## COURSE NAME

### Clerkships Required
- Chronic Care  
- Emergency Medicine

### Clerkships in Critical Care
- Critical Care Medicine
- Surgical Critical Care
- Pediatric Critical Care

### Sub-Internships
- Family Medicine
- Internal Medicine
- Obstetrics & Gynecology
- Orthopaedic Surgery
- Pediatrics
- Psychiatry
- Surgery
- Urology
- Vascular Surgery

### Electives
- Addiction Medicine
  - Addiction Medicine- 2 weeks

### Administration
- Healthcare Administration- 2 weeks
- Healthcare Administration- 4 weeks

### ALG Case Writing
- ALG Case Writing

### Allergy-Immunology
- Allergy-Immunology

### Anesthesiology
- Anesthesia

### Behavioral Medicine
- Integrated Behavioral Medicine Across Medical Disciplines- 2 weeks

### Dermatology
- Dermatology- 2 weeks
- Dermatology- 4 weeks
# CMSRU Fourth Year Course Catalog

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Clerkship - Interprofessional Care of Chronic Conditions

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<th>Clerkship Director:</th>
<th>Clerkship Faculty: Internal Medicine Faculty; General Internal Medicine/Primary Care Faculty; Hematology/Oncology Faculty; PM&amp;R Faculty; Palliative Care Faculty; Surgery Faculty; Family and Community Medicine Faculty</th>
<th>Clerkship Contact: Betty Ann Girouard</th>
</tr>
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<tbody>
<tr>
<td>Elisabeth Siegert, MD</td>
<td></td>
<td>Contact Information: (856) 342-2000; Ext 100 9636 <a href="mailto:girouard-bettyann@cooperhealth.edu">girouard-bettyann@cooperhealth.edu</a></td>
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<tr>
<td>Assistant Clerkship Directors:</td>
<td></td>
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<tr>
<td>Danielle Behrens, DO</td>
<td></td>
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<tr>
<td>Iris Hagans, MD</td>
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<tr>
<td>Rohini Kumar, MD</td>
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<tr>
<td>John Robertson, MD</td>
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<tr>
<td>Rohit Patel, MD</td>
<td></td>
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<tr>
<td>Samuel Hardy, MD</td>
<td></td>
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<tr>
<td>Neesha Patel, MD</td>
<td></td>
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<tr>
<td>Fateen Zafar, MD</td>
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Blocks Available: All

Duration (weeks): 4 Weeks

Hours / week: 40

Maximum students / block:
- 9 in block 2;
- 10 in blocks 1, 3 and 6;
- 11 in blocks 4, 5, 7-10

Lectures / Seminars:
- Yes

Outpatient: Yes

Weekends: No

Inpatient: Yes

Residents: Yes

Night call: No

Lab: No

Exam required: No

Must be present for First Day of Rotation / Orientation: Yes

Course Overview:
During the Interprofessional Care of Chronic Conditions Clerkship, the student is expected to:

- Acquire knowledge about the types and cultural context of chronic illness, the cultural factors affecting world view and health care system factors.
- Acquire knowledge and articulate the roles of the interprofessional team members in these evaluation and management processes.
- Acquire the technical skills required to provide care for patients with chronic conditions and identify/differentiate acute illness from “acute-on-chronic” exacerbation in patients with chronic morbidity.
- Act as an interprofessional health care team member for patients, reviewing the care plan with the patient, and identifying appropriate resources in their follow up care plan.
- Develop the attitudes and values that will foster and support well-coordinated, compassionate, inter-professional, patient centered care;
- Obtain the foundation for high quality interprofessional care of chronic conditions for advanced study during post-graduate training.

Course Content & Outline:

Orientation
You MUST attend orientation or you will not be allowed to begin the rotation. Please come to the assigned conference room for the start of the clerkship orientation at 9am, unless told otherwise. If there is a change to the time and location of the orientation, you will be notified beforehand. Clerkship directors will review the objectives for the clerkship with the students during the Orientation.

Clinical Rotations
Students must attend ALL assigned sessions at their clinical site. Students must show up on time for these sessions. Unexcused absences or being repeatedly late for sessions can lead to the final grade being lowered or a grade of FAIL being assigned. Simply attending the sessions will not lead to a high pass grade. At a minimum, students will be expected to serve as a team member involved in the patient’s care and must show the following:

a. Ability to identify the range of goals of care for patients with chronic conditions compared to those with acute conditions.

b. Ability to differentiate acute illness from acute-on-chronic exacerbation of chronic condition

c. Develop a medical plan of care which meets the goals of the patient

d. Work in a team atmosphere with faculty, residents, nurses, etc.

e. Show enthusiasm

f. Work hard
Four
th Year Course:

Clerkship - Emergency Medicine

Clerkship Directors:
Sundip Patel, MD
Alexis Pelletier-Bui, MD

Clerkship Faculty:
Emergency Medicine Faculty

Clerkship Contact:
Jillian Torres

Blocks Available:
All

Duration (weeks):
4

Hours / week:
50-60

Contact Information:
(856) 342-2352
torres-jillian@cooperhealth.edu

Location:
Cooper University Hospital

Course Overview:
During the Emergency Medicine Clerkship, you are expected to see patients and perform chief complaint driven history and physical exams. You will be expected to come up with a differential diagnosis, formulate a plan, and then follow up on all test results. During the Emergency Medicine clerkship, we expect you to:

- Acquire basic knowledge about the pathogenesis, presentation, evaluation and management of conditions commonly treated by Emergency Medicine physicians
- Acquire the technical skills required to provide care for Emergency Medicine patients
- Present patients in a clear and succinct fashion
- Act as the primary caregiver for patients, reviewing test results with the patient, and arranging either appropriate follow-up care or admission to the hospital
- Develop the attitudes and values that will foster and support safe, compassionate, professional, patient-centered care
- Obtain the foundation in Emergency Medicine for advanced study during the fourth year and in post-graduate training

Course Content & Outline:

Orientation
You MUST attend orientation or you will not be allowed to participate in the rotation. Please come to the Emergency Department Conference Room located in Kelemen Room 152 in the hospital for the start of the clerkship orientation at 8 am, unless told otherwise. If you are unsure of where the conference room is, stop by the EM administrative office in Kelemen 152 or the emergency room and someone will show you where the conference room is. If there is a change to the time and location of the orientation, you will be notified beforehand.

Clinical Shifts
Students must attend ALL assigned shifts at Cooper University Hospital. Students must show up on time for these shifts. Unexcused absences or being repeatedly late for shifts can lead to the final grade being lowered or a grade of Unsatisfactory being assigned. Simply attending the shifts will not lead to a high pass grade. At a minimum, students will be expected to serve as a patient's primary caregiver and must demonstrate the following:

- The ability to take a focused history and physical pertaining to the chief complaint
- The ability to develop an appropriate differential diagnosis with consideration of disease processes that can cause severe morbidity or mortality
- The ability to develop an appropriate treatment plan
- Teamwork with faculty, residents, nurses, etc.
- Enthusiasm
- Hard Work

Lectures / Seminars:
Yes

Outpatient:
Yes - ED

Inpatient:
No

Residends:
Yes

Night call:
Yes

Weekends:
Yes

Lab:
No

Exam required:
Yes

Must be present for First Day of Rotation / Orientation:
Yes
Course Overview:
This required clerkship is designed to introduce the student to the systematic resuscitation, evaluation and management of the critically ill patient as well as the ethical issues which frequently accompany these situations, all within the context of the core competencies. During the Critical Care Medicine clerkship, we expect you to:

- Acquire basic knowledge about the pathogenesis, presentation, evaluation and management of conditions commonly treated by Critical Care physicians;
- Present patients in a clear and succinct fashion;
- Acquire the technical skills required to provide care for Critical Care patients;
- Act as the primary caregiver for patients, reviewing test results with the patient, and arranging appropriate consultations and additional care as needed;
- Develop the attitudes and values that will foster and support safe, compassionate, professional, patient-centered care;
- Obtain the foundation in Critical Care for advanced study during post-graduate training.

Course Content & Outline:

Orientation
Please review the orientation and detailed information on the website for Critical Care Operations, http://criticalcare.cooperhealth.org/operations. Please see syllabus for username and password. Report to the Edward D. Viner Intensive Care Unit (Medical-Surgical Intensive Care Unit), located on the on the 4th floor of the Roberts Pavilion of Cooper Hospital, at 8:30 AM. If you are unsure of where the ICU is, stop by the Cooper University Hospital Information Desk on the ground floor of the Roberts Pavilion and someone will direct you. After entering the Viner ICU, stop at the front ICU desk and ask for a critical care fellow/resident and/or wait until 8:45 AM for the ICU Huddle meeting at the white board adjacent to the front desk. Additionally, an in-person orientation will occur at 1 PM every Monday of the clerkship, unless told otherwise. Different topics are covered each Monday for review. If there is a change in the time or location of the orientation, you will be notified beforehand.

Clinical Shifts
Students must attend ALL assigned shifts while on the Critical Care rotation. Students must show up on time for these shifts. Unexcused absences or being repeatedly late for shifts can lead to a lower final grade or a grade of Unsatisfactory Remediable. At a minimum, students will be expected to serve as a patient's primary caregiver and must show the following:

a. Ability to take a focused history and physical pertaining to the chief complaint
b. Develop an appropriate differential diagnosis with consideration of disease processes that can cause severe morbidity or mortality
c. Develop an appropriate treatment plan
d. Work in a team atmosphere with faculty, residents, nurses, etc.
e. Show enthusiasm
f. Work hard
Course Overview:
During the Surgical Critical Care Clerkship, the student will become familiar with the intensive care setting. The student will be exposed to and will participate in the acute resuscitation of the acutely injured patient, as well as pre-, intra-, and post-operative care of the critically ill.

Course Content & Outline:
Students will function as members of the Surgical Critical Care team with house staff, fellows and attendings. They will learn the fundamentals of hemodynamic monitoring and interventions used to optimize hemodynamic functions; the pathophysiology of the various forms of shock and therapeutic interventions; the aspects of pre- and post-operative care of the medically complex surgical patient, fundamentals of ventilator function and management; and specific aspects of multisystem organ dysfunction.

Orientation
You MUST attend orientation or you will not be allowed to participate in the rotation. Orientation is generally held after Morning Report on the first day of the rotation. If there is a change to the time and location of the orientation, you will be notified beforehand.

Conferences
The division has several conferences per week. Students will be required to attend Morning Report daily at 8 am in the trauma conference room - located in the Division of Trauma suite, on 2nd floor Kelemen (next door to cafeteria). The division also has Journal Club every Wednesday following Morning Report and attendance is mandatory. Conferences are mandatory barring an active trauma in the Trauma Admitting Area. In addition, students will be exposed to several Department of Surgery academic meetings during their time on the service. Departmental Morbidity and Mortality report is a weekly event, Tuesday at 7 AM. Students are expected to attend barring any patient emergencies.
Fourth Year Course:
Clerkship – Pediatric Critical Care

Course number: 02302
Location: Cooper University Hospital
Kelemen building 6th Fl.
PICU

Clerkship Director: Renata Ostrowicki, MD
Clerkship Faculty: PCCM Faculty
Clerkship Contact: Mary Mondatsos
Contact Information: (856) 342-2265
mondatsos-mary@cooperhealth.edu

Blocks Available: All
Duration (weeks): 4 weeks
Hours / week: 52
Maximum students / block: 1 (No visiting students)

Lectures / Seminars: Yes
Outpatient: No
Inpatient: Yes
Residents: Yes

Night call: Yes
Weekends: No
Lab: No
Exam required: No

Must be present for First Day of Rotation / Orientation: Yes

Course Overview:
This elective rotation in the PICU is a four (4) week experience structured to develop the student’s decision making, organizational and critical thinking and learn to apply physiology based knowledge to disease states in a clinical setting. The elective is available to 4th year students only.

Clerkship Content & Outline:
Description of Activities
The PICU Attending will change weekly and you will be exposed to a variety of teaching styles and clinical experiences.

Day 1 report to Kelemen Building 6th floor PICU to meet with PICU residents and learn about PICU patients during morning resident sign out.

1. The student will report to the PICU (Kelemen Building 6th floor One Cooper Plaza), at 7:30 am or before; providing enough time to pre-round and examine their patients and be ready to present for morning rounds 8:30 am.
2. The students will prepare daily progress notes on their patients under direct supervision of the residents and faculty. The student will carry a maximum of 2 patients.
3. The student will attend and participate in teaching sessions on am rounds with faulty and time permitting, didactic sessions with faculty after rounds.
4. Student will attend PICU mock code, one-two per month and review basic principles of PALS.
5. Students are expected to stay for three short calls where they stay in the PICU until 11:00 pm, 2 Friday nights and one week night evening to experience the presentation of acute PICU admissions. This follows the intern work hour rules.
6. Students will attend all weekly resident lectures and morning report. In addition, they will attend the Wed 12 noon Pediatric Grand Rounds (E&R building 2nd floor) and Thursday Noon Chief Rounds (E & R Building 1st floor).
7. Students are welcome to practice with supervision of faculty and/or nursing staff: peripheral IV placement, Foley catheter placement, or nasogastric tube placement.
8. By end of rotation between 3rd and 4th week, the student is to pick a topic pertinent to the PICU rotation and prepare a 10 minute PowerPoint presentation for the team. This presentation will account for 25% of the final grade and will be evaluated using the M4 topic presentation rubric which is included at the end of this syllabus.
Course Overview:
- Students are required to work with a Family Medicine physician in an outpatient office for four weeks.
- Students will see assigned patients and obtain a history, perform a focused physical examination and develop a differential diagnosis.
- Students will learn coordination of care; communication with patients, families, specialists and other health care providers.
- Student will attend all conferences with their assigned attending physician.
- Students will serve as an integral part of the office team.
- Students will meet with the course director at mid-rotation to discuss their experiences.
- Students will complete an evidence based medicine project submitted to the Clerkship Director by the end of the rotation. Students will select a clinical question pertinent to their experiences in a Family Medicine office. They will search and evaluate the literature. The submitted project will include a summary of the pertinent history and physical findings, a statement of the question that arose, a brief summary of the article which tries to answer the question, the strengths and weaknesses of the article and a summary of findings and whether this changes management of the patient.

Course Content & Outline:

Clerkship Schedule
You will be assigned to rotate in a Family Medicine office. You will have a preceptor for weekly office hours. You will also attend formal conferences and didactic activities. Additionally, you will have self-directed learning time.

Self-directed learning time is unscheduled time during the Monday-Friday week. You control the use of this time. If you use it with self-discipline and maturity, it will enhance your sub-internship experience immensely. There are a number of fruitful uses of SDL time, including:
- Follow your patients to consultations, procedures, the inpatient setting, or even to make home visits.
- Pursue areas of personal interest. However, don't settle for simply observing procedures or being a “fly on the wall.” You should seek out active learning opportunities whenever possible. Work with the clerkship director to arrange these.
- Read or study. While it is important that you study systematically, this is probably the least effective use of SDL time. Studying is better done during evenings and weekends.
### Course Overview:
During the Internal Medicine Sub-Internship, the student will gain sufficient understanding of the evaluation and management of patients and be able to provide comprehensive primary care management of these conditions.

### Course Content & Outline:
During the Internal Medicine Sub-Internship, we expect you to:

- Acquire basic knowledge about the pathogenesis, presentation, evaluation and management of conditions commonly encountered in the Hospital setting
- Present patients in a clear and succinct fashion
- Act as the primary caregiver for patients, reviewing test results with the patient, and arranging appropriate follow-up care
- Develop the attitudes and values that will foster and support safe, compassionate, professional, patient-centered care;
- Obtain the foundation in Inpatient Internal Medicine for advanced study during post-graduate training.

### Orientation
You MUST attend orientation or you will not be allowed to begin the rotation. Students are required to be in the Cooper hospital cafeteria at 8am the first day of the rotation, unless otherwise noted. If there is a change to time and location, they will be notified via email. During orientation, students will be made aware of the workflow on the General Medicine floor, their patient care responsibilities, and requirements that must be completed for their clerkship. During this orientation, their weekly schedule including assignment to various floor teams will be determined.

### Clinical Shifts
A maximum of six students will be assigned for medicine sub internship monthly. They are required to work along with floor teams, including any of the following services: HA, HB, HC, HD, HE, non-resident, or night float. During their day rotation, they are also required to round one day of the weekend. They are required to work one week (5 nights) as a part of their rotation during which they will work closely with night admitting team. The schedule for your 4 weeks will be given to you during your orientation.
### Fourth Year Course:

#### Sub-Internship - Obstetrics & Gynecology

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<th>Clerkship Director:</th>
<th>Clerkship Faculty:</th>
<th>Clerkship Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph LaMotta, MD</td>
<td>Faculty, Division of Obstetrics &amp; Gynecology</td>
<td>Dawn Maziarz</td>
<td>(856) 342-3006 <a href="mailto:maziarz-dawn@cooperhealth.edu">maziarz-dawn@cooperhealth.edu</a></td>
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<th>Location:</th>
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<th>Duration (weeks):</th>
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<td>All</td>
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<tr>
<th>Lectures / Seminars:</th>
<th>Outpatient:</th>
<th>Inpatient:</th>
<th>Residents:</th>
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<tr>
<td>Yes</td>
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<th>Night call:</th>
<th>Weekends:</th>
<th>Lab:</th>
<th>Exam required:</th>
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<tr>
<td>Yes</td>
<td>Yes</td>
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### Course Overview:
- Acquire basic knowledge about the pathogenesis, presentation, evaluation and management of conditions commonly encountered in obstetrics and gynecology
- Present patients in a clear and succinct fashion
- Appropriately review test results with the patient, and arranging appropriate follow-up care
- Develop the attitudes and values that will foster and support safe, compassionate, professional, patient-centered care;
- Obtain the foundation in obstetrics and gynecology for advanced study during post-graduate training.

### Course Content & Outline:

#### Orientation
You will obtain an orientation packet from the education coordinator prior to the start of the sub-internship. You will be made aware of the work flow in obstetrics and gynecology for the labor floor, triage, antepartum and postpartum units, gynecology service and general gynecology. You will have patient care responsibilities assigned and requirements that have to be completed for the sub-internship. Your weekly schedule will be in one of the following ways:

1. The entire four weeks on the labor floor
2. The entire four weeks on the general gynecology service
3. A combination of two weeks each on any two of the following: the Obstetrics service/labor floor, the general gynecology service or night float
4. If the student requests, it is possible to do the entire four weeks at night with the night float team

You will work on any service under the direct supervision of the Chief Resident on that service. Your reporting time on the first day is at 6:30 am on Dorrance 6 in the resident work lounge.

#### Clinical Shifts
A maximum of two students will be assigned for obstetrics and gynecology sub internship monthly depending on whether anyone requests night float. They are required to work in the services led by Chief Residents. Rounds are conducted every morning so that all patients are seen before 6:30 am morning sign out on Dorrance 6 in the resident work lounge. During the four week rotation, the student has to do one weekend call of 16 hours. This can be on Friday evening, Saturday or Sunday. The night float rotation will follow the night float team with the sub-intern arriving at 6:30 pm daily and finishing after board sign out at 6:30 am from Sunday through Friday (6 days). The night float sub-intern will not do a weekend call.
### Fourth Year Course:

#### Sub-Internship – Orthopaedics

<table>
<thead>
<tr>
<th>Clerkship Co-Directors:</th>
<th>Clerkship Faculty:</th>
<th>Clerkship Contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Pollard, MD</td>
<td>Faculty, Department of Orthopaedic Surgery</td>
<td>Lauren Jaconetti</td>
</tr>
<tr>
<td>David Fuller, MD</td>
<td></td>
<td>Lisa Torrence</td>
</tr>
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<table>
<thead>
<tr>
<th>Contact Information:</th>
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</thead>
<tbody>
<tr>
<td>(856) 342-3436</td>
<td><a href="mailto:Jaconetti-lauren@cooperhealth.edu">Jaconetti-lauren@cooperhealth.edu</a></td>
<td>(856) 342-3206</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Torrence-lisa@CooperHealth.edu">Torrence-lisa@CooperHealth.edu</a></td>
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<thead>
<tr>
<th>Blocks Available:</th>
<th>Duration (weeks):</th>
<th>Hours / week:</th>
<th>Maximum students / block:</th>
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<tbody>
<tr>
<td>All</td>
<td>4 weeks</td>
<td>40 Hrs.</td>
<td>5 students per block</td>
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<th>Lectures / Seminars:</th>
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<tr>
<td>Yes</td>
<td>Yes</td>
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#### Course Overview:

The student will develop skills in handling common Orthopaedic Illnesses as they relate to the inpatient unit. As such, the student will be given the opportunity to take on primary responsibility for the patient under faculty/resident supervision.

#### Clerkship Content & Outline:

**Orientation:**
- Monday morning, meet with Program Coordinator, 3 Cooper Plaza, Ste: 410
- Obtain daily rotation schedule including main OR and ambulatory locations
- Obtain Epic online training, badge ID and Parking Privileges, if applicable

**Clerkship Schedule:**
- When at Cooper University Hospital, 7:00 am sign-out Pavilion-7. You may be assigned 1-4 patients by the overnight Orthopaedic resident team, and will follow them until discharge. Student is encouraged to meet with residents prior to seeing their patients. After sign-out, you will gather the information you need to write a SOAP note on each of your patients before rounds begin:
  - You will talk to the patient/parents/nurses about what has happened overnight and in the morning
  - Do a focused physical exam
  - Read pertinent notes on Epic
  - Form an assessment and plan on your own

The senior residents will pre-round on all the in-patients before rounds, so discuss your plan with them after they see your patients and before rounds.

During rounds, the student presents his/her H&P, summarizes what happened with the patient since admission, including his/her assessment and plan.
- When you write your note in EPIC, the type is “Student” the service is “Cooper Orthopaedic” The Smart Texts “CUH
- At Discharge, you will complete the discharge Instructions, get a signature and provide the patient with medical prescription
- If you have a Cooper Orthopaedic patient who was hospitalized for more than 48 hours, you will write a discharge summary using format that an intern will email you. Ask the senior resident who you should email the summary to.
- Participate and/or attend conference including rounds, lectures, residents’ lectures and Grand Rounds.
### Fourth Year Course:

#### Sub-Internship - Pediatrics

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<thead>
<tr>
<th>Clerkship Director:</th>
<th>Clerkship Faculty:</th>
<th>Clerkship Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debrah Meislich, M.D.</td>
<td>Sean Krulish, D.O Aubri Milano, M.D. Charlotte Nussbaum, M.D.</td>
<td>Ramonita Ortiz Jeanne Lanzo</td>
<td>(856) 757-7904 <a href="mailto:ortiz-ramonita@cooperhealth.edu">ortiz-ramonita@cooperhealth.edu</a></td>
</tr>
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<table>
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<tr>
<th>Location:</th>
<th>Course Number:</th>
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<tbody>
<tr>
<td>Cooper University Hospital</td>
<td>02701</td>
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<tr>
<th>Blocks Available:</th>
<th>Duration (weeks):</th>
<th>Hours/week:</th>
<th>Maximum students / block:</th>
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<tr>
<td>All</td>
<td>4 weeks</td>
<td>60 - 80</td>
<td>Max of 2 students/block (1 CMSRU per block; 1 visiting student per block – depending on availability)</td>
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<tbody>
<tr>
<td>Yes- one week of night float</td>
<td>No</td>
<td>No</td>
<td>No</td>
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**Must be present for First Day of Rotation / Orientation:**

Yes

### Course Overview:

During the Pediatric Sub-Internship, the student will develop skills in handling common pediatric illnesses as they relate to the inpatient unit. As such, the student will be given the opportunity to take on primary responsibility for the patient under faculty supervision.

### Course Content & Outline:

During the Pediatric Sub-Internship, we expect you to:

- Become familiar with the clinical presentation of common diseases that affect the pediatric patient
- Develop treatment and management plans for the pediatric patient
- Develop skills in communicating with pediatric patients and their families in terms that they can understand.

### Orientation

You MUST attend orientation or you will not be allowed to participate in the rotation. The student should report for morning sign-out at 7 am on the first morning of the rotation. This usually occurs in the Charlotte Tobiason conference room on the 6th floor Kelemen (just across from the Kelemen elevators). The senior resident phone is (856) 968-8544. If there is a change to the time and location of the orientation, you will be notified beforehand.

### Clerkship Schedule

The schedule for sub-internship is three weeks of 6:30 AM – 7:00 PM; one week of 7:00 PM – 7:00 AM.

6:30 AM sign-out on Kelemen 6 north. You will be assigned 1 – 4 patients; assigned by the overnight pediatric resident team and follow them until discharge.
Fourth Year Course:

Sub-Internship - Psychiatry

<table>
<thead>
<tr>
<th>Clerkship Director:</th>
<th>Clerkship Faculty:</th>
<th>Clerkship Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francis Aguilar, MD</td>
<td>Psychiatry Faculty</td>
<td>Mychelle Brown</td>
<td>(856) 342-2000; Ext. 100-9638 <a href="mailto:brown-mychelle@cooperhealth.edu">brown-mychelle@cooperhealth.edu</a></td>
</tr>
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<tr>
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<th>Duration (weeks):</th>
<th>Hours / week:</th>
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<tbody>
<tr>
<td>All</td>
<td>4 weeks</td>
<td>40+</td>
<td>1</td>
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<td>No</td>
<td>Yes</td>
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**Must be present for First Day of Rotation / Orientation:** Yes

**Course Overview:**
During the Psychiatry Sub-internship, the student is expected to:
- Acquire basic knowledge about the pathogenesis, presentation, evaluation and management of conditions commonly encountered in psychiatry clinics/hospital setting
- Present patients in a clear and succinct fashion
- Act as the primary caregiver for patients, reviewing test results with the patient, and arranging appropriate follow-up care
- Develop the attitudes and values that will foster and support safe, compassionate, professional, patient-centered care;
- Obtain the foundation in Inpatient Psychiatry for advanced study during post-graduate training.
- Develop the attitudes and values that will foster and support safe, compassionate, professional, patient-centered care.
- Develop an appreciation for the demands of inpatient training.

**Course Content & Outline:**

**Orientation**
You MUST attend orientation or you will not be allowed to begin the rotation. The location and timing will be arranged with the Sub-internship director and coordinator at least a week before your starting of the rotation. During orientation, students will be made aware of the workflow, patient care responsibilities, location(s) that they have to travel to, and requirements that must be completed for their Sub-internship.

**Clinical Shifts**
A maximum of five students will be assigned to the psychiatry sub-internship monthly. This can include inpatient and/or outpatient sites. Some outpatient sites are affiliated with Cooper and involve a 30 minute drive from the Cooper Medical School of Rowan University Complex. On call coverage/shadowing are expected for at least two Saturdays (from 7:30am to 3:30pm) during the month. On call during weekdays till 10pm is optional. The schedule for your 4 weeks will be given to you during your orientation.

**EBM presentation during last week to Sub-internship Director**
Students will be encouraged and guided to create a clinical question, emerging from their current floor experience in PICO format (P: patient, population or problem; I: intervention, prognostic factor or exposure; C: comparison or intervention; and O: outcome measured). They will search and evaluate the literature. At the end of rotation, they will create a succinct presentation reflecting their understanding from available evidence.

Here is a summary of what is expected for the 10 minute EBM presentation.
1. **Must be 10 minutes or less.** Can be PowerPoint or oral presentation
2. Very brief summary of pertinent history and physical findings in case
3. State the question that arose in the case
4. Very brief summary of the article that tries to answer the question
5. Strength and weaknesses of the article
6. Summary of findings and whether it changes your management
Course Overview:
The student will become familiar with the clinical presentation of surgical diseases of the GI tract, abdominal wall, endocrine system, breast, etc., their evaluation and management. A detailed understanding of the relevant anatomy, physiology and pathology will also be acquired.

Course Content & Outline:
During the General Surgery Sub-Internship, we expect you to:
- The student will make relevant findings in obtaining the history and physical examination of patients with general surgical disease.
- The student will articulate an appropriate differential diagnosis for patients with acute and chronic general surgical conditions.
- The student will demonstrate cost-effective use of diagnostic modalities in assessing patients with general surgical disease.
- The student will develop and participate in the implementation of appropriate patient management plans.
- The student will participate in the Divisional conferences, including Morbidity & Mortality and patient management conferences.

Description of Activities
At the conclusion of the rotation, an evaluation of the student will be made by the course director based on the student’s overall performance.
**Fourth Year Course:**

**Sub-Internship- Urology**

<table>
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<tr>
<th>Clerkship Co-Directors:</th>
<th>Clerkship Faculty:</th>
<th>Clerkship Contact:</th>
<th>Location:</th>
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</thead>
<tbody>
<tr>
<td>Jeffrey Tomaszewski, M.D. Allen Seftel, M.D.</td>
<td>Faculty, Division of Urology</td>
<td>Karen Orlando</td>
<td>Cooper University Hospital</td>
</tr>
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<tr>
<th>Contact Information:</th>
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<tbody>
<tr>
<td>(856) 963-3985</td>
</tr>
<tr>
<td><a href="mailto:orlando-karen@cooperhealth.edu">orlando-karen@cooperhealth.edu</a></td>
</tr>
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<th>Hours / week:</th>
<th>Maximum students / block:</th>
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<tbody>
<tr>
<td>All</td>
<td>4 weeks</td>
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<td>Yes</td>
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**Must be present for First Day of Rotation / Orientation:**

Yes

**Course Overview:**

This course is designed for students to become familiar with the clinical presentation of urologic diseases, their evaluation and management. A detailed understanding of the relevant anatomy, physiology and pathology will also be acquired.

**Clerkship Content & Outline:**

During the Urology Sub –Internship, we expect you to:

- Acquire basic knowledge about the pathogenesis, presentation, evaluation and management of conditions commonly encountered in Urology
- Present patients in a clear and succinct fashion
- Develop and participate in the implementation of appropriate patient management plans
- Develop the attitudes and values that will foster and support safe, compassionate, professional, patient-centered care
- Obtain a foundation in Urology for advanced study during post-graduate training

**Orientation**

You MUST attend orientation or you will not be allowed to begin the rotation. Students are required to be in the Cooper hospital cafeteria at 645am the first day of the rotation, unless otherwise noted. If there is a change to time and location, you will be notified via email. During orientation, students will be made aware of the workflow, your patient care responsibilities, and requirements that must be completed for the sub-internship.

**Clinical Work**

Students will be working with Urology faculty, residents, and nurse practitioners in the inpatient, outpatient, and operating room settings. You will get a better idea of your schedule for your 4 weeks during orientation.
### Course Overview:
The student will gain sufficient understanding of the evaluation and management of patients with vascular diseases to enable comprehensive primary care management of these conditions. Students will:
- The student will make relevant findings in obtaining the history and physical examination of patients with vascular disease.
- The student will articulate an appropriate differential diagnosis for patients with acute and chronic vascular conditions.
- The student will demonstrate cost-effective use of diagnostic modalities in assessing patients with vascular disease.
- The student will develop and participate in the implementation of appropriate patient management plans.
- The student will participate in the Divisional conferences, including Morbidity & Mortality, Interesting Cases, and exploration of special topics in vascular disease.

### Course Content & Outline:

#### Description of Activities
The student will be an integral member of the Vascular Surgery Service at Cooper Hospital. Rounds usually start at 6:00 AM on weekdays. The student will attend operative, interventional and diagnostic procedures on patients on the service. The student will evaluate consults, both in the Emergency Department and in the hospital. In addition, the student will attend the faculties’ office hours.

The student will perform history and physical examinations on patients admitted to the service. The student will perform focused exams on patients who are seen in consultation. The student will develop differential diagnoses for these patients and will formulate a plan for further evaluation and management. Any missed time during the rotation will require remediation targeted at resolving the specific deficiency in the student’s experience.

Any missed time during the rotation will require remediation targeted at resolving the specific deficiency in the student’s experience.

#### Orientation
Monday, 7 – 9 AM in the Departmental Offices, 3 Cooper Plaza, #411.
Fourth Year Course: Addiction Medicine

<table>
<thead>
<tr>
<th>Elective Co-Directors:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaitlan Baston, MD, MSc and Susan Liu, MA, MPA</td>
<td>Family Medicine</td>
<td>Sue Liu</td>
<td>(215) 964-3540 <a href="mailto:liu@rowan.edu">liu@rowan.edu</a></td>
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Location:
Project H.O.P.E., and Urban Health Institute Addictions Clinic

<table>
<thead>
<tr>
<th>Blocks Available:</th>
<th>Duration (weeks):</th>
<th>Hours / week:</th>
<th>Maximum students / block:</th>
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<tbody>
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<td>First half of each Block</td>
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<tr>
<td>No</td>
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Must be present for First Day of Rotation / Orientation: Yes

Course Overview:
In this elective, you will gain an understanding of the delivery of care for individuals with substance use disorders, with specific attention to patients with opioid addiction and dependence. Students will be exposed to medication-assisted treatment programs using buprenorphine in both Project H.O.P.E., a Federally Qualified Health Center for the homeless, and the Addictions Clinic of the Urban Health Institute at 3 Cooper Plaza. You will develop an understanding of the clinical management of patients with addictions within the primary care setting and an addictions treatment clinic, and will understand the relevant limitations and parallel needs within each clinical environment in order to impact efficacy and outcomes. You will be expected to demonstrate competency in the medical interview, treatment planning, and interdisciplinary care coordination for dual diagnosis, complex patients, and other special patient subpopulations. You will also become familiar with the value of team based care for patients with addictions by working alongside physicians, nurse practitioners, case managers, and behaviorists in providing holistic care for this patient population.

Course Content & Outline:
Orientation
Students will meet with Sue Liu (CMSRU 350) on the first date of the elective, (time to be coordinated in advance), unless otherwise notified. During this meeting, you will review course objectives, schedule, student expectations, patient care responsibilities, and other pertinent information regarding your elective experience.

Course Schedule
This elective meets Monday through Friday, from 8:00am - 5:00pm. This schedule is subject to change based on the availability of evening clinical hours or other community based learning opportunities.

Patient Care Responsibility
• Students will be expected to be an active part of the care team for patients with substance use disorders and other complex needs. They will work under the supervision of the course director and alongside other staff members around patient care needs.
• Students are to have knowledge of adult primary care delivery and will be expected to perform the following for patients with substance use disorders:
  o Full intake history and addictions history
  o Medication history review
  o Review of systems and physical examination
  o Patient screening assessments and development of treatment plan
  o Symptom and treatment management for patients in crisis
Course Overview:
This course will provide a high level overview of healthcare administration within an Academic Medical Center and large physician practice. It is designed to give the student an insight into the “behind-the-scenes” (and not so behind the scenes) world of delivering care. It will also introduce the student to the role of medical administrators (both physician and non-physician) in providing the structure and processes required to achieve outstanding patient outcomes.

Course Content & Outline:
As the delivery of medical care becomes more complex due to advances in medical technology, regulations from government and insurers, and focus on population health, it is important for the student to understand the role that medical administrators (physician and non-physician) play in reconciling these elements to provide patient care. The role of the medical administrator impacts the following in a hospital system:

- Hospital throughput
- Infection prevention
- Regulatory readiness (including physician credentialing and evaluations)
- Physician burnout
- Access to care in the outpatient setting
- Patient Safety
- Documentation and coding
- Supply chain management
- Hospital and outpatient operations
- Financial stability of the organization
- Care transitions from in-hospital to out of hospital
- Informatics
- Readmissions
- Utilization Review

This elective is designed to explore these areas occurs through one-on-one meetings with administrators, attending group meetings, and discussion of articles.

- Prior to starting the rotation, the student will read “Nine common leadership styles: Which type of leader are you?” They should be prepared to discuss this article on the first day of the rotation during their meeting with the elective director (or designee) as well as discuss their specific interest and goals for the rotation. The elective director (or designee) will review their upcoming schedules with the students to see what types of meetings and events the student would like to participate in during the elective in order to develop a customized rotation schedule.
- Additional weekly one-on-one sessions with faculty on various topics related to administration will be scheduled throughout the rotation.
- The student will keep a journal of each meeting they attend with observations and tactics they observed from these. The student will keep this as a resource to apply throughout their career. The student will also submit a copy to the elective director at the end of the rotation no later than one week after the close of the rotation. Failure to submit will result in an incomplete grade.
- Selected readings (see syllabus and on Blackboard)
- The rotation will be during the weekday during normal business hours 8am-5pm. No weekend, nights or holidays required.
### Course Overview:

This course will provide a high level overview of healthcare administration within an Academic Medical Center and large physician practice. It is designed to give the student an insight into the “behind-the-scenes” (and not so behind the scenes) world of delivering care. It will also introduce the student to the role of medical administrators (both physician and non-physician) in providing the structure and processes required to achieve outstanding patient outcomes.

### Course Content & Outline:

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- Patient Safety
- Documentation and coding

- Supply chain management
- Hospital and outpatient operations
- Financial stability of the organization
- Care transitions from in-hospital to out of hospital
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- Prior to starting the rotation, the student will read “Nine common leadership styles: Which type of leader are you?” They should be prepared to discuss this article on the first day of the rotation during their meeting with the elective director (or designee) as well as discuss their specific interest and goals for the rotation. The elective director (or designee) will review their upcoming schedules with the students to see what types of meetings and events the student would like to participate in during the elective in order to develop a customized rotation schedule.
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- The student will keep a journal of each meeting they attend with observations and tactics they observed from these. The student will keep this as a resource to apply throughout their career. The student will also submit a copy to the elective director at the end of the rotation no later than one week after the close of the rotation. Failure to submit will result in an incomplete grade.
- Selected readings (see syllabus and on Blackboard)
- Short paper of 300 to 500 words discussing the various leadership styles the student observed citing examples from the rotation OR presentation to the group of no longer than 30 minutes.
- The rotation will be during the weekday during normal business hours 8am-5pm. No weekend, nights or holidays required.

---

### Course Details:

<table>
<thead>
<tr>
<th>Elective Director: Joseph Montella, MD, MD, CPE</th>
<th>Elective Faculty: Eric Kupersmith, MD Nicole Fox, MD Deepa VelayadiKot, MD</th>
<th>Elective Contact: Lisa Bariana</th>
<th>Contact Information: (856) 968-7490 <a href="mailto:bariana-lisa@cooperhealth.edu">bariana-lisa@cooperhealth.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Blocks Available: All, except Blocks 1 &amp; 2</td>
<td>Duration (weeks): 4 Weeks</td>
<td>Hours / week: 30</td>
<td>Maximum students / block: 1</td>
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<td>Lectures / Seminars: Yes, Outpatient: No</td>
<td>Inpatient: No</td>
<td>Lab: No</td>
<td>Exam required: No exam, but a presentation or short paper and submission of a journal will be required</td>
</tr>
<tr>
<td>Night call: No</td>
<td>Weekends: No</td>
<td>Exam required: No exam, but a presentation or short paper and submission of a journal will be required</td>
<td></td>
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</tbody>
</table>

**Must be present for First Day of Rotation / Orientation:** Yes

Orientation will be scheduled based on availability of Dr. Montella on or near the first day of the rotation.
# Fourth Year Course: ALG Case Writing

**Course number:** 04102  
**Location:** CMSRU

**Elective Co-Directors:**  
Cheryl A. Vasan, PT, DPT, PhD  
Kathryn Behling, MD, PhD

**Elective Faculty:**  
Cheryl A. Vasan, PT, DPT, PhD  
Kathryn Behling, MD, PhD

**Elective Contact:**  
Cheryl A. Vasan, PT, DPT, PhD  
Kathryn Behling, MD, PhD

**Contact Information:**  
Cheryl A. Vasan, PT, DPT, PhD  
melovitz-vasan@rowan.edu  
856-361-2889 (O)

Kathryn Behling, MD, PhD  
behling@rowan.edu  
856-361-2893 (O)

### Blocks Available:
- Blocks 3-10

### Duration (weeks):
- 4

### Hours / week:
- 40

### Maximum students / block:
- 2 (CMSRU students only)

### Lectures / Seminars:
- None

### Outpatient:
- N/A

### Inpatient:
- N/A

### Residents:
- N/A

### Night call:
- N/A

### Weekends:
- N/A

### Lab:
- N/A

### Exam required:
- No

### Must be present for First Day of Rotation / Orientation:
- No

## Course Overview:
The ALG case writing elective will allow students to learn the process of creating and writing an effective ALG case based on relevant literature in the fields of problem based and case based learning. Students will apply what they have learned from the literature as they author an ALG case and facilitator’s guide that may be potentially used in the Phase I Curriculum. Students will have the option of either converting their 3rd year plenary topic into an ALG case or they may choose a different topic, which must be approved by the course directors.

## Course Content & Outline:

### Description of Activities

#### Week 1:
- Read required articles on case authoring and Bloom’s taxonomy  
- Select case topic  
- Create case stem and case releases  
- Create case learning objectives  
- Begin to identify resources that address each learning objective within the case  
- Write a 250 word self-reflection on the week’s activities and submit to course co-directors by Monday at 8:00 am of the following week

#### Week 2:
- Identify the remainder of the resources needed for the case learning objectives and create a reference list  
- Write the content for the case learning objectives  
- Write a 250 word self-reflection on the week’s activities and submit to course co-directors by Monday at 8:00 am of the following week

#### Week 3:
- Complete writing the content for the case learning objectives  
- Submit a draft of the case and facilitators guide to the course co-directors by Wednesday 8:00 am  
- Course co-directors to provide written feedback to students by Friday at 4:00 PM  
- Write a 250 word self-reflection on the week’s activities and submit to course co-directors by Monday at 8:00 am of the following week

#### Week 4:
- Make appropriate revisions to the case and facilitators guide based on written feedback from course co-directors  
- Submit final case and guide to course co-directors by Friday at 4:00 pm  
- Write a 500 word self-reflection about your experience with this elective and submit it to the course co-directors by Friday at 4:00 pm
**Fourth Year Course:**

Allergy-Immunology

<table>
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<tr>
<th>Course number:</th>
<th>Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>02704</td>
<td>Cooper University Hospital</td>
</tr>
<tr>
<td></td>
<td>Cooper at Voorhees</td>
</tr>
<tr>
<td></td>
<td>Division of Allergy-Immunology</td>
</tr>
<tr>
<td></td>
<td>6400 Main Street</td>
</tr>
<tr>
<td></td>
<td>Voorhees, NJ 08043</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Lania-Howarth, MD</td>
<td>Maria Lania-Howarth, MD</td>
<td>Maria Lania-Howarth, MD</td>
<td>(856) 325-6755</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:Lania-maria@cooperhealth.edu">Lania-maria@cooperhealth.edu</a></td>
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<tr>
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<td>No</td>
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**Must be present for First Day of Rotation / Orientation:**

Yes

**Course Overview:**

- The student will report to the Division of Allergy-Immunology daily as per the individual schedule provided.
- Under faculty supervision, the student will participate in the care of patients and interact with their families accordingly.
- The student will perform all necessary tasks involved in deciphering the reason for the patient’s visit and formulate a differential diagnosis and pragmatic management plan under faculty supervision.
- The student will be expected to read independently about topics relevant to the patients evaluated.

**Course Content & Outline:**

**Orientation**

- Location will be 901 Centennial Blvd, Suite 6400, Voorhees, NJ 08048 (Cooper Children’s Regional).
- Start times will vary and will be available the week before the rotation sent to the student via Email.

**Description of Activities**

- Day to day activities of the student will include interviewing patients, examining patients, and making assessments of their treatment and management under supervision of the attending faculty.
- No specific procedures will be performed by student.
- Students will not work weekends and nights.
Course Overview:
- Students will spend the majority of their time at Cooper University Hospital rotating through the main operating room, labor and delivery and pain management.
- Students will be assigned to cases on a daily basis where teaching will be focused on meeting the above objectives.
- Students will gain experience at procedures and skills including, but not limited to, airway management, invasive monitor and IV placement.
- Students will attend all resident lectures and department grand rounds.
- All students must attend the one-day simulation lab experience.
- Students will not work nights and weekends.
- All requests for time off must be made via email. Presentations must be completed prior to the end of the course.

Course Content & Outline:
Medical students should report to the Evelyn Rodriguez in room Kelemen 328 or the Anesthesia Board Runner in the main OR at 7 am on the first day of the rotation. During orientation, students will be made aware of the workflow in the operating room, their patient care responsibilities and requirements that must be completed for the clerkship. In addition, students will receive lockers in the locker room for their belongings and access to scrubs from the laundry room.
**Fourth Year Course:**
**Integrated Behavioral Medicine Across Medical Disciplines**

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<tbody>
<tr>
<td>04103</td>
<td>1 Cooper Pl; 3 Cooper Pl</td>
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**Elective Co-Directors:**
- Kelly Gilrain, Ph.D.
- Anastasia Bullock, Psy.D.

**Elective Faculty:**
- Cori McMahon, Psy.D.
- Phil Fizur, PsyD

**Elective Contact:**
- Kelly Gilrain, Ph.D.

**Contact Information:**
- 1 Cooper Plaza, D222
- 609-206-1901
- gilrain-kelly@cooperhealth.edu

**Blocks Available:**
- 4B, 5B, 9A, and 10B

**Duration (weeks):**
- 2

**Hours / week:**
- 32

**Maximum students / block:**
- 2

**Lectures / Seminars:**
- Yes

**Outpatient:**
- Yes

**Inpatient:**
- Yes

**Residents:**
- Yes

**Night call:**
- No

**Weekends:**
- No

**Lab:**
- No

**Exam required:**
- No

**Must be present for First Day of Rotation / Orientation:**
- Yes

---

**Course Overview:**
Behavioral Medicine is the interdisciplinary field concerned with the development and integration of behavioral, psychosocial, and biomedical science knowledge and techniques relevant to the understanding of health and illness, and the application of this knowledge and these techniques to prevention, diagnosis, treatment and rehabilitation. (Society of Behavioral Medicine, 2011). This elective course in Integrated Behavioral Medicine will provide an introduction to scope of practice including both short-term and longer term evidence-based approaches via experience on Inpatient Consultation and Liaison Service and outpatient practices focused in psycho oncology and infectious disease. Students will participate in direct patient care including clinical interviewing, behavioral health screening, assessment of cognitive and mood functioning, and in the provision of brief bedside consultation service as well as outpatient intervention focused on psycho education, health behavior change, and improvement in coping with medical illness or injury. Students will participate in formal didactic training alongside Behavioral Medicine Fellows and will be provided with instruction in topics directly applicable to medical practice, including Motivational Interviewing, Behavioral Sleep Management and Behavioral Pain Management, for example. Emphasis will be placed on effective evaluation and consultation with multidisciplinary medical teams in the service of improved patient-centered care.

**Course Content & Outline:**

**Description of Activities**

**Inpatient Behavioral Medicine Consultation Service (18hrs):**
- clinical interview, brief evaluation of cognitive and mood functioning
- ETOH consultations in Trauma Dept; participation in Behavioral Medicine research project
- brief bedside intervention as appropriate
- consultation with medical team

**Outpatient Infectious Disease Service (Early Intervention Program) (6hrs):**
- participation in annual mental health assessments in HIV population
- participation in intake evaluation for new patients to service – structured clinical interview
  - Client Diagnostic Questionnaire (CDQ)
- collaborate in department case conference

**Urban Health Initiative (4 hrs):**
- participation in mental health assessment with complex medical patient population
- round with interdisciplinary team and support mental health needs of patients
- collaborate in department case conference

**Behavioral Medicine Didactic Training and Supervision (4hrs):**
- participate in 1 hour group supervision meeting weekly with Behavioral Medicine team
- participate in 1 hour didactic training weekly with Behavioral Medicine team
- individual case discussion (1hr) with clinical supervisor (Licensed Clinical Psychologist or Post-Doctoral Fellow)
Course Overview:
- This elective will provide exposure to the breadth of dermatology in both an outpatient and inpatient consultative practice. At the end of the elective the student will be expected to become proficient in dermatologic examinations and generating differential diagnoses.
- The student will actively participate in patient care and subspecialty clinics.
- Research opportunities potentially available.

Course Content & Outline:
**Brief Description of Activities**
The student’s time will be divided between three offices in Camden and Marlton, NJ, in addition to the consultative service at Cooper Hospital. A commitment on the student’s behalf regarding an interest in participating in all clinical and academic activities of the division is essential.

**Orientation to the Dermatology Externship**
Medical students are required to contact the elective coordinator one week prior to start of the rotation to confirm dates of attendance. The dermatology chief resident will provide a dermatology schedule with clinic assignments one week prior to the start of the rotation.

**Student Shifts/Schedule**
A maximum of 1-2 students will be assigned to the dermatology service monthly. Most days, students are required to work from 8:00 a.m. until 5:00 p.m. Monday through Friday averaging 40 hours per week. Absences require chief resident approval.
Course Overview:
- This elective will provide exposure to the breadth of dermatology in both an outpatient and inpatient consultative practice. At the end of the elective the student will be expected to become proficient in dermatologic examinations and generating differential diagnoses.
- The student will actively participate in patient care and subspecialty clinics.
- Research opportunities potentially available.

Course Content & Outline:
**Brief Description of Activities**
The student’s time will be divided between three offices in Camden and Marlton, NJ, in addition to the consultative service at Cooper Hospital. A commitment on the student’s behalf regarding an interest in participating in all clinical and academic activities of the division is essential.

**Orientation to the Dermatology Externship**
Medical students are required to contact the elective coordinator one week prior to start of the rotation to confirm dates of attendance. The dermatology chief resident will provide a dermatology schedule with clinic assignments one week prior to the start of the rotation.

**Student Shifts/Schedule**
A maximum of 1-2 students will be assigned to the dermatology service monthly. Most days, students are required to work from 8:00 a.m. until 5:00 p.m. Monday through Friday averaging 40 hours per week. Absences require chief resident approval.
## Fourth Year Course:

**Emergency Medicine - Pediatrics**

<table>
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<tbody>
<tr>
<td>02404</td>
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</table>

<table>
<thead>
<tr>
<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandra Nairn, DO</td>
<td>Faculty, Pediatric Emergency Department</td>
<td>Jillian Torres</td>
<td>(856) 342-2352</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:torres-jillian@cooperhealth.edu">torres-jillian@cooperhealth.edu</a></td>
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<th>Blocks Available:</th>
<th>Duration (weeks):</th>
<th>Hours / week:</th>
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<th>Inpatient:</th>
<th>Residents:</th>
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<tr>
<th>Night call:</th>
<th>Weekends:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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</table>

**Must be present for First Day of Rotation / Orientation:**

Yes

### Course Overview:
- Students will work clinical shifts in the emergency department. The shifts will be divided between all types of shifts (days, evenings, and weekends). They will see patients encompassing the full spectrum of emergency department patients.
- Students will see patients initially as the primary caretaker and perform efficient and appropriate histories and physical exams while developing a differential diagnosis.
- Students will gain experience at procedures and skills including, but not limited to, suturing of lacerations, blood draws, abscess incision and drainage, and IV placement, lumbar puncture and urine catheterization.
- Students will be given a schedule of pediatric lectures that are taking place during their elective time. This will include Pediatric Grand Rounds, Pediatric Chief Rounds, Pediatric/EM interdisciplinary conference and Pediatric Emergency Medicine lectures. Every effort should be made to attend lecture if their schedule allows.

### Course Content & Outline:

Students will be given a folder of pertinent articles at the beginning of the rotation. It is expected that these articles are read early in the rotation.

On the first day the student is scheduled for a PEM shift, they should plan to arrive 15min prior to start of the shift for orientation to the Pediatric Emergency Department. During orientation, students will be made aware of the workflow in the ED, their patient care responsibilities, and requirements that must be completed for the clerkship.
### Course Overview:
There are three skillsets that need to be addressed to perform emergency bedside ultrasonography, all of which will be developed over the course of the rotation:

1. **Cognitive** – Obtained mainly by reading, however also by reviewing educational videos, lectures, and bedside ultrasound teaching.
2. **Visual Pattern Recognition** - The process of recognizing a set of stimuli (sonographic images) arranged in a certain pattern through heuristics aids in distinguishing visual “noise” from pathophysiology.
3. **Manual Dexterity** – The ability to properly position and maneuver probe, patient, and machine is integral to the performance of emergency bedside ultrasonography.

To further these goals, we will collaborate with the Department of Radiology to teach 4th year medical students the benefits and limitations of bedside ultrasonography.

### Course Content & Outline:
- **day-to-day activities of students participating in this course**
  - Meet with designated ultrasound attending/resident
  - Upkeep machines
  - Survey status board for scans to be performed
  - Perform scans with supervision of attending/resident
  - Interpret scans and practice appropriate documentation and communication of results with the patient
- **specific procedures students may perform**
  - Limited cardiac ultrasound
  - Limited right upper quadrant ultrasound
  - Limited renal ultrasound
  - Limited abdominal aortic ultrasound
  - Limited 1st trimester pregnancy ultrasound
  - Peripheral IV line placement
  - FAST
  - Paracentesis, thoracentesis
- **weekends and nights responsibilities**
  - No nights or weekends
- **remediating missed activities**
  - Missed time must be remediated as scheduled by the course director
## Course Overview:
Welcome to the CAM elective. A survey article published in the New England Journal of Medicine reported, that in the United States, one in three individuals have used some form of alternative therapy. Americans made an estimated 425 million visits to providers of unconventional therapy. This number exceeds the number of visits to all U.S. primary care physicians (388 million).

There are very few medical schools that have an organized clerkship elective in Complementary and Alternative Medicine. Cooper Medical students have the opportunity to rotate through the Chung Institute of Integrative Medicine where they will experience the practice of some of the most interesting and promising CAM methods.

The medical students will be exposed to many therapies that the vast majority of medical students will never see firsthand in medical school.

### Course Content & Outline:

**To pass the Complementary Alternative Medicine clerkship, the student must do the following**

1. Attend the assigned office hours.
2. Read all assigned reading:
   a. Download reading material from dropbox: [https://www.dropbox.com/sh/bn5yjtdxv6xll8c/AADfuv0iztR8goS4FaxoITUnma?dl=0](https://www.dropbox.com/sh/bn5yjtdxv6xll8c/AADfuv0iztR8goS4FaxoITUnma?dl=0)
3. **Conferences:**
   - Formal lecture at noon during lunch every Tuesday at 11:45.
   - Impromptu one-on-one didactics and question answer session Mon, Wed, Thurs, Fri. approximately at noon during lunch, time permitting.
   - Student is expected to bring a bagged lunch so that he/she can join us at lunch at the office.
4. **Formal Student presentation:** Give an Evidenced Based Presentation (EBM) on the day of the test to the clerkship director. The student will give a brief 10-minute oral presentation on the day of the test about a case where an interesting question arose about the management of the patient. The student will find an article which addresses this question, summarize the article, discuss strengths and weaknesses, and give their final Here is a summary of what is expected for the 10 minute EBM presentation
   - **Must be 10-15 minutes or less.** Can be PowerPoint or oral presentation
   - Brief summary of pertinent history and physical findings in case
   - State the question that arose in the case
   - Brief summary of the article that tries to answer the question
   - Strengths and weaknesses of the article
   - Summary of findings and whether it will change your management in the future

### Must be present for First Day of Rotation / Orientation:
Yes
## Course Overview:
The overall goal of this rotation is for the student to gain experience and awareness of international issues relevant to health. In addition, students will gain exposure to other language, cultures, and international health systems.

## Course Content & Outline:
The Global Health Elective can ONLY be taken at sites in the AAMC Global Health Learning Opportunities (GHLO) program. Please go to [https://ghlo.aamc.org/](https://ghlo.aamc.org/) to see what sites are available to do a Global Health Elective.

### Experiential component (Clinical)
Students will work in primary care clinics, community and hospital settings under the supervision of a physician in the GHLO program. Students will assess the cultural and environmental context in which patients present and elicit the needed information on the subject’s medical, social, and personal condition; making or updating a diagnosis; selecting and applying interventions; properly recording information on the encounter.

### Scholarly Project (Review Project or Case Presentation Project)
At the beginning of the elective, the student will agree with their site mentor on a scholarly project. The project could involve a case presentation or a literature review, 4 pages, double space. The case presentation, besides the standard sections, should include a discussion of global health issues affecting the presentation, treatment, and prognosis of the case. The literature review must deal with a subject relevant to Global Health in the specific region chosen for the elective. It can also include contrasts and comparisons between the US and the host country’s health care systems and lessons learned that can be applied here. **This paper is to be handed in to the M4 Director within one week after the rotation ends. The Final Grade will not be released until this is done.**
Course Overview:
The overall goal of this rotation is for the student to gain experience and awareness of international issues relevant to health. In addition, students will gain exposure to other language, cultures, and international health systems.

Course Content & Outline:
The Global Health Elective can ONLY be taken at sites in the AAMC Global Health Learning Opportunities (GHLO) program. Please go to https://ghlo.aamc.org/ to see what sites are available to do a Global Health Elective.

Experiential component (Clinical)
Students will work in primary care clinics, community and hospital settings under the supervision of a physician in the GHLO program. Students will assess the cultural and environmental context in which patients present and elicit the needed information on the subject’s medical, social, and personal condition; making or updating a diagnosis; selecting and applying interventions; properly recording information on the encounter.

Scholarly Project (Review Project or Case Presentation Project)
At the beginning of the elective, the student will agree with their site mentor on a scholarly project. The project could involve a case presentation or a literature review, 4 pages, double space. The case presentation, besides the standard sections, should include a discussion of global health issues affecting the presentation, treatment, and prognosis of the case. The literature review must deal with a subject relevant to Global Health in the specific region chosen for the elective. It can also include contrasts and comparisons between the US and the host country’s health care systems and lessons learned that can be applied here. This paper is to be handed in to the M4 Director within one week after the rotation ends. The Final Grade will not be released until this is done.
## Course Overview:
During the Cardiology Elective, you are expected to perform a complete examination of the cardiovascular system, recognize common ECG abnormalities and arrhythmias, know the indications for noninvasive and invasive cardiac tests, and understand how to evaluate cardiac conditions. Emphasis will be on diagnose and treat common cardiac problems.

## Course Content & Outline:
Medical students are required to report to the Pavilion 9 conference room at 8:30 a.m. on the first date of the rotation, unless otherwise noted. Students will be paired with a cardiology fellow on the rotation. Ms. Terry Mortka will contact students two weeks prior to rotation. She will provide students with a weekly/monthly cardiology schedule and team assignments. Each student will meet with Dr. Iliadis, Clerkship Director, on the first Thursday of the rotation to review expectations, patient care responsibilities, and assignments.
# Internal Medicine - Endocrinology

## Course Overview:
The overall goal of this rotation is for the student to develop skills in the diagnostic work up and treatment of endocrine diseases.

## Course Content & Outline:

### Description of Activities

- Students will spend the 2 weeks of their rotation on inpatient consults. If a request is made for 1 week of outpatient endocrine and 1 week of inpatient endocrine, we will do our best to accommodate this. They will see patients encompassing the full spectrum of endocrine diseases.
- Clinical duties begin at 8am.
- Students will see patients initially as the primary caretaker and perform efficient and appropriate histories and physical exams while developing a differential diagnosis and preliminary plan for further evaluation and treatment of the patient.
- Students will attend division conferences. These occur at 7am.
- During the consult weeks, students will communicate with the endocrine fellow throughout the day and will participate in teaching bedside rounds each afternoon.

## Blocks Available:
All, except Blocks 1, 6, and M3 elective weeks.

## Duration (weeks):
2 Weeks

## Hours / week:
40

## Maximum students / block:
1

## Location:
Cooper University Hospital

## Elective Director:
Farah Morgan, MD

## Elective Faculty:
Faculty, Endocrinology Division

## Elective Contact:
Angela Nieves

## Contact Information:
(856) 342-2000; Ext. 100-9641
nieves-angela@cooperhealth.edu
morgan-farah@cooperhealth.edu

---

# Course Overview:

The overall goal of this rotation is for the student to develop skills in the diagnostic work up and treatment of endocrine diseases.

# Course Content & Outline:

### Description of Activities

- Students will spend the 2 weeks of their rotation on inpatient consults. If a request is made for 1 week of outpatient endocrine and 1 week of inpatient endocrine, we will do our best to accommodate this. They will see patients encompassing the full spectrum of endocrine diseases.
- Clinical duties begin at 8am.
- Students will see patients initially as the primary caretaker and perform efficient and appropriate histories and physical exams while developing a differential diagnosis and preliminary plan for further evaluation and treatment of the patient.
- Students will attend division conferences. These occur at 7am.
- During the consult weeks, students will communicate with the endocrine fellow throughout the day and will participate in teaching bedside rounds each afternoon.
## Fourth Year Course:

### Internal Medicine - Endocrinology

- **4 weeks**

<table>
<thead>
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<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farah Morgan, MD</td>
<td>Faculty, Endocrinology Division</td>
<td>Angela Nieves</td>
<td>(856) 342-2000; Ext. 100-9641 <a href="mailto:nieves-angela@cooperhealth.edu">nieves-angela@cooperhealth.edu</a> <a href="mailto:morgan-farah@cooperhealth.edu">morgan-farah@cooperhealth.edu</a></td>
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<th>Maximum students / block:</th>
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</thead>
<tbody>
<tr>
<td>All, except Blocks 1, 6, and M3 elective weeks</td>
<td>4 Weeks</td>
<td>40</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lectures / Seminars:</th>
<th>Outpatient:</th>
<th>Inpatient:</th>
<th>Residents:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
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<table>
<thead>
<tr>
<th>Night call:</th>
<th>Weekends:</th>
<th>Lab:</th>
<th>Exam required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Must be present for First Day of Rotation / Orientation:**

No

### Course Overview:

The overall goal of this rotation is for the student to develop skills in the diagnostic work up and treatment of endocrine diseases.

### Course Content & Outline:

**Description of Activities**

- Students will spend 1 week in the ambulatory setting and 3 weeks of their rotation on inpatient consults. They will see patients encompassing the full spectrum of endocrine diseases.
- Clinical duties begin at 8am
- Students will see patients initially as the primary caretaker and perform efficient and appropriate histories and physical exams while developing a differential diagnosis and preliminary plan for further evaluation and treatment of the patient.
- Students will attend division conferences. These occur at 7am.
- During the consult weeks, students will communicate with the endocrine fellow throughout the day and will participate in teaching bedside rounds each afternoon.
### Fourth Year Course:

**Internal Medicine- Gastroenterology- 2 weeks**

<table>
<thead>
<tr>
<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Location:</th>
</tr>
</thead>
</table>
| Cristina Capanescu, MD | Steven Peikin, M.D.  
Adam Elfant, M.D.  
Thomas Judge, M.D.  
Cynthia McCleery, M.D.  
Henry Ho, M.D.  
Christopher Deitch, M.D.  
Yize Wang, M.D., Ph.D. | Angela Nieves | Cooper University Hospital |

<table>
<thead>
<tr>
<th>Course number:</th>
<th>Contact Information:</th>
</tr>
</thead>
</table>
| 02327 | (856) 342-2000 Ext. 100-9641  
Nieves-angela@cooperhealth.edu |

### Course Overview:

The duration of the elective is two or four weeks. Daily rounds will be made with an attending physician on the clinical service. The student will evaluate assigned patients, participate in conferences and attend procedures. The student will be expected to be present in the hospital from 8:00 a.m. to 5:00 p.m. and, when appropriate, at other hours when emergencies arise. Approximately 1/3 to 1/2 of the time will be spent in the outpatient offices.

### Course Content & Outline:

#### Orientation

There is no formal orientation session. Students will communicate with the clerkship coordinator directly via e-mail prior to the start of the rotation for notification of where and when to report on the first day of the rotation.

#### Self-Directed Learning

Students will use time available during the day time between seeing patients and formal rounding to learn about the cases they have seen in order to be prepared to present a thorough assessment and clear plan for managing their patients. Time should be spent after work hours reading in order to reinforce learning topics on cases presented during the day.

#### Conference Schedule

- **Tuesday 7:00-9:00** Clinical Case Conference and Systems Based Practice Lecture
- **Wednesday 7:00-8:00** Evidence Based Didactic Lecture
- Lectures take place at the hospital, room locations vary and will be given to you at the beginning of your rotation. You are excused from clinical duties to attend any Internal Medicine didactic lectures and Grand Rounds presentations
- Attendance is optional for monthly Journal Club and Research Conference; dates and times for any additional didactic lectures will be given at the beginning of your rotation
## Fourth Year Course:

### Internal Medicine- Gastroenterology- 4 weeks

<table>
<thead>
<tr>
<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
</table>
| Cristina Capanescu, MD | Steven Peikin, M.D.  
Adam Elfant, M.D.  
Thomas Judge, M.D.  
Cynthia McCleery, M.D.  
Henry Ho, M.D.  
Christopher Deitch, M.D.  
Yize Wang, M.D., Ph.D. | Angela Nieves | (856) 342-2000 Ext. 100-9641  
Nieves-angela@cooperhealth.edu |

<table>
<thead>
<tr>
<th>Blocks Available:</th>
<th>Duration (weeks):</th>
<th>Hours / week:</th>
<th>Maximum students / block:</th>
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<tbody>
<tr>
<td>All, except Block 1</td>
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<table>
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<tr>
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<th>Residents:</th>
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<tbody>
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<table>
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<tr>
<th>Night call:</th>
<th>Weekends:</th>
<th>Lab:</th>
<th>Exam required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Must be present for First Day of Rotation / Orientation:**

Yes

### Course Overview:

The duration of the elective is two or four weeks. Daily rounds will be made with an attending physician on the clinical service. The student will evaluate assigned patients, participate in conferences and attend procedures. The student will be expected to be present in the hospital from 8:00 a.m. to 5:00 p.m. and, when appropriate, at other hours when emergencies arise. Approximately 1/3 to 1/2 of the time will be spent in the outpatient offices.

### Course Content & Outline:

#### Orientation

There is no formal orientation session. Students will communicate with the clerkship coordinator directly via e-mail prior to the start of the rotation for notification of where and when to report on the first day of the rotation.

#### Self-Directed Learning

Students will use time available during the day time between seeing patients and formal rounding to learn about the cases they have seen in order to be prepared to present a thorough assessment and clear plan for managing their patients. Time should be spent after work hours reading in order to reinforce learning topics on cases presented during the day.

#### Conference Schedule

- Tuesday 7:00-9:00 Clinical Case Conference and Systems Based Practice Lecture
- Wednesday 7:00-8:00 Evidence Based Didactic Lecture
- Lectures take place at the hospital, room locations vary and will be given to you at the beginning of your rotation. You are excused from clinical duties to attend any Internal Medicine didactic lectures and Grand Rounds presentations
- Attendance is optional for monthly Journal Club and Research Conference; dates and times for any additional didactic lectures will be given at the beginning of your rotation
**Fourth Year Course:**

<table>
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<tr>
<th>Course number:</th>
<th>02308</th>
</tr>
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<tbody>
<tr>
<td>Location:</td>
<td>2 Cooper Plaza, Suite C3200</td>
</tr>
</tbody>
</table>

**Elective Director:**

Christian Squillante, MD

**Elective Faculty:**

Faculty, Division of Hematology/Oncology

**Elective Contact:**

Stephanie Barrett

**Contact Information:**

(856) 342-2000; Ext. 100-9647
Barrett-stephanie@cooperhealth.edu

**Blocks Available:**

All

**Duration (weeks):**

4 Weeks

**Hours / week:**

40

**Maximum students / block:**

1-2, depending on availability

**Lectures / Seminars:**

Yes

**Outpatient:**

Yes

**Residents:**

Yes

**Inpatient:**

Yes

**Night call:**

No

**Weekends:**

No

**Lab:**

No

**Exam required:**

No

**Must be present for First Day of Rotation / Orientation:**

Yes

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**Course Overview:**

The purpose of this elective is to provide the student with an introduction to hematologic/oncologic medicine. The Student will develop an understanding of the natural history of the various malignancies through reading, discussion with attending and participation in several weekly oncology conferences as well as the teaching rounds on the inpatient service. The students also will develop a rational approach to the evaluation and the management of hematologic abnormalities. Development of basic skills in interpreting peripheral blood smears and bone marrow aspirations will result from review sessions with the attending.

**Course Content & Outline:**

**Orientation**

Medical students are required to report to the Division of Hematology/Oncology, 2 Cooper Plaza Suite C3200 at 8:00 a.m. on the first date of the rotation, unless otherwise noted. Students will be paired with a hematology/oncology fellow or senior medical resident on the rotation.

The Education Coordinator will contact students one week prior to rotation. They will provide students with a conference schedule, student expectations and team assignment upon arrival. Each student will meet with Dr. Squillante, Clerkship Director, on the first Monday of the rotation to review expectations, patient care responsibilities, and assignments.

**Description of Activities**

A maximum of two students will be assigned to the hematology/oncology service monthly. Students are required to work from 8:00 a.m. until 5:00 p.m. Monday through Friday.

Students will spend half of their time on the inpatient and consult services and the other half of their time in the outpatient setting. Students will be encouraged to take an active role in patient care and interpretation of tests.

Throughout the month students will attend all fellow lectures and multidisciplinary Tumor Board conferences, a list of which will be provided at the beginning of the rotation.

Each student will meet with the clerkship director at the start of their rotation to review the goals of the elective rotation and tailor the elective experience.
### Fourth Year Course:

**Internal Medicine- Infectious Diseases-** 2 weeks

<table>
<thead>
<tr>
<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pola de la Torre, MD</td>
<td>John Baxter, MD Dana Byrne, MD Pola de la Torre, MD Katherine Doktor, MD Henry Fraimow, MD Rose Kim, MD Raquel Nahra, MD Lisa Pedroza, MD Rosalie Pepe, MD Maura Porto, MD</td>
<td>Nicole Sempsey</td>
<td>Cooper University Hospital</td>
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<table>
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<tr>
<th>Course number:</th>
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<th>Duration (weeks):</th>
<th>Hours / week:</th>
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<tbody>
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<td>All, except M3 elective weeks</td>
<td>2 Weeks</td>
<td>40</td>
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<table>
<thead>
<tr>
<th>Lectures / Seminars:</th>
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<td>No</td>
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<table>
<thead>
<tr>
<th>Night call:</th>
<th>Weekends:</th>
<th>Lab:</th>
<th>Exam required:</th>
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<tbody>
<tr>
<td>No</td>
<td>No</td>
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<td>No</td>
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</table>

**Must be present for First Day of Rotation / Orientation:** Yes

**Course Overview:**
To expand one’s knowledge of, and clinical skills in, clinical infectious diseases.

**Course Content & Outline:**
Follow-up rounds are generally in the morning and the afternoons are reserved for new consults. Students will see new consults as well as follow-ups and will be supervised by the ID Fellow or an IM Resident on the consultation service. They will present patients on daily rounds to the ID Attending Physician as well as other members of the team. Students are encouraged to review current literature related to their patients.
# Fourth Year Course:

**Internal Medicine - Infectious Diseases**

- **4 weeks**

<table>
<thead>
<tr>
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<th>Elective Contact:</th>
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</thead>
<tbody>
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<td>Pola de la Torre, MD</td>
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<td>Nicole Sempsey</td>
<td>Cooper University Hospital</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Blocks Available:</th>
<th>Duration (weeks):</th>
<th>Hours / week:</th>
<th>Maximum students / block:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All, except M3 elective weeks</td>
<td>4 Weeks</td>
<td>40</td>
<td>1</td>
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<tr>
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<td>Yes</td>
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<table>
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<th>Lab:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Must be present for First Day of Rotation / Orientation:**

Yes

**Course Overview:**
To expand one’s knowledge of, and clinical skills in, clinical infectious diseases.

**Course Content & Outline:**
Follow-up rounds are generally in the morning and the afternoons are reserved for new consults. Students will see new consults as well as follow-ups and will be supervised by the ID Fellow or an IM Resident on the consultation service. They will present patients on daily rounds to the ID Attending Physician as well as other members of the team. Students are encouraged to review current literature related to their patients.
## Course Overview:
The overall goal of this rotation is for the student to develop diagnostic and therapeutic skills necessary for the management of renal, acid-base, fluid, electrolyte, and hypertensive disorders.

## Course Content & Outline:
- Students will work in the inpatient adult nephrology service Monday through Friday 8 am – 5 pm.
- Students will see patients encompassing the full spectrum of nephrology disorders on the inpatient consultation service in the emergency department, critical care units, general medical and surgical floors, and clinical decision unit.
- Students will see patients as the initial caregiver and perform focused history and physical exams as well as develop differential diagnoses.
- Students will gain exposure to procedures including urinalysis, kidney biopsy, and hemodialysis.
- Students will be expected to perform literature review and informal presentations on topics related to their patient cases.
- Students will attend lectures within division-related conference series held on Mondays 8 am, Tuesdays 8 am, Wednesdays 4 pm, and Thursdays 11 am.
- Optional time may be spent rotating through several of the outpatient nephrology offices and/or dialysis units. This will need to be arranged in advance prior to the start of the rotation. Interested students will need to communicate with the clerkship coordinator via e-mail prior to the start of the rotation.
**Fourth Year Course:**

<table>
<thead>
<tr>
<th>Internal Medicine- Nephrology- 4 weeks</th>
<th>Course number:</th>
<th>Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>02310</td>
<td>Cooper University Hospital</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason Kline, MD</td>
<td>Faculty, Division of Nephrology</td>
<td>Angela Nieves</td>
<td>(856) 342-2000; Ext. 100-9641</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:nieves-angela@cooperhealth.edu">nieves-angela@cooperhealth.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Blocks Available:</th>
<th>Duration (weeks):</th>
<th>Hours / week:</th>
<th>Maximum students / block:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All, except M3 elective weeks</td>
<td>4 Weeks</td>
<td>40</td>
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<table>
<thead>
<tr>
<th>Lectures / Seminars:</th>
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<th>Inpatient:</th>
<th>Residents:</th>
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<td>Yes</td>
<td>Optional</td>
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<td>Yes</td>
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<table>
<thead>
<tr>
<th>Night call:</th>
<th>Weekends:</th>
<th>Lab:</th>
<th>Exam required:</th>
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<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
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</tbody>
</table>

**Must be present for First Day of Rotation / Orientation:**

Yes

**Course Overview:**

The overall goal of this rotation is for the student to develop diagnostic and therapeutic skills necessary for the management of renal, acid-base, fluid, electrolyte, and hypertensive disorders.

**Course Content & Outline:**

- Students will work in the inpatient adult nephrology service Monday through Friday 8 am – 5 pm.
- Students will see patients encompassing the full spectrum of nephrology disorders on the inpatient consultation service in the emergency department, critical care units, general medical and surgical floors, and clinical decision unit.
- Students will see patients as the initial caregiver and perform focused history and physical exams as well as develop differential diagnoses.
- Students will gain exposure to procedures including urinalysis, kidney biopsy, and hemodialysis.
- Students will be expected to perform literature review and informal presentations on topics related to their patient cases.
- Students will attend lectures within division-related conference series held on Mondays 8 am, Tuesdays 8 am, Wednesdays 4 pm, and Thursdays 11 am.
- Optional time may be spent rotating through several of the outpatient nephrology offices and/or dialysis units. This will need to be arranged in advance prior to the start of the rotation. Interested students will need to communicate with the clerkship coordinator via e-mail prior to the start of the rotation.
Course Overview:
Students will work with the Internal Medicine physician in an outpatient office.
Students will see patients and write a SOAP progress note.
Students will acquire the basic as well as in-depth knowledge of the pathogenesis, presentation, and evidence based management of acute and chronic medical conditions commonly encountered in the Internal Medicine Primary care office.
Students will learn to implement the age and risk group specific preventive care guidelines.
Students will act as the primary caregiver for the patients, review test results with the patient, develop care plan, and arrange appropriate follow-up care.
Students will serve as an integral part of the office team.
Students will embrace the values that support safe, compassionate, professional, patient-centered care.
Students will learn how to analyze journal articles based on the evidence based model, and write an abstract on a clinical vignette or a research study based on the available opportunities.

Course Content & Outline:
Orientation
On your first day you will receive an orientation of the office work flow and a brief overview of the common medical problems encountered in the Internal Medicine Primary Care office. Please make sure to report to 1103 North Kings Highway, Suite 203 Cherry Hill, NJ 08034 at 8am.

Clerkship Schedule
You will work with the Internal Medicine faculty preceptor according to the following schedule:
8 AM to 5 PM – Monday, Tuesday, Wednesday, Friday
1 PM to 7 PM – Thursday
10 AM to 12 PM – Self-directed learning time
During the self-directed learning time you will have the opportunity to review previously discussed cases, medical conditions, research topics, participate in the office based point of care tests, etc.
You will work in our office environment which is very friendly and stress free.
### Course Overview:
The overall goal of this rotation is for the student to develop diagnostic and therapeutic skills in the inpatient pulmonary medicine consultation setting.

### Course Content & Outline:
- Students will work in the inpatient adult pulmonary service Monday through Friday 8am-5pm. The students will see patients encompassing the full spectrum of Pulmonary service and patients on the consultation service including Emergency department, Clinical decision unit, General medical and surgical floor beds and Critical Care units.
- Students will see patients initially as the primary caregiver and perform efficient and appropriate histories and physical exams while developing a differential diagnosis.
- Students will gain exposure to procedures including, but not limited to, thoracentesis, Tube thoracostomy, Bronchoscopy, Pleuroscopy.
- Students should attend all lectures in the divisional lecture series held on Wednesdays, Thursdays, and Fridays at noon.
<table>
<thead>
<tr>
<th>Course Overview:</th>
<th>Course Content &amp; Outline:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall goal of this rotation is for the student to develop diagnostic and therapeutic skills in the inpatient pulmonary medicine consultation setting.</td>
<td>Students will work in the inpatient adult pulmonary service Monday through Friday 8am-5pm. The students will see patients encompassing the full spectrum of Pulmonary service and patients on the consultation service including Emergency department, Clinical decision unit, General medical and surgical floor beds and Critical Care units. Students will see patients initially as the primary caregiver and perform efficient and appropriate histories and physical exams while developing a differential diagnosis. Students will gain exposure to procedures including, but not limited to, thoracentesis, Tube thoracostomy, Bronchoscopy, Pleuroscopy. Students should attend all lectures in the divisional lecture series held on Wednesdays, Thursdays, and Fridays at noon.</td>
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</table>
### Fourth Year Course:

**Internal Medicine - Rheumatology**
- **2 weeks**

<table>
<thead>
<tr>
<th>Course number:</th>
<th>Location:</th>
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</thead>
<tbody>
<tr>
<td>02323</td>
<td>Cooper University Hospital</td>
</tr>
</tbody>
</table>

**Elective Director:**
- David Feinstein, DO

**Assistant Elective Director:**
- Hala Eid, MD

**Elective Faculty:**
- Faculty, Rheumatology Division

**Elective Contact:**
- Nicole Sempsey

**Contact Information:**
- (856) 342-2000; Ext. 100-9639
- sempsey-nicole@cooperhealth.edu

**Blocks Available:**
- All, except block 7 and M3 elective weeks

**Duration (weeks):**
- 2 Weeks

**Hours / week:**
- 40

**Maximum students / block:**
- 1

**Lectures / Seminars:**
- Yes

**Outpatient:**
- Yes

**Inpatient:**
- Yes

**Residents:**
- Yes

**Night call:**
- No

**Weekends:**
- No

**Lab:**
- No

**Exam required:**
- No

**Must be present for First Day of Rotation / Orientation:**
- Yes

### Course Overview:

The overall goal of this rotation is for the student to develop diagnostic and therapeutic skills necessary for the management of musculoskeletal, autoimmune, inflammatory, and non-inflammatory rheumatologic diseases and conditions.

### Course Content & Outline:

- Students will work in the inpatient and outpatient adult rheumatology service Monday through Friday, 8 am – 5 pm. Students will see patients encompassing the full spectrum of rheumatologic disorders on the inpatient consultation service in the emergency department, critical care units, general medical and surgical floors, clinical decision unit, and outpatient office.
- Students will see patients as the initial caregiver and perform focused history and physical exams as well as develop differential diagnoses.
- Students will gain exposure to procedures including arthrocentesis, microscopic crystal analysis, and musculoskeletal ultrasound.
- Students will be expected to perform literature review and informal presentations on topics related to their patient cases.
- Students will attend lectures within division-related conference series held on Wednesday mornings from 8 – 10 AM.
- Students will not work weekends or nights.
- Students are expected to communicate with the clerkship, or assistant clerkship director, any foreseen absences or changes in the daily schedule as soon as possible, so that necessary notification to faculty members can occur.
## Fourth Year Course:

### Internal Medicine- Rheumatology

- **4 weeks**

<table>
<thead>
<tr>
<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Feinstein, DO</td>
<td>Faculty, Rheumatology Division</td>
<td>Nicole Sempsey</td>
<td>(856) 342-2000; Ext. 100-9639 <a href="mailto:sempsey-nicole@cooperhealth.edu">sempsey-nicole@cooperhealth.edu</a></td>
</tr>
<tr>
<td>Assistant Elective Director:</td>
<td>Location:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hala Eid, MD</td>
<td>Cooper University Hospital</td>
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<table>
<thead>
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<th>Blocks Available:</th>
<th>Duration (weeks):</th>
<th>Hours / week:</th>
<th>Maximum students / block:</th>
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<tbody>
<tr>
<td>All, except block 7 and M3 elective weeks</td>
<td>4 Weeks</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>(CMSRU students only)</td>
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<th>Inpatient:</th>
<th>Residents:</th>
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<tr>
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<td>Yes</td>
<td>Yes</td>
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<table>
<thead>
<tr>
<th>Night call:</th>
<th>Weekends:</th>
<th>Lab:</th>
<th>Exam required:</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Must be present for First Day of Rotation / Orientation:**

- **Yes**

### Course Overview:

The overall goal of this rotation is for the student to develop diagnostic and therapeutic skills necessary for the management of musculoskeletal, autoimmune, inflammatory, and non-inflammatory rheumatologic diseases and conditions.

### Course Content & Outline:

- Students will work in the inpatient and outpatient adult rheumatology service Monday through Friday, 8 am – 5 pm. Students will see patients encompassing the full spectrum of rheumatologic disorders on the inpatient consultation service in the emergency department, critical care units, general medical and surgical floors, clinical decision unit, and outpatient office.
- Students will see patients as the initial caregiver and perform focused history and physical exams as well as develop differential diagnoses.
- Students will gain exposure to procedures including arthrocentesis, microscopic crystal analysis, and musculoskeletal ultrasound.
- Students will be expected to perform literature review and informal presentations on topics related to their patient cases.
- Students will attend lectures within division-related conference series held on Wednesday mornings from 8 – 10 AM.
- Students will not work weekends or nights.
- Students are expected to communicate with the clerkship, or assistant clerkship director, any foreseen absences or changes in the daily schedule as soon as possible, so that necessary notification to faculty members can occur.
Fourth Year Elective:

Life in Medicine

Course number: MED 01830
Location: Cooper Medical School of Rowan University

Elective Director: Susan M. Perlis, EdD
Elective Faculty: TBD
Elective Contact: Christina Hassett
Contact Information: (856) 956-2754 hassette@rowan.edu

Blocks Available: 6
Duration (weeks): 4 weeks
Hours / week: TBD
Maximum students / block: 12

6 CMSRU M4 MD students and 6 SOM M4 DO students

Lectures / Seminars: Yes
Outpatient: No
Inpatient: No
Residents: No

Night call: No
Weekends: No
Lab: No
Exam required: No

Must be present for First Day of Rotation / Orientation:
Yes – via webinar/phone call

Course Overview:
The purpose of this elective is to have future physicians explore the power of the story of their patients and their own feelings as they prepare for their profession of medicine. The power of the written word is in the ability to transform us, to give us pause from our daily challenges and world of work, and to enable us to explore our feelings and emotions related to the lived experience of our patients and ourselves. Too often we rush through the day, living medicine, making decisions and changing the lives of our patients – we hope for the better. This elective asks the new physician to reconnect to their feelings and their emotions – to remember the patient and their story – to what makes them human. The course director serves as a facilitator, guiding your reading and responding to your written word, encouraging you to continue to stay connected to the “stories” for the rest of your lives.

Course Content & Outline:

Orientation
This is a 4 week reading/writing intensive elective that can be rostered with M4 students from both CMSRU and Rowan SOM.

Course Schedule
Students must be available for all four seminar sessions in this elective. There will be one scheduled in-person/phone based meeting per week – typically late afternoon/early evening. The schedule will be provided in advance of the first session. Students are expected to attend in person unless they are traveling for an interview. Students are expected to work with course director(s) and course faculty as assigned by the course director(s) for this elective. Students who must miss a seminar session due to a scheduled Match interview will have an alternate activity to complete for the week, to be determined by the course director.
### Medical Informatics

<table>
<thead>
<tr>
<th>Elective Co-Directors:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snehal Gandhi, MD</td>
<td>Faculty, Medical Informatics</td>
<td>Snehal Gandhi, MD</td>
<td>(856) 342-3150 <a href="mailto:gandhi-snehal@cooperhealth.edu">gandhi-snehal@cooperhealth.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Blocks Available:</th>
<th>Duration (weeks):</th>
<th>Hours / week:</th>
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<tbody>
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<tr>
<th>Night call:</th>
<th>Weekends:</th>
<th>Lab:</th>
<th>Exam required:</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
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</table>

**Course Overview:**
Medical Informatics is an evolving field concerned with the optimal use of information, often aided by technology, to improve individual health, healthcare, public health, and biomedical research (Hirsch, 2009). This 4 week course will introduce students to the key concepts of Medical Informatics. Students will be exposed to current and emerging health IT systems including the Electronic Health Record (EHR). Students will also learn various tools including process improvement tools that are utilized in Medical Informatics. Students will be assigned to a medical informatics project during this course.

- Introduce the field of Medical Informatics
- Introduce current and emerging Health IT Systems
- Introduce the Electronic Health Record
- Introduce and expose the student to Clinical Decision Support and Care Process Improvement including tools utilized
- Introduce the student to leadership and change management

**Course Content & Outline:**
Students will attend all lectures. Students will participate in mutually agreed upon projects in conjunction with a Medical Informatician. Depending on schedule, students may be asked to attend institutional meetings.

Unless excused by the course director for medical school obligations or illness, students must demonstrate regular attendance. If there are extenuating circumstances that prohibit attendance, students must contact the course director as soon as possible. Students are expected to attend all assigned meetings. Students will be predominantly working out of the Medical Informatics office in Cooper Hospital.
### Fourth Year Course:

**Neurology - Advanced Neurology**

<table>
<thead>
<tr>
<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larisa Syrow, MD</td>
<td>Donald Barone, DO</td>
<td>Lori Hanneman</td>
<td>Cooper University Hospital</td>
</tr>
<tr>
<td></td>
<td>Evren Burakgazi, MD</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Joseph Campellone, MD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Melissa Carran, MD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Andrea Casher, PsyD</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Amy Colcher, MD</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Michael Gallagher, DO</td>
<td></td>
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<tr>
<td></td>
<td>Bradley Grayum, MD</td>
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<tr>
<td></td>
<td>Tudor Jovin, MD</td>
<td></td>
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<tr>
<td></td>
<td>Tapan Kavi, MD</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Andrew McGarry, MD</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Thomas Mirsen, MD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rajiv Narula, MD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tomer Noff, MD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mark Rader, PsyD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Larisa Syrow, MD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ryna Then, MD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Michael Weston, MD</td>
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<tr>
<td>Yes</td>
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<th>Lab:</th>
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<tbody>
<tr>
<td>No</td>
<td>Yes, 2 days</td>
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**Course Overview:**
During the M4 Neurology elective, students are expected to perform neurological consultations and H&Ps with a focus on neurological disorders. Symptom-focused history gathering and examinations will reflect the student’s knowledge of pathophysiological and anatomical origin of neurological symptoms. M4 students should display the ability to develop a differential that reflects understanding of neurological disorders beyond the entry level basics acquired during M3 year. Students will take ownership of their patients, following up their condition as appropriate, and apply consultants’ recommendations and test results into the care plan. Students will research their patients’ disorders in order to profess current management strategies.

**Course Content & Outline:**
During this Neurology M4 Elective Clerkship students will:
- Formulate an advanced differential diagnosis for common neurological diseases
- Localize the source of neurological presentations beyond ‘central’ or ‘peripheral’ components of the nervous system. Sub-Interns will demonstrate knowledge of central nervous system ascending and descending pathways as well as roots, plexus and individual nerves to ascertain a precise origin to neurological symptoms and examination findings.
## Fourth Year Course: Teleneurology

<table>
<thead>
<tr>
<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rajiv Narula, MD</td>
<td>Teleneurology Faculty</td>
<td>Tammara Thomas</td>
<td>Cooper University Hospital: 3 Cooper Plaza; Cooper Neurology at Marlton</td>
</tr>
<tr>
<td>Elective Co-Directors:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. Warren Goldman, MD, PhD</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Hamza Shaikh, MD</td>
<td></td>
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<table>
<thead>
<tr>
<th>Course number:</th>
<th>02711</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Information:</td>
<td>(856) 342-3400 <a href="mailto:Thomas-Tammara@CooperHealth.edu">Thomas-Tammara@CooperHealth.edu</a></td>
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<th>Duration (weeks):</th>
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<td>(CMSRU students only)</td>
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<th>Residents:</th>
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<th>Weekends:</th>
<th>Lab:</th>
<th>Exam required:</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>N/A</td>
<td>No exam, presentation required</td>
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| Must be present for First Day of Rotation / Orientation: | Yes |

### Course Overview:
During the Teleneurology elective, students are expected to understand how Teleneurology can be utilized for patient care. Medical students will become familiar with how to use two-way video conferencing and image-based communication to provide Teleneurology. Students will be able to recognize the benefits and challenges to Teleneurology.

### Course Content & Outline:

#### Orientation
Medical students are required to report to Cooper MultiSpecialty Center at Camden Campus, 3 Cooper Plaza, Suite 104A at 8:00 a.m. on the first day of the rotation, unless otherwise noted. Students will be paired with a teleneurology faculty member. Orientation meeting provided by teleneurology faculty member to review expectations, patient care responsibilities, daily schedule and assignments.

#### Clinical Shifts
M-F: 8a to 5p
One weekend Call

#### Didactics/Conference Schedule
Students are expected to accompany their preceptor to any scheduled conferences or grand rounds. A schedule of conferences will be provided on the first day of the rotation.
Course Overview:
During the Obesity Medicine course, you are expected to see adult patients with obesity in a typical outpatient setting. You will be expected to interview, examine, and develop a specific assessment and plan. During your rotation you will be expected to meet the following objectives:

- Acquire the basic knowledge surrounding the obesity type of patient. Pathogenesis, psycho-social factors, co-morbid medical conditions and overall risks associated with obesity.
- Identify different classifications/severity of obesity
- Identify barriers to successful weight management
- Acquire the basic skills for counseling on diet and nutrition for the obese patient
- Acquire the basic skills for counseling on appropriate physical activity for the obese patient
- Reasonably navigate the pharmacological options for obese patients
- Understand the indications and contraindications for pharmacotherapy in obese patients.
- Understand the indications for bariatric surgery in the obese patient
- Obtain a foundation in the management of the obese patients for application in primary care and specialty care.

Course Content & Outline:
Orientation
Orientation is given on-site during the first day of your rotation. Please come to One Plaza Drive, #103, Sewell, NJ 08080 at 8am.

Clinical Shifts
Students must attend ALL assigned shifts during this rotation. The rotation is at an outpatient office and therefore will generally be 8am to 5pm with some possible variations. Your schedule will be determined at the beginning of your rotation block.
### Course Overview:
The goal of this elective is to familiarize the student with the essentials of diagnosis and treatment of malignancy of the female genital organs.

### Course Content & Outline:
The medical student extern will meet with the gynecologic oncology resident service, fellow and attending on service for patient review five times weekly and also assist in admitting surgical patients, including those via the emergency room. The extern will actively participate in rounds. They will accompany the service team on rounds with the attendings. During rounds, students may be asked to present their patients directly to attendings. In the course of their presentation, they are expected to provide a broad differential diagnosis and recommended work up plan. They always are integral part of all decision making of their assigned patients. Their responsibility also includes necessary follow up that includes but is not limited to test results, radiographic reporting, consultation recommendations, progression of care, care co-ordination and their discharge planning. Students will have a chance to also learn from other patients that are directly not followed by them. They will be active participants preparing expected discharges under direct supervision of residents and attending.
<table>
<thead>
<tr>
<th>Fourth Year Course:</th>
<th>Course number:</th>
<th>Location:</th>
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<tbody>
<tr>
<td>Inter-professional Learning in Obstetrics - 1 week</td>
<td>02608</td>
<td>Labor and Delivery</td>
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<tr>
<td></td>
<td></td>
<td>- Triage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Postpartum</td>
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<td></td>
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<td>- MFCU</td>
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</table>

<table>
<thead>
<tr>
<th>Elective Co-Directors:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natali Franzblau, MD, MBA</td>
<td>Carey Myers</td>
<td>Dawn Maziarz</td>
<td>(856) 342-3006</td>
</tr>
<tr>
<td>Guy Hewlett, MD, FACOG</td>
<td>Nursing Staff</td>
<td></td>
<td><a href="mailto:Maziarz-dawn@cooperhealth.edu">Maziarz-dawn@cooperhealth.edu</a></td>
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<th>Residents:</th>
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<td>No</td>
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<th>Night call:</th>
<th>Weekends:</th>
<th>Lab:</th>
<th>Exam required:</th>
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<tbody>
<tr>
<td>No **</td>
<td>No **</td>
<td>No</td>
<td>No</td>
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</table>

**Must be present for First Day of Rotation / Orientation:** Yes

**Course Overview:**
During the Inter-professional Learning in Obstetrics course, the student is expected to develop a broader awareness of nursing roles and activities that help to provide seamless patient care across the multiple environments that the obstetric patient experiences during her stay. Create an awareness of the healthcare teams need to communicate, coordinate and work together to provide an optimal patient experience.

**Course Content & Outline:**

**Clinical Shifts**
The equivalent of four (4) 12 hour shifts, working with a nurse, APN or nurse administrator. There will be 2 shifts on Labor and Delivery working directly with a nurse. The other 2 shifts will be with a nurse on postpartum, triage, MFCU and/or the nursing supervisor.

**Course Schedule**
The shifts will occur on day shift (7 AM-7PM) Monday and Friday of the week of the rotation. The specific 4 days will be determined in the week before the rotation. **The student may work a shift on a weekend/and or night but this must be arranged in advance with the course directors**
Fourth Year Course:

Obstetrics & Gynecology- Maternal Fetal Medicine

<table>
<thead>
<tr>
<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alisa Modena, MD</td>
<td>Richard Fischer, MD Robin Perry, MD Thomas Westover, MD Tuan Dinh, MD Meena Khandelwal, MD Elyce Cardonick, MD Diane Timms, DO Alisa Modena, MD</td>
<td>Dawn Maziarz</td>
<td>(856) 342-3006 <a href="mailto:maziarz-dawn@cooperhealth.edu">maziarz-dawn@cooperhealth.edu</a></td>
</tr>
</tbody>
</table>

Blocks Available: All

Duration (weeks): 4 Weeks

Hours / week: 40

Maximum students / block: 1

Lectures / Seminars: Yes

Outpatient: Yes

Inpatient: Yes

Residents: Yes

Night call: Optional

Weekends: Optional

Lab: No

Exam required: No

Must be present for First Day of Rotation / Orientation: Yes

Course Overview:
To provide the student with exposure to obstetrical ultrasound, antepartum fetal surveillance, as well as a variety of high-risk pregnancy conditions.

Course Content & Outline:
Students will spend time in the Antepartum Diagnostic Center and will follow high risk obstetrical patients in Labor and Delivery, on the antepartum floor and in the high risk clinic.

The extern will meet with the MFM resident and the MFM attending on service five times weekly for teaching rounds. The extern will also be assigned appropriate high risk obstetric patients who have been admitted either through labor and delivery or to the maternal acute care unit for medical problems and follow them for the duration of their stay.

The extern will actively participate in rounds. During rounds, students may be asked to present their patients directly to the MFM attending. In course of their presentation, they are expected to provide a broad differential diagnosis and recommended a management plan. Their responsibility also includes necessary follow up that includes but not limited to test results, radiographic reporting, consultation recommendations, progression of care, care co-ordination and their discharge planning. Students will have a chance to also learn from other patients that are directly not followed by them.

The extern will also have an opportunity to spend time in our Antepartum Diagnostic Center (ADC) to observe obstetrical ultrasounds, various antepartum procedures (CVS, amniocentesis, umbilical blood sampling, NST’s, BPP’s), and outpatient perinatal consultations in conjunction with the MFM assigned to the ADC for the day.

Students will give one evidence-based (EBM) presentation, which will be given to the MFM team during the last week. Students will be encouraged and guided to create a clinical question, emerging from their current floor experience. They will search and evaluate literature. At the end of rotation, they will create a succinct presentation reflecting their understanding from available evidence.
### Fourth Year Course:

<table>
<thead>
<tr>
<th>Obstetrics &amp; Gynecology- Urogynecology</th>
<th>Course number: 02607</th>
<th>Location: Cooper University Hospital Cooper- Voorhees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Director: Lioudmila Lipetskaia, MD, MS</td>
<td>Elective Faculty: Lioudmila Lipetskaia, MD, MS</td>
<td>Elective Contact: Dawn Maziarz</td>
</tr>
<tr>
<td>Contact Information: (856) 342-3006 <a href="mailto:maziarz-dawn@cooperhealth.edu">maziarz-dawn@cooperhealth.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blocks Available: All</td>
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<td>Hours / week: 40</td>
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<td>Night call: No</td>
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<td>Lab: No</td>
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<tr>
<td>Exam required: No</td>
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</table>

**Must be present for First Day of Rotation / Orientation:** Yes

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**Course Overview:**
Familiarity with office gynecology and urogynecology will be obtained by the end of the rotation.

**Course Content & Outline:**
The student will observe and participate in an office based practice, as well as Jaffe Family Women’s Care Center, including initial evaluations, urodynamic testing, non-surgical and surgical treatments. The student will assist in the operating rooms. The extern will round with the urogyn team on inpatients as well as assist in admitting surgical patients, including those via the emergency room. The extern will actively participate in rounds. During rounds, students may be asked to present their patients directly to attendings. In course of their presentation, they are expected to provide a broad differential diagnosis and recommended work up plan. They always are integral part of all decision making of their assigned patients. Their responsibility also includes necessary follow up that includes but not limited to test results, radiographic reporting, consultation recommendations, progression of care, care co-ordination and their discharge planning. Students will have a chance to also learn from other patients that are directly not followed by them. They will be active participants preparing expected discharges under direct supervision of residents and attending.
## Fourth Year Elective:

<table>
<thead>
<tr>
<th>Course number:</th>
<th>Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>03350</td>
<td>MD Anderson Cancer Center at Cooper</td>
</tr>
</tbody>
</table>

### Elective Director:
Gregory Kubicek, MD

### Elective Faculty:
- Anthony Dragun, MD
- David Mulvihill, MD
- Generosa Grana, MD, FACP
- Christian Squillante, MD

### Elective Contact:
Patricia French

### Contact Information:
French-patricia@cooperhealth.edu
(856) 735-6119

### Blocks Available:
All

### Duration (weeks):
2

### Hours / week:
40

### Maximum students / block:
1

### Lectures / Seminars:
Yes

### Outpatient:
Yes

### Inpatient:
No

### Residents:
No

### Night call:
No

### Weekends:
No

### Lab:
No

### Exam required:
No

### Must be present for First Day of Rotation / Orientation:
Yes - Come to MD Anderson Cancer Center at Cooper
2 Cooper Plaza,
Camden, NJ 08103

### Course Overview:
This 2 week rotation will provide the student with a basic overview of all aspects of cancer care including medical oncology, surgical oncology, radiation oncology and palliative care. Students will spend some time with each discipline in order to come to a better understanding of the working of a cancer center and the multi-disciplinary nature of cancer care.

During the Introduction to Clinical Oncology course you are expected to gain an appreciation for the different oncology services and also to learn some of the basics about cancer staging, treatment and follow-up.

### Course Content & Outline:

#### Orientation:
Orientation will be provided on the first day of the rotation at MD Anderson Cancer Center at Cooper in Camden, NJ radiation oncology department (first floor of the cancer center) at 8am. A tour and basic overview will be provided.

#### Clinical Shifts:
Students will be expected to come to the MD Anderson Cancer Center at Cooper in Camden, NJ Monday to Friday 8am-5pm unless otherwise stated. Students should understand that efforts will be made to get them out at 5pm, but that may not always occur based on patient care schedules. There are no weekends or call on this rotation.

#### Course Schedule:
Please see above Clinical Shift schedule.
**Fourth Year Course:**

Orthopaedic Surgery (Elective)

<table>
<thead>
<tr>
<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Pollard, MD</td>
<td>Faculty, Department of Orthopaedic Surgery</td>
<td>Lauren Jaconetti</td>
<td>(856) 342-3436</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lisa Torrence</td>
<td><a href="mailto:Jaconetti-Lauren@cooperhealth.edu">Jaconetti-Lauren@cooperhealth.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(856) 342-3206</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:Torrence-lisa@CooperHealth.edu">Torrence-lisa@CooperHealth.edu</a></td>
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<th>Blocks Available:</th>
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<th>Hours / week:</th>
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<td>Yes</td>
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<td>No</td>
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</table>

**Must be present for First Day of Rotation / Orientation:** Yes

**Course Overview:**
The student will develop skills in handling common Orthopaedic Illnesses as they relate to the inpatient unit. As such, the student will be given the opportunity to take on primary responsibility for the patient under faculty/resident supervision.

**Course Content & Outline:**

**Orientation**

- Monday morning, meet with Program Coordinator, 3 Cooper Plaza, Ste: 410
  - Obtain daily rotation schedule including main OR and ambulatory locations
  - Obtain badge ID and Parking Privileges, if applicable

**Schedule**

When at Cooper University Hospital, 7:00 am sign-out Pavilion-7. You may be assigned 1-4 patients by the overnight Orthopaedic resident team, and will follow them until discharge. Student is encouraged to meet with residents prior to seeing their patients. After sign-out, you will gather the information you need to write a SOAP note on each of your patients before rounds begin:

- You will talk to the patient/parents/nurses about what has happened overnight and in the morning
- Do a focused physical exam
- Read pertinent notes on Epic
- Form an assessment and plan on your own

The senior residents will pre-round on all the in-patients before rounds, so discuss your plan with them after they see your patients and before rounds.

During rounds, the student presents his/her H&P, summarizes what happened with the patient since admission, including his/her assessment and plan.

- When you write your note in EPIC, the type is “Student” the service is “Cooper Orthopaedic”. The Smart Texts “CUH”.
- At Discharge, you will complete the discharge Instructions, get a signature and provide the patient with medical prescription.
- If you have a Cooper Orthopaedic patient who was hospitalized for more than 48 hours, you will write a discharge summary using format that an intern will email you. Ask the senior resident who you should email the summary to.
- Participate and/or attend conference including rounds, lectures, residents’ lectures and Grand Rounds.
### Course Overview:
During the Pathology Clerkship, you are expected to:
- Acquire basic knowledge about the cytologic and histologic diagnostic approach and the importance of the multidisciplinary approach to cancer treatment;
- Acquire a basic understanding of laboratory diagnostic testing and how to interpret results.
- Acquire a basic understanding of transfusion medicine and transfusion indications.
- Choose a topic of interest within anatomic or clinical pathology to explore in greater depth and present the findings at the end of the rotation (20-30 min talk).
- Obtain some foundation in pathologic diagnosis for advanced study during the fourth year and in post-graduate training.

### Course Content & Outline:
The clerkship will consist of a 4 week period, which will be broken up into two weeks each of anatomic and clinical pathology. During the weeks of anatomic pathology, the student will observe gross dissections, sign out at the microscope with a pathologist (cytology and anatomic pathology), attend frozen sections, and attend fine needle aspirations. During the clinical pathology weeks, the student will receive an introduction to the clinical laboratories and the blood bank. He or she will be involved with evaluating complicated test results (blood bank antibodies, serum protein electrophoresis, platelet aggregation studies, lupus anticoagulant workups, confusing results), any clinical test questions, such as suspected interferences and questions about specialty/esoteric testing. The student will also be expected to participate in any autopsies that occur during the rotation.

Direct patient care will likely be fairly limited; much of pathology is indirect care and care of the post mortem patient. It is still important that you ‘take ownership’ of the care of your patients, in the sense that you try to understand the patient from behind the scenes as is needed for the diagnostic questions at hand (biopsies, lab results, transfusions, etc). As applicable, you should be reviewing the medical records for your “patients”, and be proactive in making evidence-based suggestions about the evaluation and management of your patients based upon the pathologic findings. You should communicate frequently with your faculty preceptors regarding the cases. In the rare event that a direct patient interview is applicable (such as with a transfusion reaction), you should adhere to important ethical guidelines on the care of patients, including boundary setting and the avoidance of inappropriate relationships.
### Fourth Year Course:

**Pediatrics- Ambulatory- 2 weeks**

<table>
<thead>
<tr>
<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>April Douglass-Bright, M.D.</td>
<td>April Douglass-Bright, MD, William Graessle, MD, Susan Friedler, DO, William G. Sharrar, MD, Nicole Leopardi, MD, Jawaad Hussain, MD, Jodi Levy, MD</td>
<td>Lorraine Land</td>
<td>(856) 342-2472</td>
</tr>
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<table>
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<tr>
<th>Course number:</th>
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**Must be present for First Day of Rotation / Orientation:**

**Yes**

**Course Overview:**

The overall goal of this rotation is for the students to develop skills in handling common pediatric problems and the basic principles of general pediatric primary care.

**Course Content & Outline:**

- Student will report to the outpatient unit daily and see patients of all ages who are scheduled for routine physicals or sick visits. Student will enter patient room alone and obtain pertinent history and physical. Based on the history and physical, student will form and assessment, generate a differential diagnosis and then formulate a plan for care. This will be presented to the Preceptor and discussed.
- Student will be encouraged to do one presentation on a general pediatric topic of their choice based on a patient they have seen or a topic they have an interest in.
- Student will learn to draw up and administer immunizations under the direct supervision of our outpatient nurses, House staff or Attendings. Other procedures may include urine dips, Rapid Strep Testing or urine pregnancy testing.
- Student will not be expected to work weekends or evenings.
- Missed activities will be remediated at the discretion of the Pediatric Attending.
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<td>Pediatrics- Ambulatory- 4 weeks</td>
<td>02705</td>
<td>Cooper University Hospital</td>
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</table>

**Elective Director:**
April Douglass-Bright, M.D.

**Elective Faculty:**
April Douglass-Bright, MD
William Graessle, MD
Susan Friedler, DO
William G. Sharrar, MD
Nicole Leopardi, MD
Jawaad Hussain, MD
Jody Levy, MD

**Elective Contact:**
Lorraine Land

**Contact Information:**
(856) 342-2472
land-lorraine@cooperhealth.edu

**Blocks Available:**
September - June

**Duration (weeks):**
4 weeks

**Hours / week:**
40

**Maximum students / block:**
1

**Lectures / Seminars:**
Yes

**Outpatient:**
Yes

**Inpatient:**
Yes

**Residents:**
Yes

**Night call:**
No

**Weekends:**
No

**Lab:**
No

**Exam required:**
No

**Must be present for First Day of Rotation / Orientation:**
Yes

**Course Overview:**
The overall goal of this rotation is for the students to develop skills in handling common pediatric problems and the basic principles of general pediatric primary care.

**Course Content & Outline:**
- Student will report to the outpatient unit daily and see patients of all ages who are scheduled for routine physicals or sick visits. Student will enter patient room alone and obtain pertinent history and physical. Based on the history and physical, student will form and assessment, generate a differential diagnosis and then formulate a plan for care. This will be presented to the Preceptor and discussed.
- Student will be encouraged to do one presentation on a general pediatric topic of their choice based on a patient they have seen or a topic they have an interest in.
- Student will learn to draw up and administer immunizations under the direct supervision of our outpatient nurses, House staff or Attendings. Other procedures may include urine dips, Rapid Strep Testing or urine pregnancy testing.
- Student will not be expected to work weekends or evenings.
- Missed activities will be remediated at the discretion of the Pediatric Attending.
**Fourth Year Course:**

**Pediatrics - Child Development Center**

- **Course number:** 02706
- **Location:** Cooper University Hospital

<table>
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<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caroline Eggerding, MD</td>
<td>Caroline Eggerding, MD</td>
<td>Jacqueline Long</td>
<td>(856) 342-2131 <a href="mailto:Long-jacqueline@cooperhealth.edu">Long-jacqueline@cooperhealth.edu</a></td>
</tr>
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**Must be present for First Day of Rotation / Orientation:**

Yes

**Course Overview:**

The overall goal of this elective is to develop skills in diagnosis and treatment of pediatric problems specifically related to child development and neurodevelopmental disabilities. In addition, a second goal is to understand the role of the medical home and interdisciplinary team in care provision.

**Course Content & Outline:**

Students will report to Dr. Eggerding daily. The student will see patients with the attending physician for the evaluation and treatment of children with suspected and diagnosed neuro-developmental disabilities. Students will also observe other professionals including psychologists, speech and language pathologists, physical therapists, and audiologists. The student will participate in multi-disciplinary clinics including neonatal follow up clinic and cleft-palate clinic. The student will be expected to read independently about topics that are relevant to their patients and will be provided resources for education.

- Attend outpatient clinics in Camden and Moorestown
- Observe diagnostic testing with psychologist including ADOS testing
- Attend Neonatal follow up program
- Observe in Cleft Palate clinic
Course Overview:
The overall goal of this elective is for the student to understand the presentation, evaluation, diagnosis and treatment of the child with hematologic and oncologic conditions like anemia, hemoglobinopathy, suspected malignancy, bleeding and clotting disorders (etc). Students will also come to understand the natural history of children with chronic hematologic conditions. Students will also develop basic skills in interpreting lab test results and peripheral blood smears. Students will develop an understanding by reading, discussion with the attending, and helping to evaluate Pediatric hematology-oncology patients both in ambulatory outpatient and consultative inpatient settings. The students will learn to understand the role of the multi interdisciplinary team in the care of pediatric hematology-oncology patients.

Course Content & Outline:
Students will report to Dr. Ahmed daily. The students will see patients with attending physician for evaluation and treatment of children with specific Pediatric Hematology and oncology diagnosis.

Description of Activities
- Clinical duties begin at 9 AM.
- Students will participate in ambulatory outpatient and inpatient consultative services.
- Students are encouraged to take active role in patient care, perform efficient and appropriate history and physical exams while developing a differential diagnosis, interpret lab test results, preliminary plan to further evaluate and treatment of the patient.
- Students will participate in teaching and bedside rounds.
- Students will be expected to read independently about topics that are relevant to their patients and will be provided resources for education.

Orientation
On the first day of the rotation, students must report to 3 Cooper Plaza, Suite 200, Room-2 at 9AM. Orientation to the rotation will be provided at this time.
## Fourth Year Course:
### Pediatrics- Neonatal Critical Care

<table>
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<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alla Kushnir, MD</td>
<td>Judy Saslow, MD</td>
<td>Mary Mondatsos</td>
<td>Cooper University Hospital</td>
</tr>
<tr>
<td></td>
<td>Vishwa Bhat, MD</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Alla Kushnir, MD</td>
<td></td>
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<tr>
<td></td>
<td>Linda Slater-Myer, MD</td>
<td></td>
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<tr>
<td></td>
<td>Rakesh Sharma, MD</td>
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<td>Optional</td>
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**Must be present for First Day of Rotation / Orientation:** Yes

### Course Overview:
- This elective will develop skills in recognizing and managing common medical and surgical problems of acutely ill term and premature infants within the Neonatal Intensive Care Unit and to participate in the delivery room stabilization and resuscitation of newborns.
- This elective has been designed to meet the qualifications for the required sub internship and to provide a good clinical and didactic experience for the fourth year student. He/she will be working closely with the pediatric residents, neonatal nurse practitioners, neonatology fellows and attending neonatologists.
- The goal will be to provide a broad base of knowledge with an emphasis on pathophysiology for the student who desires to pursue a career in Pediatrics by providing experience with acutely ill premature and full-term neonates.

### Course Content & Outline:
**Description of Activities**

Students will report to the Neonatal Intensive Care Unit of the Children’s Regional Hospital at Cooper University Hospital on the 5th floor of the Dorrance Building by 7:30 AM daily to receive sign-out on their patients from the team covering the previous night. Under faculty supervision, the extern will assume primary responsibility for the care of two to five assigned patients and will interact with the NICU nurses, consulting physicians and the patient’s families accordingly. The extern will perform all necessary tasks and procedures involved in the diagnosis and treatment of the assigned patients with one-on-one resident, neonatal nurse practitioner, fellow and faculty supervision. Attending teaching rounds are held twice a day (starting at 9:00 AM and at 8:00 PM) and the extern will be expected to present his/her patient on morning rounds and all patients on evening rounds.

Opportunities will be available to gain experience in delivery room resuscitation and in performing basic procedures under faculty supervision including endotracheal intubation, arterial puncture, venipuncture, and insertion of umbilical artery and vein catheters.

The extern will also be expected to research a clinical topic and make a brief (10 minute) power point presentation to the NICU team.
### Course Overview:
- Acquire basic knowledge about the pathogenesis, presentation, evaluation, diagnosis, and management of conditions commonly treated by pediatric neurologists.
- Acquire the technical skills required to provide care for patients with common pediatric neurologic conditions;
- Develop the attitudes and values that will foster and support safe, compassionate, professional, patient-centered care;
- Obtain the foundation in Pediatric Neurology for advanced study during the fourth year and in post-graduate training.

### Course Content & Outline:
- This is a 4-week elective with both inpatient and outpatient clinical responsibilities. Typical hours are 8 AM to 5 PM Monday through Friday. There is no night or weekend call required.
- The student will report daily in the Pediatric Neurology work room (3 Cooper Plaza, Suite 200). The student will see out patients in a variety of outpatient settings with the attending practitioner or advanced practice nurse for initial evaluation and follow up of children with neurologic problems. Participation will include developing a differential diagnosis and creating a diagnostic and treatment plan.
- The student will also accompany the on-call pediatric neurologist for consultation for urgent neurologic problems in the emergency room and hospital. The student will observe the evaluation and interpretation of common diagnostic evaluations such as MRI and EEG.
### Fourth Year Course:

**Physical Medicine & Rehabilitation- PM&R**

<table>
<thead>
<tr>
<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam Schindelheim, MD</td>
<td>Faculty, Division of PM&amp;R</td>
<td>Donna Quinlan</td>
<td>(856) 342-2040 x4 <a href="mailto:quinlan-donna@cooperhealth.edu">quinlan-donna@cooperhealth.edu</a></td>
</tr>
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<th>Hours / week:</th>
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**Must be present for First Day of Rotation / Orientation:**

Yes

### Course Overview:

This syllabus is provided as a guide for your participation in the Physical Medicine and Rehabilitation (PMR) Elective. The information contained herein is subject to change during the course. Any changes will be posted online once approved by the Office of Medical Education. If you have questions about any of this material, please do not hesitate to ask the PMR Clerkship Director, or the Office of Medical Education.

### Course Content & Outline:

Generally there will be two blocks per day, from 9-12 and 1-5, with a lunch break from 12-1. Students will be initially shadowing attending physicians who work both in the acute care setting as a PMR consultant, outpatient office, and subacute rehabilitation setting. The consults are a mixture of trauma, ranging from traumatic brain injury to spinal cord injury and multiple fractures, as well as pain management and other general physiatrist cases. The outpatient office setting will be either at the Cooper Neurologic Institute – 3 Cooper Plaza, the UHI – 4th floor 3 Cooper, or in our Cherry Hill location - 1101 North Kings Hwy. At the office we do procedures including joint injections, Botox injections for upper motor neuron disease, acupuncture, EMG/NCS, prosthetics, orthotics and acute and chronic pain management, as well as all general physiatrist care. Attending physicians will be teaching students exam skills throughout the rotation and will expect the student to perform basic musculoskeletal examination of the low back, neck, hip and knee by the end of the rotation.
## Fourth Year Course:

### Psychiatry - Adult Outpatient

<table>
<thead>
<tr>
<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francis Aguilar, MD</td>
<td>Faculty, Division of Psychiatry</td>
<td>Mychelle Brown</td>
<td>(856) 342-2000; Ext. 100 9638 <a href="mailto:brown-mychelle@cooperhealth.edu">brown-mychelle@cooperhealth.edu</a></td>
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**Must be present for First Day of Rotation / Orientation:**

**Yes**

### Course Overview:

The overall goal of this rotation is for the student to develop diagnostic and therapeutic skills necessary for patient population on the Outpatient Psychiatry sites. You are expected to begin to develop proficiency in evaluative and management of common acute, subacute, and chronic psychiatric issues. There is a focus on patient-centered medical care, psychosocial/behavioral issues, cost containment, and the interprofessional approach to patient care.

You are expected to be able to take an accurate history including developmental history, perform a complete physical and mental status examination and formulate an initial differential diagnosis based on your clinical experiences. You are also expected to possess professional attitudes and deportment appropriate to your role in the clinical setting.

### Course Content & Outline:

During this rotation, students will rotate with different faculty members to different sites. These sites include adult and geriatric outpatient clinic at 3 Cooper Hospital, Wiley adult partial program, Dual diagnosis outpatient (CFFS) and South Jersey Health Center. Medical student will interact and learn the art of psychiatry through their interaction with the psychiatry staff and residents during their initial assessment, ongoing evaluation, and treatment of adult and geriatric patients with mental health issues. They also have the opportunity to follow up patients longitudinally through their visits to different partial programs and form therapeutic relationship with them.
Fourth Year Course:

Psychiatry-Inpatient

Elective Director: Consuelo Cagande, MD, DFAPA, DFAACAP
Elective Faculty: Faculty, Division of Psychiatry
Elective Contact: Mychelle Brown
Contact Information: (856) 342-2000; Ext. 100 9638
brown-mychelle@cooperhealth.edu

Blocks Available: 1
Duration (weeks): 4 Weeks
Hours / week: 40
Maximum students / block: 1

Lectures / Seminars: Yes
Outpatient: No
Inpatient: Yes
Residents: Yes

Night call: No
Weekends: Yes
Lab: No
Exam required: No

Must be present for First Day of Rotation / Orientation:
Yes

Course Overview:
For students interested in psychiatry, this is an opportunity to work with patients who suffer from acute disorders, treated in the most intensive setting. The medical student will learn the art of combining psychotherapy (individual and group) with psychopharmacology. Involvement with a multidisciplinary team, including psychiatrist, residents, nurses and social workers, is a special advantage of this setting. This rotation also combines the opportunity of observing patients receiving ECT treatment.

Course Content & Outline:
- **Performing evaluation of new patients on the unit under the supervision of residents and faculty.** The student performs a history taking, mental status exam, differential diagnosis, and treatment recommendation. The student learns about depression, anxiety and psychotic disorders in the acute setting. The student presents their cases during daily rounds.
- **Observation of interviewing technique.** The student is observed and given feedback on interviewing patients in the medical setting. The ability to gather data and be empathic is emphasized. Also, the student learns about the emotional impact of disease. This is done at rounds and informal sit down sessions.
- **The student learns about the consultative process.** The student discusses the cases and reason for consult with the consulting medical team for significant comorbid medical conditions.
- **The student follows-up with patients.** The student sees the patient over time and records observations and assessments. The student reports the finding to the resident and attending at meetings prior to bedside rounds. Treatment approaches involving psychotherapy and psychopharmacology are discussed. Students are “quizzed” during rounds.
- **Observing Electro-Convulsive Therapy.** The medical student has a chance to observe the art of performing ECT.
- **Individual supervision.** The clerkship director meets with the medical student for one hour weekly to provide individual supervision.
Course Overview:
This is a 2 week introductory course into the theory and principles of radiation oncology. The purpose of this elective is to provide the student with a general understanding of the concepts involved in the field of radiation oncology (therapeutic radiation). Students with a deeper interest in radiation oncology are encouraged to take the 4 week advanced rotation. This will be a general over-view of radiation oncology. The rotation will be structured such that you are exposed to many different features of the field. In addition, the importance of collaboration in patient care will be emphasized, both within the radiation oncology team and in a multidisciplinary forum.

Course Content & Outline:
During the Introduction to Radiation Oncology clerkship, we expect you to:
- Acquire basic knowledge about the pathogenesis, presentation, evaluation, work-up and staging basics for several types of cancer
- Develop general sense of the role that radiation has in the treatment of oncology patients
- Develop the attitudes and values that will foster and support safe, compassionate, professional, patient-centered care;
- Develop general sense of radiation oncology basics including timeline and steps in treatment, dose and fractionation, methods of treatment delivery.

Schedule
This is a 2 week rotation. The radiation oncology department runs Monday to Friday. The patient population at any given time spans a wide variety of disease types. Therefore, an effort will be made to ensure that you are exposed to an array of disease types and treatment technologies utilized. The disease types will include, but not be limited to: Breast malignancies, Head & Neck malignancies, Prostate/GU malignancies, CNS malignancies, Thoracic malignancies, GYN malignancies and GI malignancies. The treatment technologies you will learn about include: Linear accelerator intensity modulated radiotherapy and image guided radiotherapy, high dose rate brachytherapy (HDR), Gamma Knife radiosurgery and CyberKnife radiosurgery/radiotherapy. The experience will also include the opportunity to learn the full spectrum of care of a patient receiving radiation therapy, from initial discussion of recommendations through the process of radiation treatment planning, with the planning imaging and computer planning platform, and radiation delivery.

On your first day you will be given a tour of the department. One the first day of the rotation come to the front desk of the radiation oncology department in the MD Anderson cancer pavilion at 8 AM. The front desk will find the preceptor that has been assigned for you that day to give you an overview of the department. On your first day, a schedule will be provided for you outlining the physicians with whom you will be rotating with for the first week. This is subject to change to ensure that you have a full experience and are able to see as much as possible. One the Friday of the first week we will provide a similar schedule for the second week.

In general most of the days will be spent with one of the Radiation Oncology attending physicians. To experience the full spectrum of care for a patient receiving radiation therapy, at least one day in the rotation will be split between observing the patient treatment process on the machine with the radiation therapists and observing treatment plans being developed by the dosimetrist.

The rotation will be performed at the MD Anderson Cancer Center in Camden, however, you will have the option of going to Mt. Laurel to observe treatments at the Cyberknife center, but this is not mandatory.
Course Overview:
The purpose of this elective is to provide the student with a general understanding of the concepts involved in the field of radiation oncology (therapeutic radiation). The rotation will be structured such that you are exposed to many different features of the field. In addition, the importance of collaboration in patient care will be emphasized, both within the radiation oncology team and in a multidisciplinary forum.

Course Content & Outline:
During the Introduction to Radiation Oncology clerkship, we expect you to:

- Acquire basic knowledge about the pathogenesis, presentation, evaluation, work-up and staging basics for several types of cancer
- Develop general sense of the role that radiation has in the treatment of oncology patients
- Develop the attitudes and values that will foster and support safe, compassionate, professional, patient-centered care;
- Develop general sense of radiation oncology basics including timeline and steps in treatment, dose and fractionation, methods of treatment delivery.

Schedule
The radiation oncology department runs Monday to Friday. The patient population at any given time spans a wide variety of disease types. Therefore, an effort will be made to ensure that you are exposed to an array of disease types and treatment technologies utilized. The disease types will include, but not be limited to: Breast malignancies, Head & Neck malignancies, Prostate/GU malignancies, CNS malignancies, Thoracic malignancies, GYN malignancies and GI malignancies. The treatment technologies you will learn about include: Linear accelerator intensity modulated radiotherapy and image guided radiotherapy, high dose rate brachytherapy (HDR), Gamma Knife radiosurgery and CyberKnife radiosurgery/radiotherapy. The experience will also include the opportunity to learn the full spectrum of care of a patient receiving radiation therapy, from initial discussion of recommendations through the process of radiation treatment planning, with the planning imaging and computer planning platform, and radiation delivery.

On your first day you will be given a tour of the department. One the first day of the rotation come to the front desk of the radiation oncology department in the MD Anderson cancer pavilion at 8 AM. The front desk will find the preceptor that has been assigned for you that day to give you an overview of the department. On your first day, a schedule will be provided for you outlining the physicians with whom you will be rotating with for the first week. This is subject to change to ensure that you have a full experience and are able to see as much as possible. One the Friday of the first week we will provide a similar schedule for the second week.

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The rotation will be performed at the MD Anderson Cancer Center in Camden, however, you will have the option of going to Mt. Laurel to observe treatments at the Cyberknife center, but this is not mandatory.
### Fourth Year Course:

**Radiology - Diagnostic Radiology - 2 weeks**

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<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Location:</th>
</tr>
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<tbody>
<tr>
<td>Pauline Germaine, DO</td>
<td>Pauline Germaine, DO</td>
<td>Sandra Knapp</td>
<td>Cooper University Hospital</td>
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<td></td>
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<th>Course number:</th>
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<tr>
<td>03005</td>
<td>(856) 342-2588</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:knapp-sandra@cooperhealth.edu">knapp-sandra@cooperhealth.edu</a></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:germaine-pauline@cooperhealth.edu">germaine-pauline@cooperhealth.edu</a></td>
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**Course Overview:**

- Provide foundation of basic principles of image acquisition and interpretation in radiography, ultrasound, CT and MRI.
- Introduce the role the various imaging modalities and their specific examinations play in the overall management of the patient.
- Familiarize the student with ACR appropriateness criteria in requesting radiology examinations based on specific diagnoses.

**Course Content & Outline:**

**Description of Activities**

- Daily film review in radiology reading room, rotating through different modalities and subspecialties in radiology, attendance is mandatory.
- Medical student specific conferences provided by faculty and residents, time and schedule permitting: attendance is mandatory. Schedule of these conferences will be provided in the beginning of the rotation.
- Attendance at radiology resident conferences is mandatory.
- There are no weekend or night requirements.
### Fourth Year Course:

**Radiology - Interventional Radiology - 2 weeks**

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| Location:     | Cooper University Hospital  
Kelemen Basement, B21 |

**Elective Director(s):**  
Sabina Amin, MD  
Pauline Germaine, DO

**Elective Faculty:**  
Sabina Amin, MD  
Pauline Germaine, DO

**Elective Contact:**  
Sandra Knapp

**Contact Information:**  
(856) 342-2588  
Amin-sabina@cooperhealth.edu  
Germaine-pauline@cooperhealth.edu  
knapp-sandra@cooperhealth.edu

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**Lectures / Seminars:**  
Yes  
Outpatient: No  
Inpatient: Yes  
Residents: Yes

**Night call:**  
No  
Weekends: No  
Lab: No  
Exam required: No

**Must be present for First Day of Rotation / Orientation:**  
Yes

### Course Overview:

During this elective, students will spend time in Interventional Radiology Suite, reviewing images and participating in interventional procedures. This clerkship will serve as a general introduction to Interventional Radiology. Students will review radiographs, CT and MRI examinations prior to any procedure in order to develop subsequent plan of intervention that best suites the needs of each patient.

### Course Content & Outline:

**Schedule**  
This is a 2 week rotation. The patient population at any given time spans a wide variety of disease types requiring varied procedures and interventions. Therefore, an effort will be made to ensure that you are exposed to an array of disease types and technologies utilized. Students will participate in all of the daily procedures in IR suite. Students will also have an opportunity to participate in daily resident conferences; time and IR case load permitting. There are no weekend or night requirements.
### Fourth Year Course:

**Radiology- Musculoskeletal Radiology-**

| 2 weeks |

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#### Elective Director(s):

- Ben Barshay, MD
- Pauline Germaine, DO

#### Elective Faculty:

- Ben Barshay, MD
- Pauline Germaine, DO

#### Elective Contact:

- Sandra Knapp

#### Contact Information:

- (856) 342-2588
- Barshay-veniamin@cooperhealth.edu
- Germaine-pauline@cooperhealth.edu
- Knapp-sandra@cooperhealth.edu

#### Blocks Available:

| 3B-10 |

#### Duration (weeks):

| 2 |

#### Hours / week:

| 40 |

#### Maximum students / block:

| 1-2, depending on availability |

#### Lectures / Seminars:

| Yes |

#### Outpatient:

| Yes |

| Inpatient: |

| Yes |

| Residents: |

| Yes |

#### Night call:

| No |

#### Weekends:

| No |

| Lab: |

| No |

#### Exam required:

| No |

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#### Must be present for First Day of Rotation / Orientation:

- Yes

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#### Course Overview:

- Obtain a foundation of the basic principles of image acquisition and interpretation in radiography, ultrasound, CT and MRI
- Understand the role that various imaging modalities and their specific examinations play in the overall management of the patient
- Become familiar with ACR appropriateness criteria in requesting radiology examinations based on specific diagnoses

#### Course Content & Outline:

**Description of Activities**

- Daily film review with musculoskeletal radiologist in radiology reading room, attendance is mandatory.
- Radiology Resident conferences; attendance at radiology resident conferences is mandatory.
- There are no weekend or night requirements.
- Conferences for medical students by faculty and residents in Radiology Conference Room, time and schedule permitting. Attendance at these conferences is required. Schedule of the conferences will be provided in the beginning of rotation.
# Fourth Year Course:

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<tbody>
<tr>
<td>Todd Siegal, MD</td>
<td>Todd Siegal, MD</td>
<td>Sandra Knapp</td>
<td>(856) 342-2588</td>
</tr>
<tr>
<td>Pauline Germaine, DO</td>
<td>Pauline Germaine, DO</td>
<td></td>
<td><a href="mailto:siegal-todd@cooperhealth.edu">siegal-todd@cooperhealth.edu</a></td>
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**Must be present for First Day of Rotation / Orientation:**

Yes

## Course Overview:

During the Neuro Radiology Elective, you are expected to:

- Obtain a foundation of the basic principles of image acquisition and interpretation in radiography, ultrasound, CT and MRI
- Understand the role that various imaging modalities and their specific examinations play in the overall management of the patient
- Become familiar with ACR appropriateness criteria in requesting radiology examinations based on specific diagnoses

## Course Content & Outline:

- Daily film review in radiology reading room with Neuroradiologist. Any changes/specific requests will be discussed and approved by Elective Director
- Medical student specific conferences provided by faculty and residents, time and schedule permitting; attendance is mandatory. Schedule of these conferences will be provided in the beginning of the rotation.
- Radiology Resident conferences; attendance at radiology resident conferences is mandatory.
- At the end of the elective, each student will present an interesting neuroradiology case encountered during their time in the Radiology Department, highlight ACR appropriateness criteria and appropriate imaging utilization for the specific diagnosis/presenting symptom.
- There are no weekend or night requirements
### Course Overview:
During the Nuclear Medicine and Molecular Imaging Radiology Elective, you are expected to:
- Obtain a foundation of the basic principles of image acquisition and interpretation in various types of the Nuclear Medicine and Molecular Imaging studies.
- Understand the role that various imaging modalities and their specific examinations play in the overall management of the patient.
- Become familiar with ACR appropriateness criteria in requesting radiology examinations based on specific diagnoses.

### Course Content & Outline:
**Description of Activities**
- Daily film review in radiology reading room, attendance is mandatory. Any changes/specific requests will be discussed and approved by Course Director.
- Medical student specific conferences provided by faculty and residents, time and schedule permitting; attendance is mandatory. Schedule of these conferences will be provided in the beginning of the rotation.
- Radiology Resident conferences; attendance at radiology resident conferences is mandatory.
- There are no weekend or night requirements.
### Fourth Year Course:

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#### Elective Director(s):
- Emily Scattergood, MD
- Thomas Presenza, DO

#### Elective Faculty:
- Emily Scattergood, MD
- Thomas Presenza, DO
- Pauline Germaine, DO

#### Elective Contact:
- Sandra Knapp

#### Contact Information:
- (856) 342-2588
- Scattergood-emily@cooperhealth.edu
- Presenza-thomas@cooperhealth.edu
- Germaine-pauline@cooperhealth.edu
- Knapp-sandra@cooperhealth.edu

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#### Lectures / Seminars:
- Yes

#### Outpatient:
- Yes

#### Inpatient:
- Yes

#### Residents:
- Yes

#### Night call:
- No

#### Weekends:
- No

#### Lab:
- No

#### Exam required:
- No

#### Must be present for First Day of Rotation / Orientation:
- Yes

### Course Overview:
During the Pediatric Radiology Elective, you are expected to:
- Obtain a foundation of the basic principles of image acquisition and interpretation in radiography, ultrasound, CT and MRI
- Understand the role that various imaging modalities and their specific examinations play in the overall management of the patient
- Become familiar with ACR appropriateness criteria in requesting radiology examinations based on specific diagnoses

### Course Content & Outline:

#### Description of Activities
- Daily film review with pediatric radiologist in radiology reading room, attendance is mandatory
- Attendance at radiology resident conferences is mandatory unless indicated otherwise
- Complete Cleveland Clinical Center for Online Medical Education and Training (COMET) modules: Child abuse/Skeletal trauma module is mandatory, plus 4 additional modules of your choosing.
- There are no weekend or night requirements
### Course Overview:
During the Women’s Imaging Radiology Elective, you are expected to
- Obtain a foundation of the basic principles of image acquisition and interpretation in mammography, ultrasound, and MRI
- Understand the role that various imaging modalities and their specific examinations play in the overall management of the patient
- Become familiar with ACR appropriateness criteria in requesting radiology examinations based on specific diagnoses

### Course Content & Outline:
#### Description of Activities
- Daily film review in radiology reading room, rotating through different stations and modalities, attendance is mandatory
- Attendance at radiology resident conferences, time and location permitting
- There are no weekend or night requirements

### Orientation
On the first day of rotation all students will arrive at 8:30am on Monday to:
**Voorhees Breast Imaging Center**
900 Centennial Blvd., Building 1, Voorhees, NJ. Please check in with Lauren McGoldrick 856-325-6591 (mcgoldrick-lauren@cooperhealth.edu).
Majority of the clerkship will be spent at Voorhees, with a few days spent at the hospital and/or MD Anderson Cancer Center in Camden for further enrichment.
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**Must be present for First Day of Rotation / Orientation:**

Required, to be determined with faculty member and specified in individualized syllabus

**Course Overview:**
- Ask a well-constructed, answerable question
- Recognize and evaluate study designs (e.g., randomized controlled trial, meta-analysis, case-control trial, cohort, case-series, case report) and rank them in order of evidentiary strength
- Conduct a systematic literature review
- Rank or grade the collected evidence
- Critically appraise and interpret the statistical methods used in various types of analyses
- Identify potential sources of bias in the literature (including bias in every phase of a study)
- Identify the possible pitfalls of generalizing results of reviewed studies to the patient population of interest (external validity)
- Effectively communicate the results of your work

**Course Content & Outline:**
- Identify a faculty mentor (Elective Director) at least one month in advance of the start date, if possible
- Work with your faculty mentor to define the question(s) of interest
- Develop and implement a strategy to answer your question(s)
- Meet with your faculty mentor regularly to discuss your progress
- Present the product of your work to an audience determined by you and your mentor
Fourth Year Course:

Reading Elective - 2 weeks

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Must be present for First Day of Rotation / Orientation:

Required, to be determined with faculty member and specified in individualized syllabus

Course Overview:

- Ask a well-constructed, answerable question
- Recognize and evaluate study designs (e.g., randomized controlled trial, meta-analysis, case-control trial, cohort, case-series, case report) and rank them in order of evidentiary strength
- Conduct a systematic literature review
- Rank or grade the collected evidence
- Critically appraise and interpret the statistical methods used in various types of analyses
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- Identify the possible pitfalls of generalizing results of reviewed studies to the patient population of interest (external validity)
- Effectively communicate the results of your work

Course Content & Outline:

- Identify a faculty mentor (Elective Director) at least one month in advance of the start date, if possible
- Work with your faculty mentor to define the question(s) of interest
- Develop and implement a strategy to answer your question(s)
- Meet with your faculty mentor regularly to discuss your progress
- Present the product of your work to an audience determined by you and your mentor
### Course Overview:
The aim of this Clerkship is to provide students with the opportunity to engage in full-time research and scholarship in the medical and biomedical sciences, and related disciplines, under the direct mentorship of a Clerkship Director who is a CMSRU faculty member, in order to further develop their skills in research design, data- and information-gathering and analysis, and to hone their academic writing and presentation skills. The Clerkship must include a tangible, pre-defined scholarship product/work to be generated by the student by the end of the Clerkship. Each student, with his or her Clerkship Director, will develop an individualized plan of work for the elective, detailed in this syllabus. Clerkship plans will also include an instructional component, to be described in the syllabus, integrating with the research plan. The plan of work detailed in the syllabus must be submitted, for approval, to the M4 Education Coordinator at least 1 month before the start date by the Research Elective Workgroup. Examples of individualized plans covered by this Clerkship program may include, but are not limited to:

- Completion of an ongoing student Capstone or other research project, allowing for dedicated time for data analysis, preparation of a manuscript or meeting presentation, or other scholarship product
- A new student-initiated research or scholarship project, involving short-term data collection and analysis, resulting in the generation of data contributing to a manuscript draft, meeting abstract, grant application plan or other scholarship product (see below);
- Focused literature search on a topic in the medical, biomedical or related field, contributing to the preparation of a draft manuscript for publication (e.g., research paper, report or review), oral presentation (meeting, seminar, etc) or other scholarship product;
- Focused research or scholarship in the broader medical fields (e.g., medical education, or health care delivery), culminating in data contributing to a product such as seminar, meeting abstract, grant proposal, or other pre-defined scholarship work.

### Course Content & Outline:
- You will identify a faculty mentor (Elective Director) at least one month in advance of the start date, if possible
- You will work with your faculty mentor to define the question(s) of interest
- You will develop and implement a strategy to answer your question(s)
- You will meet with your faculty mentor regularly to discuss your progress
- You will present the product of your work to an audience determined by you and your mentor
Course Overview:
The aim of this Clerkship is to provide students with the opportunity to engage in full-time in research and scholarship in the medical and biomedical sciences, and related disciplines, under the direct mentorship of a Clerkship Director who is a CMSRU faculty member, in order to further develop their skills in research design, data- and information-gathering and analysis, and to hone their academic writing and presentation skills. The Clerkship must include a tangible, pre-defined scholarship product/work to be generated by the student by the end of the Clerkship. Each student, with his or her Clerkship Director, will develop an individualized plan of work for the elective, detailed in this syllabus. Clerkship plans will also include an instructional component, to be described in the syllabus, integrating with the research plan. The plan of work detailed in the syllabus must be submitted, for approval, to the M4 Education Coordinator at least 1 month before the start date by the Research Elective Workgroup. Examples of individualized plans covered by this Clerkship program may include, but are not limited to:

- Completion of an ongoing student Capstone or other research project, allowing for dedicated time for data analysis, preparation of a manuscript or meeting presentation, or other scholarship product
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- Focused literature search on a topic in the medical, biomedical or related field, contributing to the preparation of a draft manuscript for publication (e.g., research paper, report or review), oral presentation (meeting, seminar, etc) or other scholarship product;
- Focused research or scholarship in the broader medical fields (e.g., medical education, or health care delivery), culminating in data contributing to a product such as seminar, meeting abstract, grant proposal, or other pre-defined scholarship work.

Course Content & Outline:
- You will identify a faculty mentor (Elective Director) at least one month in advance of the start date, if possible
- You will work with your faculty mentor to define the question(s) of interest
- You will develop and implement a strategy to answer your question(s)
- You will meet with your faculty mentor regularly to discuss your progress
- You will present the product of your work to an audience determined by you and your mentor
# CMSRU Fourth Year Course Catalog 2019-2020

## Fourth Year Course:

**Surgery - Cardiovascular & Thoracic**

<table>
<thead>
<tr>
<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
</table>
| Michael Rosenbloom, MD | Michael Rosenbloom, MD  
Frank Bowen, MD  
Richard Highbloom, MD | Karen Orlando | (856) 963-3985  
orlando-karen@cooperhealth.edu |

<table>
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<th>Blocks Available:</th>
<th>Duration (weeks):</th>
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<tbody>
<tr>
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**Course Overview:**

The student will gain sufficient understanding of the indications for and surgical management of cardiothoracic surgery to prepare patients and appropriately participate in their management.

**Course Content & Outline:**

The student’s time will be spent in the operating suite, on the patient floors and attendance at the various rounds and conferences within the Department of Surgery and other related departments.

- The student will make relevant findings in obtaining the history and physical examination of patients with cardiothoracic disease.
- The student will articulate an appropriate differential diagnosis for patients with acute and chronic cardiothoracic conditions.
- The student will demonstrate cost-effective use of diagnostic modalities in assessing patients with cardiothoracic disease.
- The student will develop and participate in the implementation of appropriate patient management plans.
- The student will participate in the Divisional conferences, including Morbidity & Mortality, Interesting Cases, and cath conferences.
## Fourth Year Course:

**Surgery- Colon & Rectal Surgery**

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<tbody>
<tr>
<td>Steven McClane, MD</td>
<td>Michitaka Kawata, MD</td>
<td>Karen Orlando</td>
<td>Cooper University Hospital</td>
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**Course Overview:**

The student will become familiar with the clinical presentation of colon and rectal diseases, their evaluation and management. A detailed understanding of the relevant anatomy, physiology and pathology will also be acquired.

**Course Content & Outline:**

Student will accompany faculty member on hospital rounds, office hours and assist in OR and in Endoscopy Suite.

- The student will make relevant findings in obtaining the history and physical examination of patients with colon and rectal disease.
- The student will articulate an appropriate differential diagnosis for patients with acute and chronic colon and rectal conditions.
- The student will demonstrate cost-effective use of diagnostic modalities in assessing patients with colon and rectal disease.
- The student will develop and participate in the implementation of appropriate patient management plans.
- The student will participate in the Divisional conferences, including Morbidity & Mortality, Interesting Cases, and patient management conferences.
### Course Overview:
The student will become familiar with the clinical presentation of surgical diseases of the GI tract, abdominal wall, endocrine system, breast, etc., their evaluation and management. A detailed understanding of the relevant anatomy, physiology and pathology will also be acquired.

### Course Content & Outline:
At the conclusion of the rotation, an evaluation of the student will be made by the course director based on the student’s overall performance. Several basic science and clinical research projects are available, especially for those seeking General Surgery Residency Programs.

<table>
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<tbody>
<tr>
<td>Lisa Reid, MD</td>
<td>Frank Spitz, MD, Umur Atabek, MD, Kristin Brill, MD, Frank Koniges, MD, Lisa Reid, MD, Robert Simons, MD</td>
<td>Karen Orlando</td>
<td>(856) 963-3985, <a href="mailto:orlando-karen@cooperhealth.edu">orlando-karen@cooperhealth.edu</a></td>
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**Must be present for First Day of Rotation / Orientation:**

No
### Fourth Year Course:

**Surgery- Neurosurgery- 2 weeks**

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<th>Elective Contact:</th>
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<tbody>
<tr>
<td>Steven S. Yocom, DO</td>
<td>Faculty, Department of Neurosurgery</td>
<td>Lauren Jaconetti, Lisa Torrence</td>
<td>Cooper University Hospital</td>
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**Course Overview:**

The goal of this rotation is for the student to develop diagnostic and management skills in the field of neurosurgery.

**Course Content & Outline:**

- The focus of the rotation will be on hospital-based care of neurosurgical patients. Students will be expected to become active members of the neurosurgery team by making daily rounds, interacting with existing house staff and assisting in the management of the neurosurgical patients.
- Students will be expected to take 1-2 days of overnight call per week including at least 1 weekend call day per 3 week rotation.
- Students will see patients initially as the primary caretaker and perform efficient and appropriate histories and physical exams while developing a differential diagnosis. They will see patients encompassing the full spectrum of neurosurgery patients including trauma patients.
- Students will gain experience at physical examination skills encompassing the neurological examination.
- Students will gain experience at procedures and skills including, but not limited to, lumbar punctures and basic suturing skills.
- Students will attend departmental academic half-day on Monday mornings and be prepared to present at least 1 case-based lecture during their rotation.
- Students will be required to attend 1-2 half clinic days per week with the neurosurgical faculty.
### Course Overview:

- The goal of this rotation is for the student to develop diagnostic and management skills in the field of neurosurgery. The focus of the rotation will be on hospital-based care of neurosurgical patients. Students will be expected to become active members of the neurosurgery team by making daily rounds, interacting with existing house staff and assisting in the management of the neurosurgical patients.
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- Students will gain experience at procedures and skills including, but not limited to, lumbar punctures and basic suturing skills.
- Students will attend departmental academic half-day on Monday mornings and be prepared to present at least 1 case-based lecture during their rotation.
- Students will be required to attend 1-2 half clinic days per week with the neurosurgical faculty.

### Course Content & Outline:

#### Orientation

Medical students are required to be in the Neurosurgery Department at 3 Cooper Plaza, Suite 104 at 8am the first day of the rotation, unless otherwise pre-arranged. If there is a change to time and location, they will be notified via email. During orientation, students will be made aware of the structure of the neurosurgical in-patient service, their patient care responsibilities, and requirements that must be completed for the clerkship.

#### Student Schedule

A maximum of three students will be assigned to the Neurosurgery Department at any one time. Students are required to attend the rotation daily during the regular work week. It is expected that students work at least one weekend day during their rotation. On-call schedules will be organized based on the student’s academic schedule, once they arrive on service.
Course Overview:
General practitioners in all settings such as primary care, emergency medicine, and hospital medicine, deal with common conditions related to neurosurgery. Examples are headaches, back pain, and peripheral neuropathies. Most of these conditions are benign and do not require referral to neurosurgery. However some of these patients have serious conditions that require neurosurgical referral and intervention. The course is designed to familiarize students with these conditions (Brain tumors, aneurysms, and surgical spine), and to teach them how to recognize these conditions and how to perform the initial workup and referral. The students will also get exposed to the management and follow up of these conditions.

Course Content & Outline:
Description of Activities
The prospective student will spend three half days a week in a neurosurgery outpatient clinic with an attending physician. All clinics have patients referred by general practitioners to a neurosurgeon. The student will be exposed to patients with general neurosurgery conditions such hydrocephalus, venous sinus thrombosis, brain tumors, spine infections, or patients with degenerative spine disease. The student will discuss one on one with the attending the patient's presentation, neurological exam, and the diagnostic workup. The attending will review the imaging with the student, and the management plan. The student has the option of observing neurosurgical procedures in the operating room, or cerebrovascular interventions in the interventional suite.

On the first day of the rotation, students must report to 3 Cooper Plaza Suite 104-A at 8:00am Orientation to the rotation will be provided at this time.
Course Overview:
This course is designed for those students who desire additional focused learning in otolaryngology, including those pursuing otolaryngology as a career/specialty choice for residency. The overall goal of this rotation is for the student to develop competence in evaluation, diagnosis and treatment of otolaryngologic disease commensurate with the level of a 4th year medical student who has gained expertise through additional focused learning within the sub-specialty.

**NOTE: Cooper University Hospital has an accredited Otolaryngology, Head and Neck Surgery residency program.**

Course Content & Outline:
Description of Activities
1. Students will rotate through both the outpatient and inpatient clinical setting on the Otolaryngology, Head & Neck Surgery service including spending time in the operating room shadowing Otolaryngology Attending Physicians. Students will see the full range of otolaryngologic pathology in the outpatient clinical setting, in the hospital emergency room, on the inpatient floors, and in the operating room.
   a. Students should expect to arrive at the Cooper University Hospital (CUH) Main OR, or the Voorhees Surgery Center (VSC) on operative days at 6:30am, depending on the assignment/schedule given to you at the start of the rotation. See below for information on obtaining OR scrubs.
      i. The CUH Main OR is located on the 3rd floor of the Kelemen Bldg. at 1 Cooper Plaza, Camden, NJ 08103, and the VSC at 900 Centennial Blvd, Voorhees, NJ 08043.
   b. Students should expect to arrive at the outpatient clinics at 7:45am. Attire must be professional (shirt, tie, and dress pants, with white coat and name badge).
      i. Outpatient clinical days will be at one of two locations: 6200 Main Street, Voorhees, NJ 08043 (Voorhees Office location) or 3 Cooper Plaza, Camden, NJ 08103 (Camden Office location).
2. Once sufficient competence has been gained in performing a full Head & Neck exam, students will see patients as the initial caregiver and perform focused history and physical exams as well as develop differential diagnoses.
3. Students will be expected to perform literature review and informal presentations on topics related to their patient cases.

Orientation
The student will contact Dr. Donald Solomon at Solomon-Donald@cooperhealth.edu before the start of the rotation, to receive a general orientation and welcome to the service.

The student will receive an email notification of where and when to report on the first day of the rotation as well as their schedule for the rest of the rotation.
### Fourth Year Course:

**Surgery - Plastic Surgery**

<table>
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<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
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<tbody>
<tr>
<td>Nicole Jarrett, MD</td>
<td>Steven Bonawitz, MD Martha Matthews, MD Leilani Fahey, MD Andrew Newman, MD Michael Franco, MD Nicole Jarrett, MD</td>
<td>Karen Orlando</td>
<td>(856) 963-3985 <a href="mailto:orlando-karen@cooperhealth.edu">orlando-karen@cooperhealth.edu</a></td>
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<tr>
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**Must be present for First Day of Rotation / Orientation:**

Yes

**Course Overview:**

The principles of wound healing will be emphasized in addition to the treatment of patients with problems of the hand, congenital anomalies, traumatic injuries and aesthetic surgery. During the Plastic Surgery rotation the student will work with all elective faculty and experience the range of Plastic Surgery. A concentrated experience in Breast or Hand is also possible. Students interested in a more specialized experience should contact Dr. Jarrett at least 1 month prior to discuss feasibility.

**Course Content & Outline:**

The student’s time will be spent in the operating room, physician’s office, and patient care areas in the hospital. Participation in the Regional Cleft Palate Program sessions will be part of the student’s responsibility. Suture skills will be taught.
Fourth Year Course:

Surgery - Trauma

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Elective Director:
Salina Wydo, MD, FACS

Elective Faculty:
Faculty, Department of Trauma/Surgical Critical Care

Elective Contact:
Karen Orlando

Contact Information:
(856) 963-3985
orlando-karen@cooperhealth.edu

Blocks Available:
1-3

Duration (weeks):
4 weeks

Hours / week:
40+

Maximum students / block:
Max 2
(Visiting Students ONLY)

Lectures / Seminars:
Yes

Outpatient:
No

Inpatient:
Yes

Residents:
Yes

Night call:
Yes

Weekends:
Yes

Lab:
No

Exam required:
No

Must be present for First Day of Rotation / Orientation:
Yes

Course Overview:

Students will function as members of the Trauma/Surgical Critical Care team at a busy Level 1 urban trauma center. There will be exposure to trauma patients in the various phases of their care including resuscitation, operative intervention, critical care, and follow-up. They will learn the fundamentals of acute care of the trauma patient and emphasis will be placed on understanding the pathophysiology of the trauma patient and how it differs from other patient populations. Extensive exposure to trauma/surgical critical care will also be provided.

Course Content & Outline:

Description of Activities
1. Students will work Monday through Friday with the Trauma/Critical Care team (combination of days, evenings, nights, and weekends). They will see patients encompassing the full spectrum of trauma care.
2. Students will be part of the resuscitative efforts in the trauma admitting area (TAA) during all trauma alerts.

Orientation

Medical students are required to be Morning Report (Trauma ICU conference room, K203W, at 8 AM) on the first day of the rotation, unless otherwise noted. If there is a change to time and location, they will be notified via email. During orientation, students will be made aware of their patient care responsibilities, and requirements that must be completed for the clerkship. In addition, students will develop a call schedule in a collaborative effort to meet rotation requirements.

Student Shifts / Schedule

Students will be required to attend daily rounds in the TSCU Monday through Friday. They will also be expected to respond to all trauma alerts during this week and attend operative cases when required. In conjunction with the weekly requirements students will need to perform 4 overnight call shifts. Two of these shifts will be during the week and two will be on the weekends. More call is welcomed and at the discretion of the clerkship director.
## MINI-CLINICAL EVALUATION EXERCISE (CEX)

*Indicates a mandatory response

Instructions: Please complete the following clinical evaluation exercise assessment by selecting responses that most closely relate to the above named student’s performance while working in the clinical setting. The option of "NA" is available if the required question cannot be answered. The Likert scale associated with each question goes from 1 (the lowest possible score) to 9 (the highest possible score). Please provide comments at the bottom of the form to support the above ratings.

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<td>*Organization / Efficiency</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>*Overall Clinical Competence</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

**Faculty Time:**

* Direct Observation (Minutes) [ ]  
* Providing Feedback (Minutes) [ ]

*Comments about the Encounter:

*Did you have an opportunity to meet with this trainee to discuss his/her performance?*  
Yes [ ]  No [ ]

*Electronic signature of submitting faculty (please type your name in the box below)*
Phase 2 Mid-Clerkship Formative Feedback Certification

Instructions: Please certify that the above named student received formative feedback during your clerkship.

*The above named student received Mid Clerkship formative feedback:
- [ ] Yes
- [ ] No

*Date

[ ] Electronic Signature (Clerkship Director)

The following will be displayed on forms where feedback is enabled...
(for the evaluator to answer...)

*Did you have an opportunity to meet with this trainee to discuss their performance?
- [ ] Yes
- [ ] No

(for the evaluator to answer...)

*Did you have an opportunity to discuss your performance with your preceptor/supervisor?
- [ ] Yes
- [ ] No
## M4 Topic Presentation Scoring Sheet

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluator:</th>
<th>Outstanding (5 points)</th>
<th>Meets expectations (4 points)</th>
<th>Needs improvement (3 points)</th>
<th>Unsatisfactory (0 points)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Complementary</td>
<td>Highly relevant to specialty</td>
<td>Relevant to specialty</td>
<td>Related to specialty</td>
<td>Weakly related to specialty</td>
<td></td>
</tr>
<tr>
<td>□ Relevant to several sources</td>
<td>Requires synthesis from a single source</td>
<td>Requires no more than a single source</td>
<td>Requires no more than a single source</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Specific</td>
<td>Of general interest</td>
<td>Unbiased</td>
<td>Unbiased</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Clearly stated</td>
<td>Clearly stated</td>
<td>Clearly stated</td>
<td>Clearly stated</td>
<td>Not stated</td>
<td></td>
</tr>
<tr>
<td>□ Comprehensive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Mutually exclusive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Clearly related to topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Concise</td>
<td>Complete</td>
<td>Complete</td>
<td>Complete</td>
<td>Rambled</td>
<td></td>
</tr>
<tr>
<td>□ Complete</td>
<td>Well organized</td>
<td>Well organized</td>
<td>Well organized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Precisely organized</td>
<td>Too much or too little detail</td>
<td>Too much or too little detail</td>
<td>Too much or too little detail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Logical</td>
<td>Lacked to objectives</td>
<td>Lacked to objectives</td>
<td>Lacked to objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Lacked to objectives</td>
<td>Major points highlighted</td>
<td>Major points highlighted</td>
<td>Major points highlighted</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Fluent</td>
<td>Moderate reading from slides or notes</td>
<td>Moderate reading from slides or notes</td>
<td>Heavy reliance on notes or slides</td>
<td>Delivery by reading from notes or slides</td>
<td></td>
</tr>
<tr>
<td>□ Not fluent reading from notes or slides</td>
<td>Good use of graphics</td>
<td>Good use of graphics</td>
<td>Poor choice of graphics</td>
<td>No illustrations or misinterpretation of graphics</td>
<td></td>
</tr>
<tr>
<td>□ Excellent use of graphics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Showed confidence &amp; sound knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>References</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Some original research</td>
<td>High quality, recent reviews</td>
<td>High quality, recent reviews</td>
<td>Low quality chapters</td>
<td>Out of date reviews</td>
<td></td>
</tr>
<tr>
<td>□ High quality, recent reviews</td>
<td>Reputable chapters</td>
<td>Reputable chapters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Reputable chapters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Response to questions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ In command of material.</td>
<td>Able to answer most questions.</td>
<td>Able to answer most questions.</td>
<td>Unable to answer most questions.</td>
<td>Fabricates information</td>
<td></td>
</tr>
<tr>
<td>□ Able to extrapolate from available information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

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revised 4.29.2019
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M4 Oral Case Presentation Scoring Sheet

<table>
<thead>
<tr>
<th></th>
<th>Outstanding (5 points)</th>
<th>Meets expectations (4 points)</th>
<th>Needs improvement (3 points)</th>
<th>Unsatisfactory (0 points)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Delivery</strong></td>
<td>Plant &amp; Focused</td>
<td>Minimal reading from notes</td>
<td>Muddy/orature on notes</td>
<td>Delivery by reading from notes</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Appropriate</td>
<td>good readability</td>
<td>Difficulty in reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>professional</td>
<td>some lapses in reading</td>
<td>Use of slang or poor eye contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>terminology</td>
<td>good eye contact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good voice volume</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No reading from notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>except for lab values</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good eye contact</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Includes all relevant</td>
<td>Includes most relevant</td>
<td>Omits some important</td>
<td>Omits the most</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>information</td>
<td>information</td>
<td>information</td>
<td>important information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Includes all crucial</td>
<td></td>
<td></td>
<td>Omits irrelevant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“impressions” in Hx,</td>
<td></td>
<td></td>
<td>information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>exam</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excludes all irrelevant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Properly emphasizes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>critical information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Proper sequence of</td>
<td>Proper sequence of sections</td>
<td>Proper sequence of sections</td>
<td>Sections are out of</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>sections</td>
<td></td>
<td></td>
<td>order</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Makes clear transitions</td>
<td></td>
<td></td>
<td>Undue transitions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>among sections</td>
<td></td>
<td></td>
<td>among sections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrates content</td>
<td></td>
<td></td>
<td>Often misplaces</td>
<td></td>
</tr>
<tr>
<td></td>
<td>properly</td>
<td></td>
<td></td>
<td>information, by section</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Never inserts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“impressions” into</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>objective data sections</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Command of material</strong></td>
<td>Shows thorough</td>
<td>Able to answer most</td>
<td>Unable to answer</td>
<td>Unsupported information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>knowledge</td>
<td>knowledge</td>
<td>questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shows evidence of</td>
<td></td>
<td></td>
<td>Try to “wriggl”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>research into case</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aware of limits of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
M4 Summative Assessment

Directions: Please rate your M4 student in this educational activity in the following categories. This final summative assessment is based on your interpretation of their individual assessment performance during educational activities. A faculty narrative is also expected with this assessment.

Your provided scores below will be averaged to determine the student’s final grade for the educational experience (Please note that N/A will not be counted in the final grade calculation).

1 to 3.99 = Unsatisfactory Remediably (UR)
4.00 to 5.99 = Pass (P)
6.00 to 7.50 = High Pass (HP)
7.51 to 9 = Honors (H)

Guidelines for Assessment:
The "average" for each objective is expected to be "5" in the M4 year:
1. The student has not performed at a level in this area to warrant the awarding of the MD degree.
2. The student has not performed at a level in this area to warrant passing the clerkship.
3. The student has performed below the level of an average third-year medical student.
4. The student has performed at the level of an average fourth-year medical student.
5. The student has performed slightly below the level of an average fourth-year medical student.
6. The student has performed adequately at the level expected of an average fourth-year medical student.
7. The student has performed above the level expected of an average fourth-year medical student.
8. The student well exceeded expectations in performance.
9. The student performed at the level of an experienced PGY-1 intern.

* Clerkship or Elective:
* Location:

*Was formative feedback delivered to this student by faculty during his/her educational experience?

☐ No
☐ Yes

<table>
<thead>
<tr>
<th>Objective</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Knowledge: The student demonstrates knowledge of existing and evolving scientific information and its application to patient care.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Patient Care: The student demonstrates an ability to provide patient care for common health problems across disciplines that is concisely, comprehensively, and culturally competent.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Professionalism: The student demonstrates a commitment and an ability to perform their responsibilities with respect, compassion, and integrity, and unconditionally in the best interest of their patients.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Interpersonal and Communication Skills: The student demonstrates the ability to effectively communicate and collaborate with patients, families and healthcare providers.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Practice Based Learning and Improvement: The student demonstrates the ability to investigate and evaluate their care of patients, appraise and assimilate clinical evidence and continuously improve patient care based on critical self evaluation and life long learning.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Feedback on areas of needed improvement and for continued growth:

Please list the names of all faculty preceptors who contributed to this assessment below:

*Electronic Signature of Submitting Faculty (Please type in your name below)

The following will be displayed on forms where feedback is enabled...

(for the evaluator to answer...)

*Did you have an opportunity to meet with this trainee to discuss their performance?
C Yes
C No

(for the evaluator to answer...)

*Did you have an opportunity to discuss your performance with your preceptor/supervisor?
C Yes
C No