day you are asked to report to room 3-4333 at 8:15 AM to collect your orientation materials. The following mornings you should report to the reading room (G-3320) by 8:30 AM for case review by the radiology resident and attending. You are also encouraged to observe fluoroscopic procedures and special imaging studies, such as CT and ultrasound, most of which take place in the mornings.

Attendance at radiology conferences is not strictly required but is strongly encouraged. Case conferences with the clinical services are held daily in various areas and pediatric radiology resident conference is held most Fridays at 12:00 Noon. In the afternoon it is suggested that you attend NICU (neonatal intensive care unit) radiology rounds as well as routine film review sessions.

Write up at least one patient per week that you have observed including:

Indications for exam Radiologic findings

Patient history Interpretation of findings

Type of exam performed Differential diagnosis

Diagnostic options Follow-up

Key images (include copies of films) Appropriate literature references

The point of the case write-ups is to discuss what you've learned about the approach to a work-up of a particular clinical problem and exploration of a differential diagnosis, concentrating on the radiographic findings (e.g., What was the patient's complaint? What was the clinical differential? What were the available diagnostic tests? Which were chosen? Why? What were the radiographic findings and diagnosis? Was it/how was it proven?). These write-ups may be as simple or extensive as you wish to make them. (This is what most of us prepare as "teaching files" and keep in the radiology library in the ACR file system--available for your review). A simple case summary of a classic finding with differential is sufficient. On the other hand, if you were involved in a particularly interesting case, you may want to write a case report for publication. We are happy to assist you in choosing and guiding your case preparation. Submit cases to one of the pediatric radiology attendings or secretary (Rm. 3-5418) by the end of each week.

DIDACTIC ACTIVITIES

REQUIRED READING

1. Hilton SvW, Edwards DK, Hilton JW: Practical Pediatric Radiology. Philadelphia, W. B. Saunders Company, 1984.
2. Heller RM, Squire LF: Exercises in Diagnostic Radiology , Volume 5 Pediatrics. Philadelphia, W. B. Saunders Company, 1973.
3. Silverman, FN, ed. Caffey's Pediatric X-ray Diagnosis. 8th ed, Chicago, Year Book Medical Publishers, Inc., 1985 (excellent for reference and detailed reading).

These books may be borrowed from the Pediatric Radiology office while you are on elective.

STUDENT EVALUATIONS

Students will be evaluated on their participation in film review sessions and on case write-ups regarding knowledge, clinical skills, problem-solving and clinical reasoning abilities, communication skills and interpersonal and professional qualities, including dependability, motivation, and interpersonal relationships.

Integrative/Complementary and Alternative Medicine (PED660)

Course Director: O.J. Sahler M.D.

Contact Person: OJ Sahler, MD 5-3935--OJ_Sahler@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 2 weeks

Students: 2 per Block

Prerequisites:

Split Course? No

Open to International Students - Yes

Visiting Students - Yes

Reporting Office Room 4-2166

Reporting Person OJ Sahler, MD

Reporting Time TBD

Dates Offered: 10/30/2006 - 11/12/2006

01/08/2007 - 01/21/2007

04/02/2007 - 04/15/2007

GOAL

The goal of this elective is to acquaint participants with the broad area of CAM and ways to incorporate CAM into their practice where appropriate.

LEARNING OBJECTIVES

*Locate and critically evaluate the literature in CAM

*Describe the major features and underlying philosophy of at least one alternative system of healthcare (e.g. traditional Chinese medicine, ayurvedic medicine, naturopathy)

*Develop a logical evidence-based strategy for incorporating a complementary medicine modality into the healthcare plan of a patient.

SCHEDULE OF ACTIVITIES

The two-week block is divided into 20 half-days of didactic or experiential activities. At least three half-days per week will be spent in the offices of properly credentialed CAM practitioners. Individuals on elective will also be able to learn meditation, yoga, or other relaxation techniques for personal use. Each student will prepare and deliver a 30-minute presentation on a CAM subject of interest to faculty and colleagues.

DIDACTIC ACTIVITIES

Didactic sessions will focus on:

*Epidemiology of CAM use among adults and children;

*History of the development of the National Center for CAM (NCCAM);

*Overview of the NIH Model of CAM classification;

*Overview of CAM therapies;

*History of the development and evolution of Western Medicine;

*Evidence-based approach to CAM including hands-on work with relevant databases and resources on the internet and within the community.

REQUIRED READING

Eisenberg DM et al. Unconventional medicine in the United States: Prevalence, costs, and patterns of use; *New England Journal of Medicine* 328(4):246-252, 1993.

Eisenberg DM et al. Trends in alternative medicine use in the United States, 1990-1997: Results of a follow-up national survey; *JAMA*, 280(18): 1569-1575, 1998.

Ernst, E. Prevalence of use of complementary/alternative medicine: a systematic review; *Bulletin of the World Health Organization*, 78(2):252-257, 2000.

Astin, JA. Why patients use alternative medicine: Results of a national study; *JAMA*, 279(19):1548-1553, 1998.

Spiegelblatt, LS et al. The use of alternative medicine by children. *Pediatrics*, 94(6 Pt. 1):811-814, 1994.

Ernst, E. Use of complementary therapies in childhood asthma. *Pediatric Asthma, Allergy, & Immunology*, 12(1):29-32, 1998.

Friedman, T et al. Use of alternative therapies for children with cancer. *Pediatrics*, 100(6):E1, 1997.

Chan, E. The role of complementary and alternative medicine in attention-deficit hyperactivity disorder, *Developmental and Behavioral Pediatrics* 23(15): S37-S45, 2002.

Selected readings from Novey, DW. *Clinician's Complete Reference to Complementary & Alternative Medicine*. Mosby: St. Louis; 2000.

www.cpmcnet.columbia.edu/dept/rosenthal/MDCourses.html

STUDENT EVALUATIONS

To receive a grade of pass, students must attend all scheduled activities, contribute to discussions, and prepare and deliver an acceptable presentation.

Tobacco Education and Smoking Cessation (PRM601)

Course Director: Scott McIntosh PhD

Contact Person: Gabrielle Kapsak, 273-5239, gabrielle_kapsak@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 2 weeks

Students: 10 per Block

Prerequisites:

Split Course? Yes

Open to International Students - No

Visiting Students - No

Reporting Office

Reporting Person

Reporting Time

Dates Offered: 07/10/2006 - 04/29/2007

GOAL

This purpose of this course is to prepare students in the health professions to educate patients about the health risks of tobacco use, to motivate those who seek treatment, and to advise patients about basic treatment strategies, including pharmacotherapy. Upon course completion, a student will be able to administer a brief intervention using the 5 As. The course provides an overview of the information and skills necessary to treat nicotine dependence. NOTE: Online version available for 25 students until at least January, 2006. Ask for details, as national certification and letter for transcript accompanies online version.

LEARNING OBJECTIVES

Upon course completion, a student will be able to administer a brief intervention using the 5 As. Students should also have learned skills necessary to treat nicotine dependence.

SCHEDULE OF ACTIVITIES

The course is composed of two components. The first component is an eight-module online (or hard-copy version) course that provides background on the health consequences of smoking, appropriate use of pharmacotherapy, and information about how to conduct a brief 5A intervention for patients who use tobacco. The second component is putting the course into action at the preceptor's office or agreed upon site. The student may practice a brief 5A intervention first with the preceptor or staff member in the preceptor's office and then with three patients who smoke. The student may also observe the systems in the preceptor's office for tobacco education and smoking cessation and complete an assessment of them. The Online Course will be available to students at the beginning of the school year. The online (or hard-copy version) course will take 10-12 hours to complete and students will be expected to complete this component within 2 weeks.

"Taking the Course to Action" (counseling 3 smokers) will occur after successfully completing the first component. All evaluation forms for this component should be completed by end of term.

DIDACTIC ACTIVITIES

The online (or hard-copy version) component is the primary Didactic Component. There may be opportunities for formal lectures (TBA), and attendance at seminars (TBA).

REQUIRED READING

AHRQ Clinical Guidelines for Tobacco Dependency Counseling (Fiore et al., 2000). Request PDF file from Dr. McIntosh, or go to www.cdc.gov or www.smokefree.gov

STUDENT EVALUATIONS

Requirements for course completion include 1) passing a 20-item post-test at the end of the online course and scoring a grade of 80% or better and 2) returning completed course evaluation forms and checklist (See Appendix A).

Stage Based Behavioral Counseling (PRM602)

Course Director: Scott McIntosh PhD

Contact Person: Gabrielle Kapsak 3-5239 gabielle_kapsak@urmc.rochester.edu

Location:

Block Length:

Students: 0 per Block

Prerequisites:

Split Course? No

Open to

International Students - No

Visiting Students - No

Reporting Office The Center for Health and Behavioral Training 691 St. Paul St, 4th floor (in collaboration with the Monroe Department of Health) and Department of Community and Preventative Medicine

Reporting Person variable

Reporting Time variable

Dates Offered: 07/10/2006 - 04/29/2007

GOAL

The purpose of this course is to teach medical students a particular counseling modality, *Staged Based Behavioral Counseling*, proven to be effective in modifying risky addictive behavior patterns. While this counseling method can be applied to any risky behavior, Monroe County uses STD and HIV prevention and management as their paradigm for which to teach this course. Upon completion of this course, students will be able to: appropriately stage a patient regarding their willingness to change a particular behavior; and apply the most applicable counseling strategy within the time frame of a routine office visit.

LEARNING OBJECTIVES

Upon completion of this course, a student will be able to:

Understand issues related to sexual health

Demonstrate knowledge of STDS and other risk factors such as drugs, alcohol use, and abuse

Demonstrate ability to implement techniques of staged based counseling

Understand the legal rights of minors/mature minors

Be familiar with/skilled at performing pelvic exams and exams on male genitalia

These learning objectives can be modified if a student wishes to focus on a behavior other than STDs

SCHEDULE OF ACTIVITIES

This elective has two components. The first component is training by Monroe County for staged based behavioral counseling. This training lasts for three days and is funded for by Monroe County. Students may choose to spend an extra day of training learning how to address groups, in addition to learning how to counsel an individual. After students learn the staged based counseling techniques, the students can go to a site – such as the free STD clinics run by Monroe County -- and apply their counseling techniques. Depending on location, students will also be expected to do an appropriate physical exam for each patient.

DIDACTIC ACTIVITIES

REQUIRED READING

Reading provided by the Center for Health and Behavioral Training plus the following articles:

Coury-Doniger, P; Levenkron, JC; McGrath, PL; Knox, KL; Urban, MA. From Theory to Practice: use of stage of change to develop an STD/HIV behavioral intervention. Phase2: stage based counseling strategies for sexual risk reduction. *Cognitive and Behavioral Practice* 2000; 7, 395-406.

Coury-Doniger, P; Levenkron, JC; McGrath, PL; Knox, KL; Cowell, S Urban, MA. Use of stage of change (SOC) to develop

STD/HIV behavioral intervention: phase 1. A system to classify SOC for STD/HIV sexual risk behaviors – development and reliability in an STD clinic. *Aids Patient Care and STDs* 1999; 13, 493-501

McGrath, PL; Levenkron, JC; Know, KL; Scahill, MP; Berkhoudt, KS; Coury-Doniger, PA. The development, reliability, validity of a rating scale of staged based behavioral counseling for STD/HIV prevention. *Public Health Management Practice*, 2002; 8, 64-61

Prochaska, JO; DiClemente, CO; Norcross, JC. In search of how people change: applications to addictive behaviors. *American Psychologist* 1992; 47, 1102-1114.

STUDENT EVALUATIONS

1) Complete the training requirements as determined by Monroe County and 2) return completed preceptor evaluations

Medicine in Psychiatry for SPMI & Latinos (PSY/MED607)

Course Director: Telva Olivares M.D.

Contact Person: Jeffrey Lyness, M.D., jeffrey_lyness@urmc.rochester.edu

Location: Private Office

Block Length: 2 - 4 weeks

Students: 1 per Block

Prerequisites: Surgery Clerkship (SUR300)
Medicine Clerkship (MED300)
Mind/Brain/Behavior Clerkship (MBB300)

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office

Reporting Person

Reporting Time

Dates Offered: 10/02/2006 - 12/10/2006

01/22/2007 - 04/01/2007

07/10/2006 - 09/10/2006

GOAL

To gain experience and skills in providing general medical care to psychiatric patient populations, and combined medicine/psychiatry care to selected patient populations with especial emphasis on the chronic and persistent mentally ill and Latino and migrant worker populations.

LEARNING OBJECTIVES

The student will be able to:

1. Gather a complete clinical database for the patients seen, including patient interview and mental status examination, discussion with collateral informants as indicated, and record review.
2. Present the clinical database in oral and written formats.
3. Generate and discuss a differential diagnosis and formulation.
5. Help implement needed treatments.

SCHEDULE OF ACTIVITIES

The emphasis is on active participation in all aspects of patient care. Students will work a minimum of 8:00 a.m. - 5:00 p.m. 5 days/week. The student will be assigned to several different MIPS (Medicine in Psychiatry Service) clinics, outreach clinics including a bilingual mental health clinic and a migrant clinic as well inpatient rounding responsibilities in both medicine and psychiatry.

DIDACTIC ACTIVITIES

Students are expected to read about and discuss the learning objectives with their inpatient attending. They will attend Psychiatry Grand Rounds (Wednesdays 9:00 - 10:00 a.m.) and Medical Grand Rounds (Tuesdays 8:00-9:00) if appropriate.

REQUIRED READING

Case-based reading assignments will be taken from Synopsis of Psychiatry, 8th edition (Kaplan and Sadock), as well as from case-based review of primary care literature.

STUDENT EVALUATIONS

Students will be evaluated by their attending physicians. To receive a grade of satisfactory, the student must demonstrate achievement of the learning objectives to the course director, based on receiving a satisfactory clinical evaluation.

Child and Adolescent Psychiatry (PSY606)

Course Director:	Michael Scharf
Contact Person:	Jeffrey Lyness, MD, and Michael Scharf, MD, 275-6741, Jeffrey_Lyness@urmc
Location:	Strong Memorial Hospital
Block Length:	4 weeks or negotiable
Students:	1 per Block
Prerequisites:	Mind/Brain/Behavior Clerkship (MBB300)
Split Course?	No
Open to	International Students - Yes Visiting Students - Yes
Reporting Office	Arrange with Drs. Lyness and Scharf.
Reporting Person	Drs. Lyness and Scharf
Reporting Time	Drs. Lyness and Scharf
Dates Offered:	07/10/2006 - 07/01/2007

GOAL

Students will acquire basic skills for the child and adolescent psychiatric work-up, and understand the role of the child psychiatrist both as a primary caregiver and as a consultant involved in the patient care team.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- 1) Learn basic skills in psychiatric assessment of infants, children, and adolescents. [john -- this needs better operationalization -- should be couched in language that better lets us know if the student has met this objective, such as the language for the following:]
- 2) Interact with children/adolescents and their families, obtain full psychiatric history, and complete a written psychiatric evaluation.
- 3) Understand basic psychopathology in children and adolescents, including mood disorders and developmental disorders.
- 4) Demonstrate basic understanding of treatments in child and adolescent psychiatry, including psychotherapies (individual, group, family; supportive and behavioral) and pharmacological treatments.
- 5) Understand the systems that provide psychiatric and related care services to children, adolescents, and their families.

SCHEDULE OF ACTIVITIES

The student will have the opportunity to participate in outpatient and partial hospitalization assessments. In the partial hospitalization setting, students will observe and participate in diagnostic evaluations, treatment team meetings, and group, family, and individual therapies. As well, the student will participate as a member of the psychiatric consultation team to the inpatient services of the Children's Hospital at Strong. In this setting, s/he will complete patient work-ups and present to the preceptor/attending.

DIDACTIC ACTIVITIES

Students will attend a weekly consultation seminar. Students also will meet individually with his/her preceptor to discuss patients, write-ups, and topics of mutual interest.

REQUIRED READING

Selected chapters from: M Lewis (Ed): Clinical and Adolescent Psychiatry: A Comprehensive Textbook, 2nd Edition; Williams and Wilkins, Baltimore, 1996.

Additional articles provided by preceptors and therapists related to cases seen.

STUDENT EVALUATIONS

Clinical evaluations by preceptor and other clinicians with whom the student works.

Inpatient Psychiatry (PSY610)

Course Director: Jeffrey Lyness M.D.

Contact Person: Jeffrey Lyness, MD, 275-6741, Jeffrey_Lyness@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 4 weeks

Students: 1 per Block

Prerequisites: Mind/Brain/Behavior Clerkship (MBB300)

Split Course? No

Open to International Students - Yes

Visiting Students - Yes

Reporting Office Discuss with Dr. Lyness in advance.

Reporting Person By arrangement with Dr. Jeffrey Lyness, Md

Reporting Time By arrangement with Dr. Jeff

Dates Offered: 07/10/2006 - 07/01/2007

GOAL

To gain experience and skills in evaluating and caring for patients admitted to acute psychiatric services

LEARNING OBJECTIVES

The student will be able to:

1. Gather a complete clinical database for psychiatric inpatient unit, including patient interview and mental status examination, discuss with collateral informants as indicated and record review.
2. Present the clinical databases in oral and written formats
3. Generate and discuss a differential diagnosis and formulation
4. Help implement needed treatments as a part of multidisciplinary inpatient care team.

SCHEDULE OF ACTIVITIES

The emphasis is on active participation in all aspects of patient care. Students will work a minimum of 8:00a.m. ? 5:00 p.m. 5days/week. The student will be assigned to a specific inpatient unit, based on planning with the course director, available options including general psychiatry, MICA (Mental Illness-Chemical Abuser), geriatrics and neuropsychiatry, and child and adolescent.

DIDACTIC ACTIVITIES

Students will be expected to read about and discuss the learning objectives with their inpatient attending. They will attend Psychiatry Grand rounds (Wednesdays 9:00 - 10:00 a.m.)

REQUIRED READING

Case-based reading assignments will be taken from Synopsis of Psychiatry 8th edition(Kaplan and Sadock), as well as from case-based review of primary literature.

STUDENT EVALUATIONS

Students will be evaluated by their inpatient attending psychiatrist. To receive a grade of pass, the student must demonstrate achievements of the learning objectives to the course director, based on receiving a satisfactory clinical evaluation.

Consultation Psychiatry (PSY612)

Course Director:	Michael Privitera
Contact Person:	Jeffrey Lyness, M.D. , Mike Privitera, M.D., 275-6741, Jeffrey_Lyness@urmc.
Location:	Strong Memorial Hospital
Block Length:	
Students:	1 per Block
Prerequisites:	Psychiatry Clerkship (PSY300)
Split Course?	No
Open to	International Students - No Visiting Students - No
Reporting Office	By arrangement with Drs. Privitera and Lyness.
Reporting Person	By arrangement with Drs. Privitera and Lyness
Reporting Time	By arrangement with Drs. Pri
Dates Offered:	07/10/2006 - 07/01/2007

GOAL

To gain skills in diagnosing and treating various psychiatric disorders that occur in the general hospital; to develop skills functioning as a psychiatric consultant in this setting.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to: Become comfortable with the evaluation and management of depression in the medically ill, the interactions between medical illness and psychiatric symptoms, neuropsychiatric disorders such as delirium and dementia, somatoform disorders, suicidal behavior, anxiety or agitation with medically ill patients, the use of psychopharmacologic agents in the elderly or medically ill, and the assessment of capacity in such patients.

SCHEDULE OF ACTIVITIES

Evaluation of new patients and follow-up of existing patients in outpatient clinics and in the hospital with attending and team rounds daily. There is a thorough review of all new consults and live interview of the patients by the attending or nurse practitioner as appropriated by our Triage nurse. Daily case discussion rounds and distribution of new consults occurs twice daily at 9 am and 1 pm, or in the interval as needed.

DIDACTIC ACTIVITIES

Departmental Grand Rounds weekly, Wednesdays 9:00 - 10:00 a.m.; weekly consultation service conference held on Wednesdays 10:00 - 10:45 a.m. (at which clerkship students present papers, elective students are encouraged to attend); daily case-based and bedside teaching.

REQUIRED READING

Handouts given upon orientation. Further reading materials distributed throughout. DSM-IV: Synopsis of Psychiatry (Kaplan and Sadock): additional recommended readings available on service.

STUDENT EVALUATIONS

Mid-rotation feedback by student's preceptor. End of rotation review. Daily assessment of the student's ability to collect data, present it coherently, discuss clinical reasoning and decision-making with each case. A written evaluation with grade will be rendered by the preceptor at the end of the elective.

Emergency Psychiatry (PSY615)

Course Director:**Contact Person:** Jeffrey Lyness, MD, and Robert Redondo, MD, 275-6741, Jeffrey_Lyness@urr**Location:** Strong Memorial Hospital**Block Length:** Variable by arrangement**Students:** 2 per Block**Prerequisites:** Mind/Brain/Behavior Clerkship (MBB300)**Split Course?** No**Open to** International Students - Yes

Visiting Students - Yes

Reporting Office Arrange in advance with Drs. Lyness and Redondo.**Reporting Person** By arrangement with Drs. Lyness and Redondo**Reporting Time** By arrangement with Drs. Ly**Dates Offered:** 07/10/2006 - 07/01/2007

GOAL

To gain experience and skills in rapid and accurate assessment of patients presenting to a psychiatric emergency room

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- Gather a complete clinical database for a psychiatric emergency room visit, including patient interviews and mental status examination, discussion with collateral informants as indicated and record review.
- Present the clinical database in highly focused oral and written formats.
- Generate and discuss a differential diagnosis and formulation.
- Discuss the recommendations and treatment options provided to the patient.

SCHEDULE OF ACTIVITIES

The emphasis is on active participation in all aspects of the patient evaluations. Students will work a minimum of 5 shifts/week, a combination of day and evening shifts to be scheduled on an individual basis.

DIDACTIC ACTIVITIES

Students are expected to read about and discuss the learning objectives with the psychiatric emergency room faculty, residents, and staff during their clinical day. They will attend Psychiatry Grand Rounds Wednesdays 9:00- 10:00 a.m. This is an active research site, and there are numerous opportunities for medical students to engage in research activities if desired.

REQUIRED READING

Case-based reading assignments will be taken from Synopsis of Psychiatry 8th edition (Kaplan and Sadock), as well as from case-based review of primary literature.

STUDENT EVALUATIONS

Students will be evaluated by faculty for each shift worked, as well as by the course director. To receive a grade of pass, the student must demonstrate achievement of the learning objectives to the course director, based partly on receiving satisfactory clinical evaluations from their attending and residents

Geriatric Psychiatry (PSY616)

Course Director: Jeffrey Lyness M.D.

Contact Person: Jeffrey Lyness, MD, 275-6741, Jeffrey_Lyness@urmc.rochester.edu

Location:

Block Length: 4 weeks

Students: 1 per Block

Prerequisites: Mind/Brain/Behavior Clerkship (MBB300)

Split Course? No

Open to International Students - No

Visiting Students - Yes

Reporting Office Arrange with Dr. Lyness in advance.

Reporting Person Arrange with Dr. Lyness

Reporting Time Arrange with Dr. Lyness

Dates Offered: 07/10/2006 - 06/24/2007

10/30/2006 - 11/19/2006

GOAL

The purpose of this elective is to give the student knowledge and clinical skills related to the assessment and treatment of mental disorders in older adults.

LEARNING OBJECTIVES

1. The student will understand the broad range of psychopathology manifested in older adults, and the range of treatment options available to such patients, including how such conditions and their treatments may differ from those in younger adults.
2. The student will gain experience and skills in working with selected geriatric patient populations, including mood disorders, cognitive disorders, and disorders secondary to general medical conditions, as seen in inpatient, outpatient, and consultative settings.

SCHEDULE OF ACTIVITIES

Depending on each student's specific interests, an individualized schedule will be created that will include supervised clinical experiences together with a program of seminars and guided independent readings.

DIDACTIC ACTIVITIES

As per above; didactics will be chosen from our program's broad range of clinical and research seminars and case conferences.

REQUIRED READING

Individualized reading list from primary literature, together with relevant chapters from geriatric psychiatry texts such as the American Psychiatric Publishing Textbook of Geriatric Psychiatry (Blazer, Steffens, Busse, eds).

STUDENT EVALUATIONS

Evaluation form completed by supervisor(s) at the end of the rotation; feedback given on an ongoing basis during the rotation.

Surgical Pathology (PTH602)

Course Director:	Linda Schiffhauer
Contact Person:	Betsy McDonald 273-4580; betsy_mcdonald@urmc.rochester.edu
Location:	Strong Memorial Hospital
Block Length:	4 - 8 weeks
Students:	1 per Block
Prerequisites:	
Split Course?	No
Open to	International Students - No Visiting Students - Yes
Reporting Office	Pathology Residency Program Office Rm 1-6344
Reporting Person	Betsy McDonald
Reporting Time	8:30A
Dates Offered:	09/04/2006 - 12/10/2006 01/08/2007 - 05/27/2007

GOAL

To function as a junior house officer and to actively participate in the workup and signout of surgical pathology specimens under the guidance and close supervision of senior residents and attendings. To attend and participate in frozen sections. To present at one weekly surgical pathology conference. To become familiar with the role of an academic surgical pathologist.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

Gross in simple specimens.

Make basic pathological diagnoses.

Understand the process by which a pathologist acts as a consultant to the clinician and the interactive process involved.

SCHEDULE OF ACTIVITIES

The hours of the rotation are 8 a.m. to 5 p.m. For the first week or two, the student will observe grossing in of specimens, slide sign out, and frozen sections. When it is felt that the student has learned a sufficient amount of information, he/she will then be allowed under close supervision to gross in specimens and sign them out with the attending. They will present at one weekly surgical pathology teaching conference.

DIDACTIC ACTIVITIES

Weekly surgical pathology teaching conference.

Daily 3 p.m. consensus conference.

Formal weekly presentations by surgical pathology faculty.

Other relevant anatomic pathology conferences.

REQUIRED READING

Relevant sections of the textbook of pathology (Sternberg, et.al., Diagnostic Surgical Pathology) related to the cases they are working up and are exposed to.

STUDENT EVALUATIONS

The student will be evaluated when the faculty meet monthly. They will be evaluated in reference to attendance on the rotation, their understanding of the various policies and procedures involved in surgical pathology, their grossing and diagnostic skills, and their presentation at the weekly surgical pathology conference.

Clinical Pathology (PTH603)

Course Director:

Contact Person: Betsy McDonald

Location: Strong Memorial Hospital

Block Length:

Students: 1 per Block

Prerequisites:

Split Course? No

Open to

International Students - No

Visiting Students - Yes

Reporting Office

Pathology Residency Program Office
Rm 1-6344

Reporting Person

Betsy McDonald

Reporting Time

8:30A

Dates Offered:

07/31/2006 - 09/24/2006

09/25/2006 - 12/10/2006

01/08/2007 - 03/25/2007

03/26/2007 - 06/17/2007

GOAL

General description will be display shortly. Please contact Betsy McDonald at 273-4580 if you have any questions.

LEARNING OBJECTIVES

SCHEDULE OF ACTIVITIES

DIDACTIC ACTIVITIES

REQUIRED READING

None at this time

STUDENT EVALUATIONS

Anatomic Pathology (PTH605)

Course Director:

Contact Person: Betsy McDonald 273-4580; betsy_mcdonald@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length:

Students: 1 per Block

Prerequisites:

Split Course? No

Open to

International Students - No

Visiting Students - Yes

Reporting Office Pathology Residency Program Office
Rm 1-6344

Reporting Person Betsy McDonald

Reporting Time 8:30A

Dates Offered: 09/25/2006 - 12/10/2006
01/08/2007 - 03/25/2007
04/02/2007 - 06/17/2007

GOAL

Elective blocks of four weeks are available in Autopsy Pathology with Leon Metlay MD and Rob Pierce MD, at the Monroe County Medical Examiner's office (forensic pathology) with the new Chief Medical Examiner Caroline Dignan MD; Neuropathology with James Powers MD and Surgical Pathology.

LEARNING OBJECTIVES

SCHEDULE OF ACTIVITIES

DIDACTIC ACTIVITIES

REQUIRED READING

STUDENT EVALUATIONS

Diagnostic Radiology (RAD601)

Course Director: Daniel Jacobson M.D.

Contact Person: Cathy Lesniewski, 922-3300. cathy.lesniewski@viahealth.org

Location: Rochester General Hospital

Block Length: 2 weeks

Students: 25 per Block

Prerequisites:

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office VanZandt Conference Room, Radiology Department, Rochester General

Reporting Person Daniel Jacobson, M.D.

Reporting Time 9:00 a.m.

Dates Offered: 10/23/2006 - 11/05/2006

GOAL

To understand the systematic approach to evaluation and interpretation of the radiographic image as it correlates to clinical medicine.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

?Understand the basic principles involved in the creation of the various Roentgen images.

?Adequately discuss the findings on case presentations.

?Correlated images with clinical symptoms in order to formulate appropriate differential diagnoses.

?Recommend necessary follow-up examinations and procedures as needed to aid the clinical services.

SCHEDULE OF ACTIVITIES

Students will attend didactic and interactive lectures at RGH with abundant time for independent learning. They will be scheduled from 8:00 a.m. - 5:00 p.m. Monday through Friday. Specialists in all fields of Radiology rotate through the schedule to focus on their area of expertise. A final exam is given on the last Friday.

DIDACTIC ACTIVITIES

Formal lectures, group seminars, some hands-on experiences and interactive case studies are used on a rotating basis under the supervision of an attending radiologist. There is a mandatory quiz on the final day of the elective.

REQUIRED READING

All students will be given formal handouts the first day of the elective.

STUDENT EVALUATIONS

The students will be evaluated based on satisfactory completion of the learning objectives as well as successful completion of the quiz given on the last day of the elective.

Diagnostic Radiology (RAD602)

Course Director:	David Dombroski
Contact Person:	Marcy Maier, marcella_maier@urmc.rochester.edu
Location:	Strong Memorial Hospital
Block Length:	2 - 4 weeks
Students:	4 per Block
Prerequisites:	
Split Course?	No
Open to	International Students - No Visiting Students - Yes
Reporting Office	Room 3-5418. Take yellow elevators near area 75-7600 to third floor. Go toward area 7400. Stay in the main north corridor, no turns. You will come to area 5400. Take 5400 to 3-4330 to room 3-4333. The office is the 2nd door on the right.
Reporting Person	Marcy Maier
Reporting Time	8:15 am on first day to 3-433
Dates Offered:	08/07/2006 - 11/19/2006 01/01/2007 - 06/24/2007

GOAL

By the end of the elective, students should be familiar with the rational use of the x-ray facility and basic interpretation of x-rays.

LEARNING OBJECTIVES

For weeks 1-2, the student will become acquainted with general, conventional, radiographic examinations and indications for these studies, as well as the more specialized radiographic examinations and procedures. This will be accomplished via rotations in various sections of the department along with lectures.

Weeks 3 and 4 will consist of a more concentrated exposure to a specific area of medical imaging to be chosen by the student. These options include: chest imaging, neuroradiology, musculoskeletal radiology, vascular radiology, and other areas by special arrangement. If the student does not choose specific subspecialties for weeks 3 and 4, the scheduled will be filled in with general radiology rotations once again.

SCHEDULE OF ACTIVITIES

Daily attendance at assigned sections in the Department of Radiology. Students are also required to attend daily resident conferences at from 11:45 am to 1:15 pm. Students are required to turn in one case write-up per week. Each week - generally on Friday, unless otherwise noted, students will present their case write-ups in front of Dr. Dombroski. Dr. Dombroski will critique the student's work.

DIDACTIC ACTIVITIES

Review of radiology anatomy with a CD ROM; Direct Instruction; daily attendance at radiological teaching conferences.

REQUIRED READING

Squire's Fundamentals of Radiology by Robert A. Noveline, M.D. and Lucy F. Squire

STUDENT EVALUATIONS

Evaluations will be done on daily basis by the radiology faculty.

Nuclear Medicine (RAD603)

Course Director:**Contact Person:** Shirley Tracey, x5-4741, shirley_tracey@rochet**Location:** Strong Memorial Hospital**Block Length:** Negotiable**Students:** 2 per Block**Prerequisites:****Split Course?** Yes**Open to** International Students - Yes

Visiting Students - Yes

Reporting Office G-3207**Reporting Person** Receptionist**Reporting Time** 8:00 a.m.**Dates Offered:** 07/10/2006 - 11/19/2006

01/08/2007 - 07/08/2007

11/27/2006 - 12/24/2006

GOAL

: To understand the basics for the clinical application of diagnostic and therapeutic nuclear medicine procedures to the patient population.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

?Understand the clinical basics for functional imaging in diagnostic nuclear medicine procedures such as bone scans, infectious disease localization, papillary studies, cardiac procedures, ventilation perfusion scan and tumor and endocrine imaging.

?Establish an understanding of the basic requirements for radiation safety for workers and patients.

?Be able to describe the differences in approach and calculation of dose for various radioisotopic therapeutic procedures.

?Develop at least a basic approach to the evaluation of the correlated and competitive modalities in their application to various disease states.

SCHEDULE OF ACTIVITIES

During the morning, the students will participate in a basic activity with the residents and attending faculty in the diagnostic/therapeutic clinic activity. In the afternoons, students will be expected to participate in the daily reading/instructional session from 2:30-5:00 p.m. in which the day's caseload is used as a springboard for discussion of diagnostic and therapeutic problems and applications. Students will also be expected to participate in the routine conference schedule of both the Division of Nuclear Medicine and the Department of Radiology.

DIDACTIC ACTIVITIES

Regular conference schedule of Nuclear Medicine and Radiology.

REQUIRED READING

A Clinician's Guide to Nuclear Medicine. Edited by Andrew Taylor, M.D., and David M. Schuster and Naomi Alazraki

STUDENT EVALUATIONS

Student evaluations will be collated by the course director utilizing reports from both attending and resident faculty as to student participation and development.

Advanced Diagnostic Radiology (RAD610)

Course Director: David Dombroski

Contact Person: Marcy Maier, Imaging Sciences, Box 648 - 275-6359

Location: Strong Memorial Hospital

Block Length: 2 - 4 weeks

Students: 2 per Block

Prerequisites:

Split Course? No

Open to International Students - No

Visiting Students - Yes

Reporting Office Room 3-4333. Take yellow elevators near area 75-7600 to third floor. Go toward area 7400. Stay in the main corridor, no turns. You will come to area 5400. Take area 5400 until you come to area 4300, turn left, 2nd door on the right.

Reporting Person Marcy Maier

Reporting Time 8:15 am on first day

Dates Offered: 08/07/2006 - 11/19/2006

01/01/2007 - 06/24/2007

GOAL

To provide hands-on training for the student who is preparing to enter a radiology residency program. Note: prerequisite is RAD602 at SMH or other general radiology elective at another medical institution.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

1. Identify indications for the exams based on clinical, lab, and prior radiographic information.
2. Describe how the exam is performed and necessary patient preparations.
3. Identify what alternative diagnostic procedures exist.
4. Identify limitation of the examination, including artifacts.
5. Understand the general principles of interpretation.
6. Review studies independently, then ?sort? and discuss with faculty.
7. Dictate studies using the IDXrad system.
8. Transmit findings to clinician when appropriate.
9. Follow-up on clinical outcome.

SCHEDULE OF ACTIVITIES

The student will report to Dr. David Dombroski for initial instruction. The student will write up at least one interesting case per week for teaching file and/or publication.

DIDACTIC ACTIVITIES

Attendance of Radiology lectures from 11:45 am to 1:15 pm

REQUIRED READING

Fundamentals of Diagnostic Radiology by William E. Brant, M.D. and Clyde A. Helms, M.S., Williams & Wilkins.

STUDENT EVALUATIONS

Evaluations will be done on a daily basis by the faculty.

Physical Medicine and Rehabilitation (RHB600)

Course Director: David Speach

Contact Person: Krista Pike 5-3274 or David Speach MD 1-9238

Location:

Block Length: 2 - 4 weeks

Students: 4 per Block

Prerequisites:

Split Course? Yes

Open to International Students - Yes

Visiting Students - Yes

Reporting Office They can report to the inpatient rehabilitation unit on 5-1200 or the outpatient unit at the Clinton Crossings Office building D, Suite 220

Reporting Person inpatient unit: Dr Podur, CCO building Dr Speach

Reporting Time 8am

Dates Offered: 07/10/2006 - 10/29/2006

12/04/2006 - 07/08/2007

GOAL

To develop an appreciation of the impact of disease and injury on function, and to understand the application of physical medicine approaches and rehabilitation strategies to the alleviation of functional impairments.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

Demonstrate proficiency in examination of the musculoskeletal system.

Integrate neurologic and musculoskeletal findings into the development of functional assessments.

Predict the nature of functional impairment resulting from specific neurologic or anatomic injuries.

Understand the roles of each of the members of the rehabilitation team.

Order appropriate tests as required to develop a musculoskeletal or neurologic diagnosis, as well as a rehabilitation diagnosis.

Order appropriate therapeutic interventions based on functional diagnoses.

Order appropriate interventions in the face of acute illness or injury to prevent unnecessary complications that frequently lead to disability.

Describe the breadth of the field of PM&R, and discuss the roles of various settings, including acute inpatient, subacute/SNF and outpatient rehabilitation.

SCHEDULE OF ACTIVITIES

This elective is designed with flexibility in mind. Students will have the opportunity to choose among several inpatient and outpatient rotations within the Department of PM&R that best suits their interests. Inpatient, outpatient, or a combination of experiences are possible. The elective will focus on providing students with an education and an exposure of the broad field of Physical Medicine and Rehabilitation.

Students who desire to rotate on an inpatient service will become a part of the rehabilitation team, serving with a resident and an attending physician. Students will round with the team, as well as evaluate and manage their own patients. They will observe their patients as they undergo rehabilitation, gaining an understanding of the variety of therapeutic approaches used. Students assigned to SMH will see patients recovering from spinal cord injury, stroke, amputation, orthopaedic surgery, burns, multiple trauma and a variety of neurologic conditions. Students assigned to St. Mary's will work with adult and pediatric patients recovering from traumatic brain injury, intracerebral hemorrhage, stroke, brain neoplasm, in addition to the rehabilitation diagnoses described for SMH.

Students who desire to rotate through the outpatient clinics will work with patients with a variety of needs including but not limited to: musculoskeletal injuries, electrodiagnostic consultation, pain management, post concussive syndrome, spinal cord injury, stroke, amputee care, arthritis, and the evaluation and management of rehabilitation needs in the outpatient setting. Clinic sites include SMH, St. Mary's Hospital, Comprehensive Rehabilitation Center, Rochester Rehabilitation Center, and the VA Outpatient clinic.

DIDACTIC ACTIVITIES

Students will attend Rehabilitation Grand Rounds, journal club, and didactic sessions which occur on Thursday mornings.

REQUIRED READING

None.

STUDENT EVALUATIONS

To receive a grade of satisfactory, students must see all assigned patients, write or dictate admission, discharge and progress reports in a timely fashion and demonstrate proficiency in the examination of their patients, with particular emphasis on the musculoskeletal and neurologic exams, in the evaluation of functional deficits and in the formulation of appropriate treatment plans. A faculty preceptor will observe each student, and the preceptor and student at the end of the rotation will complete a written evaluation.

Surgical Intensive Care Unit (SUR606)

Course Director: David Kaufman M.D.

Contact Person: Marge Roberts, 273-1841, marjorie_roberts@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 4 weeks

Students: 3 per Block

Prerequisites: Adult Inpatient Clerkship (AIC300)

Split Course? No

Open to International Students - Yes

Visiting Students - Yes

Reporting Office 8-3600

Reporting Person Nurse Practitioner

Reporting Time Call Marge Roberts prior to b

Dates Offered: 07/03/2006 - 07/01/2007

GOAL

To understand the pathophysiology of critically ill patients.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

Recognize critically ill patients and learn to prioritize problems.

Explain fluid shifts and fluid management in critically ill patients.

Solve acid/base problems.

Understand when to use the different modalities of mechanical ventilation.

Identify arrhythmias.

Explain and use all the hemodynamic parameters which can be obtained from a pulmonary artery catheter.

Identify the causes and manage hypoxia.

Identify the causes and manage hypercarbia

Identify the causes and manage oliguria.

Appreciate the pharmacokinetics and pharmacodynamics of drugs used in the ICU.

Identify and treat the various forms of shock.

Write appropriate total parenteral nutrition/total enteral nutrition orders.

SCHEDULE OF ACTIVITIES

Students participate in the daily rounds in the Intensive Care Unit. They follow and present patients to the ICU Attending.

The days you are on-call you will work directly with the R2 until 11:00 pm on weekdays and 5:00 pm on weekends.

DIDACTIC ACTIVITIES

Students participate in the daily lectures given in the unit by the ICU attending or fellow and selected personnel.

REQUIRED READING

STUDENT EVALUATIONS

To receive a grade of Pass, the student must participate in ICU activities and present their assigned patients on rounds. If taken as a subinternship, additional requirements will be discussed with Dr. Kaufman directly.

Vascular Surgery (SUR630)

Course Director: Karl Illig M.D.

Contact Person: Susan Edwards, global e-mail, 5-6772

Location: Strong Memorial Hospital

Block Length: 2 - 4 weeks

Students: 2 per Block

Prerequisites: Surgery Clerkship (SUR300)

Split Course? No

Open to International Students - Yes

Visiting Students - Yes

Reporting Office Sue Edwards, 2-7220 (moving to 2-6300 wing sometime this spring)

Reporting Person Susan Edwards

Reporting Time 8:30am Monday

Dates Offered: -

GOAL

To gain an appreciation of the principles of vascular surgery, and experience in the care of relatively sick surgical patients in general.

LEARNING OBJECTIVES

This is a clinical, "hands-on" rotation, where students will be expected to be a member of the normal operative team. Although rounds and patient care will be an integral part of the rotation, the student is expected and encouraged to spend as much of his or her time as possible in the operating room. If time and interest permits, outpatient office experience is available (particularly for students spending more time on the rotation), although the focus of this elective is inpatient care of sick patients.

By the end of this rotation, the student should be able to:

-Describe basic relevant clinical vascular anatomy

-Begin to understand basic concepts and decision-making in patients with vascular problems

-Gain experience in the acute management of pre- and postoperative surgical patients with a generally high level of acuity

-Be able to describe the basic vascular surgical procedures: Open and endovascular aortic surgery, carotid surgery, lower extremity bypass and amputation, and other operations

This rotation can be performed in two ways. Third-year students or those without extensive experience can do a two-week rotation. Fourth-year students or those interested in general or vascular surgery as a career are encouraged to spend four weeks with us on a formal subinternship. Although the student will work with and have the full support of the interns and housestaff, he/she will be encouraged to take primary responsibility for his/her own patients, acting as their intern (with appropriate supervision and backup). Our goal is to have the student learn to perform at an intern's level, the only difference being that he/she will have responsibility for fewer patients.

SCHEDULE OF ACTIVITIES

As above, students will work as a member of the surgical team. Rounds generally begin at 6am, and the entire team meets informally at 7 or so to go over patient status and plans for the day. Surgery starts at 7:30am, with rounds taking place as time permits during the day. Days end when the work is done, generally between 6 and 8pm. Evening call will not be required, but can easily be arranged if interest permits

DIDACTIC ACTIVITIES

Mondays: 6pm: Floor walk rounds: Interns and students present

Tuesdays: 7:00 am: M+M, Case Conference alternating

Wednesdays: 7:00 am: Interventional Cardiology Conference (first of the month only)

8:00 am: Illig Conference (Basics of Vascular Surgery)

Evening: Rochester Vascular Society (middle Wed. of the month)

Thursdays: 7-10am: Grand Rounds, M+M, CPC, and Basic Science

Fridays: 7:00 am: Basic Science and Journal Club alternating

REQUIRED READING

"Vascular Surgery" chapter in Schwartz, "Principles of Surgery." Additional sources can be assigned as individual interest permits

STUDENT EVALUATIONS

The student will be evaluated based on interest, attendance, and participation, and on whether he/she has accomplished the objectives discussed above.

Comprehensive Burn Care (SUR640)

Course Director: Christopher Lentz M.D.

Contact Person: Becky Handel; becky_handel@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 4 weeks

Students: 2 per Block

Prerequisites: Surgery Clerkship (SUR300)

Split Course? Yes

Open to International Students - Yes

Visiting Students - Yes

Reporting Office Burn Center (3-2800)

Reporting Person Dr. Christopher W Lentz

Reporting Time 0800

Dates Offered: -

GOAL

This rotation will expose students to the pathophysiology, assessment, treatment and rehabilitation of the burn victim.

LEARNING OBJECTIVES

The purpose of this elective is to acquaint future physicians with a scientific and rational approach to wound care in these complex patients. Also, it is the intention of this course to dispel the frequently associated myths and fears associated with burn care. Students will also gain experience with surgical critical care including ventilator management, resuscitation and nutritional support as well as out-patient management of thermal injury.

SCHEDULE OF ACTIVITIES

Students on this elective will be expected to be a part of the Burn Care Team. They will participate in intensive care delivery, wound management techniques, surgical procedures. They will also attend rounds, multi-disciplinary conferences and burn specific lectures.

DIDACTIC ACTIVITIES

Lectures are given on Tuesdays and during the week as time permits.

REQUIRED READING

Will come from Total Burn Care (ed. Herndon) and the Burn Section from the American College of Surgeons Care of the Surgical Patient

STUDENT EVALUATIONS

Thoracic Surgery (SUR650)

Course Director:	Carolyn Jones
Contact Person:	Mary Wray mary_wray@urmc.rochester.edu 275-1509
Location:	Strong Memorial Hospital
Block Length:	2 - 4 weeks
Students:	2 per Block
Prerequisites:	Adult Inpatient Clerkship (AIC300)
Split Course?	No
Open to	International Students - No Visiting Students - No
Reporting Office	Please contact Dr. Carolyn Jones @ 275-1509 or Mary Wray her secretary
Reporting Person	Dr. Carolyn Jones
Reporting Time	TBD
Dates Offered:	07/10/2006 - 11/19/2006 01/08/2007 - 07/08/2007

GOAL

- 1.To understand common thoracic surgical disease processes and their management.
- 2.To provide exposure to a general thoracic surgical practice for students potentially interested in pursuing this specialty.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- 1.List the common types of thoracic malignancies, understand the relevant work-up and potential treatment strategies, and participate in outpatient follow-up.
- 2.Recognize various benign esophageal and pulmonary diseases that may require surgical intervention, the appropriate diagnostic and therapeutic considerations, and proper patient selection.
- 3.Understand the variety of operative techniques, including open and minimally invasive approaches, and the conduct of safe surgery.

SCHEDULE OF ACTIVITIES

Monday 7:00 ? 8:00 a.m. ? Didactic teaching conference (resident lectures, morbidity/mortality conference case presentation, review questions.)

Clinics: Monday, p.m., Tuesday/Wednesday/Thursday a.m.

OR: Every Tuesday/Wednesday/Friday (all day); other cases as permitted

Endoscopy/Manometry Lab: As scheduled

A.M. Rounds Daily

DIDACTIC ACTIVITIES

Mondays ? 7:00 ? 8:00 a.m. (as per above)

One Wednesday evening per month (6:30 ? 9:00 p.m.): Grand Rounds

Thursday 7:00 a.m. (except summer months): Surgery Grand Rounds

Saturday 8:00 a.m. (every other week): Thoracic Oncology Conference

REQUIRED READING

No required text/syllabus. Students are expected to come to the operating room having familiarized themselves with the patient?s history & disease process, having read about the disease and planned operative procedure, and understand appropriate consideration in their postoperative management. Recommended text can be suggested by the faculty.

STUDENT EVALUATIONS

Students will be evaluated by all faculty members on the Thoracic Surgical team. Characteristics assessed will be: 1) Fund of knowledge as demonstrated by case specific reading and general medical base; 2)Enthusiasm/motivation/work ethic; 3)Integrity/reliability; 4)Interpersonal skills and relationships with faculty, house staff and nurses.

Neurosurgery Elective (SUR651)

Course Director: Webster Pilcher M.D.

Contact Person: Melanie Zandvoort, 275-0060

Location: Strong Memorial Hospital

Block Length: 2 - 4 weeks

Students: 2 per Block

Prerequisites: Adult Inpatient Clerkship (AIC300)

Split Course? Yes

Open to International Students - No

Visiting Students - Yes

Reporting Office Students are to page the Neurosurgery Chief Resident - Dr. Steve Campbell at 1616-2796

Reporting Person Dr. Steve Campbell

Reporting Time 6:45 am

Dates Offered: 07/03/2006 - 07/01/2007

GOAL

Introduction to evaluation of neurological diseases, neurosurgical interventions and evaluation to treat neurosurgical patients.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to: Evaluate neurosurgical patients. Evaluate and choose neurosurgical procedures appropriate to treat a variety of conditions.

SCHEDULE OF ACTIVITIES

Accompany attending MD in OR, evaluation of new patients in resident clinic, and reviewing of diagnostic studies.

DIDACTIC ACTIVITIES

Will shadow with attending, MD in his practice. Students are expected to attend weekly academic conferences, Wednesdays, 6:30- 11:00 a.m. and Thursdays, 7:30 - 8:30 a.m.

REQUIRED READING

No required reading. Will recommend readings.

STUDENT EVALUATIONS

The student will be evaluated on their participation in the above referenced activities.

Neurosurgery Elective (SUR652)

Course Director: James Maxwell M.D.

Contact Person:

Location: Rochester General Hospital

Block Length: 2 weeks

Students: 1 per Block

Prerequisites:

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office

Reporting Person

Reporting Time

Dates Offered: -

GOAL

Introduction to evaluation of neurological diseases, neurosurgical interventions and evaluation to treat neurological diseases.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

Evaluate neurological diseases. Evaluate and choose neurosurgical procedures appropriate to treat neurological diseases.

SCHEDULE OF ACTIVITIES

Accompany Dr. Maxwell in OR, evaluation of new patients in office, doing consults, and review x-rays.

DIDACTIC ACTIVITIES

Will shadow with Dr. Maxwell in his practice. On Tuesdays, the students are expected to attend the weekly Neuroradiology conference

REQUIRED READING

No required reading. Will recommend readings.

STUDENT EVALUATIONS

The student will be evaluated on their participation in the above referenced activities.

Cardiac Surgery (SUR656)

Course Director:	George Hicks M.D.
Contact Person:	Kathleen 275-5384 Kathleen_Leveque@urmc.rochester.edu
Location:	Strong Memorial Hospital
Block Length:	2 weeks
Students:	1 per Block
Prerequisites:	Adult Inpatient Clerkship (AIC300)
Split Course?	No
Open to	International Students - No Visiting Students - No
Reporting Office	Contact office Friday before you start for location
Reporting Person	Dr. Hicks
Reporting Time	9:00 am
Dates Offered:	07/10/2006 - 11/19/2006 01/08/2007 - 07/08/2007

GOAL

To provide a comprehensive exposure to cardiac surgery, with special emphasis on anatomy, physiology and surgical care of patients with all aspects of adult cardiac disease.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- ? Understand coronary anatomy and indications for coronary artery surgery.
- ? Understand basic cardiac and pulmonary physiology and how it is applied to patients after cardiac surgery
- ? Understand indications for valvular and thoracic aneurysm surgery
- ? Understand arrhythmias and their treatment
- ? Understand the patient care protocols for post-operative patients
- ? Be exposed to patient's evaluation and follow-up in out-patient setting.

SCHEDULE OF ACTIVITIES

- ? Exposure to one service in cardiac surgery
- ? A.M. Resident rounds/ Week-end optional
- ? P.M. Attending Rounds mandatory
- ? Tuesday A.M. Cardiac Service
- ? Wednesday A.M. Cardiac Cath Rounds

DIDACTIC ACTIVITIES

- ? Friday A.M. Cardiac Didactic Conference
- ? Daily O.R. exposure
- ? Wednesday A.M. Outpatient office exposure

REQUIRED READING

Ciba Collection of Medical Illustrations Vol 5 Heart and Coronary Anatomy and Pathology Glenn's Thoracic and Cardiovascular Surgery 6th edition, Chapters 95, 96, 97, 108, 119, 123, 124, 125, 133, 135, 136, 138

STUDENT EVALUATIONS

Evaluation of students will be based on their team participation, interest in learning, and fund of knowledge regarding cardiac anatomy, physiology and treatment.

Clinical Otolaryngology (SUR661)

Course Director: Arthur Hengerer M.D.

Contact Person: Alicia DelMastro, 585-758-5745, alicia_delmastro@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 2 - 4 weeks

Students: 2 per Block

Prerequisites:

Split Course? Yes

Open to International Students - No

Visiting Students - Yes

Reporting Office 2365 South Clinton Avenue, Suite 200, Rochester, NY 14618

Reporting Person Alicia DelMastro

Reporting Time 8am

Dates Offered: 07/03/2006 - 06/24/2007

07/10/2006 - 08/06/2006

GOAL

To provide an overview of a wide range of disease and problems of the ear, nose, and throat, and related structures of the head and neck. To provide clinical experience in primary care otolaryngology.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

?Identify common otolaryngologic disorders and have basic knowledge of therapy for common situations, including neoplastic, inflammatory, congenital, traumatic and allergic immune diseases.

?Be competent to complete a comprehensive examination of the head and neck.

?Be skilled in the use of the following instruments: otoscope, laryngoscope, nasal speculum, and head light.

?Be competent to treat acute infection of the ear, nose, and throat.

?Be able to determine when a patient needs further evaluation or treatment.

SCHEDULE OF ACTIVITIES

All students will be expected to view the following videos in our video library: Examination of the Head and Neck and the Ear. Cummmings, Smith and Davidson; Head and Neck Surgery, Common Procedures. Coulthard and Davidson.

DIDACTIC ACTIVITIES

One week prior to the clerkship, the student will receive a letter sent to their P.O. Box in the Medical Center informing them of their preceptor and where and when they need to report. Typically, the student will report to the ENT clinic (RM 1-5000) at 8:00 a.m. on the Monday beginning their clerkship. The student will accompany the preceptor through his day of practice, surgery, rounds, and conferences. Students will be required to attend all formal teaching rounds, journal club, and divisional conferences, which are held during their ENT clerkship.

REQUIRED READING

All students will be expected to obtain and read about specific patients/cases in a standard textbook in otolaryngology. (Several copies are available on loan in our library).

STUDENT EVALUATIONS

A satisfactory performance will be based on evaluations by faculty preceptor, based on learning objectives, each student's clinical performance with particular emphasis on interest, initiative, conscientiousness and inter-personal skills with faculty member and patients.

Clinical Experience in Basic Plastic Surgery (SUR671)

Course Director: John Giroto M.D.

Contact Person: amy mills; 5-1000; amy_mills@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 2 - 4 or more weeks

Students: 2 per Block

Prerequisites: Medicine Clerkship (MED300)

Surgery Clerkship (SUR300)

Split Course? Yes

Open to International Students - No

Visiting Students - Yes

Reporting Office Monday to the Bales Library at 6:30 AM

Reporting Person John Giroto

Reporting Time 6:30 AM

Dates Offered: 07/10/2006 - 12/24/2006

01/08/2007 - 06/24/2007

07/03/2006 - 07/30/2006

GOAL

To understand the nature and scope of plastic surgery and be able to function at the R-1 level while on Plastic Surgery.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

1. Identify which patients would benefit from care by a plastic surgeon.
2. Evaluate associated illnesses in plastic surgery patients.
3. Render basic and hospital care (evaluate disorders, discuss disorders with plastic surgery residents, write postoperative orders, write hospital progress notes)

SCHEDULE OF ACTIVITIES

Students are assigned to the Strong Memorial Hospital. Their day begins with rounds on plastic surgery patients, about 6:30 am. Their usual day extends to afternoon rounds at 5:00 - 6:00 pm. During the day their time is spent in one of four places: the operating room, the outpatient area (Ambulatory Care Center), the Emergency Room, or on patient floors where plastic surgery patients reside.

DIDACTIC ACTIVITIES

There are four specific conferences. Monday Mornings = didactic resident teaching conferences from 6:30 - 7:30 AM in the Bales Library. Thursday Mornings are plastic surgery grand rounds. This is a city wide conference discussing indications and plastic surgery topics. & - 8 AM in the Bales Library. Journal club is held on the last Friday of every month and is hosted at a faculty house. The craniofacial team meeting is also on the last Friday of the month and is held in the pediatric outpatient center.

REQUIRED READING

Plastic and Reconstructive Surgery - Essentials for Students by Plastic Surgery Educational Foundation.

STUDENT EVALUATIONS

The student's performance will be evaluated by both the house officers and the faculty who are assigned to the Division of Plastic Surgery. One on one questioning by faculty members in particular is used to evaluate the accomplishment of the learning objectives.

Plastic Surgery (SUR673)

Course Director: Ralph Pennino M.D.

Contact Person: Dr. Ralph Pennino

Location: Rochester General Hospital

Block Length: 2 weeks

Students: 1 per Block

Prerequisites: Surgery Clerkship (SUR300)

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office Plastic Surgery Offices, Parnell Office Building

Reporting Person Ralph Pennino, M.D.

Reporting Time 8:30 am

Dates Offered: 07/03/2006 - 06/17/2007

GOAL

To participate in all aspects of a private practice of Plastic Surgery in the office and hospital.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

?Obtain history and perform examination of patients seen in the hospital and office setting.

?Have active participation in the surgical cases and determine options of treatment.

?Discuss techniques and complication of cases (wound healing, scars, etc.)

?Recognize more surgical diseases and the indications for or against surgical treatment of several conditions.

SCHEDULE OF ACTIVITIES

Students will report to the office of Dr. Pennino . If there are no surgical cases, they will work in the office.

DIDACTIC ACTIVITIES

The student will make rounds with the attendings and residents. They may attend any seminars that might occur during their rotation.

REQUIRED READING

Plastic Surgery: A Concise Guide to Clinical Practice by William G. Grabb, M.D. and James W. Smith, M.D.

STUDENT EVALUATIONS

The student will be evaluated on their interest, basic science knowledge and clinical applications, promptness and participation.

Clinical Elective Rotation in Urology (URO600)

Course Director: Louis Cos M.D.

Contact Person: Debbie

Location: Private Office

Block Length: 1 week

Students: 1 per Block

Prerequisites: Clinical Elective Rotation in Urology (URO600)

Split Course? No

Open to International Students - No

Visiting Students - No

Reporting Office 990 South Ave. Suite 208. Rochester, NY 14620

Reporting Person Debbie. Call in advance 244-3080

Reporting Time 8:00 AM

Dates Offered: -

GOAL

To achieve basic and sound knowledge of elementary urology from the office point of view with exposure to most common surgical procedures.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

?Describe the incidence, prevalence, and significance of cancer of the prostate, bladder, kidney and testicle.

?List the options for treatment for localized and metastatic cancer of the prostate.

?Discuss the appropriate use of antibiotics in acute and chronic urinary tract infections in females.

?Outline the different chemical composition and prevention measures of urinary calculi.

?Explain the options for medical and invasive treatments for Benign Prostatic Hypertrophy.

?Demonstrate appropriate technique for transrectal examination of the prostate.

?Discuss appropriate workup for primary and secondary male infertility.

?Explain the technique for standard vasectomy as an office procedure and under local anesthesia.

?List the differential diagnosis for prostatic nodules.

?Describe the workup on a patient with neurogenic bladder.

SCHEDULE OF ACTIVITIES

The student will ?shadow? me in all my daily activities including office hours, medical rounds, and surgical interventions at Strong Memorial Hospital and Highland Hospital. The student will report to my office on Monday morning at 8:00 and anticipate to work performing patient evaluations and assisting in surgical procedures until approximately 4:00 p.m. each day, with exception of tuesdays (day off).

DIDACTIC ACTIVITIES

The student is expected to review each day a selected urological subject of interest, diagnosed during that particular day. The student will attend urology grand rounds on Wednesday morning at Strong Memorial Hospital as well as Surgical Grand Rounds at Highland Hospital on Thursday morning.

REQUIRED READING

Daily assignments on Campbell?s Urology, 6th edition, Saunders 1992, reference book.

STUDENT EVALUATIONS

The student will complete satisfactorily the learning objectives of the course, keeping an adequate attendance and receiving a satisfactory evaluation from the preceptor.

Elective in Urology (URO601)

Course Director:	Edward Messing M.D.
Contact Person:	Rachel DeRancy, 273-1904, rachel_derancy@urmc.rochester.edu
Location:	Strong Memorial Hospital
Block Length:	4 weeks
Students:	1 per Block
Prerequisites:	
Split Course?	No
Open to	International Students - Yes Visiting Students - Yes
Reporting Office	Rachel DeRancy, Room # 1-5332
Reporting Person	Check with Rachel DeRancy
Reporting Time	Check with Rachel DeRancy
Dates Offered:	07/10/2006 - 09/03/2006 09/11/2006 - 11/19/2006 11/27/2006 - 12/24/2006 01/08/2007 - 05/27/2007

GOAL

To offer fourth year students a broader and more concentrated exposure to the diagnosis and management of patients with urologic problems than is encountered in the required fourth year one-week urology rotation.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

1. Obtain a complete and accurate history from a patient or parent in a respectful manner.
2. Perform a satisfactory urologic physical examination and urinalysis.
3. Identify and order appropriate diagnostic laboratory and imaging studies for the clinical problem at hand, after formulating a differential diagnosis.
4. Interpret the studies, which have been ordered and arrive at a diagnosis.
5. Suggest medical or surgical management.

SCHEDULE OF ACTIVITIES

Students will actively participate in the ambulatory setting, lithotripter area and the operating rooms as a member of the team. Attending and house staff supervision and teaching will be part of all aspects of the rotation as well as an opportunity for independent activity.

DIDACTIC ACTIVITIES

Students will attend and participate in scheduled seminars, Journal Club, Resident conferences, Uroradiology conference and lectures given by staff and visiting guests. One day a week is scheduled as a department teaching day.

REQUIRED READING

Smith's General Urology by Tanagho and McAninch and selected reprints by staff.

STUDENT EVALUATIONS

Satisfactory completion of the elective requires completion of the learning objectives as stated above. These should be accomplished in a timely and acceptable manner as documented by the attending and resident staff as well as the student receiving a passing grade on a written examination.

Surgical Specialties: Urology Clerkship (URO604)

Course Director: William Hulbert, Jr M.D.

Contact Person: Rachel DeRancy, 273-1904 rachel_derancy@urmc.rochester.edu

Location: Strong Memorial Hospital

Block Length: 1 week

Students: 2 per Block

Prerequisites:

Split Course? Yes

Open to International Students - Yes

Visiting Students - Yes

Reporting Office Assigned Clinic. Contact Rachel DeRancy (273-1904)

Reporting Person Contact Rachel DeRancy

Reporting Time Contact Rachel DeRancy

Dates Offered: 07/10/2006 - 09/03/2006

09/11/2006 - 11/19/2006

11/27/2006 - 12/17/2006

01/08/2007 - 05/27/2007

06/04/2007 - 07/01/2007

GOAL

To prepare students to evaluate and manage urology problems at a primary care level, and to recognize those problems which need further specialty consultation.

LEARNING OBJECTIVES

By the end of the rotation the student should be able to:

- 1) Obtain an accurate history from patients with a urologic complaint
- 2) Perform a focused examination including the male genitalia and rectal/prostate exam
- 3) Exhibit knowledge of the basic urologic laboratory exams, urine analysis, PSA, renal function tests, imaging studies, endoscopy, extracorporeal shockwave lithotripsy (ESWL), urodynamics
- 4) Demonstrate an understanding of common urologic problems:

Cancer bladder, prostate, renal Stones, Urinary incontinence (male and female), Male erectile dysfunction, Male infertility, Urinary obstruction (BPH, strictures), Urinary tract infections, Prostatitis and epididymitis, Cystitis and pyelonephritis, Significance of hematuria (microscopic and gross)

Intrascrotal lesions and how to differentiate between them

SCHEDULE OF ACTIVITIES

Each student is given a schedule including approximately 12 hours of faculty-supervised evaluation, examination and treatment of patients in the ambulatory setting. In addition, observation of ESWL for stone treatment is part of the week, along with didactic activities. There are multiple opportunities to participate in the operating room. The typical hours are Monday through Friday, 7:00 a.m. 5:00 p.m. except for Wednesday, which concludes after the 5:00 p.m. x-ray conference.

DIDACTIC ACTIVITIES

Weekly Urology Conference of which includes reviews of journals, visiting professor's lectures and monthly quality assurance meetings. Weekly Uro-Radiology Conference which include x-rays from 4 hospitals. Weekly lecture by Dr. Edward Messing (Department Chair).

REQUIRED READING

Distributed at beginning of rotation.

STUDENT EVALUATIONS

Final grading is done by the coordinator of the clerkship and is based mainly on a 3 question essay/multiple choice type test at the end of the rotation. Also, satisfactory completion of a skills log is required.