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Fourth Year Course:  
Clerkship- Interprofessional Care of Chronic Conditions  
Course number: 02200  
Location: Cooper University Hospital

Clerkship Directors:  
Elisabeth Siegert, MD

Assistant Clerkship Directors:  
Danielle Behrens, DO  
Alexandra Lane, MD  
Rohini Kumar, MD  
John Robertson, MD  
Rohit Patel, MD

Clerkship Faculty:  
Internal Medicine Faculty;  
Hematology/Oncology Faculty;  
PM&R Faculty;  
Surgery Faculty;  
Family and Community Medicine Faculty

Clerkship Contact:  
Betty Ann Girouard

Contact Information:  
(856) 342-2000; Ext 100  
girouard-bettyann@cooperhealth.edu

Blocks Available: All

Duration (weeks): 4 Weeks

Hours / week: 40

Maximum students / block: 10

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 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:
- Ability to identify the range of goals of care for patients with chronic conditions compared to those with acute conditions.
- Ability to differentiate acute illness from acute-on-chronic exacerbation of chronic condition
- Develop a medical plan of care which meets the goals of the patient
- Work in a team atmosphere with faculty, residents, nurses, etc.
- Show enthusiasm
- Work hard
### 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 Keleman 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 Keleman 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

---

### Fourth Year Course: Emergency Medicine

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<th>Clerkship - Emergency Medicine</th>
<th>Course number: 02400</th>
<th>Location: Cooper University Hospital</th>
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<tbody>
<tr>
<td>Clerkship Directors: Sundip Patel, MD</td>
<td>Clerkship Faculty: Emergency Medicine Faculty</td>
<td>Clerkship Contact: Britney Wagner</td>
</tr>
<tr>
<td>Alexis Pelletier-Bui, MD</td>
<td></td>
<td>Contact Information: (856) 361-1607 <a href="mailto:wagner-brittney@cooperhealth.edu">wagner-brittney@cooperhealth.edu</a></td>
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<tr>
<td>Blocks Available: All</td>
<td>Duration (weeks): 4</td>
<td>Hours / week: 50-60</td>
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<td>Night call: Yes</td>
<td>Weekends: Yes</td>
<td>Lab: No</td>
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<td>Maximum students / block: Max of 12 students/block (includes visiting students i.e. if 6 CMSRU students then can take 6 visiting students for that block)</td>
<td>Exam required: Yes</td>
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</table>
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
You MUST attend orientation or you will not be allowed to begin the rotation. Please come 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, for orientation at 8am on the first day of the clerkship, unless told otherwise. 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. 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 FAIL. 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 show the following:
- Ability to take a focused history and physical pertaining to the chief complaint
- Develop an appropriate differential diagnosis with consideration of disease processes that can cause severe morbidity or mortality
- Develop an appropriate treatment plan
- Work in a team atmosphere with faculty, residents, nurses, etc.
- Show enthusiasm
- 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.

---

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<th>Course Content &amp; Outline:</th>
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<th>Conferences</th>
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<td>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.</td>
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<td>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.</td>
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**Fourth Year Course:**

**Clerkship – Pediatric Critical Care**

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<tbody>
<tr>
<td>Renata Ostrowicki, MD</td>
<td>02302</td>
<td>Cooper University Hospital Keleman building 6th Fr. PICU</td>
</tr>
<tr>
<td>PCCM Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Mondatsos</td>
<td></td>
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<table>
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<tr>
<th>Contact Information:</th>
<th>(856) 342-2265</th>
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<tbody>
<tr>
<td></td>
<td>Mary <a href="mailto:mondatsos@cooperhealth.edu">mondatsos@cooperhealth.edu</a></td>
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<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
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</table>

**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 Keleman 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 (Keleman 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.
Fourth Year Course:

Sub-Internship - Internal Medicine

<table>
<thead>
<tr>
<th>Clerkship Director:</th>
<th>Clerkship Faculty:</th>
<th>Clerkship Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ritesh Patel, MD</td>
<td>Faculty, Division of Hospital Medicine</td>
<td>Betty Ann Girouard</td>
<td>(856) 342-2000; Ext. 100 9636 <a href="mailto:girouard-bettyann@cooperhealth.edu">girouard-bettyann@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>
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</thead>
<tbody>
<tr>
<td>All</td>
<td>4 Weeks</td>
<td>60</td>
<td>6</td>
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<table>
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<th>Lectures / Seminars:</th>
<th>Outpatient:</th>
<th>Inpatient:</th>
<th>Residents:</th>
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<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
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<tr>
<th>Night call:</th>
<th>Weekends:</th>
<th>Lab:</th>
<th>Exam required:</th>
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<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:
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.
Four Year Course:

Sub-Internship - Obstetrics & Gynecology

Course number: 02600  
Location: Cooper University Hospital

Clerkship Director: Joseph LaMotta, MD  
Assistant Clerkship Director: Tuan Dinh, MD

Clerkship Faculty: Faculty, Division of Obstetrics & Gynecology

Clerkship Contact: Dawn Maziarz

Contact Information: (856) 342-3006 maziarz-dawn@cooperhealth.edu

Blocks Available: All  
Duration (weeks): 4 Weeks

Hours / week: 60  
Maximum students / block: 2

Lectures / Seminars: Yes  
Outpatient: No

Inpatient: Yes  
Residents: Yes

Night call: Yes  
Weekends: Yes

Lab: No  
Exam required: Yes

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

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>Course number</th>
<th>Location</th>
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<tbody>
<tr>
<td>03503</td>
<td>Cooper University Hospital</td>
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</tbody>
</table>

**Elective Co-Directors:**
- Mark Pollard, MD
- David Fuller, MD

**Elective Faculty**
- Faculty, Department of Orthopaedic Surgery

**Elective Contact:**
- Lauren Jaconetti
- Lisa Torrence

**Contact Information:**
- (856) 324-3483
- Jaconetti-lauren@cooperhealth.edu
- (856) 342-3206
- Torrence-lisa@CooperHealth.edu

**Blocks Available:**
- All

<table>
<thead>
<tr>
<th>Duration (weeks)</th>
<th>Hours / week</th>
<th>Maximum students / block</th>
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<tbody>
<tr>
<td>4 weeks</td>
<td>40 Hrs.</td>
<td>5 students per block</td>
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</tbody>
</table>

**Lectures / Seminars:**
- Yes

**Outpatient:**
- Yes

**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:**
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: 408
- 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**

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>Location:</th>
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<tbody>
<tr>
<td>02701</td>
<td>Cooper University Hospital</td>
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<table>
<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</td>
<td>Ramonita Ortiz</td>
<td>(856) 757-7904</td>
</tr>
<tr>
<td></td>
<td>Aubri Milano, M.D.</td>
<td>Jeanne Lanzo</td>
<td><a href="mailto:ortiz-ramonita@cooperhealth.edu">ortiz-ramonita@cooperhealth.edu</a></td>
</tr>
<tr>
<td></td>
<td>Charlotte Nussbaum, M.D.</td>
<td></td>
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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</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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<th>Lectures / Seminars:</th>
<th>Outpatient:</th>
<th>Inpatient:</th>
<th>Residents:</th>
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<tbody>
<tr>
<td>Yes</td>
<td>No</td>
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<tr>
<th>Night call:</th>
<th>Weekends:</th>
<th>Lab:</th>
<th>Exam Required:</th>
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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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</table>

**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 Keleman (just across from the Keleman 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 Keleman 6 north. You will be assigned 1 – 4 patients; assigned by the overnight pediatric resident team and follow them until discharge.
<table>
<thead>
<tr>
<th>Fourth Year Course:</th>
<th>Course number:</th>
<th>Location:</th>
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<tbody>
<tr>
<td>Sub-Internship- Psychiatry</td>
<td>02801</td>
<td>Cooper University Hospital</td>
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<tr>
<th>Clerkship Director:</th>
<th>Elective Faculty:</th>
<th>Clerkship Contact:</th>
<th>Contact Information:</th>
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</thead>
<tbody>
<tr>
<td>Karim Ghobrial-Sedky, 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>
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<tr>
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<th>Duration (weeks):</th>
<th>Hours / week:</th>
<th>Maximum students / block:</th>
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<tbody>
<tr>
<td>All</td>
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<td>40+</td>
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<th>Lectures / Seminars:</th>
<th>Outpatient:</th>
<th>Inpatient:</th>
<th>Residents:</th>
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<tr>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<th>Night call:</th>
<th>Weekends:</th>
<th>Lab:</th>
<th>Exam required:</th>
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<tr>
<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.
**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 6:45am 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>Course number:</th>
<th>Location:</th>
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<tbody>
<tr>
<td>02502</td>
<td>Project H.O.P.E., and Urban Health Institute Addictions Clinic</td>
</tr>
</tbody>
</table>

### Elective Co-Directors:
Kaitlan Baston, MD, MSc and Susan Liu, MA, MPA

### Elective Faculty
Family Medicine

### Elective Contact:
Sue Liu

### Contact Information:
215- 964-3540
liu@rowan.edu

### Blocks Available:
First half of each Block

### Duration (weeks):
2 weeks

### Hours / week:
40

### Maximum students / block:
1

### Lectures / Seminars:
TBD

### Outpatient:
Yes

### Inpatient:
No

### Residents:
No

### Night call:
No

### Weekends:
No

### Lab:
No

### Exam required:
No

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**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:
  - Full intake history and addictions history
  - Medication history review
  - Review of systems and physical examination
  - Patient screening assessments and development of treatment plan
  - 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. By working with the above physicians, the student will gain an introductory understanding of what factors are important in keeping a health system on the path to improvement and success.

### Course Content & Outline:
- On the first day of the course, students will meet with clerkship directors to discuss their specific interests and goals for the rotation. The clerkship directors 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 month in order to develop a customized rotation schedule.
- Types of meetings that the student will have the option of attending include Daily Stand Up, Root Cause Analysis, Process Improvement Report-Outs, etc.
- Additional weekly one-on-one sessions with faculty on various topics related to administration will be scheduled the first day of the rotation.
- Additional one-on-one sessions with other administrators and faculty may be available based on student interest.
- Independent reading on healthcare administration topics during down time
- Final presentation on a topic to be determined by student and clerkship directors
- The rotation will be during the weekday during normal business hours 8am-5pm. No weekend, nights or holidays required.
Four Year Course:

Healthcare Administration - 4 weeks

Course number: 03101
Location: Cooper University Health Care

Elective Directors: Eric Kupersmith, MD
Elective Faculty: Kate Ginty, Administrative Fellow
Elective Contact: Lisa Bariana
Contact Information:
(856) 968-7490
bariana-lisa@cooperhealth.edu

Blocks Available: All, except Block 1 & 2
Duration (weeks): 4 Weeks
Hours / week: 30
Maximum students / block: 1

Lectures / Seminars: Yes
Outpatient: No
Inpatient: No
Residents: Medical students may interact with Administrative fellow and/or residents

Must be present for First Day of Rotation / Orientation:
No
Orientation will be scheduled based on availability of Dr. Kupersmith on or near the first day of the rotation.

Course Overview:
This course will provide a high level overview of healthcare administration within an Academic Medical Center and large physician practice. By working with the above physicians, the student will gain an introductory understanding of what factors are important in keeping a health system on the path to improvement and success.

Course Content & Outline:
- On the first day of the course, students will meet with clerkship directors to discuss their specific interests and goals for the rotation. The clerkship directors 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 month in order to develop a customized rotation schedule.
- Types of meetings that the student will have the option of attending include Daily Stand Up, Root Cause Analysis, Process Improvement Report-Outs, etc.
- Additional weekly one-on-one sessions with faculty on various topics related to administration will be scheduled the first day of the rotation.
- Additional one-on-one sessions with other administrators and faculty may be available based on student interest.
- Independent reading on healthcare administration topics during down time
- Final presentation on a topic to be determined by student and clerkship directors
- The rotation will be during the weekday during normal business hours 8am-5pm. No weekend, nights or holidays required.
### Fourth Year Course:  
**ALG Case Writing**

<table>
<thead>
<tr>
<th>Elective Co-Directors:</th>
<th>Elective Faculty</th>
<th>Elective Contact:</th>
<th>Location:</th>
</tr>
</thead>
</table>
| Cheryl A. Vasan, PT, DPT, PhD  
Kathryn Behling, MD, PhD | Cheryl A. Vasan, PT, DPT, PhD  
Kathryn Behling, MD, PhD | Cheryl A. Vasan, PT, DPT, PhD  
Kathryn Behling, MD, PhD | CMSRU |

<table>
<thead>
<tr>
<th>Contact Information:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheryl A. Vasan, PT, DPT, PhD <a href="mailto:melovitz-vasan@rowan.edu">melovitz-vasan@rowan.edu</a> 856-361-2889 (O)</td>
<td></td>
</tr>
<tr>
<td>Kathryn Behling, MD, PhD <a href="mailto:behling@rowan.edu">behling@rowan.edu</a> 856-361-2893 (O)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Blocks Available:</th>
<th>Duration (weeks):</th>
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<tbody>
<tr>
<td>Blocks 3-10</td>
<td>4</td>
<td>40</td>
<td>2 (CMSRU students only)</td>
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<table>
<thead>
<tr>
<th>Lectures / Seminars:</th>
<th>Outpatient:</th>
<th>Inpatient:</th>
<th>Residents:</th>
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<tbody>
<tr>
<td>None</td>
<td>N/A</td>
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<table>
<thead>
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<th>Night call:</th>
<th>Weekends:</th>
<th>Lab:</th>
<th>Exam required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>No</td>
</tr>
</tbody>
</table>

### 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
<table>
<thead>
<tr>
<th>Fourth Year Course:</th>
<th>Course number:</th>
<th>Location:</th>
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<tbody>
<tr>
<td>Allergy-Immunology</td>
<td>02704</td>
<td>Cooper University Hospital</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooper at Voorhees Division of Allergy-Immunology 6400 Main Street 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>Gloria Figueroa</td>
<td>(856) 325-6755 <a href="mailto:Figueroa-gloria@cooperhealth.edu">Figueroa-gloria@cooperhealth.edu</a></td>
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<table>
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<th>Blocks Available:</th>
<th>Duration (weeks):</th>
<th>Hours / week:</th>
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<tbody>
<tr>
<td>All</td>
<td>4 Weeks</td>
<td>30-36</td>
<td>1</td>
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<th>Lectures / Seminars:</th>
<th>Outpatient:</th>
<th>Inpatient:</th>
<th>Residents:</th>
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<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</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>
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</table>

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:
During the 4-week clerkship, we expect you to:
- Acquire basic knowledge about an anatomical region of interest [Head and neck, chest, etc.] and the pathogenesis, presentation, and evaluation of common conditions found in this region;
- Acquire the technical skills required to dissect using surgical approaches;
- Obtain a foundation in surgical anatomy for advanced study during the fourth year and in post-graduate training.

### Course Content & Outline:
In this 4-week clerkship the students will be able to study using cadavers and diagnostic images of anatomical regions of interest. A series of surgical approaches will be utilized to explore the gross anatomy as seen during open surgery and minimally invasive operating room procedures. Students will be assigned specific topics to discuss during weekly sessions.

These presentations will be graded and assessed by the instructors and peers. Students will include discussions on anatomy, histology, pathology, therapeutics and diagnostic imaging modalities associated with an anatomical region with a focus on a disease of interest.
### Fourth Year Course:

<table>
<thead>
<tr>
<th>Anesthesiology- Anesthesia</th>
<th>Course number:</th>
<th>Location:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>02201</td>
<td>Cooper University Hospital</td>
</tr>
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<table>
<thead>
<tr>
<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keyur Trivedi, MD</td>
<td>Faculty, Anesthesia Department</td>
<td>Evelyn Rodriguez</td>
<td>(856) 968-7334</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:rodriguez-evelyn@cooperhealth.edu">rodriguez-evelyn@cooperhealth.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:Trivedi-keyur@cooperhealth.edu">Trivedi-keyur@cooperhealth.edu</a></td>
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<tbody>
<tr>
<td>All</td>
<td>4 Weeks</td>
<td>40-50</td>
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<th>Residents:</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<table>
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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>
<td>Case Presentation</td>
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**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 Keleman 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**

**Course number:** 04103  
**Location:** 1 Cooper Pl; 2 Cooper Pl

<table>
<thead>
<tr>
<th>Elective Co-Directors:</th>
<th>Elective Faculty</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
</table>
| Kelly Gilrain, Ph.D.   | Kelly Gilrain, Ph.D. | Kelly Gilrain, Ph.D. | 1 Cooper Plaza, D222  
| Cori McMahon, Psy.D.   | Cori McMahon, Psy.D. | Course title | 609-206-1901  
gilrain-kelly@cooperhealth.edu |

**Elective Faculty**  
Kelly Gilrain, Ph.D.  
Cori McMahon, Psy.D.  
Ana Sokol, PsyD  
Phil Fizur, PsyD  
Florence Pahl, PsyD  
Anastasia Bullock, PsyD

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

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

<table>
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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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<tbody>
<tr>
<td>4B, 5B, 9A, and 10B</td>
<td>2</td>
<td>32</td>
<td>2</td>
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</table>

**Outpatient:**  
- 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)

**Residents:**  
- collaborate in department case conference

**Exam required:**  
- No

**Lectures / Seminars:**  
- Yes

**Night call:**  
- No

**Weekends:**  
- No

**Lab:**  
- 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)

**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)
# Fourth Year Course:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Locations:</th>
</tr>
</thead>
</table>
| 03802         | • Cooper Hospital, Camden, NJ  
|               | • Heymann, Manders, Green, Halpern,  
|               | and Sommer Dermatology Office,  
|               | Marlton, NJ  
|               | • Center for Dermatologic Surgery,  
|               | Marlton, NJ |

### 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.

### Elective Director:
Lacy Sommer, MD

### Elective Faculty:
- Steven Manders, MD
- Justin Green, MD
- Analisa Halpern, MD
- Warren Heymann, MD
- Naomi Lawrence, MD

### Elective Contact:
Lori Hanneman

### Contact Information:
(856) 342-2000; Ext.100 9709  
Hanneman-lori@cooperhealth.edu

### Blocks Available:
All – Depending on Availability

### Duration/Weeks:
2 weeks

### Hours Per Week:
40

### Students:
Max 1 – 2  
Depending on Availability

### Lectures/Seminars:
No

### Outpatient:
Yes

### Inpatient:
Yes

### Housestaff:
Yes

### Night Call:
No

### Weekends:
No

### Lab:
Dermatopathology

### Exam Required:
No

### Must be present for First Day of Rotation / Orientation:
Yes
### 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:
- 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.
<table>
<thead>
<tr>
<th>Fourth Year Course:</th>
<th>Course number:</th>
<th>Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Medicine- Special Operations</td>
<td>02405</td>
<td>Cooper University Hospital</td>
</tr>
</tbody>
</table>

**Elective Director:**
Rick Hong, MD

**Assistant Elective Directors:**
Gerard Carroll, MD (EMS)
Matthew Salzman, MD (Toxicology)
Ryan Sexton, MD (Wilderness)

**Elective Faculty:**
Division of EMS/Disaster/Transport Medicine, Division of Toxicology

**Elective Contact:**
Brittney Wagner

**Contact Information:**
(856) 361-1607
wagner-brittney@cooperhealth.edu

**Blocks Available:**
Blocks 3, 6, 8, 10

**Duration (weeks):**
4 Weeks

**Hours / week:**
50

**Maximum students / block:**
3

**Lectures / Seminars:**
- Yes

**Outpatient:**
- Yes

**Inpatient:**
- No

**Residents:**
- Yes

**Night call:**
- Yes

**Weekends:**
- Yes

**Lab:**
- No

**Exam required:**
- Yes

**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 in four subspecialties of Emergency Medicine – Emergency Medical Services, Disaster Medicine, Toxicology, and Wilderness Medicine.

**Course Content & Outline:**
- Students will work up to 4 observation shifts with EMS – one can be with the Air Medical Unit if available. The shifts will be 12-hours (one night shift, one weekend shift).
- Students will shadow an EMS Medical Director to experience the role of medical direction.
- Students will complete Incident Command System training (ICS 100/700) online.
- Students will participate in National Disaster Life Support course.
- Students will participate in a tabletop exercise.
- Students will shadow a toxicologist on the consult service.
- Students will participate in skill stations related to Wilderness Medicine.
- Students will attend all meetings as determined by faculty.
- Students will attend all lectures in the student-based lecture series.
- Students will review one journal article and present to the group.
- All students must take the test at the end of the elective.
**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
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/bn5ymtdvx6xll8c/AADfuvQzi7tR8go5FxaolTUnma?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
Course Overview:
To develop familiarity with the recognition of genetic disease, the physical examination with respect to dysmorphology, the diagnosis and primary management of suspected inborn errors of metabolism, and the use of cytogenetic, biochemical, and molecular diagnostic tests in the evaluation of these patients.

Course Content & Outline:
Description of Activities
The student will report to the Division of Genetics daily with activities to include, 1) participating in 5 outpatient genetics clinics per week, 2) providing inpatient consultative services with faculty, 3) attending all genetics and relevant pediatrics conferences, 4) utilizing relevant databases, books and journals to provide optimal, up to date patient care. The elective also includes a rotation with the MD Anderson Cancer genetics team where the student will observe cancer risk assessment and genetic counseling. Opportunities also exist for participating/observing prenatal genetic testing and counseling, and attending a cleft palate team clinic.

Orientation to the Course
The student should confirm the start place and time of the rotation by calling the genetics office at (856) 968-7255 the week before starting the rotation. If possible, the student should try to meet with the preceptor or one of the genetic counselors prior to the start of the rotation to review goals and expectations.
### Fourth Year Course:

**Genetics - Medical Genetics - 4 weeks**

<table>
<thead>
<tr>
<th>Elective Director:</th>
<th>Jaya Ganesh, MD</th>
<th>Elective Faculty:</th>
<th>Jaya Ganesh, MD</th>
<th>Elective Contact:</th>
<th>Wendy Hayes</th>
<th>Contact Information:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rhonda Schnur, MD</td>
<td></td>
<td></td>
<td>(856) 968-5938</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(856) 968-7255; Ext. 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:Hayes-wendy@cooperhealth.edu">Hayes-wendy@cooperhealth.edu</a></td>
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<td>Duration (weeks):</td>
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**Must be present for First Day of Rotation / Orientation:**

Yes

### Course Overview:

To develop familiarity with the recognition of genetic disease, the physical examination with respect to dysmorphology, the diagnosis and primary management of suspected inborn errors of metabolism, and the use of cytogenetic, biochemical, and molecular diagnostic tests in the evaluation of these patients.

### Course Content & Outline:

#### Description of Activities

The student will report to the Division of Genetics daily with activities to include, 1) participating in 5 outpatient genetics clinics per week, 2) providing inpatient consultative services with faculty, 3) attending all genetics and relevant pediatrics conferences, 4) utilizing relevant databases, books and journals to provide optimal, up to date patient care. The elective also includes a rotation with the MD Anderson Cancer genetics team where the student will observe cancer risk assessment and genetic counseling. Opportunities also exist for participating/observing prenatal genetic testing and counseling, and attending a cleft palate team clinic.

#### Orientation to the Course

The student should confirm the start place and time of the rotation by calling the genetics office at (856) 968-7255 the week before starting the rotation. If possible, the student should try to meet with the preceptor or one of the genetic counselors prior to the start of the rotation to review goals and expectations.
**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.**
Four Year Course:

Global Health- 4 weeks

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<tr>
<th>Elective Director:</th>
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<th>Elective Faculty:</th>
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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:**
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.**
## Fourth Year Course:

**Internal Medicine - Cardiology**

<table>
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<tr>
<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Location:</th>
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<tbody>
<tr>
<td>Elias Iliadis, MD</td>
<td>Faculty, University Cardiology</td>
<td>Christine Dalton</td>
<td>Cooper University Hospital</td>
</tr>
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### Must be present for First Day of Rotation / Orientation:

Yes

### 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. Christine Dalton 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. Heintz, Clerkship Director, on the first Thursday of the rotation to review expectations, patient care responsibilities, and assignments.
### Course Overview:

By the end of this rotation the student should be familiar with a wide array of critical illness, have a better understanding of a variety of modes of mechanical ventilation, and have developed a greater appreciation of the ethical issues which are confronted daily in the Critical Care setting. Additionally he/she should also have a strong appreciation for the multidisciplinary nature of the approach to the critically ill patient.

### Course Content & Outline:

Orientation will occur at 8 AM on the first day of the rotation. Students should report to the Edward Viner Intensive Care Unit (Medical-Surgical Intensive Care Unit) on the 4th floor of the Roberts Pavilion and meet in the area of the central nursing station. The Course director will meet with the students in this area to begin the orientation process which will take from 30 to 60 minutes.
Fourth Year Course:

Internal Medicine- Endocrinology
2 weeks

Elective Director: Farah Morgan, MD
Elective Faculty: Faculty, Endocrinology Division
Elective Contact: Shauna Goetz
Contact Information: (856) 342-2000; Ext. 100-9657
goetz-shauna@cooperhealth.edu
morgan-farah@cooperhealth.edu

Location: Cooper University Hospital

Course numbe: 02326

Blocks Available:
All, except Blocks 1, 6, 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: 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 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**

- **Course number:** 02306
- **Location:** Cooper University Hospital

<table>
<thead>
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<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
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<tbody>
<tr>
<td>Farah Morgan, MD</td>
<td>Faculty, Endocrinology Division</td>
<td>Shauna Goetz</td>
<td>(856) 342-2000; Ext. 100-9657 <a href="mailto:goetz-shauna@cooperhealth.edu">goetz-shauna@cooperhealth.edu</a> <a href="mailto:morgan-farah@cooperhealth.edu">morgan-farah@cooperhealth.edu</a></td>
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<td>All, except Blocks 1, 6, and M3 elective weeks</td>
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<tr>
<td>No</td>
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</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>Contact Information:</th>
</tr>
</thead>
</table>
| Cristina Capanescu, MD | Steven Peikin, M.D.  
Adam Elfant, M.D.  
Thomas Judge, M.D.  
Cynthia Mc Cleery, M.D.  
Henry Ho, M.D.  
Christopher Deitch, M.D.  
Yize Wang, M.D., Ph.D. | Jerri Flippen | (856) 968-7826  
flippen-jerri@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

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<tr>
<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
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</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. | Jerri Flippen | (856) 968-7826  
flippen-jerri@cooperhealth.edu |

<table>
<thead>
<tr>
<th>Location:</th>
<th>Course number:</th>
<th>Hours / week:</th>
<th>Maximum students / block:</th>
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<tbody>
<tr>
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</tbody>
</table>

### Blocks Available:

- All, except Block 1

### Duration (weeks):

- 4 Weeks

### Hours / week:

- 40

### Blocks Available:

- All, except Block 1

### 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 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
**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**

- **Duration:** 2 weeks

**Course Number:** 02329

**Location:** Cooper University Hospital

#### Elective Details

**Elective Director:** Pola de la Torre, MD

**Elective Faculty:**
- 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

**Elective Contact:** Shauna Goetz

**Contact Information:**
- (856) 342-2000; Ext. 100 9657
- goetz-shauna@cooperhealth.edu

**Blocks Available:** All, except M3 elective weeks

**Duration (weeks):** 2 Weeks

**Hours / week:** 40

**Maximum students / block:** 1

**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:
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:**

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<tbody>
<tr>
<td>02309</td>
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**Internal Medicine - Infectious Diseases - 4 weeks**

**Elective Director:**
Pola de la Torre, MD

**Elective Faculty:**
- 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

**Elective Contact:** Shauna Goetz

**Contact Information:**
(856) 342-2000; Ext. 100 9657

**Location:** Cooper University Hospital

**Blocks Available:**
All, except M3 elective weeks

**Duration (weeks):** 4 Weeks

**Hours / week:** 40

**Maximum students / block:** 1

**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:**
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:

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#### Elective Director:
Jason Kline, MD

#### Elective Faculty:
Faculty, Division of Nephrology

#### Elective Contact:
Shauna Goetz

#### Contact Information:
(856) 342-2000; Ext. 100 9657
goetz-shauna@cooperhealth.edu

<table>
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<tr>
<th>Blocks Available: All, except M3 elective weeks</th>
<th>Duration (weeks): 4 Weeks</th>
<th>Hours / week: 40</th>
<th>Maximum students / block: 1</th>
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<th>Outpatient: Optional</th>
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<th>Residents: Yes</th>
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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:
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:

Internal Medicine – Primary Care

Course number: 02303

Location: Cooper University Physicians’ Office, 1103 North Kings Highway, Suite 203, Cherry Hill, NJ 08034

Elective Director: Satyajeet Roy, MD, FACP
Elective Faculty: Satyajeet Roy, MD, FACP
Elective Contact: Cheryl Peck
Contact Information: (856) 321-1919 Peck-Cheryl@CooperHealth.edu

Blocks Available: All
Duration (weeks): 2
Hours / week: 40
Maximum students / block: 1

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

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

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

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.
**Fourth Year Course:**

<table>
<thead>
<tr>
<th>Internal Medicine- Pulmonary- 2 weeks</th>
<th>Course number: 02322</th>
<th>Location: Cooper University Hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Director: Stephen Akers, MD</td>
<td>Elective Faculty: Faculty, Division of Pulmonary &amp; Critical Care</td>
<td>Elective Contact: Jerri Flippen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contact Information: (856) 968-7826 <a href="mailto:flippen-jerri@cooperhealth.edu">flippen-jerri@cooperhealth.edu</a></td>
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**Blocks Available:**

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**Lectures / Seminars:**

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**Night call:**

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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 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>
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<tr>
<td>Internal Medicine- Pulmonary- 4 weeks</td>
<td>02312</td>
<td>Cooper University Hospital</td>
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<tr>
<td>Elective Director:</td>
<td>Elective Faculty:</td>
<td>Elective Contact:</td>
</tr>
<tr>
<td>Stephen Akers, MD</td>
<td>Faculty, Division of Pulmonary &amp; Critical Care</td>
<td>Jerri Flippen</td>
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<td>Blocks Available:</td>
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<td>Night call:</td>
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<td>Lab:</td>
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</table>

**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.
### 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.
### 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.
**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>Contact Information:</th>
</tr>
</thead>
</table>
| Joseph Campellone, M.D. | Evren Burakgazi, MD  
Joseph Campellone, MD  
Melissa Carran, MD  
Andrea Casher, PsyD  
Bradley Grayum, M.D.  
Tapan Kavi, MD  
Andrew McGarry, M.D.  
Thomas Mirsen, MD  
Mark Rader, PsyD  
Larisa Syrow, M.D.  
Ryna Then, M.D.  
Snigdha Weinberg, MD  
Michael Weston, MD | Mychelle Brown | (856) 342-2000; Ext. 100 9638  
Brown-mychelle@cooperhealth.edu |

<table>
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<th>Blocks Available:</th>
<th>Duration (weeks):</th>
<th>Hours / week:</th>
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<td>Yes, 2 days</td>
<td>No</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.
- Formulate comprehensive and individualized assessment and plan
### Fourth Year Course:

**Obesity Medicine**

<table>
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<th>Course number:</th>
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<tbody>
<tr>
<td>MED 02505</td>
<td>1 Plaza Drive #103 Sewell, NJ 08080</td>
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<table>
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<tr>
<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
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<tbody>
<tr>
<td>Rocco F. Caveng, Jr., DO</td>
<td>Rocco F. Caveng, Jr., DO</td>
<td>Dr. Caveng</td>
<td>(856) 270-4080 <a href="mailto:Caveng-rocco@cooperhealth.edu">Caveng-rocco@cooperhealth.edu</a></td>
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<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>
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<td>No</td>
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**Must be present for First Day of Rotation / Orientation:**

Yes

### Course Overview:

During the Obesity Medicine course, you are expected to see patients 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.
**Fourth Year Course:**

**Inter-professional Learning in Obstetrics - 1 week**

<table>
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<tr>
<th>Course number:</th>
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<tbody>
<tr>
<td>02608</td>
<td>Labor and Delivery, Triage, Postpartum, MFCU</td>
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<table>
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<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
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<tbody>
<tr>
<td>Michelle Salvatore, MD</td>
<td>Carey Myers, Nursing Staff</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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<td>7,8,9,10</td>
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<th>Weekends:</th>
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<tbody>
<tr>
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**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**

---

CMSRU Fourth Year Course Catalog 2018-2019 revised 2.28.18
# Obstetrics & Gynecology - Maternal Fetal Medicine

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

**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

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**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.
<table>
<thead>
<tr>
<th>Course Overview:</th>
<th>Familiarity with office gynecology and urogynecology will be obtained by the end of the rotation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Content &amp; Outline:</td>
<td>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.</td>
</tr>
<tr>
<td>Fourth Year Elective:</td>
<td>Course number:</td>
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<tr>
<td>Introduction to Clinical Oncology – 2 weeks</td>
<td>MED 03350</td>
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<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gregory Kubicek, MD</td>
<td>Anthony Dragun, MD, David Mulvihill, MD, Generosa Grana, MD, FACP, Christian Squillante, MD</td>
<td>Patricia French</td>
<td><a href="mailto:French-patricia@cooperhealth.edu">French-patricia@cooperhealth.edu</a> (856) 735-6119</td>
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<tr>
<td>No</td>
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</table>

**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 over-view 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.
Four
th
Year Course:

Orthopaedic Surgery (Elective)

Course number: 03502

Location: Cooper University Hospital

Elective Director: Mark Pollard, MD

Assistant Elective Director: David Fuller, MD

Elective Faculty: Faculty, Department of Orthopaedic Surgery

Elective Contact: Lauren Jaconetti

Contact Information:
- (856) 342-3483
- Jaconetti-Lauren@cooperhealth.edu
- (856) 342-3206
- Torrence-lisa@CooperHealth.edu

Blocks Available: Duration (weeks): Hours / week: Maximum students / block:
- All 4 Weeks 40 5

Lectures / Seminars:
- Yes

Outpatient: Inpatient: Residents:
- Yes Yes Yes

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

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: 408
- 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.
Fourth Year Course:

Pathology

Course number: 03601

Location: Pavilion Basement
Cooper University Hospital

Elective Director:
Charlene Bierl, MD

Elective Faculty:
Faculty, Department of Pathology, CUH

Elective Contact:
Kim Persick

Contact Information:
(856) 361-1639
persick-kim@cooperhealth.edu

Blocks Available:
All, except Block 1, 2, 6 & 7

Duration (weeks):
4 Weeks

Hours / week:
40

Maximum students / block:
1

Lectures / Seminars:
Yes

Outpatient:
No

Inpatient:
Yes

Residents:
No

Night call:
No

Weekends:
No

Lab:
Yes

Exam required:
No

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

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 (20-30min 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

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<th>Course number:</th>
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<tbody>
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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
Beth Karmilovich, DO
Nicole Leopardi, MD
Jawaad Hussain, MD
Tiffany Tucker, MD
Jodi Levy, MD

**Elective Contact:**
Lorraine Land

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

<table>
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<th>Blocks Available:</th>
<th>Duration (weeks):</th>
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<th>Maximum students / block:</th>
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<td>September - June</td>
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<table>
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<tr>
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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
# Fourth Year Course: Pediatrics - Ambulatory - 4 weeks

<table>
<thead>
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<th>Course number: 02705</th>
<th>Location: Cooper University Hospital</th>
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**Elective Director:** April Douglass-Bright, M.D.

**Elective Faculty:**
- April Douglass-Bright, MD
- William Graessle, MD
- Susan Friedler, DO
- William G. Sharrar, MD
- Beth Karmilovich, DO
- Nicole Leopardi, MD
- Tiffany Tucker, 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

---

**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-**  
**2 weeks**

<table>
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<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Location:</th>
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<tbody>
<tr>
<td>Caroline Eggerding, MD</td>
<td>Caroline Eggerding, MD</td>
<td>Jacqueline Long</td>
<td>Cooper University Hospital</td>
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## 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

- 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
### Fourth Year Course:

**Pediatrics- Child Development Center- 4 weeks**

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<tbody>
<tr>
<td>Caroline Eggerding, MD</td>
<td>Caroline Eggerding, MD</td>
<td>Jacqueline Long</td>
<td>(856) 342-2257 Long- <a href="mailto:jacqueline@cooperhealth.edu">jacqueline@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 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
Fourth Year Course:

Pediatric Hematology-Oncology - 2 weeks

Course number: 02702
Location: Cooper University Hospital

Elective Co-Directors:
Rafat Ahmed, MD

Elective Faculty
Faculty, Hematology-Oncology Division

Elective Contact:
Cecilia Parker

Contact Information:
(856) 342-2748 #2
Parker-cecilia@cooperhealth.edu

Blocks Available:
3-10

Duration (weeks):
2 weeks

Hours / week:
40

Maximum students / block:
1

Lectures / Seminars:
Yes

Outpatient:
Yes

Inpatient:
Yes

Residents:
Varies

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 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 Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
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<tbody>
<tr>
<td>Alla Kushnir, MD</td>
<td>Judy Saslow, MD, Vishwa Bhat, MD, Alla Kushnir, MD, Linda Slater-Myer, MD, Rakesh Sharma, MD</td>
<td>Mary Mondatsos</td>
<td>(856) 342-2265 <a href="mailto:mondatsos-mary@cooperhealth.edu">mondatsos-mary@cooperhealth.edu</a></td>
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### Blocks Available:

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### Lectures / Seminars:

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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.
Fourth Year Course:

Pediatrics - Pediatric Neurology

<table>
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<tr>
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<tbody>
<tr>
<td>02709</td>
<td>Cooper University Hospital Pediatric Outpatient Facilities</td>
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</table>

Elective Director:
Caroline Eggerding, MD

Elective Faculty:
Caroline Eggerding, MD
Michael Goodman, MD
Thomas Drake, MD
Evelyn Gonzalez, MD
Tresa McSween, MD
Amir Pshytycky, MD
Nora Vizzachero, APN
Deborah Lipman, APN

Elective Contact:
Jacqueline Long

Contact Information:
(856) 342-2226
long-jaqueline@cooperhealth.edu

Blocks Available: All
Duration (weeks): 4
Hours / week: 36-40
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: No

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.
## 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>Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruksana Iftekhar, MD</td>
<td>Faculty, Division of Psychiatry</td>
<td>Mychelle Brown</td>
<td>Cooper University Hospital Various Affiliated Sites</td>
</tr>
</tbody>
</table>

### 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.
### Course Overview:
The overall goal of this rotation is for the student to develop diagnostic and therapeutic skills necessary in the pediatric population. You are expected to begin to develop proficiency in evaluative and management of common acute, subacute, and chronic psychiatric issues in the pediatric population. 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:
#### Description of Activities:
During this rotation, students will join Child Psychiatry staff and Adult Psychiatry residents in the initial assessment, ongoing evaluation, and treatment of children and adolescents with mental health issues. Students will become familiar with psychiatric illnesses of childhood and adolescence, as well as the ways in which common adult psychiatric illnesses may present in children. Students will also gain understanding about the many challenges of working with this population.
The overall goal of this rotation is for the student to develop diagnostic and therapeutic skills necessary for patient population on the C/L or ER sites. You are expected to begin to develop proficiency in evaluative and management of common acute, subacute, and chronic psychiatric issues. Provide organized instruction and supervised clinical experience in the evaluation of psychiatric and/or behavioral problems in patients who are on these aforementioned services and in effectively consulting with their health care providers regarding their clinical management. 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:
- **Performing consults on C/L under the supervision of the resident and the attending C/L psychiatrist.** The student performs a history taking, mental status exam, differential diagnosis, and treatment recommendation. The students learn about depression and anxiety in the medically ill, somatoform disorders, substance abuse, delirium and dementia, trauma victims and the family’s interaction with the above problems. 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 primary medical team including physicians, the nurse on the floor and family members and becomes an integral part of the C/L team. The link between psychiatry and medicine/surgery is learned at interdisciplinary rounds with the trauma service. Consults are done on special units such as ICU, TICU and CCU.
- **Covering the Emergency Room.** The C/L team also assesses patients presenting to the emergency room during the day. This exposes the medical student to assessing the need for acute care versus outpatient services.
- **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.
- **Individual supervision.** The clerkship director meets with the medical student for one hour weekly to provide individual supervision.
### Fourth Year Course:

**Psychiatry-Inpatient**

<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 Famador, 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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<tr>
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**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 psychiatrists, 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 students learn 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:
A variety of opportunities are available for electives in the Department of Psychiatry where daily continuous patient care is not essential to the study of a special interest or topic. These interests may include areas outside the listed standard electives, such as forensics, addiction psychiatry, ambulatory psychiatry, academic psychiatry, brain stimulation (ECT and rTMS), emergency/ crisis psychiatry, research, or Pediatric Sleep Medicine. Electives will be individually designed to meet the interests of the student whether clinical, research oriented or psychiatric education.

Course Content & Outline:
Students will be assigned faculty advisors with the clinical or research experience within the field of psychiatry of their particular interest or topic. For the clinical rotations:

- **Performing evaluations, case formulation and treatment planning.** The student performs a history taking, mental status exam, differential diagnosis, and treatment recommendation. The students learn about different issues in psychiatry including forensic, addiction, and sleep medicine. The student presents their cases during the day to a faculty member.

- **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. This is done at rounds and informal sit down sessions.

- **Covering the Emergency Room.** The student will have the option of rotating through the emergency room to help assess patients presenting to the emergency room during the day. This exposes the medical student to assessing the need for acute care versus outpatient services.

- **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.

- **Individual supervision.** The clerkship director meets with the medical student for at least one hour weekly to provide individual supervision.

If the elective is research, the student is responsible for gathering data in the area of his or her choice and developing a thesis to pursue and study. The expected outcome is an oral presentation, poster, or paper.

- **Contacting the faculty members.** Medical students will contact faculty members to decide their choice of an ongoing research project.

- **Planning a research project.** If the medical student prefers to conduct their own project, they would decide on what study they are interested in conducting. Meeting with a supervisor to help aid the student in their decision.

- **Familiarizing self with Citi-program.** Medical students conducting research studies on patients should take the training which takes about 8 hours performed via internet and it is free of charge.

- **Aiding in IRB submission.** The medical student will aid in the preparation and submission of the study protocol to the IRB. They also will work on addressing any issues related to this.

- **Chart review and data entry.** Students will be able to conduct chart reviews and data extraction from the chart.

- **Familiarize self with statistics program.** Students will learn different statistical methods and a briefing about how to use some statistical programs like SPSS and excel.
Fourth Year Course:

Radiation Oncology - 2 weeks

Course number: 03402
Location: Cooper University Hospital

Elective Director: Gregory Kubicek, MD
Elective Faculty: Gregory Kubicek, MD
Elective Contact: Patricia French
Contact Information: (856) 735-6119
french-patricia@cooperhealth.edu

Blocks Available: All
Duration (weeks): 2 weeks
Hours / week: 40
Maximum students / block: 1

Lectures / Seminars:
- Yes

Outpatient: Yes
Inpatient: No
Residents: Yes

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

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

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 overview 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 dosimetrists.

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:

Radiation Oncology - 4 weeks

Course number: 03404
Location: Cooper University Hospital

Elective Director: Gregory Kubicek, MD
Elective Faculty: Gregory Kubicek, MD
Elective Contact: Patricia French
Contact Information: (856) 735-6119
french-patricia@cooperhealth.edu

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

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

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 dosimetrists.

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>
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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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<tr>
<td></td>
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| Course number:               | 03005                         |

<table>
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<tbody>
<tr>
<td>(856) 342-2588</td>
</tr>
<tr>
<td><a href="mailto:knapp-sandra@cooperhealth.edu">knapp-sandra@cooperhealth.edu</a></td>
</tr>
<tr>
<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.
# Radiology- Interventional Radiology - 2 weeks

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<tr>
<td>Location:</td>
<td>Cooper University Hospital Kelemen Basement, B21</td>
</tr>
<tr>
<td>Elective Director:</td>
<td>Sabina Amin, MD Pauline Germaine, DO</td>
</tr>
<tr>
<td>Elective Faculty:</td>
<td>Sabina Amin, MD Pauline Germaine, DO</td>
</tr>
<tr>
<td>Elective Contact:</td>
<td>Sandra Knapp</td>
</tr>
<tr>
<td>Contact Information:</td>
<td>(856) 342-2588 <a href="mailto:Amin-sabina@cooperhealth.edu">Amin-sabina@cooperhealth.edu</a> <a href="mailto:Germaine-pauline@cooperhealth.edu">Germaine-pauline@cooperhealth.edu</a> <a href="mailto:knapp-sandra@cooperhealth.edu">knapp-sandra@cooperhealth.edu</a></td>
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**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.
### Radiology - Musculoskeletal Radiology - 2 weeks

**Course number:** 03002  
**Location:** Cooper University Hospital  
Kelemen Basement, B21

<table>
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<tr>
<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
</table>
| Ben Barshay, MD    | Ben Barshay, MD   | Sandra Knapp      | Barshay-veniamin@cooperhealth.edu  
Germaine-pauline@cooperhealth.edu  
Knapp-sandra@cooperhealth.edu |

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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.
### Four Year Course:

**Radiology- Neuroradiology- 2 weeks**

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<th>Elective Faculty:</th>
<th>Elective Contact:</th>
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<tbody>
<tr>
<td>Todd Siegal, MD</td>
<td>Todd Siegal, MD</td>
<td>Sandra Knapp</td>
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<td>Pauline Germaine, DO</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
### Radiology- Nuclear Medicine and Molecular Imaging

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<tbody>
<tr>
<td>Ben Barshay, MD</td>
<td>Ben Barshay, 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:barshay-veniamin@cooperhealth.edu">barshay-veniamin@cooperhealth.edu</a></td>
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<td></td>
<td><a href="mailto:germaine-pauline@cooperhealth.edu">germaine-pauline@cooperhealth.edu</a></td>
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<td><a href="mailto:knapp-sandra@cooperhealth.edu">knapp-sandra@cooperhealth.edu</a></td>
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<tr>
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**Must be present for First Day of Rotation / Orientation:**

Yes

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**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:

Radiology- Pediatric Radiology - 2 weeks

<table>
<thead>
<tr>
<th>Elective Director:</th>
<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
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<tbody>
<tr>
<td>Emily Scattergood, MD</td>
<td>Emily Scattergood, MD, Thomas Presenza, DO, Pauline Germaine, DO</td>
<td>Sandra Knapp</td>
<td>(856) 342-2588 <a href="mailto:Scattergood-emily@cooperhealth.edu">Scattergood-emily@cooperhealth.edu</a> <a href="mailto:Presenza-thomas@cooperhealth.edu">Presenza-thomas@cooperhealth.edu</a> <a href="mailto:Germaine-pauline@cooperhealth.edu">Germaine-pauline@cooperhealth.edu</a> <a href="mailto:Knapp-sandra@cooperhealth.edu">Knapp-sandra@cooperhealth.edu</a></td>
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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
**Fourth Year Course:**

Radiology- Women’s Imaging- 2 weeks

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<tr>
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<td>Cooper University Hospital Kelemen Basement, B21 Cooper Breast Imaging Center, Voorhees</td>
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<table>
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<th>Elective Faculty:</th>
<th>Elective Contact:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Allison Gittens, MD</td>
<td>Allison Gittens, MD</td>
<td>Sandra Knapp</td>
<td>(856) 342-2588</td>
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**Must be present for First Day of Rotation / Orientation:**

Yes

**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 8am in suite B21 to meet Sandra Knapp, Radiology Residency Coordinator unless indicated otherwise.
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<thead>
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<th>Reading Elective- 1 week</th>
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<td>Exam required:</td>
<td>Assessment of reading elective, to be specified in individualized syllabus</td>
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**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
Fourth Year Course:

Research 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:
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
- 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)
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- 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

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**Fourth Year Course:**

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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:
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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<th>Elective Faculty:</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
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<tbody>
<tr>
<td>Steven McClane, MD</td>
<td>Michitaka Kawata, 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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**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.
## Fourth Year Course:

**Surgery - General Surgery**

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<td>Location:</td>
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### Elective Director:
Lisa Reid, MD

### Elective Faculty:
- Frank Spitz, MD
- Umur Atabek, MD
- Kristin Brill, MD
- Frank Koniges, MD
- Lisa Reid, MD
- Robert Simons, MD

### Elective Contact:
- Karen Orlando

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

### Blocks Available:
- All

### Duration (weeks):
- 4 weeks

### Hours / week:
- 40-Negotiable

### Maximum students / block:
- 1

### Lectures / Seminars:
- No

### Outpatient:
- Yes

### Inpatient:
- Yes

### Residents:
- Yes

### Night call:
- No

### Weekends:
- Yes

### Lab:
- No

### Exam required:
- No

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

### 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.
### 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.

---

<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</td>
<td>2</td>
<td>50</td>
<td>1</td>
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</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>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Night call:</th>
<th>Weekends:</th>
<th>Lab:</th>
<th>Exam required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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

Yes
### 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.
- 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.
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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.
### Fourth Year Course:

**Surgery - Neurosurgery For Primary Care Providers**

<table>
<thead>
<tr>
<th>Elective Director:</th>
<th>Elective Faculty</th>
<th>Elective Contact:</th>
<th>Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hayan Dayoub M.D.</td>
<td>Warren H Goldman MD, PhD</td>
<td>Lauren Jaconetti</td>
<td>(856) 342-3483</td>
</tr>
<tr>
<td></td>
<td>Alan Turitz M.D.</td>
<td>Lisa Torrence</td>
<td><a href="mailto:Jaconetti-lauren@cooperhealth.edu">Jaconetti-lauren@cooperhealth.edu</a></td>
</tr>
<tr>
<td></td>
<td>Steven Yocom D.O.</td>
<td></td>
<td>(856) 342-3206</td>
</tr>
<tr>
<td></td>
<td>James Barrese M.D.</td>
<td></td>
<td><a href="mailto:Torrence-lisa@CooperHealth.edu">Torrence-lisa@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</td>
<td>2 weeks</td>
<td>20-30</td>
<td>3</td>
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</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>
<td>Optional</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Night call:</th>
<th>Weekends:</th>
<th>Lab:</th>
<th>Exam required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional</td>
<td>Optional</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

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

**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.
**Fourth Year Course:**

<table>
<thead>
<tr>
<th>Otolaryngology, Head &amp; Neck Surgery</th>
<th>Course number: 04210</th>
<th>Location: Cooper University Hospital</th>
</tr>
</thead>
</table>

**Elective Co-Directors:**
Nathan Deckard, M.D.
Donald Solomon, M.D.

**Elective Faculty**
Faculty, Division of Otolaryngology, Head & Neck Surgery

**Elective Contact:**
Karen Orlando

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

**Blocks Available:**
- All

**Duration (weeks):**
- 4 weeks

**Hours / week:**
- 40

**Maximum students / block:**
- 2

**Lectures / Seminars:**
- Yes
- Outpatient: Yes
- Inpatient: Yes
- Residents: Yes *OMFS
- 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:**
This course is designed for those students who desire additional focused learning in otolaryngology, but are NOT 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 does NOT have an Otolaryngology Residency at this time. If you are a CMSRU Student and intend to apply for an Otolaryngology residency spot please contact Melinda Grant (grant-melinda@cooperhealth.edu) and Nadir Ahmad, MD (ahmad-nadir@cooperhealth.edu) directly about how best to proceed with your application process.

If you are a student from outside CMSRU who is interested in ENT but still interested in applying for this elective after reading the above, please contact Nathan Deckard, MD (Deckard-nathan@cooperhealth.edu) directly before applying for this elective.**

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**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.
   - 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.**
     - The CUH Main OR is located at 1 Cooper Plaza, Camden, NJ 08103, and the VSC at 900 Centennial Blvd, Voorhees, NJ 08043.
   - 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).**
     - 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.
### 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. The student may choose to do a General Plastic Surgery Sub-Internship, in which experience with all faculty will be offered. In this option, the student will 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. Matthews 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.
### 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.

<table>
<thead>
<tr>
<th>Focus</th>
<th>Data Gathering</th>
<th>Diagnosis</th>
<th>Therapy</th>
<th>Counseling</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evaluation</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 Interviewing Skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Physical Examination Skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Exhibits Professionalism</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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<td>☐</td>
<td>☐</td>
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<tr>
<td>Clinical Reasoning</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Patient Counseling Skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Organization / Efficiency</td>
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<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>
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</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)
# M4 Topic Presentation Scoring Sheet

<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 (9 points)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>□ Highly relevant to specialty</td>
<td>□ Requires synthesis from several sources</td>
<td>□ Related to specialty</td>
<td>□ Unrelated to specialty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Requires synthesis from several sources</td>
<td>□ Specific</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Requires no more than a single source</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Requires no more than a single source</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>□ Of general interest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Related to specialty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Requires no more than a single source</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Unrelated to specialty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td>□ Clearly stated</td>
<td>□ Clearly stated</td>
<td>□ Stated</td>
<td>□ Not stated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Comprehensive</td>
<td>□ Some overlap or gaps</td>
<td>□ Glaring gaps</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Mutually exclusive</td>
<td>□ Related to topic</td>
<td>□ Inconsistent relationship with topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Clearly related to topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>□ Concise</td>
<td>□ Complete</td>
<td>□ Well organized</td>
<td>□ Topic, time mismatch</td>
<td>□ Mumbling</td>
</tr>
<tr>
<td></td>
<td>□ Complete</td>
<td>□ Structured</td>
<td>□ Too much or too little detail</td>
<td>□ Disorganized</td>
<td>□ Logical</td>
</tr>
<tr>
<td></td>
<td>□ Precisely organized</td>
<td>□ Well-timed</td>
<td>□ Inadequate or excessive</td>
<td>□ Disorganized progression</td>
<td>□ Logical</td>
</tr>
<tr>
<td></td>
<td>□ Logical</td>
<td>□ Lacked to objectives</td>
<td>□ Inadequate link of content to objectives</td>
<td>□ Disorganized progression</td>
<td>□ Logical</td>
</tr>
<tr>
<td></td>
<td>□ Lacked to objectives</td>
<td>□ Major points highlighted</td>
<td>□ Inadequate link of content to objectives</td>
<td>□ Disorganized progression</td>
<td>□ Logical</td>
</tr>
<tr>
<td>Delivery</td>
<td>□ Fluent</td>
<td>□ Not fluent</td>
<td>□ Not fluent</td>
<td>□ Delivery by reading from notes or slides</td>
<td>□ Rambling</td>
</tr>
<tr>
<td></td>
<td>□ Not fluent</td>
<td>□ Lack of organization</td>
<td>□ Lack of organization</td>
<td>□ Delivery by reading from notes or slides</td>
<td>□ Rambling</td>
</tr>
<tr>
<td></td>
<td>□ Showed good knowledge</td>
<td>□ Factual knowledge</td>
<td>□ Factual knowledge</td>
<td>□ Delivery by reading from notes or slides</td>
<td>□ Rambling</td>
</tr>
<tr>
<td>References</td>
<td>□ Some original research</td>
<td>□ High quality, recent reviews</td>
<td>□ High quality, recent reviews</td>
<td>□ Out of date reviews</td>
<td>□ Delivery by reading from notes or slides</td>
</tr>
<tr>
<td></td>
<td>□ High quality, recent reviews</td>
<td>□ Reputable sources</td>
<td>□ Low quality chapters</td>
<td>□ Out of date reviews</td>
<td>□ Delivery by reading from notes or slides</td>
</tr>
<tr>
<td></td>
<td>□ Reputable sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response to questions</td>
<td>□ In command of material.</td>
<td>□ Able to answer most questions</td>
<td>□ Unable to answer most questions</td>
<td>□ Fabricates information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Able to extrapolate from available information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Aware of limits of knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Each item is scored on a scale of 0 to 2, with 2 being the highest score. The total for each category is calculated by adding the scores and dividing by the number of items in the category.
### M4 Summative Assessment

**Rotation from**

**to**

**Directions:** Please rate your M4 student in this clerkship in the following categories. A faculty narrative is expected with this Assessment.

**Guidelines for Assessment:**
- The “average” for each objective is expected to be 7/9 in the M4 year.
- The student has not performed at a level to warrant the awarding of the MD degree.
- The student has performed slightly below the level of an average third-year medical student.
- The student has performed adequately but not at the level expected of an average fourth-year medical student.
- The student has performed at the level of an experienced PGY-1 (intern)

*Indicates a mandatory response

**Clerkship or Elective:**

**Location:**

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

- Yes [ ]
- No [ ]

**Medical Knowledge:** The student demonstrates knowledge of existing and evolving scientific information and its application to patient care.

<table>
<thead>
<tr>
<th>NIA</th>
<th>Needs Improvement</th>
<th>Needs Improvement</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Satisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
<th>Excellent</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**Patient Care:** The student demonstrates an ability to provide patient care for common health problems across disciplines that is considerate, compassionate, and culturally competent.

<table>
<thead>
<tr>
<th>NIA</th>
<th>Needs Improvement</th>
<th>Needs Improvement</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Satisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
<th>Excellent</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**Professionalism Skills:** 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.

<table>
<thead>
<tr>
<th>NIA</th>
<th>Needs Improvement</th>
<th>Needs Improvement</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Satisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
<th>Excellent</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**Interpersonal and Communication Skills:** The student demonstrates the ability to effectively communicate and collaborate with patients, families and healthcare professionals.

<table>
<thead>
<tr>
<th>NIA</th>
<th>Needs Improvement</th>
<th>Needs Improvement</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Satisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
<th>Excellent</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**Practice Based Learning and Improvement:** The student demonstrates the ability to investigate and evaluate their care of patients, appraise and assimilate scientific evidence and continuously improve patient care based on constant self-evaluation and life-long learning.

<table>
<thead>
<tr>
<th>NIA</th>
<th>Needs Improvement</th>
<th>Needs Improvement</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Satisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
<th>Excellent</th>
<th>Excellent</th>
</tr>
</thead>
</table>
*Systems-Based Practice: The student demonstrates an awareness of and responsiveness to the larger context and system of health care, as well as the ability to effectively utilize other resources in the system to provide optimal health care.

N/A  Needs Improvement  Needs Improvement  Needs Improvement  Satisfactory  Satisfactory  Satisfactory  Excellent  Excellent  Excellent

*Scholarly inquiry: The student demonstrates an ability to frame answerable questions, collect and analyze data and reach critically-reasoned, well founded conclusions in order to advance scientific knowledge in general and the care of individual patients and populations.

N/A  Needs Improvement  Needs Improvement  Needs Improvement  Satisfactory  Satisfactory  Satisfactory  Excellent  Excellent  Excellent

*Health Partnership: The student demonstrates the ability to deliver high-quality, comprehensive, cost-effective, coordinated ambulatory care and community-oriented health education to underserved urban and rural populations.

N/A  Needs Improvement  Needs Improvement  Needs Improvement  Satisfactory  Satisfactory  Satisfactory  Excellent  Excellent  Excellent

*Learning and Working In Teams: The student demonstrates the ability to work as a member of a team in the coordinated, interprofessional model of care delivery.

N/A  Needs Improvement  Needs Improvement  Needs Improvement  Satisfactory  Satisfactory  Satisfactory  Excellent  Excellent  Excellent

*Comments regarding overall student's performance:

Feedback on areas of needed improvement and/or continued growth:

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

*Recommended Clerkship Grade

Fall  Pass  High Pass  Honors

*Did you have an opportunity to meet with this trainee to discuss higher performance?

Yes  No

*Electronic signature of submitting faculty (please type your name in the box below)