### Block Dates for Academic Year 2015-2016

Visiting students may only apply for placements in blocks 3 - 11

<table>
<thead>
<tr>
<th>Block #</th>
<th>2-week block section codes</th>
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Visiting Student Guidelines 2015-2016

The following guidelines have been established to oversee the visiting medical student process for academic year 2015-2016.

- Third-year CORE clerkships are not available to visiting students.
- We do not offer observerships.
- Please do NOT directly contact LSU Health faculty or administrative staff in an attempt to arrange clinical/research experiences. The Office of the Registrar is responsible for processing and scheduling ALL elective requests for visiting students. All students must follow established guidelines and procedures (no exceptions).

Please review the requirements below for ALL students:

- Be a current medical student in the fourth to final year of medical school and have completed one year of core clerkship rotations.
- Be in good academic standing at his/her medical school.
- Provide proof of a passing score on USMLE Step 1 (Comlex for DO students). USMLE Transcript or a letter from your school verifying your score will suffice.
- Provide proof of liability insurance, $500,000.00 minimum coverage.
- Complete a 3-page LSU Health Shreveport Immunization Health form.
- Provide proof of personal health insurance coverage – must be comprehensive
- Provide official medical school transcript in English language.
- Submit a CV.

Additional requirements for INTERNATIONAL STUDENTS:
Students from International Medical Schools may participate in our program. Students from “OffShore” and Caribbean Schools are considered International Students regardless of citizenship. In addition to meeting the above requirements for visiting students, international students must also:

- Must have a B-1 or B-2 visa
- Must be fluent in English and all correspondence must be in English. We do not require the TOEFL exam at this time!
- Submit $250 [USD] non-refundable application fee for each application you submit for an elective rotation. Must be paid by Money Order in US dollars. We cannot accept foreign checks.
Students are considered an International Student if their training, including the basic sciences, occurred at a school outside of the United States.

FREQUENTLY ASKED QUESTIONS (FAQs)

1. Do you accept International Medical Graduates (IMGs)?

No. You may be able to contact the Office of Graduate Medical Education by going to the following website http://www.lsuhscshreveport.edu/gme/gmehome.aspx

2. How do I apply?

Applications are available online for international students. Students from LCME-accredited institutions need to apply using VSAS. International applications must be submitted at least 90 days in advance of requested start date.

3. What dates can I apply for?

Students are only eligible to apply for clerkships beginning August 31, 2015 through May 20, 2016. We cannot honor applications for requests for blocks I and II. No exceptions! Our block dates are published on our website.

4. When can I apply? When will you process applications?

Applications will be accepted for the 2015-2016 year beginning June 1, 2015. We cannot receive faxed or email submissions of your application. Applications are processed by the Office of the Registrar for review. If your application is complete, it is then forwarded to the department for their review. This may take 2-3 weeks. You will receive notification of denial or acceptance via email from the Office of the Registrar.

5. What rotations are available?

Available clerkships will be posted in the Visiting Student Course Manual. These are the only available clerkships for visiting students to choose from outlined in this manual.

6. Can you confirm there are spots available for the rotation/dates I want before I submit an application?

No. We are unable to confirm whether there are spots available for certain rotations and time. You must submit an application and determination will be made at that time.

7. Are there any fees or tuition for this program?

International students are required to pay a $250 [USD] non-refundable application fee for each application we receive for a chosen elective. Tuition is not charged. Students may not switch their courses/dates once approved.

8. How many rotations can I complete?

Visiting students will be scheduled for a maximum of two rotations totaling no more than 8 weeks.

9. My clerkship dates don’t match up with LSU Health Shreveport. What should I do?
We prefer that you complete rotations within our published block dates.

10. Can I change my rotation dates once I’ve been approved?
    No. Please apply with the dates you intend to come.

11. Can I do an extra rotation after I have already completed my first 4 week rotation?
    Each rotation requires a separate application and credentials. We will not duplicate your application. If you are accepted for one 4-week rotation and want to complete another rotation, you must have provided a completed application and fee (for non-LCME accredited students) for that next rotation.

12. Do I need to complete the immunization form, or can I just send a form from my school/personal records?
    You must complete the 3 page LSU Health Shreveport health form. Do not send a form from your school and do not send personal immunization records. There are no exceptions.
    If you have questions regarding our health form, please contact the Occupational Health Clinic at 318.675.6282. The Office of the Registrar is not able to answer your questions relating to health records.

13. I’ve submitted my application and have not heard back, what’s going on?
    Please be patient. It takes time to process applications and receive the denial or approval from the departments. You will receive communication via email. Incomplete applications can delay processing, so be sure to submit all required paperwork.

14. Am I required to arrange a faculty mentor at LSU Health Shreveport?
    No. A letter requesting a mentor will be sent on your behalf along with the completed application to the department.

15. I’m an international student. Is USMLE Step 1 really required? Can I send proof that I have passed the basic science curriculum instead?
    Proof of a passing score on Step 1 is required to be eligible for our program. No exceptions. Proof from your school that you have passed the basic science curriculum will not be accepted in lieu of a Step 1 score.

16. I’m an international student. Is the TOEFL exam required?
    No, however, you must show that you are fluent in English. All communication we send is in the English language.

17. Can I wait until I have confirmation of my acceptance before I submit proof of my malpractice coverage?
    Yes, however, once you have been notified of your acceptance for an elective, documentation of proof of liability insurance, $500,000 minimum coverage is required and should be submitted to our office. Your application will not be “clear” until this documentation has been received.

18. Does LSU Health Shreveport provide housing or transportation for accepted visiting students?
    No. Housing, meals, transportation, etc. is entirely the student’s responsibility.
19. What if I need to cancel my rotation?

All cancellations must be made in writing to the Office of the Registrar either through mail or email. Notification of cancellation must be received at least 30 days prior to the start date of the clerkship. If notification is not received, the student’s school will be contacted. Fees are non-refundable.

20. Who should I contact if I have any questions?

Please email the Office of the Registrar at shvreg@lsuhsc.edu. Our office makes every effort to process applications in a timely manner and all communication will be conducted via email. While applicants are welcome to check on their application status, we respectfully ask that repeated emails/inquiries be kept to a minimum. Disrespectful and unprofessional inquiries will not be tolerated. Please do not contact the departments you are applying to. All communication and processing of applications will be conducted through the Office of the Registrar. Due to privacy concerns, all inquiries should come directly from the applicant not a family member, friend or co-worker.
Anesthesiology
Clinical Correlations in Anesthesiology

ELECTIVE DIRECTOR(S): Dr. Stammen & Dr. Willett
DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: OR
MAXIMUM NUMBER OF STUDENTS: 2
MINIMUM NUMBER OF STUDENTS: 1
ELECTIVE OFFERED DURING BLOCKS: All except I and II
COURSE CODES: EANE 4 weeks

OBJECTIVES

The medical student will be exposed to:

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

GOALS

- To understand anatomy, physiology, and pharmacology, relevant to anesthetic induction, maintenance, and emergence.
- Understand medical conditions that change anesthetic risk and how these conditions can influence anesthetic plans.
- Understand anesthetic options including general, regional, monitored anesthesia care, and general anesthesia.
- Understand basics of resuscitation including managing an airway and intravenous access.

SPECIFIC DUTIES OF SENIOR STUDENTS

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

- One week – OB
- One week – Cardiac Thoracic & Vascular surgery
- One week - Neuro
- One week – Peds/Regional
- Participate at least once a week in Simulation lab
- Watch intubation video and review intubation
- Complete log sheet and course evaluation
- Attend Introduction to Regional Anesthesiology every Friday at 11:00 a.m.

HOURS PER WEEK

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<th>CONF</th>
<th>3 HRS</th>
<th>WARD</th>
<th>HRS</th>
<th>LAB</th>
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<tr>
<td>OR</td>
<td>40 HRS</td>
<td>CLINIC</td>
<td>HRS</td>
<td>LECTURE</td>
<td>2 HRS</td>
<td>READING</td>
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TOTAL NUMBER OF HOURS PER WEEK: 45
Primary Goals:

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

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

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

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

Specific Objectives:

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

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

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

4. General medical knowledge and disease-specific information for common and major medical problems treated

   - Students will utilize a variety of resources including standard texts and computer-based resources to enhance their knowledge of specific disease processes as they are encountered.
   - Hands-on workshops will be presented covering a variety of Emergency Medicine topics:
     - “Wound care and suturing techniques”
“Basic Splinting”
“Intubation and Emergency Airway Skills”
“Cervical Spine Evaluation”
“Emergency Procedures”
“Medical Record Documentation”

- Students will also attend the weekly department lecture series covering Core Emergency Medicine topics
  - Altered Mental Status
  - Approach to Poisoning
  - Approach to Trauma
  - Chest Pain
  - Shock
  - Respiratory Failure
  - Common Infections
  - Emergency Psychiatry
  - Abdominal Pain in the Emergency Department
  - Gynecologic Disorders and Emergencies
  - Medical-Legal Aspects of Emergency Medicine
  - ENT & Dental Emergencies
  - Urologic Disorders and Emergencies
  - Pediatric Emergencies
  - Dermatology in the Emergency Department

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

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

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

Resources for learning:

Participating Faculty:
- All Emergency Department Faculty Attendings

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

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

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


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

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

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

LECTIVE DIRECTOR(S): Michael Madden, M.D.
DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: Rapides Regional Medical Center and Family Practice Medical Center,
821 Elliott Street, Alexandria, LA
MAXIMUM NUMBER OF STUDENTS: 2
MINIMUM NUMBER OF STUDENTS: 1
ELECTIVE OFFERED DURING BLOCKS: All except I and II
COURSE CODE: EFAME

Visiting Students: Visiting students must meet residency requirements and be eligible to apply to our residency program. We only accept visiting students from U.S., Canadian, and Caribbean universities. Students must submit a copy of all STEP exam scores and a CV with their application. Visiting students will be accepted beginning block 5. One visiting student per block will be accommodated unless there are other slots. Visiting students must apply for electives before December 15.

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

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

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

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

HOURS PER WEEK

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<th>CONF</th>
<th>WARD</th>
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<th>LIBRARY</th>
<th>ER</th>
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ER: Emergency Room
CONF: Conference
WARD: Ward
LAB: Laboratory
LIBRARY: Library
CLINIC: Clinic
LECTURE: Lecture
READING: Reading
Family Medicine and Comprehensive Care
Outpatient Clinics and Procedures - Family Practice Center

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Charles Baxter, M.D.
ADMINISTRATIVE CONTACT:
Phone – 675.5347; Rm. 1-305
LOCATION: University Health - Shreveport
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 1*
ELECTIVE AVAILABLE DURING BLOCKS: Blocks 5-11
COURSE CODE: EOFMB

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

Visiting Students: Visiting students must meet residency requirements and be eligible to apply to our residency program. We only accept visiting students from U.S., Canadian, and Caribbean universities. Students must submit a copy of all USMLE exam scores and a CV with their application. Visiting students will be accepted beginning block 5. One visiting student per block will be accommodated unless there are other slots. Visiting students must apply for electives before December 15.

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

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

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

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

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Charles Baxter, M.D.
SELECTIVE CATEGORY: Inpatient Acting Internship
ADMINISTRATIVE CONTACT: Phone – 675.5347; Rm. 1-305
LOCATION: University Health - Shreveport
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 1*
SELECTIVE AVAILABLE DURING BLOCKS: Blocks 5-11
COURSE CODE: SIFMA

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

*Elective/Selective Total = 2
USMLE Step II Recommended

Visiting Students: Visiting students must meet residency requirements and be eligible to apply to our residency program. We only accept visiting students from U.S., Canadian, and Caribbean universities. Students must submit a copy of all STEP exam scores and a CV with their application. Visiting students will be accepted beginning block 5. One visiting student per block will be accommodated unless there are other slots. Visiting students must apply for electives before December 15.

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

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

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

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

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

USMLE Step II encouraged.
Internal Medicine/Division of Nephrology
Introduction to Clinical Nephrology

ELECTIVE DIRECTOR(S): Kenneth Abreo, M.D. kabreo@lsuhsc.edu
ADMINISTRATIVE CONTACT: Catherine Bowers, ctaylo1@lsuhsc.edu PHONE: 318.675.7402, Room 6-317
DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: University Health - Shreveport
MAXIMUM NUMBER OF STUDENTS: 2
ELECTIVE OFFERED DURING BLOCKS: All except I and II

COURSE CODE: EMEDN NON-LSUHSC STUDENTS ALLOWED: Yes, 1 if space available

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

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

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

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

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

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

HOURS PER WEEK

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Internal Medicine/Division of Gastroenterology
Clinical Gastroenterology

ELECTIVE DIRECTOR(S): Paul A. Jordan, M.D.  pjorda1@lsuhsc.edu
ADMINISTRATIVE CONTACT: M’Liss Sella, msella@lsuhsc.edu
PHONE: 318-675-5915, Room 6-328
DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: University Health - Shreveport
MAXIMUM NUMBER OF STUDENTS: 2
ELECTIVE OFFERED DURING BLOCKS: All except 1 and II
COURSE CODE: EMEDE  NON-LSUHSC STUDENTS ALLOWED: Yes - 1 - If space available

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

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

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

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

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

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

ELECTIVE DIRECTOR(S): Lauren Beal, M.D.  emitch1@lsuhsc.edu
ADMINISTRATIVE CONTACT: M’Liss Sella, msella@lsuhsc.edu  Phone: 318-675-5915, Room 6-328
LOCATION OF ELECTIVE: University Health - Shreveport
DURATION OF ELECTIVE: 4 Weeks
MAXIMUM NUMBER OF STUDENTS:  1
ELECTIVE OFFERED DURING BLOCKS: All except I and II
COURSE CODE: EMEDP
NON-LSUHSC STUDENTS ALLOWED: Yes - 1 - if space available

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

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

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

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

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

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

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

TOTAL NUMBER OF HOURS PER WEEK  40
**Internal Medicine/Cardiology**  
*Introduction to Clinical Cardiology*

**ELECTIVE DIRECTOR(S):** Henock Zabher, M.D.  
**hgebre@lsuhsc.edu**  
**ADMINISTRATIVE CONTACT:** Liz Antee  
**lantee@lsuhsc.edu**  
**PHONE:** 318.675.5941, Room 6-243

**DURATION OF ELECTIVE:** 4 Weeks  
**LOCATION OF ELECTIVE:** University Health - Shreveport  
**MAXIMUM NUMBER OF STUDENTS:** 2  
**ELECTIVE OFFERED DURING BLOCKS:** All except 1 and 2  
**COURSE CODE:** EMBEB  
**NON LSUHSC STUDENTS:** Yes, 1-LCME-accredited schools

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**Primary Goals of Elective:**

To provide a comprehensive experience in caring for and managing patients with cardiology disorders in the inpatient and outpatient settings.

**Specific Objectives:**

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

**Attendance:**

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

**Resources for Learning:**

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

Participating Faculty: Course Director, Cardiology Faculty and Fellows  
**Texts:** Harrison’s Principles of Internal Medicine, *Electrocardiography* by Marriott, *Echocardiography* by Feigenbaum  
Hands-on Experience: Supervised evaluation and management of patients with cardiology disorders in the inpatient and outpatient settings.
Self-Directed Learning: Focused review of topics directly related to the management of patients seen using the library and online resources.

**Evaluation:**

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

**READING ASSIGNMENTS**

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

ELECTIVE DIRECTOR: Gary Burton, M.D.  gburto@lsuhsc.edu
ADMINISTRATIVE CONTACT: Colleen Holloman, thollo@lsuhsc.edu  PHONE: 318-813-1431
DURATION OF ELECTIVE: 4 weeks
LOCATION OF ELECTIVE: University Health - Shreveport
MAXIMUM NUMBER OF STUDENTS: 1
ELECTIVE OFFERED DURING BLOCKS: All except 1 and 2
COURSE CODE: EMEDG  NON-LSUHSC STUDENTS ALLOWED: Yes, only from LCME-accredited schools

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

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

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

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

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

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

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

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

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

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

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

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

HOURS PER WEEK

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

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

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

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

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

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

**HOURS PER WEEK**

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**TOTAL NUMBER OF HOURS PER WEEK:** 40
Primary Goals of Selective:

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

Specific Objectives:

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

Attendance:

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

Resources for Learning:

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

Participating Faculty: Course Director, Medicine Ward Team Attending Physician

Texts: Harrisons Principles of Internal Medicine, Washington Manual of Therapeutics

Hands-on Experience: Supervised evaluation and management of patients in the inpatient setting

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

Evaluation:

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

Inpatient Acting Internship

ELECTIVE DIRECTOR(S): Robert Schwendimann, M.D.
PHONE: 318.675.7760
DURATION OF ELECTIVE: 4 weeks
LOCATION OF ELECTIVE: LSUHSC
MAXIMUM NUMBER OF STUDENTS: 1
MINIMUM NUMBER OF STUDENTS: NA
ELECTIVE OFFERED DURING BLOCKS: All except I and II
COURSE CODE: SINEA

Only visiting students from LCME-accredited schools can apply

PRIMARY GOALS OF SELECTIVE

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

SPECIFIC OBJECTIVES: (The Student will)

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

RESOURCES FOR LEARNING

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

PARTICIPATING FACULTY

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

EVALUATION (GRADE WILL BE BASED ON)

Student will receive a passing grade if they demonstrate increasing proficiency in the above objectives. This will be evaluated by their team resident and attending with feedback throughout the month to further improve any deficiencies which may occur. They will be expected to demonstrate a professional demeanor and wear appropriate attire for the clinic or ward. Their attendance at conferences, ward rounds, and clinics will be carefully monitored and all absences must be pre-approved. Punctuality will be mandatory for a passing grade. Student will also be asked to take part in 260 evaluations of residents and staff. A written accounting of patients evaluated with their specific diagnoses will be required.

LEARNING ENVIRONMENTS:

These will include conferences, lectures, the ward service and clinic outpatient service. The student will be expected to take call with the resident until 11 p.m. on that resident’s call night. Clerks will attend neurophysiology lab to observe testing on their specific patients. All activities will be performed at the LSU Health Science Center.
Neurosurgery

Inpatient Acting Internship - Neurosurgery

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Anil Nanda, M.D. / Christina Notarianni, M.D.
SELECTIVE CATEGORY: Inpatient Acting Internship
SELECTIVE DIRECTORS:
ADMINISTRATIVE CONTACT: Elizabeth Winkler, 675.8865, Rm #3-406
LOCATION: LSUHSC - Shreveport
NUMBER OF STUDENTS PER 4 WEEK BLOCK: 2, Maximum
SELECTIVE AVAILABLE DURING BLOCKS: All except I and II
COURSE CODE: SINSA

Overview of Selective:
To prepare the student for an internship and residency in neurosurgery. This selective is designed to enhance clinical skills in neurological and neurosurgical disease and critical care medicine, including diagnosis, examination, and management of neurosurgery patients.

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

• Correctly perform comprehensive neurological examinations and correlate their findings to pathologic conditions in an inpatient settings.
  o The student will participate daily on inpatient rounds at LSU and examine patients daily, reporting to the chief resident
  o The student will know how to manage and examination of comatose patients by performing exams on daily rounds in ICU with chief resident and neurosurgery faculty.
  o Correctly explain and if possibly perform the steps of brain death evaluation.
• Correctly workup neurosurgical patients in an outpatient setting, identifying non-surgical and surgical interventions of treatment.
  o The student will participate in at least one outpatient clinic with an attending every week, taking a history and physical exam, interpreting radiologic studies and constructing a treatment plan under the direction of the attending surgeon.
• Understand the basic steps of common neurosurgical operative procedures for cranial and spinal conditions by participating in surgery daily.
• At least one night of overnight call to experience how to manage emergency calls and surgical interventions as needed.
• Present one patient at the weekly case conference whereby a powerpoint presentation of the brief history, exam and imaging studies are presented with a brief discussion of the pathologic condition.

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

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

- **Textbooks:**
  1. *Greenberg Handbook of Neurosurgery*
  2. *Essential Neurosurgery* by Andrew Kaye

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

**Evaluation**

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

ELECTIVE DIRECTOR(S): Thomas B. Redens, M.D.  PHONE: 318.813.2218
DURATION OF ELECTIVE: 4 Weeks
LOCATION OF ELECTIVE: LSU Health Sciences Center Eye Clinic
MAXIMUM NUMBER OF STUDENTS: 3  MINIMUM NUMBER OF STUDENTS: 1
ELECTIVE OFFERED DURING BLOCKS: 4-11
COURSE CODE: EOPTB (4 week code)

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

OBJECTIVES AND/OR GOALS

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

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

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

SPECIFIC DUTIES OF SENIOR STUDENTS

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

READING ASSIGNMENTS

General Ophthalmology, Vaughn et al., Appleton and Lange

HOURS PER WEEK

CONF  2  HRS  WARD  HRS  LAB  HRS  LIBRARY  HRS
OR  5  HRS  CLINIC  30  HRS  LECTURE  3  HRS  READING  HRS

TOTAL NUMBER OF HOURS PER WEEK: 40+
**Primary Goals of Selective:**

The goal of the selective is to provide students interested in Ophthalmology as a career a more in-depth and complete introduction to the specialty. Ultimately, the selective rotation serves two purposes; the first is to provide a meaningful month of learning about the eye, and to allow the interested student more time to evaluate if Ophthalmology is, indeed, their lifelong career choice. These goals will be measured by the evaluation of their required mini-grand round presentation and the evaluation form on completion of the rotation.

**Specific Objectives:**

1. The students will work with the residents and faculty in the examination and treatment of patients with a variety of ocular and medical conditions.
2. Students, by the end of the rotation, will workup new patients and present their findings to their resident or faculty.
3. Students may also participate in ocular surgery (as assistants).
4. At the end of the selective, the student will give a mini-grand round presentation to the residents and faculty. The presentation will be evaluated by the attending residents and faculty members.
5. The specific requirements for reading, procedures, performed, etc., will vary by specialty clinic.

**Resources for Learning:**

- **Participating Faculty:** Dr. Redens, Kavanaugh, Liang, Schulman, Byrd, and Halpern
- **Texts:** Kansky’s Text of Ophthalmology
- **Workshops:** N/A
- **Hands-on Experience:** Both in the clinic and OR with faculty and residents.
- **Computer Assisted Instruction:** N/A
- **Directed Readings:** Per individual faculty

**Evaluation:**

Based on faculty evaluations / resident evaluations.
Orthopaedic Surgery

Inpatient Acting Internship – Orthopaedic Surgery

**DIRECTOR FOURTH YEAR DEPARTMENT COURSES:** Margaret Olmedo, M.D.
**SELECTIVE CATEGORY:** Inpatient Acting Internship
**SELECTIVE DIRECTOR:** Margaret Olmedo, M.D.
**ADMINISTRATIVE CONTACT:** Anna Beth Crowson, 675-4313, Room 3-316
**LOCATION:** University Health – Shreveport
**NUMBER OF STUDENTS PER 4 WEEK BLOCK:** 3
**SELECTIVE AVAILABLE DURING BLOCKS:** All blocks, except 1 and 2
**DURATION:** 4 Weeks
**COURSE CODE:** SIOSA

Only visiting students from LCME-accredited schools may apply

<table>
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<tr>
<th>Night Call - Yes</th>
<th>Weekend Call - Yes</th>
<th>Final Exam - No</th>
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**Overall Educational Goal of Selective:**

This orthopaedic selective provides the student with an in-depth look at orthopaedic surgery. The student will spend time at LSU Health Sciences.

During their time at LSU the student will concentrate on the adult patient assessment with an emphasis on orthopaedic trauma. The student should become comfortable with the initial evaluation of orthopaedic adult patients. The student will also build on the skills they learned during the first three years of medical school and assume a higher level of responsibility for all aspects of patient care under the direct supervision of orthopaedic house staff and attending physicians in the inpatient and outpatient setting.

**Specific Objectives:**

1. Improve the student’s skill in history taking and physical exam of the musculoskeletal system.
2. Improve decision making skills required for the appropriate utilization of diagnostic tests such (CT, MRI, etc.)
3. To familiarize the student with the diagnosis and management of a variety of patients (adult and pediatric) with orthopaedic problems that are routinely seen in a hospital setting.
4. To develop skills in patient education, counseling and discharge planning.
5. To improve the student’s knowledge of orthopaedic disease entities through participation in conferences and didactic teaching sessions.

**Brief Description of Student Activities During Rotation:**

At LSU Health Sciences Center, the student will be assigned to an orthopaedic team and will work under the direct supervision of a Junior and Senior resident. They will participate in teaching rounds with the house staff and faculty. The students will be given patients to manage. They will be responsible for performing supervised histories and physical examinations and daily progress notes. Students will take part in all educational programs in connection with this orthopaedic department. The student will also take call with the junior resident in-house and is expected to help evaluate patients and to care for in-patients and patients in the emergency department.

**Recommended Textbook:**

Essentials of Musculoskeletal Care (4th edition)

**Method of Student Evaluation:**

The senior Resident and the Full-time Faculty will evaluate students throughout the rotation. As interest and time permits, the students will be asked to present on Chairman’s Rounds and during Grand Rounds. The Senior Resident supervising the team will complete a written evaluation, and the faculty member on the team will also provide a written evaluation of the student.
Primary Goal of Selective

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

Specific Objectives:

1. To successfully perform a history and physical examination on 1 adult and 1 pediatric patient in the outpatient setting with >90% accuracy.
2. To generate a 3 or more-item differential diagnosis for the aforementioned adult and pediatric patient.
3. To propose a reasonable assessment and plan for the aforementioned adult and pediatric patient.
4. To demonstrate an understanding of sinus disease by listing at least 2 components of the treatment of acute sinusitis.
5. To demonstrate a basic understanding of behavioral audiometry by identifying a conductive and sensorineural hearing loss when presented with an audiogram.
6. To accurately outline the approach to an upper airway emergency in an adult and pediatric patient.
7. To accurately identify at least 2 anatomical landmarks in thyroidectomy surgery.
8. To successfully perform a fiberoptic laryngoscopic exam under direct supervision.
9. To successfully perform microscopic otoscopy under direct supervision.
10. To successfully perform rigid endoscopy of the nasal cavity under direct supervision.
11. To demonstrate mastery of surgical sterility principles by correctly scrubbing in to assist in the operating room.
12. To prepare and present a PowerPoint lecture on a specific topic of interest in Otolaryngology. The topic will be selected by the student and approved by the course director.
13. Students will be allowed to assist in the OR and also perform minor OR procedures under supervision of house staff and faculty.
14. Students may take call as determined by the chief resident.

Resources for Learning:

Participating Faculty: Drs. Stucker, Nathan, Lian, Gardner, Milligan, Aarstad, Little, Gungor, Mehta and Cosetti
Texts: Baileys Book of Otolaryngology-Head and Neck Surgery; Cummings Otolaryngology - Head & Neck Surgery
Weekly Didactics: Grand Rounds (Tuesday 7:30 am); Tumor Board (FWCC, Tuesday 1 pm); Otolaryngology COCLIA (Tuesday 2-4 pm)
Workshops: Temporal Bone Course when available/Anatomy course when available
Hands on Experience: Minor OR and OR procedures
Computer Assisted Instruction: Patient of the Month on Tuesday by Dr. Nathan
Directed Readings: Preparation for weekly otolaryngology Tuesday didactic sessions (specific topics will depend of dates of elective rotation)
Self-Directed Learning: Depending on cases seen in clinic or in the hospital

Evaluation:

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

The purpose of this selective is to gain an introduction to the fundamental concepts and skills utilized in Otolaryngology-Head and Neck Surgery in the outpatient setting. Students will also have an opportunity to observe and/or assist in the operating room, should they so desire.

Specific Objectives:

1. To successfully perform and present a pertinent history on either 2 adult patients (if rotating at the VAMC) or 1 adult and 1 pediatric patient (if rotating at LSU Hospital) in the Otolaryngology-HNS clinic with >90% accuracy.
2. To perform a complete head and neck physical exam of an adult and pediatric patient under direct supervision.
3. To propose a reasonable assessment and plan for 1 adult and 1 pediatric patient in the outpatient clinic.
4. To provide at least 1 clinical indication for obtaining an audiogram.
5. To provide at least 1 clinical indication for obtaining a CT scan.
6. To provide at least 1 clinical indication for fiberoptic laryngoscopy.

Resources for Learning:

Participating Faculty: Drs. Stucker, Nathan, Lian, Gardner, Milligan, Aarstad, Little, Gungor, Mehta and Cosetti

Texts: Primary Care Otolaryngology (Second Edition)

Workshops: N/A

Hands on Experience: Clinic/OR

Computer Assisted Instruction:

Directed Readings: Students are expected to read relevant literature so as to be prepared for operative cases as well as conferences. Directed conference reading will depend on timing of rotation.

Self-Directed Learning: Primary Care Otolaryngology

Evaluation:

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

ELECTIVE DIRECTORS: Dr. Chaudhery and Dr. Capraro
ADMINISTRATIVE CONTACT: Lisa LaChance
DURATION OF ELECTIVE: 4 Weeks Room 2-319; Ext. 5-7822; llacha@lsuhsc.edu
LOCATION OF ELECTIVE: 2nd Floor, Pathology Dept.
MAXIMUM NUMBER OF STUDENTS: 1
VISITING STUDENTS: Application Permitted
ELECTIVE OFFERED DURING BLOCKS: All except I and II
COURSE NUMBER: EPATH * Dropping/adding/changing - Approval required. Contact Ms. LaChance
Visiting Students: Application Permitted

Department Approval Required for Dropping/Changing/or Adding

DESCRIPTION
The student participates in the following: dissection, gross description, microscopic description, and diagnosis of surgical pathology specimens; frozen section procedures; intradepartmental subspecialty and educational conferences; autopsies, and rotations through the Clinical Pathology laboratory. Pathology textbooks and other literature are available in the department for student use. The student attends all conferences in the pathology department and documents attendance on a log sheet. Clinical correlation with pathological findings is stressed. Time is made available for the student to review areas of special interest in pathology. Reading assignments will be suggested after discussion with the student.

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

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

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

4. GOAL: Understand the three phases of laboratory diagnostics (i.e., pre-analytical, analytical, post-analytical).
   OBJECTIVES:
   a. Interpretation of laboratory test results in microbiology, hematology, chemistry, and blood bank.
   b. Daily communication with the Co-Directors.
5. **GOAL:** Become familiar with and be able to perform common procedures (e.g. H&E & DQ staining) **OBJECTIVES:**
   a. Observation and participation in staining of slides during intra-operative consultations and fine-needle aspirations.
   b. Attendance in the histology laboratory, learning the basics of tissue processing and slide preparation
   c. Attendance in the microbiology laboratory, learning how to process and read Gram stains.
   d. Completion of the log sheet as each task is performed.

6. **GOAL:** Students will demonstrate their knowledge of disease pathophysiology and the role of pathology in patient care **OBJECTIVES:**
   a. Presentation to the AP/CP faculty and residents, based on an interesting case or topic encountered during their LSU experience

**RECOMMENDED READING:**
1. A Pathology Textbook: Pathology Rubin, Farber or Robbins Pathologic Basis of Disease, Robbins, Cotran, Kumar
2. The Handbook of Clinical Pathology, (Department Copy)
3. The Art of Sciences of Pathology, DeMay (Department Copy)

**SCHEDULE:** The 4-week rotation includes 12 days in AP (frozen, gross, microscopy, sign-out, cytopathology, and forensics) and 8 days in CP (Blood bank, Hematology, Chemistry, Point of Care, Molecular, Microbiology). First day: report to Dr. Capraro (room 2-311 at 8:15 a.m. and a schedule will be provided at that time. Based on rotation, meet with Dr. Chaudhery (AP) or Dr. Capraro (CP) before leaving (5:00 p.m.) on a daily basis.

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

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

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

**HOURS PER WEEK**

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<th>CONF 5 HRS</th>
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<th>LAB 10 HRS</th>
<th>LIBRARY 10 HRS</th>
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<td>CLINIC</td>
<td>LECTURE 5 HRS</td>
<td>READING 10 HRS</td>
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**TOTAL NUMBER OF HOURS PER WEEK** 40
Goals:
1. Focusing histories, physicals, and oral and written communication appropriately.
2. Sharing information effectively with a patient and family.
3. Prioritizing and organizing work effectively.
4. Continuing to think about and re-assess the patient during the course of their disease.
5. Functioning as a "team player" with residents, attendings, nurses, ancillary staff and all others involved in the care of the patient.

Objectives:

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

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

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

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

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

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

SPECIFIC DUTIES OF SENIOR STUDENTS
- Act as liaison between third year medical students and residents
- Update their patients’ medical information for the team
- Work with residents to facilitate communication between the nursing staff and the team
Call in necessary consults for the team
Act as the intern for their assigned patients on the ward under the guidance of the senior resident and staff

Resources for Learning:

- Participating Faculty: Pediatric Ward Attending and Clinical Subspecialists
- Workshops: No
- Hands on Experience: Yes
- Directed Readings: Yes
- Self-Directed Learning: Yes

Evaluation:

- Observation by Ward Attendings and Housestaff
Goals:

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

Objectives:

Patient Care

1) Become familiar with the basic cardiac history and physical examination in children and how to differentiate functional from pathologic murmurs
2) Learn to recognized the components of a normal ECG and common ECG and rhythm abnormalities; be able to approach the CXR in evaluation of pediatric heart evaluation; be exposed to the basic utilization of echocardiography and doppler evaluation of the heart.
3) Understand the appropriate testing to support the clinical problem and apply appropriately
4) Develop basic evidence based treatment and follow up protocols for specific cardiac disease
5) Demonstrate the appropriate utilization of consultants, including social workers, nutritionist, physical therapists, etc.

Medical Knowledge:

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

Interpersonal and Communication Skills:

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

Professionalism:

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

**Practice Based Learning and Improvement:**

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

**System Based Practice:**

1) Develop appropriate utilization of ancillary support testing, consultation, and referral for services such as specialty care, social work, OT/PT, nutrition, and respiratory therapy

**Specific duties of the student:**

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

Reading References:

Park, MK  *The Pediatric Cardiology Handbook*  (provided)

Park, MK  *How To Read Pediatric ECG’s*

Driscoll, DJ  *Fundamentals of Pediatric Cardiology*

Appropriate sections of Nelson’s Essentials of Pediatrics

**Estimated Hours/Week: 32-44 hrs**

Conf: 4-6 hrs  Clinic: 12-16 hrs  Ward/Consults: 3-5 hrs

Studies review (ECG’s etc): 4-5 hrs  Cardiac lectures: 6-8 hrs
Goals:
1. Focusing histories, physicals, and oral and written communication appropriately.
2. Sharing information effectively with a patient and family.
3. Prioritizing and organizing work effectively.
4. Continuing to think about and re-assess the patient during the course of their disease.
5. Functioning as a “team player” with residents, attendings, nurses, ancillary staff and all others involved in the care of the patient.

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

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

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

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

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

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

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

**READING ASSIGNMENTS**

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

**HOURS PER WEEK**

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<td>CONF</td>
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**TOTAL NUMBER OF HOURS PER WEEK:** 35
Goals:
1. Focusing histories, physicals, and oral and written communication appropriately.
2. Sharing information effectively with a patient and family.
3. Prioritizing and organizing work effectively.
4. Continuing to think about and reassess the patient during the course of their disease.
5. Functioning as a “team player” with residents, attendings, nurses, ancillary staff and all others involved in the care of the patient.

Objectives:

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

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

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

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

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

Systems-Based Practice
- Demonstrate the appropriate utilization of consultants, including social workers, nutritionist, physical therapists, etc.
SPECIFIC DUTIES OF SENIOR STUDENTS

Students will interview and see all patients with gastrointestinal or liver disease on the wards and in the nursery. They will attend GI subspecialty clinic, meetings and all conferences relating to Gastrointestinal Diseases. Students will spend time reading and discussing what was read with the course director.

READING ASSIGNMENTS

To be assigned. There are several pediatric GI texts kept in the division office.

HOURS PER WEEK

CONF  6-10 HRS  WARD 3-5 HRS  LAB _____ HRS
LIBRARY 5_______ HRS OR _ HRS  CLINIC 10-15_____ HRS
LECTURE 5_________ HRS  READING ____ HRS
TOTAL NUMBER OF HOURS PER WEEK: 30 - 40 _______
Goals:
1. Focusing histories, physicals, and oral and written communication appropriately.
2. Sharing information effectively with a patient and family.
3. Prioritizing and organizing work effectively.
4. Continuing to think about and re-assess the patient during the course of their disease.
5. Functioning as a “team player” with residents, attendings, nurses, ancillary staff and all others involved in the care of the patient.

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

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

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

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

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

Systems-Based Practice
• Demonstrate the appropriate utilization of consultants, including social workers, nutritionist, physical therapists, etc.
SPECIFIC DUTIES OF SENIOR STUDENTS

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

READING ASSIGNMENTS

• Pediatric Nephrology-Avner. Chapters provided by course director and copy available in peds library.
• Literature review for self study.

HOURS PER WEEK

CONF  4-6 HRS  WARD 5-10 HRS  LAB 5 HRS  LIBRARY 5 HRS OR
16-20 HRS  LECTURE  HRS  READING 10 HRS  TOTAL

NUMBER OF HOURS PER WEEK: 40+/-
### Goals:
1. Focusing histories, physicals, and oral and written communication appropriately.
2. Sharing information effectively with a patient and family.
3. Prioritizing and organizing work effectively.
4. Continuing to think about and re-assess the patient during the course of their disease.
5. Functioning as a "team player" with residents, attendings, nurses, ancillary staff and all others involved in the care of the patient.

### Objectives:

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

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

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

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

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

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

### SPECIFIC DUTIES OF SENIOR STUDENTS
Pediatric rheumatology clinics are held on Monday afternoons and Tuesday all day. There is a multidisciplinary rheumatology clinic with physical and occupational therapy at Shriner’s Hospital on the first Wednesday of every month. The student also attends Pediatric Grand Rounds and other appropriate Departmental conferences. There are case discussions, core lectures and journal club with adult and pediatric rheumatology on Fridays. Students are
encouraged to present a topic or case presentation during their rotation. There may be opportunities to participate in a small project or case report during the elective period.

Rounds made daily with the faculty attending. All rheumatology consults are seen and informal teaching sessions are conducted. Students follow each case, see consults initially and write consultation and progress notes under the direction and guidance of the faculty attending. There may be opportunities for observing arthrocentesis and intra-articular steroid injection therapy.

READING ASSIGNMENTS

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

HOURS PER WEEK

CONF  4-6 HRS    WARD  8-10 HRS    LAB  HRS    LIBRARY  5 HRS
OR  HRS    CLINIC  12-18 HRS    LECTURE  HRS    READING  5 HRS

TOTAL NUMBER OF HOURS PER WEEK:  34-44
Primary Goal of Elective:
To give the senior medical student a basic understanding of the performance and interpretation of angiography and interventional techniques. Additionally, to have hands-on experience with image-guided interventions.

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

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

READING ASSIGNMENTS
Will be suggested by the resident

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

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

HOURS PER WEEK
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<tr>
<th>CONF</th>
<th>10  HRS</th>
<th>WARD___ HRS</th>
<th>LAB___ 30 HRS</th>
<th>LIBRARY___ HRS</th>
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<tr>
<td>OR___ HRS</td>
<td>CLINIC___ HRS</td>
<td>LECTURE___ HRS</td>
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TOTAL NUMBER OF HOURS PER WEEK: 40
Radiology
Neuroradiology

ELECTIVE DIRECTOR(S): Eduardo Gonzalez-Toledo, M.D., Ph.D.
PHONE: 318.675.6280
DURATION OF ELECTIVE: 4 weeks
LOCATION OF ELECTIVE: LSUHSC-Shreveport
MAXIMUM NUMBER OF STUDENTS: 2
MINIMUM NUMBER OF STUDENTS: 1
ELECTIVE OFFERED DURING BLOCKS: All
COURSE CODE: ENERA

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

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

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

READING ASSIGNMENTS

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

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

HOURS PER WEEK
CONF 2 HRS  WARD  2 HRS  LAB  10 HRS  LIBRARY  10 HRS
OR  1 HRS  CLINIC  10 HRS  LECTURE  5 HRS  READING  13 HRS
TOTAL NUMBER OF HOURS PER WEEK: 40.
Primary Goal of Elective:
To familiarize the senior medical student with all of the different areas of Diagnostic Radiology, including the different imaging modalities, and what these areas have to offer.

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

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

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

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

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

Specific Objectives for this Elective:
1. To acquire and develop the basic interpretation skills for commonly encountered conditions in the Pediatric patient.
2. To recognize normal anatomy in the pediatric patient and understand the differences in the radiographic appearance of the newborn from the infant, child, adolescent, and teenager.
3. To learn basics of radiation protection, radiation doses, and the “Image Gently” pledge for all patients, especially the pediatric patient.

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

Assessment:
1. Professionalism: Punctual attendance, maturity, and interaction with faculty and residents.
2. Participation during the read out sessions and when asked questions; to help determine your medical knowledge.

Brief Description of Activities:
1) Daily read out with the staff begins at 07:15 (when Dr. Gates is in town); otherwise, it begins at 08:00. Check with our department the Friday before your elective starts to see if Dr. Gates will be there on that Monday.
2) You will observe Pediatric GI/GU cases and Pediatric Ultrasound exams.
3) You will attend and sign in to the daily noon conferences in Radiology or Pediatric Radiology.
4) You will attend afternoon read out sessions beginning immediately after the noon conference.
5) Your day will usually end between 3-4 pm, sometimes earlier, rarely later.

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<tr>
<th>HOURS PER WEEK</th>
<th>CONF __ HRS</th>
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<th>LAB ______ HRS</th>
<th>LIBRARY ___ HRS</th>
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<td>OR ______ HRS</td>
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<td>TOTAL NUMBER OF HOURS PER WEEK: ___</td>
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GOALS

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

OBJECTIVES

• The student will suture, tie knots, and additionally participate in operative procedures
• The student will electronically document SOAP notes daily on hospitalized patients
• The student will compare the student’s assessments and plans to those actually implemented and understand the difference.
• The student will see patients in plastic surgery clinics, electronically document their findings, and present their findings and recommendations to senior staff

SPECIFIC DUTIES OF SENIOR STUDENTS

1. The student will be expected to attend Plastic Surgery OR cases and be able to demonstrate basic suturing skills.
2. The supervising House Staff Resident will assign the senior student to the patients on the Plastic Surgery service. He will be responsible for the work of the preoperative and postoperative care of the Plastic Surgery patients.
3. The student will be expected to attend the Plastic Surgery Clinics and the Diabetic Foot Clinics, participating in patient care and treatment at all times.
4. Be willing to travel to Willis Knighton Hospitals to participate in cases there.
5. The student will keep a daily diary of one or more learning experiences, as well as independent study efforts.

READING ASSIGNMENTS

Reading assignments will be those pertinent to the care of the patients on the plastic surgery service, Plastic Surgery text, “Grabb and Smith’s Plastic Surgery” Textbook, Plastic Surgery journals, and texts of the diabetic foot and journal articles of the diabetic foot.

FORMATIVE EVALUATION

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

OUTCOME AND EVALUATION MEASURES

At the end of the course, the course director will submit an evaluation of the student’s diary and performance. It will include references to knowledge, skill, and professionalism. Professionalism will be measured in terms of punctual attendance,
maturity, approach to the patient, and interaction with faculty and other staff. The student’s diary will contain daily entries. Entries should include references to problem solving, decision making, clinical reasoning, and communicating. Although each entry will contain different elements, entries overall must contain the patients seen, the operations seen or scrubbed for, the articles read (relate each article to a clinical encounter that led to the review and list at least two new things learned or observed,) One of the final entries must include a comprehensive review of what has been learned with specific notes relating the learning process to preparation for internship. For example, the student should have spent time learning processes like: entering orders, scheduling cases, providing informed consent, medication doses and IV fluids for acute care issues, and answering consults.

**HOURS PER WEEK**

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<td>WARD</td>
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<td>LIBRARY</td>
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<td>OR</td>
<td>8-10 HRS</td>
<td>CLINIC HRS</td>
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<tr>
<td>LECTURE</td>
<td>HRS</td>
<td>READING 5-6 HRS</td>
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TOTAL NUMBER OF HOURS PER WEEK: 40
Only visiting students from a LCME-accredited institution will be considered for a visiting student rotation. Students from Caribbean schools may apply only if they can document residency in the state of Louisiana.

GOALS

- Learn to perform a thorough Oncology exam
- Develop an understanding of the preoperative evaluation of Oncology patients, including preoperative staging of tumors, evaluation of co-morbidity, determination of the role of surgery and preoperative optimization for surgery.
- Develop an understanding of the likely outcome of surgical oncology treatments

OBJECTIVES

- The student will scrub in on operative cases and examine, work-up and preoperatively prepare patients for surgery and other treatments.
- The student will postoperatively manage the care of patients that includes the care of the sequelae and complications of surgical interventions.

SPECIFIC DUTIES OF SENIOR STUDENTS

- Written work-ups of patients assigned to senior student
- Present work-up patients to senior resident/staff
- Participating in surgery cases (scrubbing in) on patients he/she worked up
- Participating in/performing certain procedures on patients on service (e.g. placing and removing chest tubes, central lines, arterial lines, some suturing (under supervision))
- Participating as a “junior intern” in daily service rounds including SICU and including the writing or progress notes and orders (under supervision) (co-signed by resident or staff) and perform daily post-op exams, dressing change.
- Participate in weekend ward rounds on at least one day of each weekend while on service
- Participate in Oncology Clinic and outpatient evaluation of patients

READING ASSIGNMENTS

- Schwartz or Sabiston Text of Surgery: Principle and Practice of Oncology - Selected chapters on Oncology, Breast Cancer and related topics
- Participation in Multidisciplinary Tumor Board and discussion on multimodality approach to the treatment of cancer, including expected treatment outcome.

FORMATIVE EVALUATION

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

At the end of the course, the course director will submit an evaluation of the student’s diary and performance. It will include references to knowledge, skill, and professionalism. Professionalism will be measured in terms of punctual attendance, maturity, approach to the patient, and interaction with faculty and other staff. The student’s diary will contain daily entries. Entries should include references to problem solving, decision making, clinical reasoning, and communicating. Although each entry will contain different elements, entries overall must contain the patients seen, the operations seen or scrubbed for, the articles read (relate each article to a clinical encounter that led to the review and list at least two new things learned or observed,) One of the final entries must include a comprehensive review of what has been learned with specific notes relating the learning process to preparation for internship. For example, the student should have spent time learning processes like: entering orders, scheduling cases, providing informed consent, medication doses and IV fluids for acute care issues, and answering consults.

HOURS PER WEEK

CONF 5_ HRS  WARD 4-6 HRS  LAB _______ HRS  LIBRARY 2-4 HRS
OR 18 HRS  CLINIC 12 HRS  LECTURE 1 HRS  READING 6 HRS
TOTAL NUMBER OF HOURS PER WEEK: 40
Surgery

Trauma Surgery

ELECTIVE DIRECTOR(S): Navdeep Samra, M.D.  PHONE: 318.675.6355
DURATION OF ELECTIVE: 4 Weeks  318.675.6126
LOCATION OF ELECTIVE: LSU Health Sciences Center
MAXIMUM NUMBER OF STUDENTS: 2  MINIMUM NUMBER OF STUDENTS:
ELECTIVE OFFERED DURING BLOCKS: All except I and II
COURSE CODE: ESURA

Only visiting students from a LCME-accredited institution will be considered for a visiting student rotation. Students from Caribbean schools may apply only if they can document residency in the state of Louisiana.

GOALS

- To become familiar with the initial evaluation of the trauma patient in the emergency room, as well as the principals of resuscitation and stabilization.
- To become familiar with general principals of both operative and non-operative management of the trauma patient.
- To become familiar with principles of surgical critical care.
- To provide additional experience for senior students considering the pursuit of a surgical career.

OBJECTIVES

- The student will participate as an active intern in the pre-operative, intraoperative, and post-operative care of the patients of the trauma service under the supervision of the house staff and trauma staff.

SPECIFIC DUTIES OF SENIOR STUDENTS

- The senior student will be the acting intern assigned to specific patients on the trauma service, dependent upon his/her desires and abilities with supervision of the house staff and trauma staff. He will be responsible for the new work-up, pre-operative, post-operative care of these patients.
- The student will take call with the intern on the trauma team, and is expected to participate in all trauma surgery taking place on his call nights.
- The student is expected to take call on any day that the intern is on call, even when it falls on a weekend. If the weekend has no call for the intern, the senior student may elect to take Sunday off.

READING ASSIGNMENTS

Reading assignments will be those pertinent to the care of the patients on the surgical service. Additionally, pertinent chapters in Schwartz or Sabiston regarding trauma should be addressed by the student while he or she is a part of the service. The student will be required to review articles in the trauma literature.

FORMATIVE EVALUATION

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

OUTCOME AND EVALUATION MEASURES
At the end of the course, the course director will submit an evaluation of the student's diary and performance. It will include references to knowledge, skill, and professionalism. Professionalism will be measured in terms of punctual attendance, maturity, approach to the patient, and interaction with faculty and other staff. The student’s diary will contain daily entries. Entries should include references to problem solving, decision making, clinical reasoning, and communicating. Although each entry will contain different elements, entries overall must contain the patients seen, the operations seen or scrubbed for, the articles read (relate each article to a clinical encounter that led to the review and list at least two new things learned or observed,) One of the final entries must include a comprehensive review of what has been learned with specific notes relating the learning process to preparation for internship. For example, the student should have spent time learning processes like: entering orders, scheduling cases, providing informed consent, medication doses and IV fluids for acute care issues, and answering consults.

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<th>HOURS PER WEEK</th>
<th>CONF 10 HRS</th>
<th>WARD _____ HRS</th>
<th>LAB _____ HRS</th>
<th>LIBRARY 10 HRS</th>
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<td>OR _____ HRS</td>
<td>CLINIC _____ HRS</td>
<td>LECTURE _____ HRS</td>
<td>READING _____ HRS</td>
<td>TOTAL</td>
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NUMBER OF HOURS PER WEEK: 40
Only visiting students from a LCME-accredited institution will be considered for a visiting student rotation. Students from Caribbean schools may apply only if they can document residency in the state of Louisiana.

GOALS

• To prepare the student for an internship in general surgery
• To mature the students final decision to pursue general surgery as a career

OBJECTIVES

• The student will participate in the operating room, in clinics, and on the wards
• The student will answer consults with the intern on service.
• The student will document daily activities, learning events, and self-directed learn activities in a diary for review by Dr. Griffen
• SOAP notes, and H&P notes will focus on assessment and plan to enhance independent thought and improve cognition.

The student is to function as a sub-intern in the Department of Surgery and as such, is responsible for the care and diagnosis of the patient’s disease. He/She is to integrate fully with the intern and with the other House Officers. He/She will be an intricate part of the decision making in the care of the patient both pre-operatively and post-operatively.

SPECIFIC DUTIES OF SENIOR STUDENTS

The student is to be on call with the House Officers and to work with the House Officers. They will be responsible to the House Officers, and will make rounds with the team. They will operate with the residents and with the faculty and will be responsible for ward care along with the residents.

READING ASSIGNMENTS

It is the intention that the reading assignments will be directly related to patient care. He/She will have an assignment that he/she will give himself/herself relative to each of the disease processes that are being treated under his/her care. He/She is responsible for reading upon the historical and the current day therapy and pathophysiology of these conditions.

FORMATIVE EVALUATION

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

OUTCOME AND EVALUATION MEASURES

At the end of the course, the course director will submit an evaluation of the student’s diary and performance. It will include
References to knowledge, skill, and professionalism. Professionalism will be measured in terms of punctual attendance, maturity, approach to the patient, and interaction with faculty and other staff. The student’s diary will contain daily entries. Entries should include references to problem solving, decision making, clinical reasoning, and communicating. Although each entry will contain different elements, entries overall must contain the patients seen, the operations seen or scrubbed for, the articles read (relate each article to a clinical encounter that led to the review and list at least two new things learned or observed,) One of the final entries must include a comprehensive review of what has been learned with specific notes relating the learning process to preparation for internship. For example, the student should have spent time learning processes like: entering orders, scheduling cases, providing informed consent, medication doses and IV fluids for acute care issues, and answering consults.

HOURS PER WEEK

CONF  4 HRS  WARD  20 HRS  LAB  varies  HRS  LIBRARY  varies  HRS  OR  18  HRS
CLINIC  10  HRS  LECTURE  2  HRS  READING  varies  HRS

TOTAL NUMBER OF HOURS PER WEEK:  52
Surgery
Surgical Critical Care

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

DURATION OF ELECTIVE: 4 Weeks
ADMIN. CONTACT: 318.675.6126

LOCATION OF ELECTIVE: LSU Health Sciences Center

MAXIMUM NUMBER OF STUDENTS: 2
MINIMUM NUMBER OF STUDENTS:

ELECTIVE OFFERED DURING BLOCKS: All except I and II

COURSE CODE: ESICU

Only visiting students from a LCME-accredited institution will be considered for a visiting student rotation. Students from Caribbean schools may apply only if they can document residency in the state of Louisiana.

GOALS

1. To learn how to manage mechanical ventilators, the use of hemodynamic monitoring and optimization in various forms of shock including septic and hemorrhagic shock.
2. To gain facility with overall evaluation and management of all systems and function of critically ill patients including nutrition, fluid maintenance, and electrolyte balance.
3. To understand the principles of the physiological response to stress and its application to the support of the critically ill.

OBJECTIVES

1. Student will make rounds on surgical critical care service daily
2. Student will participate with intern in consultations, orders, and other chart reviews.
3. Student will act independently in critical assessment and plan initiatives.
4. Student will participate in line placement and other invasive procedures.
5. Student will document daily activities, learning events, and self-directed learn activities in a diary for review by Dr. Whitlock.

SPECIFIC DUTIES OF SENIOR STUDENTS

This one month rotation will be located in the LSU Hospital Surgical Intensive Care Unit or Burn Unit. The student will be an integral part of the Surgical ICU team. She/he will be assigned responsibility for knowing all aspects of the patients assigned to them. Student will be supervised by the house staff and the staff of the division of trauma and critical care. Students will be expected to identify the patients problems, present these problems clearly and comprehensively and to devise a plan for addressing the problems. Also the student will participate in the procedures done in the critical care unit including the placement of central lines, Swan Ganz catheters, bronchoscopy, burn wound change, etc. The student’s hours will be exactly those of the SICU or Burn Unit residents.

READING ASSIGNMENTS

Strongly recommended:
1. Orientation material given to incoming students describing commonly used SICU protocols and calculations.
2. “The SICU Book” - Paul Marino, M.D. (Williams and Wilkins)

FORMATIVE EVALUATION

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

OUTCOME AND EVALUATION MEASURES
At the end of the course, the course director will submit an evaluation of the student’s diary and performance. It will include references to knowledge, skill, and professionalism. Professionalism will be measured in terms of punctual attendance, maturity, approach to the patient, and interaction with faculty and other staff. The student’s diary will contain daily entries. Entries should include references to problem solving, decision making, clinical reasoning, and communicating. Although each entry will contain different elements, entries overall must contain the patients seen, the operations seen or scrubbed for, the articles read (relate each article to a clinical encounter that led to the review and list at least two new things learned or observed,) One of the final entries must include a comprehensive review of what has been learned with specific notes relating the learning process to preparation for internship. For example, the student should have spent time learning processes like: entering orders, scheduling cases, providing informed consent, medication doses and IV fluids for acute care issues, and answering consults.
Surgery
Vascular and Endovascular Surgery

ELECTIVE DIRECTOR(S): Tze-Woei Tan, M.D.          PHONE: 318.675.6154
DURATION OF ELECTIVE: 2 or 4 weeks
LOCATION OF ELECTIVE: University Health - Shreveport
MAXIMUM NUMBER OF STUDENTS: 2
ELECTIVE OFFERED DURING BLOCKS: All except I and II
COURSE CODE: ESUVA

Only visiting students from a LCME-accredited institution will be considered for a visiting student rotation. Students from Caribbean schools may apply only if they can document residency in the state of Louisiana.

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

GOALS
1. Provide student with an overview of vascular surgery
2. Exposure to full range of vascular surgical diseases including carotid artery disease, aortic and peripheral aneurysm, peripheral artery diseases, venous diseases and vascular trauma
3. Understand management of vascular disease including prevention, diagnosis, and treatment

OBJECTIVES
1. To understand pathophysiology of arterial and venous disease, and relevant anatomy of neck, abdomen and extremity
2. To be able to perform comprehensive history and physical exam relevant to vascular diseases, and to be able to present pertinent information during round and conference
3. To learn preoperative and postoperative care of complex vascular patients in outpatient and in-hospital settings
4. To learn basic of non-invasive laboratory investigation including indication and interpretation of findings.
5. To appreciate important of evidence base practice in vascular surgery
6. To understand basic of vascular surgery techniques and endovascular intervention

ROTATION SYLLABUS:
• Attendant required 5 days per week
• Document in diary for review by attending
  1. Learning expectation (first week)
  2. Daily activities, learning events, and self-directed learning activities
  3. Summary (end of rotation)
• Participate in all surgical and endovascular cases.
• Spend the 1 week in the vascular lab gaining exposure to non-invasive test and diagnostic imaging (contact Dale Speir 5-6504)
• Participate in vascular and vein clinic weekly (each Tuesday or Wednesday)
• Participate in teaching conference (walk round and case conference) weekly (Friday afternoon)

REFERENCE:
• Faculty and residents on vascular surgery rotation
  http://lib.sh.lsuhs.edu/portals/surgery/
• Video for vascular surgery procedure (www.accesssurgery.com)
• Selected articles in vascular surgery (surgery portals/Journal of Vascular Surgery)
FORMATIVE EVALUATION
At the beginning of the second week of the elective, the student will be prompted by the secretary, Mrs. Anna Beth Crowson, to pick up a Formative Evaluation Form and expedite completion. Once completed, it must be returned to Dr. Tan for review. If additional feedback is desired or required, Dr. Griffen will accommodate.

OUTCOME AND EVALUATION MEASURES
At the end of the course, the course director will submit an evaluation of the student’s diary and performance. It will include references to knowledge, skill, and professionalism. Professionalism will be measured in terms of punctual attendance, maturity, approach to the patient, and interaction with faculty and other staff. The student’s diary will contain daily entries. Entries should include references to problem solving, decision making, clinical reasoning, and communicating. Although each entry will contain different elements, entries overall must contain the patients seen, the operations seen or scrubbed for, the articles read (relate each article to a clinical encounter that led to the review and list at least two new things learned or observed.) One of the final entries must include a comprehensive review of what has been learned with specific notes relating the learning process to preparation for internship. For example, the student should have spent time learning processes like: entering orders, scheduling cases, providing informed consent, medication doses and IV fluids for acute care issues, and answering consults.
Urology
Inpatient Acting Internship - Urology

DIRECTOR FOURTH YEAR DEPARTMENT COURSES: Dr. Alexander Gomelsky and Dr. Wahib Isac
SELECTIVE CATEGORY: Inpatient Acting Internship
SELECTIVE DIRECTORS: Dr. Alexander Gomelsky, Dr. Wahib Isac, Dr. John Mata
ADMINISTRATIVE CONTACT: Betty Bass, 675.5601, Rm 7-303
LOCATION: University Health - Shreveport
NUMBER OF STUDENTS PER 4 WEEK BLOCK: Maximum of 3
SELECTIVE AVAILABLE DURING BLOCKS: All
COURSE CODE: SIURA

Only visiting students from LCME-accredited institutions are considered.

Primary Goals of Selective:
1. Students will have primary clinical responsibility for the care and management of assigned patients on the Urology wards and operative assistant experience for assigned patients in the Urology Operative Suites, under the supervision of urology residents and/or faculty.
2. Students will gain clinical experience in the common and major urologic disorders in patients hospitalized and/or going to surgery for acute or severe chronic urologic disease processes.
3. Skill in performing medical history and physical examination will be enhanced.
4. Students will expand their knowledge of fundamental principles of medicine and specific diseases through participation in conferences and through reading and other self-directed learning modalities.
5. Learn documentation requirements.
6. Be exposed to effects of social, cultural and societal problems and issues on health.

Specific Objectives:
1. Gain inpatient management and operative assistant experience.
2. Serve as the primary caregiver for 3-5 inpatients at a time, functioning as an integral member of the Urology team.
3. Perform initial histories and physical exams, and participate in the development of a differential diagnosis and management plan.
4. Provide direct operative assistance for those Urology patients going to the OR for a variety of open & endoscopic procedures.
5. Actively participate in ward rounds and other educational activities of the department.

Resources for Learning:
Participating Faculty: Drs. Venable, Mata, Elmajian, Gomelsky, Isac, and Siskron
Hands on Experience: 1st Operative Assistance experience and GU-focused physical exams
Directed Readings: Misc. topics pertinent to assigned inpatients and operatives procedures
Self-Directed Learning: On any related topics to assigned patients’ urologic abnormalities plus reviews on line “National Medical Student Curriculum in Urology” at www.auanet.org

Evaluation:
The student will be evaluated jointly by the attending and resident physicians based upon direct observation of his/her clinical performance, initiative, and interpersonal/professional skills (e.g., attendance, participation, interaction with patients, family, ancillary staff and other medical personnel). A formative evaluation will be conducted with the student at the 2-week midpoint of their rotation by the faculty and resident physicians followed by a final evaluation at the completion of the selective.

NOTE: Additional course notes are also posted on Moodle.